

Acronyms

- CEO** Chief Executive Officer
CFO Chief Financial Officer
CSR Corporate Social Responsibility
EC European Community
ECJ European Court of Justice
ECT European Community Treaty
EEC European Economic Community (abbrev. for directives)
etc. etcetera
EU European Union
EUR Euro
f./ff. and the following page(s)
HR(M) Human Resources (Management)
Ibid. ibidem (in the same place)
ILO International Labour Organization
LLBT (model) Log-linear Bradley Terry (model)
MBA Master of Business Administration
MNC/MNEs Multinational Companies/Enterprises
OECD Organization for Economic Cooperation and Development
PhD Philosophiae Doctor (Doctor of Philosophy)
PR Public Relations
R&D Research and Development
ROA Return on assets
ROE Return on equity
ROI Return on investment
SME(s) Small and Medium (Scale) Enterprises
UK United Kingdom
UN United Nations
US(A) United States (of America)
USD United States Dollar
VBM Values-based management

VUT Vienna University of Technology

WHO World Health Organization

WTO World Trade Organization

Appendix A

A.1. Paired Comparison Pattern Model: Formulation of Bradley Terry's Loglinear Model (for Partially Ranked Data)

In a classical paired comparison, subjects would be asked to choose one preferred item out of two options. For J items, the total number of pairs to compare is $\binom{J}{2}$. The response options for a strict choice between items i and j can be expressed as follows:

$$y_{ij} = \begin{cases} 1 & \text{if item } i \text{ preferred to item } j, (i > j) \\ -1 & \text{if item } j \text{ preferred to item } i, (j > i) \end{cases} \quad (\text{A.1})$$

Bradley-Terry's model (Bradley and Terry 1952) is the standard approach to modeling paired comparisons. For the mentioned response in the single paired comparison between two items i and j , y_{ij} , the probabilities of item i being preferred over item j and vice versa is dependent on their respective non-negative worth parameters π_i and π_j .

$$P\{Y_{ij} = 1 | \pi_i, \pi_j\} = \frac{\pi_i}{\pi_i + \pi_j}$$

and

$$P\{Y_{ij} = -1 | \pi_i, \pi_j\} = \frac{\pi_j}{\pi_i + \pi_j} \quad (\text{A.2})$$

Using the log-linear formulation of the model, probabilities p_{ij} are given as follows

$$p_{ij} = \frac{\sqrt{\pi_i/\pi_j}}{\sqrt{\pi_i/\pi_j} + \sqrt{\pi_j/\pi_i}} \quad (\text{A.3})$$

The likelihood function for l -th response pattern y is

$$L = \prod_l P(y_l)^{n_l} \quad (\text{A.4})$$

For traditional paired comparisons, respondents' choices can be intransitive. Rankings are different insofar as they do not constitute sequential pairwise comparisons. Rather, they produce implied paired comparisons as early choices necessarily effect dependencies. An object is assigned first rank, and hence at the same time preferred over all other objects at hand. For J objects, O_1 —when ranked first—is preferred $(J-1)$ times, O_2 as second choice then is preferred $(J-2)$ times, etc. Response patterns involving objects that are ranked high and other not yet ranked objects are hence precluded and need to be removed from paired comparison patterns (structural zeros) of all $L = J!$ possible patterns.

For identifiability reasons, worth parameters $\{\pi_i\}$ are constrained to sum to one over J items. The model hence allows for a determination of scale values for the ranked items (applicants) on a preference continuum that is not directly observable through the ranking itself (Dittrich et al. 1998a, b). Parameters for items compared in pairs are $\gamma_1, \gamma_2, \dots, \gamma_j = \ln \pi_j$. This gives

$$\pi_j = \frac{\exp\{\gamma_j\}}{\sum_i \exp\{\gamma_j\}}, \quad j = 1, 2, \dots, J$$

or

$$\pi_j = \frac{\exp\{2\lambda_j\}}{\sum_j \exp\{2\lambda_j\}}, \quad j = 1, 2, \dots, J \quad (\text{A.5})$$

Parameter restrictions require one parameter—typically the last—to be set zero for reasons of identifiability (Hatzinger et al. 2009).

Worth parameters π for the log-linear BT model are reparameterized to object parameters. The expected number of responses where i is preferred over j — m_{ij} with $m_{ij} = n_{(ij)} p_{ij}$ —takes the following form with object parameters λ ($\lambda_i = \frac{1}{2}\pi_i$) and nuisance parameters α :

$$\ln m_{jk} = \alpha_{(jk)} + \lambda_j - \lambda_k$$

and

$$\ln m_{kj} = \alpha_{(jk)} - \lambda_j + \lambda_k \quad (\text{A.6})$$

The log-linear formulation, increased in complexity due to the heightened number of nuisance parameters in comparison with the logit formulation of the model, is able to include subject covariates (Dittrich et al. 1998a, b). For the inclusion of categorical subject co-variates in the model—in this case experimental treatment, gender, and professional group of respondents—each combination of covariates forms a distinct covariate set. For K sets — $1 < K \leq N - J! = L$ response patterns produce LK response patterns under inclusion of the covariates. n_{lk} yields the number of times the l th response pattern occurs within a covariate set k . The linear predictor is

$$\eta_{lk} = \sum_{i < j} y_{ij;lk} (\lambda_{ik} - \lambda_{jk}) \quad (\text{A.7})$$

Each parameter λ_{ik} gives the interaction effect of item i with covariates. Covariates A and B —for example gender and age—could lead to the effect $\lambda_{i,A} + \lambda_{i,B} + \lambda_{i,A,B}$.

With a covariate x , the linear predictor of the model generalizes to the following form:

$$\eta_{lk} = \sum_{i < j} y_{ij;lk} (\lambda_i + x_k \beta_i - \lambda_j - x_k \beta_j) \quad (\text{A.8})$$

Appendix B

B.1. Paired Comparison Pattern Analysis for Partial Rankings: Null Model and Final Model (in Detail)

The null model showed the following preference order across the entire sample (deviance: 1.65793; log likelihood -1266.31):

Candidate	Stereotypical orientation	Qualification level	λ	SE	z-value	p-value
Amy	Feminine	Excellent	0.3828	0.0304	12.575	0.0000
Eva	Masculine	Excellent	0.1399	0.0264	5.296	0.0000
Leo	Masculine	Excellent	0.1545	0.0264	5.852	0.0000
Ben	Masculine	Good	0.0888	0.0267	3.324	0.0009
Zoe	Masculine	Good	0.0022	0.0276	0.081	0.9354
(Jan)	(Feminine)	(Good)				

Null model—Preference order by ranked objects/applicants across sample

All item parameter estimates λ are positive; overall, positively unrivalled, strictly inside candidate “Amy” has the highest object parameter ($\lambda_1 = 0.3828$). One parameter had to be used as the reference item for all other candidates (fixed at zero). “Jan”—ranked last overall—served as reference item.

The basic LLBT model was enhanced through the inclusion of subject variate parameters, which added complexity. The following models enhanced explanatory power:

Model	Deviance difference to null model	df	p-value
Professional Group	16.8926	10	0.0768 [#]
Experimental Treatment	32.3368	15	0.0058***
Interaction Faculty * Experimental Treatment	137.0198	25	0***

*Model selection I—Improvements in model fit through inclusion of subject covariates, #near-significant at $p < 0.1$, ***highly significant at $p < 0.01$*

Likelihood Ratio (LR) tests were run on LLBT models to determine whether the inclusion of subject covariates lead to a significantly improved model fit compared with the null model, or whether subject co-variables could be omitted and thus remain unconsidered without sacrificing on model fit.

The most complex model—the interaction between the variables Faculty and Experimental Treatment—appeared able to best explain data with deviance difference of 137.02 over 25 degrees of freedom, and a highly significant p value at $p < 0.001$. However, this interaction saw the simultaneous introduction of two different context conditions, with no isolation of these two impact factors. Disciplines were intentionally chosen to be diverse to reflect gender variety within technological science, including engineering and chemistry, disciplines that differ greatly in their gender proportions of students and scientists. Each school was given tasks as similar as possible, but as experimental tasks were tailored specifically to the respective discipline. Unintended differences in applicant manipulation cannot be ruled out despite consultation of external experts at every step of task and CV development. It is therefore not separable whether decision-maker behaviour was indeed significantly different by school or whether the consequences of methodological choices through experimental applicant manipulation may have contributed to the significant interaction effect. The mentioned methodological choice allowed for the observation of a cross-section of technological science disciplines on the one hand—and therefore had its own strengths by not limiting itself to a single discipline—but defeated meaningful consideration of the interaction model's results on the other hand. So despite the potentially highest explanatory power of the interaction model, its results could not be included for the presented analysis for its risk of conflation of impacting factors.

The second most complex model Experimental Treatment significantly improved model fit from the null model with a satisfying deviance difference of 32.34 over 15 degrees of freedom, and a highly significant p-value at $p < 0.01$ ($p = 0.006$).

The Experimental Treatment model thus had to be the final model.

The following table shows relevant object parameters λ_j calculated for the LLBT under the subject co-variate experimental treatment for each single applicant:

Candidate	Stereotyp.	Qualif.	λ_j/λ_j^{OS}	SE	z-Value	p-value
Amy	Fem.	Exc.	0.4037	0.0579	6.971	0.0000***
Eva	Masc.	Exc.	0.2700	0.0526	5.131	0.0000***
Leo	Masc.	Exc.	0.2124	0.0517	4.107	0.0000***
Ben	Masc.	Good	0.0688	0.0528	1.303	0.1926
Zoe	Masc.	Good	0.0196	0.054	0.363	0.7166
Amy_GenderSpecific1	Fem.	Exc.	-0.0152	0.0832	-0.183	0.8548
Eva_GenderSpecific1	Masc.	Exc.	-0.2527	0.0718	-3.522	0.0004***
Leo_GenderSpecific1	Masc.	Exc.	-0.1271	0.0707	-1.797	0.0723 [#]
Ben_GenderSpecific1	Masc.	Good	-0.0691	0.0722	-0.957	0.3386
Zoe_GenderSpecific1	Masc.	Good	-0.0801	0.0741	-1.080	0.2801
Amy_GenderSpecific2	Fem.	Exc.	-0.0480	0.0865	-0.554	0.5796
Eva_GenderSpecific2	Masc.	Exc.	-0.1274	0.0791	-1.611	0.1072
Leo_GenderSpecific2	Masc.	Exc.	-0.0283	-0.0783	-0.361	0.7181
Ben_GenderSpecific2	Masc.	Good	0.1084	0.0796	1.361	0.1735
Zoe_GenderSpecific2	Masc.	Good	0.0771	0.0805	0.958	0.3381
Amy_GenderSpecific3	Fem.	Exc.	0.0135	0.0895	0.151	0.8800
Eva_GenderSpecific3	Masc.	Exc.	-0.1349	0.078	-1.730	0.0836 [#]
Leo_GenderSpecific3	Masc.	Exc.	-0.0552	0.0773	-0.714	0.4752
Ben_GenderSpecificiv3	Masc.	Good	0.0799	0.0785	1.018	0.3087
Zoe_GenderSpecific3	Masc.	Good	-0.0500	0.0824	-0.606	0.5445

*#near-significant at $p < 0.1$, ***highly significant at $p < 0.001$
 LR test of LLBT treatment type vs. LLBT null model*

Appendix C

C.1. Competence Ascription: Content Analysis Results (in Detail)

Relative frequency of the mentions of applicant competence (depicted as a percentage of the total competence mentions in gendered and gender-blind scenarios) distributed themselves as follows:

Positive competence ascriptions	Aggregate			Aggregate			Aggregate		
	All applicants			Male applicants			Female applicants		
	Gender-blind sc.	Regular scenario	% change	Gender-blind sc.	Regular scenario	% change	Gender-blind sc.	Regular scenario	% change
General qualification	12.41 %	13.92 %	<i>+1.50 %</i>	2.76 %	5.67 %	<i>+2.91 %</i>	9.66 %	8.25 %	<i>-1.41 %</i>
Academic qualification	21.38 %	34.02 %	<i>+12.64 %</i>	5.52 %	8.76 %	<i>+3.25 %</i>	15.86 %	25.26 %	<i>+9.40 %</i>
Practical and other relevant experience	14.48 %	13.40 %	<i>-1.08 %</i>	3.45 %	4.64 %	<i>+1.19 %</i>	11.03 %	8.76 %	<i>-2.27 %</i>
Functional-technical skills	24.14 %	15.98 %	<i>-8.16 %</i>	3.45 %	6.19 %	<i>+2.74 %</i>	20.69 %	9.79 %	<i>-10.90 %</i>
Personal skills	22.76 %	13.40 %	<i>-9.36 %</i>	3.45 %	6.70 %	<i>+3.25 %</i>	19.31 %	6.70 %	<i>-12.61 %</i>
Language skills	4.83 %	9.28 %	<i>+4.45 %</i>	1.38 %	1.55 %	<i>+0.17 %</i>	3.45 %	7.73 %	<i>+4.28 %</i>
Σ	100.00 %	100.00 %	<i>0.00 %</i>	20.00 %	33.51 %	<i>+13.51 %</i>	80.00 %	66.49 %	<i>-13.51 %</i>

Italic values represent the relative changes and normal values represent the absolute changes

To test for significance, choice of statistical tests was limited by cell frequency of applicant mentions—the mean cell frequency was low at a mean of 3.1 mentions per cell; maximum counted cell frequency of argument observations was 26; more

than five of the cells per scenario contained expected frequencies and observed frequencies of zero. Expected frequency below 5 would render the sample “small” and a chi-squared test problematic (Andrés and Tejedor 1995). Chi-square tests under Yates’ correction were decided against for the potential loss of power this method incurs (Mayo 1959). Re-categorization to increase expected cell frequencies was decided against for the interest of keeping categories distinct and test subtleties of gendered competence ascriptions in line with the hypotheses. For contexts where frequency of responses of two nominal variables in contingency tables is examined with the constraint of small sample sizes, out of 22 alternative tests, Fisher’s exact test was found most appropriate and is considered to be most powerful, and the “most defensible” choice under such conditions (compare Upton 1982; Camilli 1990; Liddell 1976). Fisher’s exact test, conditioning on marginal totals, examines relative proportions between two independent samples, and calculates the exact probability of observing the particular arrangement between the two populations under the null hypothesis the relationship between relative proportions of one variable is independent of a second variable. In this case, observed frequencies of concrete category mentions are contrasted for subjects that received gender-blind and subjects that received regularly gendered applications, tabulated and tested under the null hypothesis the proportions of category mentions for both populations are independent of gender revelation. A more important source of concern for this study’s results is the criticism Fisher’s exact test is overly conservative, and brings with it a rejection rate below nominal significance levels (D’Agostino et al. 1988). Fisher advocated for “flexible” significance levels particularly for contexts where samples were so small. He suggested levels of significance may have to be perceived in “light of evidence and ideas”, and it may be legitimate to “depart from the 5 % level” when this inflexible threshold resembled a “5 % trap” (Upton 1992). Significance levels for $p < 0.1$ are reported in the following as “near-significant” due to this methodological concern regarding Fisher’s exact test.

In line with the hypothesized effects, results of tests are highlighted as either predicting a gender effect or no association in either direction of the revelation of gender (relevant directions for test statistics highlighted in **bold** letters). In concrete, left-sided Fisher exact tests were run for results where it was hypothesized men would be attributed more positive mentions than women once applicant gender was revealed. In concrete, it was hypothesized men would be attributed more personal, functional-technical competence as well as more positive competence ascription overall compared with women once applicant gender was known by subjects. Right-sided tests depict the opposite hypothesized relation. In this case, it was hypothesized language competence would be more readily attributed to women than men once gender was known. Two-tailed test were used where no prediction of association in either direction was made based on the hypotheses—in this case, for general qualification, academic qualification and practical experience.

In addition, the mirrored twins of excellent and good qualification (“Leo”/“Ben” and “Eva”/“Zoe”) were aggregated to test for statistical significance of the differences in competence ascriptions:

Positive competence ascriptions	Aggregate Male applicants	Aggregate Female applicants	Fisher test		
	% change	% change	p (left)	p (two-tail)	p (right)
General qualification	+2.91 %	-1.41 %	0.16681	0.33325	0.94887
Academic qualification	+3.25 %	+9.40 %	0.60538	1.0000	0.5906
Practical and other relevant experience	+1.19 %	-2.27 %	0.31584	0.52798	0.87027
Functional-technical skills	+2.74 %	-10.90 %	0.02327*	0.02806	0.99494
Personal skills	+3.25 %	-12.61 %	0.00449**	0.00513	0.99932
Language skills	+0.17 %	+4.28 %	0.88696	0.59684	0.43557
∑/Total	+13.51 %	-13.51 %	0.00403**	0.0069	0.99815

*significant at $p < 0.05$, **significant at $p < 0.01$

Fisher's exact test for male-female aggregate differences in competence ascription

Statistical tests for significance of the differences in competence ascriptions between individual applicants with the revelation of gender showed the following detailed results:

	Aggregate			Aggregate			Aggregate		
	Leo/Ben			Eva/Zoe			Fisher test		
	Gender-blind sc.	Regular scenario	% change	Gender-blind sc.	Regular scenario	% change	p (left)	p (two-tail)	p (right)
Positive competence ascriptions	2.76 %	4.12 %	+1.37 %	6.21 %	3.09 %	-3.11 %	0.16122	0.96229	0.25186
General qualification	4.83 %	8.76 %	+3.94 %	11.03 %	11.86 %	+0.82 %	0.24960	0.88927	0.42396
Practical and other relevant experience	2.07 %	3.61 %	+1.54 %	4.83 %	4.12 %	-0.70 %	0.34106	0.89518	0.67846
Functional-technical skills	2.76 %	6.19 %	+3.43 %	15.86 %	6.19 %	-9.68 %	0.00773**	0.99888	0.01422
Personal skills	3.45 %	2.58 %	-0.87 %	9.66 %	2.58 %	-7.08 %	0.19313	0.95316	0.24386
Language skills	0.00 %	1.03 %	+1.03 %	0.69 %	1.03 %	+0.34 %	0.59999	1.0000	1.0000
Σ /Total	15.86 %	26.29 %	+10.43 %	48.28 %	28.87 %	-19.41 %	0.00062***	0.00117	0.99979

Significant at $p < 0.01$, *highly significant at $p < 0.001$

Fisher test for differences in relative frequency mentions between male/female perfect pairs

	Leo	Eva	Fisher test			Amy	Fisher test		
	change in % (positive ascriptions)	change in % (positive ascriptions)	p (left)	p (two-tail)	p (right)	change in %	p (left)	p (two-tail)	p (right)
General qualification	-0.70 %	-2.25 %	0.5351	1.0000	0.79507	+1.71 %	0.88982	0.657	0.36741
Academic competence	+2.74 %	+2.03 %	0.40501	0.75431	0.80997	+8.57 %	0.83969	0.728	0.37806
Practical and other relevant experience	-0.35 %	-1.05 %	0.71538	1.0000	0.71539	-1.57 %	0.70677	1.0000	0.70677
Functional-technical competence	+3.78 %	-2.61 %	0.04474*	0.06973	0.99373	-1.22 %	0.08467#	0.11002	0.98783
Personal competence	-2.24 %	-3.63 %	0.88932	1.0000	0.47962	-5.53 %	0.89387	0.6361204	0.44727
Language competence	+1.03 %	+1.03 %	1.0000	1.0000	1.0000	+3.94 %	0.61404	1.0000	1.0000
Σ/Total	+4.26 %	-6.47 %	0.09624#	0.15665	0.95198	+5.90 %	0.41752	0.72767	0.71311

#Near-significant at $p < 0.1$; *significant at $p < 0.05$

Fisher's exact test for quality ascriptions of "excellent" candidates with the change from gender-blind to gendered scenarios ("Leo" serving as benchmark for "Eva" and "Amy")

	Zoe		Ben		Jan		Fisher test	
	change in % (positive ascriptions)	change in % (positive ascriptions)	change in % (positive ascriptions)	change in % (positive ascriptions)	change in % (positive ascriptions)	change in % (positive ascriptions)	p (left)	p (right)
General qualification	-0.86 %	+2.06 %	+1.55 %	0.142857	0.142857	0.4	1.0000	0.2
Academic competence	-1.21 %	+1.20 %	-0.69 %	0.94871	0.2960372	1.0000	0.625	0.999
Practical and other relevant experience	+0.34 %	+1.89 %	-0.35 %	0.916666	0.58333	1.0000	0.62857	0.8857
Functional-technical competence	-7.07 %	-0.35 %	-0.69 %	0.99285	0.13571	1.0000	0.92307	1.0000
Personal competence	-3.45 %	+1.37 %	+4.12 %	1.0000	0.047619	0.00077	1.0000	0.00077***
Language competence	-0.69 %	0.00 %	-0.86 %	1.0000	1.0000	1.0000	1.0000	0.7499
Σ/Total	-12.94 %	+6.17 %	+3.08 %	1.0000	0.00006	0.00005***	0.9999	0.000998***

*Significant at $p < 0.05$, ***highly significant at $p < 0.001$

Fisher's exact test for quality ascriptions of "good" candidates with the change from gender-blind to gendered scenarios ("Zoe" serving as benchmark for "Ben" and "Jan")

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