

## Chapter 1: An Introduction to Selection

---

### TRUE/FALSE

1. An individual employee's work performance is made up of two factors: the ability of the individual and the effort the individual puts forth.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

2. A person's ability is a function of two organizational practices: selection and training.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

3. *Selection* occurs only in the context of a first position for a new employee.

ANS: F                      PTS: 1                      NOT: AACSB Reflective Thinking

4. A promotion decision is a selection decision.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

5. The systematic collection of information from applicants is basically the same regardless of the position that is being filled.

ANS: F                      PTS: 1                      NOT: AACSB Reflective Thinking

6. Formalized selection programs for external applicants are designed to collect the same information on all applicants.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

7. The usefulness of the selection decision should be viewed in terms of its effects over time.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

8. Selection is more closely related to recruitment than it is to the other HRM programs.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

9. Testing of an applicant's skills and abilities reveals how much training the person will need.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

10. Including knowledge requirements in a job listing will help limit applicants to those with the requisite knowledge.

ANS: F                      PTS: 1                      NOT: AACSB Reflective Thinking

11. The crucial issue in the selection process is whether an organization can collect information from applicants and then decide who are to be given employment offers.

ANS: F                      PTS: 1                      NOT: AACSB Reflective Thinking

12. The starting point in the selection process is job analysis.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

13. Information obtained from job analysis helps minimize applicants' inappropriate expectations about a job.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

14. When developing the selection program it is important to determine how job performance is measured and what level of performance is regarded as successful.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

15. Information as to what constitutes successful job performance is used to identify s that a worker should possess.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

16. An application form is a good way to collect detailed information on applicant WRCs.

ANS: F                      PTS: 1                      NOT: AACSB Reflective Thinking

17. An assumption in selection is that applicants possess different amounts of WRCs that are necessary for job performance.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

18. Content validation uses the scores on the selection devices from a representative sample of individuals and measures how well each of these individuals is performing important parts of the job.

ANS: F                      PTS: 1                      NOT: AACSB Reflective Thinking

19. Empirical validation takes the data produced by the judgments of workers and managers and uses them to determine the relationship between the selection test and job performance.

ANS: F                      PTS: 1                      NOT: AACSB Analytic

20. The essence of selection is prediction about how well job applicants will do in the job under consideration.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

21. The greater the amount of accurate data obtained, the higher the probability of making an accurate selection decision.

ANS: T                      PTS: 1                      NOT: AACSB Analytic

22. Quantitative data is useful in selection because numbers facilitate the comparison of people.

ANS: T                      PTS: 1                      NOT: AACSB Analytic

23. Factors other than WRCs should come into play only before applicants have been measured on the selection devices and a group has been identified as being appropriate for the job.

ANS: F                      PTS: 1                      NOT: AACSB Reflective Thinking

24. A selection program should focus on all of the variables that influence performance.

ANS: F                      PTS: 1                      NOT: AACSB Reflective Thinking

25. *Evidence-based management* is a term that means managing by translating principles based on academic theory into management practice.

ANS: F                      PTS: 1                      NOT: AACSB Reflective Thinking

26. The purpose of validation is to provide evidence that data from the selection instruments are related to successful job performance.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

27. *Selection* and *staffing* are two terms that describe the same thing.

ANS: F                      PTS: 1                      NOT: AACSB Reflective Thinking

28. Knowledge of selection is an essential foundation for staffing.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

29. One problem with internet-based selection measures is that there are differences among individuals in their ability to operate electronic devices.

ANS: T                      PTS: 1                      NOT: AACSB Reflective Thinking

30. One benefit of internet-based selection measures is that all electronic devices present the same message in the same format.

ANS: F                      PTS: 1                      NOT: AACSB Reflective Thinking

## MULTIPLE CHOICE

1. Organization specialists have determined that an individual employee's work performance is a function of two factors:
- a. ability and training
  - b. effort and training
  - c. ability and effort
  - d. motivation and job satisfaction

ANS: C                      PTS: 1                      NOT: AACSB Reflective Thinking

2. When we refer to selection in HRM, we mean
- a. the process of hiring people to fill vacancies.
  - b. obtaining information about the applicants' lives so we can pick the best.

- c. the process of collecting and evaluating information about an individual in order to extend an offer of employment.
- d. eliminating from the applicant pool those people who are not qualified to perform the job.

ANS: C

PTS: 1

NOT: AACSB Reflective Thinking

3. Hiring refers to
- a. offers of employment that are given with no evaluation of the applicant's job-related qualifications.
  - b. identifying KSAs.
  - c. negotiations that take place simultaneously with selection.
  - d. the whole selection process.

ANS: A

PTS: 1

NOT: AACSB Reflective Thinking

4. An offer extended without collecting and evaluating information about an individual is called
- a. selection
  - b. hiring
  - c. position filing
  - d. satisficing

ANS: B

PTS: 1

NOT: AACSB Reflective Thinking

5. KSA is an acronym used in selection that refers to
- a. knowledge, skills, assets
  - b. knowledge, style, availability
  - c. knowledge, skills, abilities
  - d. knowledge, style, abilities

ANS: C

PTS: 1

NOT: AACSB Reflective Thinking

6. Why are promotion decisions often viewed as a different SHRM function than selection?
- a. Entirely different procedures are used for promotion than for selection.
  - b. Different people make selection decisions than those making promotion decisions.
  - c. Promotion decisions are often reached without using the formal testing devices that characterize external selection.
  - d. More information is available about applicants in selection decisions than is available about candidates for promotion decisions.

ANS: C

PTS: 1

NOT: AACSB Reflective Thinking

7. Selection is important because:
- a. It is related to performance
  - b. It is related to customer satisfaction
  - c. It is related to innovation
  - d. All of these are correct

ANS: D

PTS: 1

NOT: AACSB Reflective Thinking

8. Selection is most closely related to which of the following HRM programs?
- a. initial training
  - b. compensation
  - c. job performance measurement
  - d. recruitment

ANS: D

PTS: 1

NOT: AACSB Reflective Thinking

9. The purpose of recruiting is
- a. to increase the success rate of the selection process by increasing the number of total applicants (both qualified and unqualified).
  - b. to meet the organization's legal and social obligation by establishing minority quotas.
  - c. to increase the pool of candidates regardless of cost.
  - d. to attract people and increase the probability that they will accept a position if it is offered.

ANS: D                      PTS: 1                      NOT: AACSB Reflective Thinking

10. Selection and \_\_\_\_\_ interact.

a. training    c. performance appraisal  
b. recruitment    d. compensation

ANS: D                      PTS: 1                      NOT: AACSB Reflective Thinking

11. The amount of training required will depend on an applicant's :

a. Personality characteristics  
b. The organization's system  
c. The applicant's skills and abilities  
d. None of these is correct.

ANS: C                      PTS: 1                      NOT: AACSB Reflective Thinking

12. Why is selection more closely related to recruitment than it is to other personnel/human resource management areas?

a. Recruitment and selection are both concerned with placing individuals into jobs.  
b. Recruitment is concerned with hiring employees in sufficient numbers.  
c. Recruitment and selection are both concerned with processing data about the applicant.  
d. Recruitment and selection are both concerned with external labor market factors.

ANS: A                      PTS: 1                      NOT: AACSB Reflective Thinking

13. Which of the following is NOT a part of recruiting that an organization can control?

a. recruiting sources    c. content of recruitment message  
b. recruiting budget    d. applicant impression of the organization

ANS: D                      PTS: 1                      NOT: AACSB Reflective Thinking

14. Methods of internal recruitment include all of the following EXCEPT

a. job postings in the local media.  
b. announcements by managers higher in the organization than the open position.  
c. requests for nominations from managers and/or employees.  
d. bulletin board job postings.

ANS: A                      PTS: 1                      NOT: AACSB Reflective Thinking

15. Which of the following is NOT a method of external recruitment?

a. media ads  
b. posting jobs on bulletin boards throughout the workplace  
c. Internet job postings  
d. employment agencies

ANS: B                      PTS: 1                      NOT: AACSB Reflective Thinking

16. A study on the effects of staffing and training on firm productivity and profit growth before and after the Great Recession concluded:

a. Firms that more effectively selected and trained employees outperformed competitors.  
b. Selection was more important for postrecession recovery  
c. Training was important for prerecession profitability.  
d. The study concluded that all of these conclusions were true

ANS: D                      PTS: 1                      NOT: AACSB Reflective Thinking

17. Which of the following statements concerning promotion is correct?
- a. Candidates for promotion are external to the firm
  - b. Candidates for promotion are internal to the firm
  - c. Candidates for promotion are well qualified
  - d. Candidates for promotion can be both internal and external to the firm

ANS: B                      PTS: 1                      NOT: AACSB Reflective Thinking

18. Because the applicants for initial jobs are all external to the organization, selection programs are usually
- a. random.
  - b. subjective.
  - c. formalized.
  - d. arbitrary.

ANS: C                      PTS: 1                      NOT: AACSB Reflective Thinking

19. The development of a selection program should begin with:
- a. Recruitment
  - b. Job analysis information
  - c. Performance measures
  - d. Identifying WRCs

ANS: B                      PTS: 1                      NOT: AACSB Reflective Thinking

20. The probability of making an accurate selection decision is higher when
- a. the number of applicants is large.
  - b. decision makers have a greater amount of accurate data.
  - c. the applicant pool is diverse.
  - d. hiring for an initial position.

ANS: B                      PTS: 1                      NOT: AACSB Reflective Thinking

21. The main purpose of selection is:
- a. To identify applicants who will accept the job.
  - b. To identify applicants who will be successful on the job.
  - c. To compare applicants.
  - d. none of the above.

ANS: B                      PTS: 1                      NOT: AACSB Reflective Thinking

22. Work-Related Characteristics are the same as:
- a. Work requirements.
  - b. Worker attributes.
  - c. Job requirements.
  - d. All of these.

ANS: C                      PTS: 1                      NOT: AACSB Reflective Thinking

23. Assessment devices should be able to
- a. group applicants by KSAs.
  - b. organize information on applicants.
  - c. differentiate among applicants.
  - d. stand the test of time.

ANS: C                      PTS: 1                      NOT: AACSB Reflective Thinking

24. Job analysis is the \_\_\_\_\_ step in the selection process.

- a. last
- b. middle
- c. first
- d. first and last

ANS: C

PTS: 1

NOT: AACSB Reflective Thinking

25. What is the first step in the development of selection programs?

- a. testing applicants to see if they are able to do the job
- b. identifying the knowledge, skills, and abilities necessary for the job
- c. conducting a job analysis which should be descriptive of the tasks, activities, results, environment, etc., that characterize the job
- d. advertising of the job opening

ANS: C

PTS: 1

NOT: AACSB Reflective Thinking

26. \_\_\_\_\_ is *not* a step in the development of selection programs.

- a. Validation of assessment devices
- b. Job analysis
- c. Administering an employment test
- d. Identification of knowledge, skills, and abilities necessary for the job

ANS: C

PTS: 1

REF: 11

NOT: AACSB Reflective Thinking

27. The last step in the selection process is

- a. gathering useful information about the nature of the job.
- b. identifying major aspects of performance on the job.
- c. use of assessment devices in the processing of applicants.
- d. assessing an applicant's knowledge, skills, and abilities necessary to do the job.

ANS: C

PTS: 1

NOT: AACSB Reflective Thinking

28. Place the following steps in the development of selection programs in order:

- i. Identification of relevant job performance dimensions
- ii. Job analysis
- iii. Identification of knowledge, skills, and abilities necessary for job
- iv. Development of assessment devices
- v. Validation of assessment devices
- vi. Use of assessment devices in processing applicants

a. i, ii, iii, iv, v, vi

c. ii, i, iii, iv, v, vi

b. ii, i, iii, v, iv, vi

d. i, iii, ii, v, iv, vi

ANS: C

PTS: 1

NOT: AACSB Reflective Thinking

29. The purpose of \_\_\_\_\_ is to measure the different WRCs necessary for job performance.

- a. the preliminary interview
- b. job analysis
- c. assessment devices
- d. validation

ANS: C

PTS: 1

NOT: AACSB Reflective Thinking

30. Using \_\_\_\_\_ and \_\_\_\_\_ the HR specialist must identify the WRCs and other employee characteristics that a worker should possess to perform the job successfully.

- a. assessment devices; job analysis
- b. job analysis information; job performance data
- c. job performance data; assessment devices

d. validation data; job analysis

ANS: B

PTS: 1

REF: 12

NOT: AACSB Reflective Thinking

31. Application blanks, biographical data forms, and reference checks are all forms of
- job analysis techniques.
  - performance appraisal techniques.
  - assessment devices.
  - validation devices.

ANS: C

PTS: 1

NOT: AACSB Reflective Thinking

32. The purpose of \_\_\_\_\_ is to provide evidence that data from the selection instruments are related to job performance.
- reliability testing
  - the selection interview
  - validation
  - internal recruitment

ANS: C

PTS: 1

NOT: AACSB Reflective Thinking

33. \_\_\_\_\_ systematically takes the data produced by the judgments of workers and managers and uses them to determine the relationship between selection the selection test and job performance.
- Content validation
  - Construct validation
  - Empirical validation
  - Process validation

ANS: A

PTS: 1

NOT: AACSB Reflective Thinking

34. Which of the following involves taking data produced by the judgments of workers and managers and using them to determine the relationship between the selection test and job performance?
- Content validation
  - Construct validation
  - Empirical validation
  - Process validation

ANS: C

PTS: 1

REF: 13

NOT: AACSB Reflective Thinking

35. Validation of selection procedures is important because
- it tells us if we evaluated the individual well.
  - it focuses on the collection and evaluation of information to determine whether the worker characteristics thought to be important are in fact related to successful job performance.
  - it compares evaluations of prospective employees and identifies the best.
  - it compares evaluations of prospective employees and identifies the best.

ANS: B

PTS: 1

NOT: AACSB Reflective Thinking

36. Work performance is affected by
- supervisory methods.
  - feedback methods.
  - goal-setting procedures.
  - all of the above.

ANS: B

PTS: 1

NOT: AACSB Reflective Thinking

## ESSAY

1. How does a broader definition of selection influence the way an organization manages its human resource management system?

ANS:

Student response will vary.

PTS: 1



2. What are the similarities and differences in applicant information collected from internal and external sources? Are more accurate selection decisions made on internal candidates? Why or why not?

ANS:

Student response will vary.

PTS: 1

3. What are the important issues to consider when designing an effective recruitment program? Outline the features you would include in a college recruitment program for management trainees.

ANS:

Student response will vary.

PTS: 1

4. How can an organization get the greatest amount of useful information about an applicant at the least cost?

ANS:

Student response will vary.

PTS: 1

5. Develop a model of job performance. List as many factors as you can that influence job performance but are not related to selection decisions.

ANS:

Student response will vary.

PTS: 1

6. How does an organization's strategy influence its selection process?

ANS:

Student response will vary.

PTS: 1

7. What is the interaction among selection, recruitment, compensation, and training?

ANS:

Student response will vary.

PTS: 1

8. One writer describes selection as "hypothesis testing." Explain.

ANS:

Student response will vary.

PTS: 1

9. Describe a selection procedure for choosing team members in an aircraft manufacturing plant that uses "cellular manufacturing" (work teams + business process reengineering + total quality management).
- a. What characteristics (WRCs) would you use for selection criteria?
  - b. Who would make the selection decisions?
  - c. How would the selection decisions be made?

ANS:

Student response will vary.

PTS: 1

10. Discuss two of the four different approaches for setting up selection programs for broadly defined and team-based jobs.

ANS:

Student response will vary.

PTS: 1