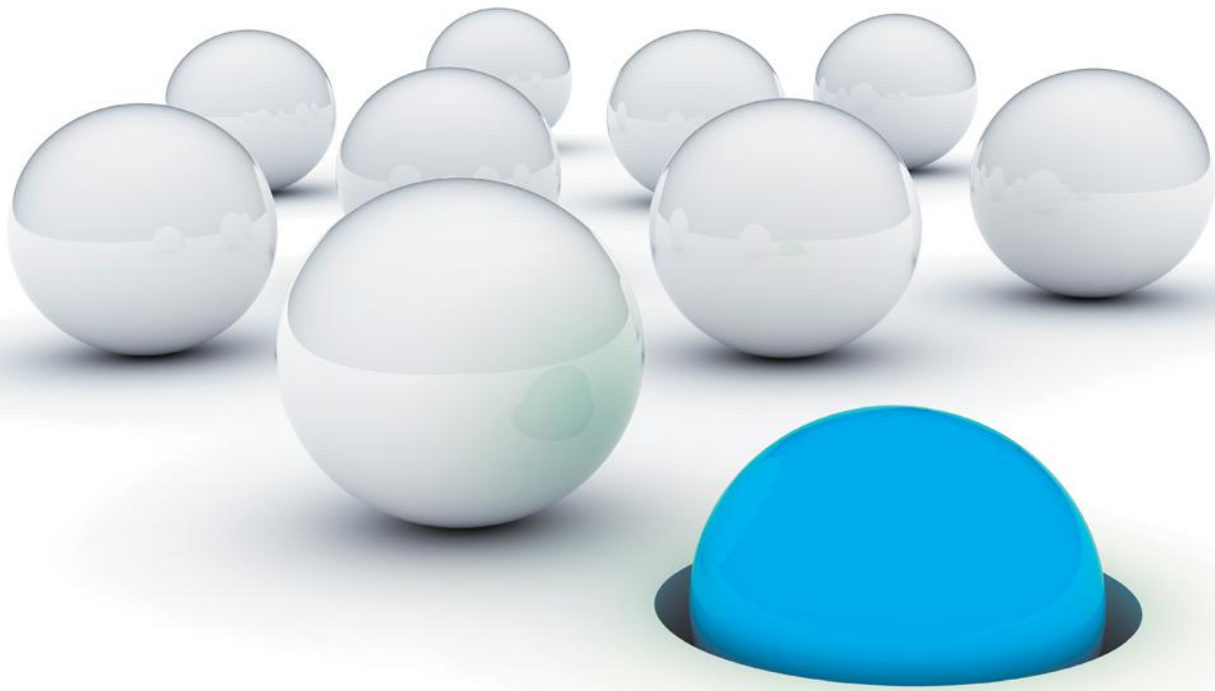


EIGHTH EDITION



human resource  
**selection**

**Gatewood** | **Feild** | **Barrick**

# HUMAN RESOURCE SELECTION

EIGHTH EDITION

**ROBERT D. GATEWOOD**

*Professor Emeritus, University of Georgia*

**HUBERT S. FEILD**

*Auburn University*

**MURRAY R. BARRICK**

*Texas A&M University*



---

Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit [www.cengage.com/highered](http://www.cengage.com/highered) to search by ISBN#, author, title, or keyword for materials in your areas of interest.

Important Notice: Media content referenced within the product description or the product text may not be available in the eBook version.

**Human Resource Selection,  
Eighth Edition**

**Robert D. Gatewood, Hubert S. Feild,  
Murray R. Barrick**

Vice President, General Manager, Social  
Science & Qualitative Business: Erin Joyner

Product Director: Mike Worls

Product Manager: Mike Roche

Content Developer: Jeff Hahn

Product Assistant: Jamie Mack

Marketing Director: Kristen Hurd

Marketing Coordinator: Chris Walz

Art and Cover Direction, Production  
Management, and Composition: Cenveo  
Publisher Services

Intellectual Property

Analyst: Diane Garrity

Project Manager: Sarah Shainwald

Manufacturing Planner: Ron Montgomery

Cover Image(s): AndrewJohnson/E+/Getty  
Images

© 2016, 2011 Cengage Learning

WCN: 02-200-208

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at  
**Cengage Learning Customer & Sales Support, 1-800-354-9706**

For permission to use material from this text or product,  
submit all requests online at **[www.cengage.com/permissions](http://www.cengage.com/permissions)**.

Further permissions questions can be emailed to  
**[permissionrequest@cengage.com](mailto:permissionrequest@cengage.com)**.

Library of Congress Control Number: 2015938040

ISBN: 978-1-305-10268-2

**Cengage Learning**

20 Channel Center Street  
Boston, MA 02210  
USA

Cengage Learning is a leading provider of customized learning solutions with employees residing in nearly 40 different countries and sales in more than 125 countries around the world. Find your local representative at **[www.cengage.com](http://www.cengage.com)**.

Cengage Learning products are represented in Canada by  
Nelson Education, Ltd.

To learn more about Cengage Learning Solutions, visit  
**[www.cengage.com](http://www.cengage.com)**

Purchase any of our products at your local college store or at our  
preferred online store **[www.cengagebrain.com](http://www.cengagebrain.com)**

## 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.



# BRIEF CONTENTS

<i>Acknowledgments</i>	xv
<i>About the Authors</i>	xviii

<b>PART 1</b>	<b>FOUNDATION FOR A SELECTION PROGRAM</b>	<b>1</b>
<b>CHAPTER 1</b>	An Introduction to Selection	3
<b>CHAPTER 2</b>	Job Performance Concepts and Measures	21
<b>CHAPTER 3</b>	Job Analysis in Human Resource Selection	47
<b>CHAPTER 4</b>	Legal Issues in Selection	105
<b>CHAPTER 5</b>	Recruitment of Applicants	151
<b>PART 2</b>	<b>MEASUREMENT IN SELECTION</b>	<b>201</b>
<b>CHAPTER 6</b>	Human Resource Measurement in Selection	203
<b>CHAPTER 7</b>	Reliability of Selection Measures	239
<b>CHAPTER 8</b>	Validity of Selection Procedures	279
<b>PART 3</b>	<b>SELECTION MEASURES</b>	<b>355</b>
<b>CHAPTER 9</b>	Application Forms and Biodata Assessments, Training and Experience Evaluations, and Reference Checks	359
<b>CHAPTER 10</b>	The Selection Interview	433
<b>CHAPTER 11</b>	Ability Tests for Selection	503
<b>CHAPTER 12</b>	Personality Assessment for Selection	535
<b>CHAPTER 13</b>	Simulation Tests	577
<b>CHAPTER 14</b>	Testing for Counterproductive Work Behaviors	613
<b>PART 4</b>	<b>USING SELECTION DATA</b>	<b>645</b>
<b>CHAPTER 15</b>	Strategies for Selection Decision Making	647
	<i>Author Index</i>	687
	<i>Subject Index</i>	699

# CONTENTS

*Acknowledgments* xv  
*About the Authors* xviii

## **PART 1 FOUNDATION FOR A SELECTION PROGRAM**

**1**

### **CHAPTER 1**

#### **An Introduction to Selection 3**

##### *Definition of Selection 3*

- Collecting and Evaluating Information 3
- Selection for Initial Job and Promotion 4
- Constraints and Future Interests 6
- Is There Evidence That Selection Is Important? 6

##### *Selection and Other Human Resource Systems 7*

##### *Developing a Selection Program 8*

- Job Analysis Information 10
- Identifying Relevant Job Performance Measures 10
- Identification of Work-Related Characteristics 11
- Development of Selection Measures 11
- Validation Procedures 12

##### *Constraints in Developing a Selection Program 13*

- Limited Information on Applicants 13
- Applicant and Organization at Cross-Purposes 13
- Measurement of Jobs, Individuals, and Work Performance 14
- Other Factors Affecting Work Performance 15
- Selection Research versus Selection Practice 15
- So Why Should I Devote My Life to Selection? What Is Selection  
Doing That's Good for the World? 16

##### *Plan of This Book 19*

##### *References 20*

### **CHAPTER 2**

#### **Job Performance Concepts and Measures 21**

##### *Task Performance 24*

- Production Data 24
- Judgmental Data 26

##### *Organizational Citizenship Behaviors 29*

- What Prompts OCBs? 31
- Relationship of OCBs with Other Performance Measures 32
- Measurement of OCBs 33



*Adaptive Performance* 34

*Counterproductive Work Behavior* 36

*Appropriate Characteristics of Job Performance Measures* 39

Individualization 39

Relevance 40

Measurability 40

Variance 40

*Use of Criteria for Validation* 41

Single versus Multiple Criteria 41

When to Use Each 41

Forming the Single Measure 42

*References* 43

### **CHAPTER 3**

**Job Analysis in Human Resource Selection** 47

*Job Analysis: A Definition and Role in HR Selection* 47

Growth in Job Analysis 50

Legal Issues in Job Analysis 50

Collecting Job Information 53

*A Survey of Job Analysis Methods* 53

*Job Analysis Interviews* 55

Description 55

Considerations on Applicability 56

An Example 57

Limitations of the Job Analysis Interview 59

*Job Analysis Questionnaires* 62

Description 62

The Task Analysis Inventory 62

*Critical Incident Technique* 68

Description 68

Application of Critical Incidents 69

Advantages and Disadvantages of Critical Incidents 70

Integrating a Task Analysis Inventory with Critical Incidents:

A Suggestion 71

SME Workshops 73

*Incorporating Job Analysis Results in Selection Procedures:*

*A Cookbook* 75

*Identifying Employee WRCs* 75

Determining Employee WRCs 77

An Operational Example 87

Determination of Selection Procedure Content 91

An Example Selection Plan for the Job of HR Selection Analyst 94

*Employee Specifications for Jobs That Are About to Change or Yet to Be Created* 97

*Conclusion* 99

*References* 99

**CHAPTER 4****Legal Issues in Selection 105*****Federal Regulation of Business 106***

EEO Laws and Executive Orders 106

***Employment Discrimination 119***

Discrimination Defined 119

Evidence Required 120

The Use of Statistics 122

Definition of Internet Applicant 127

***The Uniform Guidelines on Employee Selection Procedures (1978) 129***

Determination of Adverse Impact 129

Selection Methods 129

Defense of Selection Program 129

Selection Requirements 130

Recordkeeping 130

Comments about the *Uniform Guidelines* 131***Affirmative Action Programs 131***

Federal Contractor 131

Court Order and Consent Decree 132

Voluntary AAP 133

***Selection Court Cases 134****Griggs v. Duke Power* (1971) 134*United States v. Georgia Power* (1973) 136*Spurlock v. United Airlines* (1972) 137*Watson v. Ft. Worth Bank & Trust* (1988) 137*Rudder v. District of Columbia* (1995) 139*Frank Ricci et al. v. John DeStefano et al.* (2009) 140*OFCCP v. Ozark Air Lines* (1986) 141*Jack Gross v. FBL Financial Services* (2009) 141***EEO and Job Performance Measurement 142***Performance Measurement and the *Uniform Guidelines* 143

Court Decisions Addressing Performance Measurement 143

***EEO Summary 146***

Basis of Discrimination 146

Evidence of Discrimination 146

Options of the Organization 147

***References 147*****CHAPTER 5****Recruitment of Applicants 151*****A Model of the Recruitment Process 152***

Stage 1: Attracting and Generating Interest 152

Stage 2: Maintaining Applicant Interest 171

Stage 3: Postoffer Closure 178

***Summary Recommendations for Enhancing Recruitment 182******References 184***

**PART 2 MEASUREMENT IN SELECTION****201****CHAPTER 6****Human Resource Measurement in Selection 203***Fundamentals of Measurement: An Overview 203**The Role of Measurement in HR Selection 203*

The Nature of Measurement 203

Scales of Measurement 207

*Standardization of Selection Measurement 212*

Measures Used in HR Selection 215

Standards for Evaluating Selection Measures 217

Finding and Constructing Selection Measures 219

Locating Existing Selection Measures 220

Constructing New Selection Measures 224

*Interpreting Scores on Selection Measures 231*

Using Norms 231

Using Percentiles 233

Using Standard Scores 234

*References 237***CHAPTER 7****Reliability of Selection Measures 239***What is Reliability? 239*

A Definition of Reliability 241

Errors of Measurement 241

Methods of Estimating Reliability 245

*Interpreting Reliability Coefficients 261*

What Does a Reliability Coefficient Mean? 261

How High Should a Reliability Coefficient Be? 264

Factors Influencing the Reliability of a Measure 266

Standard Error of Measurement 272

Evaluating Reliability Coefficients 274

Reliability: A Concluding Comment 275

*References 276***CHAPTER 8****Validity of Selection Procedures 279***An Overview of Validity 279*

Validity: A Definition 279

The Relation between Reliability and Validity 281

Types of Validation Strategies 282

*Content Validation Strategy 282*

Major Aspects of Content Validation 284

Some Examples of Content Validation 288

Appropriateness of Content Validation? 289

<b><i>Criterion-Related Validation Strategies</i></b>	<b>294</b>
Concurrent Validation	294
Predictive Validation	298
Concurrent versus Predictive Validation Strategies	300
Requirements for a Criterion-Related Validation Study	301
Criterion-Related Validation over Time	301
The Courts and Criterion-Related Validation	302
Content versus Criterion-Related Validation: Some Requirements	303
<b><i>Construct Validation Strategy</i></b>	<b>303</b>
<b><i>Empirical Considerations in Criterion-Related Validation Strategies</i></b>	<b>307</b>
Correlation	307
Prediction	312
Factors Affecting the Magnitude of Validity Coefficients	321
Utility Analysis	326
<b><i>Broader Perspectives of Validity</i></b>	<b>332</b>
Validity Generalization	332
Job Component Validity and Synthetic Validity	338
<b><i>Validation Options for Small Sample Sizes</i></b>	<b>341</b>
<b><i>The Future of Validation Research</i></b>	<b>343</b>
<b><i>References</i></b>	<b>344</b>

---

**PART 3 SELECTION MEASURES**
**355**
**CHAPTER 9**
**Application Forms and Biodata Assessments, Training and Experience Evaluations, and Reference Checks 359**

<b><i>Application Forms and Biodata Assessments</i></b>	<b>359</b>
Nature and Role of Application Forms in Selection	359
<b><i>Evaluating Application Blanks as Predictors</i></b>	<b>363</b>
Legal Implications of Application Forms	369
Composition of Application Forms	373
Selecting Application Form Content	374
Developing and Revising Application Forms	375
Resumes	384
Internet-Based Resume Screening	385
Using Application Forms in HR Selection	386
<b><i>Training and Experience (T&amp;E) Evaluations</i></b>	<b>387</b>
Nature and Role of T&E Evaluations in Selection	387
Reliability and Validity of T&E Evaluations	392
Legal Implications	395
Recommendations for Using T&E Evaluations	395
<b><i>Reference Checks</i></b>	<b>396</b>
Nature and Role of Reference Checks in Selection	396
Types of Reference Data Collected	397
Usefulness of Reference Data	398
Legal Issues Affecting the Use of Reference Checks	401

Methods of Collecting Reference Data	406
Sources of Reference Data	411
Social Media	414
Recommended Steps for Using Reference Checks	414

*Summary* 416

*References* 417

## **CHAPTER 10**

### **The Selection Interview 433**

*Brief History* 435

Developing and Designing Effective Interviews	436
Making a Selection Decision	439
Conclusions about Designing the Interview	452

*The Role of Technology and Global Trends* 454

*Evaluating Interviews as Predictors* 455

Predictive Validity	455
Reliability	457

*Discrimination and the Interview* 458

Court Cases	458
-------------	-----

*Research Findings on Discrimination* 462

*A Model of Interviewer Decision Making* 463

Expectations, Beliefs, Needs, and Intentions before the Interview	464
---	-----

*Recommendations for Using the Interview* 471

Restrict the Scope of the Interview	472
Limit the Use of Preinterview Data	473

*References* 483

## **CHAPTER 11**

### **Ability Tests for Selection 503**

*History of Ability Tests in Selection* 503

Definition of Ability Tests	504
-----------------------------	-----

*Cognitive Ability Tests* 504

Development of Cognitive Ability Tests	505
What Is Measured	505
The Wonderlic Personnel Test	506
The Nature of Cognitive Ability Tests	507

*The Validity of Cognitive Ability Tests* 508

Project A	508
Validity Generalization Studies	508

*Cognitive Ability Tests and Adverse Impact* 514

So What?	517
----------	-----

*Mental Ability Tests and the Internet* 517

*Effects of Practice and Coaching* 520

- Mechanical Ability Tests* 521**
  - The Bennett Mechanical Comprehension Test 522
- Clerical Ability Tests* 523**
  - The Minnesota Clerical Test 523
- Physical Ability Tests* 524**
- Physical Abilities Analysis* 524**
  - Three Components of Physical Performance 525
  - Legal Issues in Testing Physical Abilities 526
- Recommendations for the Use of Ability Tests in Selection* 528**
  - Review Reliability Data 529
  - Review Validity Data 530
  - Chapter Summary 531
- References* 532**

## **CHAPTER 12**

### **Personality Assessment for Selection 535**

- A Brief History* 536**
- Definition and Use of Personality in Selection* 536**
  - Personality Traits 538
  - Other Personality Traits 542
- Personality Measurement Methods* 543**
  - Inventories in Personality Measurement 543
  - Observer Ratings of Personality 546
  - The Interview in Personality Measurement 547
  - Ratings from Other Observers 549
  - Evaluating the Validity of Personality Tests as a Predictor 549
  - Legal Issues in the Use of Personality Tests 554
  - Role of Technology and Global Trends 558
- Recommendations for the Use of Personality Data* 559**
  - Define Personality Traits in Terms of Job Behaviors 560
  - Define Work Effectiveness as Retaining Productive Employees 560
  - The Appropriateness of the Selection Instrument 563
- Conclusions* 565**
- References* 565**

## **CHAPTER 13**

### **Simulation Tests 577**

- Consistency of Behavior* 577**
  - Limitations of Simulations 578
- Work Samples* 579**
  - The Development of Work-Sample Tests 582
  - The Validity of Work-Sample Tests 586
- Assessment Centers* 588**
  - The Beginning of Assessment Centers 588
  - What Is Measured and How 589

The Training of Assessors 592  
 The Validity of Assessment Centers 597

***Situational Judgment Tests* 602**

Questions That We Know You Are Asking That We Can Answer 605

***References* 608**

**CHAPTER 14**

**Testing for Counterproductive Work Behaviors 613**

***Polygraph Testing* 614**

***Integrity Testing* 617**

Paper-and-Pencil Integrity Tests 617

What We Know About Integrity Tests 619

Legal Issues in Integrity Testing 627

***Drug Testing* 628**

Drug-Testing Methods 629

Accuracy of Chemical Tests 631

Legal Issues in Pre-Employment Drug Testing 631

Guidelines for Drug-Testing Programs with Job Applicants 633

***Genetic Testing* 634**

What Is Genetic Testing? 635

Legal Concerns 635

***What's Next? Neuroscience-Based Discrimination* 638**

***References* 639**

**PART 4 USING SELECTION DATA**

**645**

**CHAPTER 15**

**Strategies for Selection Decision Making 647**

Modes for Collecting Predictor Information 649

Modes for Combining Predictor Information 651

Methods for Collecting and Combining Predictor Information 652

Which Method is Best? 653

Implications for Selection Decision Makers 655

***Methods for Combining Predictor Scores* 657**

Method One: Multiple Regression 658

Method Two: Unit Weighting 660

***Strategies for Making Employment Decisions* 662**

Strategy One: Top-Down Selection 662

Strategy Two: Cutoff Scores 663

Strategy Three: Multiple Cutoff Scores 668

Strategy Four: Multiple Hurdles 669

Strategy Five: Combination Method 671

Strategy Six: Banding 672

***A Practical Approach to Making Selection Decisions* 677**

<i>Auditing Selection Decisions: Learning from Your Successes and Failures</i>	678
<i>Recommendations for Enhancing Selection Decision Making</i>	679
<i>References</i>	680
<i>Author Index</i>	687
<i>Subject Index</i>	699



# ACKNOWLEDGMENTS

One of the nicest aspects of writing a book is that it presents a formal opportunity for the authors to thank individuals who have had positive influences on both them and this text.

**Bob Gatewood.** I thank my very smart and loving wife, Chris, for her advice on how to present some of the material in this book in an understandable way (rather than the way that I originally wrote it). Chris knows how to convey academic knowledge in clear and interesting ways to those who don't think like an academic but may have to use the information. Even more importantly, she put up with my complaining about having to work on "The Book." I am a terrible patient when I am sick, carrying on about how bad I feel and how others can help me. I am worse as a book writer. I thank each of my four children who have contributed to the various editions of this book in different ways. My oldest two, Jennifer and Nat, actually developed the topic and author indices for the first several editions. They have by now trained their children, my grandchildren, to ask what grandfather's book is about. Of course, I tell them in great detail. They seem very interested, even though I know they do not have the slightest idea of what I am saying. I guess in that way they are preparing for college. My younger two children, Mikaela and Mason, often ask "How is your book going, Dad?" They then congratulate me on any progress and tell me to hang in there because I am almost finished. They also ask what the book is about and have the same reaction as the grandchildren. Maybe this is because they all are about the same ages. At any rate, the interest and love of all of these people have been valuable and important to me. It is good to have personal and professional parts of one's life mix so well.

**Hubert (I prefer "Junior") Feild.** In writing a book, and for that matter, even a research article published in an academic journal, most authors are aware that their publication resulted, in part, because of other individuals who played key roles in their personal and professional development. I am one of those authors; there are so many to whom I am indebted.

I'm particularly grateful to Art Bedeian, who gave me the opportunity to work with Bob Gatewood, a wonderful friend and colleague, and Murray Barrick, a good man and one of the top names in our field, to explore some of the mysteries of human resource recruitment and selection. Without Art's encouragement, this book would not have been published, and I would have missed the opportunity to work with two great colleagues. My coauthors and I have been able to laugh together through eight editions of this book.

In learning about assessment, several former professors of mine were most instrumental—William Owens, Lyle Schoenfeldt, Bob Teare, and Jerry Bayley. My colleagues at Auburn have been particularly helpful in "keeping the buzzards off" and "keeping me vertical and on this side of the dirt." These include Achilles and Wilma Armenakis, Art Bedeian (now at LSU), Bill Giles, Stan Harris, Bill Holley, Brian Connelly, and Kevin Mossholder. My past doctoral students, namely Brett Becton, Katherine Buckner, Michael Cole, Robert Hirschfeld, Amy Livingston, and Jack Walker, have made me very proud; I learned and continue to learn so much from them. Thanks, folks! I (N4CLT) am also indebted to Bill Alsup (N6XMW) who has entertained and challenged me (physically and mentally) since age 5. (To hear some of our ham radio discussions, use a shortwave radio to tune into 14.190 MHz on Saturdays at 9:30 a.m. CST.)

In addition, I am indebted to my family. The first is Claire, my wife. She's listened to my many comments regarding chapter writes and rewrites, patiently put up with my idiosyncrasies and shenanigans (e.g., wearing t-shirts to work and other inappropriate places, installing a 50-foot-tall ham radio tower beside our house with a 25-foot horizontal beam antenna having five elements at the top), and yet has always loved, supported, never nagged, and encouraged me to be me. What more can one ask of a spouse or, for that matter, another person? Taylor (my Main Man) is a wonderful son, professional colleague, and close friend. He has provided guidance, counsel, support, and simply brought joy to me throughout my life in ways he could never imagine. My grandchildren, Huon (My Man) and Ivy (My Girl) are lights of my life. In the future, I look forward to watching Owen light my life as well. I simply did not know one could feel like I do about these kids. I also thank Bernice and Hubert Feild (my parents) and Carole and Ridley Parrish (my sister and brother-in-law) for their unwavering support throughout my 70 years. Finally, Catherine Helmuth is a hero of mine. She is a role model who reflects intelligence, grit, and humanness to all who encounter her. She demonstrates daily the plasticity and determination of people faced with challenges and that one can succeed (no matter how one defines success) and "keep on keeping on." Soon, she will make a fine faculty member for a most fortunate university.

**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.

Finally, I would like to acknowledge how fortunate I am to work with these two co-authors in revising this book. It has been a joy interacting with them as we hashed through the plethora of issues and concerns associated with selection and life.

No acknowledgment would be complete without recognizing the inestimable love, inspiration, and confidence my family has delivered. My wife Sarah and daughters Courtney and Jenn are the wellspring from which I draw motivation for everything I achieve. You three explain why I feel like the luckiest person around. Of course, this would not have been realized if not for the unflagging support, encouragement, and sacrifice provided by my parents Ray and Marietta Barrick and my in-laws, Jack and Bea Burt. You taught me to plan my work, then work my plan. I remain forever indebted to all of you.

Several people have been instrumental in reviewing this book. We especially thank the following reviewers for their time and comments, which improved the various editions:

Steven E. Abraham—*Oswego State University of New York*

Scott L. Boyar—*The University of Alabama at Birmingham*

James Breaugh—*University of Missouri at St. Louis*

Joy L. Bruno—*DeVry University*  
Yongjun Choi—*Wright State University*  
Cynthia F. Cohen—*University of South Florida*  
Kristl Davison—*The University of Mississippi*  
Fritz Drasgow—*University of Illinois, Champaign*  
Debra S. Gatton—*Tiffin University*  
Mary Gowan—*Elon University*  
Jerald Greenberg—*The Ohio State University*  
Hank Hennessey—*University of Hawaii, Hilo*  
Jason L. Huang—*Wayne State University*  
Susan Key—*University of Alabama, Birmingham*  
Elliot D. Lasson—*SPHR, SHRM-SCP Lasson Talent Solutions, Executive Director of Joblink of Maryland, Inc., and University of Maryland Baltimore County*  
Mark L. Legnick-Hall—*University of Texas, San Antonio*  
Mary Lewis—*PPG Industries*  
Julio Mosquera-Stanziola—*University of Louisville; Chief Operating Officer at Grupo Julmos*  
Joel T. Nadler—*Southern Illinois University Edwardsville*  
William Ross—*University of Wisconsin-La Crosse*  
Joseph Rosse—*University of Colorado*  
Robert S. Rubin—*DePaul University*  
Deborah E. Rupp—*Purdue University*  
Craig J. Russell—*University of Oklahoma*  
Lyle F. Schoenfeldt—*Appalachian State University*  
Kenneth S. Shultz—*California State University, San Bernardino*  
Brian Steffy—*Franklin and Marshall College*  
Cheryl K. Stenmark—*Angelo State University*  
John Veres—*Auburn University, Montgomery*  
Brian G. Whitaker—*Appalachian State University*  
Patrick Wright—*University of South Carolina*

In closing, the people at Cengage were, of course, a main force behind this edition. We appreciate the hard work and dedication from our colleagues at Cengage who made this revision possible. A special thanks goes out to Mike Roche—Senior Product Manager, Jeffrey Hahn—Developmental Editor, and Rajachitra Suresh—Project Manager at Cenveo Publisher Services.

# 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

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.



# 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.





# 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