Contents

List of boxes \hspace{1em} \textit{page} \hspace{1em} viii
List of figures \hspace{1em} ix
List of tables \hspace{1em} xiii
Prologue and acknowledgements \hspace{1em} XV

Part 1: Methods of personnel selection \hspace{1em} 1

1 Early, unscientific methods \hspace{1em} 3
2 The interview \hspace{1em} 30
3 Letters of recommendation \hspace{1em} 52
4 Biodata \hspace{1em} 62
5 Situational judgement tests and GPA \hspace{1em} 75

Part 2: Constructs for personnel selection \hspace{1em} 93

6 General mental ability \hspace{1em} 95
7 Personality traits \hspace{1em} 124
8 Creativity \hspace{1em} 175
9 Leadership \hspace{1em} 191
10 Talent \hspace{1em} 216

References \hspace{1em} 235
Index \hspace{1em} 278
Boxes

2.1 Aspects of the candidate assessed in an interview  page 38
5.1 SJT sample item or 'scenario'  76
5.2 Summary of 1920s-2000s research on SJTs  76
5.3 SJT scoring methods  77
7.1 Situationalism: undermining personality traits  131
7.2 No aversive impact  133
7.3 The polygraph and the quest for an objective personality test  159
7.4 Theft estimates in the workplace  162
10.1 How do you identify your critical talent?  220
10.2 Performance/promotability matrix  223
10.3 Factors contributing to high-flyer performance  227
Figures

1.1 Graphology: what does this say about the candidate’s motivation?  \(\text{page 5}\)
1.2 Physiognomical interpretations of character  \(\text{12}\)
1.3 Astrological signs  \(\text{20}\)
1.4 Ambiguous inkblot stimulus  \(\text{22}\)
2.1 Percentage of employers using interviews  \(\text{31}\)
2.2 Five common guidelines for improving the interview  \(\text{32}\)
2.3 Phases of the interview  \(\text{34}\)
2.4 Functions of the appraisal interview  \(\text{35}\)
2.5 Dimensional structure of interviews  \(\text{36}\)
2.6 How to improve the validity of structured interviews  \(\text{40}\)
2.7 Validity and reliability  \(\text{42}\)
2.8 Predictive validity of interviews  \(\text{43}\)
2.9 Reasons for low validity of job interview  \(\text{44}\)
2.10 Factors influencing candidate's acceptance of interviews  \(\text{45}\)
2.11 Perceived fit and employment interview  \(\text{49}\)
2.12 What do interviewers assess?  \(\text{50}\)
3.1 Sample reference letter  \(\text{53}\)
3.2 Percentage of employers using references  \(\text{53}\)
3.3 Employment Recommendation Questionnaire (ERQ)  \(\text{54}\)
3.4 Referees' characteristics bias their evaluation of candidates  \(\text{55}\)
3.5 Distribution of negative and positive references  \(\text{57}\)
3.6 Improving recommendation letters  \(\text{58}\)
3.7 Positivity of information and use of examples in reference letters  \(\text{59}\)
3.8 Evolutionary-based hypotheses regarding reference letters  \(\text{60}\)
4.1 Percentage of employers using application forms in different countries  \(\text{63}\)
4.2 Scoring biodata  \(\text{64}\)
4.3 Biodata correlates of job performance in applicants and incumbents  \(\text{66}\)
4.4 Validity of elaborative vs non-elaborative biodata items  \(\text{67}\)
List of figures

4.5 Meta-meta-analytic validities for biodata inventories
4.6 Meta-analytic validities of biodata across job types
4.7 Structure of biodata
4.8 Biodata and cognitive ability correlates of job performance
4.9 Twelve dimensions of biodata: reliabilities and correlations with impression management
4.10 Incremental validity of biodata dimensions
4.11 Personality vs biodata as predictors of ethical behaviour

5.1 Criterion-related validity of SJTs (McDaniel et al.’s 2001 meta-analysis)
5.2 Meta-analytic correlations between SJT and intelligence tests (McDaniel et al.’s 2001 meta-analysis)
5.3 Incremental validity of SJT over personality and intelligence
5.4 Achievement in life as a function of earlier academic performance
5.5 Erratic effect sizes for GPA as predictor of job performance between 1922 and 1973
5.6 Effect sizes for GPA and job performance found in Bretz (1989)
5.7 White-black difference in GPA
5.8 Meta-analytic validities of GPA as a predictor of job performance and salary
5.9 Validity of the MAT predicting academic and occupation success
5.10 Intellectual competence as the common source of variability in academic and occupational success
6.1 Graphical representation of the hierarchical structure of cognitive abilities identified by John Carroll
6.2 Some correlates of Spearman’s g factor (after Spearman, 1904)
6.3 Two examples of Raven-like items
6.4 Percentage of employers using aptitude tests in Western Europe (Price Waterhouse Cranfield survey, 1994)
6.5 Occupational consequences of IQ
6.6 Validity of GMA across occupations in the UK
6.7 Validity of GMA across occupations in the EC
6.8 Training performance is predicted by GMA rather than specific abilities
6.9 Job knowledge mediates the effects of GMA on job performance and ratings
7.1 Ability and non-ability determinants of grade point average (GPA)
7.2 Ways of assessing personality traits
List of figures

7.3 Percentage of companies using psychometric tests in Western Europe (Price Waterhouse Cranfield data, 1994) 129
7.4 Behaviour as a function of both personality and the situation 131
7.5 Big Five as universal language of personality 133
7.6 Validity of personality traits across occupations (early meta-analytic evidence) 135
7.7 Validities for ABLE personality traits 136
7.8 Meta-analysis of Big Five predicting objective and subjective work criteria 137
7.9 Personality and job performance in the EC (validities from Salgado's meta-analysis) 138
7.10 Publications related to personality and selection between 1985 and 2005 139
7.11 Structure and facets of Conscientiousness 140
7.12 Structure and facets of Neuroticism 143
7.13 Yerkes-Dodson law 144
7.14 Structure and facets of Extraversion 145
7.15 Structure and facets of Agreeableness 148
7.16 Structure and facets of Openness 149
7.17 Importance of the Big Five as predictors of motivational outcomes 150
7.18 Big Five as predictors of job and life satisfaction 151
7.19 Review of faking 154
7.20 Meta-meta analysis of the Big Five and job performance 156
7.21 Meta-meta analysis of the Big Five and different job outcomes 157
7.22 Meta-meta-analytic estimates of the validities of cognitive ability and personality scales 157
7.23 Validating emotional intelligence as a personality construct: three 'ifs' 166
7.24 Meta-analytic validities for different EI scales (corrected correlations and their SDs) 167
7.25 Aspects of EI that predict work outcomes 168
7.26 Meta-analytic correlations (and their SDs) of EI with the Big Five and GMA 168
7.27 Performance as a function of the person-environment fit 171
7.28 Holland's RIASEC 172
7.29 Individual characteristics integrated into a two-dimensional RIASEC interest circumplex (from Armstrong et al., 2008; reproduced with permission) 173
8.1 Number of articles with 'creativity', 'creative' or 'originality' as keywords in applied journals until 2008 176
8.2 Components of the creative syndrome 177
8.3 Sternberg & Lubart's (1995) model of creativity 178
8.4 Personality facets associated with creativity (organised by the Big Five) 180
8.5 Threshold theory of creativity and intelligence 182
8.6 Biodata correlates of creativity 183
8.7 Amabile's componential model of organisational innovation 185
8.8 Guilford's scoring criteria for divergent thinking tasks 187
8.9 Creativity measures 187
9.1 Leadership-related articles published throughout the years 192
9.2 Approaches to leadership 193
9.3 Validity of intelligence as predictor of different leadership criteria 194
9.4 Stogdill's (1974) leadership traits in Big Five language 199
9.5 Big Five correlates of leadership emergence and effectiveness 201
9.6 Predicating self- and other-rated work criteria by narcissism scores 201
9.7 Early descriptions of leadership styles 202
9.8 Regression of five leadership styles onto five work criteria 207
9.9 Personality traits, transformational leadership and leadership effectiveness 209
9.10 Validity of two management-by-exception and laissez-faire styles at work 210
9.11 Validity of transformational and contingent reward leadership at work 211
9.12 Transformational and contingent reward leadership styles as predictors of occupational criteria across different settings 212
9.13 Effect sizes for gender differences in leadership styles 214
9.14 Zaccaro's integrative model of leadership 215
## Tables

1.1 Two factors underlying graphological scoring  
1.2 Evaluations of items by sixty-eight personnel managers when presented as a 'personality' analysis  
1.3 Ratings of the feedback from the ‘medical Barnum’  
2.1 Typical questions asked in an employment interview  
2.2 Potential qualities assessed by a structured job interview  
2.3 Potential areas assessed by a structured job interview  
2.4 Applicant attributes that affect rating bias  
2.5 Interviewer attributes that affect rating bias  
2.6 Situational attributes that affect rating bias  
4.1 Biodata items with elaboration request  
4.2 Incremental validity of biodata (over personality and cognitive ability) in the prediction of four work outcomes (adapted from Mount et al., 2000).  
5.1 SJTs across the decades  
6.1 Wonderlic Personnel Test: sample items  
6.2 GMA across civilian jobs in US Army; simplified adaptation of original source  
6.3 GMA correlates of job and training performance across various job complexity levels  
6.4 Other meta-analyses on the validity of GMA since 1980  
6.5 Ability validities for job and training performance in the UK  
6.6 Ability validities for job and training performance in the EC  
6.7 Explanations for practice effects (test score gains) on IQ  
7.1 Conscientiousness and health-related behaviours (from Bogg & Roberts, 2004, with permission from Roberts, APA copyright)  
7.2 Task-dependent correlates of Extraversion
List of tables

9.1 Locke's (1997b) leadership traits 198
9.2 Traits of effective or emergent leaders as identified by past reviews 199
9.3 Leadership styles as defined by the Multifactor Leadership Questionnaire 205
10.1 Most and least important skills and attributes for effective leadership 226