CHAPTER 6 SELECTING EMPLOYEES AND PLACING THEM IN JOBS
Need to Know

1. Elements of selection process.
2. Ways to measure success of selection method.
4. Common methods used for selecting HR.
5. Major types of employment tests.
6. How to conduct effective interviews.
Personnel Selection

- **Personnel Selection**: process through which organizations make decisions about who will or will not be allowed to join the organization.
  - Selection begins with candidates identified through recruitment.
  - It attempts to reduce number to individuals best qualified to perform available jobs.
  - It ends with selected individuals placed in jobs with the organization.
Figure 6.1: Steps in the Selection Process
Strategic Approach to Personnel Selection

- Organizations should create a selection process in support of its job descriptions.
- Selection process should be set up in a way that it lets the organization identify people who have necessary KASOs.
- This strategic selection approach requires ways to measure effectiveness of selection tools.
Criteria for Measuring the Effectiveness of Selection Tools and Methods

Method provides **reliable** information.

Method provides **valid** information.

Information can be **generalized** to apply to candidates.

Method offers **high utility**.

The selection criteria are **legal**.
Reliability

- **Reliability**: extent to which a measurement is free from random error.
- A reliable measurement generates consistent results.
- Organizations use statistical tests to compare results over time.
  - Correlation coefficients
  - A higher correlation coefficient signifies a greater degree of reliability.
Validity

- **Validity**: extent to which performance on a measure (such as a test score) is related to what the measure is designed to assess (such as job performance).

Federal government’s *Uniform Guidelines on Employee Selection Procedures* accept three ways of measuring validity:

1. Criterion-related
2. Content
3. Construct
Criterion-Related Validity

- **Criterion-related validity**: a measure of validity based on showing a substantial correlation between test scores and job performance scores.

- Two kinds of research are possible for arriving at criterion-related validity:
  1. Predictive Validation
  2. Concurrent Validation
# Criterion-Related Validity

<table>
<thead>
<tr>
<th>Predictive Validation</th>
<th>Concurrent Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research that uses test scores of all applicants and looks for a relationship between scores and future performance of applicants who were hired.</td>
<td>Research that consists of administering a test to people who currently hold a job, and then comparing their scores to existing measures of job performance.</td>
</tr>
</tbody>
</table>
Figure 6.2: Criterion-Related Measurements of a Student’s Aptitude
## Content and Construct Validity

<table>
<thead>
<tr>
<th>Content Validity</th>
<th>Construct Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Consistency between test items or problems and kinds of situations or problems that occur on the job.</td>
<td>- Consistency between a high score on a test and high level of a construct (i.e., intelligence or leadership ability) as well as between mastery of this construct and successful performance of the job.</td>
</tr>
</tbody>
</table>
Ability to Generalize

A *generalizable* selection method applies not only to the conditions in which the method was originally developed – job, organization, people, time period, etc. It also applies to other organizations, jobs, applicants, etc.
NFL teams have been using cognitive tests to select players assuming that intelligence can be generalized to the job requirements of football teams, especially on teams that compete using complex offensive and defensive schemes.
Practical Value and Utility

• Being valid, reliable, and generalizable adds value to a selection method.
• Another consideration is the cost of using the selection method.
• Selection methods should cost significantly less than the benefits of hiring new employees.
• Methods that provide economic value greater than the cost of using them are said to have utility.
Legal Standards for Selection

- All selection methods must conform to existing laws and legal precedents.
- Three acts have formed the basis for a majority of suits filed by job applicants:
  - Civil Rights Act of 1964 and 1991
  - Age Discrimination in Employment Act of 1967
  - Americans with Disabilities Act of 1991
<table>
<thead>
<tr>
<th>PERMISSIBLE QUESTIONS</th>
<th>IMPERMISSIBLE QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your full name?</td>
<td>What was your maiden name?</td>
</tr>
<tr>
<td>Have you ever worked under a different name?</td>
<td>What's the nationality of your name?</td>
</tr>
<tr>
<td>[Ask all candidates.]</td>
<td></td>
</tr>
<tr>
<td>If you are hired, can you show proof of age to meet a legal age requirement?</td>
<td>How old are you?</td>
</tr>
<tr>
<td></td>
<td>How would you feel about working for someone younger than you?</td>
</tr>
<tr>
<td>Will you need any reasonable accommodation for this hiring process?</td>
<td>What is your height? your weight?</td>
</tr>
<tr>
<td>Are you able to perform this job, with or without reasonable accommodation?</td>
<td>Do you have any disabilities?</td>
</tr>
<tr>
<td></td>
<td>Have you been seriously ill?</td>
</tr>
<tr>
<td></td>
<td>Please provide a photograph of yourself.</td>
</tr>
<tr>
<td>What languages do you speak?</td>
<td>What is your ancestry?</td>
</tr>
<tr>
<td>[Statement that employment is subject to verification of applicant’s identity and employment eligibility under immigration laws]</td>
<td>Are you a citizen of the United States?</td>
</tr>
<tr>
<td></td>
<td>Where were you born?</td>
</tr>
<tr>
<td></td>
<td>How did you learn to speak that language?</td>
</tr>
<tr>
<td>What schools have you attended?</td>
<td>Is that school affiliated with [religious group]?</td>
</tr>
<tr>
<td>What degrees have you earned?</td>
<td>When did you attend high school? [to learn applicant’s age]</td>
</tr>
<tr>
<td>What was your major?</td>
<td></td>
</tr>
<tr>
<td>Can you meet the requirements of the work schedule? [Ask all candidates.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is your religion?</td>
</tr>
<tr>
<td></td>
<td>What religious holidays do you observe?</td>
</tr>
<tr>
<td>Please provide the names of any relatives currently employed by this employer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is your marital status?</td>
</tr>
<tr>
<td></td>
<td>Would you like to be addressed as Mrs., Ms., or Miss?</td>
</tr>
<tr>
<td></td>
<td>Do you have any children?</td>
</tr>
<tr>
<td>Have you ever been convicted of a crime?</td>
<td>Have you ever been arrested?</td>
</tr>
<tr>
<td>What organizations or groups do you belong to that you consider relevant to being able to perform this job?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What organizations or groups do you belong to?</td>
</tr>
</tbody>
</table>

Note: This table provides examples and is not intended as a complete listing of permissible and impermissible questions. The examples are based on federal requirements; state laws vary and may affect these examples.

Test Your Knowledge

Which of the following questions is permissible?

A. Will child care demands affect your ability to get to work?

B. Do you have a car so that you will be able to get here on time?

C. This job requires you to be here from 8:00am to 5:00pm. Can you meet that job requirement?
Legal Standards: *Candidates’ Privacy Rights*

- Information gathered during selection process may include information that employees consider confidential.
- This is a particular concern when job applicants provide information online.
- Employers should collect data only at secure Web sites.
Legal Standards: *Candidates’ Privacy Rights*

*Fair Credit Reporting Act* requires employers to obtain a candidate’s consent before using a third party to check candidate’s credit history or references.

If the employer decides not to hire based on the report, employer must give applicant a copy of the report and summary of applicant’s rights *before* taking action.
Legal Standards: *Immigration Reform and Control Act (1986)*

*Immigration Reform and Control Act (1986):* Federal law requiring employers to verify and maintain records on applicants’ legal rights to work in U.S. Applicants fill out *Form I-9* and present documents showing their identity and eligibility to work. Law prohibits employer from discriminating against the person on basis of national origin or citizenship status.
Gathering Background Information

Application Forms
Résumés
Reference Checks
Background Checks
Application Forms

- Low-cost way to gather basic data from applicants.
- Ensures that the organization has certain standard categories of information:
  - Contact information
  - Work experience
  - Educational background
  - Technical experience
  - Memberships in professional or trade groups
Background Checks

- 8 out of 10 large companies and 2/3rds of smaller orgs report conducting background checks
- Internet allows for faster and easier searching for convictions (60% of males have been arrested at some point)
- Requests for expunging police records has been on the rise so background checks may not be as complete as employers would prefer
Employment Tests

**Aptitude tests:** assess how well a person can learn or acquire skills and abilities.

**Achievement tests:** measure a person’s existing knowledge and skills.
Table 6.2: Sources of Information About Employment Tests

<table>
<thead>
<tr>
<th>Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Measurements Yearbook</td>
<td>Descriptions and reviews of tests that are commercially available</td>
</tr>
<tr>
<td>Principles for the Validation and Use of Personnel Selection Procedures</td>
<td>Guide to help organizations evaluate tests</td>
</tr>
<tr>
<td>Society for Industrial and (Organizational Psychology)</td>
<td></td>
</tr>
<tr>
<td>Standards for Educational and Psychological Tests (American Psychological Association)</td>
<td>Description of standards for testing programs</td>
</tr>
<tr>
<td>Test Critiques</td>
<td>Reviews of tests, written by professionals in the field</td>
</tr>
</tbody>
</table>
Employment Tests and Work Samples

- Physical Ability Tests
- Medical Examinations
- Cognitive Ability Tests
- Drug Tests
- Honesty Tests
- Job Performance Tests
- Personality Inventories
- Work Samples
Table 6.3: Five Major Personality Dimensions Measured by Personality Inventories

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Extroversion</td>
<td>Sociable, gregarious, assertive, talkative, expressive</td>
</tr>
<tr>
<td>2. Adjustment</td>
<td>Emotionally stable, nondepressed, secure, content</td>
</tr>
<tr>
<td>3. Agreeableness</td>
<td>Courteous, trusting, good-natured, tolerant, cooperative, forgiving</td>
</tr>
<tr>
<td>4. Conscientiousness</td>
<td>Dependable, organized, persevering, thorough, achievement-oriented</td>
</tr>
<tr>
<td>5. Inquisitiveness</td>
<td>Curious, imaginative, artistically sensitive, broad-minded, playful</td>
</tr>
</tbody>
</table>
Rules for Administering Drug Tests

- Administer tests systematically to all applicants for the same job.
- Use drug testing for jobs that involve safety hazards.
- Have a report of results sent to applicant, along with information about how to appeal results and be retested if appropriate.
- Respect applicants’ privacy by conducting tests in an environment that is not intrusive and keeping results confidential.
Interviews
When interviewing candidates, it’s valid to ask about willingness to travel if that is part of the job.

Interviewers might ask questions about previous business travel experiences and/or how interviewees handled situations requiring flexibility and self-motivation.
Interviewing Effectively

1. Be prepared
2. Put applicant at ease
3. Ask about past behaviors
4. Listen – let candidate do most of the talking
5. Take notes – write down notes during and immediately after interview
6. At the end of the interview, make sure candidate knows what to expect next
How Organizations Select Employees

- **Multiple-Hurdle Model**
  - Process of arriving at a selection decision by eliminating some candidates at each stage of the selection process.

- **Compensatory Model**
  - Process of arriving at a selection decision in which a very high score on one type of assessment can make up for a low score on another.
Communicating the Decision

- When a candidate has been selected, the organization should communicate the offer to the candidate. The offer should include:
  - Job responsibilities
  - Work schedule
  - Rate of pay
  - Starting date
  - Other relevant details
Summary

- Selection typically begins with a review of candidates’ applications and résumés.
- The organization administers tests to candidates who meet basic requirements, and qualified candidates undergo one or more interviews.
- Organizations check references and conduct background checks.
- A candidate is selected to fill each vacant position.
Organizations need to measure success of selection methods. Criteria used include:

- Validity
- Reliability
- Utility
- Legality
- Generalizable
Summary

- An important principle of selection is to combine several sources of information about candidates, rather than relying solely on interviews or a single type of testing.
- Sources should be chosen carefully to relate to characteristics identified in job description to increase validity of decision criteria.
- Organizations are more likely to make decisions that are fair and unbiased and choose the best candidate.
Summary

- Selection process must be conducted in a way that avoids discrimination and provides access to persons with disabilities.
- Selection methods must be valid for job performance, and scores may not be adjusted to discriminate against or give preference to any group.
- Focus on finding the person who will be best fit with job and organization. This includes an assessment of ability and motivation.