

**SELECTION**

- I. **Understand the relationship between selection and other HR practices:** An ongoing process, turnover inevitably occurs, leaving vacancies to be filled by applicants from inside and outside the organization. Performance appraisals select who gets fired, transferred, promoted, etc.
- II. **Explain the overall objectives of selection from the organizations perspective:** Selection process should provide as much reliable and valid information as possible about applicants so that their qualifications can be carefully matched with the job's specifications. Info obtained should be clearly job-related or predict success on the job and free from potential discrimination. Use a job analysis for job specifications/requirements.
- III. **Describe the two general employee selection models**
  - a. **Person-Job Fit:** Organizations want to select people who have the KSA's that are deemed necessary for high job-performance. Identify competencies through job analysis (Microsoft).
  - b. **Person-Organization Fit:** Organizations select individuals who have characteristics that are consistent with the overall organizational culture and values. This may also include KSA's that might be necessary in future organizational jobs (Southwest).
- IV. **Understand what the best predictors of job performance are, and describe how they affect job performance:** Intelligence is a strong indicator of employee training performance, which increases job knowledge and continuously affects job performance. Jobs that have high problem solving requirements (managers)-intelligence is very important. Jobs with a high degree of autonomy (managers)-conscientiousness is very important.
- V. **Describe the general selection process:** Completion of application, Initial interview in HR dept., employee testing (GMA test, Personality test, etc.), Background information, preliminary selection in HR dept., supervisor/team interview, medical exam/drug test, hiring decision.
- VI. **Explain the three general categories of selection techniques**
  - a. **Background information-** Strongest indicator for future behaviors/performance is past behaviors/performance. Applications not very reliable.
    - i. **Application Blanks:** To determine whether candidates meet the min. qualifications for the job, allow info to be gathered in a standardized fashion, good source of info about experience and skills, info should be historical and verifiable in nature, direct and indirect questions about protected classifications should be avoided.
    - ii. **Weighted Application Blanks (WABs):** Developed statistically to give weight to info according to its ability to predict job performance or other job-related criterion, typically valid and legally defensible, should avoid questions related to protected classes.
    - iii. **Biographical Information Blanks (BIBs):** Ask questions about habits/interests now and in the past, only those questions that predict job performance are retained (developed empirically/observationally, so they have criterion-related validity), many questions do not have face validity.
    - iv. **Resumes:** Allow applicant to tailor info to own skills and experience, difficult to evaluate (info not in standardize form), orgs use as a basis for deciding which candidates to investigate.
    - v. **Reference Checks:** Not always unbiased source of info, should focus only on job-related and documented behaviors, not character, personality, and inferences.
  - b. **Testing-** Should be reliable and valid, Ability and Work sample tests are usually the most reliable and valid tests (cognitive ability tests have adverse drawbacks on African Americans), Personality tests are often not valid because personality trait is not related to performance and poorly measured.
    - i. Many kinds of tests including: Ability tests, Aptitude tests, personality tests, work sample tests including Assessment Centers, Drug tests, Medical tests
  - c. **Interviews:** One of the most common used, but often the worst selection device.
    - i. **Nondirective Interview:** interviewer has great discretion in choosing questions to ask

- ii. **Structured Interview:** Uses a set of established questions
- iii. **Advantages:** Can provide evidence of communication and interpersonal skills, can gain insight into candidates personality and interpersonal style.
- iv. **Disadvantages:** Can be unreliable, low on validity, costly, subjective, can be biased.
- v. **Increase Validity by:** Using at least a semi structured format, focusing on a few KSAs, familiarizing interviewers with the job for which they are interviewing, Training interviewers, using multiple interviewers, checking interview validity.

VII. List several different types of selection devices for each category of selection techniques

VIII. Define what is meant by reliability and validity in the context of selection devices

- a. **Measurement:** Reliability and Validity are fundamental requirements for HRM practices and Legal defense. Reliability is a necessary but not sufficient condition for validity (For a test to be valid it must

Method	Reliability	Validity	Generalizability	Utility	Legality
Interview	Low	Low	Low	Low	Low
References	Low	Low	Low	Low	Libel
Bio-data	High	High	Job specific	High	Disp. Impact • sex, race
Physical ability test	High	Mod-High	Low	Moderate	Disp. Impact • sex
Cognitive ability test	High	Moderate	High	High	Disp. Impact • race
Personality test	High	Low	Low	Low	Low
Work-samples test	High	High	Job specific	High	High
Drug test	High	High	High	Costly	Privacy
Honesty/Integrity test	High	Low	Low	Low	Low

also be reliable and tests can be reliable without being valid. Both reliability and validity are based on the concept of correlations (relationship between 2 variables).

- i. **Reliability:** The extent to which a type of measurement is free from random error, produces repeatable or consistent scores. Types of reliability: Test-retest (test 2 typically shows improvement); Alternative/Parallel forms: Alter second test; Internal Consistency: Examine each item/question (Professors do this); Inter-rater reliability estimates: 2 or more judges rate (ex. Olympic figure skating judges, use for interviews).
- ii. **Validity:** The extent to which a test measures what it is supposed to measure, and the extent to which it correlates with what it is supposed to correlate with.
  - 1. **Content Validity/Face validity:** Doesn't use statistics, examines the extent to which a test represents the domain of interest, typically using a panel of experts (Does the test measure what it is supposed to measure). Does not hold up in court. No necessary relationship between content validity and other forms of validity.
  - 2. **Criterion-related:** Uses data to explore validity
    - a. **Concurrent Validity:** Involves giving a test to current employees and correlating scores with a criterion, usually performance. Range restriction- fire poor performers so you don't have the lower range of performers.
    - b. **Predictive Validity:** Involves giving a test to applicants before employment, obtaining criterion scores after, and correlating the two. Theoretically better, but hard to obtain the numbers. Range restriction-test scores because you didn't hire them/don't have the data.

3. **Construct Validity:** The extent to which a selection tool measures a theoretical construct or trait.

- IX. **Compare the relative merits of different methods of combining information from different selection devices**
- a. **Compensatory:** A high score on one measure can compensate for a low score on another measure.
  - b. **Non-compensatory:** Minimum score must be obtained on each measure
    - i. **Multiple cutoff model:** A selection decision model that requires an applicant to achieve some minimum level of proficiency on all selection dimensions.
    - ii. **Multiple hurdle model:** A sequential strategy in which only the applicants with the highest scores at an initial test stage go on to subsequent stages.
  - c. **Combined approach:** Some predictors are absolute, others can compensate.

## Compensation Management

- I. **Understand the relationship between compensation and other HR practices**
  - a. **Recruitment:** Aid or impair recruitment; supply of applicants affect wage rates
  - b. **Selection:** Pay rates affect selectivity; Selection standards affect level of pay required
  - c. **Training and Development:** Pay can motivate training; Increased knowledge leads to higher pay
  - d. **Compensation Management:** Training and development may lead to higher pay; A basis for determining employee's rate of pay
  - e. **Labor Relations:** Low pay encourages unionization; Pay rates determined through negotiation
- II. **Explain the overall objectives of compensation from the organization's perspective:** To attract, motivate, and retain the best people
- III. **Explain the difference between a salary and a wage**
  - a. **Salary:** paid on a monthly or yearly basis
  - b. **Wage:** paid hourly
- IV. **Explain the difference between a exempt and non-exempt employees:** Whether employees are covered by the Fair Labor Standards Act
  - a. **Exempt:** Not eligible for overtime (Have authority over people, supervisory duties).
  - b. **Non-Exempt:** Eligible for overtime (covered by the minimum wage and overtime provisions of the FLSA)
- V. **Understand the major provisions of the relevant laws, including:**
  - a. **Fair Labor Standards Act of 1938:** Min. wage, max. hours, overtime pay, child labor protection.
    - i. Covers employees who are engaged in the production of goods for interstate and foreign commerce, including those whose work is closely related to or essential to such production. Covers agricultural workers, as well as employees of certain retail and service establishments whose sales volume exceeds a prescribed amount.
  - b. **FMLA of 1993:** Applies to employers having 50+ employees during 20+ calendar workweeks in the current or preceding year. A covered employer must grant an eligible employee up to a total of 12 workweeks of unpaid leave in a 12 month period for one or more of the following reasons: birth/care for newborn, adoption/foster care, care for an immediate family member with a serious condition, or a serious health condition of the employee.
  - c. **Equal Pay Act of 1963:** Men and women doing the same job should be paid the same. Outlaws discrimination in pay, employee benefits, and pensions based on the worker's gender. Amendment to FLSA. Seniority, merit, and individual incentive plans are not affected.
  - d. **Civil Rights Acts:** Cannot discriminate in compensation decisions on the basis of any of the relevant classifications (race, color, religion, sex, national origin, age, disability, genetics)
  - e. **Davis-Beacon Act of 1931 (Prevailing Wage Law):** Requires that the minimum wage rates paid to people employed on federal public works projects worth more than \$2,000 be at least equal to the prevailing rates and that overtime be paid at 1½ times this rate.
  - f. **Walsh-Healy Act of 1936 (Public Contracts Act):** Covers workers employed on government contract work for supplies, equipment, and materials worth in excess of \$10,000. Requires contractors to pay