EXAMINING THE IMPACT OF SELECTION PRACTICES ON SUBSEQUENT EMPLOYEE ENGAGEMENT

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ABSTRACT

Employee engagement is often defined as the vigor, dedication, and absorption one feels about and/or displays within their job. It has long been asserted that engagement is highest for employees who “fit” better with their work. Applicants determine their anticipated levels of fit throughout the selection process. Therefore, it is crucial that the information organizations provide will allow applicants to make accurate assumptions of fit to increase the probability that the vacancy will be filled by an applicant best suited for the position. This study was designed to identify if the practices used during organizations’ selection processes influence the accuracy of employees’ anticipated person-job and person-organization fit, and employees’ ultimate levels of engagement. This mediation model was not supported when including covariates; however, the accuracy of person-job fit perceptions was nearly significant as a mediator between applicants’ perceived information-richness of the selection process and their subsequent engagement on the job.

DEDICATION

I would like to dedicate my thesis to my parents, Patricia and James Rodriguez, for their unwavering support and continuous encouragement to further my education and achieve my goals.

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LIST OF ABBREVIATIONS

USA, United States of America

SIOP, Society for Industrial and Organizational Psychology

SHRM, Society for Human Resource Management

JD-R, Job-demands Resources

PJ Fit, Person-job Fit

PO Fit, Person-organization Fit

ASA, Attraction-selection-attrition

CV, Curriculum Vitae

EEOC, Equal Employment Opportunity Commission

SME, Subject Matter Expert

RJP, Realistic Job Preview

SPIR, Selection Process Information Richness

I-O, Industrial and Organizational

AJDI, Abridged Job Descriptive Index

JIG, Job in General

WOPJ, Work on Present Job

CI, Confidence Interval

BC, Bias-corrected

SS, Self-selected

RC, Retrospective and Current

LIST OF SYMBOLS

SD, Standard deviation

M, Mean

A, Cronbach's alpha

N, Total number of cases

P, Probability

R, Estimate of Kendall's tau b correlation coefficient

B, Beta weight, hierarchical regression procedure

R^2, Proportion of variance accounted for

F, ANOVA test statistic

CHAPTER I

INTRODUCTION

Employee engagement at work has become an increasingly popular topic for research and consulting. A Google Scholar search for the terms “work engagement” and “employee engagement” yields about 2,910,000 and 456,000 results respectively (as of August 2016). When narrowing the search to the past five years, “work engagement” yielded about 958,000 results and “employee engagement” yielded about 49,900 results. The same keyword searches in the PSYCInfo database yielded 3,151 results, with 2,247 of those being released in the past five years.

The increasing attention given to engagement is to be expected, given that employee engagement has emerged as a stronger and more consistent predictor of employee behaviors and performance than other related constructs including job satisfaction and motivation (Bakker, 2011). More specifically, researchers have identified a link between employees’ level of engagement at work and long-term outcomes for organizations. In other words, an engaged workforce can give an organization a competitive advantage through many avenues, including exhibiting higher individual task performance and more organizational citizenship behaviors (Rich, Lepine, & Crawford, 2010). Other research indicates that engagement among employees may even contribute to increased organizational success, possibly via an increase in employees’ discretionary effort applied toward their work (Shuck, Reio, & Rocco, 2011). Shuck et al. also found that employee engagement is negatively linked to turnover intentions.

Existing research suggests that engagement may not be a direct predictor of work-related outcomes. For example, Shuck et al. (2011) found that employee engagement and discretionary effort

are correlated, but they did not find evidence to support this as a clear-cut predictive relationship. Instead, they postulated that a predictive relationship may flow from psychological climate to engagement to discretionary effort. However, even from this perspective, employee engagement clearly plays a significant role within organizations.

Outside of peer-reviewed journals, the impact of employee engagement at the organizational level is also well-demonstrated in a variety of industry-focused technical reports. Gallup performed a meta-analysis in 2012 of 263 studies across a multitude of organizations and industries in 34 countries, involving 1.4 million employees (Sorenson, 2013). Results indicated that work-units scoring in the top quartile with respect to employee engagement had 10% higher customer ratings, 22% higher profitability, and 21% higher productivity than those that scored in the bottom quartile. These highly engaged organizations also exhibited less turnover, theft, absenteeism, safety incidents, and quality defects.

Gallup completed a separate State of the Global Workplace survey to identify the percentage of engaged employees in the workplace throughout 142 countries (Gallup, 2013). They found that globally, only 13% of employees reported being engaged in their work , 63% were not engaged, and 24% were actively disengaged (Crabtree, 2013). Within the United States of America (USA) 30% of respondents were engaged, 52% were non-engaged, and 18% were actively disengaged. In a recent update of the State of the American Workplace survey, Gallup (2017) reported that their employee engagement data from 2016 shows that 33% of USA employees are engaged. This percentage has only increased 3% since 2012 leaving 51% still not engaged and 16% actively disengaged. This increase, although a good thing, is not substantial and there is still plenty of room for improvement when it comes to employee engagement.

The benefit of increasing employee engagement has already been realized by some organizations and demonstrated in terms of huge financial returns. Molson Coors Brewing Company

worked to increase the engagement of its employees and attributed this to a reduction in safety incidents leading to $1,721,760 in saved safety costs over a one year period (SHRM, 2012). The Caterpillar organization aimed to increase their employees' engagement levels as well, and experienced a reduction in attrition, absenteeism, and overtime saving $8.8 million per year in one plant, and increasing profits $2 million and the percentage of highly satisfied customers by 34% in a second plant (SHRM, 2012). Given these types of returns on investment in employee engagement, it can be expected that many more organizations are or soon will be working toward similar goals. This is likely one main reason that the Society for Industrial and Organizational Psychology (SIOP) placed employee engagement as number five on its list of the Top 10 Workplace Trends for 2016 (SIOP, 2015).

The business case for engagement is straightforward and the guidance to organizations is clear: aim to build and maintain high levels of employee engagement. What is not so clear, however, is whether engagement is something that can be developed in employees after they are hired, or whether engagement is something that emerges from a more complex interplay between employee and organization. The present study explored the possibility that organizations could benefit from designing selection processes that increase the chances of identifying individuals who are more likely to be engaged post-hire. This line of inquiry is supported by a recent executive briefing in which SHRM stated that employer practices including selection procedures can indeed positively affect engagement (SHRM, 2012). Specifically, SHRM advised organizations to present to applicants challenges similar to what they would experience on the job and identify those candidates who show signs of going above and beyond to reach the desired goal as potentially more engaged workers.

While the approach outlined by SHRM may have merit, it positions engagement as a quality potentially inherent to the person, rather than something that develops out of the quality of a match between person and organization. This latter perspective is the one explored in the present study. Organizations differ dramatically in terms of the selection procedures and practices used to recruit and

screen candidates for open positions and not all selection practices are likely to be equally as effective at funneling the best-fitting candidates into open positions within all organizations. This variability in pre-hire screening practices may present an opportunity for organizations to more effectively recruit, screen, and select the right people for the right positions, thereby creating an ultimately more engaged workforce. The following sections summarize the background material that supports the objectives for the present study.

Employee Engagement

The focus of the present study was on employees who *behave* in an engaged manner and do not just *feel* engaged or generally positive about their work. This perspective on engagement is not directly evident in all of the common theories or definitions of this construct, but it is well-supported when considering multiple engagement theories as a set. For example, it is possible to think of engagement as an observable behavior (Macey & Schneider, 2008) or at least a behavioral tendency. More concretely, employees who have a higher engagement propensity may be more likely to feel engaged in their work, which leads to a psychological state of engagement, and then to work-related behaviors indicating engagement. Research has also shown a relationship between engagement and the willingness of an employee to put forth various resources to fulfill their job tasks (Christian, Garza, & Slaughter, 2011).

The first major study concerning employee engagement described it as a state of being fully engrossed in work, physically, cognitively, and emotionally (Kahn, 1990, p. 694). Kahn further positioned engagement as being indicative of an employee's level of psychological meaningfulness, psychological safety, and psychological availability associated with his or her work. He described *psychological meaningfulness* as a sense of a return of investments, *psychological safety* as feeling comfortable and lacking a fear of negative consequences, and *psychological availability* as feelings of having the physical, psychological, and emotional resources necessary to carry out the job.

Other researchers have described engagement in less cognitive terms, as existing on a continuum with burnout on the opposing end. From this perspective, engagement is composed of energy, involvement, and efficacy in relation to one's work (Maslach & Leiter, 2008). It has also been proposed that engagement may be more than simply the opposite of burnout, instead existing along a separate continuum (Schaufeli, Salanova, González-romá, & Bakker, 2002). The reasonable implication of this perspective is that highly engaged employees may also experience burnout. Schaufeli et al. (2002) further described engagement as being composed of vigor, dedication, and absorption and this definition is the one most often used in research. They defined *vigor* as high levels of energy and persistence while working, *dedication* as having a sense of significance in one's work and a high level of identification with their job, and *absorption* as being fully engrossed in one's work and having a difficult time detaching themselves from their work. These aspects of engagement are similar to those defined by Maslach and Leiter (2008); however, *dedication* is described as being a higher level of involvement leading to identification with one's work (Schaufeli et al., 2002) and *efficacy* as how accomplished an individual is in their work (Maslach & Leiter, 2008).

A related theory of engagement describes it as resulting from the alignment between an individual's job-related demands and resources. The job demands-resources (JD-R) model (Bakker & Demerouti, 2007) identifies job resources (e.g., supervisory support and adequate materials) as having the ability to decrease work demands as well as act as intrinsic or extrinsic motivators to achieve work goals (Bakker, 2011). Personal resources (e.g., self-efficacy and locus of control) are also described as being useful in allowing the individual to stay goal-focused and positively view the demands of their job (Bakker, 2011). Therefore, the more resources that an individual has available, the more able they are to deal with the demands of their job and view them positively as challenges rather than hindrances (Bakker, Demerouti, & Sanz-Vergel, 2014).

There may also be a behavioral component of engagement, although this idea has not been directly investigated. Anyone who has ever felt engaged in their work could probably attest that when they are feeling engaged, they exhibit certain behaviors indicating their engagement. These behaviors may include performing more organizational citizenship behaviors, staying solely focused on a task until it is completed, behaving more positively with respect to work challenges, etc. Potential behavioral indicators of engagement were explored as an additional research question in the present study and are further described in the Discussion.

Constructs similar to engagement. There are several additional constructs that research has identified as similar to, yet distinct from employee engagement, including motivation, job satisfaction (Bakker, 2011), organizational commitment, job involvement, and psychological empowerment (Macey & Schneider, 2008). Some differentiate engagement from the previous constructs by explaining that engagement is an overall representation of an employee as he or she relates to a job rather than a measure of one aspect of their feelings toward a job (Rich et al., 2010). Schaufeli et al. (2002) identified engagement as being a more stable and long-term state rather than a fleeting state of feeling toward one's work. Engagement has also been identified as separate from job satisfaction because it combines pleasure and activation in one's work through dedication, vigor, and absorption whereas job satisfaction is typically described as being a more passive measure of an employee's feelings (Bakker, 2011).

Affective commitment, defined as an emotional attachment to an organization resulting in an employee identifying with, being involved in, and enjoying membership in an organization (Allen & Meyer, 1990), is also very similar to employee engagement and job satisfaction. Affective commitment is also correlated similarly with several of the same constructs as employee engagement, including job performance, turnover, and job satisfaction (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Aside

from its definitional and correlational similarities, research generally treats affective commitment as a component of engagement rather than equivalent to engagement (Macey & Schneider, 2008).

Organization-level antecedents to engagement. Given the many ways in which employee engagement can positively impact an organization and its employees' experiences at work, much research has focused on organization-level antecedents to engagement. Downey, Werff, Thomas, and Plaut (2015) found that diversity practices including the extent to which an organization and its leaders support efforts to diversify their workforce and abide by recruitment and equal employment opportunity guidelines were positively related to employee engagement. This relationship was partially mediated by the trust climate of the organization.

Perceptions of the work environment as emotionally, culturally, and physically safe have also been found to be related to employee engagement (May, Gilson, & Harter, 2004). Wollard and Shuck (2011) found that organizations with supportive, authentic, and positive workplace climates tend to enhance employee engagement. These aspects of the workplace are dependent on the personal perceptions of employees; however, these aspects have to be present in the organization before they can be perceived. Therefore, while these perceptions still involve personal aspects, overall they are considered organization-level antecedents.

Wollard and Shuck (2011) also found that organizational hygiene factors (a la Herzberg, 1959) such as fair pay, job security, and opportunities for organizational development are likely to affect employee engagement levels. Hygiene factors are thought to affect engagement through the organization's ability to satisfy its employees' basic human needs. Finally, the type of leadership style exhibited within an organization has also been shown to be related to employees' levels of engagement (Bakker, Albrecht, & Leiter, 2011), likely creating and sustaining a supportive and trusting environment for the employees.

Person-level antecedents to engagement. The presence and strength of person-work fit have been shown to relate positively to employee engagement, as well as many of the same organizational outcomes associated with employee engagement, including job satisfaction, organizational commitment, and intent to quit (Kristof-Brown, Zimmerman, & Johnson, 2005). Shuck et al. (2011) noted that employees who fit well with their jobs are also likely to identify the work they do as meaningful and complete job tasks with enthusiasm. Just as the construct of engagement can be defined and studied from many different angles, the construct of fit is no less complex.

There are several different types of person-work fit (e.g., person-job, person-organization, person-group, person-supervisor). In general, a good fit exists between a person and his or her work when the person is able to comfortably meet all of the various demands and situational challenges associated with the job (Kristof-Brown et al., 2005). In the present study, the focus was on person-job fit (PJ fit) and person-organization fit (PO fit) because perceptions of these forms of fit can be initially established for candidates during their pre-hire experiences with an organization.[1]

While it is arguably important for employees to fit well with multiple aspects of their jobs and organizations, the present study focused on the criticality of perceptions of fit developed during the selection process as this perception can make or break an organization's chance to attract a high-quality employee. It is important that candidates who would fit with the organization and the job position can accurately identify their high level of fit. It is equally important that those candidates who would not be a good fit can also accurately identify that they may need to search for other options more aligned with who they are as a person and the abilities that they possess.

[1] It is important to note that other forms of person-work fit are also likely relevant for engagement-related research (e.g., person-group and person-supervisor fit), these other forms do not fit within the scope of the present study, as they are likely to develop only after an individual is working within an organization and has had an opportunity to develop these types of interpersonal relationships.

Person-job fit is generally defined as the relationship between the characteristics of an employee and the job they are performing (Kristof-Brown et al., 2005). There have been at least two forms of PJ fit identified in the literature: demands-abilities and needs-supplies fit. Demands-abilities fit accounts for the congruence between the demands of a job and the employee's abilities to meet those demands (Cable & DeRue, 2002). Needs-supplies fit focuses on the congruence between the needs of an employee (e.g., pay, benefits, development opportunities) and how well the job satisfies those needs (Cable & DeRue, 2002).

Beyond the fit between a person and the job is a broader form of fit between person and the overall organization. *Person-organization fit* is often focused more on alignment between person and organization values and culture (Cable & DeRue, 2002; Kristof-Brown et al., 2005). While it is important for job candidates to be proficient in the tasks they would encounter on the job, it is also important for them to feel that they fit with the organization. If a candidate is lacking in some areas of knowledge about their job, and therefore has lower demands-abilities PJ fit, the organization can choose to train them to increase their abilities and further align them with the demands of their position. However, individuals do not typically change their overall values. Kristof-Brown et al. (2005) suggested that those with low PO fit will eventually leave the organization because of the same reasoning explained previously and used the ASA model (i.e., attraction-selection-attrition) presented in Schneider (1987) to support this theory.

Given the present research focus, the demands-abilities subset of PJ fit is likely to play a central role during the selection process as candidates are being judged on how qualified they are to successfully carry out job tasks. Researchers have also found that demands-abilities PJ fit and PO fit are weakly correlated (Cable & DeRue, 2002) while needs-supplies PJ fit and PO fit are more highly correlated (Kristof-Brown et al., 2005). Since the focus of this study was on fit perceptions developed throughout the selection process and the accuracy of those fit perceptions, demands-abilities PJ fit and

PO fit were focused on because they may be more likely to waiver between pre-hire and post-hire. Because needs-supplies PJ fit is associated with relatively concrete expectations that a candidate forms during job hunting and through the process of finalizing an employment contract or job offer, there should be less ambiguity surrounding these aspects of the job. Consequently, needs-supplies PJ fit may be more likely to be perceived accurately by applicants during the pre-hire process and remain stable post-hire. Therefore, focusing on the demands-abilities subset of PJ fit with PO fit was expected to provide more useful and non-redundant information.

Cable and DeRue (2002) also found that when compared to demands-abilities and needs-supplies PJ fit, PO fit was a better predictor of organizational identification, perceived organizational support, peer-rated citizenship behaviors, and turnover decisions. They found that demands-abilities and needs-supplies PJ fit were also significantly related to these outcomes, but after including PO fit, these relationships dissipated. PO and PJ fit have both been found to influence organizational attraction during the selection process; however, PJ fit was more likely to influence whether or not a candidate accepted a job offer (Carless, 2005). Therefore, PJ fit may be more likely to influence anticipated engagement and candidates' ultimate likelihood of accepting a job offer. In contrast, PO fit may prove to be more important to the organization because of its association with more long-term organizational outcomes indicating a high-quality relationship between employee and employer.

Selection Practices and Processes

As noted in the preceding section, there is the possibility that worker engagement is something that develops out of a positive alignment or sense of fit between a person and his or her job and organization and this theory is supported by the job fit literature (e.g., Kristof-Brown et al., 2005; Uggerslev, Fassina, & Kraichy, 2012). Such fit perceptions are based on information gathered by individuals through a variety of means. Organizations control a very powerful stream of information

including the initial point of contact and details about the job, organization, and work that candidates are exposed to when they pursue an opportunity. Candidates then use this information to decide whether or not they are qualified for such a position and whether or not being a member of the organization is attractive to them. Candidates who believe they fit with the ideals of the organization and could handle the amount and type of work that would be expected of them on the job will remain in the selection process longer than those who do not view themselves as being a good fit for an open position. Therefore, the quality and detail of the information that organizations provide, and the extent to which this information is truthful, is critical for candidates to accurately decide to persist throughout the selection process or select-out.

Throughout this section and the remainder of this manuscript, *selection practice* is used to refer to an individual tool or method included in an organization's overall *selection process*. Organizations use a variety of practices to identify the best possible candidates for hire. The effectiveness of a given selection process is largely dependent on the nature of and requirements for the open position that an organization is seeking to fill. However, additional evidence points to the possibility that companies may not be following best-practice guidance when it comes to their selection practices and processes.

König, Klehe, Berchtold, and Kleinmann (2010) found that organizations choose selection practices based more on anticipated applicant reactions, costs, and a desire to be consistent with what other similar organizations are utilizing, rather than on the actual predictive ability of a given tool or practice in a specific employment situation. In addition, the industry that an organization belongs to can also influence the choice of selection practices. Zibarras and Woods (2010) surveyed 579 organizations of varying sizes and industry sectors and found that certain industries were more likely to use particular selection practices than others. For example, they found that public and voluntary organizations were less likely than other industries to use curriculum vitae (CV) or resumes, and more likely to use references, structured interviews, applications, and background, drug, and medical checks when

compared to other industry sectors. Zibarras and Woods also found that the most commonly used selection practices overall included review of resume/CV, applications, interviews, and references. Furthermore, organizations were more likely to use informal methods (e.g., unstructured interview) than formal methods of selection (e.g., assessment centers).

Superseding the specific elements to any selection process, organizations must also take into consideration complex legal requirements when choosing, developing, and implementing their selection practices. At a most general level these requirements typically include ensuring that the selection practices do not result in disproportionate impact against candidates who are members of protected groups. Along these lines, in the USA the EEOC (Equal Employment Opportunity Commission) has identified several selection practices commonly used as elements of organizations' selection processes. These include (a) cognitive tests measuring knowledge, skills, and abilities, (b) physical ability tests, (c) sample job tasks, (d) medical exams, (e) personality tests, (f) integrity tests, (g) background checks, (h) credit checks, (i) previous performance appraisals, and (j) English proficiency tests.

A somewhat similar list of selection practices recently provided by SIOP (2016) identified nine selection practices that have been found to be valid indicators of future job performance, and summarized the advantages and disadvantages of each of these practices. The nine selection practices in the SIOP list include: assessment centers, biographical data, cognitive ability tests, integrity tests, interviews, job knowledge tests, personality tests, physical ability tests, and work samples/simulations. A compilation of the EEOC-provided selection practices matched to their similar SIOP-provided selection practices, and the SIOP-provided advantages and disadvantages is included in Appendix A.

For the purposes of the present study, these various selection practices are classified into two general categories, with selection practices being primarily information-gathering or information-giving. *Information-gathering* selection practices are those designed primarily to gather information about applicants for organizations to use when making screening decisions (e.g., CV, application, background

check). *Information-giving* selection practices are those designed primarily to signal and share information about the organization to applicants (e.g., work simulation, job knowledge test, physical ability test). It is possible that a particular selection practice could possess both information-gathering and information-giving qualities. However, for the purpose of this study, selection practices were categorized based on their primary perceived purpose as classified by subject matter experts (SMEs). For example, a cognitive ability test may provide an applicant with an idea of the level of cognitive or mental ability needed to be successful in the job, but the primary perceived purpose of including a cognitive ability assessment in a selection process is to gather information about applicants. Therefore, this specific selection practice would be categorized as information-gathering.

Information-gathering selection practices. The likelihood of a selection practice gathering accurate information stems from signaling theory and the unfortunate truth that organizations and job candidates often have differing goals they wish to accomplish through the pre-hire selection process (Bangerter, Roulin, & König, 2012). Signaling theory (Spence, 1973) refers to the process of an exchange of information between two or more parties and the idea that this exchange is designed to send particular signals necessary to reach a specific outcome. In this case, the goal of the organization may be to find the most qualified individual for the job while the goal of the applicant may be to appear as the most qualified for the job, whether or not they actually are. It is in these instances where the likelihood of the applicant being honest becomes a crucial concern; therefore, the ability of a candidate to fake socially desirable responses should be kept to a minimum if not removed altogether. It is clear to see that while there are a multitude of selection practices being used, they are not all considered equal in terms of the degree to which they are likely to lead to accurate selection-related inferences on the part of the organization. In a similar fashion, not all selection practices are equally likely to yield

accurate perceptions in the minds of applicants based on the comprehensiveness and richness of the information provided by the organization, about the organization.

For these and other reasons, organizations are well advised to (and often do) use a combination of selection practices to improve their chances of identifying the best possible applicant(s) to hire. All of the selection practices summarized in Appendix A may be more or less appropriate in a specific selection process, but a critical legal compliance-related requirement is that the components to a selection process are job relevant and fair to all candidates. The selection process should be aligned with the position and have the ability to assess potential performance on the job (Gusdorf, 2008). As an example, for complex jobs, a structured interview would likely be more beneficial than an unstructured interview in identifying the fit of an applicant with the job and organization. Unstructured interviews often result in merely a casual conversation and thus offer almost no predictive ability for future job performance (Gusdorf, 2008). Various tests can also be beneficial because they provide opportunities to gather objective and bias free information about the applicant (Gusdorf, 2008).

Information-giving selection practices. In addition to assessing applicants, many selection practices also provide applicants with a realistic or quasi-realistic preview of the job and working conditions; sometimes, formal job previews (i.e., Realistic Job Previews or RJPs) are also deployed as part of an organization's recruiting or selection process. Candidates formulate expectations of the job throughout the selection process and the accuracy of their expectations can greatly influence their attitudes and behaviors (e.g., engagement, tenure) post-hire and therefore, organizational success (e.g., Cunningham, 2015). The use of RJPs can be viewed as a process of signaling between the organization and applicants that allows the applicants to gather information about the work that is carried out and the environment it is carried out in, as well as characteristics of the organization as a whole including honesty, support, and care for employees (Earnest, Allen, & Landis, 2011). These details can help

applicants that would fit well with the job adequately identify their high pre-hire fit and help those applicants that would not fit well with the job adequately identify their need to select-out of the selection process.

Research suggests that use of RJPs may be associated with reductions in employee turnover (Buckley, Fedor, Veres, Wiese, & Carraher, 1998; Earnest et al., 2011). It has also been shown that RJPs are perceived by applicants as more helpful than expectation lowering procedures (i.e., procedures used specifically to lower unrealistically high expectations that applicants may develop, as opposed to providing applicants with a realistic preview), are better at reducing gaps between pre-hire expectations and post-hire work experiences, and are positively related to post-hire job satisfaction (Buckley et al., 1998). Once hired, those who received RJPs also have better job performance (Premack & Wanous, 1985) and are less likely to quit (Phillips, 1998). It is clear that RJPs can play a highly influential role in the selection process and are therefore a cost-efficient way to maximize the success of organizations' selection practices by helping to identify the best candidate for the job.

Several researchers have also studied the extent to which the use of selection practices can predict future organizational outcomes including turnover and job performance (e.g., Barrick & Zimmerman, 2009). Therefore, the idea to leverage the predictive ability of selection practices in a way to improve upon highly influential organizational outcomes is not a new one. However, a focus on identifying particular selection practices' influences on post-hire employee engagement is, and was the aim of the present study.

Job-fit and the Selection Process

There is some existing research into how PJ and PO fit may be linked with organizational selection practices and processes, although this research is limited. For example, Sekiguchi and Huber (2011) found that an applicant's PJ fit is often used by employment decision-makers to form a lower

evaluation of the applicant rather than PO fit, perhaps because low PJ fit would be a more legally-sound reason for rejection of a job candidate than low PO fit. Sekiguchi and Huber also found that the more knowledge-intensive the position, the more important it is, in the eyes of the employment decision-maker, for the applicant to have high PJ fit.

Sekiguchi and Huber (2011) also found that the perceived importance of PO fit was not affected by the knowledge intensiveness of a position, but was identified as more important for permanent contracts rather than fixed-term contracts. The findings for contract length are reasonable as organizations would likely want to ensure that their long-term employees' goals and values align with that of the organization, since these characteristics remain relatively unchanged. Similarly, PJ fit was considered more important for fixed-term contracts when compared to permanent positions. Because PJ fit is likely to change as time passes and employees gain more knowledge about their job, it may not be viewed as highly important for longer term contracts since training can be used if a higher level of PJ fit is necessary. Chen, Lee, and Yeh (2008) also found PO fit to be positively related to hiring recommendations and job offers. The results of these studies indicate the importance of job-fit in the selection process and that this factor is considered by employment decision-makers when identifying applicants as potential employees. However, the focus of the present study was on job-fit from the perspective of the applicant.

The Present Study

Based on the research reviewed above, it was expected that organizational selection practices and processes affect the extent to which applicants develop accurate perceptions of PJ and PO fit. As job fit has generally been linked to employee engagement, it is also reasonable to assume that an organization's choice of selection practices could, therefore, influence the extent to which employees are ultimately engaged post-hire. It is also likely that different types of selection practices may be more

or less strong as influencers on applicants' early stage perceptions of fit with the job and organization, and on longer term engagement.

This is where the proposed information-gathering and information-giving categories described previously come into play. The RJP research summarized supports the idea that information-giving selection practices may lead to more accurate fit perceptions and more desirable selection outcomes than information-gathering practices and that candidates exposed to more information-giving selection practices are more likely to form accurate perceptions of fit. Table 1 summarizes the common selection practices identified by the EEOC and SIOP, in terms of these two categorizations. Although it is possible that selection practices can have both information-gathering and information-giving characteristics, it is suggested that practices are predominately one or the other. Table 1 displays the categorization of selection practices based on the characteristic that each practice is more likely to represent.

Table 1 Classification of the most common selection procedures as information-giving or information-gathering and the extent that they identify rich, job-relevant information

	Selection Practices
Information-Giving	Work Samples and Simulations
	Assessment Center
	Job Knowledge Test
	Physical Ability Test
	Structured Interview
	Unstructured Interview
Information-Gathering	Biographical data (qualifications, experience, previous performance appraisals)
	Cognitive Ability Test
	References
	Application
	CV/Resume
	Personality Test
	English Proficiency Test
	Integrity Test
	Criminal Background Check
	Drug Test/Medical Check
	Credit Check

Information-Richness

The information provided by SIOP (2016) regarding advantages and disadvantages of employment tests was used to formulate this initial classification and ranking of common selection practices. In the first stage I corroborated these selection practice classifications through a brief pilot study involving SMEs with training in Industrial and Organizational Psychology. Note also that the selection practices in Table 1 are rank-ordered in terms of the richness of information that is gathered or shared through each selection practice (top-down from most rich to least rich). *Richness* was defined in this study as the depth of the information gathered as a result of the selection practice taking into consideration the value attached to that information, with valuable information being identified as more job-relevant. The importance of job-relevant selection practices is also supported by the research on RJPs discussed earlier.

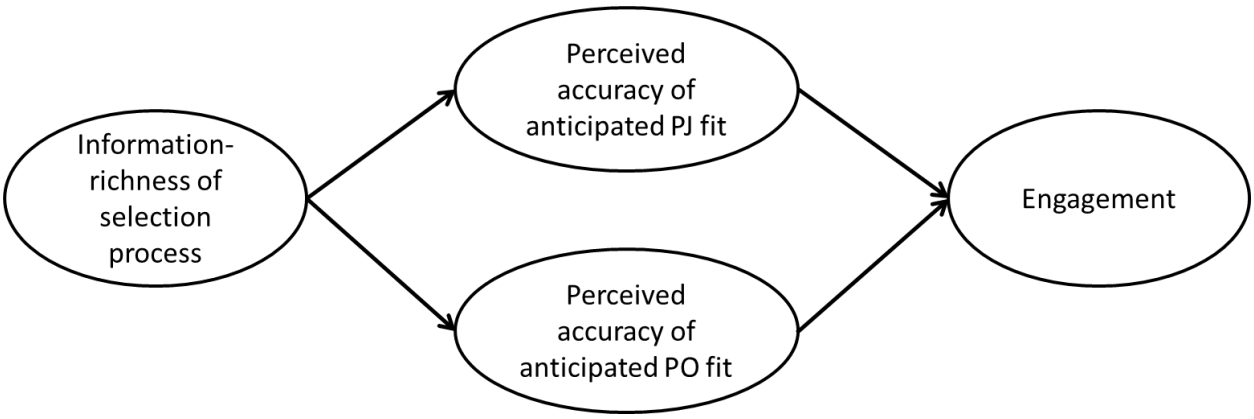

Figure 1 Predicted relationships among selection practices, accuracy of anticipated (pre-hire) fit perceptions, and employee engagement

The present study was designed to test the conceptual model shown in Figure 1. The focus was on how selection practices (information-gathering and information-giving) influence the accuracy of individuals' initial person-work fit perceptions (of PJ and PO forms), and whether this influences their engagement at work. The accuracy of applicants' anticipated fit perceptions is a crucial element to consider because applicants base their employment decisions on how qualified they feel they are to carry out the job and how well they believe they will fit as a member of the organization as a whole. If the selection practices used by an organization allow an applicant to make accurate assumptions of fit with the job and organization, then those who ultimately accept a job offer are likely to have high PJ and high PO fit. As a result, they will also be more likely to have higher levels of engagement once they begin working in the organization.

The present study was designed to expand the current research on employee engagement by identifying a relationship between the information richness of selection practices experienced by an employee during an organization's selection process and the employee's subsequent level of

engagement with their work. This relationship was tested as one that is conditioned through the mediating influence of the accuracy of employees' anticipated PJ and PO fit perceptions. As a basic research question, it was anticipated that information-richness is most strongly associated with information-giving selection practices, though both information-giving and information-gathering practices were considered. As detailed in the Method section, the information richness of experienced selection processes was operationalized in terms of Selection Process Information Richness (SPIR) scores calculated for each participant based on richness weightings from SMEs and participants' own judgments of the information-richness of selection practices that they experienced.

More specifically, the present study tested the following hypotheses:

Hypothesis 1: There is a relationship between richness of selection practices and employees' engagement with their work, such that candidates who experienced a more information-rich selection process report higher present engagement than candidates who experienced a less information-rich selection process.

Justification for this hypothesis stems from the preceding RJP literature summarized. As information-richness was defined in this study as being more job-relevant, it is likely that the outcomes of RJPs would also apply to the selection processes identified in the present study as information-rich. The RJP literature explains that employees experiencing RJPs during their selection process positively impacts their views of their work (i.e., higher job satisfaction, lower turnover intentions) and their performance. Since the outcomes of RJP exposure are also related to high engagement, it is likely that exposure to RJPs, or an information-rich selection process, will also be positively related to engagement.

Hypothesis 2: There is a relationship between richness of selection practices and the discrepancy between employees' anticipated and current (a) PJ and (b) PO fit perceptions, such that employees who were exposed to a richer selection process experience less discrepancy between

pre- and post-hire fit perceptions than employees who were exposed to a low richness selection process.

Support for this hypothesis also stems from the previously noted RJP research that indicates that RJPs reduce the gap between employees' pre-hire and post-hire expectations. Therefore, an employee who experienced RJPs during their selection process (i.e., a more information-rich selection process), would be more likely to have accurate expectations going into the job, and it is likely that these expectations formulate their anticipated PJ and PO fit.

Hypothesis 3: The discrepancy between employees' anticipated and current (a) PJ and (b) PO fit will condition/mediate the relationship between richness of the selection process and employee engagement. Specifically, the information-richness of the experienced selection process will influence reported employee engagement through the level of discrepancy between participants' anticipated and current fit perceptions.

Support for this hypothesis is evident in the RJP literature noted in support of hypotheses one and two when considered along with the previously summarized job fit literature, indicating a positive relationship between job fit and engagement.

To more fully isolate influences on engagement, hypotheses were tested with and without gender, age, average number of hours worked per week, tenure, job satisfaction (job in general and work on present job), and affective commitment included as covariates.

CHAPTER II

PILOT STUDY METHODOLOGY

As previously noted, the present study began by conducting a pilot study to verify the classification of selection practices as information-gathering or information-giving. The results of this pilot study and prior research were jointly considered to finalize the classification of selection practices for the main study.

Participants

Participants for the pilot study included 13 SMEs with background knowledge and/or expertise in Industrial and Organizational (I-O) Psychology. Participants included six Master's-level graduate students and seven working professionals with this background (six of which have a Master's in I-O Psychology and one who has a PhD in I-O Psychology). The participants were 38.5% male and 61.5% female with an average age of 25.77 (*SD* = 3.19). All of the participants identified as Non-Hispanic/Non-Latino and White. However, because the pilot study focused on the classification of selection practices based on academic/professional standards and expertise, it is not likely that the lack of diversity impacted the results.

Procedure

The initial information-gathering and information-giving classification of selection practices provided in Table 1 was based on previous research and was altered based on the feedback provided by

the SMEs who participated in the pilot study. Participants who met the criterion were sent a request to participate in the pilot study and those who agreed were emailed the link to an online survey to complete the questionnaire. Participants were provided with the definitions of each common selection practice from Table 1. They then rated each practice on the extent they believed that the practice is information-gathering and the extent the practice is information-giving. They were also asked to provide an explanation for their dominant rating (i.e., why they felt a selection practice was primarily information-gathering or information-giving). Participants also rated each practice in terms of the richness of information gathered/given. These ratings were compiled and used to determine the primary classifications for each of the selection practices to be used in the main study.

If the majority of pilot study participants had identified a selection practices as neutral (i.e., neither predominately information-giving nor information-gathering), that practice would have been discarded from Table 1 and not used in the main study to more succinctly focus on the contrast between these two classifications. However, none of the selection practices were identified as such. Participants' information-richness ratings were averaged to identify one richness rating to represent each practice. This average rating was used in the main study.

Materials

An online survey through the Qualtrics survey system was used to gather data for the pilot study. When rating practices as primarily information-giving or information-gathering, participants were asked to use a scale from 0-10 (0= not at all, 10= completely). Definitions of these two classification groups were provided in the survey instructions for participants to reference if needed. Participants were also asked to briefly justify in writing their dominant rating for each selection practice. Following the completion of this section used to classify the selection practices, a second rating activity was utilized to gather SME ratings of each selection practice on the richness of information that they

give/gather. Each selection practice was rated on richness by dragging a slider bar along a rated line (0-100, 0= very low richness while 100= very high richness) to the appropriate level of richness the SME associated with the practice.

Basic demographic information was also gathered from the participants including age, sex, ethnicity and race. Other demographic information was gathered to confirm that all participants could be considered SMEs, including: highest level educational degree and subject, number of years of work experience in I-O psychology or a related field, status as a student and degree they are currently seeking, and status as a full-time employee and in what area (i.e., academic, applied practitioner, other; those that chose "other" were asked to provide what other area they work in). See Appendix B for the full pilot study survey.

The results from the pilot study were reviewed before moving on with the main study, to make sure that more participants were not needed. More participants would have been needed if selection practices were rated by SMEs on information-giving, information-gathering, and richness in an inconsistent or irregular manner (i.e., if there was no clear consensus of ratings of the selection practices).

CHAPTER III

PILOT STUDY RESULTS

The first objective of the pilot study was to identify a divide between selection practices that are primarily information-gathering and selection practices that are primarily information-giving. The anticipated results (summarized in Table 1) were that most of these selection practices could be classified as being either predominantly information-gathering or information-given. The results of this pilot study, however, did not fully conform to this expectation. Unexpectedly, only one selection practice had a higher information-giving rating than its information-gathering rating: unstructured interviews. Most selection practices gather some form of information on the applicant, so relatively high ratings of information-gathering for all of the selection practices does make sense. Clear differences between these selection practices emerge, however, when considering the information-giving ratings from SMEs. The ratings of all of the selection practices with their respective information-gathering and information-giving ratings, ordered by information-giving rating, are provided in Table 2.

Table 2 *M* (*SD*) of selection practice ratings as information-gathering and information-giving

Selection Practice	Information- gathering Rating	Information-giving Rating
Structured Interview	8.54 *(1.22)*	6.23 *(2.33)*
Unstructured Interview	5.31 *(3.10)*	5.85 *(3.16)*
Job Knowledge Test	7.46 *(1.82)*	5.77 *(2.83)*
Work Samples and Simulations	8.00 *(2.11)*	5.62 *(3.03)*
Physical Ability Test	6.46 *(3.34)*	4.308 *(2.99)*
Assessment Center	7.92 *(1.86)*	4.08 *(2.90)*
Integrity Test	7.69 *(2.02)*	4.08 *(3.01)*
Personality Test	7.92 *(2.34)*	2.85 *(2.77)*
English Proficiency Test	7.15 *(3.16)*	2.62 *(2.92)*
Drug Test/Medical Check	8.39 *(1.86)*	2.15 *(2.69)*
Application	9.15 *(1.03)*	1.85 *(1.46)*
Credit Check	7.15 *(3.90)*	1.77 *(2.46)*
References	8.15 *(2.54)*	1.69 *(2.33)*
Cognitive Ability Test	9.08 *(1.86)*	1.54 *(2.74)*
Criminal Background Check	9.15 *(1.96)*	1.39 *(2.68)*
Biodata	8.92 *(1.39)*	1.15 *(1.66)*
CV/Resume	9.62 *(1.08)*	0.85 *(2.38)*

Note. Ratings are on a scale 0-10

The structured interview, unstructured interview, job knowledge test, work samples and simulations, physical ability test, assessment center, and integrity test were the practices having the highest information-giving ratings. Based on the definition of information-giving provided for this study (i.e., those practices designed primarily to signal and share information about the organization to applicants), these results were expected because these practices provide the applicant with more information about the job or the organization compared to the other practices. The personality test,

English proficiency test, drug test/medical check, application, credit check, references, cognitive ability test, criminal background check, biodata, and CV/resume had noticeably lower ratings for information-giving. Based on the definition of information-gathering provided for this study (i.e., those designed primarily to gather information about applicants for organizations to use when making screening decisions), these results were expected since these practices gather data about the applicant, from which the applicant cannot extract much job- or organization-relevant information.

The second objective of the pilot study was to classify the selection practices based on the richness of information that they either give or gather. The ratings of all of the selection practices based on information-richness is provided in Table 3. The selection practices are sorted by their information-richness ratings, from largest to smallest. Resulting rankings based on pilot study data are provided alongside the original anticipated ranking of selection practices based on information-richness taken from Table 1. Rankings of selection practices based on information-giving as well as information-richness are provided alongside each other in Table 4 to indicate how well the proposed relationship aligned.

Table 3 *M* (*SD*) of selection practice information-richness ratings

Selection Practice		
Anticipated Rankings (from Table 1)	**SME Actual Ranking**	**Information-richness Rating**
Work Samples and Simulations	Work Samples and Simulations	79.69 (*14.54)*
Assessment Center	Structured Interview	73.77 (*13.33*)
Job Knowledge Test	Job Knowledge Test	71.15 (*12.17*)
Physical Ability Test	Assessment Center	70.62 (*15.51)*
Structured Interview	Cognitive Ability Test	56.69 (*18.36*)
Unstructured Interview	CV/Resume	55.54 (*23.23*)
Biodata	Biodata	54.62 (*20.27*)
Cognitive Ability Test	Unstructured Interview	51.58 (*22.07)*
References	Physical Ability Test	51.55 (*22.76*)
Application	Integrity Test	51.46 (*23.754*
CV/Resume	Personality Test	42.83 (*24.13*)
Personality Test	References	40.15 (*20.56*)
English Proficiency Test	Application	39.62 (*21.87*)
Integrity Test	English Proficiency Test	39.42 (*26.65*)
Criminal Background Check	Criminal Background Check	35.92 (*19.15*)
Drug Test/Medical Check	Drug Test/Medical Check	30.46 (*19.86*)
Credit Check	Credit Check	19.50 (*12.82)*

Note. Information-richness was rated on a scale 0-100

Table 4 *M (SD)* Comparison of rankings based on information-richness and information-giving ratings

Information-richness rating	**Selection Practice ordered by information-richness rating**	**Selection Practice ordered by information-giving rating**	**Information-giving rating**
79.69 *(14.54)*	Work Samples and Simulations	Structured Interview	6.23 *(2.323*
73.77 *(13.33)*	Structured Interview	Unstructured Interview	5.85 *(3.16)*
71.15 *(12.17)*	Job Knowledge Test	Job Knowledge Test	5.77 *(2.83)*
70.62 *(15.51)*	Assessment Center	Work Samples and Simulations	5.62 *(3.03)*
56.69 *(18.36)*	Cognitive Ability Test	Physical Ability Test	4.31 *(2.99)*
55.54 *(23.23)*	CV/Resume	Assessment Center	4.08 *(2.90)*
54.62 *(20.27)*	Biodata	Integrity Test	4.08 *(3.01)*
51.58 *(22.07)*	Unstructured Interview	Personality Test	2.85 *(2.77)*
51.55 *(22.76)*	Physical Ability Test	English Proficiency Test	2.62 *(2.92)*
51.46 *(23.75)*	Integrity Test	Drug Test/Medical Check	2.15 *(2.69)*
42.83 *(24.13)*	Personality Test	Application	1.85 *(1.46)*
40.15 *(20.56)*	References	Credit Check	1.77 *(2.46)*
39.62 *(21.87)*	Application	References	1.69 *(2.33)*
39.42 *(26.65)*	English Proficiency Test	Cognitive Ability Test	1.54 *(2.74)*
35.92 *(19.15)*	Criminal Background Check	Criminal Background Check	1.39 *(2.68)*
30.46 *(19.86)*	Drug Test/Medical Check	Biodata	1.15 *(1.66)*
19.50 *(12.82)*	Credit Check	CV/Resume	0.85 *(2.38)*

Note. Information-richness was rated on a scale 0-100; Information-giving was rated on a scale 0-10

CHAPTER IV

PILOT STUDY DISCUSSION

The expectation going into the pilot study was that selection practices rated more highly as information-giving would also be identified as also having higher information-richness. These expectations are held true for work samples and simulations, structured interviews, job knowledge tests, and assessment centers. However, unstructured interviews, physical ability tests, and integrity tests did not rate as highly in terms of information-richness. Although cognitive ability tests, CV/Resumes, and biodata were identified as primarily information-gathering, it appears that the information that is gathered is still rich and is useful when making selection decisions. These are the only three selection practices that separate unstructured interviews, physical ability tests, and integrity tests from the rest of the practices identified as more information-giving. Because there is only a minor discrepancy in expected vs actual results, the anticipated relationship between an information-giving classification and information-richness rating was relatively accurate. These results easily demonstrate that the anticipated rankings of selection practices on information-richness were relatively accurate with some discrepancy over the practices that were in the middle of this range.

CHAPTER V

MAIN STUDY METHODOLOGY

The main study began upon completion of the Pilot Study used to finalize the classification of selection practices as either information-gathering or information-giving and the richness of information captured within each selection practice. SME information-richness ratings resulting from the pilot study were applied in the main study.

Participants

Recruitment. Participants included recently hired employees working at a variety of organizations in various regions. As noted in the introduction, the industry an organization belongs to can influence the set of selection practices used. Therefore, a variety of industries and organizations were targeted to increase the chances of capturing variability in selection practices. Recent hires were defined as employees who have been working with a company for one year or less. This inclusion criterion is important because these individuals may be more likely to recount specific details from the process by which they were selected versus employees who have been working in the same position for a longer period of time.

Recruitment strategies from previous studies (e.g., Feldman & Turnley, 1995; Holton III, 2001) that also focused on new employees were borrowed, including contacting the alumni relations office of a university. For the present study, two alumni relations offices from Southeastern universities were contacted who subsequently distributed the survey to recent alumni. One university sent the survey via

email to 2,074 recent graduates, the other university posted my survey to their alumni LinkedIn page, containing 1,736 members. Also, the career development office at one of the universities helped with recruitment by reaching out to followers on one of their social media sites (consisting of 782 followers, mostly consisting of alumni and also recent students). In addition to these methods, the Commissioner of a Southeastern state as well as the President of a local SHRM chapter were contacted and offered their assistance by distributing to their recent hires and local SHRM members (300 active SHRM members received my request for participants, not the direct survey). A local young professionals' association was also contacted and my study information, not the direct survey, was distributed on one of their social media sites (consisting of 3,123 followers) and interested individuals were asked to contact me directly. Participants were also recruited through university and program alumni and professional LinkedIn groups (totaling 33,791 members, some of which are redundant across groups) by posting my study information, not the direct survey, and asking interested individuals to contact me directly.

Previous research involving recently hired employees also identified their participants by contacting firms directly and then contacting those who meet the inclusion criteria directly (e.g., Klein, Polin, & Sutton, 2015). For the present study, certain industries were targeted most heavily given known differences across companies within these industries (e.g., restaurant, white-collar positions, and manufacturing). Current business and personal connections were contacted as potential sources of participants and were also used as a resource to identify other potential participants through a form of snowball sampling technique. Snowball sampling involves utilizing connections to a particular subject-group to assist in identifying similar participants and obtaining a larger sample than the researcher currently has access to (Cunningham, Weathington, & Pittenger, 2013). This technique is usually applied when the target population is difficult to reach. In this case, because the targeted population was so narrow (i.e., employees only working in their current position for 12 months or less), snowball sampling

allowed for participants to also recommend other recently hired employees in their current organization or personal network.

Finally, selected companies' human resource departments and/or managers (24 total businesses) were contacted directly to gain access to contact information for recent hires. Recent hires were contacted personally via email in some instances, while in others the organization's contact opted to forward out an introduction email to the survey themselves. Organizations that facilitated access to new hires were also offered an aggregate report upon study completion regarding the engagement and fit perceptions of their participating employees (only in situations where greater than five employees have participated to ensure anonymity of participants' responses). A more detailed overview of the recruitment strategies utilized for this study is included in Appendix C.

Sample. A total of 225 verified recent hires received the survey. Another 4,592 others had access to the survey link (through the recruitment means summarized above); however, the majority of these individuals likely did not meet the inclusion criterion. The final sample consisted of 160 participants. The response rate based on the 225 verified recent hires was 71.11%. The response rate is based on this number rather than the total (4,817) number of people who were exposed to the survey link because it is likely that not all of them met the inclusion criterion of being a recent hire so they were not all part of the targeted population. Of the 160 final responses, 102 provided mostly complete demographic information. Among these participants, 63.7% were female, the average age was 32.82 years (*SD* = 10.59), and the average hours worked per week was 41.03 (*SD* = 6.89); 3.9% identified as Hispanic/Latino, 91.1% identified as Non-Hispanic/Non-Latino, 4.9% preferred not to answer; 4.9% identified as Asian, 7.8% identified as Black/African American, 80.4% identified as White, 3.9% identified as other, 2.9% preferred not to answer; 55.6% had been working in their current job position for 0-6 months and 44.4% had been working in their current job position for 6-12 months. Participants

represented wide variety of occupations from the following industries: accommodation and food services; arts, entertainment, and recreation; construction; educational services; engineering; finance and insurance; healthcare and social assistance; information technology; manufacturing; retail; transportation; utilities; human resources; family and children services; government; landscape design; ecommerce; non-profit; senior care; wholesale distribution; corrections; property management; automotive; marketing; wellness and technology; and real estate.

Design

The design of the study was correlational because the conclusions to be drawn pertained to hypothesized relationships among continuously-scaled employee perceptions of selection practices qualities, fit perceptions, and engagement.

Measures

The dependent variable for the present study was employee engagement. The main independent variables were the information-richness of selection practices and the degree of discrepancy between anticipated pre-hire and current fit perceptions. Job satisfaction and affective commitment were also included to serve as covariates in the analyses so that more accurate estimates can be obtained regarding the relationships between selection practices, accuracy of fit perceptions, and employee engagement. Additional variables that were considered included: tenure in their current position, the industry they work in, average number of hours worked per week, path of hire (i.e., temporary agency or directly by the organization), the organization for which they work and the zip code for their primary work location (to identify organizations with five or more participating employees), and their current job title. Basic demographic information including gender, age, ethnicity, and race was also gathered.

All measures were administered in the order outlined below to participants via internet survey, using the Qualtrics platform. These measures are detailed below and questions are included in Appendix D.

Employee engagement. The full-length Utrecht scale (Schaufeli et al., 2002) was used as the primary measure of employee engagement. It includes 17 items measuring the levels of vigor, dedication, and absorption that an employee is experiencing in relation to their job. Examples of items include "At my work, I feel bursting with energy," (vigor) "I am enthusiastic about my job," (dedication) and "Time flies when I am working" (absorption). Schaufeli et al. (2002) identified the Utrecht scale to be both a reliable and valid measure of employee engagement. Lewis and Cunningham (2016) also found the items to be reliable at $\alpha = .88$. The items were responded to on a 7-point scale where 0= never and 6= every day.

For exploratory purposes and as a secondary way of measuring employee engagement, participants were also asked to respond a series of open-ended questions regarding the ways in which they demonstrate engagement in their day-to-day work. For example, an employee could state that they display work engagement by staying fully focused on their daily tasks until they are completed. Participants were also asked to share a few examples of behaviors they see in coworkers that indicate engagement (e.g., co-workers are enthusiastic when carrying out their duties). Finally, participants were asked to indicate how often they feel engaged at work by dragging a slider bar along a line marked from 0-100, 0= never while 100= always.

Selection process. Participants indicated whether or not they experienced each of the selection practices summarized in Table 1. To minimize chances of confusion, brief descriptions of each practice were provided. Participants also indicated whether they see each of these experienced selection

practices as being more information-giving or information-gathering (again, definitions were provided) by rating each selection practice on the extent they reflect both classifications (utilizing a slider bar to be dragged along a line from 0= not at all to 100= completely) and providing an explanation for their dominant rating; this secondary set of inputs were used to validate the findings from the pilot study. Participants were also asked to rate each selection practice they experienced on the same information-richness scale used in the pilot study. These ratings were used to verify richness ratings provided by pilot study participants.

Participant responses to this portion of the survey were scored as follows to yield a weighted SPIR score, calculated by weighting each reported selection practice from participants with the average information-richness rating provided by SMEs during the pilot study. For participants who reported more than one experienced selection practice, the SME SPIR score was calculated by summing the information-richness ratings associated with each practice. As an example, if the average SME rating of information-richness for structured interviews is 80 and for work samples is 90, then a participant who reports experiencing just these two practices would yield a SME SPIR score of 170. While high SPIR scores reflect high information-richness of the experienced selection process, low SPIR scores reflect the opposite. The same procedures were followed to yield a personal SPIR score based on participants' ratings of the information-richness of the selection practices they experienced (i.e., personal ratings of each practice experienced were summed to yield a personal SPIR score). Due to the nature of this measure and the present data collection, it was not possible to appropriately estimate its reliability.

Person-job fit. A measure of PJ fit was used to identify the relationship between the demands of an individual's job and their abilities. Some measures of PJ fit focus on how the individual feels they relate to their job, but in an effort to identify a more objective indication of the level of PJ fit of an employee, a demands-abilities scale was utilized. The three-item scale developed by Cable and DeRue

(2002) was used. The three items include "The match is very good between the demands of my job and my personal skills," "My abilities and training are a good fit with the requirements of my job," and "My personal abilities and education provide a good match with the demands that my job places on me." Cable and DeRue found these items to be reliable at α = .84-.89. The items were responded to on a five-point Likert scale where 1= strongly disagree and 5 = strongly agree.

Pre-hire anticipated and current PJ fit perceptions were gathered to identify any discrepancies between the two perceptions. Participants were also asked directly to rate the extent to which their anticipated PJ fit perceptions as an applicant match the fit they were experiencing at the time of participation in this study (on a scale from 0-100, 0= not at all, 100= completely) and to indicate what type of discrepancy in these perceptions exists, if any (i.e., accurate high fit; accurate low fit; anticipated high fit, current low fit; anticipated low fit, current high fit). Ultimately, the main measure used in the present analyses was the direct rating that indicated participants' perception of accuracy in anticipated fit.

Person-organization fit. The three-item PO fit scale developed by Cable and DeRue (2002) was used to identify how well an employee's values are aligned with those of their organization. The items include "The things that I value in life are very similar to the things that my organization values," "My personal values match my organization's values and culture," and "My organization's values and culture provide a good fit with the things that I value in life." Cable and DeRue found these items to be reliable at α = .91-.92. The items were responded to on a five-point Likert scale where 1= strongly disagree and 5= strongly agree.

Pre-hire anticipated and current PO fit perceptions were gathered for the same purpose as PJ fit: to identify discrepancies between the two perceptions. Participants were also asked directly the extent to which their anticipated PO fit perceptions match the fit they are experiencing now (on a scale

from 0-100, 0= not at all, 100= completely) and to indicate what type of discrepancy in these perceptions exists, if any (i.e., accurate high fit; accurate low fit; anticipated high fit, current low fit; anticipated low fit, current high fit. Ultimately, the main measure used in the present analyses was the direct rating that indicated participants' perception of accuracy in anticipated fit.

Job satisfaction. A portion of the 38-item Abridged Job Descriptive Index (AJDI) (Brodke et al., 2009) was used as a measure of the covariate, job satisfaction. Two scales within the AJDI were included: Job in General (JIG) and Work on Present Job (WOPJ). The JIG scale was included to provide an overall measure of job satisfaction. The WOPJ scale was included because it is most closely related to the fit perceptions that will be studied, specifically, PJ fit. The other scales in the index include People on Your Present Job, Pay, Opportunities for Promotion, and Supervision. These areas could provide valuable information but were not included because they are more closely related to the needs-supplies form of PJ fit that was not focused on in the present study, rather than the demands-abilities form of PJ fit.

The JIG scale includes eight items and the WOPJ scale includes six items. Both scales were answered on a "yes," "no," or "?" basis. Each item is an adjective or phrase to which each participant responds indicating whether or not the adjective or phrase describes that particular aspect of their work. An example adjective in the JIG scale is "disagreeable" and an example adjective in the WOPJ scale is "rewarding." The instructions for completing the WOPJ scale were minimally altered to ensure that participants would respond the way that they should. The original instructions noted to "Think about your current job at present" and was altered to include the following: "Think about your current job at present (i.e., the tasks you complete)." Doing this more fully separated the frame of mind of participants when completing the JIG scale and the WOPJ scale.

Brodke et al. (2009) found both JIG and WOPJ scales to be reliable measures at α= .92 and α= .90, respectively. They also found these particular scales to have the highest correlation with a single item overall measure of job satisfaction when compared to the other dimensions in the index. The JIG scale correlates with the single item overall job satisfaction measure at *r* = .79 and the WOPJ scale correlates with the single item overall job satisfaction measure at *r* = .63. All other dimensions in the index correlated at *r* = .49 or less.

Affective commitment. The eight-item Affective Commitment Scale developed by Allen and Meyer (1990) was used. Allen and Meyer found the measure to be reliable at *α* = .87. Example items include "I enjoy discussing my organization with people outside of it," "I would be very happy to spend the rest of my career with this organization," and "This organization has a great deal of personal meaning for me." The items were responded to on a seven-point Likert scale, where 1= strongly disagree and 7= strongly agree.

Demographics. At the beginning of the survey, participants were asked to indicate how long they had been working in their current job position (i.e., 0-6 months, 6-12 months, >12 months). This question was used to screen out participants if they did not meet the inclusion criteria of working in their job position for one year or less. This information was also used to determine if the "honeymoon effect" impacted the results. The honeymoon effect is typically thought of as existing when an employee starts a new job and they are more likely to view their job in a more positive light and be more determined in their work (Boswell, Boudreau, & Tichy, 2005). They also experience heightened job satisfaction during this time that tapers off to a more stable level within a year (Boswell et al., 2005).

At the conclusion of the survey, each participant was asked to provide various demographic information. These questions were administered last to minimize the possible impact of respondent

fatigue on the overall survey responses. Responses to these items were used to ensure that the participants gathered are representative of the general population as well as to identify those organizations that qualified for the aggregate summaries. Each participant was asked to indicate the industry within which they work, the average number of hours they work per week, the path through which they were hired (i.e., temporary agency or directly by the organization), their gender, age, ethnicity, race, organization for which they work, zip code of their main work location, and current job title. The following gender options were provided: female, male, transgender, other, and prefer not to answer. However, respondents only answered "female" or "male" so the results are coded as 1=female, 2=male. Organization and zip code were gathered solely to identify which organizations had at least five employees complete the survey to qualify for the free employee engagement and perceived PJ and PO fit aggregate summaries.

Procedure

Each target organization's human resources department was contacted via email or phone to request participation of their new hires. Personal network and business connections were also contacted via email, phone, or LinkedIn to request their participation. Individual participants were contacted and given basic information concerning the study as well as a Qualtrics link to an informed consent letter and the series of questionnaires. The first step in the online survey required participants to check a box indicating informed consent to participate in the study before the Qualtrics link enabled them to move to the questionnaire. If the box was not checked, the individual was redirected to the end of survey blurb. Those who completed the informed consent portion were then asked to indicate their tenure in their current job to ensure that they met the inclusion criterion for the study (i.e., only working in their current job for 12 months or less). If participants indicated that they had been working in their current position for more than 12 months, they were redirected to the end of survey blurb.

Those who had only been working in their current position for one year or less were directed to the first questionnaire to indicate their level of employee engagement.

After completion of the first questionnaire, participants were able to move through the remaining questionnaires (i.e., selection process, retrospective PJ and PO, current PJ and PO fit, job satisfaction, and affective commitment). Response quality checks were also placed throughout the survey to ensure that participants were not simply clicking through the survey questions and instead were taking time to answer each question (an example includes "To monitor quality, please respond with "Strongly Disagree" to this item."). Lastly, each participant was asked to fill out a demographics portion of the survey indicating the industry they work in, average number of hours worked per week, path of hire, gender, age, ethnicity, race, organization they work for, zip code of primary work location, and current job title. See Appendix D for the full main study survey.

Upon completing data collection, the data were "cleaned" so that the final dataset for analysis included only cases that could be used for the hypotheses testing or to answer additional exploratory questions. Some participants did not fully complete the survey and therefore their responses were subject to exclusion. For participants' responses to be included in data analysis, they had to have at least completed the entire engagement scale so that an overall average level of engagement for the sample could be calculated. For the main analyses, participants had to have completed the entire engagement scale and indicated which selection practices they experienced (to answer hypothesis 1), indicated which selection practices they experienced and both retrospective and current PJ and/or PO fit scales (to answer hypothesis 2), or all three previously mentioned sections (to answer hypothesis 3). All participants' responses for the exploratory portion of the engagement section identifying behavioral indicators of engagement were used if given. Overall, there were 189 total respondents of which 160 completed a portion large enough to be kept in the "clean" dataset.

CHAPTER VI

MAIN STUDY RESULTS

Descriptive Statistics

Basic descriptive statistics for all variables are included in Table 5 to indicate number of cases, means, medians, standard deviations, minimums, and maximums.

Table 5 Descriptive statistics for all study variables

Variables	*N*	*M*	*Median*	*SD*	Min	Max
Gender	102.00	1.36	1.00	0.48	1.00	2.00
Age	101.00	32.82	29.00	10.59	22.00	66.00
Average Hours Worked Per Week	102.00	41.03	40.00	6.89	20.00	60.00
Tenure	160.00	1.44	1.00	0.50	1.00	2.00
Job in General Satisfaction	102.00	20.60	24.00	5.51	0.00	24.00
Work on Present Job Satisfaction	102.00	13.97	15.00	4.94	0.00	18.00
Affective Commitment	102.00	4.89	5.00	1.24	1.75	7.00
SME SPIR Score	137.00	50.55	49.94	5.51	40.23	73.77
Personal SPIR Score	104.00	71.37	75.00	22.86	5.00	100.00
Retrospective PJ Fit	106.00	6.31	6.67	0.89	2.67	7.00
Current PJ Fit	105.00	6.27	6.67	1.08	1.00	7.00
Accuracy of Anticipated PJ Fit	103.00	83.92	90.00	19.66	8.00	100.00
Retrospective PO Fit	106.00	5.85	6.00	1.20	1.33	7.00
Current PO Fit	105.00	5.77	6.00	1.37	1.00	7.00
Accuracy of Anticipated PO Fit	101.00	79.38	85.00	21.26	0.00	100.00
Overall Engagement	158.00	4.56	4.88	1.12	0.06	6.00
Vigor	158.00	4.68	5.00	1.14	0.00	6.00
Dedication	158.00	4.75	5.20	1.37	0.00	6.00
Absorption	158.00	4.30	4.50	1.16	0.17	6.00

Note. Gender was coded as 1=Female, 2=Male; Tenure as coded as 1=0-6 months, 2=6-12 months.

Bivariate correlations between all major variables as well as Cronbach alphas for the scales used are reported in Table 6. For the purposes of this study, Kendall's tau-b was used to identify correlations because most of the variables were positively skewed.

Table 6 Kendall's tau-b intercorrelations between all study variables

Variables	1.	2.	3.	4.	5.	6.	7.	8.	9.
1. Gender									
2. Age	-.121								
3. Average Hours Worked Per Week	.119	-.010							
4. Tenure	-.125	.090	.028						
5. Job in General Satisfaction	.024	-.021	.012	-.104	*.856*				
6. Work on Present Job Satisfaction	.067	.005	-.065	.005	.525 **	*.819*			
7. Affective Commitment	-.099	.000	.090	-.055	.457 **	.305 **	*.853*		
8. SME SPIR Score	.053	.022	-.016	-.109	.092	.062	-.001		
9. Personal SPIR Score	-.064	.079	.062	.032	.178 *	.198 **	.250 **	.080	
10. Retrospective PJ Fit	-.150	.101	.054	-.062	.346 **	.260 **	.329 **	-.009	.266 **
11. Current PJ Fit	-.022	.047	.023	-.090	.364 **	.354 **	.372 **	.084	.259 **
12. Accuracy of Anticipated PJ Fit	-.080	.151 *	.056	-.087	.351 **	.237 **	.429 **	.109	.308 **
13. Retrospective PO Fit	-.142	.053	.017	.025	.238 **	.243 **	.409 **	.018	.273 **
14. Current PO Fit	-.057	.040	.049	.035	.372 **	.384 **	.454 **	.066	.215 **
15. Accuracy of Anticipated PO Fit	-.159	.219 **	.090	-.018	.379 **	.215 **	.484 **	.028	.354 **
16. Overall Engagement	-.072	.110	.080	-.006	.437 **	.432 **	.391 **	.068	.224 **
17. Vigor	-.070	.174 *	.062	.016	.391 **	.372 **	.312 **	.070	.268 **
18. Dedication	-.139	.057	.058	.008	.463 **	.479 **	.403 **	.045	.273 **
19. Absorption	.001	.064	.095	-.016	.363 **	.361 **	.335 **	.054	.077

Variables	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.
10. Retrospective PJ Fit	*.765*									
11. Current PJ Fit	.678 **	*.906*								
12. Accuracy of Anticipated PJ Fit	.485 **	.446 **								
13. Retrospective PO Fit	.432 **	.344 **	.377 **	*.913*						
14. Current PO Fit	.324 **	.395 **	.415 **	.665 **	*.957*					
15. Accuracy of Anticipated PO Fit	.393 **	.366 **	.515 **	.518 **	.494 **					
16. Overall Engagement	.426 **	.415 **	.427 **	.377 **	.444 **	.357 **	*.939*			
17. Vigor	.419 **	.372 **	.384 **	.332 **	.385 **	.327 **	.740 **	*.870*		
18. Dedication	.403 **	.411 **	.404 **	.387 **	.436 **	.365 **	.759 **	.641 **	*.902*	
19. Absorption	.313 **	.339 **	.342 **	.304 **	.409 **	.259 **	.723 **	.489 **	.509 **	*.792*

Note. * p < .05; ** p < .01; alpha reliabilities, where appropriate, are listed in italics along the diagonal; Gender was coded as 1= Female 2= Male; Tenure was coded as 1=0-6 months 2=6-12 months

To be consistent with the Pilot Study, the results for information-giving, information-gathering, and information-richness ratings are provided in Table 7. Selection practices on the left side are ordered from most to least information rich; the selection practices on the right side are ordered from most to least information-giving. The alignment between high information-giving ratings and high information-richness ratings was not perfect but there is evidence to suggest that more information-giving selection practices may be perceived by applicants as more information-rich.

Table 7 *M (SD)* comparison of rankings based on information-richness and information-giving ratings

Information-richness rating	Selection Practice ordered by information-richness rating	Selection Practice ordered by information-giving rating	Information-giving rating	Information-gathering rating
86.15 *(20.97)*	Structured Interview	Assessment Center	78.62 *(23.28)*	72.57 *(26.87)*
82.47 *(14.08)*	Job Knowledge Test	Unstructured Interview	78.32 *(25.27)*	82.39 *(24.84)*
79.51 *(26.43)*	CV/Resume	Structured Interview	77.88 *(27.50)*	87.66 *(19.69)*
77.77 *(24.24)*	Unstructured Interview	Integrity Test	73.71 *(34.36)*	96.67 *(8.17)*
73.79 *(23.85)*	Work Samples and Simulations	Work Samples and Simulations	68.58 *(33.83)*	81.19 *(25.40)*
73.33 *(28.13)*	Integrity Test	Personality Test	66.18 *(30.54)*	87.27 *(20.42)*
73.00 *(28.59)*	Assessment Center	Biodata	61.18 *(39.71)*	80.97 *(25.86)*
72.00 *(30.93)*	Personality Test	Drug Test/Medical Check	56.91 *(41.70)*	87.96 *(25.28)*
70.22 *(29.79)*	Biodata	CV/Resume	55.69 *(43.11)*	88.58 *(21.80)*
69.27 *(30.07)*	References	Job Knowledge Test	55.36 *(33.56)*	80.88 *(25.53)*
63.35 *(35.06)*	Application	Application	55.06 *(37.51)*	82.66 *(25.99)*
63.29 *(39.04)*	Criminal Background Check	References	54.12 *(41.75)*	87.15 *(23.20)*
61.00 *(55.15)*	English Proficiency Test	Cognitive Ability Test	53.88 *(37.73)*	72.60 *(38.19)*
53.25 *(37.59)*	Drug Test/Medical Check	Criminal Background Check	51.45 *(44.71)*	88.09 *(23.03)*
44.00 *(34.43)*	Cognitive Ability Test	English Proficiency Test	44.50 *(4.95)*	100.00 *(0.00)*
40.92 *(38.95)*	Credit Check	Credit Check	41.82 *(48.34)*	76.94 *(27.87)*
31.75 *(35.29)*	Physical Ability Test	Physical Ability Test	38.25 *(35.80)*	84.75 *(12.79)*

Note. Information-richness was rated on a scale 0-100; Information-giving and information-gathering were rated scales 0-100

Hypothesis Testing

The following sections will detail the results gathered from testing each of the three main hypotheses. Going into this analysis, two additional sets of participant responses were excluded for being extremely disparate from all other data points with respect to perceived information-richness (SPIR) score values; the data from these participants is included with the descriptive statistics already reported. A bias-corrected bootstrapping method was used running 10,000 iterations for some of the analyses described in the following sections (all analyses using bootstrapping are specified). This method was used to get a more accurate view of the relationship since the sample size for this study was relatively small.

Hypothesis 1. The first hypothesis was that there is a relationship between the richness of selection practices experienced and employees' engagement with their work. It was suggested that candidates who experienced a more information-rich selection process would report higher engagement than candidates who experienced a less information-rich selection process. This proposed relationship was based on the summarized RJP literature and the outcomes with which RJPs and engagement have been shown to correlate.

This hypothesis was tested two ways. First, a bivariate correlation analysis was used to test this hypothesis between engagement and SPIR scores derived using the SME information-richness ratings from the pilot study as well as SPIR scores derived using participants' personal ratings of information-richness of selection practices experienced. These relationships were examined using a bias-corrected bootstrapping method with 10,000 iterations. The relationship between SME-derived SPIR scores and employees' engagement was not significant. However, the relationship between participants' personal

SPIR scores and engagement was significant $r(100) = .222$, $p < .01$, 95% CI [.076, .362]. This supports Hypothesis 1.

Second, a more comprehensive test of this hypothesis was conducted using hierarchical regression. Demographic covariates were entered on step 1, followed by job satisfaction and affective commitment, followed by the SME and personal SPIR scores, all as predictors of engagement. The results are summarized in Table 8. From this analysis, it was observed that SME SPIR scores remained nonsignificant while personal SPIR scores were no longer significantly related to engagement.

Table 8 Hierarchical regression for engagement

	Engagement					
		β				
Predictors	Step 1	Step 2		Step 3		
Gender	-0.07	-0.01		-0.01		
Age	0.05	0.05		0.06		
Average Hours Worked Per Week	0.04	0.07		0.07		
Tenure	0.12	0.10		0.10		
Job in General Satisfaction		0.28	*	0.28	*	
Work on Present Job Satisfaction		0.39	**	0.39	**	
Affective Commitment		0.22	*	0.23	*	
SME SPIR Score				-0.01		
Personal SPIR Score				-0.02		
ΔR^2	0.03	0.60		0.00		
ΔF	0.67	48.15	**	0.03		
Adjusted R^2	-0.01	0.60		0.59		
F	0.67	21.62	**	16.45	**	

Note. $N = 96$; * $p < .05$; ** $p < .01$; Gender was coded as 1= Female 2= Male; Tenure was coded as 1=0-6 months 2=6-12 months

Hypothesis 2. The second hypothesis was that there is a relationship between the richness of selection practices experienced and the discrepancy between employees' anticipated and current PJ and PO fit perceptions. Employees who were exposed to a richer selection process were expected to experience less discrepancy between pre- and post-hire fit perceptions than employees who were exposed to a low richness selection process. This proposed relationship was also based on the summarized RJP literature stating that RJPs reduce the difference between pre- and post-hire expectations.

As with Hypothesis 1, two analytical approaches were used to test this hypothesis. First, bivariate correlations were run to test the linkage between participants' current perceived accuracy of anticipated pre-hire job and organizational fit (i.e., the match between their anticipated fit and what they are experiencing now). These relationships were examined using a bias-corrected bootstrapping method with 10,000 iterations. From this analysis, SME SPIR scores were not correlated with either perceptions of PJ or PO fit, but personal SPIR scores were significantly correlated with participants' accuracy of anticipated PJ fit, $r(97) = .309$, $p < .01$, 95% CI [.167, .445] and PO fit, $r(97) = .335$, $p < .01$, 95% CI [.210, .453].

Second, hierarchical regression analysis was also used to identify if these relationships remained significant when including demographic and attitudinal covariates. This analysis involved entering the demographic variables on step one, the job and work-related attitudes on step 2, and the SME and personal SPIR scores on step 3. Results from these analyses are summarized in Table 9, where it is evident that Personal SPIR scores significantly predicted accuracy of anticipated PJ fit over and above demographics, job satisfaction, and affective commitment. Personal SPIR scores also significantly predicted accuracy of anticipated PO fit over and above demographics, job satisfaction, and affective commitment. Together, these results provide support for hypothesis 2.

Table 9 Hierarchical regression for accuracy of anticipated PJ fit and PO fit

	Accuracy of Anticipated PJ Fit			Accuracy of Anticipated PO Fit		
	β			*β*		
Predictors	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
Gender	-0.15	-0.07	-0.07	-0.18	-0.09	-0.09
Age	0.12	0.16 *	0.14	0.24 *	0.28 **	0.26 **
Average Hours Worked Per Week	0.24 *	0.19 *	0.15	0.18	0.12	0.08
Tenure	-0.14	-0.10	-0.09	-0.10	-0.06	-0.06
Job in General Satisfaction		0.52 **	0.52 **		0.40 **	0.41 **
Work on Present Job Satisfaction		-0.09	-0.12		-0.10	-0.13
Affective Commitment		0.28 **	0.22 *		0.34 **	0.26 *
SME SPIR Score			0.02			-0.07
Personal SPIR Score			0.19 *			0.24 **
ΔR^2	0.09	0.43	0.03	0.12	0.36	0.05
ΔF	2.24	26.55 **	2.77	3.01 *	19.69 **	4.85 *
Adjusted R^2	0.05	0.48	0.50	0.08	0.43	0.48
F	2.24	13.74 **	11.73 **	3.01 *	11.22 **	10.57 **

Note. $N = 96$; * $p < .05$; ** $p < .01$; Gender was coded as 1= Female 2= Male; Tenure was coded as 1=0-6 months 2=6-12 months

Hypothesis 3. The third and final hypothesis was that the discrepancy between employees' anticipated and current PJ and PO fit perceptions mediate the relationship between information-richness of the selection process and employee engagement. In other words, it was anticipated that the information-richness of the experienced selection process would influence employees' current engagement at work through its influence on the accuracy of employees' anticipated versus current fit perceptions. This proposed relationship was also based on the existing RJP literature that supported the

relationships outlined in Hypotheses 1 and 2, combined with the known positive relationship between job fit and employee engagement.

This proposed mediation relationship was analyzed using the PROCESS tool for conditional analyses (Hayes, 2013). PROCESS is a form of regression that can be used specifically to test for mediation. These relationships were examined using a bias-corrected bootstrapping method with 10,000 iterations. First, the relationship with SME SPIR scores was examined without including the demographic, job satisfaction, and affective commitment covariates. The total effect between SME SPIR and engagement was non-significant without the mediators present and the direct effect with the mediators was also non-significant. These effects are summarized in Figure 2, indicating that the only significant effect was for perceived accuracy of anticipated PJ fit on engagement. However, there were no significant effects to suggest that job fit discrepancies mediate SME SPIR scores and engagement when covariates are not included.

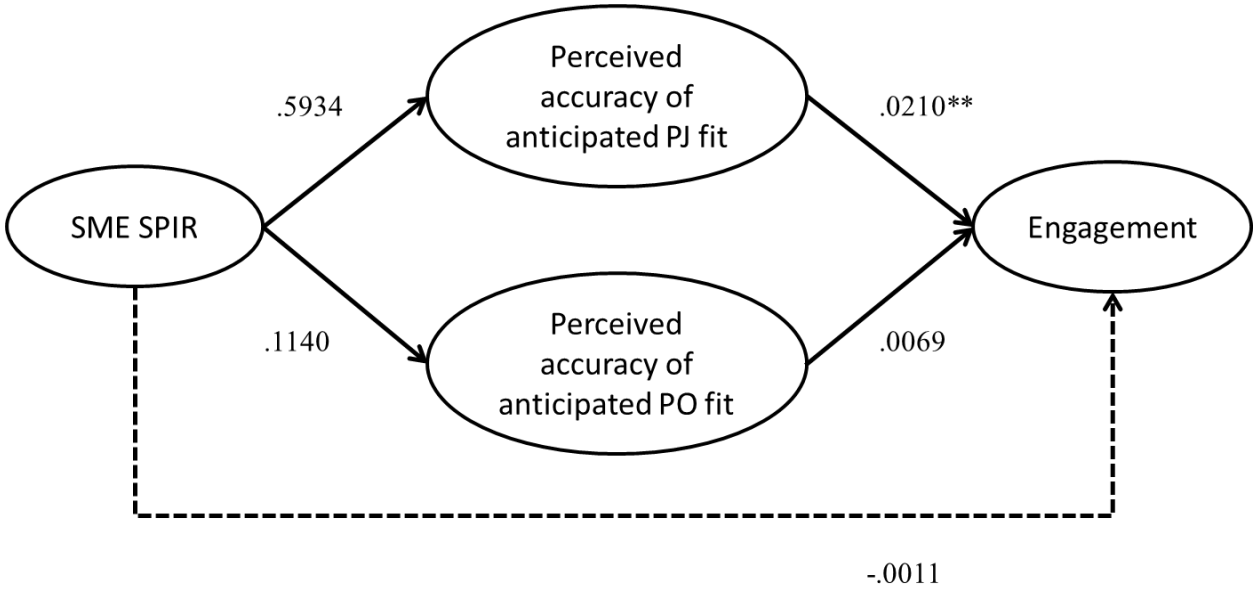

Figure 2 Accuracy of anticipated PJ/PO fit as possible mediators of the relationship between SME SPIR score and engagement, without covariates; ** $p < .01$

The same analyses were conducted to identify the relationship using personal SPIR scores without demographic, job satisfaction, and affective covariates included. Again, these relationships were examined using a bias-corrected bootstrapping method with 10,000 iterations. The total effect between personal SPIR and engagement was significant without the mediators present (95% CI [.0019, .0181]); however, the direct effect with the mediators was non-significant. These effects are summarized in Figure 3. This time, there was a significant effect indicating that participants' perceived accuracy of PJ fit mediated the relationship between personal SPIR scores and engagement (95% CI [.0021, .0187]).

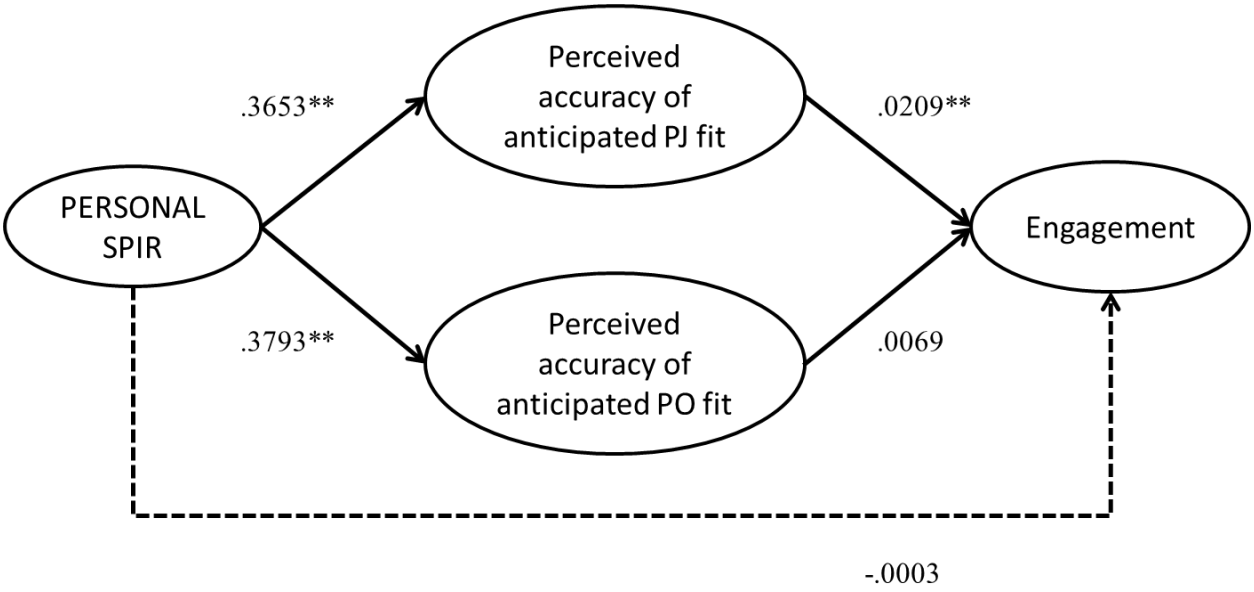

Figure 3 Accuracy of anticipated PJ/PO fit as possible mediators of the relationship between personal SPIR score and engagement, without covariates; ** $p < .01$

PROCESS analyses were also completed to including demographic, job satisfaction, and affective commitment covariates. These relationships were also examined using a bias-corrected bootstrapping method with 10,000 iterations. The total effect between SME SPIR and engagement was non-significant without the mediators present and the direct effect with the mediators was also non-significant. These effects are summarized in Figure 4, indicating that none of these relationships were significant. There were no significant effects to suggest that job fit discrepancies mediate SME SPIR scores and engagement; however, there was a near significant effect of accuracy of anticipated PJ fit on engagement. The effects of the covariates included in this analysis are summarized in Table 10.

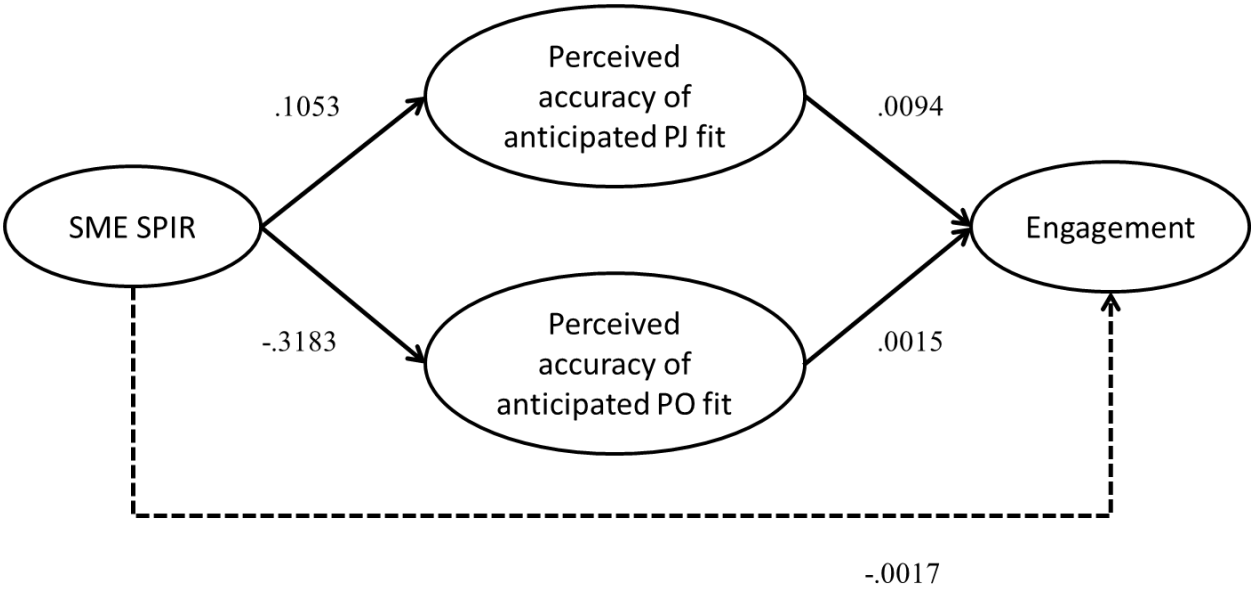

Figure 4 Accuracy of anticipated PJ/PO fit as possible mediators of the relationship between SME SPIR score and engagement, with covariates

Table 10 Summary of covariate regression coefficients in SME SPIR model

	Accuracy of Anticipated PJ Fit		Accuracy of Anticipated PO Fit		Engagement	
Gender	-2.26		-3.34		0.00	
Age	0.29	*	0.55	**	0.00	
Average Hours Worked Per Week	0.67	**	0.37		0.00	
Tenure	-2.70		-2.51		0.23	
Job in General Satisfaction	2.03	**	1.58	**	0.03	
Work on Present Job Satisfaction	-0.31		-0.35		0.08	**
Affective Commitment	4.34	**	5.24	**	0.12	

Note. These estimates were generated using a procedure from Hayes (2013); based on 10,000 bootstrap resamples; * $p < .05$; ** $p < .01$; Gender was coded as 1= Female 2= Male; Tenure was coded as 1=0-6 months 2=6-12 months; These coefficients represent direct relationships between the covariates and each of the three variables separated by column.

A fourth mediational model was run in PROCESS to examine the same effects using personal SPIR scores. These relationships were again examined using a bias-corrected bootstrapping method with 10,000 iterations. This time, the total effect between personal SPIR and engagement was non-significant without the mediators present and the direct effect with the mediators was also non-significant. These effects are summarized in Figure 5. There was not a significant effect indicating that participants' perceived accuracy of PJ/PO fit mediated the relationship between personal SPIR scores and engagement. Although this mediation relationship was near significant for PJ fit (95% CI [-.0001, .0061]). The effects of the covariates included in this analysis are summarized in Table 11.

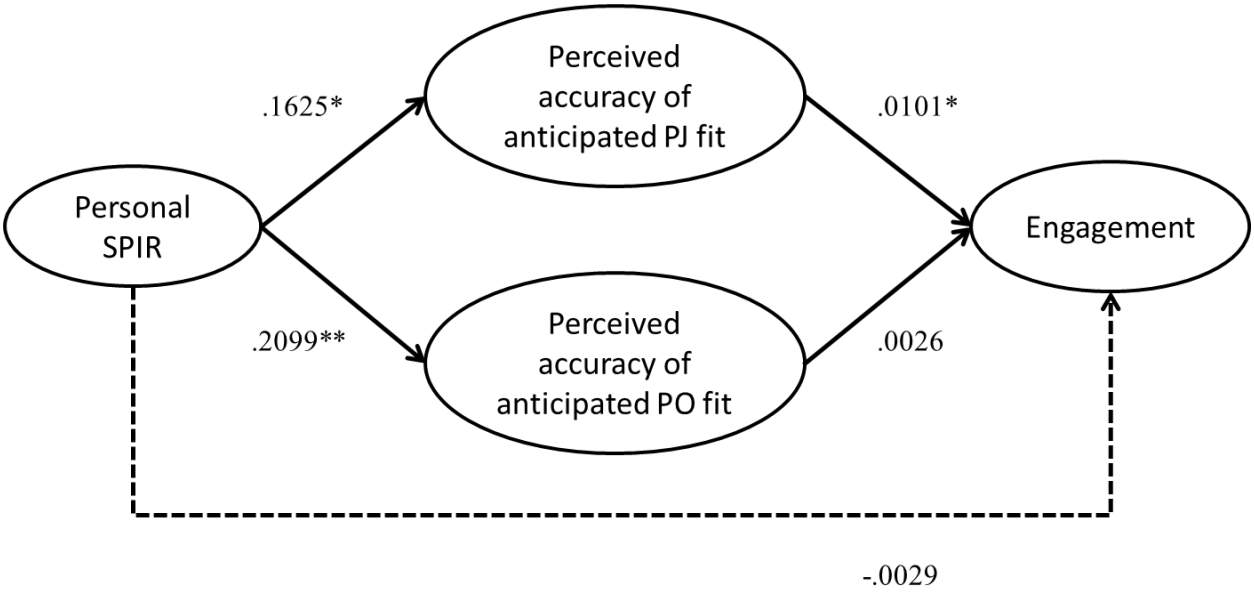

Figure 5 Accuracy of anticipated PJ/PO fit as possible mediators of the relationship between personal SPIR score and engagement, with covariates; * $p < .05$; ** $p < .01$

Table 11 Summary of covariate coefficients in personal SPIR model

	Accuracy of Anticipated PJ Fit		Accuracy of Anticipated PO Fit		Engagement	
Gender	-2.03		-3.47		0.00	
Age	0.28		0.50	**	0.00	
Average Hours Worked Per Week	0.60	**	0.24		0.00	
Tenure	-2.81		-1.76		0.23	
Job in General Satisfaction	2.04	**	1.58	**	0.03	
Work on Present Job Satisfaction	-0.39		-0.56		0.08	**
Affective Commitment	3.45	*	4.23	*	0.13	

Note. These estimates were generated using a procedure from Hayes (2013); based on 10,000 bootstrap resamples; * $p < .05$; ** $p < .01$; Gender was coded as 1= Female 2= Male; Tenure was coded as 1=0-6 months 2=6-12 months; These coefficients represent direct relationships between the covariates and each of the three variables separated by column.

CHAPTER VII

MAIN STUDY DISCUSSION

The purpose of the present study was to explicate the relationship between the selection practices used during an employee's hiring process and their subsequent engagement on the job, through PJ and PO fit perceptions. This study provided a glimpse into this proposed relationship to indicate that organizations might be able to increase their employees' engagement before they even start the job, simply by utilizing selection practices that are more information-rich, with respect to job-relevant information.

It is worth noting a few interesting basic relationships found in this study. The first is that SME SPIR scores and personal SPIR scores were not significantly related. It was expected that SMEs' perceptions of the information-richness of selection practices would align with participants' perceived information-richness of the selection practice, but this was not the case. This raises an interesting question of which perspective is more critical in this type of research. On the one hand, SME-based perceptions may be useful for guiding the design of recruitment efforts and selection processes, thus providing a value to the organization. On the other hand, it seems that the perception that matters more in the selection process is how the applicants who are actually experiencing various selection practices perceive them to be. Spending more time viewing the selection process from this perceptive would likely benefit an organization greatly given that applicants are the ones making the final employment decision: to accept or reject a job offer. Therefore, the more an organization can understand this process from the perspective of the applicant, the more likely they will be able to

successfully influence their top candidates to accept an offer. To facilitate further research along these lines, participants' information-richness ratings can be directly compared to the initial anticipated rankings and SME's ratings (from the Pilot Study) in Table 12. All rankings are ordered from most information-rich to least information-rich; participant and SME rankings are based on the information-richness ratings and are provided in the table. Some selection practices are fairly consistent across the three rankings; however, it is clear that applicants may have a different view of the selection process than professionals do.

Table 12 *M* (*SD*) comparison of selection practice information-richness ratings by participants, SMEs, and anticipated rankings

Participant Information-richness Rating	**Participant Actual Ranking**	**Anticipated Rankings (from Table 1)**	**SME Actual Ranking**	**SME Information-richness Rating**
86.24 *(20.70)*	Structured Interview	*Work Samples and Simulations*	Work Samples and Simulations	79.69 *(14.54)*
82.47 *(14.08)*	Job Knowledge Test	*Assessment Center*	Structured Interview	73.77 *(13.33)*
79.51 *(26.43)*	CV/Resume	*Job Knowledge Test*	Job Knowledge Test	71.15 *(12.17)*
77.77 *(24.24)*	Unstructured Interview	*Physical Ability Test*	Assessment Center	70.62 *(15.51)*
73.79 *(23.85)*	Work Samples and Simulations	*Structured Interview*	Cognitive Ability Test	56.69 *(18.36)*
73.33 *(28.13)*	Integrity Test	*Unstructured Interview*	CV/Resume	55.54 *(23.23)*
73.00 *(28.59)*	Assessment Center	*Biodata*	Biodata	54.62 *(20.27)*
72.00 *(30.93)*	Personality Test	*Cognitive Ability Test*	Unstructured Interview	51.58 *(22.07)*
70.22 *(29.79)*	Biodata	*References*	Physical Ability Test	51.55 *(22.76)*
69.27 *(30.07)*	References	*Application*	Integrity Test	51.46 *(23.75)*
63.35 *(35.06)*	Application	*CV/Resume*	Personality Test	42.83 *(24.13)*
63.29 *(39.04)*	Criminal Background Check	*Personality Test*	References	40.15 *(20.56)*
61.00 *(55.15)*	English Proficiency Test	*English Proficiency Test*	Application	39.62 *(21.87)*
53.25 *(37.59)*	Drug Test/Medical Check	*Integrity Test*	English Proficiency Test	39.42 *(26.65)*
44.00 *(34.43)*	Cognitive Ability Test	*Criminal Background Check*	Criminal Background Check	35.92 *(19.15)*
40.92 *(38.95)*	Credit Check	*Drug Test/Medical Check*	Drug Test/Medical Check	30.46 *(19.86)*
31.75 *(36.29)*	Physical Ability Test	*Credit Check*	Credit Check	19.50 *(12.82)*

Note. Information-richness was rated on a scale 0-100; Information-giving and information gathering were rated on scales 0-100

With respect to other variables of interest in the present study, participants' retrospective fit perceptions were higher, on average, than their current fit perceptions and that both retrospective PJ and current PJ fit perceptions were higher than retrospective PO and current PO fit perceptions. Participants' accuracy of anticipated PJ fit was also higher than their accuracy of anticipated PO fit. These results may indicate that it is easier for applicants to formulate an accurate perception of PJ fit compared to PO fit when going through the selection process. This finding makes sense, as it is likely more difficult for participants to identify the culture of an organization solely through the selection process; organizations also are more likely to "put their best foot forward" when trying to attract candidates so these perceptions could be based on false information.

The first hypothesis was that the applicants' perceived information-richness of a selection process would be positively related to their ultimate engagement on the job. The results from the correlation analysis for Hypothesis 1 supported this proposed relationship, but only when examining participants' personal perceptions of the information-richness of the selection process. However, as was stated earlier, it may be the case that participants' personal perceptions of the selection process are the ones that really matter, not the intended utility or function of the selection process from an employer's perspective. These participants were likely able to identify more information about the jobs they were applying for which allowed them to make a more informed decision when they accepted their job offers. However, when the regression analysis was run to include covariates in this relationship, the findings were non-significant. These results suggest that applicant perceptions of information-richness may influence engagement but no more than potentially more proximal job attitudes.

Hypothesis 2 proposed that the information-richness of the selection process an applicant experienced is positively associated with the accuracy of participants' anticipated PJ/PO fit (pre-hire) versus the PJ/PO fit they were experiencing at the time of the survey. Participants who perceived the

selection process they went through as being more information-rich did in fact indicate that their pre-hire perceptions of PJ and PO fit were highly accurate. This finding in conjunction with the results from Hypothesis 1 suggests that applicants who go through an information-rich selection process are able to develop highly accurate perceptions of PJ and PO fit which may then lead them to being highly engaged on the job.

In the analysis of Hypothesis 3, the proposed mediation model was supported between applicants' perceptions of the information-richness of the selection process they went through, their accuracy of anticipated PJ fit, and engagement when covariates were not included. This model also accounted for a significant portion of the variance in engagement (Full model Adj R^2 = .3182, $F(3, 91)$ = 14.159, $p < .01$). However when including covariates, this mediation model was not supported, although participants' accuracy of anticipated PJ fit was near significant as a mediator between participants' information-richness ratings and engagement. It is possible that the accuracy of PJ fit perceptions rather than PO fit perceptions was closer to mediating this relationship because the construct of engagement is focused more on the job you are carrying out, rather than how in tune you are with the organization's culture. Although the mediation relationship was not significant when covariates were included, the total model accounted for a significant portion of the variance in engagement (Full model Adj R^2 = .6264, $F(10, 83)$ = 13.917, $p < .01$).

The same analyses were completed to test the near significant mediation model, this time including the SPIR scores previously excluded as outliers due to their personal SPIR scores. The mediation was significant in this instance and provides evidence that there is a problem in this particular sample of range restriction. It is expected that this relationship would be significant in a larger sample.

Another explanation for the near significance is the quadrant of possibilities for discrepancy and how that relates to accuracy. Participants were asked to place themselves in a quadrant to indicate any discrepancy between their retrospective and current perceptions of fit for both PJ and PO types:

anticipated high, actual high; anticipated low, actual low; anticipated high, actual low; anticipated low, actual high. Only two of the quadrants lend themselves to being considered highly accurate while the other two represent a clear discrepancy. However, the majority of participants indicated that they anticipated high fit and are currently experiencing high fit, so the results were not expected to be meaningfully influenced by this factor.

Future analyses are planned to further probe this relationship to identify if it did in fact influence the significance of the mediation model. This is because even though there are two quadrants representing accurate anticipated perceptions, only one would be likely to yield high engagement (anticipated high fit, current high fit) while the other would likely yield low engagement (anticipated low fit, current low fit). However, additional data collection is needed to gather a sample more representative of the four different types of discrepancy before this quadrant relationship can be fully described.

Quadrants were also assigned to participants based on calculated *z*-scores of participants' retrospective and current PJ and PO fit perception data to indicate "high" and "low" with respect to the mean. Comparisons of the self-selected and calculated quadrant frequencies are in Tables 13 and 14. It is interesting to note that these self-selected and calculated quadrants do not align perfectly, particularly in the "anticipated low fit, current low fit" quadrant. Since the calculated quadrant was based on their retrospective and current fit perceptions, it is possible that participants were not clear on what constitutes high and low fit. In other words, they may not have realized that the way they felt about their fit in their job was actually low. It is also possible that this pattern of observed discrepancies is somewhat a function of the small and particular sample for the present study.

Table 13 Frequencies of participants' PJ fit discrepancy quadrants

	Anticipated Low Fit	Anticipated High Fit
Current High Fit	SS = 9.8% RC = 8.7%	SS = 76.5% RC = 60.2%
Current Low Fit	SS = 5.9% RC = 28.2%	SS = 7.8% RC = 2.9%

Note. SS= Self-selected into this quadrant
RC= Placed into this quadrant based on retrospective and current fit perceptions

Table 14 Frequencies of participants' PO fit discrepancy quadrants

	Anticipated Low Fit	Anticipated High Fit
Current High Fit	SS = 16.2% RC = 11.7%	SS = 65.7% RC = 51.5%
Current Low Fit	SS = 4.0% RC = 26.2%	SS = 14.1% RC = 10.7%

Note. SS= Self-selected into this quadrant
RC= Placed into this quadrant based on retrospective and current fit perceptions

Exploratory Analyses

Other selection practices experienced. The majority of participants reported only experiencing the selection practices that were provided as options in the survey. A few individuals, however, reported also experiencing other selection practices. These additional practices include meeting with current employees and shadowing them on-the-job; being recruited directly by the employer; being hired into a part-time position, transition training program, or as a contracted worker before being offered a full-time position; completing a typing speed test; completing questions via survey or video response prior to being formally interviewed; and being promoted. Although these were not examined in the present study, they may be worth incorporating into future research along these lines.

Impact of number of selection practices experienced. A correlation was run between the number of selection practices that participants experienced and their engagement with their job to see

if simply including more practices influences this relationship. This relationship was not significant. This result is not necessarily surprising, but it is important to note as it supports one of the core points underlying the present research: it is the quality of the particular selection practices that are experienced that influence employees' engagement, rather than simply the number of practices they experience. This finding is particularly important because some organizations believe that the more selection practices they use during their selection process, the more information they will gather, and the better they can identify who is the best fit for the job. However, they may not be taking into consideration the impact of exactly which selection practices are used.

The present data suggest that it is not sufficient to use a higher quantity of selection practices, but that these selection practices must also be information-rich and job-relevant. It is also suggested that using fewer selection practices that are more information-rich will provide more value to an organization than many selection practices that are not as information-rich. From a holistic perspective, this approach would also be more practical because organizations would not have to spend as much time administering several selection practices and would be able to focus on the few that matter the most. Streamlining the selection process would allow the opportunity for talent acquisition professionals to be more efficient and spend their time improving other recruitment and selection functions. Such streamlining is also likely to yield gains in efficiency and reductions in cost associated with recruiting and selection functions in an organization.

Behavioral engagement. Participants were asked to provide examples of behaviors they carry out that indicate their engagement at work as well as behaviors they see in their coworkers that indicate their engagement. Several behaviors were offered and results were similar across the two focus questions. These behavioral indicators of engagement are summarized in Table 15.

Table 15 Summary of behavioral indicators of engagement

Actively participating in meetings and taking notes
Arriving to work on time
Asking questions
Coaching subordinates
Collaborating with other coworkers
Communicating effectively between coworkers/clients/patients/customers
Completing assigned tasks in a timely manner
Creating innovative ideas to improve the organization/positively impact your work
Demonstrating knowledge of a project topic
Eating lunch at your desk
Having a positive attitude
Having high energy
Having self-motivation
Helping others complete their work
Infrequently calling out of work
Infrequently taking breaks
Maintaining a work-life balance by not letting your outside life impact your work
Maintaining focus on your work
Making eye-contact
Producing the best work that you can
Seeking out more work
Seeking out ways to learn/grow/improve personally
Showing a genuine interest in your work
Showing initiative
Tailoring your reaction based on the behaviors of others
Taking ownership over your work
Working longer hours than required

This information was gathered to guide the development of an alternative approach to measuring employee engagement. This work will be done as an extension of the present thesis, but is not part of the core research presented in this document.

Implications

The main practical implication based on the results gathered from this study is that employers can potentially benefit by incorporating selection practices into their selection process that are rich in job-relevant information. The results of this study indicate that the perceptions of information-richness by job applicants does influence perceptions of fit (especially PJ fit) and engagement. Although more research along these lines is definitely called for, a promising starting point for employers is to ensure that they are providing their job applicants with as much job-relevant information as possible throughout the selection process to increase the likelihood that applicants and new hires have an opportunity to form accurate anticipated fit perceptions, relative to their jobs and the organization more broadly. After hire, if these anticipated fit perceptions are confirmed, the present results suggest that this may help to support actual employee engagement on the job. Tables 7 and 12 can be referenced to identify information-rich selection practices based on participants' responses from this study.

Employers benefit from utilizing information-rich selection practices because they are likely to yield highly engaged employees. The benefits of an engaged workforce are noted in the introduction but in summary, an engaged workforce can save an organization money by reducing turnover and the associated costs (e.g., severance packages, having to invest money in recruiting and selecting for that particular position again, the time it takes to select, hire, and train a new employee) and can increase an organization's profits by engaged employees having higher job performance and exhibiting more organizational citizenship behaviors (e.g., helping their coworkers complete their work as well, driving the organization's efficiency and profit).

Limitations and Future Research

The major limitation of the present study was the small sample size. However, this study was focused on a relatively narrow population, individuals who have been in their current job position for one year or less. Therefore, the identification and recruitment of participants was especially challenging. Future research can hopefully gather data from a larger sample of new hires and also explore whether the patterns observed here are consistent within different industries or sectors of employment.

The results of the present study suggest that this topic area may be a promising avenue for future research. There are very few studies being completed that focus on recent hires and perhaps this is because of the challenge in locating them. However, the results of the present study indicate the need for more research on this population, particularly in terms of the differences in opinion between SMEs and participants as to the information-richness and general value of specific selection practices. More research on selection practices from a SME perspective may not provide as much value to the field as focusing on the perceptions of the applicant, since the applicant is responsible for making the final employment decision (i.e., to accept or not accept the job offer). This is also an important population to research; few if any studies have explicitly focused on new or recent hires. This may be because these individuals are difficult to identify and/or because organizations find it easier to understand and shape SME perceptions. This study provides evidence that organizations will benefit from turning their focus towards the applicants and ensuring that what they think they are providing to them is actually being received by them in the way they intended (to be information-rich with respect to job-relevant information).

These results also indicate that particular selection practices may influence engagement more strongly than others, through how accurately applicants can perceive their level of PJ fit during the process. Because of the small sample size, it would be beneficial to the engagement field to replicate

this study with a larger sample to see if the magnitude of the relationships seen here change. A replication with a larger sample is expected to strengthen these relationships.

Another suggestion for future research is to identify if the path of hire influences the relationships found in this study. It is likely that employees hired directly though the organization may experience a more information-rich and organization-specific selection process than an employee hired through a third-party (e.g., temporary agency or contractor). Because of the increase in organizations outsourcing their recruitment and selection processes, looking more into this relationship would be beneficial. It is expected that employees hired directly through their organization may be exposed to a more information-rich selection process, be able to formulate more accurate anticipated fit perceptions, and be more likely to be engaged. However, if outsourced recruitment and selection services are customized specifically to the organization, these benefits may also be realized.

Lastly, this study is one of the only studies to explore possible behavioral indicators of engagement at work. However, this portion of the study was purely exploratory and the engagement literature would benefit from more research in this area. Behavioral indicators of engagement could be very useful to supervisors in identifying their highly-engaged employees. These qualities could assist supervisors in identifying employees for promotion or merit increases, in addition to their current procedures.

Conclusion

The present study provides initial evidence that organizations can impact the engagement of their workforce by utilizing information-rich selection practices. Across all three major analyses, SME information-richness ratings of selection practices did not seem to be important in these relationships; however, participants' information-richness ratings of selection practices did play a significant role. The discrepancy between what professionals expect a selection practice to provide to the applicant and

what applicants actually see as being provided is an important finding that should be studied further. Selection is usually viewed from the perspective of the employer and is not often viewed from the perspective of the applicant, which is arguably the most important perspective. Employers can attempt to attract applicants by using “best practice” selection practices but if the applicant does not view these selection practices similarly, employers are likely to lose high quality applicants. Applicants’ perceptions can impact an organization past the selection stage, by impacting employee engagement, through their ability to determine how good of a fit they are for the position. Therefore, organizations are encouraged to spend more time developing the selection process they are using so it can be viewed as emitting job-relevant information to increase the likelihood that they will have a highly-engaged workforce.

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APPENDIX A

EEOC/SIOP COMMON SELECTION PRACTICES AND ADVANTAGES/DISADVANTAGES

EEOC Selection Practices Identified	**SIOP Selection Practices Identified**	**SIOP Selection Practices Advantages**	**SIOP Selection Practices Disadvantages**
Cognitive Test	Cognitive Ability Test	• have been demonstrated to produce valid inferences for a number of organizational outcomes (e.g., performance, success in training) • have been demonstrated to predict job performance particularly for more complex jobs • can be administered via paper and pencil or computerized methods easily to large numbers • can be cost effective to administer • does not typically require skilled administrators • can reduce business costs by identifying individuals for hiring, promotion or training who possess the needed skills and abilities • will not be influenced by test taker attempts to impression manage or fake responses	• are typically more likely to differ in results by gender and race than other types of tests • can be time-consuming to develop if not purchased off-the-shelf
Physical Ability Test	Physical Ability Test	• have been demonstrated to produce valid inferences regarding performance of physically demanding tasks • can identify applicants who are physically unable to perform essential job functions • can reduce business costs by identifying individuals for hiring, promotion or training who possess the needed skills and abilities, by minimizing the risk of physical injury to employees and others on the job, and by decreasing disability/medical, insurance, and workers compensation costs • will not be influenced by test taker attempts to impression manage or fake responses	• are typically more likely to differ in results by gender than other types of tests • may be problematic for use in employee selection if the test is one used to diagnose medical conditions (i.e., a physical disability) rather than simply to assess ability to perform a particular job-related task • can be expensive to purchase equipment and administer • may be time consuming to administer • may be inappropriate or difficult to administer in typical employment offices

Sample Job Tasks	Work Samples/Simulations	• have been demonstrated to produce valid inferences regarding ability to perform the job • can reduce business costs by identifying individuals for hiring, promotion or training who possess the needed skills and abilities • are less likely to differ in results by gender and race than other types of tests (depending on particular skills being assessed) • may be more accepted by test takers due to the obvious link between the test and the job • less likely to be influenced by test taker attempts to impression manage or fake responses • can be used to provide specific developmental feedback • can provide test takers with a realistic preview of the job and the organization	• does not assess aptitude to perform more complex tasks that may be encountered on the job • may not assess the ability to learn new tasks quickly • often not conducive to group administration • may require some level of job knowledge and therefore may be inappropriate for jobs where knowledge may be obtained via a short training period • may be difficult to keep updated • may be expensive to administer • may be time consuming to develop and administer
Personality Test	Personality Test	• have been demonstrated to produce valid inferences for a number of organizational outcomes • can reduce business costs by identifying individuals for hiring, promotion or training who possess the needed skills and abilities • are typically less likely to differ in results by gender and race than other types of tests • can be administered via paper and pencil or computerized methods easily to large numbers • can be cost effective to administer • does not require skilled administrators	• may contain questions that do not appear job related or seem intrusive if not well developed • may lead to individuals responding in a way to create a positive decision outcome rather than how they really are (i.e., they may try to positively manage their impression or even fake their responses) • may be problematic for use in employee selection if the test is one used to diagnose medical conditions (i.e., mental disorders) rather than simply to assess work-related personality tests
Integrity Test	Integrity Test	• have been demonstrated to produce valid inferences for a number of organizational outcomes (e.g., performance, inventory shrinkage difficulties in dealing with supervision) • can reduce business costs by identifying individuals who are less likely to be absent, or engage in other counterproductive behavior	• may lead to individuals responding in a way to create a positive decision outcome rather than how they really are (i.e., they may try to positively manage their impression or even fake their response) • may be disliked by test takers if questions are intrusive or seen as unrelated to the job

		• send the message to test takers that integrity is an important corporate value • are typically less likely to differ in results by gender and race than other types of tests • can be administered via paper and pencil or computerized methods easily to large numbers • can be cost effective to administer • does not require skilled administrators	
Background Check Credit Check Previous Performance Appraisals	Biographical Data	• can be administered via paper and pencil or computerized methods easily large numbers • can be cost effective to administer • have been demonstrated to produce valid inferences for a number of organizational outcomes (e.g., turnover, performance) • are typically less likely to differ in results by gender and race than other types of tests • does not require skilled administrators • can reduce business costs by identifying individuals for hiring, promotion or training who possess the needed skills and abilities	• may lead to individuals responding in a way to create a positive decision outcome rather than how they really are (i.e., they may try to positively manage their impression or even fake their response) • do not always provide sufficient information for developmental feedback (i.e., individuals cannot change their past) • can be time-consuming to develop if not purchased off-the-shelf
English Proficiency Test			
Medical Exam			
	Assessment Centers	• have been demonstrated to produce valid inferences for a number of organizational outcomes (e.g., promotion rates) • can reduce business costs by identifying individuals for hiring, promotion or training who possess the needed skills and abilities • may be viewed positively by test takers who see the close relationship between the test and the job	• can be costly to create and administer • require more labor (e.g., assessors, role-players, etc.) to administer than most other methods • require more time to administer than most other methods • can be difficult to keep calibrated or standardized across time and locations

		• can provide useful feedback to test takers regarding needed training and development • focus more heavily on behavior demonstration than simply assessing characteristics • use trained raters • are typically less likely to differ in results by gender and race than other types of tests	
	Interviews	• are expected and accepted by many job applicants • provide an opportunity for a two-way exchange of information • provide a measure of skills such as oral communication skills not measured via paper and pencil or computerized tools • have been demonstrated to produce valid inferences for a number of organizational outcomes, if properly developed and administered • can reduce business costs by identifying individuals for hiring, promotion or training who possess the needed skills and abilities • are typically less likely to differ in results by gender and race than other types of tests	• may be affected by different kinds of rating errors and biases by interviewers • are often more time-consuming to administer than paper and pencil or computerized tools • may be practically less useful when a large number of individuals must be evaluated because of administration time • can be costly to train interviewers • may be difficult to keep interviewers calibrated and the interview process standardized • may lead to individuals responding in a way to create a positive decision outcome rather than how they really are (i.e., they may try to positively manage their impression or even fake their response)
	Job Knowledge Test	• have been demonstrated to produce valid inferences for a number of organizational outcomes, such as job performance • can reduce business costs by identifying individuals for hiring, promotion or training who possess the needed skills and abilities • are typically less likely to differ in results by gender and race than other types of tests • may be viewed positively by test takers who see the close relationship between the test and the job • will not be influenced by test taker attempts to impression manage or fake responses	• may require frequent updates to ensure test is current with the job • may be inappropriate for jobs where knowledge may be obtained via a short training period • can be costly and time-consuming to develop, unless purchased off-the-shelf

		• can provide useful feedback to test takers regarding needed training and development	

APPENDIX B

PILOT STUDY SURVEY

INFORMED CONSENT LETTER

Purpose of the study

This pilot study is being conducted by Sofia Rodriguez, a graduate student in the Industrial and Organizational Psychology program at The University of Tennessee at Chattanooga. This research is being conducted under the supervision of Dr. Chris Cunningham. The purpose of this pilot research is to better understand the informational qualities of common selection practices. Information gathered during this pilot study will be used to support a broader study about the links between selection practices and employee engagement.

What will I experience?

To participate in this study, you must first check the box at the end of this form indicating that you understand your role in the study and agree to participate. By agreeing to participate, you are also confirming that you are 18 years or older. Once this step is completed, you will be directed through an internet-based activity designed to gather your inputs as a Subject Matter Expert (SME) in industrial and organizational psychology. As part of this activity, you will be asked to provide demographic information that can be used to describe the ultimate characteristics of the final sample of SMEs involved in this research. The time required to complete this activity should be no more than 15-20 minutes. *Please note that this activity is most easily completed on a laptop, desktop, or tablet computer with a decently sized screen (larger than a smartphone).*

Benefits of this study

This pilot study is designed to gather important information about the purposes of common selection practices. This information will then be useful in additional research to test linkages between selection and employee engagement.

What are the risks to me?

This study has been approved by UTC's Institutional Review Board as ethically appropriate for human participants. There are no risks associated with the completion of this study, other than the minor inconvenience and time commitment associated with responding to a brief internet-based survey.

What about my privacy?

Your identity will be kept confidential to the extent provided by law. Your information will be assigned an identification code number. This code number will be automatically applied to your questionnaire responses. One master list of all participants' names and respective codes will be kept in a password-secured file on the principal investigator's password-protected computer. When the study is completed and the data have been analyzed, this master list will be destroyed. Your name and identification will not be disclosed in any report or publication; only aggregated data will be reported.

Voluntary participation

Your participation in this study is completely voluntary. There is no penalty or loss of benefit for choosing not to participate. **You also have the right to withdraw from the study at any time without consequence or penalty.** If you choose to discontinue the survey at any time, your results will be discarded.

How will the data be used?

Data gathered in this study will be analyzed and presented in educational settings and at professional conferences. Results of this work may also be published in a professional journal in the field of psychology.

Contact information:

If you have additional questions concerning the study, feel free to contact the principal investigator, Sofia Rodriguez or her faculty advisor, using the information below:

Sofia Rodriguez, mwj546@mocs.utc.edu

Dr. Chris Cunningham, chris-cunningham@utc.edu, 423-425-4264

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact Dr. Amy Doolittle, the Chair of the Human Subjects Committee, Institutional Review Board at 423-425-5563. Additional contact information is available at www.utc.edu/irb.

Thank you in advance for your assistance and participation.

Sincerely,

Sofia Rodriguez
Chris Cunningham, Ph.D.
The University of Tennessee at Chattanooga

The Institutional Review Board of the University of Tennessee at Chattanooga
(FWA00004149)
has approved this research project # 16-137

I have read the preceding information and am willing to participate fully in this research.

○ Yes ○ No

Thank you for agreeing to serve as a Subject Matter Expert (SME) for this pilot study that supports my Master's thesis research. Your participation will help to establish the qualities of various selection practices used by organizations.

Specifically, your inputs will help to identify common selection practices in terms of their information-gathering and information-giving qualities, as well as their information-richness. Instructions and pertinent definitions are included as you work through this internet-based activity. Please respond as directed, pulling from your background knowledge and experience in industrial and organizational psychology and related applications.

Selection practices can be classified or seen as either primarily information-gathering or information-giving. **Information-gathering** selection practices are those designed primarily to gather information about applicants for organizations to use when making screening decisions. **Information-giving** selection practices are those that are designed primarily to signal and share information about the organization to applicants. It is also possible that a single selection practice can have both information-giving and information-gathering characteristics.

For <u>each</u> of the selection practices listed below:

1) In the first column, rate the extent to which you would classify each practice as primarily **information-gathering**. *Your responses can be any number between 0 and 10, ranging from, 0 = Not at all --> 5 = Moderately --> 10 = Completely*

2) In the second column, rate the extent to which you would classify each practice as primarily **information-giving**. *Your responses can be any number between 0 and 10, ranging from, 0 = Not at all --> 5 = Moderately --> 10 = Completely*

Keep in mind, your responses in the first two columns below **do not** need to add up to 10. Please provide a rating for each classification independent of your rating for the other classification.

3) In the third column, briefly explain your dominant (higher) rating from column 1 and 2.

	Extent to which primarily information-gathering Rate between 0 and 10	Extent to which primarily information-giving Rate between 0 and 10	Briefly explain (in words) your dominant rating from columns 1 and 2 Type your response
Application: The applicant completed a standardized form provided by the organization to indicate his/her interest in the vacant position and possibly his/her personal qualifications for the job.	Rate between 0 and 10	Rate between 0 and 10	Type your response
Assessment Center: The applicant traveled to a location where his/her job-relevant skills were assessed (e.g., through his/her performance in job-related scenarios, through testing).	Rate between 0 and 10	Rate between 0 and 10	Type your response

	Extent to which primarily information-gathering Rate between 0 and 10	Extent to which primarily information-giving Rate between 0 and 10	Briefly explain (in words) your dominant rating from columns 1 and 2 Type your response
Biographical data (qualifications, experience, previous performance appraisals, etc.): The organization gathered or was given prior job-relevant records to assess how qualified the applicant was for the vacant position (e.g., experience, interpersonal skills, previous performance appraisals).	Rate between 0 and 10	Rate between 0 and 10	Type your response
Cognitive Ability Test: The applicant completed an assessment to indicate his/her level of mental ability (e.g., logic, reasoning, reading comprehension).	Rate between 0 and 10	Rate between 0 and 10	Type your response
Credit Check: The organization investigated the applicant's financial records.	Rate between 0 and 10	Rate between 0 and 10	Type your response
Criminal Background Check: The organization investigated the applicant's criminal records.	Rate between 0 and 10	Rate between 0 and 10	Type your response
CV/Resume: The applicant provided the organization with a compilation document of his/her experiences and qualifications (e.g., education, previous work experience, skills).	Rate between 0 and 10	Rate between 0 and 10	Type your response
Drug Test/Medical Check: The applicant completed a drug screening or medical check at a qualified facility (e.g., got a routine physical at a hospital to prove he/she is physically capable of carrying out job-relevant tasks).			

	Extent to which primarily information-gathering Rate between 0 and 10	Extent to which primarily information-giving Rate between 0 and 10	Briefly explain (in words) your dominant rating from columns 1 and 2 Type your response
English Proficiency Test: The applicant completed an assessment to indicate the extent of his/her knowledge of the English language.	Rate between 0 and 10	Rate between 0 and 10	Type your response
Integity Test:The applicant completed an assessment to indicate his/her attitudes toward and/or experiences with honesty, dependability, reliability, trustworthiness.	Rate between 0 and 10	Rate between 0 and 10	Type your response
Job Knowledge Test: The applicant completed an assessment to indicate the level of knowledge he/she already possessed relevant to the vacant job position (e.g., technical program knowledge, specific job-field knowledge).	Rate between 0 and 10	Rate between 0 and 10	Type your response
Personality Test: The applicant completed an assessment to indicate particular personality traits he/she possess (e.g., extraversion, agreeableness).	Rate between 0 and 10	Rate between 0 and 10	Type your response
Physical Ability Test: The applicant performed an assessment of his/her physical capabilities relevant to the tasks that would be completed on the job (e.g., lifting a certain amount of weight, physical speed)	Rate between 0 and 10	Rate between 0 and 10	Type your response

	Extent to which primarily information-gathering Rate between 0 and 10	Extent to which primarily information-giving Rate between 0 and 10	Briefly explain (in words) your dominant rating from columns 1 and 2 Type your response
References: The applicant provided the organization with a list of personal references they could contact to support the information he/she provided about his/her qualifications relevant to the vacant job position (e.g., personal character references, prior supervisors).	Rate between 0 and 10	Rate between 0 and 10	Type your response
Structured Interview: The applicant met with at least one organization representative and was asked to answer a series of specific pre-planned questions (e.g., he/she was asked "give me an example of a situation where you went above and beyond for a customer").	Rate between 0 and 10	Rate between 0 and 10	Type your response
Unstructured Interview: The applicant met with at least one organization representative and had mostly a casual conversation, the questions did not seem specific or pre-planned.	Rate between 0 and 10	Rate between 0 and 10	Type your response
Work Samples and Simulations: The applicant was asked to perform tasks that he/she could encounter on the job (e.g., creating an expense report in Excel).	Rate between 0 and 10	Rate between 0 and 10	Type your response

Now, please rate the information-richness of each of the following common selection practices. ***Information-richness*** is defined as the depth of the information gathered or given by or through a selection practice. As you judge this quality of each selection practice, consider the value attached to the information each practice gathers or gives; rich information is that which is valuable to the applicant or organization, and somehow job-relevant.

Drag the bar to indicate your response anywhere along the range from 0 to 100; all the way to the left = Very low richness, while all the way to the right = Very high richness

	Very Low Richness				Moderate Richness			Very High Richness			
	0	10	20	30	40	50	60	70	80	90	100
Application: The applicant completed a standardized form provided by the organization to indicate his/her interest in the vacant position and possibly his/her personal qualifications for the job.											
Assessment Center: The applicant traveled to a location where his/her job-relevant skills were assessed (e.g., through his/her performance in job-related scenarios, through testing).											
Biographical data (qualifications, experience, previous performance appraisals, etc.): The organization gathered or was given prior job-relevant records to assess how qualified the applicant was for the vacant position (e.g., experience, interpersonal skills, previous performance appraisals).											

Cognitive Ability Test: The applicant completed an assessment to indicate his/her level of mental ability (e.g., logic, reasoning, reading comprehension).

Credit Check: The organization investigated the applicant's financial records.

Criminal Background Check: The organization investigated the applicant's criminal records.

CV/Resume: You provided the organization with a compilation document of your experiences and qualifications (e.g., education, previous work experience, skills).

Drug Test/Medical Check: The applicant completed a drug screening or medical check at a qualified facility (e.g., got a routine physical at a hospital to prove he/she is physically capable of carrying out job-relevant tasks).

English Proficiency Test: The applicant completed an assessment to indicate the extent of his/her knowledge of the English language.

Integity Test: The applicant completed an assessment to indicate his/her attitudes toward and/or experiences with honesty, dependability, reliability, trustworthiness.

Job Knowledge Test: The applicant completed an assessment to indicate the level of knowledge he/she already possessed relevant to the vacant job position (e.g., technical program knowledge, specific job-field knowledge).

Personality Test: The applicant completed an assessment to indicate particular personality traits he/she possess (e.g., extraversion, agreeableness).

Physical Ability Test: The applicant performed an assessment of his/her physical capabilities relevant to the tasks that would be completed on the job (e.g., lifting a certain amount of weight, physical speed)

References: The applicant provided the organization with a list of personal references they could contact to support the information he/she provided about his/her qualifications relevant to the vacant job position (e.g., personal character references, prior supervisors).

Structured Interview: The applicant met with at least one organization representative and was asked to answer a series of specific pre-planned questions (e.g., he/she was asked "give me an example of a situation where you went above and beyond for a customer").

Unstructured Interview: The applicant met with at least one organization representative and had mostly a casual conversation, the questions did not seem specific or pre-planned.

Work Samples and Simulations: The applicant was asked to perform tasks that he/she could encounter on the job (e.g., creating an expense report in Excel).

For the final part of this activity, please respond to the following items designed to help us understand you, your responses, and the overall sample of respondents who participate in this research. Please respond to all of the following items honestly and accurately.

1. How old are you? (please enter only the number of years, example: 38)

2. What is your sex?

Male ○ Female ○

3. What is your ethnicity? Please select the ethnicity with which you most closely identify.

○ Hispanic/Latino

○ Non-Hispanic/Non-Latino

4. What is your race? Please select the race with which you most closely identify.

- White
- Black/African American
- Asian
- American Indian/Alaskan Native
- Native Hawaiian/Pacific Islander
- Middle Eastern/Arab

5. What is the highest level educational degree you have earned? Please include degree level and subject.

6. Approximately how many years of work experience do you have in industrial and organizational psychology or a related field?

7. Are you currently a student?

Yes No

8. If you answered "Yes" to the previous question, what degree are you currently pursuing? Please include degree level and subject.

9. If you currently work full-time, please indicate whether you are employed in an academic setting or an applied practitioner setting.

- Academic
- Applied Practitioner

○ Other

10. If you answered "Other" to the previous question, please indicate the setting in which you work in the space provided below.

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APPENDIX C

RECRUITMENT STRATEGIES TO IDENTIFY RECENT HIRES

1. Recruited for participants by providing an overview of my study and request for participants to various businesses also offering a free aggregate summary of recent hires' engagement, perceived person-job, and perceived person-organization fit specific to those organizations that had at least five employees participate.

   Most organizations that were offered this opportunity for a free aggregate summary did not opt to participate fully because of advice they received from their human resources department or their legal department. This is noted to help future researchers who may be interested in following this type of sampling strategy.

   Multiple industries were targeted because some industries are more likely than others to use certain selection practices and the goal of this study was to have a variety of selection practices represented to more fully examine these relationships.

   a. 24 businesses were contacted through cold-calling and contacting HR managers or talent acquisition managers directly via the phone or LinkedIn messages
      i. Some organizations gave me direct access to recent hires' email addresses while others opted to forward out my survey to recent hires themselves
   b. A local SHRM Chapter President was contacted for assistance in reaching businesses; an overview of my study and request for participants was forwarded to all 300 local SHRM members
   c. I posted an overview of my study and request for participants on a social media site for a local young professionals group, potentially reaching 3,123 people
   d. I posted an overview of my study and request for participants on a university alumni LinkedIn page and I posted an overview of my study and request for participants on two professional LinkedIn groups, all-together reaching potentially 33,791 people

2. Recruited for participants by emailing an introduction to my study and survey link.
    a. A state commissioner was contacted for assistance and she forwarded my survey to 18 recent hires
    b. A university's career development center posted an introduction to my study and survey link on one of their social media pages, potentially reaching 782 people; the same university posted an introduction to my study and survey link on their alumni LinkedIn page, potentially reaching 1,736 people
    c. A university emailed an introduction to my study and survey link to 2,074 recent graduates
    d. Personal connections and recent hires identified through cold-calling businesses were emailed an introduction to my study and survey link, 100 individuals were emailed directly
        i. Snowball sampling was used and these 100 individuals were also asked to forward my introduction and survey link to other recent hires. They were requested to respond indicating how many people they forwarded the survey to, if they decided to do this. 125 people were forwarded the survey

APPENDIX D

MAIN STUDY SURVEY

INFORMED CONSENT LETTER

Purpose of the study

This study is being conducted by Sofia Rodriguez, a graduate student in the Industrial and Organizational Psychology program at The University of Tennessee at Chattanooga. This research is being conducted under the supervision of Dr. Chris Cunningham. The purpose of this research study is to expand the current knowledge about employee engagement by identifying if there is a relationship between the selection practices used during an employee's hiring process and the employee's subsequent level of engagement with their work.

What will I experience?

To participate in this study, you must first check the box at the end of this form indicating that you understand your role in the study and agree to participate. By agreeing to participate, you are also confirming that you are 18 years or older. Once this step is completed, you will be directed to the rest of the survey including a battery of questionnaires. You will be asked to complete measures of employee engagement, job-fit, job satisfaction, and affective commitment. Lastly, you will be asked to provide demographic information that will be used to identify the characteristics of the final sample. The time required to complete this survey should be approximately 30 minutes. After the conclusion of the study you will be debriefed by the principal investigator on the results gathered. *Please note that this survey is best completed on a laptop, desktop, or tablet computer with a decently sized screen (larger than a smartphone).*

Benefits of this study

Practical implications associated with the results of this study are expected to include furthering the employee engagement literature and providing practitioners with suggestions for selection practices to implement in the future.

What are the risks to me?
This study has been approved by UTC's Institutional Review Board as ethically appropriate for human participants. There are no risks associated with the completion of this study, other than the minor inconvenience and time commitment associated with responding to a brief internet-based survey.

What about my privacy?
Your identity will be kept confidential to the extent provided by law. Your information will be assigned an identification code number. This code number will be automatically applied to your questionnaire responses. One master list of all participants' names and respective codes will be kept in a password-secured file on the principal investigator's password-protected computer. When the study is completed and the data have been analyzed, this master list will be destroyed. Your name and identity will not be disclosed in any report or publication; only aggregated data will be reported. If your organization participates and more than five participants from your organization respond to this survey, your employer may receive an overview summary of the responses from its employees in general (again, no personally identifying information or comments will be shared). **Therefore, your employment will in no way be affected by your participation in the study.**

Voluntary participation
Your participation in this study is completely voluntary. There is no penalty or loss of benefit for choosing not to participate. **You also have the right to withdraw from the study at any time without consequence or penalty.** If you choose to discontinue the survey at any time, your results will be discarded.

How will the data be used?
Data gathered in this study will be analyzed and presented in educational settings and at professional conferences. Results of this work may also be published in a professional journal in the field of psychology.

Contact information:
If you have additional questions concerning the study, feel free to contact the principal investigator, Sofia Rodriguez or her faculty advisor, using the information below:

Sofia Rodriguez, mwj546@mocs.utc.edu

Dr. Chris Cunningham, chris-cunningham@utc.edu, 423-425-4264

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact Dr. Amy Doolittle, the Chair of the Human Subjects Committee, Institutional Review Board at 423-425-5563. Additional contact information is available at www.utc.edu/irb.

Thank you in advance for your assistance and participation.

Sincerely,

Sofia Rodriguez
Chris Cunningham, Ph.D.
The University of Tennessee at Chattanooga

The Institutional Review Board of the University of Tennessee at Chattanooga (FWA00004149)
has approved this research project # 16-137

I have read the preceding information and am willing to participate fully in this research.

○ Yes ○ No

This research study is focused on identifying the relationship between selection practices used during the hiring process and employees' engagement with their work. Detailed questions will be asked concerning the selection process you went through; therefore, participants will be restricted to recent hires that have been in their current job position for one year or less. This restriction will allow for more detailed information to be gathered since recent hires will be more likely to remember the selection process they went through more accurately and in greater detail. If you have been working in your position for more than one year, we appreciate your willingness to participate but your results will not recorded.

Below, please indicate how long you have been working in your current job position.

☐ 0-6 months
☐ 6-12 months
☐ >12 months

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, choose "Never" in the response options after the statement. If you have had this feeling, indicate how often you feel it by choosing the response option that best describes how frequently you feel that way.

	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
1. At my work, I feel bursting with energy.	○	○	○	○	○	○	○
2. I find the work that I do full of meaning and purpose.	○	○	○	○	○	○	○
3. Time flies when I'm working.	○	○	○	○	○	○	○
4. At my job, I feel strong and vigorous.	○	○	○	○	○	○	○
5. I am enthusiastic about my job.	○	○	○	○	○	○	○
6. When I am working, I forget everything else around me.	○	○	○	○	○	○	○

	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
7. My job inspires me.	○	○	○	○	○	○	○
8. When I get up in the morning, I feel like going to work.	○	○	○	○	○	○	○
9. I feel happy when I am working intensely.	○	○	○	○	○	○	○
10. I am proud of the work that I do.	○	○	○	○	○	○	○
11. I am immersed in my work.	○	○	○	○	○	○	○
12. I can continue working for very long periods at a time.	○	○	○	○	○	○	○

	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
13. To me, my job is challenging.	○	○	○	○	○	○	○
14. I get carried away when I'm working.	○	○	○	○	○	○	○
15. At my job, I am very resilient, mentally.	○	○	○	○	○	○	○
16. It is difficult to detach myself from my job.	○	○	○	○	○	○	○
17. At my work I always persevere, even when things do not go well.	○	○	○	○	○	○	○

Employee engagement is defined in the literature as the vigor, dedication, and absorption an employee feels in relation to their work (Schaufeli, Salanova, González-romá, & Bakker, 2002). ***Vigor*** is described as having high levels of energy and persistence while working, ***dedication*** as feeling a sense of significance in one's work and a high level of identification with their job, and ***absorption*** as being fully engrossed in one's work and having a difficult time detaching themselves from their work.

I understand the definition provided above and feel confident that I can adequately respond to questions pertaining to employee engagement.

Yes ○ No ○

Please keep in mind the definition of employee engagement above and provide responses that are as detailed as possible to the two questions below.

1. How do you demonstrate work engagement on a day to day basis? Please provide examples of behaviors.

2. What are some behaviors you see in coworkers that indicate they are engaged with their work?

3. Please indicate often you feel engaged at work by dragging the slider bar along the line below. All the way to the left = never, while all the way to the right = always.

	Never				Sometimes					Always	
	0	10	20	30	40	50	60	70	80	90	100
Please drag the bar to make your response.											

Think back to when you applied for the job you currently hold. Which of the following selection practices did you experience during the selection process for this current position? Check all boxes below that apply. Definitions and examples of each selection practice are provided to help you remember what you experienced as an applicant for this position.

- ☐ **Application**: You completed a standardized form provided by the organization to indicate your interest in the vacant position and possibly your personal qualifications for the job.
- ☐ **Assessment Center**: You traveled to a location where your job-relevant skills were assessed (e.g., through your performance in job-related scenarios, through testing).
- ☐ **Biographical data (qualifications, experience, previous performance appraisals, etc.)**: The organization gathered or was given prior job-relevant records to assess how qualified you were for the vacant position (e.g., experience, interpersonal skills, previous performance appraisals).
- ☐ **Cognitive Ability Test**: You completed an assessment to indicate your level of mental ability (e.g., logic, reasoning, reading comprehension).
- ☐ **Credit Check**: The organization investigated your financial records.
- ☐ **Criminal Background Check**: The organization investigated your criminal records.
- ☐ **CV/Resume**: You provided the organization with a compilation document of your experiences and qualifications (e.g., education, previous work experience, skills).
- ☐ **Drug Test/Medical Check**: You completed a drug screening or medical check at a qualified facility (e.g., got a routine physical at a hospital to prove you are physically capable of carrying out job-relevant tasks).
- ☐ **English Proficiency Test**: You completed an assessment to indicate the extent of your knowledge of the English language.
- ☐ **Integity Test**: You completed an assessment to indicate your attitudes toward and/or experiences

with honesty, dependability, reliability, trustworthiness.

- ☐ **Job Knowledge Test**: You completed an assessment to indicate the level of knowledge you already possessed relevant to the vacant job position (e.g., technical program knowledge, specific job-field knowledge).
- ☐ **Personality Test**: You completed an assessment to indicate particular personality traits you possess (e.g., extraversion, agreeableness).
- ☐ **Physical Ability Test**: You performed an assessment of your physical capabilities relevant to the tasks that would be completed on the job (e.g., lifting a certain amount of weight, physical speed)
- ☐ **References**: You provided the organization with a list of personal references they could contact to support the information you provided about your qualifications relevant to the vacant job position (e.g., personal character references, prior supervisors).
- ☐ **Structured Interview**: You met with at least one organization representative and were asked to answer a series of specific pre-planned questions (e.g., you were asked "give me an example of a situation where you went above and beyond for a customer").
- ☐ **Unstructured Interview**: You met with at least one organization representative and had mostly a casual conversation, the questions did not seem specific or pre-planned.
- ☐ **Work Samples and Simulations**: You were asked to perform tasks that you could encounter on the job (e.g., creating an expense report in Excel).

If you experienced any other selection practices than the ones indicated above, please identify and describe them below.

Selection practices used by organizations can be seen as either primarily information-gathering or information-giving. ***Information-gathering*** selection practices are those designed primarily to gather information about applicants for organizations to use when making screening decisions.

I understand the definition provided above and feel confident that I can adequately respond to questions pertaining to the information-gathering qualities of selection practices.

Yes ○ No ○

Please keep in mind the definition of ***information-gathering*** as you drag the slider bar below to indicate **the extent to which you would classify the selection practices you recently experienced as an**

applicant for your current position as information-gathering.

All the way to the left = Not at all, while all the way to the right = Completely

	Not at all					Moderately					Completely
	0	10	20	30	40	50	60	70	80	90	100
» **Application**: You completed a standardized form provided by the organization to indicate your interest in the vacant position and possibly your personal qualifications for the job.											
» **Assessment Center**: You traveled to a location where your job-relevant skills were assessed (e.g., through your performance in job-related scenarios, through testing).											
» **Biographical data (qualifications, experience, previous performance appraisals, etc.)**: The organization gathered or was given prior job-relevant records to assess how qualified you were for the vacant position (e.g., experience, interpersonal skills, previous performance appraisals).											

» **Cognitive Ability Test**: You completed an assessment to indicate your level of mental ability (e.g., logic, reasoning, reading comprehension).

» **Credit Check**: The organization investigated your financial records.

» **Criminal Background Check**: The organization investigated your criminal records.

» **CV/Resume**: You provided the organization with a compilation document of your experiences and qualifications (e.g., education, previous work experience, skills).

» **Drug Test/Medical Check**: You completed a drug screening or medical check at a qualified facility (e.g., got a routine physical at a hospital to prove you are physically capable of carrying out job-relevant tasks).

» **English Proficiency Test**: You completed an assessment to indicate the extent of your knowledge of the English language.

» **Integity Test**: You completed an assessment to indicate your attitudes toward and/or experiences with honesty, dependability, reliability, trustworthiness.

» **Job Knowledge Test**: You completed an assessment to indicate the level of knowledge you already possessed relevant to the vacant job position (e.g., technical program knowledge, specific job-field knowledge).

» **Personality Test**: You completed an assessment to indicate particular personality traits you possess (e.g., extraversion, agreeableness).

» **Physical Ability Test**: You performed an assessment of your physical capabilities relevant to the tasks that would be completed on the job (e.g., lifting a certain amount of weight, physical speed)

» **References**: You provided the organization with a list of personal references they could contact to support the information you provided about your qualifications relevant to the vacant job position (e.g., personal character references, prior supervisors).

» **Structured Interview**: You met with at least one organization representative and were asked to answer a series of specific pre-planned questions (e.g., you were asked "give me an example of a situation where you went above and beyond for a customer").

» **Unstructured Interview**: You met with at least one organization representative and had mostly a casual conversation, the questions did not seem specific or pre-planned.

» **Work Samples and Simulations**: You were asked to perform tasks that you could encounter on the job (e.g., creating an expense report in Excel).

Selection practices that are classified as primarily ***information-giving*** are those that are designed primarily to signal and share information about the organization to applicants.

I understand the definition provided above and feel confident that I can adequately respond to questions pertaining to the information-giving qualities of selection practices.

Yes ○ No ○

Please keep in mind the definition of ***information-giving*** as you drag the slider bar below to indicate **the extent to which you would classify the selection practices you recently experienced as an applicant for your current position as information-giving**.

All the way to the left = Not at all, while all the way to the right = Completely

Not at all — Moderately — Completely

0 10 20 30 40 50 60 70 80 90 100

» **Application**: You completed a standardized form provided by the organization to indicate your interest in the vacant position and possibly your personal qualifications for the job.

» **Assessment Center**: You traveled to a location where your job-relevant skills were assessed (e.g., through your performance in job-related scenarios, through testing).

» **Biographical data (qualifications, experience, previous performance appraisals, etc.)**: The organization gathered or was given prior job-relevant records to assess how qualified you were for the vacant position (e.g., experience, interpersonal skills, previous performance appraisals).

» **Cognitive Ability Test**: You completed an assessment to indicate your level of mental ability (e.g., logic, reasoning, reading comprehension).

» **Credit Check**: The organization investigated your financial records.

» **Criminal Background Check**: The organization investigated your criminal records.

» **CV/Resume**: You provided the organization with a compilation document of your experiences and qualifications (e.g., education, previous work experience, skills).

» **Drug Test/Medical Check**: You completed a drug screening or medical check at a qualified facility (e.g., got a routine physical at a hospital to prove you are physically capable of carrying out job-relevant tasks).

» **English Proficiency Test**: You completed an assessment to indicate the extent of your knowledge of the English language.

» **Integity Test**: You completed an assessment to indicate your attitudes toward and/or experiences with honesty, dependability, reliability, trustworthiness.

» **Job Knowledge Test**: You completed an assessment to indicate the level of knowledge you already possessed relevant to the vacant job position (e.g., technical program knowledge, specific job-field knowledge).

» **Personality Test**: You completed an assessment to indicate particular personality traits you possess (e.g., extraversion, agreeableness).

» **Physical Ability Test**: You performed an assessment of your physical capabilities relevant to the tasks that would be completed on the job (e.g., lifting a certain amount of weight, physical speed)

» **References**: You provided the organization with a list of personal references they could contact to support the information you provided about your qualifications relevant to the vacant job position (e.g., personal character references, prior supervisors).

» **Structured Interview**: You met with at least one organization representative and were asked to answer a series of specific pre-planned questions (e.g., you were asked "give me an example of a situation where you went above and beyond for a customer").

» **Unstructured Interview**: You met with at least one organization representative and had mostly a casual conversation, the questions did not seem specific or pre-planned.

» **Work Samples and Simulations**: You were asked to perform tasks that you could encounter on the job (e.g., creating an expense report in Excel).

Now, refer to the ratings you just provided above. Please briefly explain why you perceived each of these selection practices as either more information-gathering or information-giving.

» **Application**: You completed a standardized form provided by the organization to indicate your interest in the vacant position and possibly your personal qualifications for the job.

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» **Physical Ability Test**: You performed an assessment of your physical capabilities relevant to the tasks that would be completed on the job (e.g., lifting a certain amount of weight, physical speed)

» **References**: You provided the organization with a list of personal references they could contact to support the information you provided about your qualifications relevant to the vacant job position (e.g., personal character references, prior supervisors).

» **Structured Interview**: You met with at least one organization representative and were asked to answer a series of specific pre-planned questions (e.g., you were asked "give me an example of a situation where you went above and beyond for a customer").

» **Unstructured Interview**: You met with at least one organization representative and had mostly a casual conversation, the questions did not seem specific or pre-planned.

» **Work Samples and Simulations**: You were asked to perform tasks that you could encounter on

the job (e.g., creating an expense report in Excel).

Information-richness is defined as the depth of the information gathered or given by or through a selection practice. Practices that are very rich involve gathering or giving important, valuable, and/or critical information about you or the job/organization, while practices that are not very rich involve superficial and/or less job-relevant information.

I understand the definition provided above and feel confident that I can adequately respond to questions pertaining to the information-richness of selection practice.

Yes ○ No ○

Please keep in mind the definition of ***information-richness*** as you drag the slider bar below to indicate **the extent to which you would classify the selection practices you recently experienced as an applicant for your current position as information-rich**.

All the way to the left = Very low richness, while all the way to the right = Very high richness

	Very Low Richness				Moderate Richness				Very High Richness		
	0	10	20	30	40	50	60	70	80	90	100
» **Application**: You completed a standardized form provided by the organization to indicate your interest in the vacant position and possibly your personal qualifications for the job.											
» **Assessment Center**: You traveled to a location where your job-relevant skills were assessed (e.g., through your performance in job-related scenarios, through testing).											

» **Biographical data (qualifications, experience, previous performance appraisals, etc.)**: The organization gathered or was given prior job-relevant records to assess how qualified you were for the vacant position (e.g., experience, interpersonal skills, previous performance appraisals).

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» **Unstructured Interview**: You met with at least one organization representative and had mostly a casual conversation, the questions did not seem specific or pre-planned.

» **Work Samples and Simulations**: You were asked to perform tasks that you could encounter on the job (e.g., creating an expense report in Excel).

Think back to when you were going through the selection process for your current job. ***Please respond to the following statements as you think you would have when you were applying for this job.***

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1. The match is very good between the demands of my job and my personal skills.	○	○	○	○	○	○	○

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
2. My abilities and training are a good fit with the requirements of my job.	O	O	O	O	O	O	O
3. My personal abilities and education provide a good match with the demands that my job places on me.	O	O	O	O	O	O	O
4. The things that I value in life are very similar to the things that my organization values.	O	O	O	O	O	O	O
5. My personal values match my organization's values and culture.	O	O	O	O	O	O	O
6. My organization's values and culture provide a good fit with the things that I value in life.	O	O	O	O	O	O	O
7. To monitor quality, please respond with "Strongly Disagree" to this item.	O	O	O	O	O	O	O
	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree

Now, think about how you currently feel about your job as you respond to the following statements. ***Respond to indicate how you feel about these items <u>today, at this moment.</u>***

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1. The match is very good between the demands of my job and my personal skills.	O	O	O	O	O	O	O

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
2. My abilities and training are a good fit with the requirements of my job.	○	○	○	○	○	○	○
3. My personal abilities and education provide a good match with the demands that my job places on me.	○	○	○	○	○	○	○
4. The things that I value in life are very similar to the things that my organization values.	○	○	○	○	○	○	○
5. My personal values match my organization's values and culture.	○	○	○	○	○	○	○
6. My organization's values and culture provide a good fit with the things that I value in life.	○	○	○	○	○	○	○
7. To monitor quality, please respond with "Strongly Disagree" to this item.	○	○	○	○	○	○	○
	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree

***Person-job fit* is generally defined as the relationship between the characteristics of an employee and the job they are performing (Kristof-Brown, Zlmmerman, & Johnson, 2005).** In other words, it is how well you believe you personally match with features, demands, and expectations of your job.

I understand the definition provided above and feel confident that I can adequately respond to questions pertaining to person-job fit.

Yes ○ No ○

Overall, to what extent do you believe the person-job fit that you anticipated as an applicant matches the person-job fit you are experiencing now?

	Not at all				Moderately				Completely		
	0	10	20	30	40	50	60	70	80	90	100
Slide the bar to indicate your response (further to the right = more complete match)											

Please indicate which of the following most represents the relationship between your anticipated person-job fit perception as an applicant and the person-job fit you are experiencing now.

- ○ Anticipated high fit, Actual high fit
- ○ Anticipated low fit, Actual low fit
- ○ Anticipated high fit, Actual low fit
- ○ Anticipated low fit, Actual high fit

***Person-organization fit* is often focused more on the alignment between person and organization values and culture (Cable & DeRue, 2002; Kristof-Brown et al., 2005).** In other words, it is about how well you believe you personally match with features, demands, and expectations of the company or organization for which you work (not just within the job you currently hold).

I understand the definition provided above and feel confident that I can adequately respond to questions pertaining to person-organization fit.

Yes ○ No ○

Overall, to what extent do you believe that the person-organization fit you anticipated as an applicant matches the person-organization fit you are experiencing now?

	Not at all				Moderately				Completely		
	0	10	20	30	40	50	60	70	80	90	100

Slide the bar to indicate your response (further to the right = more complete match)

Please indicate which of the following most represents the relationship between your anticipated person-organization fit perception as an applicant and the person-organization fit you are experiencing now.

- ○ Anticipated high fit, Actual high fit
- ○ Anticipated low fit, Actual low fit
- ○ Anticipated high fit, Actual low fit
- ○ Anticipated low fit, Actual high fit

Think of your job in general. All in all, what is it like most of the time? When selecting a response, choose "Yes" if it describes your job, "No" if it does not describe your job, or "?" if you cannot decide.

	Yes	No	?
1. Good	○	○	○
2. Undesirable	○	○	○
3. Better than most	○	○	○
4. Disagreeable	○	○	○
5. Makes me content	○	○	○
6. Excellent	○	○	○
7. Enjoyable	○	○	○
8. Poor	○	○	○

Think of the work you do at present (i.e., the tasks you complete). How well does each of the following words or phrases describe your work? When selecting a response, choose "Yes" if it describes your job, "No" if it does not describe your job, or "?" if you cannot decide.

	Yes	No	?
1. Fascinating	○	○	○
2. Satisfying	○	○	○

	Yes	No	?
3. Good	○	○	○
4. Exciting	○	○	○
5. Rewarding	○	○	○
6. Uninteresting	○	○	○

Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement by choosing the response option that best represents how you feel.

	Strongly Disagree	Disagree	Slightly Disagree	Undecided	Slightly Agree	Agree	Strongly Agree
1. I would be very happy to spend the rest of my career with this organization.	○	○	○	○	○	○	○
2. I enjoy discussing my organization with people outside it.	○	○	○	○	○	○	○
3. I really feel as if this organization's problems are my own.	○	○	○	○	○	○	○
4. I think that I could easily become as attached to another organization as I am to this one.	○	○	○	○	○	○	○
5. I do not feel like 'part of the family' at my organization.	○	○	○	○	○	○	○
6. I do not feel 'emotionally attached' to this organization.	○	○	○	○	○	○	○
7. This organization has a great deal of personal meaning for me.	○	○	○	○	○	○	○
8. I do not feel a strong sense of belonging to my organization.	○	○	○	○	○	○	○

	Strongly Disagree	Disagree	Slightly Disagree	Undecided	Slightly Agree	Agree	Strongly Agree
9. To monitor quality, please respond with "Strongly Disagree" to this item.	○	○	○	○	○	○	○
	Strongly Disagree	Disagree	Slightly Disagree	Undecided	Slightly Agree	Agree	Strongly Agree

This is the final section -- the information below is needed to help us understand you, your responses, and the overall sample of respondents who participate in this research. Please respond to the following items honestly and accurately.

What industry do you work in? If you choose "Other" please indicate what industry you work in by using the space provided.

- ○ Accommodation and food services
- ○ Agriculture, forestry, fishing, and hunting
- ○ Arts, entertainment, and recreation
- ○ Construction
- ○ Educational services
- ○ Engineering
- ○ Finance and insurance
- ○ Healthcare and social assistance
- ○ Information Technology
- ○ Manufacturing
- ○ Retail
- ○ Telecommunications
- ○ Transportation
- ○ Utilities
- ○ Other

Approximately how many hours do you work per week? (please report only the number, example: 45)

How were you hired into your current position? (e.g., through a temporary agency, directly through your organization)

With which of the following do you most closely identify?

- ○ Female
- ○ Male
- ○ Transgender
- ○ Other _____
- ○ Prefer not to answer

How old are you? (please enter only the number of years, example: 38)

_____

What is your ethnicity? Please select the ethnicity with which you most closely identify.

- ○ Hispanic/Latino
- ○ Non-Hispanic/Non-Latino
- ○ Prefer not to answer

What is your race? Please select the race with which you most closely identify. If you choose "Other" please provide the race you identify with in the space provided.

- ○ American Indian/Alaskan Native
- ○ Asian
- ○ Black/African American
- ○ Middle Eastern/Arab
- ○ Native Hawaiian/Pacific Islander
- ○ White
- ○ Other _____
- ○ Prefer not to answer

These final three questions will allow us to understand the nature of your work more fully. These responses will be kept separate from the other demographic information you provided on the previous page.

As noted in the information at the beginning of this survey, if your overall organization is participating in this research and more than five participants from your organization respond to this survey, your employer may receive an overview summary of the responses from its employees. This summary of responses will not include any personally identifying information or comments about you so **your employment will in no way be affected by your participation in the study.**

What is the name of the organization you work for?

What is the zip code for the location at which you primarily work (e.g., office address or primary job location)?

What is your current job position title?

VITA

Sofia Rodriguez was born in Bellevue, Nebraska on June 16, 1992 to parents Patricia and James Rodriguez. She was the youngest child with two older brothers and an older sister. Being born into a military family, she moved frequently during her early childhood, ultimately settling in Warner Robins, Georgia. She graduated from Houston County High School in 2010 and moved to Atlanta, Georgia to pursue a Bachelor of Science in Biopsychology at Oglethorpe University, graduating in 2014. She went on to pursue a Master's of Science in Psychology with a concentration in Industrial and Organizational Psychology at The University of Tennessee at Chattanooga. Sofia graduated with her Master's of Science degree in May of 2017.