MULTIPLE CHOICE

1. What is the first step in an organization's selection process?
   a. reviewing the candidate pool for the job position
   b. identifying knowledge, skills, abilities, and other attributes constructs for the job position
   c. acquiring job analysis information for the job position
   d. developing performance indicators and job dimension for the job position

   ANS: C   PTS: 1   REF: 34   OBJ: 1
   BLM: Remember

2. What did the Supreme Court of Canada decision in the *Meiorin* case illustrate?
   a. Employment testing can be inaccurate and unfair.
   b. A completed job analysis will ensure that legal standards are met.
   c. Selection procedures have been checked for validity.
   d. There are physical differences between men and women.

   ANS: C   PTS: 1   REF: 32-33   OBJ: 5
   BLM: Higher Order

3. For what is job analysis information used?
   a. to ensure reliability throughout the selection process
   b. to identify both the performance domain and the knowledge, skills, abilities, and other attributes linked to job performance
   c. to ensure the selection process is fair, equitable, and unbiased
   d. to ensure utility throughout the recruitment and selection process

   ANS: B   PTS: 1   REF: 34   OBJ: 1
   BLM: Higher Order

4. From the *Meiorin* case, what new selection issue was identified for human resources managers?
   a. the need to understand test validity
   b. the need to understand test measurement
   c. the need to understand test reliability
   d. the need to understand test coefficients

   ANS: A   PTS: 1   REF: 34   OBJ: 3
   BLM: Higher Order

5. The *Meiorin* case became a precedent setting case in British Columbia in the 1990s. What was the main thesis of the case?
   a. Male and female firefighters run at different speeds.
   b. Bona fide occupational requirements are discriminatory.
   c. Women should not be hired as firefighters if they cannot pass the fitness tests.
   d. The maximal oxygen uptake can be expanded with increased fitness.

   ANS: B   PTS: 1   REF: 32-33   OBJ: 5
   BLM: Higher Order

6. The Winnipeg Police Department uses a written exam based on grade 12 knowledge, language, mathematics, and comprehension as part of its hiring process. What would the exam be classified as?
   a. a selection criterion
   b. a screening method
   c. a performance dimension
   d. a minimum qualification

   ANS: B   PTS: 1   REF: 35 | 37   OBJ: 5
   BLM: Higher Order

7. Which of the following is NOT a selection criterion for the Winnipeg Police Department?
   a. The applicant must meet the vision standard for the Winnipeg Police Service.
   b. The applicant must successfully pass the physical abilities test within 10 minutes.
   c. The applicant must be a Canadian citizen or landed immigrant.
   d. The applicant must not have a criminal record for which a pardon has not been granted.

   ANS: B   PTS: 1   REF: 37   OBJ: 5
   BLM: Higher Order

8. Which of the following is NOT a reason to use practice-based selection approaches?
   a. fits organizational culture
   b. comfort with the process
   c. consistent process
   d. flexibility and speed

   ANS: C   PTS: 1   REF: 38   OBJ: 4
   BLM: Remember

9. What is a potential outcome of a science-based selection process?
   a. a significant number of qualified applicants
   b. a defensible system with effective employees
   c. a flexible, quick process that fits the organization's culture
   d. a process that is comfortable and flexible for all employees

   ANS: B   PTS: 1   REF: 38   OBJ: 4
   BLM: Remember

10. What is a potential outcome of a practice-based selection process?
    a. the effective use of structured and consistent procedures
    b. a defensible system with effective employees
    c. increased productivity and competitiveness
    d. human rights litigation and marginal employees

    ANS: D   PTS: 1   REF: 38   OBJ: 4
    BLM: Remember

11. What is a defining characteristic of a practice-based selection process?
    a. It is defensible.
    b. It is intuitive.
    c. It is system-wide.
    d. It is structured.

    ANS: B   PTS: 1   REF: 38   OBJ: 4
    BLM: Remember

12. What is a defining characteristic of a science-based selection process?

a. It is flexible.
b. It is intuitive.
c. It is rational.
d. It is subjective.

ANS: C   PTS: 1   REF: 38   OBJ: 4
BLM: Remember

13. What is the concept that is defined as "systematic errors in measurement, or inferences made from those measurements, that are related to different identifiable group membership characteristics such as age, sex, or race?"
a. discrimination
b. unfairness
c. bias
d. validity

ANS: C   PTS: 1   REF: 54   OBJ: 5
BLM: Remember

14. What is the final step in the selection process?
a. developing performance indicators for the individuals who were hired with the process
b. gathering feedback from the individuals who were hired with the process
c. demonstrating that hiring decisions based on the selection system have utility
d. demonstrating that hiring decisions based on the selection system are reliable

ANS: C   PTS: 1   REF: 40   OBJ: 4
BLM: Remember

15. What is the term that explains relationships between observations?
a. a variance
b. a construct
c. a concept
d. a validation

ANS: B   PTS: 1   REF: 39   OBJ: 1
BLM: Remember

16. Which of the following is NOT a statement about reliability?
a. Reliability is an indication of the stability of measurements.
b. Reliability is the degree that observed scores are free from random errors.
c. Reliability is the amount of systemic errors relative to their true score.
d. Reliability is the consistency of a set of measurements over time.

ANS: C   PTS: 1   REF: 40-41   OBJ: 2
BLM: Remember

17. What concept is defined as the degree to which observed scores are free from random measurement errors?
   a. validity
   b. fairness
   c. error score
   d. reliability

   ANS: D   PTS: 1   REF: 40   OBJ: 2
   BLM: Remember

18. What is the concept that defines the hypothetical difference between an individual's observed score on any particular measurement and the individual's true score?
   a. measurement error
   b. standard deviation
   c. lack of standardization
   d. test and retest

   ANS: A   PTS: 1   REF: 42   OBJ: 3
   BLM: Remember

19. What do you get when you square the reliability coefficient?
   a. the proportion of consistency in the true scores attributed to true differences on the measured characteristic
   b. the proportion of error in the error scores attributed to true differences on the measured characteristic
   c. the proportion of measurement error in the observed scores attributed to true differences on the measured characteristic
   d. the proportion of variance in the observed scores attributed to true differences on the measured characteristic

   ANS: D   PTS: 1   REF: 42   OBJ: 3
   BLM: Remember

20. An HRM used the identical measurement procedure to assess the same characteristic over the same group of people on different occasions. What method of estimating reliability was used?
   a. test and retest
   b. alternate forms
   c. internal consistency
   d. inter-rater reliability

   ANS: A   PTS: 1   REF: 44   OBJ: 2
   BLM: Higher Order

21. According to the American Educational Research Association, what is the definition of the concept of fairness that is typically applied to the selection process?
   a. The applicant can expect a lack of bias.
   b. The applicant can expect every test to be assessed in an equitable manner.
   c. The applicant can expect an equal opportunity to learn.
   d. The applicant can expect equality of outcomes in the selection process.

   ANS: B   PTS: 1   REF: 56-57   OBJ: 5
   BLM: Remember

22. In order to test validity, a content sampling strategy is often applied to the selection process. Which of the following is NOT a step in this content sampling strategy?

a. A scoring scheme is developed for the selection assessments.
b. Tasks of the target position are identified by job experts.
c. Job experts independently rate the reliability of each task.
d. Job experts evaluate the relationship between performance and job success.

ANS: C PTS: 1 REF: 52 OBJ: 4
BLM: Higher Order

23. In their research in the mid-1970s, what procedure did researchers Schmidt and Hunter use to challenge the idea that a validity coefficient was specific to the context in which it was measured?
a. validity generalization
b. meta-analysis
c. range restriction
d. attenuation

ANS: B PTS: 1 REF: 52 OBJ: 3
BLM: Higher Order

24. What is the concept that is defined as the decrease in magnitude of the validity coefficient associated with measurement error of the predictor, the criterion, or both?
a. sampling error
b. regression
c. attenuation
d. differential prediction

ANS: C PTS: 1 REF: 54 OBJ: 4
BLM: Remember

25. What concept uses different selection rules for different identifiable subgroups?
a. subgroup differential
b. subgroup bias
c. subgroup norming
d. subgroup fairness

ANS: C PTS: 1 REF: 55 OBJ: 5
BLM: Remember

26. Which employment test has been identified as being biased toward males?
a. Bennett Mechanical Comprehension test
b. Wonderlic Personnel test
c. Winnipeg Police Service physical abilities test
d. cognitive ability test

ANS: A PTS: 1 REF: 56 OBJ: 5
BLM: higher Order

27. Which of the following is NOT a broad category of factors affecting reliability?
    a. lack of standardization
    b. temporary individual characteristics
    c. seasonality
    d. chance

    ANS: C   PTS: 1   REF: 42-43   OBJ: 3
    BLM: Remember

28. In order to estimate reliability, it is important to adopt a strategy to develop approximations of parallel measures. Which of the following is NOT such a strategy?
    a. internal consistency
    b. test and retest
    c. intra-rater agreement
    d. alternate forms

    ANS: C   PTS: 1   REF: 44-45   OBJ: 3
    BLM: Remember

29. What does a regression line mean?
    a. The predictable variable X predicts the dependent variable Y.
    b. The predictable variable Y predicts the dependent variable X.
    c. The dependent variable X correlates to the predictable variable Y.
    d. The dependent variable Y correlates to the predictable variable X.

    ANS: A   PTS: 1   REF: 55   OBJ: 4
    BLM: Higher Order

30. What is the concept that is defined as the predicted average performance score of a subgroup?
    a. subgroup prediction
    b. differential prediction
    c. systematic prediction
    d. performance prediction

    ANS: B   PTS: 1   REF: 55   OBJ: 5
    BLM: Remember

31. Which of the following is NOT a technical quality of a testing procedure?
    a. standardized test administration
    b. test reliability
    c. validity evidence
    d. careful test development

    ANS: C   PTS: 1   REF: 58   OBJ: 3
    BLM: Remember

32. What two strategies are typical methods used given that the researcher requires evidence for test-criterion relationships?
    a. criterion-related and correlation
    b. inference and intuition
    c. differential and selective
    d. predictive and concurrent

    ANS: D   PTS: 1   REF: 50   OBJ: 4
    BLM: Remember

33. How many attempts did Ms. Meiorin make to reach the aerobic standard before she was fired from the British Columbia Ministry of Forests?
    a. one
    b. two
    c. three
    d. four

    ANS: D   PTS: 1   REF: 33   OBJ: 5
    BLM: Remember

34. In the selection process for the Winnipeg Police Service, which of the following is NOT a competency adopted by the City of Winnipeg?
    a. loyalty and commitment
    b. respecting diversity
    c. ethics and values
    d. integrity and trust

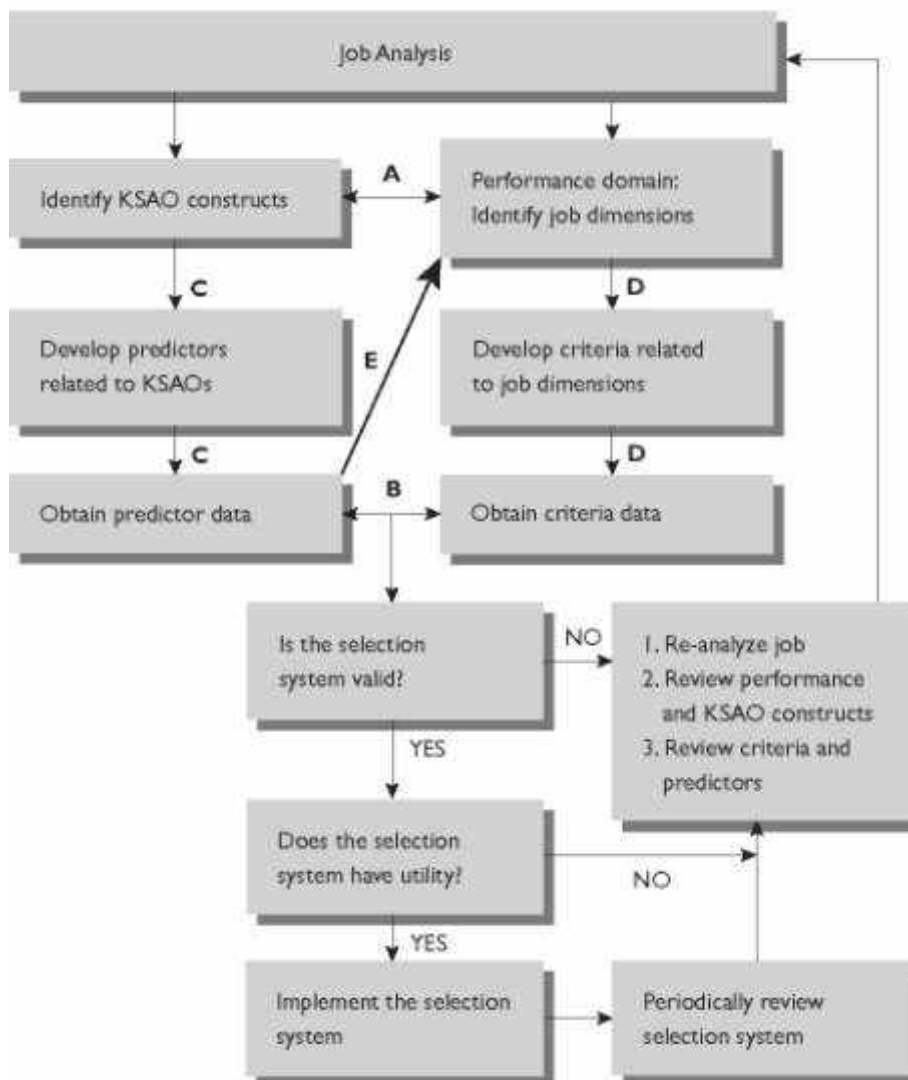   ANS: A   PTS: 1   REF: 37   OBJ: 5
    BLM: Remember

FIGURE 2.1

Job Analysis, Selection, and Criterion Measurements of Performance: A Systems Approach

35. Refer to Figure 2.1. What occurs if the selection system does not have utility?
   a. The job should be reanalyzed.
   b. The selection system should be reviewed.
   c. The selection system should be implemented.
   d. The selection system should be validated.

   ANS: A   PTS: 1   REF: 34   OBJ: 1
   BLM: Higher Order

36. Refer to Figure 2.1. What relationship does Line A represent?
    a. the relationship among job analysis, knowledge, skills, abilities, and other attributes and performance management
    b. the relationship between the performance domain and the knowledge, skills, abilities, and other attributes that contribute to the performance of job tasks and behaviours
    c. the relationship between the knowledge, skills, abilities, and other attributes constructs and performance competencies
    d. the relationship among job analysis, knowledge, skills, abilities, and other attributes, and performance criteria and dimensions

    ANS: B   PTS: 1   REF: 34   OBJ: 1
    BLM: Higher Order

37. Refer to Figure 2.1. What process does Line D represent?
    a. validating the job analysis and identifying performance criteria
    b. clarifying the performance domain and utilizing the knowledge, skills, abilities, and other attributes constructs
    c. defining the performance domain and developing related criterion measurements
    d. validating the selection system

    ANS: C   PTS: 1   REF: 34   OBJ: 1
    BLM: Higher Order

38. Refer to Figure 2.1. What process does Line C represent?
    a. validating the job analysis, knowledge, skills, abilities, and other attributes, and performance domain
    b. utilizing the knowledge, skills, abilities, and other attributes' constructs to clarify the performance dimensions
    c. translating the knowledge, skills, abilities, and other attributes' constructs into valid measurable predictors
    d. establishing criterion-related validity

    ANS: C   PTS: 1   REF: 34   OBJ: 1
    BLM: Higher Order

39. Refer to Figure 2.1. What process does Line E represent?
    a. validating the job analysis, knowledge, skills, abilities, and other attributes and performance domain
    b. predicting which applicants will be successful in their position
    c. utilizing the knowledge, skills, abilities, and other attributes constructs to clarify the performance dimensions
    d. translating the knowledge, skills, abilities, and other attributes constructs into valid measurable predictors

    ANS: B   PTS: 1   REF: 34   OBJ: 1
    BLM: Higher Order

TRUE/FALSE

1. The employer's goal in selection is to hire an applicant who possesses the necessary knowledge, skills, abilities, and other attributes to perform the job being filled.

   ANS: T   PTS: 1   REF: 35   OBJ: 1

2. The goal of selection is to identify job candidates who have those attributes required for success on the job.

   ANS: T   PTS: 1   REF: 35   OBJ: 1

3. Employers must know the legal and professional standards in order to ensure their selection processes are compliant.

   ANS: T   PTS: 1   REF: 36   OBJ: 1

4. If an employer does not have a reliable and valid selection process, it can still make a correct guess about an applicant that will have positive benefits for the organization.

   ANS: T   PTS: 1   REF: 35   OBJ: 4

5. An employer's employment decisions must be rational and intuitive.

   ANS: F   PTS: 1   REF: 38   OBJ: 1

6. An employer's recruitment and selection process goal is to attract and hire an applicant who possesses the knowledge, skills, abilities, and other attributes to successfully perform the job.

   ANS: T   PTS: 1   REF: 39   OBJ: 1

7. Hiring decisions must be defensible; they must meet legal requirements and professional standards of reliability and validity.

   ANS: T   PTS: 1   REF: 40   OBJ: 3

8. The HR manager focuses on one variable, usually job performance, in the selection process.

   ANS: F   PTS: 1   REF: 40   OBJ: 4

9. The reliability coefficient is the degree that true scores correlate with one another.

   ANS: F   PTS: 1   REF: 42   OBJ: 2

10. Measurement error can be thought of as the hypothetical difference between an individual's observed score on any particular measurement and the individual's true score.

    ANS: T   PTS: 1   REF: 42   OBJ: 3

11. When candidates are asked different questions from one interview to the other, validity is reduced.

    ANS: F   PTS: 1   REF: 45-46   OBJ: 4

12. Validity is the degree to which observed scores are free from random measurement errors.

ANS: F   PTS: 1   REF: 45   OBJ: 3

13. The principle that every test taker should be assessed in an equitable manner is known as equity.

ANS: F   PTS: 1   REF: 56   OBJ: 6

14. Issues of fairness need to be determined statistically.

ANS: F   PTS: 1   REF: 56   OBJ: 6

15. Achieving fairness often requires compromise between conflicting interests.

ANS: T   PTS: 1   REF: 56   OBJ: 6

SHORT ANSWER

1. How does science affect the selection process?

ANS:
To remove the guessing in selection, a selection system must be built on sound empirical support, be reliable and valid, and operate within a legal context.
• Hiring decisions must be defensible; they must meet legal requirements and professional standards of reliability and validity.
• The measures used to make the hiring decisions must be stable and provide job-related information.
• Employment decisions must be valid and meet legal requirements.
• Refer to Figure 2.1—Job Analysis, Selection, and Criterion Measurements of Performance: A Systems Approach and Table 2.1—Human Resources Management: Science versus Practice in Selection.

PTS: 1   REF: 34 | 38   OBJ: 3

FIGURE 2.1

Job Analysis, Selection, and Criterion Measurements of
Performance: A Systems Approach
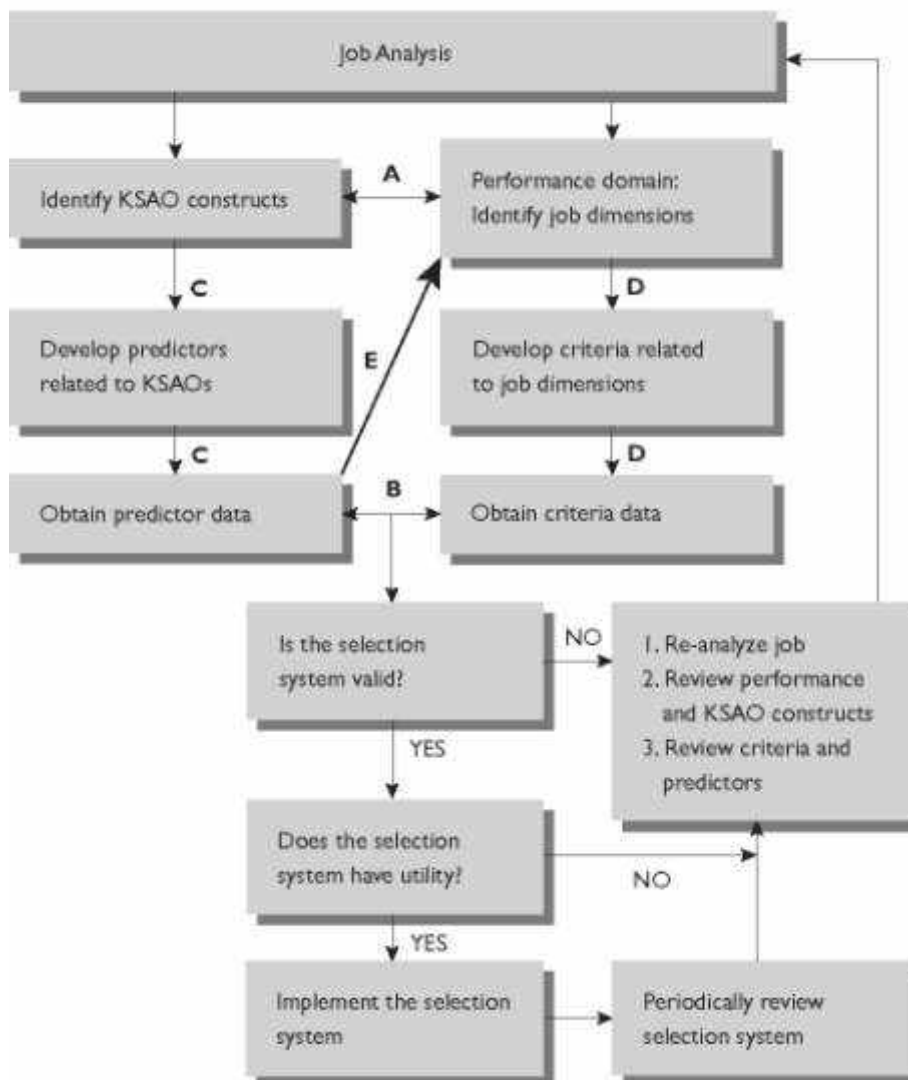
2. Describe the process and components of selection model Figure 2.1.

ANS:
The job analysis information is used to identify both the performance domain and the knowledge, skills, abilities, and other attributes linked to job performance. Line A represents the relationship between the performance domain and the knowledge, skills, abilities, and other attributes that contribute to the performance of job tasks and behaviours. Line D represents the process of defining the performance domain and developing related criterion measurements. Line C represents the process of translating the knowledge, skills, abilities, and other attributes constructs into valid measurable predictors. Line E represents predicting which applicants will be successful in their position. The final step in the selection process is to demonstrate that hiring decisions are based on the selection system's utility.

PTS: 1   REF: 34   OBJ: 1

3. Scribe Engineering, a medium-sized information technology company, is having difficulties recruiting and retaining several of its administrative assistant positions. Traditionally, Scribe has used a practice-based selection process. As the new HRM, what would you suggest to the CEO?

ANS:
Scribe Engineering should undertake a job analysis of an administrative assistant to determine the essential components of office administration work and the level of performance required for success (performance domain and knowledge, skills, abilities, and other attributes) and then create a series of tests to measure those components among administrative assistants. Refer to Figure 2.1, Job Analysis, Selection, and Criterion Measurements of Performance: A Systems Approach (p. 34), Table 2.1, Human Resources Management: Science versus Practice in Selection (p. 38), and Figure 2.2, Validation Strategies (p. 47) emphasize the importance of job analysis, selection, and criterion measurements of performance, systems approach, and science-based selection.

PTS: 1   REF: 34 | 38 | 47   OBJ: 1-4

4. Choose a specific job you are familiar with and choose one characteristic that you think is critical to successfully performing that job. If you were the HRM hiring for this position, what would you consider in measuring the characteristic and job performance to ensure reliability and validity?

ANS:
Refer to the short answer question and answer (above) on science-based selection, reliability, and validity. Figure 2.1, Job Analysis, Selection, and Criterion Measurements of Performance: A Systems Approach (p. 34), Table 2.1, Human Resources Management: Science versus Practice in Selection (p. 38), and Recruitment and Selection Notebook 2.1 Validity (p. 52) emphasize the importance of job analysis, selection, and criterion measurements of performance, systems approach, and science-based selection. Refer to the example of the Winnipeg Police Service (p. 37).

PTS: 1   REF: 34 | 37 | 38 | 52   OBJ: 1-4

5. Since TS Inc. is a small growing aviation company, the CEO makes the hiring decisions based on his years of experience as well as his gut feeling. He started the business 10 years ago with 10 employees and has grown to over 30 employees. The CEO has asked you, the HRM, to explain some of the differences between using his practice-based selection approach and an empirical-based process. Also explain what challenges you anticipate in using validation techniques.

ANS:
Validation studies require relatively large number of hires. The challenge for TS Inc. is that it does not hire many people. Refer to Table 2.1—Human Resources Management: Science versus Practice in Selection on page 38, and Recruitment and Selection Notebook 2.1—Validity on page 52.

PTS: 1   REF: 34 | 52   OBJ: 1

6. What is reliability? Identify three factors affecting reliability.

ANS:
Reliability is the degree to which observed scores are free from random measurement errors. Reliability is an indication of the stability or dependability of a set of measurements over repeated applications of the measurement procedure. Reliability refers to the consistency of a set of measurements when a testing procedure is repeated on a population of individuals or groups. In terms of testing, it is expected that a test will provide approximately the same information each time it is given to that person.

Factors Affecting Reliability
• Temporary individual characteristics: if a job candidate is quite ill or anxious, the know-how score may be affected and have a greater error component.
• Lack of standardization: changing the conditions under which measurements are made introduces error in the measurement process. For example, reliability is decreased if different candidates are asked different questions during interviews. If the environment varies in which candidates for the same job are interviewed, it will affect reliability.
• Chance: factors unique to a specific procedure introduce error into the set of measurements. If an employer has interviewed someone previously, he will have a better chance of performing well in an interview with that employer again.

PTS: 1   REF: 42-43   OBJ: 3

7. What is validity in selection? Describe four validation strategies.

ANS:
Validity is the degree to which accumulated evidence and theory support specific interpretations of test scores in the context of the test's proposed use.
• Evidence based on test content: this type of validity evidence comes from analyzing the relationship between a test's content and the construct the test is intended to measure. Evidence of validity based on test content can consist of either empirical or logical analyses of how well the contents of the test, and interpretation of the test scores, represent the construct.
• Evidence based on relations to other variables: this type of evidence is based on an analysis of the relationship between test scores and other variables that are external to the test.
• Predictive evidence for test-criterion relationships: *predictive* evidence is obtained through research designs that establish the correlation between predictor scores (know-how scores) obtained before an applicant is hired and criteria (performance scores) obtained at a later time, usually after an applicant is employed.
• Concurrent evidence for test-criterion relationships: *concurrent* evidence is obtained through research designs that establish a correlation between predictor and criteria scores from information that is collected at approximately the same time from a specific group of workers.

PTS: 1   REF: 45-53   OBJ: 4

8. What is bias in selection?

ANS:
Bias refers to systematic errors in measurement, or inferences made from those measurements, that are related to different identifiable group membership characteristics such as age, sex, or race.

PTS: 1   REF: 54-56   OBJ: 5

9. What is fairness? Why is it an important concept in selection?

ANS:

Fairness in measurement refers to the value judgments people make about the decisions or outcomes that are based on those measurements. Fairness is the principle that every test taker should be assessed in an equitable manner. Issues of fairness cannot be determined statistically or empirically. Fairness involves perceptions. It is important from a business, ethical, and legal standpoints to have tests that are scientifically sound; it is also important to have procedures that are perceived as fair. From a business perspective, the adverse reactions to selection tests and procedures may impair the ability of the organization to recruit and hire the best applicants.

PTS:　1　　　　　REF:　56-58　　　OBJ:　5