

# Contents

<b>CHAPTER 1 INTRODUCTION TO SELECTION AND RECRUITMENT</b>	<b>1</b>
1 Overview	1
2 Impetus for the book	1
3 Introduction	3
4 What is selection and recruitment?	3
4.1 Attraction	5
4.2 Assessment	5
5 Setting HR in the business context	6
6 Globalization	9
7 Increasing use of selection and recruitment techniques	10
8 Eight key themes: important concerns and challenges to selection and recruitment paradigms	12
8.1 Irrational decision-making?	12
8.2 If it moves, test it?	13
8.3 A marginal view of individual differences	15
8.4 Biased population and restriction of range	15
8.5 The psychometric versus the social process paradigm	18
8.6 Faking a desired response?	18
8.7 Selection: a three-way dynamic?	19
8.8 New applications and considerations	20
9 Overview of forthcoming chapters	20
10 Summary	22
<b>CHAPTER 2 DEFINING WORK AND JOBS</b>	<b>23</b>
1 Overview	23
2 Introduction	24
3 Historical development of techniques	25
4 Type of job descriptor	26
5 Work-oriented job analysis	27
6 Worker-oriented job analysis	28
7 Ten job-analysis techniques	30
7.1 Questionnaires and checklists	30
7.2 Observation	32
7.3 Self-report: diaries and logs	33

7.4	Participation	34
7.5	Hierarchical task analysis	34
7.6	Interviews	35
7.7	Critical incident technique	36
7.8	Repertory grid technique	36
7.9	Position analysis questionnaire (PAQ)	39
7.10	Work-profiling system (WPS)	42
<b>8</b>	<b>Potential problems for job analysis</b>	<b>44</b>
8.1	Accuracy	44
8.2	Stability	48
<b>9</b>	<b>The future?</b>	<b>50</b>
9.1	A re-focus on work performance	51
9.2	Future transition	51
9.3	New electronic formats	53
9.4	The worker–context interaction	53
<b>10</b>	<b>Summary</b>	<b>54</b>
<b>CHAPTER 3 SELECTION ASSESSMENT: RELIABILITY AND VALIDITY</b>		<b>55</b>
<b>1</b>	<b>Overview</b>	<b>55</b>
<b>2</b>	<b>Introduction</b>	<b>55</b>
<b>3</b>	<b>Validity</b>	<b>55</b>
3.1	Face validity	56
3.2	Content validity	57
3.3	Construct validity	57
3.4	Criterion-related validity	59
<b>4</b>	<b>Critique of meta-analysis approach</b>	<b>63</b>
<b>5</b>	<b>Reliability</b>	<b>66</b>
5.1	Stability	67
5.2	Consistency	68
5.3	Equivalence of results (parallel form)	69
<b>6</b>	<b>Summary</b>	<b>72</b>
<b>CHAPTER 4 SELECTION TOOLS 1: CURRICULUM VITAE, BIODATA AND REFERENCES</b>		<b>74</b>
<b>1</b>	<b>Overview</b>	<b>74</b>
<b>2</b>	<b>Introduction</b>	<b>75</b>
<b>3</b>	<b>Starting the application process: curriculum vitae (CV)</b>	<b>75</b>

<b>4</b>	<b>Starting the application process: application forms</b>	<b>78</b>
4.1	Biographical data collection (biodata)	78
4.2	Background and applications of the tool	79
4.3	Developing a biodata tool	82
4.4	Differentiation from other selection tools	85
4.5	Strengths of biodata	86
4.6	Weaknesses of biodata	88
4.7	Other types of application form items	93
<b>5</b>	<b>References</b>	<b>96</b>
<b>6</b>	<b>Summary</b>	<b>97</b>
<b>CHAPTER 5 SELECTION TOOLS 2: INTERVIEWS</b>		<b>99</b>
<b>1</b>	<b>Overview</b>	<b>99</b>
<b>2</b>	<b>Introduction</b>	<b>100</b>
2.1	Objectivist psychometric perspective	100
2.2	Subjectivist social-interactionist perspective	101
<b>3</b>	<b>Objectivist psychometric perspective</b>	<b>101</b>
3.1	What can an interview measure?	101
3.2	The structure of the interview	104
3.3	Content	106
3.4	Delivery formats	110
3.5	Number	111
3.6	Reliability and validity	112
3.7	Errors and bias in the interviewers' decision-making process	114
<b>4</b>	<b>Subjectivist social-interactionist perspective</b>	<b>117</b>
4.1	Redressing the power balance	117
4.2	The interview as a process	117
4.3	Attributions and process	119
4.4	Illuminating the applicant in the interview	120
4.5	The role of context	120
4.6	Impression management (IM)	120
<b>5</b>	<b>New developments</b>	<b>123</b>
5.1	Media	123
5.2	Interview training	124
<b>6</b>	<b>Summary</b>	<b>126</b>

**CHAPTER 6 SELECTION TOOLS 3: PSYCHOMETRIC TESTING****127**

<b>1 Overview</b>	<b>127</b>
<b>2 Introduction</b>	<b>128</b>
<b>3 Historical dimension</b>	<b>129</b>
<b>4 Individual differences?</b>	<b>134</b>
<b>5 Occupational testing</b>	<b>135</b>
5.1 Typical behaviour tests	136
5.2 Maximal performance tests	137
<b>6 Test construction</b>	<b>144</b>
6.1 Criterion-keyed method	146
6.2 Factor-analytic method	147
6.3 Item-analytic method	148
6.4 Thurstone scales method	149
6.5 Guttman scales method	149
6.6 Item Response Theory (IRT)	150
<b>7 Test assessment</b>	<b>152</b>
7.1 Calculating error levels	152
7.2 Interpretation of scores	154
<b>8 Factors affecting the test experience</b>	<b>157</b>
8.1 The test	158
8.2 The test-taker	162
8.3 The environment	163
8.4 Implicit assumptions	163
<b>9 Summary</b>	<b>170</b>

**CHAPTER 7 SELECTION TOOLS 4: ABILITY TESTS****171**

<b>1 Overview</b>	<b>171</b>
<b>2 Introduction</b>	<b>171</b>
<b>3 What is intelligence?</b>	<b>172</b>
3.1 Uni-factorial models of intelligence	173
3.2 Multi-factorial models	174
3.3 Multi-hierarchical models	175
<b>4 Choosing and using ability assessment tools</b>	<b>178</b>
4.1 Comparing general and specific ability assessment	182
4.2 Maximal vs. typical intelligence testing	183

<b>5</b>	<b>New forms of intelligence testing</b>	<b>185</b>
5.1	Tacit ability	185
5.2	Emotional intelligence	186
<b>6</b>	<b>Culture-free testing</b>	<b>186</b>
<b>7</b>	<b>Summary</b>	<b>189</b>
<b>CHAPTER 8 SELECTION TOOLS 5: PERSONALITY ASSESSMENT</b>		<b>191</b>
<b>1</b>	<b>Overview</b>	<b>191</b>
<b>2</b>	<b>Introduction</b>	<b>191</b>
<b>3</b>	<b>How do we define personality?</b>	<b>192</b>
<b>4</b>	<b>Historical development of personality as a selection tool</b>	<b>193</b>
<b>5</b>	<b>Approaches to personality and its measurement</b>	<b>195</b>
5.1	The psychodynamic approach	196
5.2	The biological approach	196
5.3	The behavioural approach	198
5.4	Phenomenological and humanistic approaches	198
5.5	The social-cognitive approach	199
5.6	Trait-based approaches	200
5.7	Application of theory: types vs. traits	201
<b>6</b>	<b>Applying personality tools</b>	<b>202</b>
6.1	Stability	202
6.2	Predictive validity	204
6.3	Distortion and faking	214
6.4	Ethics	219
6.5	Teams	223
<b>7</b>	<b>Summary</b>	<b>224</b>
<b>CHAPTER 9 SELECTION TOOLS 6: WORK SAMPLES – SIMPLE AND MULTIPLE METHOD TOOLS</b>		<b>226</b>
<b>1</b>	<b>Overview</b>	<b>226</b>
<b>2</b>	<b>Introduction</b>	<b>228</b>
<b>3</b>	<b>Historical dimension</b>	<b>231</b>
<b>4</b>	<b>Theoretical perspective</b>	<b>231</b>
<b>5</b>	<b>Current level</b>	<b>233</b>
5.1	Job-knowledge tests	233
5.2	Hands-on performance tests	235
5.3	Situational judgement tests	236

<b>6</b>	<b>Assessment of future potential skills</b>	<b>239</b>
6.1	Trainability tests	239
<b>7</b>	<b>Assessment centres</b>	<b>240</b>
7.1	Individual exercises	242
7.2	One-to-one exercises	243
7.3	Group exercises	244
7.4	Self-assessment exercises	245
7.5	Planning and administration	246
7.6	Reliability and validity	247
7.7	Contamination of the assessment centre process	249
7.8	Improvements to the process	254
7.9	Training	256
<b>8</b>	<b>Summary</b>	<b>257</b>
<b>CHAPTER 10 CRITIQUES AND FUTURE FOCUS</b>		<b>259</b>
<b>1</b>	<b>Overview</b>	<b>259</b>
<b>2</b>	<b>Introduction</b>	<b>260</b>
<b>3</b>	<b>Improving the psychometric approach?</b>	<b>260</b>
3.1	Best-practice guidelines	260
3.2	Problems of meta-analysis	262
<b>4</b>	<b>Critiques of the psychometric perspectives</b>	<b>263</b>
4.1	Individual differences?	263
4.2	Application of the tools in a dynamic world	270
4.3	Rationality? Power and reflexivity	270
<b>5</b>	<b>Contrasting perspectives</b>	<b>273</b>
5.1	Technology-led revolution	274
5.2	Global selection?	275
5.3	The changing nature of work	278
<b>6</b>	<b>Summary</b>	<b>279</b>
<b>GLOSSARY</b>		<b>281</b>
<b>BIBLIOGRAPHY</b>		<b>290</b>
<b>ACKNOWLEDGEMENTS</b>		<b>323</b>
<b>INDEX</b>		<b>325</b>