# Instructor Manual

Mike Aamodt, Industrial/Organizational Psychology: An Applied Approach, 9e, 2023, 9780357658345; Chapter 5: Lecture Guide Employee Selection: References and Testing

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## Purpose and Perspective of the Chapter

This chapter is designed to introduce a student to the concept of recruitment methods. Students will learn about references, testing methods, and how to write a rejection letter.

## Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

* Transition Guide (provides information about what’s new from edition to edition)
* Instructor Manual (contains outlines, suggested activities, and resources for instructor use in the course)
* PowerPoint (provides text and image-based lectures with active learning activities)
* Test Bank (contains assessment questions and problems)
* Guide to Teaching Online (provides technological and pedagogical considerations and resources for teaching online)
* Workbook (contains exercises to help students apply what they’ve learned)
* Stats Primer (brief guide on understanding statistics)

## Chapter Objectives

The following objectives are addressed in this chapter:

05.01 Explain why references typically don’t predict performance.

05.02 Choose the right type of employment test for a particular situation.

05.03 Describe the different types of tests used to select employees.

05.04 Create and score a biodata instrument.

05.05 Write a well-designed rejection letter.

## Complete List of Chapter Activities and Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration |
| 05.01 Explain why references typically don’t predict performance. | 4-17 |  |  |
| 05.02 Choose the right type of employment test for a particular situation. | 77-81 |  |  |
| 05.03 Describe the different types of tests used to select employees. | 18-45  52-87  80  Workbook  Workbook  Workbook  Workbook  Workbook  Workbook | Activity: Discussion  Exercise 5.1  Cognitive Ability  Exercise 5.2  Leaderless Group Discussion  Exercise 5.3  Personality Inventories  Exercise 5.4  Interest Inventories  Exercise 5.5  Integrity Testing  Exercise 5.6  Resume Evaluation | 5 minutes  20 minutes  20 minutes  20 minutes  20 minutes  10 minutes  10 minutes |
| 05.04 Create and score a biodata instrument. | 43-51 |  |  |
| 05.05 Write a well-designed rejection letter. | 88-89 |  |  |
| All objectives | 2  90  91-92  93 | Icebreaker  Case Study  Discussion  Self-Assessment | 10 minutes  10 minutes  10 minutes  10 minutes |

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## Key Terms

**Reference check**: The process of confirming the accuracy of resume and job application information.

**Reference:** The expression of an opinion, either orally or through a written checklist, regarding an applicant’s ability, previous performance, work habits, character, or potential for future success.

**Letter of recommendation:** A letter expressing an opinion regarding an applicant’s ability, previous performance, work habits, character, or potential for success.

**Resume fraud:** The intentional placement of untrue information on a resume.

**Negligent hiring:** A situation in which an employee with a previous criminal record commits a crime as part of their employment.

**Validity coefficient:** The correlation between scores on a selection method (e.g., interview, cognitive ability test) and a measure of job performance (e.g., supervisor rating, absenteeism).

**Corrected validity:** A term usually found with meta-analysis, referring to a correlation coefficient that has been corrected for predictor and criterion reliability and for range restriction. Corrected validity is sometimes called “true validity.”

**Negligent reference:** An organization’s failure to meet its legal duty to supply relevant information to a prospective employer about a former employee’s potential for legal trouble.

**Reliability:** The extent to which a score from a test or from an evaluation is consistent and free from error.

**Job knowledge tests:** A test that measures the amount of job-related knowledge an applicant possesses.

**Cognitive ability:** Abilities involving the knowledge and use of information such as math and grammar.

**Cognitive ability tests:** Tests designed to measure the level of intelligence or the amount of knowledge possessed by an applicant.

**Wonderlic Personnel Test:** The cognitive ability test that is most commonly used in industry.

**Perceptual ability:** Measure of facility with such processes as spatial relations and form perception.

**Psychomotor ability:** Measure of facility with such processes as finger dexterity and motor coordination.

**Physical ability:** Tests that measure an applicant’s level of physical ability required for a job.

**Assessment center:** A method of selecting employees in which applicants participate in several job-related activities, at least one of which must be a simulation, and are rated by several trained evaluators.

**Unproctored Internet-based testing:** An assessment method that can be taken virtually at any time and place and on the device of the applicant’s choosing.

**In-basket technique:** An assessment center exercise designed to simulate the types of information that daily come across a manager’s or employee’s desk in order to observe the applicant’s responses to such information.

**Simulations:** An exercise designed to place an applicant in a situation that is similar to the one that will be encountered on the job.

**Work samples:** A method of selecting employees in which an applicant is asked to perform samples of actual job-related tasks.

**Business simulation games:** An exercise, usually found in assessment centers, that is designed to simulate the business and marketing activities that take place in an organization.

**Gamification:** The application of game-like elements to traditional assessments.

**Biodata:** A method of selection involving application blanks that contain questions that research has shown will predict job performance.

**File approach:** The gathering of biodata from employee files rather than by questionnaire.

**Questionnaire approach:** The method of obtaining biodata from questionnaires rather than from employee files.

**Criterion groups:** Division of employees into groups based on high and low scores on a particular criterion.

**Vertical percentage method:** For scoring biodata in which the percentage of unsuccessful employees responding in a particular way is subtracted from the percentage of successful employees responding in the same way.

**Derivation sample:** A group of employees who are used in creating the initial weights for a biodata instrument.

**Hold-out sample:** A group of employees who are not used in creating the initial weights for a biodata instrument but instead are used to double-check the accuracy of the initial weights.

**Personality inventory:** A psychological assessment designed to measure various aspects of an applicant’s personality.

**Minnesota Multiphasic Personality Inventory-2 (MMPI-2):** The most widely used objective test of psychopathology.

**Projective tests:** A subjective test in which a subject is asked to perform relatively unstructured tasks, such as drawing pictures, and in which a psychologist analyzes their responses.

**Rorschach Inkblot Test:** A projective personality test.

**Thematic Apperception Test (TAT):** A projective personality test in which test-takers are shown pictures and asked to tell stories. It is designed to measure various need levels.

**Objective tests:** A type of personality test that is structured to limit the respondent to a few answers that will be scored by standardized keys.

**Interest inventory:** A psychological test designed to identify vocational areas in which an individual might be interested.

**Strong Interest Inventory (SII):** A popular interest inventory used to help people choose careers.

**Vocational counseling:** The process of helping an individual choose and prepare for the most suitable career.

**Integrity test:** Also called an honesty test; a psychological test designed to predict an applicant’s tendency to steal.

**Polygraph:** An electronic test intended to determine honesty by measuring an individual’s physiological changes after being asked questions.

**Voice stress analyzer:** An electronic test used to determine honesty by measuring an individual’s voice changes after being asked questions.

**Overt integrity tests:** A type of honesty test that asks questions about applicants’ attitudes toward theft and their previous theft history.

**Personality-based integrity tests:** A type of honesty test that measures personality traits thought to be related to antisocial behavior.

**Shrinkage:** The amount of goods lost by an organization as a result of theft, breakage, or other loss.

**Conditional reasoning test:** Test designed to reduce faking by asking test-takers to select the reason that best explains a statement.

**Federal Credit Reporting Act (FCRA):** A federal law that provides people with certain rights regarding the collection and use of credit history reports.

**Exclusionary period:** The amount of time that must pass since conviction or release from prison before the conviction is no longer considered as being relevant to the hiring decision.

**Graphology:** Also called handwriting analysis, a method of measuring personality by looking at the way in which a person writes.

**Drug testing:** Tests that indicate whether an applicant has recently used a drug.

**Drug-Free Workplace Act of 1988:** A federal law that requires federal contractors with a contract of at least $100,000 to maintain a drug-free workplace.

**Rejection letter:** A letter from an organization to an applicant informing the applicant that they will not receive a job offer.

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## What's New in This Chapter

* The following elements are improvements in this chapter from the previous edition:
* Updated examples of résumé fraud
* Enhanced discussion of employers monitoring applicants’ social media sites
* Enhanced discussion of physical ability tests
* New discussion of unproctored Internet-based testing
* New discussion of gamified assessments
* New discussion on ADA concerns with personality inventories
* Enhanced discussion of considering an applicant’s credit history
* New discussion of considering an applicant’s criminal history
* Revised discussion of employee drug testing
* New discussion of gender differences in recommendation letters

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## Chapter Outline

*In the outline below, each element includes references (in parentheses) to related content." CH.##” refers to the chapter objective; “PPT Slide #” refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 5. (PPT Slide 3).*

1. Student engagement prior to class
   1. Have your students get on these websites and complete a variety of cognitive and personality tests.

[www.queendom.com/tests](http://www.queendom.com/tests)

1. Student engagement at the beginning of class
   1. Have your students examine the resume in Exercise 5.6 of their workbook. If this person applied for a job for a management position, would they be hired? After getting the students’ thoughts, tell them that this is the resume for John Wayne Gacy – the notorious serial killer. This is a good lecture opener to show the importance of checking references.
   2. **Workbook Exercise 5.6**: Resume Evaluation (PPT Slide 4)
2. Explaining why references typically don’t predict performance (05.01, PPT Slide 5)
   1. Predicting performance using references and letters of recommendation
      * Differentiate between reference check, reference, and letter of recommendation (PPT Slide 6)
      * Reasons for using references and recommendations (PPT Slide 7)
      * Confirming details on a resume (PPT Slide 8)
        1. Resume fraud
      * Checking for potential discipline problems (PPT Slide 9)
      * Discovering new information about the applicant (PPT Slide 10)
      * References are not good predictors of performance (PPT Slide 11)
        1. Why are references not good predictors? (PPT slide 12)
           1. Potential legal ramifications for former employers (PPT Slide 13)
      * Knowledge of the applicant (PPT Slide 14)
      * Reference reliability (PPT Slide 15)
      * Factors that affect a reference (PPT Slide 16)
      * Ethical issues for references (PPT Slide 17)
3. Describing the different types of tests used to select employees (05.03, PPT Slide 18)
   1. Applicant training and education predictors (PPT Slide 19)
      * Education
      * College GPA
   2. Applicant knowledge (PPT Slide 20)
      * Taps job-related knowledge, good validity, face valid, can have adverse impact (PPT Slide 21)
   3. Applicant ability (PPT Slide 22-23)
      * Cognitive ability tests (PPT Slide 24)
        1. General mental ability (*g*)
        2. Strengths (PPT Slide 25)
        3. Weaknesses (PPT Slide 26)
        4. Wonderlic Personnel Test, Siena Reasoning Tests, situational judgment test (PPT Slide 27)
   4. **Workbook Exercise 5.1**: Cognitive Ability (PPT Slide 28)
      * Perceptual ability tests (PPT Slide 29)
        1. Fleishman & Reilly, 1992b
      * Psychomotor ability tests (PPT Slide 30)
        1. Fleishman & Reilly, 1992b
      * Physical ability tests (PPT Slide 31)
        1. Two ways to measure
        2. Three issues
        3. Fleishman & Reilly, 1992b (PPT Slide 32)
   5. Applicant skill (PPT Slide 33)
      * Work samples (PPT Slide 34)
        1. Advantages
        2. Disadvantages
      * Assessment centers (PPT Slide 35)
        1. Guidelines (PPT Slide 36)
        2. Assessment center exercises (PPT Slide 37)
        3. Strengths (PPT Slide 38)
        4. Weaknesses (PPT Slide 39)
      * **Workbook Exercise 5.2**: Leaderless Group Discussion (PPT Slide 40)
   6. Prior experience (PPT Slide 41)
      * Four ways to measure (PPT Slide 42)
      * Experience ratings (PPT Slide 43)
        1. Weak predictor
        2. Types of experience: work, life
        3. When does experience best predict performance? (PPT Slide 44)
        4. Concerns using experience for selection (PPT Slide 45)
4. Creating and scoring a biodata instrument (05.04, PPT Slide 46)
   1. **Example**: Biodata items (PPT Slide 47)
   2. Development of biodata items (PPT Slide 48)
      * File approach
      * Questionnaire approach
      * Biodata weighting process (PPT Slide 49)
      * Strengths of biodata (PPT Slide 50)
      * Weaknesses of biodata (PPT Slide 51)
      * Four standards for each item in biodata questionnaire (PPT Slide 52)
      * Reducing faking on biodata questionnaire (PPT Slide 53)
5. Describing the different types of tests used to select employees (05.03, cont.) Personality, interest, and character (PPT Slide 54)
   * + Personality inventories (PPT Slide 55)
     + Differences in Personality inventories (PPT Slide 56)
       1. Types of personality inventories
       2. Basis for personality dimensions
       3. Scoring
     + Five-Factor Model (PPT Slide 57)
     + Personality inventories strengths and weaknesses (PPT Slide 58)
     + **Workbook Exercise 5.3**: Personality Inventories (PPT Slide 59)
     + Interest inventories (PPT Slide 60)
     + **Workbook Exercise 5.4**: Interest Inventories (PPT Slide 61)
     + Integrity tests (PPT Slide 62)
       1. Types of integrity tests (PPT Slide 63)
          1. Polygraph testing (PPT Slide 64)

Legal guidelines for polygraph testing (PPT Slide 65)

* + - 1. Paper and pencil integrity tests (PPT Slide 66)
      2. Other behaviors integrity tests can predict (PPT Slide 67)
      3. Difficulty predicting actual theft (PPT Slide 68)
      4. Integrity test advantages and disadvantages (PPT Slide 69)
      5. **Workbook Exercise 5.5**: Integrity Testing (PPT Slide 70)
      6. Conditional reasoning tests (PPT Slide 71)
      7. Credit history (PPT Slide 72)
      8. Criminal history (PPT Slide 73)
      9. Graphology (PPT Slide 74)
  1. Predicting performance limitations due to medical and psychological problems (PPT Slide 75)
     + Drug testing (PPT Slide 76)
       1. Drug-Free Workplace Act of 1988 (PPT Slide 77)
       2. Two stages of drug testing (PPT Slide 78)
       3. Forms of testing (PPT Slide 79)
       4. **Activity**: Discussion (PPT Slide 80)
       5. Psychological exams (PPT Slide 81)
       6. Medical exams (PPT Slide 82)

1. Choosing the right type of employment test for a particular situation (05.02, PPT Slide 83)
   1. Validity of employment tests (PPT Slide 84)
      * Good predictors
      * Not good predictors
      * Corrected validity coefficients (PPT Slide 85)
      * Legal issues surrounding employment tests (PPT Slide 86)
      * Adverse impact of employment tests (PPT Slide 87)
2. Writing a well-designed rejection letter (05.05, PPT Slide 88)
   1. Best practices for rejecting applicants (PPT Slide 89)
   2. **Activity**: Applied case study (PPT Slide 90, 10 minutes)
   3. **Activity**: Focus on ethics (PPT Slide 91-92, 10 minutes)

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## Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discussion: Drug testing (PPT Slide 80, 5 minutes)
   1. Should organizations test for drugs?
2. **Applied Case Study**: City of New London, Connecticut, Police Department (PPT Slide 90)
   1. Case study can be used as supplemental in-class discussion.
3. **Career Workshop**: Asking for Letters of Recommendation
   1. Career workshop can be used as supplemental in-class discussion.

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## Additional Activities and Assignments

1. **Workbook Exercise 5.1**: Cognitive Ability
   1. Exercise asks students to complete a few sample items from the Basic Cognitive Ability Test (BCAT).
2. **Workbook Exercise 5.2**: Leaderless Group Discussion
   1. Exercise asks students to either participate in the leaderless group discussion or use the rating form to evaluate the participation of the group members taking part in the leaderless group discussion.
3. **Workbook Exercise 5.3**: Personality Inventories
   1. Exercise asks students to complete the Employee Personality Inventory (EPI).
      1. Answer: scoring key is on page 59 in the workbook.
4. **Workbook Exercise 5.4**: Interest Inventories
   1. Exercise asks students to complete the shortened version of the Aamodt Vocational Interest Survey (AVIS).
5. **Workbook Exercise 5.5**: Integrity Testing
   1. Exercise asks students to complete a sample integrity test.
6. **Workbook Exercise 5.6**: Resume Evaluation
   1. Exercise provides a sample resume of an applicant for an assistant manager position and asks students to decide if they would hire the applicant for the job.

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## Additional Resources

### Internet Resources

* [www.queendom.com/tests](http://www.queendom.com/tests) Students can take a variety of tests on this site.

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## Appendix

### Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students’ work through timely and detailed feedback.

Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

### Standard Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Content | The assignment clearly and comprehensively addresses all questions in the assignment.  15 points | The assignment partially addresses some or all questions in the assignment.  8 points | The assignment does not address the questions in the assignment.  0 points |
| Organization and Clarity | The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent.  10 points | The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent.  7 points | The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent.  0 points |
| Research | The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.  5 points | The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.  3 points | The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.  0 points |
| Research | The assignment follows the required citation guidelines.  5 points | The assignment follows some of the required citation guidelines.  3 points | The assignment does not follow the required citation guidelines.  0 points |
| Grammar and Spelling | The assignment has two or fewer grammatical and spelling errors.  5 points | The assignment has three to five grammatical and spelling errors.  3 points | The assignment is incomplete or unintelligible.  0 points |

### Standard Discussion Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Participation | Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses.  5 points | Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses.  3 points | Does not participate in discussion.  0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond.  20 points | Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond.  10 points | Does not participate in discussion.  0 points |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback.  5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback.  3 points | Does not participate in discussion.  0 points |