



**Assessment and decision-making**  
**EAWOP Worklab, Helsinki 4-6 Oct 2012**

**Marise Born**

# Parties involved

recruiter



applicant



expert



# Personnel Selection

oldest applied domain  
in psychology





**General Intelligence**

**Conscientiousness**

**Unstructured interview  
invalid predictor**





# The recruiter

choosing: *gustus*



# The recruiter's gusto

- Difference between rejecting the weakest and selecting the best (Shafir, 1993)



# The recruiter's gusto

'If I think it is true' (Uhlmann & Cohen, 2007)

If feeling of objectivity  
*and* stereotype  
thoughts

-> acting accordingly



# The recruiter's gusto

- *Dilution effect*  
(Tetlock & Boettger, 1889)
- Financial job
- Assessment of integrity and incorruptibility
- Candidate scores high on these characteristics
- Assessor also receives information about the amount of plants the candidate has at home

...



# The recruiter's gusto

- **Statistical vs Clinical prediction** (Grove et al., 2000)



# The recruiter's gusto

'Why didn't you succeed?'

Interviewer asks the applicant about an earlier failure



# The recruiter's gusto

## Attributions

### 'Why didn't you succeed' ?

The interviewer is asking the applicant about a prior failure experience:

“In your study results, I saw that you failed that key exam on business economics. What was the reason that you failed”?

- The applicant answers: “Yes, I remember I failed that exam. I did not take enough time for self study for that exam, unfortunately”.



# The recruiter's gusto

## Attributions

### 'Why didn't you succeed' ?

The interviewer is asking the applicant about a prior failure experience:

“In your study results, I saw that you failed that key exam on business economics. What was the reason that you failed”?

- The applicant answers: “Yes, I remember I failed that exam. The lecturer left halfway the course, and then everything became much more difficult for me, unfortunately.”

# The recruiter's gusto

# Attributions

## Regret

- Interviewer: “Ms Jones, you just told that you left your academic study before having received your diploma and that you have started working on another project. But that afterwards you were not happy about your decision. Why did you leave the university at that time?”
- The applicant answers: “When I left the university, I did not think through the consequences of what I did.”



# The recruiter's gusto

# Attributions

# Regret

- Interviewer: “Ms Jones, you just told that you left your academic study before having received your diploma and that you have started working on another project. But that afterwards you were not happy about your decision. Why did you leave the university at that time?”
- The applicant answers: “I guess that when you are young, you do not think very deeply about the consequences of your behavior. My youth was the reason.”



# The recruiter's gusto

## Attributions

British study (Silvester, 1997):

35 transcripts of interviews

Attribution style:

- Personal vs universal
- Stable characteristic vs instable characteristic
- Under applicant's control vs *not* under control of the applicant
- Global vs specific



# The recruiter's gusto

# The good judge?

The International Organization for Standardization (ISO) in Geneva has an HR Office with a staff of recruiters involved in its selection procedures.

Over the years, recruiters Colvin and Hauenstein have proven to give very accurate judgments of the personality of applicants, but the judgments of Gilles and Davis systematically have been less accurate.

Some colleagues at ISO state that Colvin and Hauenstein are very intelligent and therefore are more accurate judges.

Yet other colleagues at ISO have expressed doubts whether judgmental accuracy is related to individual differences between judges at all. Instead, they state that Gilles and Davis have been providing less accurate judgments because they simply focus too much on their first impressions of candidates.

# The recruiter's gusto

# The good judge?

‘Dispositional intelligence’ (Christiansen et al. 2005)

Social skills, agreeableness,  
adjustment (Letzring, 2008)



## The recruiter's gusto

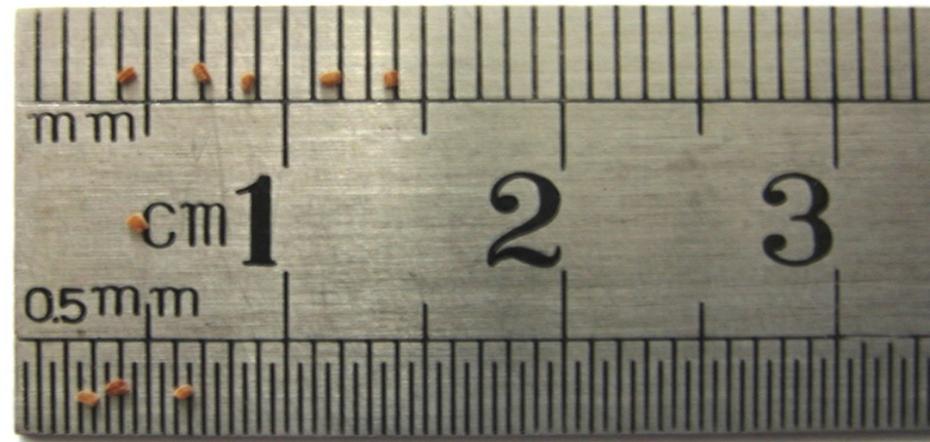
## The ultimate choice

Candidate	Predictor 1	Predictor 2
1	5	80
2	7	66
3	4	80

Candidate	Predictor 1	Predictor 2
1	5	80
2	7	66
3	7	54

# The expert

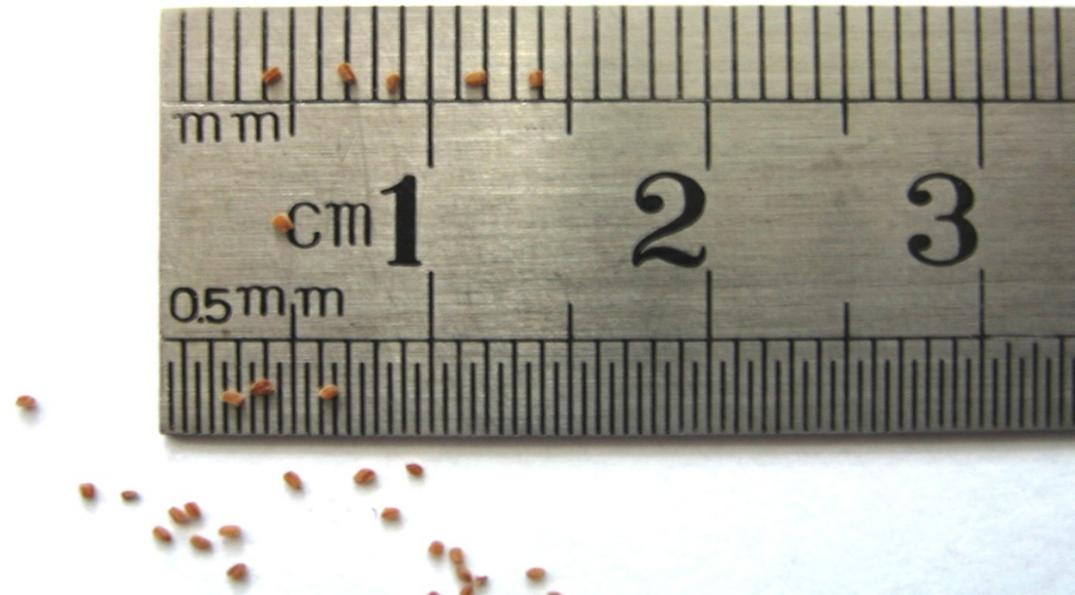
- Modern technology



# The expert

## Popularity multimedia tests?

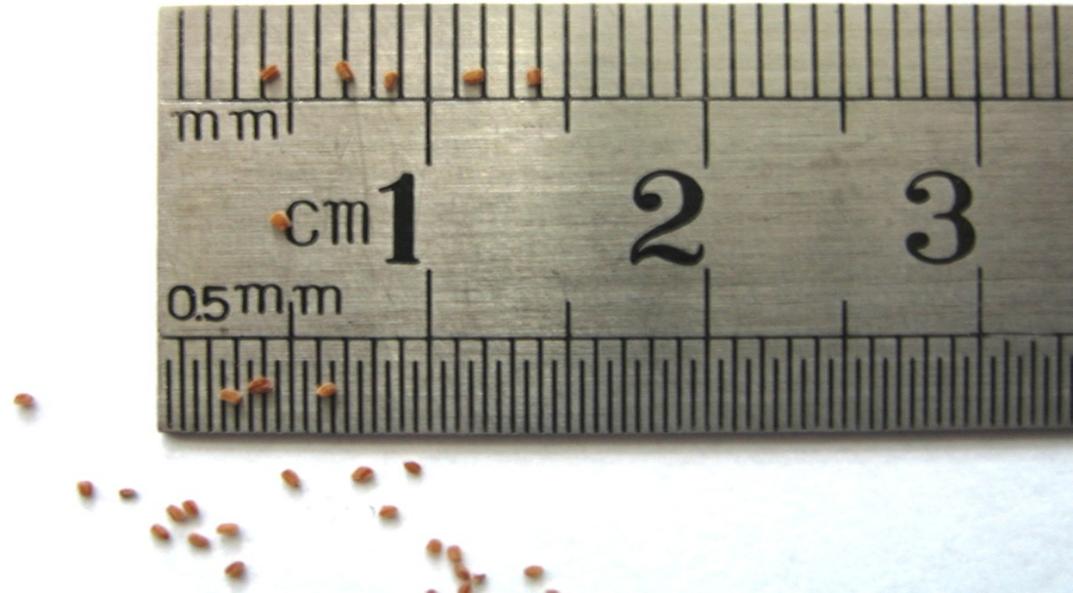
- Technologically advanced (internet, multimedia)
- Applicant reactions (job relevance, fairness perceptions)



# The expert

## Characteristics

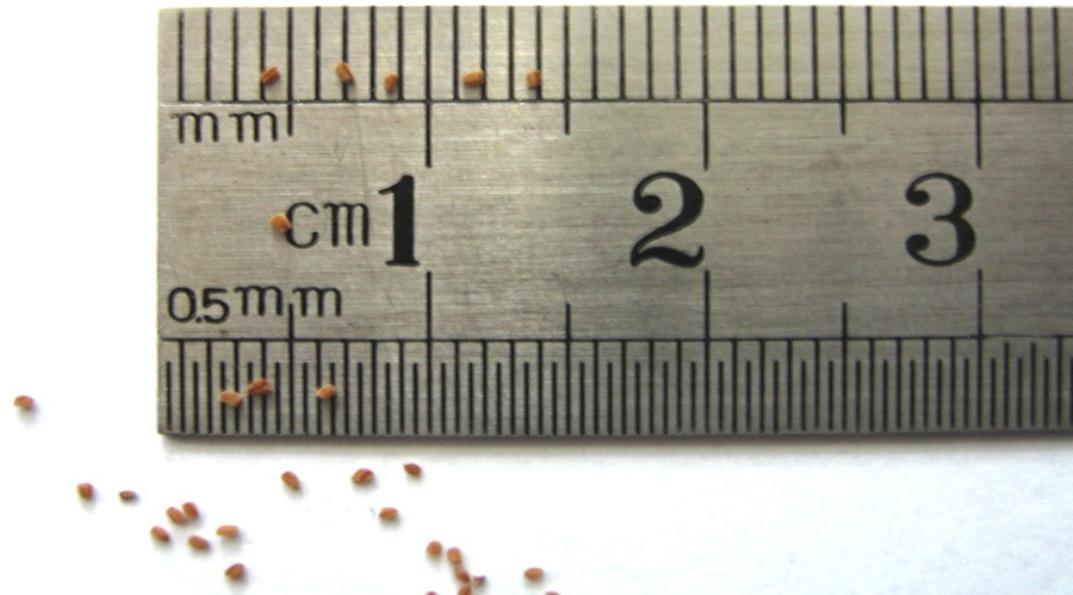
### 1) Simulations



# The expert

## Characteristics

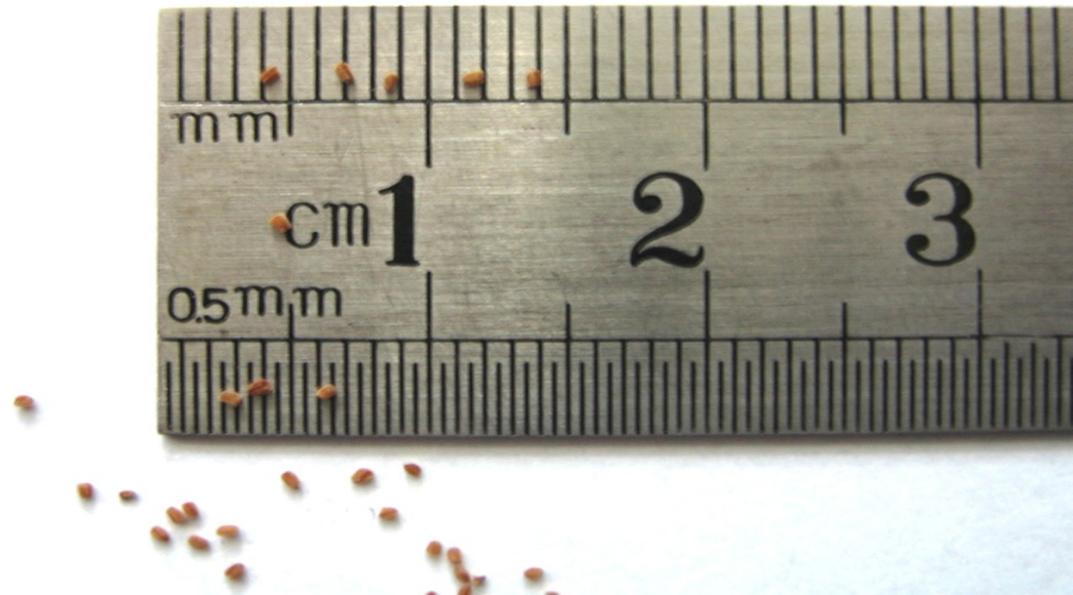
### 2) Videoclips to present situations



# The expert

## Characteristics

3) Response format: multiple choice (SJT) or open ended (webcam test)



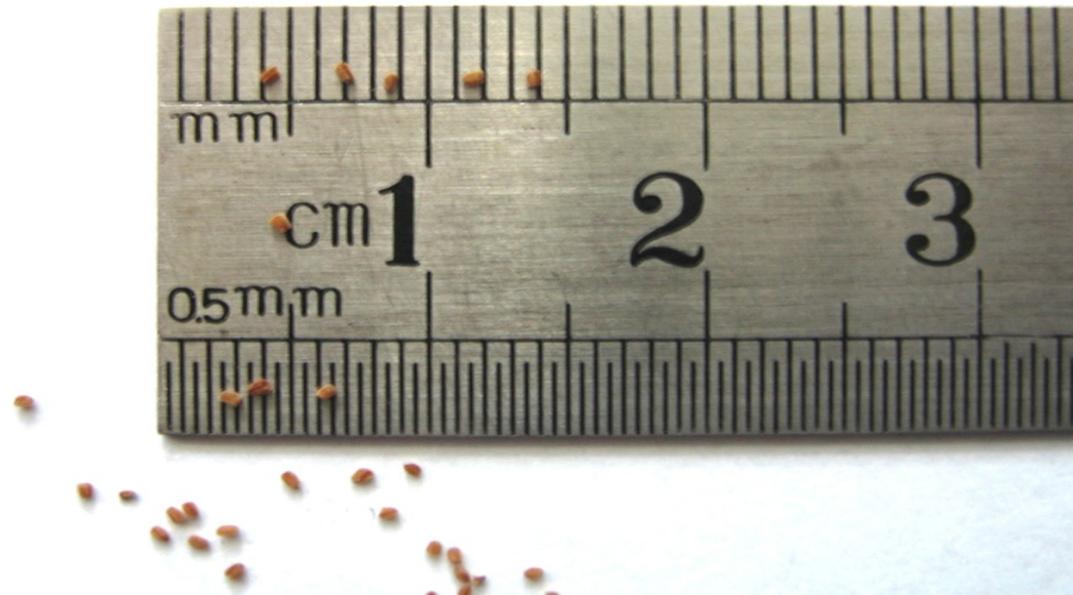
# The expert

## Characteristics

### 4) Scoring methods

SJTs: compared to answers of a reference group (automatic)

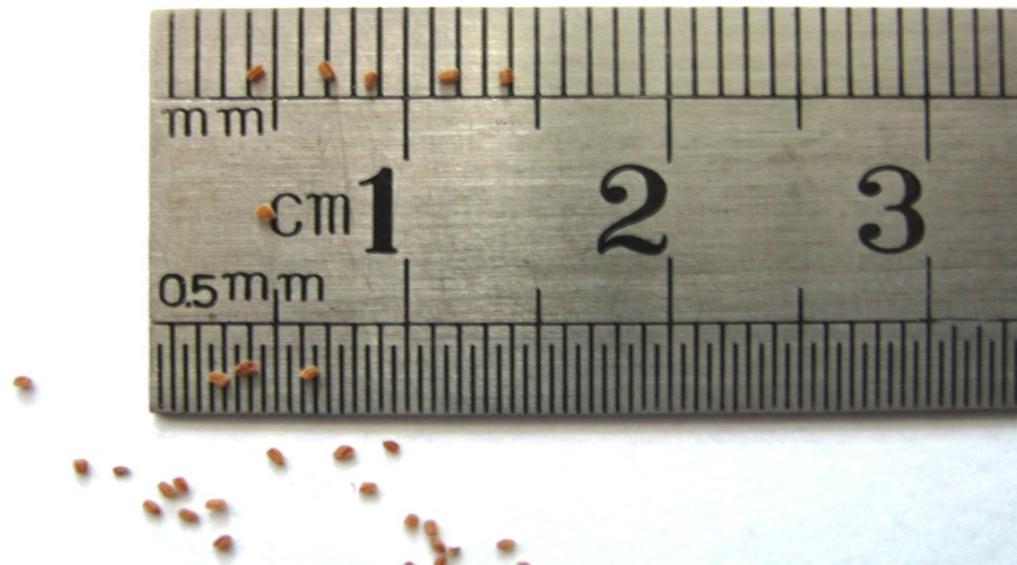
Webcamtest: answers later on assessed by experts



# The expert

## Advantages

- 1) Flexibility of assessment -> less costs
- 2) Realism, detail (Weekley & Jones, 1997)
- 3) Applicants react positively, are more motivated (Stricker, 1982)



# The expert

## Statement 1

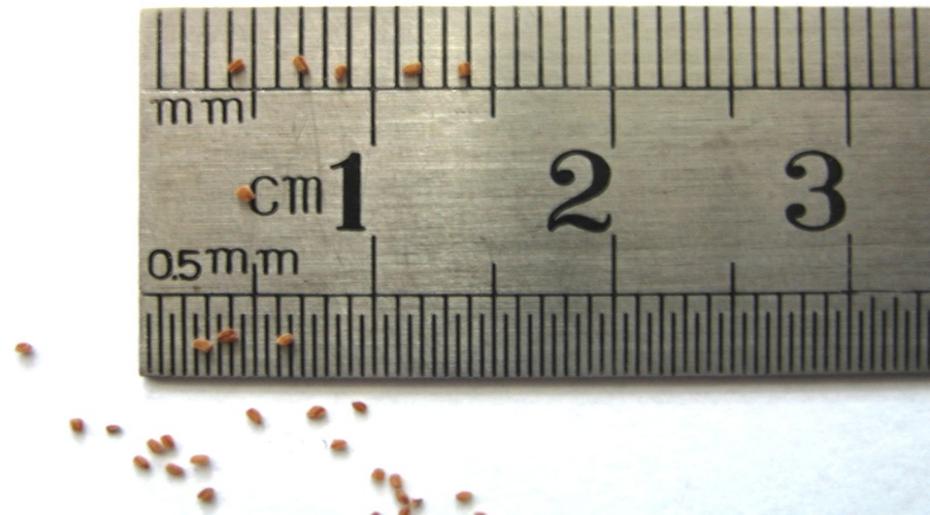
“It does not make a difference whether one uses technologically advanced tests or classical tests to measure individual differences. The modern tests are old wine in expensive new bottles and they also are quickly outdated..”



# The expert

## Statement 2

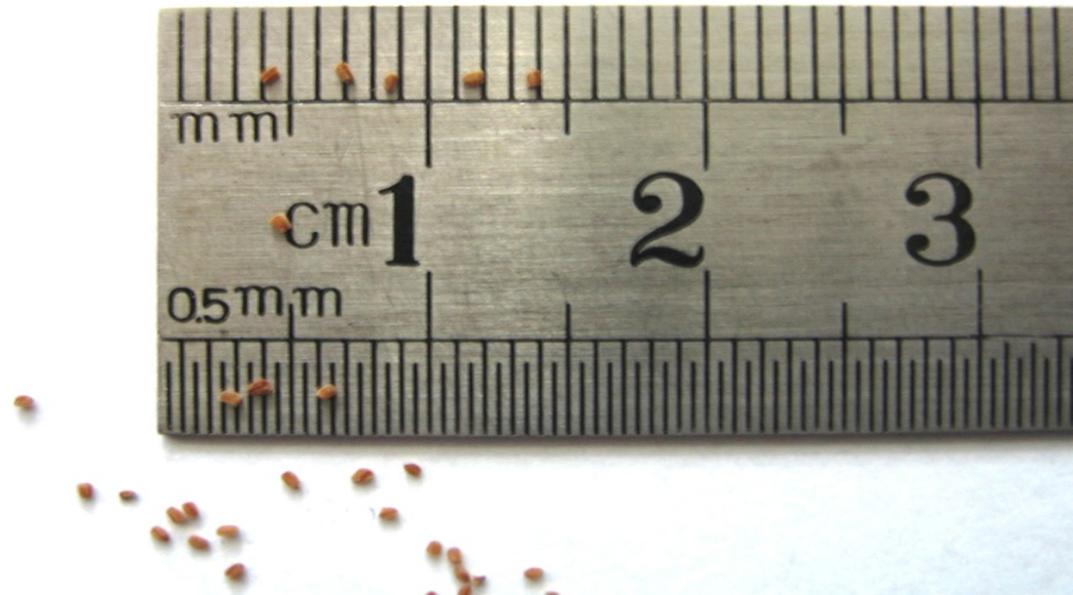
“No idea what multimedia tests really are measuring. They look fantastic but there is nothing, no psychological construct, behind them. Nice little toys for IT-people but as a psychologist I cannot be bothered.”



# The expert

## Statement 3

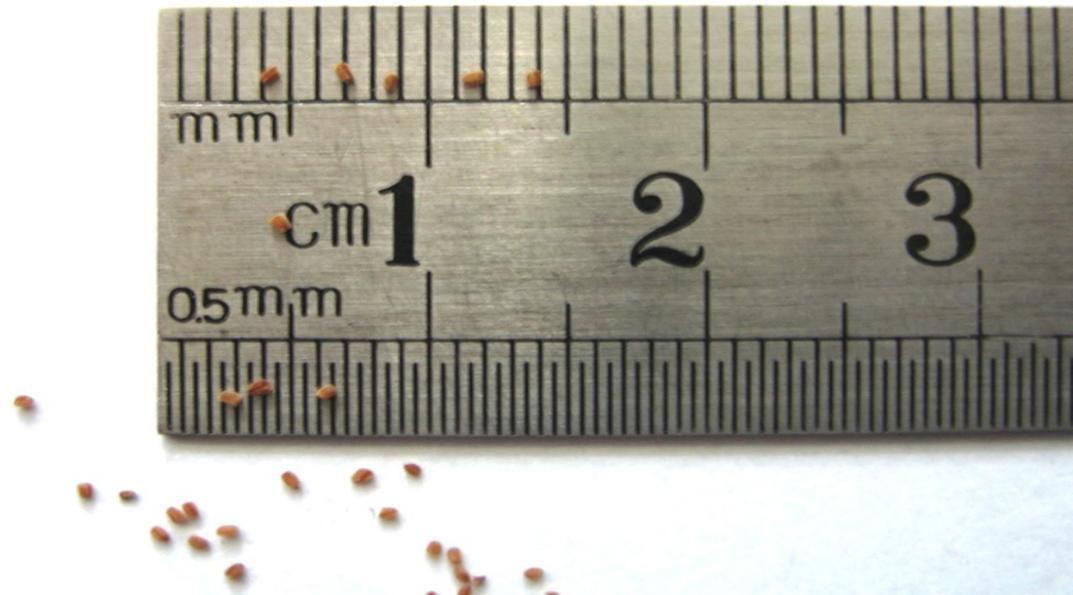
“Multimedia tests such as SJT’s are easy to fake.”



# The expert

## Statement 4

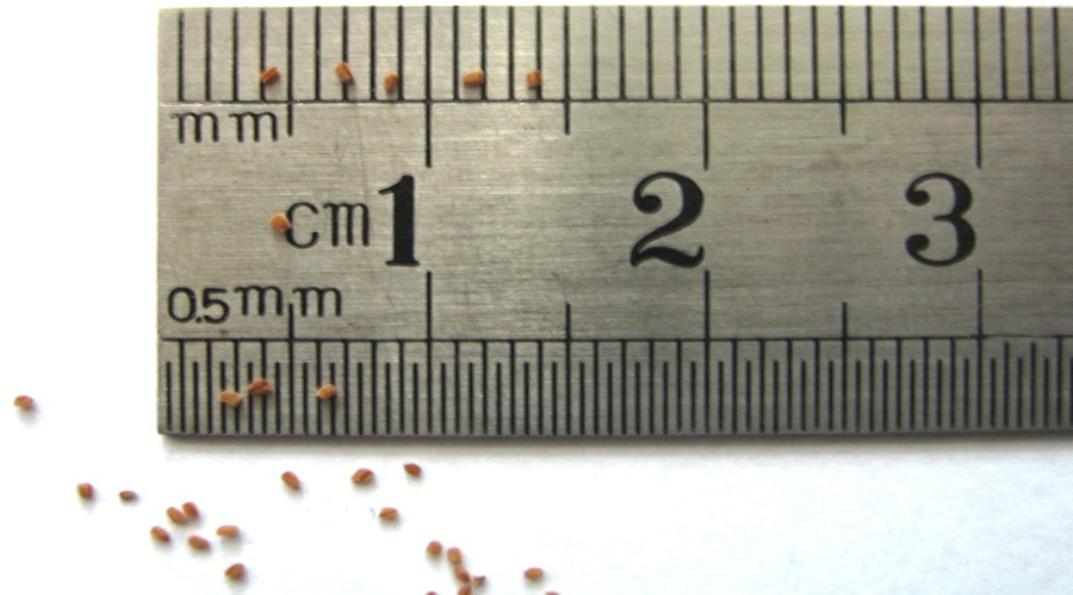
“Multimedia tests show smaller score differences between ethnic groups than p&p tests.”



# The expert

## Statement 5

“These multimedia tests make psychologists superfluous. They will lead to unemployment among psychologists.”



Openness

Extraversion

Emotional  
stability

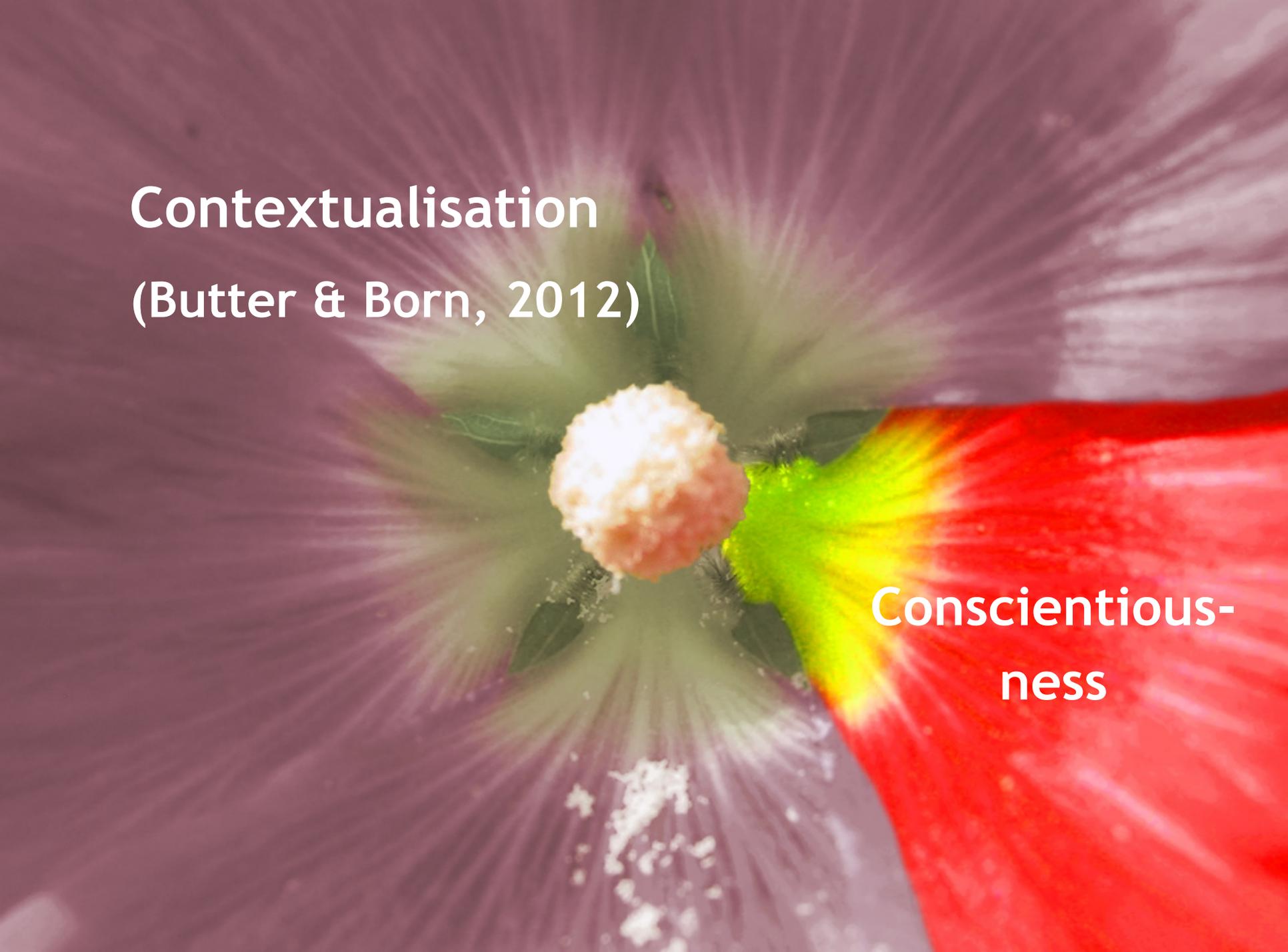
Conscientious-  
ness

Agreeableness



How to enhance  
the predictive  
validity of  
personality tests?



A close-up photograph of a flower, likely a Hibiscus, with a central orange stamen and a red petal. The image is overlaid with a heatmap visualization, showing a gradient of colors from green to red. The text "Contextualisation (Butter & Born, 2012)" is in the top left, and "Conscientiousness" is in the bottom right.

**Contextualisation**  
**(Butter & Born, 2012)**

**Conscientious-**  
**ness**

# Counterproductive work behavior

Integrity

Conscientiousness



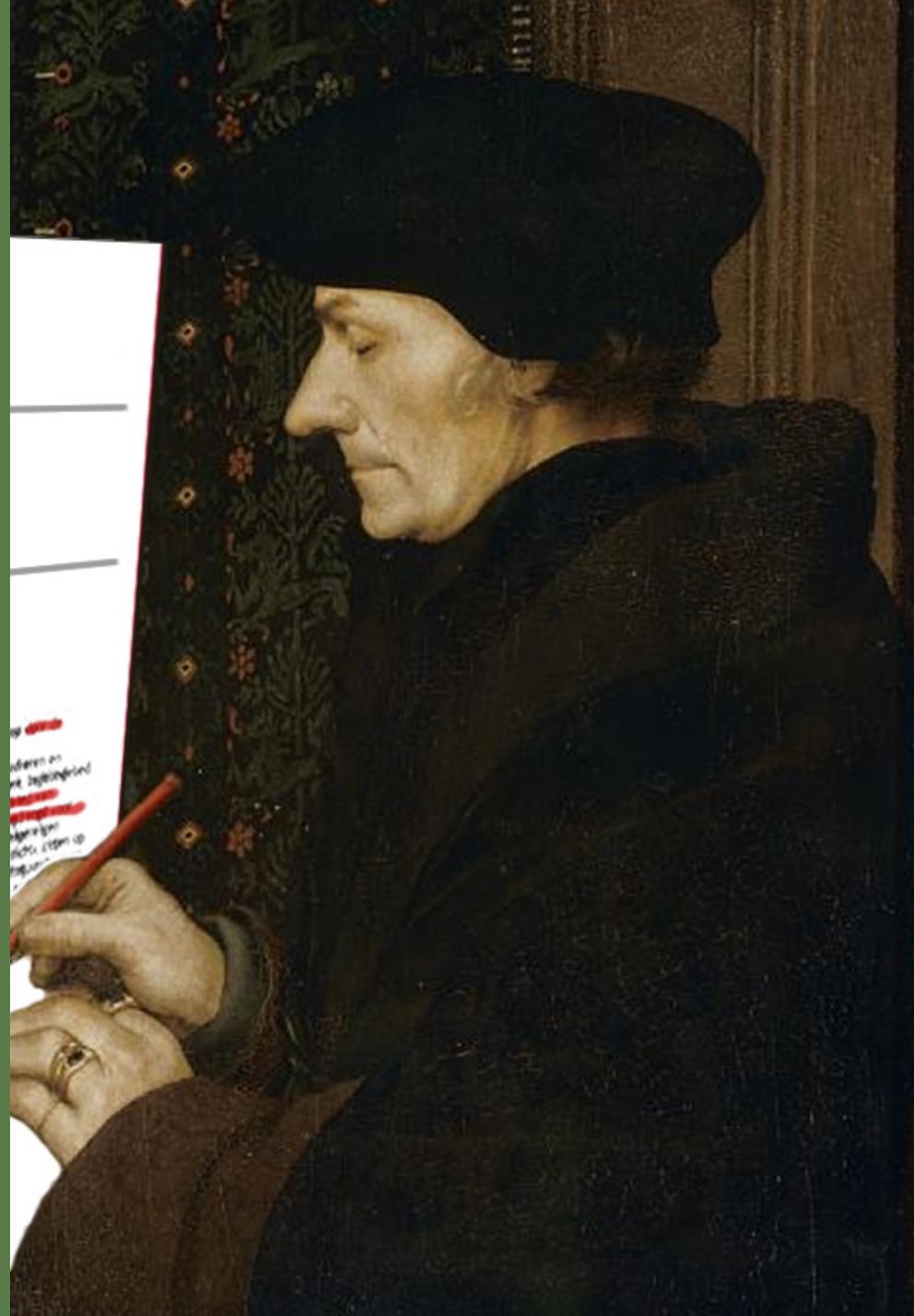
## Moscoso & Salgado (2004): Dark side of personality

- Narcissism - contextual job performance: negative relationship
- Antisocial style - gen./ contextual/ task-performance: negative relationship



# The applicants

- What do they want?



Success is  
getting what  
you want,  
happiness  
is wanting  
what you  
get ... (Iyengar  
et al., 2006)



## Maximizers:

Want the  
best;  
scrutinize  
all  
possibilities



## Satisficers:

Search for  
an option  
which is  
good enough



Higher salary,  
less happy



Lost in the  
jungle of  
choices



# Impression management

- Self promotion
- Making compliments (Higgins & Judge, 2004)



# Video CV

(Hiemstra, 2013)



# Social Network Sites

- Identity claims
- Behavioural residues



# The chosen

- The happy applicant?
- Positive affectivity leads to work success (Lyubomirski et al., 2005)





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