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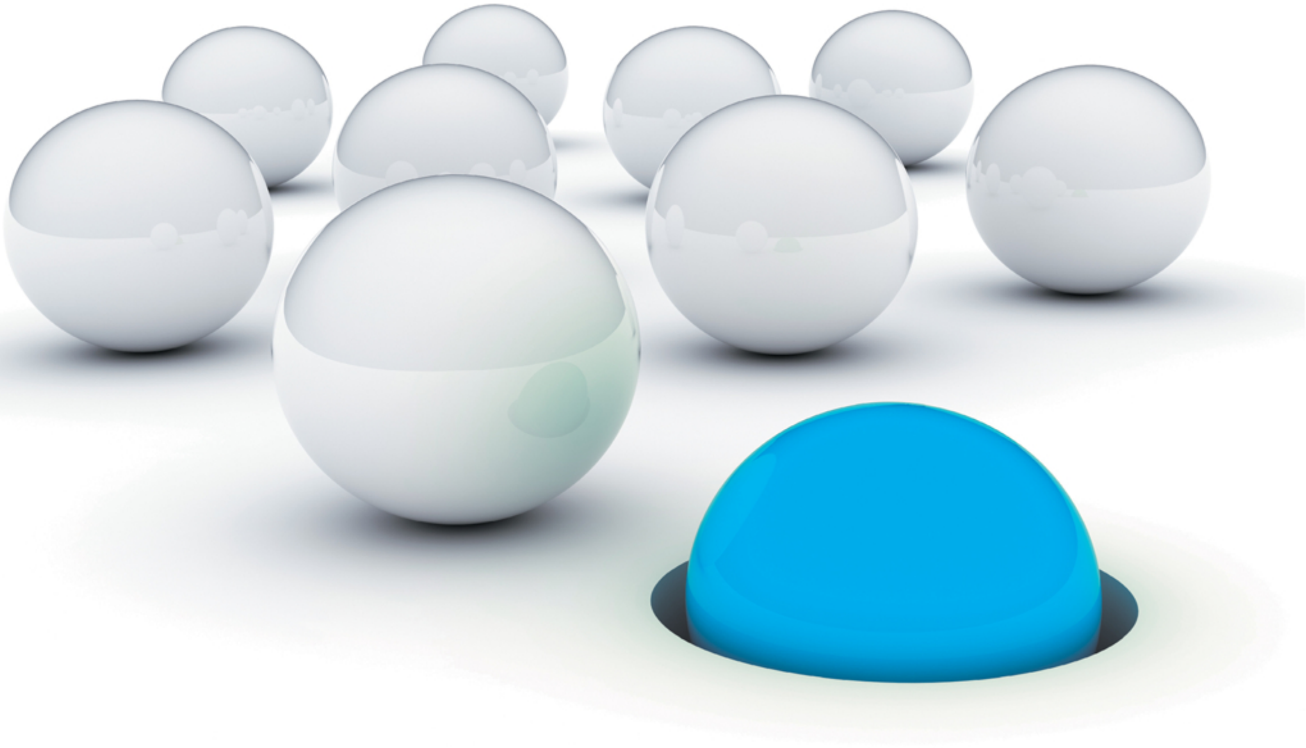

human resource selection

Gatewood | Feild | Barrick

HUMAN RESOURCE SELECTION

EIGHTH EDITION

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DEDICATION

To those whom we love and who have made our lives very, very, happy and fun—Chris, Claire, Courtney, Eithne, Huon, Ivy, Jenn, Jennifer, Mason, Mikaela, Nat, Owen, Sarah, and Taylor.

And to some of the memorable teaching moments that now bring smiles to our faces and help us keep our work and lives in perspective—

A student came up after class and said, “I missed class yesterday and just wanted to ask if you did anything important.” I was appalled because I thought that all the stuff I did in class was important or else why would I do it. I thought for a moment and said, “It was a day like the rest of the days.” Naturally I expected the student to realize from my response that he had erred and to start the conversation again beginning with an apology. He said, “Good! I just thought I should ask in case there was something important that I should know about.” Want to guess what the student’s final grade was? Well, you don’t have to because it wasn’t very important for his graduation!

* * *

I was lecturing on validity one Monday morning. I was really into the topic (the class?—not so much). Anyway while I was lecturing, a woman on the front row all of a sudden projectile vomited. Shockingly, the long, white stream shot up toward the ceiling and was coming down at me! I spun on the heel of my shoe and contorted my body to get out of the way in time. While this was going on, the student got up from her desk, left her open notes, and proceeded out of the classroom to a water fountain just outside the classroom door. The remaining students had no immediate reaction other than being stunned. After drinking some water, she walked back into class as if nothing had happened, took her seat, grabbed her pen, and then raised her hand to speak. I was shocked to say the least. (If it were me, I would have dropped the class and hoped to never be seen again.) I called on her, and she said, “Would you mind repeating what you were saying about validity?” Now, that’s what I call “a serious student.” Nonetheless, I stayed on the side of the room for the rest of the class.

* * *

A student asked if it was really necessary to buy the book to take my selection class. Based on the incredulous expression on my face, he then went on to opine that since I was one of the authors, couldn’t I just summarize all the important material that was going to be on the tests in my lectures? What really left me speechless was his concluding comment, “after all, this isn’t rocket science. All you have to do is listen to your gut and you’ll know who to hire.” I don’t think this story will embarrass the student who was involved because I am sure that he will not read it. Based on his subsequent grade, I am sure that this student didn’t read the book for the course much less any other selection book.

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Murray Barrick. I suspect I might be the luckiest person on Earth. While I did not know anything about selection when my wife and I started dating back in high school, I certainly made an excellent choice and have benefited from that good recruiting decision. In retrospect, I now realize this was a very lucky outcome indeed, given my applicant pool was not as plentiful as it should have been. Education has been the other fortunate opportunity for me, as I have had some outstanding teachers who were willing to invest in my path of lifelong learning. Although numerous people have directed and impacted my progress over the course of my life, a few mentors have been particularly influential including: Mrs. Anfinson, Mr. Herbst, David Whitsett, Ralph Alexander, Frank Schmidt, Mick Mount, John Hollenbeck, and most recently, Ricky Griffin and Mike Hitt. It is simply impossible to acknowledge the numerous ways my life was improved by being around you all. And every day, I have the unique opportunity to work with some of the smartest and most amusing academic colleagues (both faculty and Ph.D. students) in the entire field of HR. Thank you for converting the hours and hours I spend in the office into playtime rather than worktime.

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ABOUT THE AUTHORS

(Note: Each of the brief biographies has substantial contributions that are written by the other two coauthors. Therefore, they go a bit further than merely extolling each person's many achievements.)

ROBERT D. GATEWOOD had an uneven start to his career. Specifically, he attended three different universities for his undergrad degree. He started in one that his father picked for him because it offered a financially-needed scholarship. He accumulated many credits but didn't have much fun. So he dropped engineering as his major (much to his father's disgust), and transferred to an unnamed university in New Orleans. There, he became the embodiment of a very immature male in a sin-inducing city. Luckily, he was broke by Thanksgiving and saved his academic career by transferring to Washington University in St. Louis where he finished his degree after 3½ total years at college and losing 18 credits by transferring. Better yet he was a psychology major. He then went to Purdue University for grad school not only because of its excellence, but also it had good sports teams to watch and occupy his time.

Once in grad school, Bob learned that taking just three courses a semester actually consumed him. After completing his Ph.D. in industrial psychology, he worked as a consultant and then joined academia. His first position was as a member of the Department of Management at the Terry College of Business, University of Georgia. Thinking he may stay 5 years, Bob left 34 years later. During these years, Bob climbed the academic ranks from assistant to full professor and pursued an administrative career at Terry as a department chair and associate dean in the College of Business. Bob commented on several occasions, "I never saw an academic committee I didn't like." An indication of how well he did these jobs is contained on a plaque that he received when he retired that thanked him "… for his creative solutions to problems and unfailing sense of humor"—no mention, however, of how good these solutions were. Bob was also elected to five executive positions, including President, within the Human Resources Division of the Academy of Management. At the conclusion of his service, someone commented that the HR Division "… will never be the same." Debates still occur among the Academy as to precisely what that comment meant.

Since leaving the University of Georgia, Bob has lived in Fort Worth, Texas; Denver, Colorado; Lexington, Kentucky; and as of this writing was moving to Garden City, New York. On a personal level, Bob got lucky and has a very talented wife, who has built an exceptional career in academia both in research and in university leadership, serving as a Dean, a Provost, and University President. Bob celebrates her success and has enjoyed numerous good seats for events such as college football, hockey, lacrosse, Denver Bronco games, and NCAA basketball tournaments. It's like grad school was supposed to be. Over the years, Bob has been active with his four children by coaching his sons' various teams. Both sons are excellent soccer players—a sport he never helped them with. His sons think that is probably a key to their success. With his daughters, Bob has enjoyed keeping up with whatever bands are currently popular, the drama of middle and high school, but not with boyfriends. For his older daughter he called each one "Ralph" figuring why bother to learn the name of a short time visitor. For his younger daughter, he has dropped names and uses "The Boy." It is even easier to remember.

Bob really enjoys working on this selection book with his two coauthors every 3 or 4 years. He finds his interactions with Murray to be intellectually stimulating and complex. He finds his interactions with Jr. to be a much needed comic relief to the intense intellectual environment that he and Murray share.

HUBERT S. FEILD (I prefer "Junior") There are four things that you need to know about Feild to understand him completely. First, he has lived in the same house in Auburn, Alabama, for 42 years; second, in the year 2000 he threw out all clothing except for jeans, shorts, t-shirts, and tennis shoes because he never wore anything else; third, he refuses to go to professional meetings or to serve on academic journal review boards because these take too much of his time; fourth, when he was in college, a girl gave him a baseball signed by the 1927 New York Yankees team. He said "thank you" but did not ask why she gave it to him or how she got it. Even worse, he took it home, went back to college, and never saw it again. Never asked his parents what happened to it. Can you say "inquisitive"? Apparently Jr. can't. Would you say "individualistic" to describe Jr.? No, well try "eccentric"! He went to Mississippi State for undergrad school and played third base on great baseball teams. He was asked if he was interested in a contract for pro baseball from the Los Angeles Angels but said no because he had agreed to go to work with Humble Oil (now Exxon), which he quit after 5 months. Something about having regular hours and having to wear business dress.

Jr. received his Ph.D. in industrial psychology from the University of Georgia. While there he met Bob Gatewood, another author on this book. They have been good friends for over 40 years mainly because they have seen each other only four times during that time. They get along very well if it happens only once every 10 years. Murray Barrick has taken this fact to heart, which explains why he has not met Jr. First he would have had to travel to Auburn to do that, and second Gatewood has told him to wait 10 years for the first meeting. Then another 10 for the second.

Jr. has been both an impactful and influential faculty member during his time at Auburn. He has published consistently in the leading research journals in both management and psychology in a number of the major areas of human resource management; but especially in selection. In doing this he has been very successful as a mentor and friend of his many Ph.D. students who have gone on to be successful themselves. He has remained a true friend and a strong support network for all of these. Jr. is also an excellent teacher. Most of his classes are in selection or in other HR topics. His usual strategy is to develop in-class exercises to demonstrate principles in the text. He has shared these with his two coauthors of this book who have equally experienced success with these. Both of them attribute Jr.'s success to the fact that he thinks like 19- to 21-year-olds, especially immature ones. It is quite natural for him to come up with things to do that answer questions pertinent to this age group. It's adults that he has trouble dealing with.

Of his many fine attributes, perhaps Jr.'s strength is that once a friend, always a very good friend. This means that he is fun to be with, laughs at jokes about himself (which are numerous), does what he says he is going to do, and treats others with respect and emotional understanding. He could be the most popular person in the United States if he would ever leave Auburn and meet people. Of course the rest of the United States would have to have 10 years to get used to that thought.

MURRAY R. BARRICK is the thought leader of this book—partially because Feild does not think and Gatewood has known Feild too long to think. Murray proved how smart he was with this edition. He was the one who came up with the idea of making major changes to the conceptual framework of the book and then got Gatewood to write

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the chapters that were the most work because they explained the changes. As will become apparent, manipulating coauthors is an effective strategy for him. Murray attained his Ph.D. in industrial and organizational psychology (the same degree as the other two authors) from the University of Akron. His main reason for getting this degree is that he has always wanted to be like Gatewood since he was a small boy. If he would have known that Feild was an I/O psychologist, he probably would have gone into physics.

Murray has been quite successful. Currently, he is a University Distinguished Professor, the Robertson Chair at the Mays Business School at Texas A&M, and Director of the Center for Human Resource Management (all of which is very hard to get on one business card so he hands out flash drives instead). Following Gatewood's example again, he has spent time as Department Head of Management while at A&M. (It was a tossup as to who was happier about the end—Murray or his faculty.) He has also been a faculty member at the University of Iowa (twice, something to do with a bad penny) and Michigan State. Hence, he has frequently been involved in either trying to get a job or deciding whom to hire. And yes, he uses a structured interview and tries to assess each candidate's personality when visiting with them. Murray is famous because of his 50 published articles (all with coauthors) in research journals and numerous presentations (yep, coauthors) at professional meetings (Gatewood asked him to stream these presentations because he wants to sell the link to people who have trouble sleeping). Even more importantly to academics, is that these articles have been cited nearly 7,000 times. (This means that the article title has been printed in the reference section of other research articles. It doesn't necessarily mean that the article has been read.) His first publication as an Assistant Professor, published in 1991, has been cited over 2,000 times alone. The other two authors of this book, based on their own experiences, think all of this publication stuff is further proof that he is really good at selecting hard working coauthors and then manipulating them. Again mimicking Gatewood, Murray was elected as President of the HR Division of the Academy of Management and completed that 5-year term. His success can be measured by the question he was asked by a division member the year after concluding his term, "Barrick would you ever consider running for President of the HR Division?" When he is not maneuvering coauthors, Murray and his wife travel. They go anywhere that someone pays their way. So, he has served as a keynote speaker in South Africa and Australia, and has given a series of tutorial workshops in New Zealand, Switzerland, Israel, Saudi Arabia, and New Jersey (somehow he thought this was a distant country). When they stay in the United States, they head north and have been many places between Bar Harbor, Maine, and Puget Sound, Washington. This is the third edition of this book for which Murray has contributed his selection expertise. Given this, he now feels he has fully paid his dues and looks forward to the opportunity to actually meet one of his coauthors, Jr., before the next edition of the book. Gatewood thinks this is a mistake, like thinking that New Jersey was a distant country.

PART
1

FOUNDATION FOR A SELECTION PROGRAM

In today's competitive business environment, managers in organizations are quite interested in increasing the performance of their employees. Their hope is that this increased performance will provide a competitive advantage over other firms. Many tactics and methods have been developed to enhance performance. Some, such as customer service and employee involvement programs, are organization-wide tactics. Others, such as the redesign of particular jobs and the improvement of communication between a manager and a work group, are specific to parts of the organization. In either case, almost all of these performance-enhancing tactics are based on the assumption that employees of the organization have the necessary capabilities to do the work. These tactics allow employees to use these capabilities more effectively.

Because having capable employees is so important for success, it is obvious (at least to us) that selection is the basis for employee performance. It identifies those individuals who have the characteristics to perform a job well. If employees do not have the appropriate talents for the jobs to which they are assigned, programs to improve performance will be unsuccessful. For example, changes such as increasing employees decision making or involving employees in customer satisfaction issues assume that employees can diagnose problems, evaluate alternative solutions, implement one of these alternatives, and communicate effectively with others. If, however, the employee does not have the necessary abilities to do these tasks, these changes may result in a decrease in job performance rather than an improvement.

We know that this description of selection brings an important question to mind: "Because selection is so important to the performance of employees, all organizations must have excellent selection programs—right?" Unfortunately, there is ample evidence that many selection programs in organizations do not function as well as they should. An appropriate match between worker talents and job demands frequently is not achieved. That is the downside. The upside, at least for us, is that selection programs often can be improved fairly easily, and that creates the need for this book. Selection programs can be useful if (a) proper steps are taken to develop selection instruments that collect job-related information from applicants and (b) this information is then used appropriately in making selection decisions. As you probably have guessed, the purpose of this book is to go into much (some say much too much) detail over how to accomplish these two objectives. Part 1, "Foundation for a Selection Program," explains the information that is necessary to gather and to understand before a selection program can be designed. (The word *foundation* in the part title also might have given a hint.) The five chapters in Part 1 should give you an understanding of these topics:

1. The steps to be taken in developing a selection program.
2. The various forms of job performance.
3. The steps necessary to identify worker characteristics that lead to job success.
4. The specific legal demands of selection. These demands take the form of laws, executive orders, court decisions, and guidelines for selection practices.
5. The composition of recruitment programs that will attract appropriate applicants.

CHAPTER

1

An Introduction to Selection

DEFINITION OF SELECTION

In a time of increasing global competition, every organization is concerned about the level of work performance of its employees. This is because the performance of employees is a major determinant of how successful an organization is in reaching its strategic goals and developing a competitive advantage over rival firms. Therefore, influencing the work performance of employees is a major objective of organizations. Fortunately, there is agreement about how this can be accomplished. Organizational specialists have determined that an individual employee's work performance is made up of two factors: the ability of the individual and the effort that the individual puts forth.

Both of these factors can be influenced by the organization. Ability is a function of two organizational practices, selection, and training. An organization either finds individuals with the characteristics to do the work or it develops those characteristics in existing employees. Effort is a function of the organization's numerous practices for motivating employees. These practices include almost every topic found in an introductory management course, such as employee participation programs, compensation, goal setting, job design, and communication between managers and subordinates. All of these motivation practices, however, assume that the employee has the characteristics to perform the job. Motivation practices are intended to get the employee to use these characteristics in a concerted and continuous manner. Selection, in our unbiased but passionate viewpoint, is critical for an organization.

In this text we will use the following definition of human resource (HR) selection:

> Selection *is the process of collecting and evaluating information about an individual in order to extend an offer of employment. Such employment could be either a first position for a new employee or a different position for a current employee. The selection process is performed under legal and market constraints and addresses the future interests of the organization and of the individual.*

This is much too long to memorize. We will try to make it understandable so you can use it to meet people the next time you go out. (Like asking someone, "Hey what is your favorite selection text?") This works every time.

Collecting and Evaluating Information

The basic objective of selection is to separate from a pool of applicants those who have the appropriate characteristics to perform well on the job. We cannot assume that everyone who applies for a job is qualified to actually perform it well. Therefore, to separate the qualified applicants from those who are not qualified, the selection specialist must systematically collect information from the applicants about how much of the necessary characteristics each possesses. These characteristics are human attributes that can be demonstrated to be related to performance of the job of interest, and we will refer to these with the acronym *WRCs* (work related characteristics).[1] We also will discuss in great, great detail in later chapters the major types of WRCs, how they are determined, and how they can be measured. (These chapters will provide you with even more lines to use at parties!)

[**An Important Aside:** Those of you who have had experience in human resources (HR) or who have taken previous HR courses may be familiar with the term KSAs. This term is the traditional one that has been used to refer to human characteristics that are related to work. However, this term refers only to knowledge, skills, and abilities (hence, KSA). Selection specialists have long used other characteristics in selection, such as personality, which are not strictly KSAs. We use WRCs because we think it more accurately describes the range of human characteristics that are of interest to selection and HR.]

This systematic collection of information about characteristics of applicants can range from being fairly simple to very complex. For some jobs, a brief interview may provide all the data necessary to evaluate the applicant. For complex, managerial jobs, it may be necessary to use interviews, tests, job simulations, or other measures to properly assess candidates. A major purpose of this book is to discuss the various devices that are used to evaluate applicants.

Our use of the term *selection* does not include all offerings of employment that may occur within a firm. We make a distinction between selection and hiring. Selection, as we have just said, occurs when job-related information is collected from applicants and offers of employment are given to those who apparently possess the necessary levels of WRCs to do well on the job. Often, however, offers of employment are given with no evaluation of the applicant's job-related qualifications. We refer to this type of employment as *hiring*. One example of hiring occurs when family members, friends, or relatives of customers are given jobs. In these cases, employment is based primarily on one's relationship to a member of the organization, not on the possession of job-related qualifications. Such hiring is not necessarily inappropriate, nor does it always lead to employing incompetents. It is simply not selection as discussed in this text. Hiring also occurs when a company desperately needs individuals to fill unskilled or semiskilled positions within a very short period of time. As a result, the organization does little or no evaluation of the applicants' WRCs. Availability is the critical variable.

Selection for Initial Job and Promotion

You may think that selection refers only to choosing people for their first jobs with the organization, and not to the promotion or transfer of existing employees. We don't think that way. The basic objective is common in both selection situations. The company should be trying to collect job-related information from applicants for open positions so that it can identify individuals who have the best chance of performing well in the job activities and have a high level of productivity. There are, however, differences between selection for an initial job and selection for promotion.

Characteristics of Selection for an Initial Job

The following characteristics pertain to the selection of applicants:

1. Applicants are external to the organization. They are commonly students, people who have recently completed an education, those who are currently not employed, or those who are employed at other organizations.

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2. Applicants are recruited through formal mechanisms such as media advertisement, Internet contact, employment agencies, and suggestions of present or former employees of the organization.
3. These recruitment mechanisms frequently produce a large number of applicants, especially when jobs are in short supply.
4. When there is a large number of applicants, the costs of selection become an important factor for an organization. Frequently, this number is reduced drastically by a brief selection instrument, such as an application form that collects only limited information. Only a small number of applicants complete additional selection instruments that gather more extensive information.
5. These remaining applicants go through a formalized program that has a series of steps such as interviews, ability tests, and job simulations.
6. Decisions about to whom to extend employment offers also are formalized. Either statistical analysis is used or multiple people meet to discuss the candidates and identify those who are offered positions.

Characteristics of Selection for Promotion

The following characteristics pertain to the selection of candidates for promotion:

1. Candidates are already internal to the organization—that is existing members of organization compete for a position.
2. A limited number of recruitment techniques are used, for example, postings of job vacancies either online or on bulletin boards, announcements by HR specialists or managers of the organization, and requests for nominations including self-nominations. Often no formal recruitment techniques are used. One or a small group of managers identify a small number of individuals who are thought to be able to do the job. Frequently these individuals do not even know they are being considered (are actual applicants) for the job.
3. Because the applicants are members of the organization, there is already a great deal of information about them, such as performance reviews, training records, work history, records of attendance, reprimands, awards, and so on. Few formal selection instruments are used.
4. Often the evaluation of applicants is not formalized—that is, the decision makers make the decision about whom to promote based on subjective decision making. As we will explain many times, we do not agree with such subjective selection decisions. Actually, we hate them.

Our view is that because internal and external applicant pools are so different, it is inevitable that selection of external applicants and promotion of internal ones seem to be very different. The fundamental task, however, is the same in both of these types of employment decisions and should be carried out as similarly as possible. There are more applicants than positions available. The decision maker must choose among applicants and identify the individuals who have the most developed WRCs. It is necessary to collect job-related information systematically for each applicant so direct comparisons of candidates can be made. Following these steps leads to better decisions being made more often. So, the truth and wisdom in this book is useful for both initial job selection and promotions. Matching the WRCs of individuals with the demands of the job is desirable and fair and should lead to a stronger economy. What more could you want out of life—or a textbook?

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Constraints and Future Interests

From an organization's viewpoint, the selection decision is ideally made in circumstances in which the organization has a great deal of control over the number of applicants who seek the job, the information that can be gathered from these applicants, and the decision rules used by the organization in evaluating this information. The world, however, is not perfect for selection. For example, there are great fluctuations in the market of applicants, frequently the result of general economic or education conditions over which the organization has little control. Also, numerous federal and state laws and administrative rulings restrict both the information that can be gathered from applicants and the way this information can be evaluated. Equal Employment Opportunity laws and guidelines regarding discrimination in selection are good examples.

There is also a growing realization that the usefulness of the selection decision should be viewed in terms of its effects over time. The future interests of both parties must be considered in the selection process or the result will be less than optimal. Rapid and costly turnover, lower performance levels, and friction between an employee and the organization are among the results of a mismatch of interests.[2]

Now that you have a better understanding of what is meant by selection, our next task is to provide a clear overview of the various parts of this subject. To do this, the first chapter of a textbook frequently follows one of two paths: It either traces the history of the subject matter to the Greeks, Romans, and Egyptians, or it details how the subject relates to all that is important in the universe. We traced selection back to the Chinese, somewhere around 200 B.C. That reached only the Romans. Falling short of selection information for the Greeks and Egyptians, we adopted the second path for this chapter. The following sections, therefore, describe how selection is the foundation of all that is good. Specifically we will discuss how selection influences the performance of firms, how it relates to other human resource management (HRM) activities, and what HRM specialists must do to develop an effective selection program. We know you will be amazed. We hope you will gain a better understanding of the complexity of this field and the technical knowledge it requires. Our goal for the first chapter of the next edition of this book is to follow both paths—just to make the book longer—and, undoubtedly, more interesting. So please buy that edition, too. We think that Plato included his thoughts about selection when he wrote *The Republic*. That brings us back to the Greeks. Now if we can just find something about the Egyptians and selection!

Is There Evidence That Selection Is Important?

We summarize three studies that developed clear evidence that selection is significantly related to various types of performance of organizations. In one of these studies, Russell Crook and his colleagues focused on the importance of human capital, in our terms the WRCs, that were possessed by the members of organizations.[3] The resource-based theory of organizations holds that organizations can gain advantage over competitors by having and holding a valuable resource that is in short supply in the marketplace. If a resource is not in short supply, competitors of the firm could simply purchase the same resource and wipe out the competitive advantage of another firm. As the global economy becomes increasingly knowledge based, the acquisition and development of superior human capital is essential to a firm's success. The acquisition and development of human capital includes selecting and training employees. Analyzing the results of 66 different studies, the authors found that human capital, as measured by such variables as knowledge and skills, tenure, total years of experience, and education and training programs completed, was positively related to various operational measures of performance, such as

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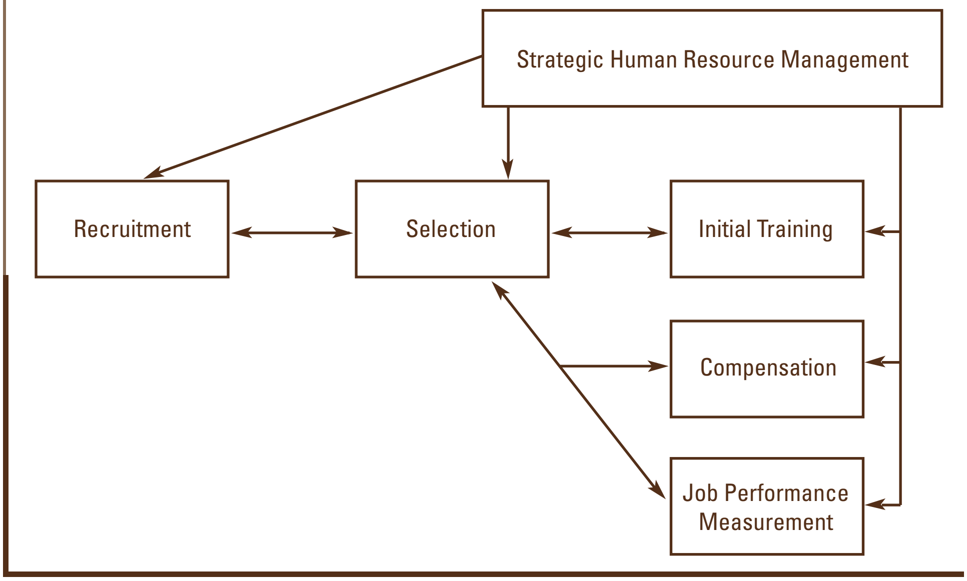
customer satisfaction and innovation, that were direct products of human capital and also were related to financial performance of the firm. A second study looked at the effects of staffing and training on firm productivity and profit growth before, during, and after the Great Recession.[4] The years studied included 1999–2011 and 369 firms were included. The results indicated that selective staffing (selection) and internal training directly influence a company's profit because they influence labor productivity. The authors' concluded that high labor productivity helped buffer the negative effects of the recession and also aided recovery during the recession. Moreover, selection and training had different effects. Training was more important for prerecession profitability, and selection was more important for postrecession recovery. The results clearly indicated that firms that more effectively select and train employees outperformed competitors throughout pre- and postrecession periods even after controlling for how profitable the firms were before the recession occurred. The third study looked at the performance of 861 different units of the same fast-food restaurant chain.[5] Contrary to what many think, there are large differences between units of the same chain in terms of both selection and training. For this research, selection was scored on the basis of what percentage of new, entry-level workers had scored at or above a score that was recommended by the chain for employment on the combination of five selection tests. It was possible to employ applicants who scored below the recommended minimum if there were sufficient other reasons to employ. Similarly, training was scored on percentage of total employees that had completed a recommended two-week training course. Results were that selection and training were related to customer service performance and retention, which, in turn, were related to unit financial performance, such as profits. Data collection and analyses were completed at several different time periods so that causality could be identified more easily. The authors' concluded that selection and training applied to even low-skill jobs could yield returns in terms of customer service, retention of employees, and profits.

SELECTION AND OTHER HUMAN RESOURCE SYSTEMS

In addition to selection, other HR systems important for employee performance include recruitment, training, compensation, and job performance review. The relationships among these human resource systems are shown in Figure 1.1. To get the maximum benefits from the HR systems shown in this figure, firms must design all of the HR systems so they greatly enhance employees' work performance.[6] Therefore, selection should be coordinated with the activities the firm carries out under recruitment, training, compensation, and job performance review.

For example, training is designed to teach necessary job skills and abilities to those individuals who have accepted a job offer as a result of the selection process. The content, length, and nature of training are affected by the level of the skills and abilities of the individuals selected. If these skills and abilities are well developed for the job, then minimal training should suffice. If the new employees' job skills and abilities are low, then training should be more extensive. Compensation and selection interact; on the one hand, the specific qualifications possessed by the individual selected may affect the amount that he or she is paid. On the other hand, the salary offer that is determined through the organization's recruitment and selection activities affects the applicant's decision to accept the offer or not. As we will frequently point out, selection and work performance measurement also are linked. The purpose of selection is to identify those individuals who will perform well on the job. Work performance data are used to design the selection system and also measure its effectiveness. These topics are discussed in both Chapter 2, "Job Performance Concepts and Measures" and Chapter 8, "Validity of Selection Procedures."

FIGURE 1.1 Interaction of Selection and Other HRM Systems


Strategic Human Resource Management
Recruitment
Selection
Initial Training
Compensation
Job Performance Measurement

Selection is more closely related to recruitment than it is to the other HRM programs, because both recruitment and selection are concerned with placing individuals into jobs. Other HRM activities deal with individuals after they have begun working. We will define recruitment as those organizational activities (such as choosing recruiting sources, developing recruitment ads, and deciding how much money will be spent) that influence the number and types of individuals who apply for a position—and that also affect applicants' decisions about whether or not to accept a job offer.[7] We use this definition because it is important to think not only about attracting people but also about increasing the probability that those people will accept a position if it is offered. It is senseless to motivate people to apply and then turn them off when they do—but we all know this happens. Sara Rynes, in an extensive review of recruitment, points out the relationship between selection and recruitment.[8] At the very least, the WRCs of the job directly influence both the recruitment sources used and some of the specific information about the job that is included in the recruitment message. For example, an entry-level HR manager's position in a unionized manufacturing plant may require applicants to know about Equal Opportunity Employment laws, the interpretation of union contracts, and employee benefit plans. These requirements could limit recruitment sources to law schools, industrial relations programs, and HR programs. Also these knowledge requirements should be included in the recruitment message that is used. This information should help to reduce inappropriate applicants who may be interested in the position. We will go into much detail about recruitment in Chapter 5. See if you can control your curiosity and hunger to know about this topic until then.

DEVELOPING A SELECTION PROGRAM

We turn now to the way effective selection programs should be developed. HR specialists must complete a good deal of work before the selection process is applied to those who are being recruited. We contend that the adequacy of these developmental steps, illustrated in Figure 1.2, strongly determine the adequacy of the selection process. If little

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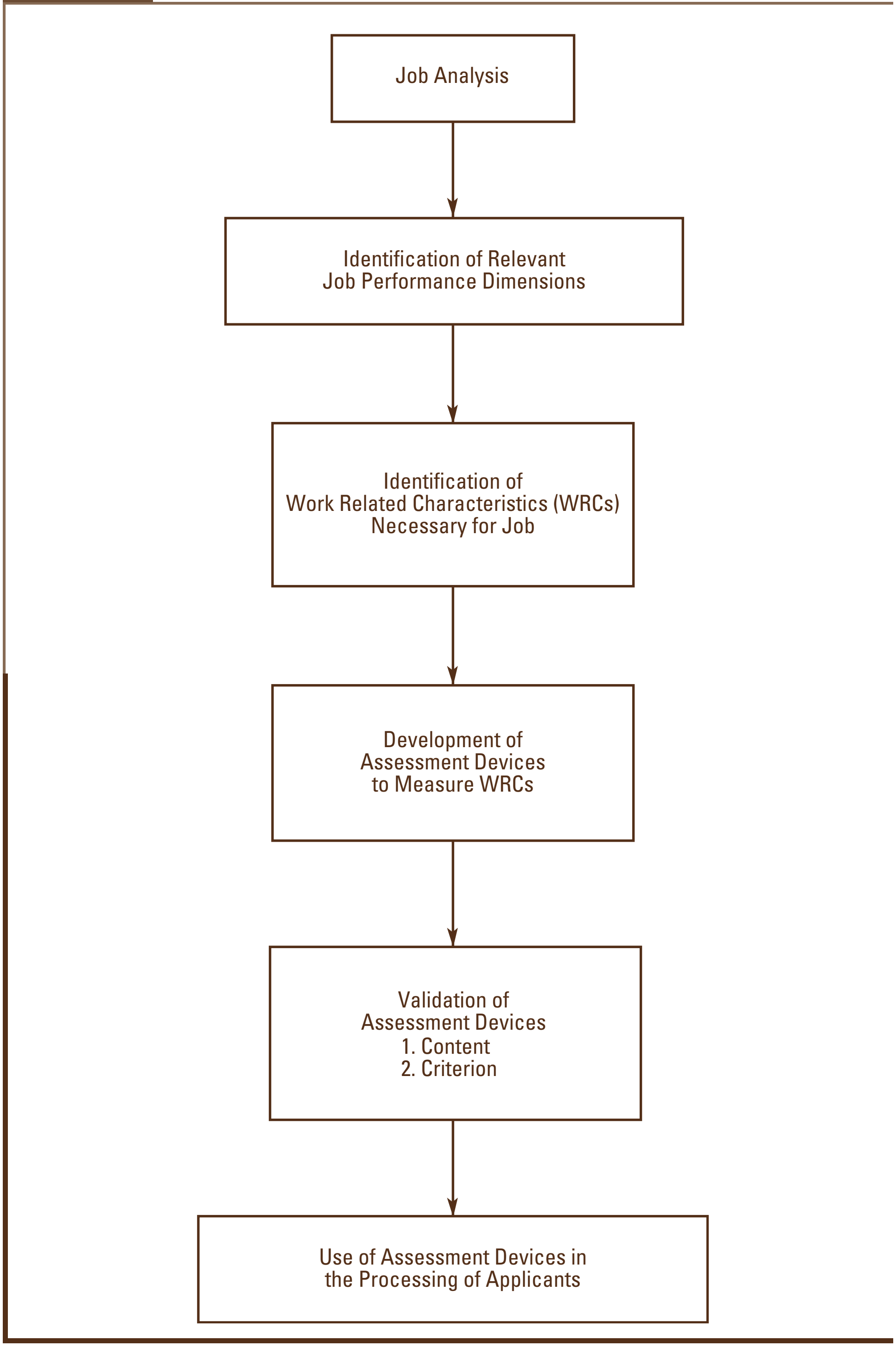
FIGURE 1.2 Steps in the Development of a Selection Program


Job Analysis
Identification of Relevant Job Performance Dimensions
Identification of Work Related Characteristics (WRCs) Necessary for Job
Development of Assessment Devices to Measure WRCs
Validation of Assessment Devices
1. Content
2. Criterion
Use of Assessment Devices in the Processing of Applicants