The effect of the grade point average and of extracurricular activities on the perceived employability of Chinese business job applicants

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Supervisor

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Biographic note

Kena He was born on the 24th April, 1989, in Harbin, China. Before her university life, she lived with her parents in Harbin all the time.

In 2008, she went to college in Tianjin Foreign Studies University and studied International economy and trade in business school. During university time, she took English as the second major and worked hard on both. In 2012, she graduated from Tianjin Foreign Studies University with double degree.

Her interest in business and management had shown in university. She took an internship in Zurich Insurance Company, and participated in university program to communicate with foreign professors and students.

After graduation, she worked in Shenzhen Wins Security Technology Co. LTD as a trade assistant, mainly focusing on exploring and developing foreign clients.

During her working period, she decided to continue her study. She succeeded in applying the Master in Management of Porto University, and started her new life in Porto in 2014. In 2015, she went to Marseille Kedge Business School to exchange. She will go back to China at the end of 2016, and look forwards to a bright future.
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Abstract

Because the labour market is competitive and graduates are eager to be distinctive amongst peers to get employed and valued, this study examines whether the academic performance, the participation in extracurricular activities, and the gender, affect the perceived employability of Chinese business graduates. By employing an experimental between-subjects factorial design we asked the participation of 360 Chinese working adults to rate the employability of eight fictitious résumés of business graduates, varying in academic performance, participation in extracurricular activities and gender. The results showed that the participation in extracurricular activities, alone and combined with academic performance, resulted in higher rates of job suitability and employability skills. No significant differences were found for the impression management strategies, which means résumés were trusted and similarly used to assess job applicants. Furthermore, there was evidence of Chinese respondents’ biases, which means recruiters might overrate some résumés and underestimate others, depending on their personal characteristics.

Keywords: Chinese Business Graduates, Academic Performance, Extracurricular Activities, Perceived Employability, Perceived Impression Management.

JEL-Codes: J24, M10.
**Resumo**

A competição crescente à entrada do mercado de trabalho tem levado muitos licenciados a tornarem-se distintivos e desse modo mais empregáveis. Este estudo examina de que forma o desempenho acadêmico, a participação em atividades extracurriculares e o gênero influenciam a percepção de empregabilidade dos Chineses licenciados em gestão. É usado um design experimental fatorial e inter-sujeitos para inquirir a opinião de 360 adultos Chineses que trabalham quanto à percepção de empregabilidade de oito finalistas de gestão candidatos a uma função júnior em gestão. Para o efeito foi usado o curriculum vitae fictício destes licenciados, diferindo quanto ao gênero, ao desempenho acadêmico e à participação em atividades extracurriculares. Os resultados revelam um efeito direto da participação em atividades extracurriculares e de interação com o desempenho acadêmico sobre as percepções de empregabilidade dos licenciados, mostrando que os candidatos que participam nestas atividades obtêm melhores avaliações em termos de adequação à função e competências de empregabilidade. Não foram encontradas diferenças significativas para as estratégias de gestão de impressões, o que significa que os currículos foram considerados confiáveis e igualmente usados para avaliar os candidatos. Além disso, houve evidências de vieses quanto às respostas dos inquiridos chineses, o que sugere que alguns recrutadores podem sobrestimar alguns currículos e subestimar outros dependendo de suas próprias caraterísticas pessoais.

**Palavras-chave:** Graduados de Negócios Chineses, Desempenho Acadêmico, Atividades Extracurriculares, Empregabilidade Percebida, Gerenciamento de Impressão Percebida.

**JEL-Codes:** J24, M10.
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1. Introduction

As the entry qualification to the university is falling, some students who are not motivated enough or capable can access higher education, comparing with the past condition (Cuthbert, 2003; Hampshire, 2009). The improvement of people’s living standard also allows more people to enter higher education institutions (Hao & Tan, 1997, p. 147). However, along the increasing number of students, the education resources are not growing (OECD, 2007) which affects the quality of teaching (Ghosh & Rodgers, 1999; Rodgers and Ghosh, 2001).

In China, the expansion of higher education happened in the 1990s in order to address the needs of a market economy thus reflecting the government social and economic development strategy. According to this strategy, the expansion of higher education would help people gain greater (and equal) opportunities, which is an achievement of social and economic objectives (Clancy, 1996, p. 362). Nowadays, the economic condition is changing in China. Chinese President Xi Jinping (2014) elaborated the “new normal” theory, which has three characteristics: the economy has shifted gear from the previous high speed to a medium-to-high speed growth, the economic structure is constantly improved and upgraded, and the economy is increasingly driven by innovation instead of input and investment.

According to Handelsblatt, a German-language business newspaper, reported that “In the next five years, China will be reluctant to continue to serve simply as an industrial park for other areas of the world. Instead, it wants to become a knowledge-oriented high-tech industrial power” (cited by The State Council, The People’s Republic of China, 2015). Similarly, and according to the Communist Party of China Central Committee and the State Council (2015), “by 2020, an institutional environment and a policy and law system in line with innovation-driven development will be formed in China, which will effectively guarantee China’s transformation into an innovation-oriented country.” These structural changes in the economy are aggravating
the shortage of skills in newly emerging industries. Notwithstanding rapidly increasing education attainment, graduates’ skills do not seem to match those demanded by the market (OECD, 2015).

All these changes are upgrading the requirements of new graduates as more highly qualified and educated graduates are required in China. However, in the mainland China, the mismatch between economic development and university planning, in addition to other frictional and administrative barriers, have caused increasing difficulties for university graduates getting their jobs (Hu, 1996). University graduates experience the greatest mismatch in such areas as programming, followed by persuasion, management of personnel resources, operations analysis, operation monitoring and negotiation (OECD, 2015). According to GMAC survey, 79% of Chinese MBA students have gained their jobs before graduation, while the average global percentage is 60%. It shows that there is a huge demand for business management graduates in China (International Finance, 2013). The CEO of GMAC, David Wilson, said that the growth of the Chinese economy causes a great attention to education and generates massive opportunities in business areas, which offer a bright future to Chinese business and management students (International Finance, 2013).

While more and more highly educated and qualified graduates are needed, which means comprehensive talents, new graduates are aware that academic credentials are not enough (Brown et al., 2003; Tomlison, 2008). Therefore, this study examines how the academic performance (assessed by the grade point average - GPA), the extracurricular activities (ECAs) and the gender, affect Chinese graduates’ perceived employability and perceived impression management.

This research follows a quantitative methodology and a quasi-experimental design to address the following research questions:

i) How does academic performance, assessed by the GPA, influence the perception of employability and impression management of a Chinese business/management job
ii) How do extracurricular activities, assessed by the participation in ECAs, influence the perception of employability and impression management of a Chinese business/management job candidate?

iii) How do academic performance and extracurricular activities combined influence the perception of employability and impression management of a Chinese business/management job candidate?

This document is structured in seven sections. After the introduction, section 2 presents the literature review, which is about employability, employability skills and graduates employability strategies in China, including academic performance, and extracurricular activities. Then section 3 summarizes the theoretical model and lists the hypotheses. The methodology is presented in section 4. The main results are presented in section 5 and discussed in section 6, which includes the limitations as well as the theoretical and practical implications of this research. The final section presents the conclusion of this research.
2. Literature Review

2.1. Employability

Definitions of employability are various, and can mean an individual’s ability to get a meaningful job. There are a series of elements included in these definitions, such as acquired skills, job requirements, labour market segmentation or determinants of graduates’ career success, and can be studied from different aspects and be defined on various levels including society, industry, organization and individual, then developing meaning by time (Guo, 2008; Versloot et al., 1998).

Given that most employers are looking for graduates who are proactive and who can use higher level skills including “analysis, critique, synthesis and multi layered communication to facilitate innovative teamwork in catalysing the transformation of their organization” (Harvey, Locke & Morey, 2002); a more complex understanding of graduate’s employability has been offered. For instance, Rothwell and Arnold (2007) proposed an approach for understanding employability that was based on interrelated components that includes wider contextual factors, such as: the student’s academic performance and engagement in his/her studies, the student’s confidence in his/her skills and abilities, the student’s ambition, the student’s perception of the strength of the university brand, the reputation of the university within his/her field of study, the status and credibility of the student’s field of study, the student’s awareness of opportunities in the external labour market, the student’s perception of the state of the external labour market, and the external labour market’s demand for people in the student’s subject field.

The concept of graduate employability developed by Yorke in 2004 has been adopted by the UK’s Enhancing Student Employability Co-ordination Team (ESECT, 2004), in that employability comprises certain levels of cognitive skills, generic competencies, personal capability, technical ability, business/organization awareness, and critical evaluation, reflection and review abilities (Kubler and Forbes, 2005).
Employability is then defined as a set of achievements, skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (Yorke, 2004, p. 7). Further developing this concept, employability is then as a collection of capacities or achievements that constitute a necessary but not sufficient condition for gaining employment, which is dependent, inter alia, on the contemporary state of economy. This approach is considerably more complex than some proponents of ‘core’, ‘key’ and ‘transferable’ skills have suggested, and is strongly aligned with the academic valuing of good learning (Yorke, 2006, p. 3). Yorke (2006) also notes that the balance and the importance of the employability elements will vary for groups of individuals, depending on their relationship to the labour market.

On whole, employability can be better understood as a social construct since seeing it as an individual issue only, misses important aspects of the concept (NIACE, 1998). Although there is a debate on employability be an institutional achievement or an individual's propensity to gain employment, the National Institute of Adult Continuing Education, states that the employability is a responsibility shared more equally between individuals, businesses and public bodies, which stresses the relative nature of the concept and highlights the particular attitudes and contextual values (NIACE, 1998).

2.2. Graduates employability in China

Considering the context of higher education (HE) in China, the concept of employability can only be multidimensional, multi-relational and multidisciplinary. China started the reform and expansion of higher education in 1998. Zhu, the Chinese premier, stated that after living standards had improved, education became the priority of Chinese families (1999, p. 25). Traditionally, Chinese families prefer to invest money in education, based on the conviction that highly educated people are more likely to get a better job, to be respected and live in the upper status of the society. Because of that, education in China is considered as a method of helping people improve their behaviour,
conduct them how to get along with others, make contributions to a better society and prepare an open exam (Fang, 1994). Therefore, accessing to high education was meaning to get a government job or be professional with high payment (Morris, 1996). From a sociological perspective, higher education is regarded as a source of personal and social liberation (Scott, 1995), so the higher education systems have undergone significant restructuring (Currie & Newson, 1998). During the period from 1998 to 2015, the enrolment of new regular undergraduate students increased from 1.08 million in 1998 to 7 million in 2015. In 2015, there were 9.42 million high school students to participate in National College Entrance Exam (NCEE) (called Gaokao) and over 75% of them can be enrolled in higher institutions (National Statistics Bureau of China, 2016).

The expansion of higher education always related with the economy. There are some famous theories about the expansion of higher education, including consumption theory, human capacity theory, social control theory and political integration theory (Archer, 1982; Craig, 1981). For instance, in 1999, China suffered the Asia Financial Crisis, and was processing the state-owned enterprise (SOE) reform, producing many laid-off workers. The expansion of higher education was used to postpone the employment of high school graduates to relieve the tension in the labour market.

The rapid growth of higher education has caused some concerns about its efficiency, efficacy, and equality. It would be unrealistic to expect the government to pay the full cost within a short period time. For some higher education institutions, particularly the lower level institutions, the resources cannot meet the increasing enrolment of students (Yang, 2006), so over the long term, the quality of education will be a major concern. In addition, the sudden increase in the number of graduates deepens the worries and anxieties regarding the entry into the labour market. Chinese higher education institutions are blamed for failing to provide graduates’ employability skills for career life (Molnar and Koen, 2015). What causes the lack of graduates’ employability is the disconnection between the sets of majors, the systems of curriculum and the mechanism
of evaluation with talent market. The theory and practice disconnects. And the mismatch between economic development and university planning adding more frictional and administrative barriers, which have deepened the problems of university graduates’ finding jobs (Hu, 1996). In China, it has become a social issue that young college graduates complain about the difficulty in finding a job (Park, Cai, and Du, 2010).

While a college degree can be a passport to the job market, which may illustrate the level of knowledge and intellectual abilities of the job candidates, employers also require from the candidates’ other abilities, including other life experiences (Molnar and Koen, 2015). So nowadays a degree cannot guarantee a job. As the globalization progresses, more skilled professionals are demanded as the result of the economic development (De Rudder, 1994, p. 208) but more graduates will compete and work in a global environment.

According to Gregg Schoenfeld who is in charge of the education research of GMAC management major (Graduate Management News, 2012), although the recovery of recession has been different, the majors on business and management has shown a stable employment rate. On some extent, the Chinese education system has worked well, but more stress should be put on the practical skills in order to transfer well into knowledge-driven economy and aging society (Molnar and Koen, 2015). Archer and Davison stress that universities need to equip graduates with ‘deep’ intellectual capabilities and a battery of applied practical skills which make them more ‘work-ready’ (2008, p8). Employability skills are the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplace will require. Given that employability skills are not job specific, but are skills that cut horizontally across all industries and vertically across all jobs from an entry level job to a chief executive office position (Sherer & Eadie, 1987, p. 16), they include a positive attitude, team-working, self-management, business and customer awareness, problem-solving, communication and literacy, application of numeracy, and application of information
technology (CBI, 2007). No matter the size of the company, some ‘soft skills’, such as communication skills and team-working are perceived to have more weight than technical or ‘hard skills’, such as a good degree qualification or IT skills (Archer and Davison, 2008).

In the last decade, there has been an explicit emphasis on the expectations of employers and on how higher education institutions can enhance graduates’ employability by ‘taking employability’ more seriously (Harvey et al., 2002, p. 10). This cultural shift has raised the interest for the graduates’ approaches toward the enhancement of their employability to ease the transition to the labour market.

2.3. Graduates’ employability strategies in China

Employability-linked learning is likely to continue to be subject to crude measures of outcome, such as the proportion of graduates who achieve a full-time job within a specified period (Hillage & Pollard, 1998). Given the graduates’ employment rate, the number can illustrate some condition.

In China, 83.1% of Chinese graduates in 2015 have the ‘clear directions’, which means they can choose to be employed, continue study abroad or at home, start their own business or be unemployed (National Statistics Bureau of China, 2016). According to the latest data there are 7.65 million university graduates in China in 2016; and in 2014, the employment rate six months after graduation was 92.1%, which is better than the 90.9% registered in 2012 (National Statistics Bureau of China, 2016). Despite these numbers the competition for a job is likely to grow as China’s economy is expected to slow down and so even 1% of unemployment means that a huge number of graduates will be out of the labour market. In China, the main ways of seeking jobs are through campus recruitment (47.8%), social recruitment (32%), professional websites (29%) and family or friends’ recommendation (18.55%) (He, 2016). So the résumés are a vital aspect to get employed. In 2012, 68.75% of college graduates sent over 10 copies of resumes, and the average time of searching for a job was from one month to 6 months (He, 2016).
The dual structure of Chinese cities and countryside and the remaining characteristics of human capital have a direct effect on graduates’ decisions. Chinese graduates prefer working in big cities (17.2%), such as Beijing, Shanghai, Guangzhou; provincial cities (35.4%); and prefecture-level cities (29.6%); so the competition is concentrated. Many graduates would like to work for state enterprises earning an average salary of 3000-4000RMB (He, 2016). The most common problems that graduates encounter in the transition to the labour market is the lack of working experience (48.95%), the lack of ability (29.05%), too high expectations and psychological pressure (23.9%) and not graduating from a key university (33%) (He, 2016). Other problems, such as gender discrimination or hukou problem represents less than 10% (He, 2016). From the statistics, the primary element for successfully getting employed is personal talent (72.75%), followed by major knowledge and social relationship. Students from elite national key universities are more likely to find a job than their peers in non-key universities (Yang, 2006).

In China, there are two types of public higher education institutions: regular higher education institutions and adult education institutions. In this paper, only regular higher education graduates will be considered. Facing the competitive labour market, some new graduates choose to become self-employed. In 2014, 478,000 college students registered a start-up business (The State Council, The People’s Republic of China, 2015). The number has increased 33.3% from 359,000 in 2013. China issued guidelines to help 800,000 college graduates start their own businesses in the next four years (The State Council, The People’s Republic of China, 2015). College graduates can start-up businesses by Green Tunnel with simple procedures for registration and approval. However, to most graduates, getting employed is their first choice. They have to stand out in the competitive labour market to get employed by adopting some employment strategies, such as improving the academic performance through the increase of the grade point average (GPA), and the engagement in extracurricular activities (ECAs).

The job market reform started in 1978, when China started a socialist market
economy with Chinese characteristics. Before the reform, and in accordance with the socialist ideology, the central government strengthened the unified allocation system by prohibiting enterprises from firing workers. Nowadays, the employment market is changing and uncertain, and employers can take rational action in deciding who and when to employ. Once Chinese workers are allowed to seek jobs, the classic income-leisure choice is the most popular strategy that people are likely to pursue (Mortensen, 1986). Since the competition in job market is growing, graduates are trying to lower their salary and exceptions to get employed. Currently, the average expected salary for a graduate is less than 5000RMB and over 50% graduates are expecting to earn around 3000RMB (China Daily, 2014). In this context, the level of GPA can affect graduates’ salary too. Before the economy reform, China did not allow much income inequality and wage dispersion according to human capital characteristics was minor. Since the marketization of the economy, larger differentials are allowed, despite the influence of the patriarchal Confucian tradition that still has a great effect on female income. According to Rumberger and Thomas (1993) survey, the starting salaries for graduates in China differ with the major, the institutions and the individual academic performance. Graduates in engineering, health, business or science usually have minimum salaries 20% higher than the salaries offered to graduates from humanities. Male graduates often receive a 3% salary premium for a selective school, and female graduates receive 4% more. Likewise, female graduates may receive an additional 5% of salary for every point increase in GPA (Liu and Li, 2010). What’s more, the “high skilled, low position” phenomenon is quite common among women: the number of women in managerial and leadership positions is very low and their average salaries are lower. For instance, the average salary for a female PhD graduate is 4300 RMB, while the average salary for a male PhD is 5100 RMB (Ma, 2008).

While the Chinese market-oriented job system has developed over the last 30 years, there is still much old thinking in people’s minds. Young graduates too are likely to be affected by the old traditions or behaviours. For example, some graduates can find their
jobs through Guanxi that can affect the human resource decisions including recruiting, promoting, rewarding and so on (Chen, Chen and Xin, 2004). Guanxi, which is a Chinese expression of people’s “connections”, “relationships” or “relations” (Chen, Chen and Xin, 2004) plays a unique role in employee’s career life, and is part of the Chinese culture (Meng, 2011). In some cases, and because of this tendency, the employability skills are not taken seriously enough. However, in order to adapt to the world, Chinese companies are changing their management system and are becoming more professional and international. At present, more and more Chinese companies are building competency-based models to guide the human resource management system.

2.3.1 Academic performance

According to U.S. Department of Health and Human Services, Centres for Disease Control and Prevention, academic performance is used broadly to describe different factors that may influence students’ success in school. These factors fall into three primary areas: (1) cognitive skills and attitudes, including attention/concentration, memory and verbal ability; (2) academic behaviours, including conduct, attendance, time on task, homework, and completion; (3) academic achievement, namely standardized test scores and grades.

Academic performance is the outcome of education and GPA, as the grade point average over the course of one’s undergraduate tenure, has been used as a standard to measure the academic performance (Broh, 2000; Darling, 2005; Galiher, 2006; Stephen & Schaban, 2002).

Social motivation has been studied in terms of psychological processes that motivate social behaviour and socialization experiences that motivate social as well as academic behaviour (Juvonen and Wentzel, 1996). Successful students are likely to pursue the goals that are valued by others, including social goals and academic ones (Hanson & Ginsburg, 1988; Wentzel, 1989). Earlier evidence shows that student’s social motivation and relations with teachers and peers have a strong link to academic performance and adjustment to school (Juvonen & Wentzel, 1996). When students get a
high GPA, they are more likely to want and get a better employment opportunity and gain more achievements. In addition, the effective management of time, especially when students use any freed up time for academic endeavours, can reduce feelings of stress and academic anxiety (Campbell, Svenson, & Jarvis, 1992; Macan, Shahani, Dipboye, & Phillips, 1990; Misra & McKean, 2000). It also affects positively students’ academic performance (Britton & Tesser, 1991; Lahmers & Zulauf, 2000; Nonis, Philhours, & Hudson, 2006; Young, Klemz, & Murphy, 2003), the satisfaction with college (Macan et al., 1990), the graduation chances (Pascarella, Pierson, Wolniak, & Terenzini, 2004), and the career-related competencies (Davis & Murrell, 1993). To date, there has been some contradictory evidence suggesting that the amount of time spent studying is not directly related to individual course grades (Schuman, Walsh, Olson, & Etheridge, 1985) or one’s overall GPA (Mouw & Khanna, 1993; Nonis & Hudson, 2006; Plant, Ericsson, Hill, & Asberg, 2005), whereas others find a positive relationship (George, Dixon, Stansal, Gelb, & Pheri, 2008; Lahmers & Zulauf, 2000; Michaels & Miethe, 1989; Stinebrickner & Stinebrickner, 2004, 2008; Young et al., 2003). So far, however, there has been little discussion about how GPA affects graduates’ perceived employability, especially in the Chinese context. While students’ academic performance can contribute to produce the best qualified graduates who will manpower and promote the development of the society and the economy (Ali et al, 2009), most studies on academic performance, so far, has focused on the factors affecting students’ academic performance, such as gender differences, teaching measures, socio economic elements or family background (Hansen, Joe B., 2000), disregarding how GPA alone and combined with the engagement in extracurricular activities affect the employability of Chinese business graduates.

2.3.2 Extracurricular activities

According to Tinto (1975, 1998), students not only need to persist in their study in order to graduate (i.e. academic integration), but they also need to participate in the student culture, both within and outside the immediate context of the learning
environment (i.e. social integration). Extracurricular activities are organized student activities connected with school, but usually carrying no academic credit, usually including student unions, volunteer, and sport activities. Students who participate in voluntary, school-based, extracurricular activities can increase school participation and achievement. Also, the participation in extracurricular physical activities can affect the mental well-being of young people by reducing the pressure, maintaining fitness and raising the satisfaction with the physical appearance (Daley & Leahy, 2003).

The engagement in ECAs produce positive outcomes both while studying and after. While studying, the participation in intercollegiate athletics does appear to positively influence persistence and is related to gains in interpersonal skills and self-confidence (Pascarella & Terenzini, 2005; Schulman & Bowen, 2001). The engagement in campus and departmental activities, students’ clubs, and leadership positions is positively associated to self-report learning and cognitive skills, communication skills, interpersonal interactions, critical thinking and self-confidence (Gellin, 2003; Huang & Chang, 2004). Students taking part in school organizations and class activities carry on a higher responsibility for their “self-management and self-training”, which can develop stronger interpersonal relationships and personal skills (Liu and Li, 2010). The participation in ECAs can also be linked to positive academic outcomes including improved grades, test scores, higher school engagement, and increased educational aspirations (Fredricks & Eccles, 2006), although the over-participation in extracurricular activities can carry negative consequences.

After studying, the type of extra-curricular activity participation can have an impact upon the duration of employment contract. More specifically, the graduates who took part in cultural and spiritual activities were more likely to receive open-ended employment contracts, or positions without a specific ending date. Conversely, those who participated in extra-curricular activities at a leadership level, for an extended period of time or alongside family members, were less likely to receive open-ended contracts. Extracurricular activities also have an influence on graduates’ occupational
status, entering large firms or unemployment (Tchibozo, 2007). Active students who prefer to taking extracurricular activities are more confident, and good at getting along with people. So these graduates would like to enter large companies and to take positions that can use their advantages.

Over 70% of college student will spend at least one month on attending extracurricular activities, social internship or part-time job.

Voluntary service among college students has become popular in China in recent years. According to Carlo’s study (Carlo, Okun, Knight & de Guzman, 2005), almost 90% of college students have participated in voluntary services. Voluntary service can help the accumulation of human capital, thereby increasing productivity, can help to broaden the social networks in order to find better opportunities, or can just be a positive sign to potential employers (Menchik & Meibrod, 1987; Day & Devlin, 1998; Freeman, 1997; Prouteau, 2006; Wuthnow, 2002; Ellingsen & Johanneson, 2009; Ziemek, 2006). Earlier studies showed that people who have the experience of voluntary services have better performance in leadership, social communication, critical thinking and problem solving (Astin & Sax, 1998; Avalos & Astin, 1999). In addition, the engagement in voluntary services can benefit people to get a higher salary (Katz & Rosenberg, 2005). In Canada, the salary can go up to 6%-7% (Day & Devlin, 1998); while in Austria the increase can amount to 18.7% (Hackl & Halla, 2007). However, most studies did not specifically target graduates nor compared the employability effects of academic performance and the engagement in ECAs. Because college students are going through a period of transition entering the labour market they have a stronger incentive to use the employability strategies that can help them become distinct and therefore employable.

Thus, this study seeks to address these research gaps by examining how the academic performance (GPA) and extracurricular activities (ECAs) separately and combined affect Chinese graduates’ perceived employability and perceived impression management.
2.4. Graduates’ impression management

When the American sociologist Goffman first proposed the "Mime theory" (1959), he believed that *people are in the eyes of the others* to create a desired impression of their own performance, thus presuming that impression management is mutual. Impression management can then be used as a social lubricant to ease the interpersonal friction, lubrication, and thereby control agency relations to avoid embarrassment (Goffman, 1959).

In sociology and social psychology, impression management is considered a conscious or subconscious process through which people try to affect others’ opinions through a series of actions and languages (Piwinger, Manfred, Ebert, & Helmut, 2001).

To some extent, impression management can be equal to self-presentation. Impression management is an active self-presentation of a person aiming to enhance his image in the eyes of others (Sinha, 2009). Impression management tries to control the information that others will attain in order to influence others’ opinions. Impression management aims to collect information or messages to form or change a person’s existing impressions (Rosenfeld, 1997). As to the types of impression management, there are constructive impression management and strategic impression management. Constructive impression management aims to form self-identity, while strategic impression management focuses on attaining some interpersonal goals (Leary and Kowalski, 1990). Individuals can improve their impression management by self-enhancement, such as boosting physical appearance, perfecting appearance or holding a positive attitude (Newman, 2009). In order to generate a favourable impression, perceived or evaluated by others, there are some factors to attend, including a person’s outlook, performance and attitudes (Schlenker and Weigold, 1992). Impression manage can also affect employees’ bonuses and payment. Through impression management, employees can affect employers’ opinions to get these rewards.

According to Schlenker, social interactions shape people’ images (1980, p. 47).
Social identity refers to how people are defined and regarded in social interactions (Schlenker 1980, p. 69). While the mass media spread the idea that pretty women attract attention, and the promotion and fashion, such as design, clothing and make-up, get more attention from female students than male students.

Also, impression management is powerful during the selection process. There are many researches focusing on the effect of impression management (Gilmore and Gerald, 1989; Kacmar and Carlson, 1999; Roulin et al., 2014).

While earlier research has examined the process of impression management during job interviews, less is known about how the content of the résumés affect this process far in advance. Thus, this study addresses this research gap by examining how the résumé information about academic performance (GPA) and extracurricular activities (ECAs) affect Chinese graduates’ perceived impression management.

2.5. Graduates’ gender

In China, there is a phenomenon of female cadre deputies in the higher education institutions, as gender imbalance also exists in the students’ organizations (Liu and Li, 2010). Like a micro-society, these students’ organizations follow the pattern “the man leads, the woman follows”, regarding the participation in decision-making and management. These organizations have traditional role divisions and position separation, restricting women from equal participation in societies and campus activities (Liu and Li, 2010). As for the objective of participating in extracurricular activities, and sports activities as an example, the gender difference should be considered. Men and women have different aims: the proportion of women is usually higher when the goal is perfection the body, while the inverse occurs for the other goals, such as health promotion, improving sport skills, enlarging social circle and balancing emotions (Jiang, 2007). Also, men occupy larger sport space, such as the sports grounds, basketball court and football pitch, while women prefer to participate in smaller space activities (Jiang, 2007). Mass media also reinforce women beauty, restricting and advising women in some sports.
Traditional Chinese sayings also express and reinforce gender discrimination, such as: “man outside, woman inside”, or “a man at 30 is a flower, a woman at 30 is an old mother”. In the labour market, female graduates face further discrimination regarding age, appearance and marital status. For example, in China, a woman over 27 will be called left-over if she is single and does not get married, despite increasing evidence that highly educated female students are getting better results than male students (Guo, Tsang, and Ding, 2007). Although female science and engineering students are attaining better results in terms of GPA their starting salaries after graduation are lower (Guo, Tsang, and Ding, 2007).

The growing number of graduates entering the job market and the over-supply, raise the debate about the gender issues in finding employment. Inequality in high education results in different employment opportunities for male and female graduates (Liu and Li, 2010).

Gender discrimination appears in job advertisements too, whether open or hidden. Female graduates looking for employment spend more time sending CVs or giving it in hand, undertake more interviews and bear the related economic and psychological costs, far more so than their male classmates (Wang, 2002). In June 2003, a team of experts from the Peking University carried out a research named “The Expansion of Higher Education and the Labour Market” (Wen & Huang, 2004). They investigated the national work situation of higher education institution graduates, discovering that men had a higher success rate (67.3%) in obtaining work than women (57.7%), differing by 9.6%. This difference came out to vary according to different educational background, different schools and different regions (Wen & Huang, 2004).

Given the aforementioned evidence and regardless of the information provided in the résumés, one would expect gender differences for the perceived employability of Chinese business/graduates. Keeping all the information constant (i.e. GPA and ECAs), male résumés will be rated higher in terms of perceived employability than female résumés.
3. Theoretical model and hypotheses

This study examines the effect of academic performance (GPA), extracurricular activities (ECAs) and gender on Chinese business/management graduates’ employability and perceived use of impression management. For this purpose, eight fictitious résumés manipulate the information about the gender, academic performance (in terms of GPA) and the engagement in ECAs of Chinese business/management graduates. The résumés are rated in terms of employability and impression management, in particular, in terms of: (1) suitability to an entry level business/management position, (2) personal organization and time management skills, (3) learning skills; and the efforts of (4) slight image creation and (5) transparency of the applicant.

The main research questions are the following:

i) How does academic performance, assessed by the GPA, influence the perception of employability and impression management of a Chinese business/management job candidate?

ii) How do extracurricular activities, assessed by the participation in ECAs, influence the perception of employability and impression management of a Chinese business/management job candidate?

iii) How do academic performance and extracurricular activities combined influence the perception of employability and impression management of a Chinese business/management job candidate?

Figure 1 sums the theoretical model, distinguishing the independent and dependent variables.
3.1 GPA effect - Hypotheses 1 and 2

Academic performance is usually measured by GPA, which reflects the cognitive skills, attitudes, academic behaviours and motivations of graduates (Juvonen and Wentzel, 1996). Thus, graduates with a high GPA are expectedly perceived as possessing effective personal organization and learning skills. Also, graduates with a high GPA are likely to be more transparent (and trustworthy) and use less efforts to build a positive image (i.e. slight image creation) (Kristof-Brown et al., 2002). Therefore, one would expect that the résumés presenting a Chinese business/management graduate having a high GPA to be positively rated, as follows:

H1: A high level of GPA is positively associated with the perceived employability of Chinese business/management graduates in terms of: (a) suitability to the position; (b) personal organization and time management skills; and (c) learning skills.

H2: A high level of GPA is negatively associated to the applicants’ (a) slight image creation; and (b) positively associated to applicants’ transparency.
3.2 ECAs effect - Hypotheses 3 and 4

Young volunteers often participate in extracurricular activities with the aim of obtaining future work-related skills and training (Gillespie, 1985). Recent studies also show that college students pay more attention to the factors that affect their own interests, such as the perfection of resumes and career promotion (Dickinson, 1999; Musick, Handy, Brudney & Yamauchi, 2010; Handy, Cnaan, Hustinx, Brudney, Haski-Leventhal & Ranade, 2010). The congress of Renmin University of China and Expo Forum surveys (Li and Zheng, 2013) also show that Chinese college students think that participation in extracurricular activities have a positive impact on their future employment, which is the main reason to participate in ECAs. Hence, the résumés of graduates participating in ECAs are likely to be rated higher in terms of employability skills but lower in terms of applicant’s transparency since the involvement in ECAs can be seen as a slight image creation strategy (Kristof-Brown et al., 2002). Therefore, one would expect that:

**H3:** The participation in ECAs is positively associated with the perceived employability of Chinese business/management graduates in terms of: (a) suitability to the position; (b) personal organization and time management skills; and (c) learning skills.

**H4:** The participation in ECAs is positively associated to applicants’ (a) slight image creation; and (b) negatively associated to applicants’ transparency.

3.3 GPA and ECAs combined effect - Hypotheses 5 to 8

Given the increasing competition in the Chinese labour market, graduates are prone to combine a high level of academic performance (and high GPA) with the participation in ECAs to ease the job search (Fredricks & Eccles, 2006) and increase their employability skills (Gellin, 2003; Huang & Chang, 2004). Also, high GPA graduates can be perceived as more transparent and less engaged in efforts of slight image creation (Kristof-Brown et al., 2002). Therefore, the following hypotheses are
expected:

**H5:** The résumés reporting a high GPA and the participation in ECAs will be rated more positively than all the others résumés in terms of: (a) suitability to the position; (b) personal organization and time management skills; and (c) learning skills.

**H6:** The résumés reporting a high GPA and the participation in ECAs will be reported (a) less in terms of slight image creation; (b) and more in terms of applicants’ transparency, than all the others résumés.

**H7:** The résumés without participation in ECAs, combined with a low level of GPA, is negatively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills and (c) learning skills.

**H8:** The résumés without participation in ECAs, combined with a low level of GPA, is negatively associated with applicants’ (a) slight image creation and positively associated with applicants’ (b) transparency.

### 3.4 Gender effect

Historically, Chinese culture has valued boys than girls. So gender difference has ready existed in China since a long time ago, because Confucian patriarchal ideology stresses that male superiority than female (Fang, 1988).

According to the surveys, Chinese women are not treated equally in many fields and in some ways. At the end of 2006, there were 8.363 million female students, occupying 48.1% of all (Department of Social and Technological Statistics, National Bureau of Statistics of China, 2007). In comprehensive universities and key universities, the ratio of female students is approaching 50% or more (Liu and Li, 2010). And more and more research has found that female students are better than male students, or they have the similar performance (Guo, Tsang, and Ding, 2007). However, women receive discrimination in job market (Liu and Li, 2010). A large number of job advertisements have included gender discrimination information even public position (Tan, 2003; Xu, Kang, and He, 2003; Wang, 2003). So in this research, there will be discussed if gender
have affected Chinese business and management graduates’ perceived employability.
4. Methodology

4.1. Method and design

This study targets the perceptions of employability of Chinese working adults and uses a quantitative method and a between subject quasi-experimental design (Copper and Schindler, 2014).

The independent variables are the résumé information in terms of academic performance (i.e. GPA), engagement in ECAs and applicant gender. The dependent variables are the perceived employability (in terms of job suitability and other employability skills), and impression management. As for the job type, a general entry level position in business and management was established for all applicants. The independent variables were manipulated along eight between subject experimental conditions: 2 GPA conditions (candidate with high versus low GPA) x 2 ECAs conditions (candidate participating in ECAs and not participating) x 2 Gender (male versus female candidate).

Table 1 summarizes the eight experimental conditions. For example, condition A was represented by the fictitious résumé of a male business/management graduate with a high level of GPA and earlier participation in ECAs.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Academic Performance</th>
<th>Extracurricular Activities</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>High level of GPA</td>
<td>Participation in ECAs</td>
<td>Male</td>
</tr>
<tr>
<td>B</td>
<td>High level of GPA</td>
<td>Participation in ECAs</td>
<td>Female</td>
</tr>
<tr>
<td>C</td>
<td>High level of GPA</td>
<td>No participation in ECAs</td>
<td>Male</td>
</tr>
<tr>
<td>D</td>
<td>High level of GPA</td>
<td>No participation in ECAs</td>
<td>Female</td>
</tr>
<tr>
<td>E</td>
<td>Low level of GPA</td>
<td>Participation in ECAs</td>
<td>Male</td>
</tr>
<tr>
<td>F</td>
<td>Low level of GPA</td>
<td>Participation in ECAs</td>
<td>Female</td>
</tr>
<tr>
<td>G</td>
<td>Low level of GPA</td>
<td>No participation in ECAs</td>
<td>Male</td>
</tr>
</tbody>
</table>
Following the aforementioned experimental manipulation (details in Annex A) eight fictitious résumés were developed to correspond to each experimental condition (details in Annex B). One page of résumé introduced a fresh business/management graduate applying to a general entry-level position in business and management. In other words, each résumé portraits a job applicant with a bachelor degree in Management, from the Pekin University, who was searching for his/her first job after graduation. All résumés contained the same personal data, including applicant’s hobbies and areas of interest, additional training, language and IT skills. The name of the candidate, date of birth, address, phone number, email, and training were fictitious. No photograph was included, because there is evidence that applicant’s image can affect the reviewers’ opinions and following evaluations (Gonçalves, 2014a). The résumés only differed in the independent variable manipulated (following Table 1): 2 (male x female) x 2 (high versus low GPA) x 2 (with and without participation in ECAs).

For the GPA manipulation, two levels were considered according to the Chinese grading system: a low level of GPA (2.7 out of 5.0) and a high level of GPA (4.0/5.0). For the ECAs manipulation, three common ECAs were considered: the participation in a student union, volunteering (participation in the university volunteering program), and sports (ping-pong interuniversity team leader). The selection of these activities and roles were based on common students’ practice in China and were aimed to include the most frequent ECAs among graduates. The gender condition was manipulated through the use of a gendered fictitious female versus male name. Two of the most common Chinese names were chosen: Wei Wang (male) and Fang Wang (female).

4.3. Measures

The dependent variables of perceived employability and impression management were measured using pre-established scales (see details in Annex D), which were translated
Perceived employability measures included job suitability and employability skills.

1) Job suitability. It was measured by a 5-item scale adapted from McElroy et al. (2014) and answered in a 7-point scale (1 = totally disagree and 7 = totally agree). To answer, the respondents were asked to rate the extent to which they perceived the job applicant suitable for a general entry-level junior business/management position. For example, “我会考虑申请人作为合格的商务入门级职位” (“I would consider the applicant as qualified for the position”). The Cronbach alpha of this five item-scale was 0.845, which compares well with the original from McElroy et al. (2014) (0.89 for sample 1 and 0.97 for sample 2).

2) Personal organization and time management skills. It was measured by a 4-item scale and answered in a 5-point scale (1 = very low competence/ability level, 5 = very high competence/ability level) (Evers et al. 1998; Gonçalves, 2010). The respondents were asked to rate job applicant’s ability to organize and manage the time. Sample items included: “这个候选人能够设定优先级” (“This applicant is capable of setting priorities”) and “This applicant can allocate time efficiently”). The Cronbach alpha was 0.933, which compares well with the value from Evers et al (1998) and Gonçalves (2010) (respectively 0.83 and 0.621)

3) Learning skills. It was measured by a 2-item scale and answered in a 5-point Likert scale (1 = very low competence/ability level, 5 = very high competence/ability level). The respondents were asked to rate the job applicant learning skills, after reading the résumé. The two items were: “这位候选人能够跟上所在领域的最新发展” and “这位候选人可以在日常经验中获取新知识” (“This applicant can keep up-to-date on developments in the yield” and “This applicant can gain new knowledge from everyday experiences”). The Spearman-Brown coefficient was 0.884, which is higher than the original alpha Cronbach of 0.669 and 0.476 from Evers et al. (1998) and Gonçalves (2010).
Perceived impression management, were assessed through the efforts of slight image creation and applicant’s transparency.

(4) Slight image creation. It was measured by a 2-item scale and answered in a 5-point Likert scale (1 = to no extent, 5 = to a very great extent), from the Interview Faking Behavior (IFB) scale (Lavashina and Campion, 2007). Only two items were measured: “这个申请人能够扭曲简历所提供得信息以满足面试官对职位的看法” (The applicant distorted his/her experience in the résumé to fit it to the reviewer’s view of the position) and “这个申请人能够扭曲简历所提供的资格以匹配作业所需的资格规定” (The applicant distorted his/her qualifications to match the qualifications required for the job). The Spearman-Brown coefficient was 0.956, which is 0.90 from Levashina and Campion (2007).

(5) Transparency. It was measured by a 3-item scale and answered in a 5-point Likert scale (1 = totally disagree, 5 = totally agree), following Roulin et al. (2014). The respondents were asked to rate how they perceived the job applicants’ transparency. For example: “容易从申请人的简历中区分虚构或事实” (It was easy for me to differentiate facts from fiction in the applicant résumé). The Cronbach alpha was 0.897, which is a little higher than the original scale from Roulin et al. (2014) 0.83.

Other measures. There is evidence that recruiters’ decisions can be affected by the characteristics of the job applicants that are similar to theirs (Graves & Powell, 1995). To control for this potential bias, the respondents’ demographic was asked, including: age, gender, education, recruiting experience, earlier academic performance (GPA) and participation in ECAs. Age was computed in years. Gender was dummy-coded (1 = Female; 2 = Male), as well as Education that was coded in seven categories (1 =Primary Education; 2 = Compulsory Education; 3=Bachelor; 4=Post-Graduation; 5=Master; 6=PhD; 7=Other). GPA of the last completed education level was computed in points (and converted to a scale from 0 to 20). Finally, earlier participation in ECAs and recruiting experience were dummy-coded (Yes = 1; No = 2).
4.4. Sample and procedures

The final sample is composed of 360 Chinese working adults. Most of them work for small and medium enterprises (SMEs), which corresponds to the main composition of Chinese economic subjects (Li, Zhang and Matlay, 2003). According to the size of the company, the recruiting decisions can be made by people from different positions, which was confirmed by the data since most respondents had earlier recruiting experience (Table 2). Participants were contacted by social media: WeChat and QQ, by sending invitation messages to participate in a research study. The survey (and the eight experimental conditions) were created and administered online through the wenjuan.com. The data were collected from 02/05/2016 to 16/05/2016. Those who accepted to participate in the survey were randomly assigned to one of the eight experimental conditions. After reading the welcome message, the participants were asked to read the résumé and answer the remaining questions about the perceived employability of the candidate to a general entry-level position in business and management. Finally, the participants answered some demographic questions, giving some advice about the study and providing their emails in case that they wanted to know more information about the study. Table 2 describes the sample composition by each experimental condition.

<table>
<thead>
<tr>
<th>Experimental Condition</th>
<th>N</th>
<th>Gender</th>
<th>Age</th>
<th>Education</th>
<th>GPA</th>
<th>Earlier participation in ECAs</th>
<th>Earlier Recruiting Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>Male</td>
<td>M  SD</td>
<td>M  SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Condition A (HGPA x ECAs x Male)</td>
<td>54</td>
<td>31.48%</td>
<td>68.52%</td>
<td>36.46</td>
<td>9.02</td>
<td>12.96%</td>
<td>87.04%</td>
</tr>
<tr>
<td>Condition B (HGPA x ECAs x Female)</td>
<td>51</td>
<td>39.21%</td>
<td>60.79%</td>
<td>32.88</td>
<td>8.93</td>
<td>11.76%</td>
<td>88.24%</td>
</tr>
<tr>
<td>Condition C (HGPA x NECAs x Male)</td>
<td>32</td>
<td>31.25%</td>
<td>68.75%</td>
<td>36.36</td>
<td>10.71</td>
<td>15.63%</td>
<td>84.38%</td>
</tr>
<tr>
<td>Condition D (HGPA x NECAs x Female)</td>
<td>48</td>
<td>39.58%</td>
<td>60.42%</td>
<td>35.71</td>
<td>10.05</td>
<td>16.67%</td>
<td>83.33%</td>
</tr>
<tr>
<td>Condition E (LGPA x ECAs x Male)</td>
<td>33</td>
<td>30.30%</td>
<td>69.70%</td>
<td>36.73</td>
<td>11.07</td>
<td>24.24%</td>
<td>75.76%</td>
</tr>
<tr>
<td>Condition F (LGPA x ECAs x Female)</td>
<td>34</td>
<td>29.41%</td>
<td>70.59%</td>
<td>36.85</td>
<td>10.45</td>
<td>20.59%</td>
<td>79.41%</td>
</tr>
<tr>
<td>Condition G (LGPA x NECAs x Male)</td>
<td>71</td>
<td>42.25%</td>
<td>57.75%</td>
<td>37.34</td>
<td>11.25</td>
<td>16.90%</td>
<td>83.10%</td>
</tr>
<tr>
<td>Condition H (LGPA x NECAs x Female)</td>
<td>37</td>
<td>29.73%</td>
<td>70.27%</td>
<td>35.35</td>
<td>10.17</td>
<td>21.62%</td>
<td>78.38%</td>
</tr>
<tr>
<td><strong>Overall sample</strong></td>
<td>360</td>
<td>35.27%</td>
<td>64.73%</td>
<td>35.99</td>
<td>10.21</td>
<td>16.94%</td>
<td>83.06%</td>
</tr>
</tbody>
</table>

Table 2 sums the characteristics of the sample. The 360 respondents had an average
age of 35.99 years old and were mostly male (64.01%). As to education, 83.06% of the respondents had at least one higher education degree and had, on average, a GPA of 15.91 (out of 20). Also, 53.33% of the respondents participated in ECAs when they were studying and 57.5% had recruiting experience. Finally, 32.2% worked in professional fields, while 31.4% held a management position. From the demographics composition of the conditions, there are some diversity in that male respondents were dominant in conditions A and H, and conditions E, F and H reunited the higher number of non-graduate respondents.
5. Results

5.1. Sample differences by experimental condition

In order to test the sample demographic differences across experimental conditions, despite the random assignment of the respondents, the analysis of variance (one-way ANOVA) was used. Table 3 shows that there are no significant demographic differences between conditions. For main respondents’ demographic variables, the results confirm that each experimental condition constituted one treatment condition, which support further comparisons.

Table 3 - ANOVA results for differences between experimental conditions

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>0.974</td>
<td>0.450</td>
</tr>
<tr>
<td>Gender</td>
<td>0.592</td>
<td>0.763</td>
</tr>
<tr>
<td>Education</td>
<td>0.532</td>
<td>0.810</td>
</tr>
<tr>
<td>GPA</td>
<td>1.181</td>
<td>0.319</td>
</tr>
<tr>
<td>Recruiting Experience</td>
<td>0.734</td>
<td>0.644</td>
</tr>
<tr>
<td>ECAs</td>
<td>1.730</td>
<td>0.101</td>
</tr>
</tbody>
</table>

*p < 0.05

5.2. Scales validity

Before testing the hypotheses, several confirmatory factor analysis (CFA) were used to confirm the adequacy of the scales used (see details in Annex 1). The final results support the use of the translated scales and confirm their adequacy.
### Table 4 - Descriptive of the confirmatory factor analysis

<table>
<thead>
<tr>
<th>Items</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>Cronbach Alpha</th>
<th>Adapted from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitability to the position</td>
<td>5</td>
<td>5.85</td>
<td>1.05</td>
<td>0.845</td>
<td>McElroy et al. (2014)</td>
</tr>
<tr>
<td>Personal organization and time management skills</td>
<td>4</td>
<td>4.28</td>
<td>0.84</td>
<td>0.933</td>
<td>Evers et al., (1998) for the original; Gonçalves (2010) for the Portuguese version</td>
</tr>
<tr>
<td>Learning skills</td>
<td>2</td>
<td>4.33</td>
<td>0.86</td>
<td>0.884</td>
<td></td>
</tr>
<tr>
<td>Slight image creation</td>
<td>2</td>
<td>3.62</td>
<td>1.45</td>
<td>0.956</td>
<td>Levashina and Campion (2007)</td>
</tr>
<tr>
<td>Transparency</td>
<td>3</td>
<td>4.04</td>
<td>1.11</td>
<td>0.897</td>
<td>Roulin et al. (2014)</td>
</tr>
</tbody>
</table>

#### 5.3. Descriptive analysis

Table 5 summarizes the means, standard deviations and inter-correlations (Pearson Coefficient) for the main research variables. Overall, all the measures are positively inter-correlated.

### Table 5 - Means, standard deviations and inter-correlations of the measures

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitability to the position</td>
<td>5.85</td>
<td>1.05</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal organization and time</td>
<td>4.28</td>
<td>0.84</td>
<td>.667**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>management skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning skills</td>
<td>4.33</td>
<td>0.86</td>
<td>.633**</td>
<td>.797**</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slight image creation</td>
<td>3.62</td>
<td>1.45</td>
<td>.469**</td>
<td>.394**</td>
<td>.365**</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Applicants’ transparency</td>
<td>4.04</td>
<td>1.11</td>
<td>.563**</td>
<td>.623**</td>
<td>.583**</td>
<td>.563**</td>
<td>-</td>
</tr>
</tbody>
</table>

*Correlations is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).
5.4. Test of hypotheses

In order to test the hypotheses and examine the effects of academic performance, extracurricular activities and gender on the perceptions of applicants’ employability and of impression management, several analyses of variance (ANOVA) were used, and the outcomes are presented in Table 6 and Table 7.

Table 6 - Means and standard deviations of the dependent variables by condition

<table>
<thead>
<tr>
<th>Experimental Conditions</th>
<th>N</th>
<th>HGPA</th>
<th>LGPA</th>
<th>Effects GPA</th>
<th>Effects ECAs</th>
<th>Effects NECAs</th>
<th>Effects GPA x ECAs</th>
<th>Effects GPA x NECAs</th>
<th>Effects Gender</th>
<th>Transparency</th>
</tr>
</thead>
<tbody>
<tr>
<td>HGPA (conditions A, B, C, D)</td>
<td>185</td>
<td>5.8638</td>
<td>1.06078</td>
<td>8.720</td>
<td>0.122</td>
<td>0.223</td>
<td>0.637</td>
<td>0.385</td>
<td>0.392</td>
<td>0.533</td>
</tr>
<tr>
<td>LGPA (conditions E, F, G, H)</td>
<td>170</td>
<td>5.8251</td>
<td>1.03804</td>
<td>4.2557</td>
<td>0.87795</td>
<td>0.009</td>
<td>0.923</td>
<td>0.042</td>
<td>0.837</td>
<td>0.007</td>
</tr>
<tr>
<td>Effects GPA</td>
<td>0.024</td>
<td>0.876</td>
<td>0.033</td>
<td>0.855</td>
<td>0.099</td>
<td>0.753</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effects ECAs</td>
<td>0.007</td>
<td>0.935</td>
<td>0.002</td>
<td>0.931</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effects NECAs</td>
<td>0.006</td>
<td>0.934</td>
<td>0.006</td>
<td>0.934</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effects Gender</td>
<td>0.006</td>
<td>0.934</td>
<td>0.006</td>
<td>0.934</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7 - ANOVA results by group and dependent variable

<table>
<thead>
<tr>
<th>Effect between conditions</th>
<th>N</th>
<th>HGPA</th>
<th>LGPA</th>
<th>Effects GPA</th>
<th>Effects ECAs</th>
<th>Effects NECAs</th>
<th>Effects GPA x ECAs</th>
<th>Effects GPA x NECAs</th>
<th>Effects Gender</th>
<th>Transparency</th>
</tr>
</thead>
<tbody>
<tr>
<td>HGPA (conditions A, B, C, D)</td>
<td>185</td>
<td>5.8638</td>
<td>1.06078</td>
<td>8.720</td>
<td>0.122</td>
<td>0.223</td>
<td>0.637</td>
<td>0.385</td>
<td>0.392</td>
<td>0.533</td>
</tr>
<tr>
<td>LGPA (conditions E, F, G, H)</td>
<td>170</td>
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<td>1.03804</td>
<td>4.2557</td>
<td>0.87795</td>
<td>0.009</td>
<td>0.923</td>
<td>0.042</td>
<td>0.837</td>
<td>0.007</td>
</tr>
<tr>
<td>Effects GPA</td>
<td>0.024</td>
<td>0.876</td>
<td>0.033</td>
<td>0.855</td>
<td>0.099</td>
<td>0.753</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effects ECAs</td>
<td>0.007</td>
<td>0.935</td>
<td>0.002</td>
<td>0.931</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effects NECAs</td>
<td>0.006</td>
<td>0.934</td>
<td>0.006</td>
<td>0.934</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effects Gender</td>
<td>0.006</td>
<td>0.934</td>
<td>0.006</td>
<td>0.934</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significance at * p < .05, ** p < .01, *** p < .001
**GPA effect – Hypothesis 1 and 2**

To test hypotheses \( H1 \) and \( H2 \), two variables were computed: (1) High GPA for the conditions with high levels of GPA (Conditions A to D) and (2) Low GPA for the conditions with low levels of GPA (Conditions E to H). Table 7 sums the means and standard deviations for each dependent variable.

**Hypothesis 1** predicted that the résumés of the job applicants with a high level of GPA would be perceived more positively in terms of (a) suitability to the position, (b) personal organization and time management and (c) learning skills. The results of the ANOVA shown in Table 7 do not support this hypothesis. In terms of (a) suitability to the position, job applicants with high levels of GPA were perceived more positively (\( M = 5.8638 \)) than job applicants with low levels of GPA (\( M = 5.8251 \)), but these differences are not significant (\( F(1,359) = 0.122, p = 0.727 \)). Also, those graduates with high levels of GPA were perceived more positively than their counterparts regarding (b) personal organization and time management (\( M1 = 4.3081 \) versus \( M2 = 4.2557 \)) and (c) learning skills (\( M1 = 4.3541 \) versus \( M2 = 4.3086 \)) but these differences are not significant either (respectively \( F(1,359) = 0.35, p = 0.555 \) and \( F(1,359) = 0.251, p = 0.617 \) respectively).

**Hypothesis 2** predicted that job applicants with higher levels of GPA would be perceived (a) more negatively in terms of slight image creation; and (b) more transparent. The ANOVA results shown in Table 7 do not support these hypotheses, because the differences between groups are not significant for any of the variables (slight image creation: \( M1 = 3.6973 \) for high GPA versus \( M2 = 3.5400 \) for low GPA; \( F(1,359) = 1.06, p = 0.304 \); and transparency: \( M1 = 4.0883 \) versus \( M2 = 3.9867 \); \( F(1,359) = 0.755, p = 0.385 \)).

**ECAs effect – Hypothesis 3 and 4**

To compare between groups and test hypotheses \( H3 \) and \( H4 \), two new variables were computed: (1) participation in ECAs (Condition A, B, E, F); and (2) no
participation in ECAs (Condition C, D, G, H). The results are shown in Table 7.

Hypothesis 3 predicted that the participation in ECAs is positively associated with perceived employability of Chinese business/management graduates in terms of: (a) suitability to the position, (b) personal organization and time management skills, and (c) learning skills. The ANOVA results shown in Table 7 support this hypothesis for the suitability to the position (M1 = 5.9663 for the participation in ECAs versus M2 = 5.7340 for no participation; F (1,359) = 4.449, p < 0.05); (b) person organization and time management (M1 = 4.3852 for participation in ECAs versus M2 = 4.1888 for no participation in ECAs, F (1,359) = 4.972, p < 0.05); and (c) learning skills (M1= 4.4331 for participation in ECAs versus M2 = 4.2394 for no participation in ECAs, F (1,359) = 4.605, p < 0.05).

Hypothesis 4 predicted the participation in ECAs is positively associated to applicants’ (a) slight image creation; and (b) negatively associated to applicants’ transparency. The results in Table 7 do not support the hypothesis. While the slight image creation (M1 = 3.657) for participation in ECAs is slightly higher than for the conditions of no participation in ECAs (M2 = 3.5878), the differences are not significant (F (1,359) = 0.204, p=0.651). Similarly, no significant differences were observed regarding the perceived transparency of the candidates according to their engagement in ECAs (M1= 4.0872 versus M2 = 3.0047, F (1,359) = 0.625, p = 0.43).

GPA and ECAs combined effect – Hypothesis 5 and 6

To test these two hypotheses, two new variables were computed and compared, as shown in Table 7.

Hypothesis 5 predicted that the résumés reporting a high GPA and the participation in ECAs will be rated more positively than all the others résumés in terms of: (a) suitability to the position; (b) personal organization and time management skills; and (c) learning skills. To test this combined effect, we computed four new variables, as shown in Table 7. Overall, the results do not support this hypothesis (F (1,105) = .0223, p =
0.637 for job suitability; $F (1,105) = 0.704$, $p = 0.402$ for personal organization and time management; and $F (1,105) = 0.392$, $p = 0.532$ for learning skills). In fact, the conditions that attained higher employability rates were the ones reporting a male and female graduate with low GPA and earlier engagement in ECAs (conditions E and F), while the lowest rates of employability were achieved by the conditions of low GPA and no engagement in ECAs (conditions G and H).

**Hypothesis 6** predicted that the résumés reporting a high GPA and the participation in ECAs will be reported (a) less in terms of slight image creation; (b) and more in terms of applicants’ transparency, than all the others résumés. Table 7 shows no significant differences for these variables ($p = 0.533$ and $p = 0.708$ respectively), which do not support this hypothesis.

**Gender effects of GPA and ECAs – Hypothesis 7 and 8**

**Hypothesis 7** predicted that with no participation in ECAs and with a low level of GPA is negatively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills and (c) learning skills. The results shown in Table 7 support this hypothesis ($F (1,108) = 4.894$, $p = 0.028$ for job suitability; $F (1,108) = 5.031$, $p = 0.026$ for personal organization and time management; and $F (1,108) = 5.135$, $p = 0.024$ for learning skills).

**Hypothesis 8** predicted that no participation in ECAs, with a low level of GPA is (a) negatively associated with slight image creation and (b) positively associated with perceived transparency. Table 7 shows no significant differences for these variables ($p=0.320$ and $p=0.151$ respectively), which do not support this hypothesis.

Several analyses of variance were run (ANVOA) to examine if there were significant differences between male conditions (A, C, E and G) and female conditions (B, D, F and H).

The results shown in Table 7 show that female conditions had higher mean scores
than male conditions for all dependent variables, but these differences were not significant. Overall, there are no gender effects regarding the perceived employability and impression management of the job applicants.

5.5. Post-hoc tests

These tests were run for the dependent variables for which statistical significant differences were found, (1) suitability to the position, (2) personal organization and time management skills and (3) learning skills, and are illustrated in figure Z.

Suitability to the position

Applicants’ job suitability shows differences across the conditions (Table 6). Condition C (High level of GPA x no participation in ECAs x Male) and Condition F (Low level of GPA x Participation in ECAs x Female) separately have the highest scores (M = 6.03 and M = 6.22). According to the results, the participation in ECAs during college can be an effective way to overcome a low GPA, at least in terms of perceived job suitability for an entry-level job. Job applicants with participation in ECAs are more job suitable to the position than those with high GPA but no participation in ECAs.

Personal organization and time management skills

Personal organization and time management skills show differences across the conditions (Table 6). Condition F (Low level of GPA x Participation in ECAs x Female) has the highest score (M = 4.57), while condition G (Low level of GPA x no Participation in ECAs x Male) has the lowest score (M = 4.11). Although the two conditions are of low GPA, Condition F has the participation in ECAs. Overall the participation in ECAs is vital to job applicants, which can show job applicants can make use of spare time effectively. Again, it seems that the participation in ECAs can compensate a low GPA in terms of perceived employability skills.

Learning skills
Comparing all conditions, Condition F (Low level of GPA x Participation in ECAs x Female) has the highest score ($M = 4.65$), and Condition G (Low level of GPA x no participation in ECAs x Male) has the lowest score ($M = 4.15$). So regarding learning skills, a female with low GPA and participation in ECAs are more positively rated than a male with low GPA and no participation in ECAs.

**Gender effects**

Post-Hoc tests regarding potential differences among the male and female conditions highlight some differences. In terms of job suitability, a female job applicant with low GPA and participation in ECAs (Condition F) is perceived more positively than a male with the same characteristics (Condition E). Furthermore, the results suggest that employability in terms of job suitability, personal organization and time management and learning skills, a female job applicant with low level of GPA and no participation in ECAs is perceived more positively than a male job applicant with the same characteristics, although with no significant difference.

**Figure 2 – Employability Mean Scores**

![Graph showing Employability Mean Scores](image-url)
5.6. Interaction effects

To test for potential confounding effects related with respondents’ demographics (age, gender, education, GPA, earlier participation in ECAs and recruiting experience), were conducted additional analyses of covariance in which respondents’ demographics entered as covariates. As Table 11 shows that some respondents’ characteristics produce significant differences in the rates of employability, such as: education ($F (1,185) = 5.388, p < 0.05$), GPA ($F (1,185) = 6.925, p < 0.05$), ECAs ($F (1,185) = 12.506, p < 0.05$), and recruiting experience ($F (1,185) = 12.290, p<0.05$). Overall, the results suggest that the Chinese working adults with more educated, more experience in recruitment and taking more extracurricular activities also rate job applicants more employable in the résumés in terms of perceived job suitability and employability skills. However, there are no significant differences for age and gender, which means respondents’ age and gender do not affect their opinions about job applicants’ perceived employability and impression management.

### Table 8 – Interaction effect

<table>
<thead>
<tr>
<th>Interaction Effects</th>
<th>Job Suitability</th>
<th>Personal organization and time management skills</th>
<th>Learning skills</th>
<th>Slight image creation</th>
<th>Transparency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$F$</td>
<td>$Sig.$</td>
<td>$F$</td>
<td>$Sig.$</td>
<td>$F$</td>
</tr>
<tr>
<td>Age</td>
<td>0.654</td>
<td>0.419</td>
<td>0.559</td>
<td>0.455</td>
<td>1.109</td>
</tr>
<tr>
<td>Gender</td>
<td>1.465</td>
<td>0.227</td>
<td>0.838</td>
<td>0.361</td>
<td>0.992</td>
</tr>
<tr>
<td>Education</td>
<td>5.388</td>
<td>0.021</td>
<td>10.562</td>
<td>0.001</td>
<td>7.419</td>
</tr>
<tr>
<td>GPA</td>
<td>6.925</td>
<td>0.069</td>
<td>10.885</td>
<td>0.001</td>
<td>9.504</td>
</tr>
<tr>
<td>ECAs</td>
<td>12.506</td>
<td>0.000</td>
<td>5.160</td>
<td>0.024</td>
<td>4.499</td>
</tr>
<tr>
<td>REXP</td>
<td>12.29</td>
<td>0.001</td>
<td>13.376</td>
<td>0.000</td>
<td>12.422</td>
</tr>
</tbody>
</table>

Significance at *$p < .05$*
6. Discussion

The main purpose of this study was to examine the effect of academic performance (GPA), extracurricular activities (ECAs) and gender on the perceived employability of Chinese business and management job applicants. Furthermore, the perceived employability and impression management were rated by Chinese working adults in terms of (1) suitability to the position, (2) personal organization and time management skills, (3) learning skills, (4) slight image creation, and (5) transparency. The main results for the test of hypotheses are contained in the Table 9.

Table 9 - Main results for test of hypotheses

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Description</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>A high level of GPA is positively associated with the perceived employability of Chinese business/management graduates in terms of: (a) suitability to the position; (b) personal organization and time management skills; and (c) learning skills.</td>
<td>Not supported</td>
</tr>
<tr>
<td>H2</td>
<td>A high level of GPA is negatively associated to the applicants’ (a) slight image creation; and (b) positively associated to applicants’ transparency.</td>
<td>Not supported</td>
</tr>
<tr>
<td>H3</td>
<td>The participation in ECAs is positively associated with the perceived employability of Chinese business/management graduates in terms of: (a) suitability to the position; (b) personal organization and time management skills; and (c) learning skills.</td>
<td>Supported</td>
</tr>
<tr>
<td>H4</td>
<td>The participation in ECAs is positively associated to applicants’ (a) slight image creation; and (b) negatively associated to applicants’ transparency.</td>
<td>Not supported</td>
</tr>
<tr>
<td>H5</td>
<td>The résumés reporting a high GPA and the participation in ECAs will be rated more positively than all the others résumés in terms of: (a) suitability to the position; (b) personal organization and</td>
<td>Not supported</td>
</tr>
</tbody>
</table>
As the results shown in Table 9, only Hypothesis 3 and Hypothesis 7 were fully supported. This study examines how the academic performance (GPA) and extracurricular activities (ECAs) affect the perceived employability and impression management of Chinese graduates. The results show that the graduates who participate in extracurricular activities during college are considered more employable than those who do not have such engagement, regardless of their academic performance. In fact, this positive employability effect is stronger for the candidates of low GPA, although the job applicants with low academic performance and no participation in ECAs are the least employable. Also, the results do not support the predictions that academic performance and extracurricular activities can affect the perception that job applicants’ impression management, which suggest that résumés are trusted.
6.1. Limitations

This study has some limitations that should be mentioned. The first limitation refers to the content of the résumés, notably the extracurricular activities. In this study, only three types of extracurricular activities were considered, for comparative purposes, and were: student unions, sport and voluntary work. Some other extracurricular activities, such as some earlier competitions about professional skills or amateur hobbies, could have been selected, since they are popular in China and can give students an opportunity to improve employability skills. Another related limitation is the reference to Peking University as the educational background for all résumés. While Peking University is an excellent university in China – the very best - its graduates naturally have some advantages in the labour market that other graduates from normal universities do not. In China, the educational resources are not equal among districts and universities; and, there is a huge district between key universities and non-key universities. Because of the expansion of higher education, Chinese government has limited fund (Pretorius and Xue, 2003). To build world class universities, Chinese government runs the “211” and “985” project, which means the selected universities can gain more funds and other resources. Peking University is the top 50 in the world ranking, and also the “211”and “985” university in China, naturally having more advantages than other colleges. Overall, the results have to be interpreted within this context and might not be generalizable to other Chinese graduates.

Finally, another limitation refers to the outcome variables. When considering the perceived employability, only job suitability, personal organization and time management and learning skills were measured and examined, for the sake of simplicity and comparability. Yet, under the background of China, there are several culture differences that suggest that and some other employability skills can be also valuable, such as the teamwork spirit and communication skills. Because the culture differences were not fully considered one cannot exclude the possibility of different findings for other employability skills.
6.2. Theoretical implications

The findings of this study have several implications. Firstly, the results highlight the importance of participating in extracurricular activities during college, as an effective strategy to improve Chinese graduates’ employability. One surprising finding is the fact that combination of low academic performance and participation in extracurricular activities (LGPA x ECAs) has gained the highest employability scores in terms of job suitability, personal organization and time management skills and learning skills, especially when compared with the conditions of high academic performance with participation in extracurricular activities (HGPA x ECAs). New graduates usually lack working experience that is valued by most enterprise recruiters. Graduates who participate in extracurricular activities are considered more practical, and thus, can adapt faster to the society. This finding also explains why an increasing number of college students are spending more time on extracurricular activities. Another explanation can be find in the content of the résumés. In this study, all graduates were from the Peking University, which is one of the top universities in China. This excellent academic background might have mitigated the effects of academic performance. As the standards of GPA are different across universities, the condition of attaining a low GPA at the Peking University is, by itself, a high academic achievement, and thus, the academic performance alone cannot distinguish the graduates in terms of employability. In China, graduates with high GPA and no participation in ECAs are likely to be considered as pedants who only get high marks in exams without practical ability in reality.

Secondly, the findings highlight the unexpected effect of respondents’ characteristics. As the results showed, some respondents’ characteristics, including education, GPA, earlier participation in ECAs and recruiting experience, can influence the opinions about the job applicants. Respondents from less advantageous groups in terms of high education and academic performance rated more positively the employability of the business graduates from the prestigious Peking University. This
suggests that Chinese recruiters can have their own favours, given the reported recruiting experience of the respondents. Some characteristics of the job applicants can attract their attention and gain their approval. While earlier research addressed the issue of Chinese recruiters’ favours, most have focused on the gender differences and appearance differences (Li, 2008; Tang, 2009; Cheng, 2008). Thus, this study contributes to Chinese recruiting process, especially small and medium enterprises. These recruiters should improve their professional skills and be alert when they recruit new employees. They should really consider job applicants’ employability in terms of job suitability, employability skills and impression management, which will help them select more qualified employees, and in the long term professional recruitment will benefit company development.

Thirdly, and regarding the perceived impression management, the results of this study do not support the hypotheses. In other words, the content of the résumés was not enough to elicit the perception that the job applicants’ used/manipulated it to appear better (slight image creation), and therefore, all résumés were equally trusted and applicants considered transparent. Overall, these findings suggest that all résumés were trusted despite being fictitious and containing information that could have been perceived as “too good to be true” (for the conditions of HGPA x ECAs); which contradicts earlier evidence about the faking problem of purposely distort the facts to increase the possibility to be employed (Hogan, Barrett, & Hogan, 2007; Levashina & Campion, 2007).

Finally, there were no significant gender differences, which is consistent with the findings from Evers et al. (1998) and Gonçalves (2010) who also found no significant gender differences on the evaluation of graduates’ employability, respectively in Canada and Portugal. The results from the Post-Hoc tests showed that a female with low GPA and no participation in ECAs is more positively rated than a male with the same characteristics, which is a finding contrary to Ramalheira (2014) with Portuguese graduates. This suggests that under the same condition Chinese recruiter would like to
consider female graduates more employable. Graduates with low GPA and no ECAs are fit for some low level workplaces that are lack of professional knowledge or skills. People in these positions are following instructions instead of making decisions, and female are more suitable because of Chinese culture and tradition.

6.3. Practical implications

This study has also significant practical implications for the Chinese high education (HE) institutions – notably Peking University, Chinese graduates and employers.

For the Chinese high education institutions, this study shows that graduates’ employability can be improved, which can be attained through some reforms. While there is a disconnection between the ever changing society needs and the teaching materials and knowledge provided by the Chinese HE institutions, they can learn from western country universities to set more practical courses to improve students’ employability. Universities can also encourage student to keep in touch with society, going out of the classroom. And some cooperation between universities and companies are useful to improve graduates’ employability. Students have the chances to practice theory and knowledge in reality, then they can understand the theory and knowledge better and deeper. In practice, they can find out what are their advantages or weaknesses in order to find the real suitable working positions in the future. Furthermore, students can solve the real problems occurring in the companies, and they need to deal with people, so their soft skills can be improved such as communication skills, learning skills and time management skills. As one of the most top universities, Peking University has its advantage to work with all kinds of companies, which means great opportunities to students in Peking University. In a word, the university and enterprise model will benefit students’ employability in all aspects.

To Chinese business and management graduates, in particular from the Peking University, they can overcome the shortage of jobs and can rely on the résumés to build a positive impression. Graduates can be clearer about their employment purposes, and
use some strategies to improve their employability, such as the participation in extracurricular activities. They can be aware that a low academic performance combined with no earlier participation in extracurricular activities will difficult the transition to the labour market, especially in a competitive job market.

Finally, to Chinese employers, the findings provide an alert about the résumé screening process. Small and medium companies are the main units in China, often recruiting heavily and through the involvement of non-specialized staff. Because some small companies do not have a human resource department, local recruiters should be aware of the potential biases that lead them to overrate some applicants to the underestimation of others. Sometimes small and medium companies do not pay great attention to recruitment and lack of the correct realization to the recruiting positions. They should set up professional department to manage recruitment, and be prepare well for each time recruitment. Professional company attitude will also attract more excellent employees to interview, and in the long run, the companies will develop better.
7. Conclusion

This study aimed to examine the effect of academic performance (GPA), extracurricular activities (ECAs) and gender on the perceptions of employability and impression management of Chinese business and management graduates.

This study employed eight fictitious résumés containing information about job applicants’ gender, level of academic performance and extracurricular activities, which were rated in terms of job suitability, personal organization and time management skills, learning skills, slight image creation and transparency. On whole, 360 Chinese working adults participated in this study.

The results show that the résumés of job applicants with a low GPA and earlier participation in ECAs are rated as more employable in terms of job suitability, personal organization and time management skills and learning skills. On the contrary, the least employable are the résumés of graduates who have a low GPA and no participation in ECAs. The results highlight that the participation in ECAs is an effective strategy for Chinese business and management graduates to stand out in the labour market. Furthermore, the characteristics of the respondents influence the perceived employability and impression management of the job applicants’ which suggest a potential recruiting bias among Chinese working adults.
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Annexes
### Annex A – Quasi-experimental design of the study

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<thead>
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<th>Independent Variables</th>
<th>Gender</th>
<th>N (240 Min.)</th>
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<td><strong>High Level of GPA</strong></td>
<td>ECA</td>
<td>F 30</td>
<td>Perceived job applicants’ employability in terms of:</td>
<td>Perceived job applicants’ impression management in terms of:</td>
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<tr>
<td></td>
<td></td>
<td>M 30</td>
<td>Suitability to the position</td>
<td>Personal organization and time management skills</td>
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<td>F 30</td>
<td>Learning skills</td>
<td>Slight image creation</td>
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<td></td>
<td></td>
<td>M 30</td>
<td>Transparency</td>
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<td><strong>Low Level of GPA</strong></td>
<td>ECA</td>
<td>F 30</td>
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<td></td>
<td>M 30</td>
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<td>No ECA</td>
<td>F 30</td>
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</tr>
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<td></td>
<td>M 30</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>2 240</td>
<td><strong>Control Variables</strong>: Age, Gender, Education, GPA, Participation in ECAs, Recruiting Experience</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B – Experimental Conditions

Experimental Condition A

Wei Wang
Zhongshan Road No.56, China
wangweio1@163.com
(+86) 13512974375
26 February de 1994
Chinese
Driving Licence

Professional Aims
I am looking for a challenging job in one of the following areas:
Finance management, Logistics and Supply Chain, Commercial.

Availability Time
I am available to start working full-time from September 2016, with full national and international mobility.

Hobbies
Reading, Music, Travel, TV, Languages and Sports.

Education
Peking University – Bachelor in Management 2012-2016
Grade point average: 4.0/5.0 - Conclusion: 07/2016
Main courses: Accounting, Finance, Financial Economics, and Marketing

Extracurricular Activities
Students' Union 2012-2016
Finance Department – Dairy management of treasury operations
Voluntary Student Association 2012-2016
University Volunteer Programs
Actions and solidarity projects, health promotion activities in schools of the 1st cycle and social care of the elderly and people living in solitude context
Ping-Pong – Peking University 2012-2016
Interuniversity team – Team Captain

Complementary Training
Accounting Standards 2015
Zhiye Accounting Firm – 20 hours
Budgeting and Financial Management 2014
Zhiye Accounting Firm – 30 hours

Other Competencies
IT
Microsoft Office – Advanced User Languages
Chinese – Native Language
English – Advanced

Date: March 2016
Experimental Condition B

Fang Wang
Zhongshan Road No.56, China

wangfang01@163.com
(+86) 13512974375
26 February de 1994

Chinese
Driving Licence

Professional Aims
I am looking for a challenging job in one of the following areas:
Finance management, Logistics and Supply Chain, Commercial.

Availability Time
I am available to start working full-time from September 2016, with full national and international mobility.

Hobbies
Reading, Music, Travel, TV, Languages and Sports.

Education
Peking University – Bachelor in Management 2012-2016
Grade point average: 4.0/5.0 - Conclusion: 07/2016
Main courses: Accounting, Finance, Financial Economics, and Marketing

Extracurricular Activities
Students' Union 2012-2016
Finance Department – Dairy management of treasury operations
Voluntary Student Association 2012-2016
University Volunteer Programs
Actions and solidarity projects, health promotion activities in schools of the 1st cycle and social care of the elderly and people living in solitude context
Ping-Pong – Peking University 2012-2016
Internuniversity team – Team Captain

Complementary Training
Accounting Standards 2015
Zhiye Accounting Firm – 20 hours
Budgeting and Financial Management
Zhiye Accounting Firm – 30 hours

Other Competencies
IT
Microsoft Office – Advanced User
Languages
Chinese – Native Language
English – Advanced

Date: March 2016
Experimental Condition C

Wei Wang
Zhongshan Road No.56, China
wangwei01@163.com
(+86) 13512974375
26 February 1994
Chinese
Driving Licence

Professional Aims
I am looking for a challenging job in one of the following areas: Finance management, Logistics and Supply Chain, Commercial.

Availability Time
I am available to start working full-time from September 2016, with full national and international mobility.

Hobbies
Reading, Music, Travel, TV, Languages and Sports.

Education
Peking University – Bachelor in Management 2012-2016
Grade point average: 4.0/5.0 - Conclusion: 07/2016
Main courses: Accounting, Finance, Financial Economics, and Marketing

Complementary Training
Accounting Standards 2015
Zhiye Accounting Firm – 20 hours
Budgeting and Financial Management 2014
Zhiye Accounting Firm – 30 hours

Other Competencies
IT
Microsoft Office – Advanced User
Languages
Chinese – Native Language
English – Advanced

Date: March 2016
Experimental Condition D

Fang Wang
Zhongshan Road No.56, China
wangfang01@163.com
(+86) 13512974375
26 February de 1994
Chinese
Driving Licence

Professional Aims
I am looking for a challenging job in one of the following areas:
Finance management,
Logistics and Supply Chain, Commercial.

Availability Time
I am available to start working full-time from September 2016, with full national and international mobility.

Hobbies
Reading, Music, Travel,
TV, Languages and Sports.

Education
Peking University – Bachelor in Management 2012-2016
Grade point average: 4.0/5.0 - Conclusion: 07/2016
Main courses: Accounting, Finance, Financial Economics, and Marketing

Complementary Training
Accounting Standards 2015
Zhiye Accounting Firm – 20 hours
Budgeting and Financial Management 2014
Zhiye Accounting Firm – 30 hours

Other Competencies
IT
Microsoft Office – Advanced User Languages
Chinese – Native Language
English – Advanced

Date: March 2016
Experimental Condition E

<table>
<thead>
<tr>
<th>Wei Wang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhongshan Road No.56, China</td>
</tr>
<tr>
<td><a href="mailto:wangwe01@163.com">wangwe01@163.com</a></td>
</tr>
<tr>
<td>(+86) 13512974375</td>
</tr>
<tr>
<td>26 February de 1994</td>
</tr>
<tr>
<td>Chinese</td>
</tr>
<tr>
<td>Driving Licence</td>
</tr>
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</table>

**Education**
- Peking University – Bachelor in Management 2012-2016
  - Grade point average: 2.7/5.0 - Conclusion: 07/2016
  - Main courses: Accounting, Finance, Financial Economics, and Marketing

**Extracurricular Activities**
- Students' Union 2012-2016
- Finance Department – Dairy management of treasury operations 2012-2016
- Voluntary Student Association 2012-2016
- University Volunteer Programs
- Actions and solidarity projects, health promotion activities in schools of the 1st cycle and social care of the elderly and people living in solitude context
- Ping-Pong – Peking University 2012-2016
- Interuniversity team – Team Captain

**Complementary Training**
- Accounting Standards 2015
- Zhiiye Accounting Firm – 20 hours 2014
- Budgeting and Financial Management
- Zhiiye Accounting Firm – 30 hours

**Other Competencies**
- IT
- Microsoft Office – Advanced User
- Languages
- Chinese – Native Language
- English – Advanced

**Date:** March 2016

**Professional Aims**

I am looking for a challenging job in one of the following areas: Finance management, Logistics and Supply Chain, Commercial.

**Availability Time**

I am available to start working full-time from September 2016, with full national and international mobility.

**Hobbies**

Reading, Music, Travel, TV, Languages and Sports.
Experimental Condition F

Fang Wang
Zhongshan Road No.56, China
wangfang01@163.com
(+86) 13512974375
26 February de 1994
Chinese
Driving Licence
Professional Aims
I am looking for a challenging job in one of the following areas:
Finance management,
Logistics and Supply Chain, Commercial.
Availability Time
I am available to start working full-time from September 2016, with full national and international mobility.
Hobbies
Reading, Music, Travel, TV, Languages and Sports.

Education
Peking University – Bachelor in Management 2012-2016
Grade point average: 2.7/5.0 - Conclusion: 07/2016
Main courses: Accounting, Finance, Financial Economics, and Marketing

Extracurricular Activities
Students’ Union 2012-2016
Finance Department – Dairy management of treasury operations
Voluntary Student Association 2012-2016
University Volunteer Programs
Actions and solidarity projects, health promotion activities in schools of the 1st cycle and social care of the elderly and people living in solitude context
Ping-Pong – Peking University 2012-2016
Interuniversity team – Team Captain

Complementary Training
Accounting Standards 2015
Zhiye Accounting Firm – 20 hours
Budgeting and Financial Management 2014
Zhiye Accounting Firm – 30 hours

Other Competencies
IT
Microsoft Office – Advanced User
Languages
Chinese – Native Language
English – Advanced

Date: March 2016
Wei Wang
Zhongshan Road No.56, China
wangwei01@163.com
(+86) 13512974375
26 February de 1994
Chinese
Driving Licence

Professional Aims
I am looking for a challenging job in one of the following areas: Finance management, Logistics and Supply Chain, Commercial.

Availability Time
I am available to start working full-time from September 2016, with full national and international mobility.

Hobbies
Reading, Music, Travel, TV, Languages and Sports.

Education
Peking University – Bachelor in Management 2012-2016
Grade point average: 2.7/5.0 - Conclusion: 07/2016
Main courses: Accounting, Finance, Financial Economics, and Marketing

Complementary Training
Accounting Standards 2015
Zhiye Accounting Firm – 20 hours
Budgeting and Financial Management 2014
Zhiye Accounting Firm – 30 hours

Other Competencies
IT
Microsoft Office – Advanced User
Languages
Chinese – Native Language
English – Advanced

Date: March 2016
Experimental Condition H

Fang Wang
Zhongshan Road No.56, China
wangfang01@163.com
(+86) 13512974375
26 February de 1994
Chinese
Driving Licence
Professional Aims
I am looking for a challenging job in one of the following areas:
Finance management, Logistics and Supply Chain, Commercial.
Availability Time
I am available to start working full-time from September 2016, with full national and international mobility.
Hobbies
Reading, Music, Travel, TV, Languages and Sports.

Education
Peking University – Bachelor in Management 2012-2016
Grade point average: 2.7/5.0 - Conclusion: 07/2016
Main courses: Accounting, Finance, Financial Economics, and Marketing

Complementary Training
Accounting Standards 2015
Zhiye Accounting Firm – 20 hours
Budgeting and Financial Management 2014
Zhiye Accounting Firm – 30 hours

Other Competencies
IT
Microsoft Office – Advanced User
Languages
Chinese – Native Language
English – Advanced

Date: March 2016
## 王伟

中国中山路56号  

wanywei1018163.com  

(+86) 13512974375  

1994-02-26

### 教育背景

- 北京大学 - 管理学学士  
  2012-2016  
  GPA: 4.0/5.0  
  - 毕业时间：2016/07

### 主修课程：

- 会计学、金融管理、经济学、市场营销

### 课外活动

- 学生会 - 日常财务管理  
  2012-2016  

- 大学生志愿者联盟  
  2012-2016

### 职业技能培训

- 基础会计培训  
  2015

- 预算及财务管理培训  
  2014

- 知识会计事务所 - 20小时  
  2016

### 驾驶证

- D1  

### 求职意向

- 财务管理、物流及供应链管理  
- 商业管理

### 预计入职时间

- 全职，2016年9月，国内及国际岗位均可

### 兴趣爱好

- 阅读、音乐、旅行、电影、语言学习和运动

### 语言

- 普通话 - 普通话二级甲等
- 英语 - 大学英语6级

### 其他

- 03/2016
Experimental Condition B
Experimental Condition C
王芳

中国中山西路 56 号

wangfan@163.com

(+86) 13512974375

1994-02-26

驾驶证 C1

求职意向
财务管理, 物流及供应链管理, 商业管理

预计入职时间
全职，2016 年 9 月，国内及国际岗位都可

兴趣爱好
阅读，音乐，旅行，电影，语言学习和运动

教育背景
北京大学 - 管理学学士
GPA: 4.0/5.0 - 毕业时间:
2012-2016

主修课程：会计学，金融管理，经济学，市场管理等

职业技能培训
基础会计培训
2015

专业会计师事务所 - 20 小时
预算及财务管理培训
2014

专业会计师事务所 - 30 小时

其他技能
计算机

办公软件 - 熟练运用 office 办公软件（Word, Excel, PowerPoint）

语言
普通话 - 普通话二级甲等

英语 - 大学英语 6 级

03/2016
Experimental Condition E
### 个人简历

**王芳**

- **地址**：中国中山路56号
- **联系方式**：(+86) 13512974375

**出生日期**：1994-02-26

**驾驶证**：01

---

### 教育背景

- **北京大学 - 管理学学士**
  - **GPA**：2.7/5.0
  - **毕业时间**：2012-2016

**主修课程**：会计学、金融管理、经济学、市场营销等

### 职业技能培训

- **基础会计培训**
  - **时间**：2015

### 预计入职时间

- **全职**：2016年9月，国内及国际岗位都可

### 兴趣爱好

- 阅读、音乐、旅行、电影、语言学习和运动

**语言**

- 普通话 - 普通话二级甲等
- 英语 - 大学英语6级

**职业技能**

- **计算机**
  - 熟练运用Office办公软件（Word, Excel, PowerPoint）

**课外活动**

- **学生会 - 日常财务管理**
  - 2012-2016
- **大学生志愿者联合会**
  - 2012-2016

定期组织活动，帮助大一新生的健康促进活动以加快他们适应大学生活；慰问敬老院老人，关心他们的健康及生活环境

**乒乓球俱乐部 - 队长**

- 2012-2016
 Experimental Condition G

王伟
中国中山东路56号

wangweil01@163.com

(+86) 13512974375

1994-02-26

驾驶证 01

求职意向
财务管理、物流及供应链管理、商业管理

预计入职时间
全职，2016年9月。国内及国际岗位都可

兴趣爱好
阅读、音乐、旅行、电影、语言学习和运动

教育背景
北京大学 - 管理学学士
GPA: 2.7/5.0 - 毕业时间: 07/2016
主修课程: 会计学、金融管理、经济学、市场管理等

职业技能培训
基础会计培训 2015

专业会计师事务所 - 20 小时
预算及财务管理培训 2014

专业会计师事务所 - 30 小时

其他技能
计算机
办公软件 - 熟练运用 office 办公软件 (Word, Excel, PowerPoint)

语言
普通话 - 普通话二级甲等
英语 - 大学英语 6 级

03/2016
### Experimental Condition H

#### 王芳

中国中山东路 56 号

[wangfang01@163.com](mailto:wangfang01@163.com)

(+86) 13512974375

1994-02-26

驾驶证 01

求职意向
财务管理、物流及供应链管理、商业管理

预计入职时间
全职，2016 年 9 月，国内外及国际岗位都可

兴趣爱好
阅读、音乐、旅行、电影、语言学习和运动

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<tr>
<td>普通会计师事务所 - 20 小时</td>
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<tr>
<td>预算及财务管理培训</td>
<td>2014</td>
</tr>
<tr>
<td>知识会计师事务所 - 30 小时</td>
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</tr>
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</table>

<table>
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<th>其他技能</th>
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<tbody>
<tr>
<td>计算机</td>
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</tr>
<tr>
<td>办公软件 - 熟练运用 office 办公软件（Word, Excel, PowerPoint）</td>
<td></td>
</tr>
<tr>
<td>语言</td>
<td></td>
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<tr>
<td>普通话 - 普通话二级甲等</td>
<td></td>
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<tr>
<td>英语 - 大学英语 6 级</td>
<td></td>
</tr>
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</table>

03/2016
Annex C – Survey

THE EMPLOYABILITY OF GRADUATES IN BUSINESS/MANAGEMENT

This survey is targets to Chinese workers and is part of a research on the employability of business graduates. The survey does not take longer than 10 minutes to fill and the replies are anonymous and confidential. The aggregate results will be used for research purposes only. You may request additional information by contacting: Kena He (FEP_UP) – hekena89@qq.com.

Thank you for your participation!

Do you wish to participate?

- Yes
- No
(1) Résumés

Following is the résumé of a candidate to an entry-level/junior position in the field of Business/Management. We ask you to observe and read the résumé carefully and thoroughly, before answering.

(INSERT Condition A, B, C, D, E, F, G or H).
(2) Employability/Impression Management

After reading the résumé of the job candidate, please read attentively the following items and choose, the number that best describes the candidate in each of the presented skills, according to your opinion.
1 – Job suitability

Please answer the following questions knowing that: (1) = strongly disagree, (2) = disagree, (3) = somewhat disagree, (4) = neither agree nor disagree, (5) = somewhat agree, (6) = agree, and (7) = totally agree.

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
<th>(7)</th>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I would consider the applicant as qualified for an entry-level position in business</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I would like to interview this person for an entry-level position in business;</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This applicant is a good match for an entry-level position in business</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I would not hire this person for an entry-level position in business (reverse coded)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This person has a good chance of making a ‘short list’ of candidates for an entry-level position in business.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
2 – Personal Skills

Please answer the following questions knowing that: (1) corresponds to a very low level of the competence/capacity very low; (2) to a low level of competence/capacity low; (3) to an average level of competence /average capacity; (4) to a high level of competence/capacity high; and (5) to a very high level of competence/capacity very high.

1 – This candidate is capable of setting priorities

2 – This candidate is capable of allocating time efficiently

3 – This candidate is capable of managing/overseeing several tasks at once

4 – This candidate is capable of meeting deadlines

5 – This candidate is capable of keeping up-to-date on developments in your field.

6 – This candidate is capable of gaining new knowledge from everyday experiences.
3 – Slight image creation

Please answer the following questions knowing that: (1) = to no extent; (2) = somewhat; (3) = in part; (4) moderate; (5) = to a large extent.

<table>
<thead>
<tr>
<th>Question</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - This candidate is capable of distorting the information provided in the résumé to fit the interviewer’s view of the position.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2 - This candidate is capable of distorting the qualifications provided in the résumé to match the qualifications required for the job.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
4 – Applicant’s transparency

Please answer the following questions knowing that: (1) = totally disagree; (2) = disagree; (3) = neither agree nor disagree; (4) = agree; and (5) = totally agree.

1 - It was easy for me to differentiate facts from fiction in the applicant résumé.
   ○ ○ ○ ○ ○

2 - It was easy for me to judge the honesty of the applicant from the résumé.
   ○ ○ ○ ○ ○

3 - It was easy for me to see from the résumé who the applicant really was.
   ○ ○ ○ ○ ○
(3) Demographic data and organizational characteristics

Please help us characterize the sample by providing the following information about you:

1 – Gender:
   o Male
   o Female

2 – Age: ________________

3 – Present job/occupation? Please choose:
   o Student
   o Working and studying
   o Employed
   o Self-employed/entrepreneur
   o Unemployed

4 – What is your highest level of education? Please choose:
   o Primary education (or less)
   o Mandatory education
   o Bachelor
   o Master
   o Post-graduation
   o PhD
   o Other (please indicate): _____________________________

5 – What was your grade point average (in case you graduated): _________?

6 – As a student, have you participated in any extracurricular activities (such as sports, volunteering, students’ unions, other?)
   o Yes
   o No

If you mentioned ‘Yes’ please indicate which activities:

__________________________________________________________________________
7 – What is your employer industry/sector? Please select only one of the following:
   o Primary Sector (agriculture, fishery, cattle raising)
   o Secondary (industry)
   o Tertiary (services, education, transports)
8 – How many employees have your employer organization? Please select only one of the following:
   o <10
   o 10-49
   o 50-249
   o >250
9 – What is the actual volume of revenues of your employing organization? Please select only one of the following:
   o VN <= 2 million euro (please adjust to local money and proportionally)
   o 2 million euro < VN <= 10 million euro
   o VN <= 50 million euro
   o VN > 50 million euro
10 – What is your current job/position? _____________________
11 – Have you ever participated directly in the process of recruiting and selecting graduates, including the initial screening of résumés? Please select only one of the following:
   o Yes
   o No
12 – Do you wish to receive a copy of the results of this research? Please select only one of the following:
   o Yes
   o No
   If yes, please indicate the adequate e-mail: _______________________
13 – Have you any suggestions for the investigation and/or research you want to share
with us?

Thank you very much for your participation!
您好，我是葡萄牙波尔图大学的学生。此份调查问卷针对中国工作者，目的在于研究商业或管理类大学毕业生的就业能力。希望您能抽出 10 分钟回答本问卷，您的参与对我们的研究至关重要。本次问卷将采用匿名收集数据，并且收集的数据仅作为研究用途，请您放心填写。如果您想获得更多关于研究成果的信息，可以联系：何柯娜（经济学院 FEP-波尔图大学 UP）-hekena89@qq.com

感谢您的参与！

您是否参与？
○ 是
○ 否
（1）简历
以下是求职者在应征初级商务或管理类职位时的简历。请您在回答问卷之前先仔细阅读所有简历。
（插入简历 A，B，C，D，E，F，G 或 H）
(2) 就业能力/印象管理

在读完求职者的简历后，请认真阅读以下事项。根据您的观点选择最能说明申请人的各项技能的数字。

1 - 工作适用性
请回答知道以下问题：（1）= 强烈反对，（2）= 不同意，（3）= 有点不同意，（4）= 既不同意也不反对，（5）= 不太同意，（6）= 同意，（7）= 完全同意。

1 - 我会考虑申请人作为合格的商务入门级职位
2 - 我会面试此人作为商务入门级的地位
3 - 该申请人是一个很好的匹配作为商务入门级职位
4 - 我不会雇用这个人作为商务入门级的职位（反向编码）
5 - 此人有入选商务入门级职位候选人“名单”的好机会
2 - 个人技能

请回答知道下列问题：（1）竞争力/能力非常低的水平; （2）竞争力/能力较低水平; （3）竞争力/能力平均水平; （4）竞争力/能力高水平;（5）竞争力/能力非常高水平。

<table>
<thead>
<tr>
<th></th>
<th>（1）</th>
<th>（2）</th>
<th>（3）</th>
<th>（4）</th>
<th>（5）</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 -  这个候选人能够设定优先级</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2 -  这个候选人能够有效分配时间</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>3 -  这个候选人能够管理/一次监督多个任务</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>4 -  这个候选人能够按时完成任务的</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>5 -  这个候选人能够跟上你的领域上的最新发展</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>6 -  这个候选人是能够从日常经验获得新的知识</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
3 - 形象上略微的塑造

请回答知道以下问题：（1）=完全没有；（2）=有些；（3）=部分；（4）=适中；（5）=很大程度。

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 这个申请人能够扭曲简历所提供得信息以满足面试官对职位的看法</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2 - 这个申请人能够扭曲简历所提供的资格以匹配作业所需的资格规定</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
4 - 申请人透明度

请回答以下问题知道：（1）=完全不同意；（2）=不同意；（3）=既不同意也不反对；（4）=同意；（5）=完全同意。

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
（3）人口数据和组织特点

请提供您的相关信息，以帮助我们标注样本：

1  -  性别：
   o  男
   o  女

2  -  年龄：__________________

3  -  您目前工作/职位？
   o  学生
   o  工作中并在职学习
   o  受雇佣
   o  自主就业/企业家
   o  失业

4  -  您的最高学历？
   o  初中（或以下）
   o  高中
   o  大专
   o  本科
   o  研究生
   o  博士
   o  其他：____________________________

5  -  您的成绩绩点（如果您已经毕业）：__________

6  -  作为学生，您是否参与过任何课外活动（例如体育运动、志愿者活动、学生会或其他）？
   o  是
   o  否

   如果您参与过，请填写是什么活动：
   ______________________________________________________________________

7  -  您从事的行业？请选择其中一项：
○ 第一产业（农业、渔业、畜牧业）
○ 第二产业（工业）
○ 第三产业（服务业、教育、交通等）

8 - 您所就职的企业拥有多少员工？
○ <10
○ 10-49
○ 50-249
○ >250

9 - 您就职的企业的实际收入量是多少？
○ <= 200 万元
○ > 200 万元 <= 1000 万元
○ <= 5000 万元
○ > 5000 万元

10 - 您目前的工作或岗位？ __________________________

11 - 您是否直接参与过招聘毕业生的过程，包括最初筛选简历？
○ 是
○ 否

12 - 您是否希望收到一份研究结果？
○ 是
○ 否

如果是，请您填写您的邮箱：_____________________

13 - 您是否有关于这份调查研究的意见或建议？

非常感谢您的参与！
### Annex D – Adaptation of Measures

| **Suitability to the position**<br>(McElroy et al., 2014) | Applicant suitability was measured using a five item scale adapted from McElroy et al. (2014). Respondents were asked to rate on a seven-point scale the degree to which they perceived the applicant as qualified (1 = totally inadequate; 7 = totally adequate). Items include:
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - “I would consider the applicant as qualified for the position”</td>
<td></td>
</tr>
<tr>
<td>2 - “I would like to interview this person for this position”;</td>
<td></td>
</tr>
<tr>
<td>3 - “This applicant is a good match for the position”;</td>
<td></td>
</tr>
<tr>
<td>4 - “I would not hire this person for this position” (reverse coded)</td>
<td></td>
</tr>
<tr>
<td>5 - “This person has a good chance of making a ‘short list’ of candidates for this position”</td>
<td></td>
</tr>
</tbody>
</table>

**Adaptation** (measured through a 7-point scale - 1 = 完全不合适; 7 = 完全合适):
<p>| | |</p>
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</tbody>
</table>

| **Personal organization and time management skills** | Personal organization and time management skills were measured using a four-item scale adapted from Evers et al. (1998) by Gonçalves (2010).
|  | Items from Evers et al. (1998) include: |
| (Evers et al., 1998) and (Gonçalves, 2010) | 1 – Setting priorities  
2 – Allocating time efficiently  
3 – Managing/overseeing several tasks at once  
4 – Meeting deadlines  

*Adaptation by Gonçalves (2010)* through a five-point scale (1 =竞争力/能力非常低的水平; 5 =竞争力/能力非常高水平):  
1 - 这个候选人能够设定优先级  
2 - 这个候选人能够有效分配时间  
3 - 这个候选人能够管理/一次监督多个任务  
4 - 这个候选人能够按时完成任务的 |
| Learning skills (Evers et al., 1998) and (Gonçalves, 2010) | Learning skills were measured using a two item scale adapted from Evers et al. (1998) by Gonçalves (2010).  
Items from Evers et al. (1998) include:  
1 – Keeping up-to-date on developments in your field.  
2 – Gaining new knowledge from everyday experiences.  

*Adaptation by Gonçalves (2010)* through a five-point scale (1 =竞争力/能力非常低的水平; 5 =竞争力/能力非常高水平):  
1 - 这个候选人能够跟上你的领域上的最新发展  
2 - 这个候选人是能够从日常经验获得新的知识 |
| Slight image creation (Levashina and Campion, 2007) | Slight image creation was evaluated through the adaptation of a measure developed by Levashina and Campion (2007) with a five-point scale (1 = to no extent; 5 = to a very great extent). Items of the measure cover three categories but in the present study only two items from the Tailoring... |
category will be used which are as follows:
1. I distorted my work experience to fit the interviewer’s view of the position.
2. I distorted my qualifications to match qualifications required for the job.

**Adaptation** (measured through a 5-point scale - 1 = completely disagree; 5 = completely agree):
1. This applicant could distort the resume information to match the interviewer’s view of the position.
2. This applicant could distort the qualifications required for the job.

Applicant’s transparency was evaluated through a three-item measure adapted from Roulin *et al.* (2014) with a five-point scale (1= totally disagree; 5 = totally agree). Items include:

1. It was easy for me to differentiate facts from fiction in the applicant responses.
2. It was easy for me to judge applicant honesty.
3. It was easy for me to see who the applicant really was.

**Gender**
(1) Male / (2) Female

**Age**
Measured in years
<table>
<thead>
<tr>
<th>Education</th>
<th>(1) Primary Education / (2) Compulsory Education / (3) Bachelor degree / (4) Post-Graduation / (5) Master degree / (6) PhD / (7) Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Point Average</td>
<td>GPA of the last education level in points (0-5)</td>
</tr>
<tr>
<td>Previous participation in ECAs</td>
<td>(1) Yes / (2) No</td>
</tr>
<tr>
<td>Recruiting Experience</td>
<td>(1) Yes / (2) No</td>
</tr>
</tbody>
</table>