



# Introduction

*“People are not your most important asset. The right people are.”*

Jim Collins, *Good to Great*<sup>1</sup>

## A DISASTROUS HIRE

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On August 29 of 2005, Hurricane Katrina struck land a few miles east of New Orleans. The hurricane and the ensuing floods caused over \$70 billion in damage, led to the loss of over 1,500 lives, and permanently changed the social and economic structure of the city of New Orleans. People from both U.S. political parties, the press, and the general public stated that much of the havoc created by Hurricane Katrina could have been prevented had the U.S. Federal Emergency Management Association (FEMA) acted more effectively to deal with the storm. Many of these people attributed FEMA's poor reaction directly to flawed leadership by the director of FEMA, Michael Brown.

Criticism of FEMA's disaster response began almost immediately after the hurricane struck. Michael Brown was soon under attack for both the quality of his leadership decisions and his personal behaviors during the critical time following the hurricane's landfall. On September 12, two weeks after Katrina's landfall, Michael Brown resigned his post as FEMA director. Over the subsequent months he was harshly criticized by

members of the U.S. government, the media, and the general public as being personally responsible for failing to prevent much of the devastation wrought by the hurricane. On February 10, 2006, Brown testified to a government panel that “he views himself as a scapegoat ‘abandoned’ by the . . . administration” that hired him into the job.<sup>2</sup>

We will never know for certain how much of the damage caused by Hurricane Katrina could have been reduced had Michael Brown been a more effective leader of FEMA. But based on press reports, many people believe that the original decision to hire Michael Brown as FEMA director turned out to be a mistake. The administration that hired him almost certainly wished it had hired someone else, given the political fallout that resulted from the disaster. Even Michael Brown himself, were he able to relive the choice, might choose to turn down the position. He is now likely to be remembered in history primarily for what he failed to accomplish as FEMA director, regardless of what he may achieve in other areas of his life.

So how did Michael Brown end up in a job that he was clearly not well-equipped to perform? Michael Brown’s appointment to FEMA director in January 2003 went largely unnoticed by the media. Like many political appointments, the decision to hire Brown as FEMA director was assumed to be based mainly on personal relationships with the current administration. Brown had relatively little prior experience doing work related to disaster management.<sup>3</sup> There appears to be little evidence to suggest that the staffing process used to hire Michael Brown as FEMA director included any rigorous assessment of whether he actually possessed the skills and capabilities needed to lead a disaster relief organization. Although such rigorous staffing assessments are extensively used within many departments of the federal government, they have traditionally not been used for politically appointed hiring decisions such as this one.

One could argue that Michael Brown’s poor performance as FEMA director was not due to his shortcomings as a person, but to the shortcomings of the process used to select him into the job. Most people, including Michael Brown, probably lack the skills needed to manage a large organization like FEMA charged with responding to crisis situations similar to Hurricane Katrina. But the selection process used to hire FEMA directors in 2003 apparently did not use methods that rigorously

examined whether job candidates possessed the attributes needed to lead a large disaster relief organization. Rather than uncovering his limitations prior to hiring him as FEMA director, Michael Brown's deficiencies only became apparent after he was given the job.

It is probably impossible to determine the degree to which Michael Brown was responsible for the failure of FEMA to prevent more of the devastation caused by Hurricane Katrina. What certainly did fail was the selection process that hired Brown into a critical and highly challenging job that he was ill-suited to perform. This single bad selection decision derailed Brown's career, tarnished the reputation of the administration that hired him, and led to decisions that failed to protect people living in the path of Hurricane Katrina. Much of this might have been prevented had the hiring decision for FEMA director been based more on staffing assessment data designed to evaluate whether Michael Brown had the skills needed to perform the job, and less on the strength of his personal relationships.

The most important decision companies ever make about employees is the decision to hire them. All other decisions are a consequence of this initial choice. Hiring practices have a massive impact on an organization's financial performance.<sup>4</sup> But the impact of hiring decisions extends far beyond the profitability of organizations. Few things cause more stress than being placed into a job you are ill-suited to perform.<sup>5</sup> Bad staffing decisions disrupt the lives of mis-hired employees and the lives of their supervisors, co-workers, customers, and families. Hiring the wrong people also denies career opportunities to other candidates who should have been hired but were not. Hiring the wrong people not only hurts individuals, it undermines the growth and profitability of companies, and ultimately damages the entire economy.

Much of the trauma and financial loss caused by hiring mistakes could be avoided if companies used more accurate staffing assessments to guide selection decisions. Staffing assessments are methods and tools that systematically collect and analyze information from job candidates for the purpose of predicting their future job performance. Assessments include things such as structured interview guides, personality and ability measures, pre-screening and qualifications questionnaires, knowledge tests, background investigations, and work simulations. When properly

designed and used, assessments provide an efficient means to measure and evaluate aspects of a candidate's knowledge, skills, personality, experience, and motivation that influence whether he or she is likely to succeed in a particular job.

Extensive research indicates that appropriate use of well-designed assessments greatly improves the accuracy of hiring decisions. The evaluations made by assessments are far more accurate than judgments made by people relying on less structured techniques for evaluating job candidates.<sup>6</sup> Use of well-designed assessments leads to better staffing decisions, which leads to happier and more productive employees, more effective organizations, and ultimately a generally stronger economy and society.

Given the value of staffing assessments, it is reasonable to ask: "If these tools are so good, why isn't everyone using them?" "Why aren't more companies incorporating assessments into their staffing processes?" "Why don't candidates welcome and encourage the use of assessments as a means to ensure they end up in jobs in which they have the greatest chance of success?" The answers to these sorts of questions are varied and complex.

At a general level, there are perhaps two fundamental reasons why assessments are not more widely accepted and used:

- 1. Many staffing professionals, hiring managers, and candidates do not understand how assessment tools work and are unaware or skeptical of their value.**

The science that underlies the design of assessment tools is complicated. For example, a well-designed personality assessment that takes less than sixty minutes to complete can accurately predict how an employee will behave months and even years later.<sup>7</sup> Designing assessments with this sort of predictive power is not a simple task. It is unrealistic to expect people outside of the assessment profession to spend the time required to fully understand the intricacies of staffing assessment research. The technical issues that underlie the design of many assessments are not things that can be effectively explained in a ten-minute slide presentation. Because people do not fully comprehend how assessment tools work, they are reluctant to use something that they do not understand. It is also likely that many hiring managers do not realize how poor their current hiring decisions are, and how much better they would be if they used staffing assessments.

## **2. Not all assessment tools work well and some may not work at all.**

Assessments only work if they are well-built and appropriately used. Sadly, this is not always the case. The history of staffing contains many examples of assessments that seem like they might work, but that actually have little relationship to employee performance. For example, an entire graphology industry has been built based on the belief that people's future job behavior can be predicted by analyzing the style of their handwriting, even though empirical research has found no relationship between handwriting and job performance (except for jobs like calligrapher, for which writing is a core part of the job itself).<sup>8</sup> In addition, even the best assessments will fail to work if they are not used appropriately. Before using an assessment to evaluate candidates for a job, it is critical to ensure that the candidate attributes measured by the assessment truly influence performance in that job. Assessments must also be administered using clearly defined and standardized methods that support consistent collection of assessment data and appropriate interpretation of assessment results.

The presence of poor-quality or inappropriately used assessments hurts the entire field of staffing assessment. When someone has a bad experience with these assessments, their negative feelings tend to generalize to all assessments, not just to assessments that perhaps should never have been used in the first place.

The effects these two issues have on the use of assessments can probably never be completely eliminated. However, their impact may be reduced by providing staffing professionals, hiring managers, and job candidates with better explanations of what assessments are, how they work, and how to differentiate between good and bad assessments. This explanation must be straightforward and should not require learning a lot of technical terms and jargon. At the same time, it should not over-simplify the fundamental reasons why assessment tools work or gloss over issues that can undermine their effectiveness. The explanation should clarify the benefits and potential problems associated with different types of assessments, the value companies can realistically expect from these tools, and what resources must be invested to achieve these returns. Providing this sort of explanation is the objective of this book.

This book discusses how staffing assessments work, what is required to use them effectively, and the strengths, limitations, and value of different assessment methods. The book chapters are built around seven basic topics:

- 1. Chapter Two. What Staffing Assessments Measure, Why They Work, and When to Use Them.** This chapter discusses what assessments measure and why these things relate to job performance, and clarifies when staffing assessments should be used to guide hiring decisions. The chapter reviews some basic “truths” about people and work that make it possible for assessments to accurately predict employee behavior.
- 2. Chapter Three. Different Types of Staffing Assessments.** This chapter describes and categorizes different types of assessment tools available on the market. The chapter also reviews strengths and weaknesses of different assessment methods.
- 3. Chapter Four. Evaluating the Effectiveness of Staffing Assessments.** This chapter discusses validity and other concepts related to the effectiveness of assessment tools. The chapter begins with a fairly detailed description of how assessments actually predict job performance. It then reviews issues related to the two basic requirements that lie at the core of any effective assessment: (a) asking candidates the right questions and (b) effectively interpreting their answers.
- 4. Chapter Five. Defining Job Performance and Its Relationship to Assessments.** The purpose of assessments is to hire people who will demonstrate more effective job performance. But defining job performance can be a fairly complex undertaking. This chapter discusses the concept of job performance and its relationship to choosing and deploying assessments.
- 5. Chapter Six. Common Criticisms of Staffing Assessments.** This chapter discusses several philosophical, operational, and financial concerns often raised regarding the use of staffing assessments.
- 6. Chapter Seven. Choosing Among Different Assessment Methods.** This chapter discusses how to determine what types of assessments are likely to provide the most value to a company based on its hiring needs and staffing processes. Emphasis is placed on developing assessment strategies that effectively balance predictive accuracy with operational costs.

**7. Chapter Eight. Incorporating Staffing Assessments into the Hiring Process.**

This chapter reviews general principles and guidelines for integrating assessments into a company's staffing process. Examples of assessment-enabled staffing processes are provided for entry-level and professional jobs.

**8. Chapter Nine. Conclusion.** This brief chapter provides summary thoughts regarding the use of assessments within society as a whole.

**9. Glossary of Common Assessment Terms.** Definitions are provided for a variety of assessment-related terms used in the broader human resources market space surrounding assessments.

The goal of this book is to provide a basic understanding of concepts, advantages, and risks associated with different kinds of staffing assessment tools. The book is intended to give you enough knowledge to effectively evaluate and use assessments to guide hiring decisions. It is written to provide a thorough yet easily understood explanation of what staffing assessments are, why they work, their strengths and limitations, and how to use them.

This book does not provide technical information on how to actually build assessments. That would require detailed explanations of statistical methods and psychological theories that could easily fill several thousand pages of text. This book also does not seek to provide highly technical descriptions of different assessment methods. Interested readers can find this sort of more in-depth information in many of the references provided throughout the book.

## **WHAT INFORMATION IS THE BOOK BASED ON?**

Although this book is not written to be a scientific text, the material in the book is based directly on scientific research. Perhaps no other human resource practice has been subject to as much critical evaluation and empirical research as the use of assessments for employee selection.<sup>9</sup> Thousands of carefully designed studies dating back more than seventy-five years have been conducted to investigate the quality and effectiveness of different forms of assessment tools.<sup>10</sup> Countless practitioner case studies and papers have been written discussing the operational strengths and weaknesses of different assessment methods. The popular press also frequently publishes books critically examining the social utility of different kinds of staffing assessments in which authors argue that different kinds of assessments are either over-used or are not used enough.<sup>11</sup>

The information presented in this book is based on a review of this literature, combined with the author's personal experience designing and deploying assessments that have been used with several million applicants applying for thousands of jobs in hundreds of organizations. References are provided throughout the book so readers can look up some of these research sources firsthand. But these references are only a small fraction of all the articles and books that could be cited.\*

One of the challenges to writing this book was balancing the desire to provide a good understanding of what are often very complex topics against the concern of overwhelming the reader with too much information and technical discussion. Three techniques are employed to strike this balance. First, extensive use is made of short examples to illustrate concepts in more concrete terms. Second, concepts that are critical to assessment design such as validity and job analysis are revisited several times throughout the book. Rather than trying to exhaustively review an entire concept in one section, these concepts are discussed from the perspective of different issues associated with the operational design, evaluation, and deployment of assessments. Third, text excerpts called "sidebars" are used to share details and facts about assessment that are relevant but not necessarily critical to understanding how assessments work and how to use them. It is not necessary to read these sidebars to follow the flow of the book, but they do contain information providing greater insight into topics discussed in the book. With that in mind, you are invited to read the following sidebar describing some advantages staffing assessments provide for both hiring organizations and job seekers.

## **HOW ASSESSMENTS CAN BE THE DIFFERENCE BETWEEN STAFFING SUCCESS AND FAILURE**

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Assessments help place people in jobs in which they will succeed. They also help prevent people from being put into jobs in which they are likely to fail. The following stories illustrate ways that assessments assist both

\*Readers who wish to find additional information about the design and use of assessments may also want to visit online sources such as the Society for Industrial and Organizational Psychology ([www.siop.org](http://www.siop.org)), the Society for Human Resource Management ([www.shrm.org](http://www.shrm.org)), the American Psychological Association ([www.apa.org](http://www.apa.org)), and the International Test Commission ([www.intestcom.org](http://www.intestcom.org)).

— Additional information about the use of assessments can also be found at sites such as Electronic Recruiting Exchange ([www.ere.net](http://www.ere.net)), Rocket-Hire ([www.rocket-hire.com](http://www.rocket-hire.com)), and Workforce Management ([www.workforce.com](http://www.workforce.com)).

businesses and individuals through improving the accuracy of hiring decisions. As illustrated in these semi-fictional stories, the use of assessments can often make the difference between staffing success and staffing failure.

### **A Story of Staffing Failure**

Ian Swanson was promoted in April to a senior project manager role in a retail company in Columbus, Ohio. As part of the promotion, Ian was asked to lead a multi-million-dollar project to improve the company's supply chain process. Ian realized that he would need an administrative assistant to handle the logistical details required to successfully coordinate this project. The administrative assistant would need to be adept at using Microsoft Project and Outlook, as these were the primary tools being used for project management, scheduling, and communication.

Ian contacted a recruiter in his company and described the administrative assistant position and its requirements. The recruiter posted the job on several online career sites. The posting included an e-mail address so applicants could send their resumes directly to Ian, but did not utilize any form of online assessment to filter candidates. The job posting was placed on the Internet on May 3. By May 10 Ian had received over one hundred e-mail messages from job applicants. Ian had to scroll through several applicant e-mails simply to find regular work messages from his co-workers. On May 16 Ian asked the recruiter to take down the posting to stop what had become an overwhelming flow of applicants.

Most of the applicant e-mails contained attachments with resumes, cover letters, work samples, and letters of reference. Reviewing the e-mails required opening each e-mail message and the attached documents. It took Ian about two minutes to review each applicant. Given that he had received over one hundred applications, Ian estimated it would take over three hours to simply sort through the applicants.

Ian was also having little luck finding applicants with the mix of administrative experience and knowledge of Microsoft Project and Outlook that he required. Many applications were from people with a project management background instead of administrative assistants. While these people had the technical knowledge needed for the job, they were likely to struggle with the fundamental administrative nature of the

position. It seemed unlikely that these people would be satisfied with the salary and long-term career opportunities offered by the job. Applicants who had an administrative background usually had relatively little technical skill with Project and Outlook beyond the most basic experience. When Ian conducted follow-up phone calls with a few applicants whose resumes said they were “highly skilled” with Microsoft Project, he discovered that their definition of highly skilled was more along the lines of what he would call a “passing familiarity.” Ian was also frustrated to find that many applicants were from cities hundreds of miles away from Columbus. This posed another problem since the position did not include any budget for relocation.

One e-mail message buried deep in Ian’s in-box was from an applicant who had the specific mix of administrative talent and software skills Ian was seeking. For the last three years Mary Jackson had served as administrative coordinator for a large information technology project in a manufacturing company in a suburb of Columbus. To fulfill her role on this project, Mary completed several courses covering advanced applications of Microsoft Project and Outlook. She then demonstrated her ability to use these tools through her work on the job. Mary was recognized in the company for her initiative, positive attitude, and strong organizational and technical skills. However, due to an economic downturn in the manufacturing sector, Mary’s job was eliminated in a downsizing.

Mary did not want to leave the Columbus area and was actively searching for local career opportunities on the Internet. She was excited when she saw Ian’s job posting and quickly submitted her resume. Unfortunately, Ian never opened Mary’s e-mail since it was number 112 in a list of almost 150 messages. Mary never heard any response to her application. She was surprised by this, given the clear match between the job posting and her skills. In talking with her professional colleagues, she commented that the lack of response to her application was because Ian’s company is “probably the kind of large, faceless bureaucracy that I wouldn’t want to work at anyway.”

Ian ended up hiring applicant number 65 from the list of one hundred plus e-mail applications he received. This applicant had a strong administrative background but relatively weak technical skills. Ian was concerned about this and spent almost two hours having an in-depth discussion with

the applicant about the job and its demands. Ian did not follow any clear process in this interview, but sought to use his intuition to evaluate whether the applicant “felt right.” The applicant expressed enthusiasm about the position and assured Ian that he was highly motivated and could quickly master Microsoft Project and Outlook. He and Ian also found out that they knew many of the same people from a previous company. After the interview, Ian felt he knew the applicant pretty well and thought he had the right attitude to succeed in the position.

The applicant accepted Ian’s job offer. But despite two weeks of software training and considerable coaching by Ian, the new assistant was unable to master either Project or Outlook. He ended up quitting less than three months after being hired because the job was “too technical.” After this failure, Ian gave up on his efforts to find an administrative assistant and started to wonder whether he should start looking for another job himself.

### **A Story of Staffing Success**

Maggie Anderson is director of training for a firm in Denver that makes software to manage employee records data. Her role is to ensure that the company’s clients receive effective training on how to use the software. The people providing this training need a unique blend of knowledge about employee records management, strong technical savvy, and excellent presentation skills. In addition, they must be willing to travel extensively.

On September 22, Maggie put in a requisition to hire a new trainer. A recruiter in her company met with her on September 29 and took her through a structured job analysis process to define the experiences, capabilities, and interests candidates needed to succeed in the job. The recruiter used this information to configure a series of online assessments that would be automatically given to candidates who applied for the job. The recruiter also configured the company’s online staffing system to send Maggie an e-mail alerting her to any candidates who met or exceeded the minimum criteria she had outlined as critical for the job. The recruiter then used the system to post the job on a range of career sites and job boards that were likely to be frequented by potentially qualified applicants.

The job was posted on Friday, October 3. By October 10 over fifty people had applied to the job, none of whom had the unique requirements

Maggie was seeking. The company's online staffing system automatically reviewed the applicants' qualifications and generated an electronic response thanking them for their interest in the position. By doing this, the system protected Maggie from spending time reviewing and communicating with unqualified applicants.

At the same time that Maggie was looking for a new trainer, Roy Tarnehan was working in the employee records department of a large corporation in California. Although he was recognized in the company as a technical expert in the area of employee records management, he felt his career was going nowhere. He was bored. He liked the analytical aspects of his job and enjoyed working with the technology used to manage employee records, but wanted to spend more time interacting directly with people. Roy also wanted more variety in his life. He had been with the same company for over five years in the city where he grew up, and he was restless to see more of the country.

Roy arrived home late on Friday, October 10. His day at the office had been particularly frustrating, and on a whim he decided to surf the Internet for alternative job opportunities that might give him the chance to travel. He typed "employee records management, job opportunities, and travel" into an Internet search engine. The result was a list of links to a variety of sites, including one of the national job boards containing Maggie Anderson's job posting. Roy was intrigued by the job description contained in Maggie's job posting and decided to click on the button that said "apply now."

The application process took about twenty-five minutes. It required Roy to answer a series of multiple-choice questions about his experiences, interests, and career expectations. All the questions were easy to understand and struck Roy as being relevant to the kind of work he did. The last thing Roy was asked to do was upload an electronic copy of his resume. After completing the application, Roy clicked on the button "submit application," turned off his computer, and headed off for dinner.

When Maggie started work on Monday morning, October 13, she was pleased to see an e-mail in her in-box with the heading "potentially qualified applicant for your Trainer job posting." The e-mail informed Maggie that a candidate named Roy Tarnehan had applied for the Trainer job posting, and that he appeared to meet all the requirements for the

position but one. The e-mail also provided a link to a site containing more information about Mr. Tarnehan. Upon reviewing Roy's resume and application, Maggie felt he was a high-potential candidate except for one concern: he had never actually done work as a trainer. She sent Roy an e-mail asking when they might talk more about his interest in the job.

Roy quickly responded to Maggie's e-mail and they set up a phone call. After interviewing Roy over the phone, Maggie felt he had the knowledge to be a good trainer and was confident that his career goals fit the opportunities provided by the position. But she was concerned about how he would perform when placed in front of a class, because he had never actually worked as a trainer. When Maggie expressed this concern to her recruiter, the recruiter suggested that Maggie invite Roy to complete an online assessment that measured various personality and ability traits associated with different job competencies. Maggie asked Roy to complete this assessment as the next step in the staffing process. Roy accessed the assessment over the Internet from his home computer that evening and completed it in about sixty minutes. When Maggie received the results of the assessment, she was pleased to see that, although Roy had never actually been a trainer, his underlying personality, ability, and motives were similar to those of many high-performing trainers. In some ways he appeared to be a person who was "born to train," but who had never had the opportunity to fully leverage his potential in this area.

After reviewing Roy's assessment results, Maggie arranged to have Roy fly out for an on-site visit and series of interviews. Maggie's company used a technique called "behavioral interviewing" whereby candidates are asked a series of pre-defined questions to determine whether previous things they have done align with the types of things they will need to do on the job. During the interview process, Maggie learned that although Roy had never done training as part of his work, he had spent several years coaching a chess team at the local high school, where he had demonstrated an ability to explain complex concepts in an engaging manner. Although this example did not relate directly to the actual job, the general behaviors Roy displayed as a coach aligned well with the behaviors that some of Maggie's best trainers displayed when working with clients.

A few days after Roy's on-site interviews, Maggie extended him an employment offer to become a trainer. Roy accepted the position and agreed to begin work four weeks later. Thanks to staffing assessment technology, two people living thousands of miles apart with absolutely no awareness of each other in September were able to join forces to support each others' career goals and business objectives by November. The use of more sophisticated online assessment tools helped Maggie see beyond what Roy "had done" based on his past experiences and hire him based on what he "could do" based on his underlying talents, interests, and potential.

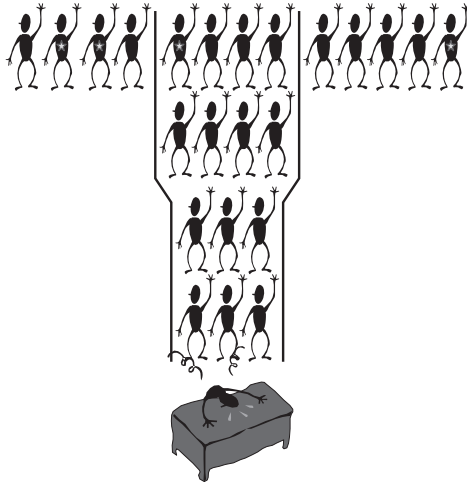
## **ASSESSMENTS: THE DIFFERENCE BETWEEN SUCCESS AND FAILURE**

Figures 1.1, 1.2, and 1.3 provide graphical depictions of three different staffing processes, including the processes used by Ian and Maggie that were discussed in the previous sidebar. Each figure depicts the staffing process as a funnel. The individuals in the figures represent applicants. Applicants who possess the characteristics required to succeed in the job have stars on their bellies. The width at the top of the funnel indicates how many applicants are initially included in the staffing process. The narrowing of the funnel reflects how assessments are used to systematically remove less qualified candidates from the hiring process.

Figure 1.1 depicts how staffing processes often looked before the advent of Internet staffing technology. In those days, many companies had no easy way to contact potential applicants. Companies frequently considered only a very small number of people for a given job posting. These people tended to be individuals who had personal relationships with other employees in the company, or people who lived close to the company and happened to apply for a job around the same time a position opened. The main problem with this approach is that it fails to include a large number of applicants who possess the characteristics needed to succeed in the job. You never hire the person who does not apply, no matter how qualified he or she is.

Figure 1.2 depicts the staffing situation in the story about Ian. Ian had the benefit of Internet technology to help him find applicants, but he did not have

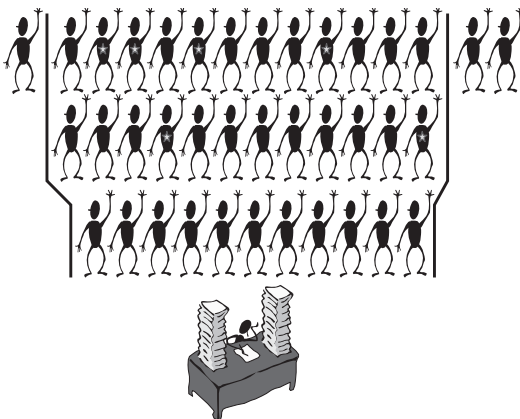
**Figure 1.1**  
**Staffing Process Without Internet Staffing Technology or Assessments**



Very few applicants are included in the staffing process

Hiring based on looking at a very limited number of applicants

**Figure 1.2**  
**Staffing Process with Internet Staffing Technology But Without Assessments**

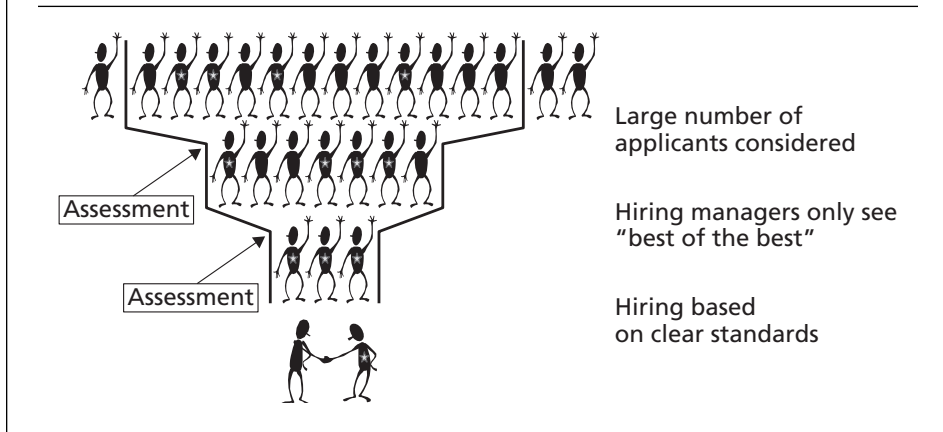


Large number of applicants are included, but not filtered

Hiring managers are overwhelmed by number of candidates

Hiring based on comparing between applicants, all of whom may be unqualified

**Figure 1.3**  
**Staffing Process with Internet Staffing Technology**  
**and Assessments**



an effective method for sorting through applicants. As a result, Ian was overwhelmed with unqualified applicants. In this scenario, finding good candidates has more to do with when applicants apply, as opposed to their actual qualifications. Rather than hiring the applicants with the best potential for success, the hiring manager simply sorts through long lists of applicants until he or she finds someone who seems “good enough.”

Figure 1.3 illustrates the process used in the story about Maggie. Maggie had the benefit of Internet staffing technology to generate applicants, as well as the value of assessments to systematically screen and sort applicants based on their qualifications and capabilities. In this process, the hiring manager only sees candidates with the greatest potential based on assessment data collected earlier in the staffing process. The hiring manager is not the only one who benefits from the process depicted in Figure 1.3. Qualified applicants also benefit, as they are more likely to be recognized as being a good fit for the position, regardless of the order in which they happen to apply for the job.

## Notes

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