Human Resource Selection 8th edition Gatewood Test Bank

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TRUE/FALSE

1. The adequacy of the criterion measure used in a validation study is less important than the adequacy of predictor measures.

   ANS: F PTS: 1 NOT: AACSB Reflective Thinking

2. In nonjudgmental performance measures, both quantity and quality of production have been used.

   ANS: T PTS: 1 NOT: AACSB Reflective Thinking

3. Production data for individuals are easy to gather because these data are collected for business operations.

   ANS: F PTS: 1 NOT: AACSB Reflective Thinking

4. Production data consists of the things that can be counted, seen, and compared directly from one worker to another.

   ANS: T PTS: 1 NOT: AACSB Reflective Thinking

5. If accurate individual worker data cannot be gathered, validation is difficult to carry out.

   ANS: T PTS: 1 NOT: AACSB Reflective Thinking

6. Measuring production by sales volume is a valid way to measure performance.

   ANS: F PTS: 1 NOT: AACSB Reflective Thinking

7. When production data need to be corrected, a manger makes a judgment about how to correct the raw data.

   ANS: T PTS: 1 NOT: AACSB Reflective Thinking

8. Trait rating scales are a preferred way of judging the performance of employees.

   ANS: F PTS: 1 NOT: AACSB Reflective Thinking

9. The Simple Behavioral Scale is not recommended to rate employees, due to its simplicity.

   ANS: F PTS: 1 NOT: AACSB Reflective Thinking

10. In the development of a 360 assessment system, the content of items should be about the individual's skill, knowledge or style.

    ANS: T PTS: 1 NOT: AACSB Reflective Thinking

11. The only problem with judgmental scales is that of intentional bias.

    ANS: F PTS: 1 NOT: AACSB Reflective Thinking

Human Resource Selection 8th edition Gatewood Test Bank

12. If judgmental data are based on production data then judgment data is superfluous.

ANS: T PTS: 1 NOT: AACSB Reflective Thinking

13. One type of OCB is assisting other workers.

ANS: T PTS: 1 NOT: AACSB Reflective Thinking

14. The beneficial behaviors of OCBs are regularly included as statements in job analysis; hence their importance

ANS: F PTS: 1 NOT: AACSB Reflective Thinking

15. With production data, the evaluation is based on the opinion or judgment of the supervisor of the worker.

ANS: F PTS: 1 NOT: AACSB Reflective Thinking

16. Trait rating scales are measures of personal characteristics that are thought to be necessary for good work performance.

ANS: T PTS: 1 NOT: AACSB Reflective Thinking

17. The main difference between BARS and BES is in the wording of incidents.

ANS: T PTS: 1 NOT: AACSB Reflective Thinking

18. In judging the scale ratings of critical incidents in BARS or BES, a low standard deviation represents more agreement among the raters.

ANS: T PTS: 1 NOT: AACSB Reflective Thinking

19. There is no relationship between judgmental measures and production measures of job performance.

ANS: F PTS: 1 NOT: AACSB Reflective Thinking

20. Research has shown that the most appropriate behaviors to use as scale points are those representative of desired social behaviors.

ANS: F PTS: 1 NOT: AACSB Reflective Thinking

21. Intentional or inadvertent bias may be present in judgmental data.

ANS: T PTS: 1 NOT: AACSB Reflective Thinking

22. BARS are superior to other appraisal formats for reducing rater errors.

ANS: T PTS: 1 NOT: AACSB Reflective Thinking

23. It is disappointing, but no studies have demonstrated positive effects from training programs designed to overcome rater bias.

ANS: F PTS: 1 NOT: AACSB Reflective Thinking

Human Resource Selection 8th edition Gatewood Test Bank

24. An employee's peers do, but the employee's superiors do not, provide performance data in 360-Degree Feedback.

ANS: F PTS: 1 NOT: AACSB Reflective Thinking

25. The history of selection argues that the dimensions used in performance criteria be fairly broad statements of performance or job behaviors.

ANS: T PTS: 1 NOT: AACSB Reflective Thinking

26. Selection instruments correlate less well with broad, encompassing job dimensions than with specific, narrow dimensions.

ANS: F PTS: 1 NOT: AACSB Reflective Thinking

27. When using judgmental performance appraisal scales, the recommendation is for supervisors to make one judgment of the overall job dimension or, if she/he is asked to rate the more specific dimensions, they should all be combined into one single score.

ANS: T PTS: 1 NOT: AACSB Reflective Thinking

28. Selection specialists generally prefer to use job performance data in validation that are collected primarily for other personnel/human resource management purposes, since they are likely to be less biased.

ANS: F PTS: 1 NOT: AACSB Reflective Thinking

29. Frame changing is the ability to alternate between multiple ways of performing the tasks of one's job.

ANS: F PTS: 1 NOT: AACSB Reflective Thinking

30. For validation, one should always use multiple criteria.

ANS: F PTS: 1 NOT: AACSB Reflective Thinking

31. The movement from individual jobs to teams poses problems for selection specialists in terms of collecting data appropriate for validation work.

ANS: T PTS: 1 NOT: AACSB Reflective Thinking

32. A difficulty in having team members evaluate each other is that such evaluation, because it focuses on individual performance rather than team performance, is somewhat contrary to the philosophy of teams.

ANS: T PTS: 1 NOT: AACSB Reflective Thinking

MULTIPLE CHOICE

1. Regarding OCBs, which of the following statements is TRUE?
   a. Workers' OCBs have no influence on managers' judgments of their job performance.
   b. Workers' OCBs influence managers' judgments of their job performance.
   c. OCBs account for limited variance in the scores of workers.

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d. OCBs are always a positive influence on job performance ratings.

ANS: B PTS: 1 NOT: AACSB Reflective Thinking

2. Which of the following is TRUE about the use of production data in validation studies?
   a. The data are easy to gather because they are collected routinely for business operations such as production, planning, and budgeting.
   b. The importance of such measures is obvious and easily understood.
   c. These data are not usually challenged and easily accepted by workers.
   d. These measures are often limited and must be corrected.

   ANS: D PTS: 1 NOT: AACSB Reflective Thinking

3. Which of the following is NOT a type of judgmental data?
   a. Trait rating scales
   b. CARS
   c. BARS
   d. BES

   ANS: B PTS: 1 NOT: AACSB Reflective Thinking

4. In the development of a 360 assessment system, all of these guidelines should be used EXCEPT:
   a. The items should be specific job behaviors.
   b. The items should be administered by paper and pencil.
   c. A trained evaluator should provide an interpretation of survey results to the manager.
   d. The items should be about the individual's skill, knowledge or style.

   ANS: B PTS: 1 NOT: AACSB Reflective Thinking

5. The concept of job performance became more complex and difficult to measure because of all of these EXCEPT:
   a. The transition from a manufacturing to a service economy.
   b. The transition to working in teams.
   c. The rise of computer technology in the workplace.
   d. The complexity of .

   ANS: D PTS: 1 REF: 603 NOT: AACSB Reflective Thinking

6. Assisting other workers and teaching new workers are both examples of:
   a. WRCs
   b. CWBs
   c. OCBs
   d. BARS

   ANS: C PTS: 1 NOT: AACSB Reflective Thinking

7. The main difference between BARS and BES is:
   a. The underlying assumptions.
   b. The wording.
   c. The source of the data.
   d. BARS can be used across jobs; BES cannot.

   ANS: B PTS: 1 NOT: AACSB Reflective Thinking

8. The judgmental measures of BARS or BES are developed to define the scale's rating points by using these as examples:
   a. Judgmental data.
   b. Task performance

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c. Production data.
d. Job behaviors.

ANS: D PTS: 1 NOT: AACSB Reflective Thinking

9. A halo error occurs when:
a. a large number of subordinates receives ratings in the middle of the scale.
b. a subordinate is rated equally on different performance scales because of a general impression of the worker.
c. a subordinate is rated differently on different performance scales because of a general impression of the worker.
d. a disproportionate number of workers receives high ratings.

ANS: B PTS: 1 NOT: AACSB Reflective Thinking

10. Which of the following is not one of the common forms of rater error in performance appraisal?
a. halo
b. leniency
c. central tendency
d. criterion contamination

ANS: D PTS: 1 NOT: AACSB Reflective Thinking

11. Intentional bias is displayed when the rater deliberately distorts the ratings:
a. To be favorable.
b. To be unfavorable.
c. To reflect in advertent bias.
d. Either A or B.

ANS: D PTS: 1 NOT: AACSB Reflective Thinking

12. Which of the following is NOT a method to combine different performance measures into one?
a. factor analysis
b. dollar criterion
c. expert judgment
d. behavioral analysis

ANS: D PTS: 1 NOT: AACSB Reflective Thinking

13. When a validity study is done for research purposes, the recommendation is to use which of the following?
a. a composite criterion
b. multiple criteria
c. a single criterion
d. a qualitative criterion

ANS: B PTS: 1 NOT: AACSB Reflective Thinking

14. Which of the following is NOT a likely promoter of OCBs?
a. Employee characteristics
b. Environmental characteristics
c. Task characteristics
d. Leadership behaviors

ANS: B PTS: 1 NOT: AACSB Reflective Thinking

15. All of the following are characteristics that help ensure that the criterion has the information that is necessary for conducting a sound validation study EXCEPT:
a. relevance.
b. measurability.
c. variance.
d. contamination.

ANS: D PTS: 1 NOT: AACSB Reflective Thinking

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16. One study found that OCBs accounted for _____% f the variance in judgmental performance evaluations:
    a. 9.5%.
    b. 61.2%.
    c. 42.9%.
    d. 2%.

    ANS: C PTS: 1 NOT: AACSB Reflective Thinking

ESSAY

1. What characteristics should useful selection criteria have? Briefly identify these characteristics and define them in a checklist format that could be used by a manager to assess the adequacy of his/her criteria measures. What is the general conclusion regarding how violations of these characteristics will likely affect the validity coefficient?

   ANS:
   Student response will vary.

   PTS: 1

2. Explain why task performance is still the primary type of job performance measure. What other methods should also be used?

   ANS:
   Student response will vary.

   PTS: 1

3. Evaluate the statement, "Production Data are a preferred source of data for performance ratings, since they are usually gathered for other business purposes."

   ANS:
   Student response will vary.

   PTS: 1

4. Why are criterion measurement issues as important as predictor measurement issues in selection?

   ANS:
   Student response will vary.

   PTS: 1

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