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SELECTION OF PROFESSIONAL STAFF
IN A GROUP OF COLLEGE LIBRARIES

DISSertation

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Bruce Wallace Thomas, A.B., M.A., M.S.L.S.

* * * * * * *

The Ohio State University
1970

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>VITA</td>
<td>iii</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td>I.  INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II. PRACTICES OF PERSONNEL PROCUREMENT RECOMMENDED IN THE LITERATURES OF OTHER FIELDS</td>
<td>9</td>
</tr>
<tr>
<td>III. PRACTICES OF PERSONNEL SELECTION RECOMMENDED IN THE LITERATURES OF OTHER FIELDS</td>
<td>57</td>
</tr>
<tr>
<td>IV. ANALYSIS OF RESPONSE TO THE QUESTIONNAIRE</td>
<td>113</td>
</tr>
<tr>
<td>V. CONCLUSIONS AND IMPLICATIONS</td>
<td>132</td>
</tr>
<tr>
<td><strong>APPENDIX</strong></td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td>140</td>
</tr>
<tr>
<td>II.</td>
<td>149</td>
</tr>
<tr>
<td>Bibliography</td>
<td>152</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

In recent decades there has been a great deal of activity in business and industry directed toward improving the process of selecting new employees. The voluminous literature of the field reflects practice as well as theory. Among business and industrial leaders there seems to be wide recognition of the importance of this particular personnel function. Reflecting the critical nature of the selection process is this statement by an industrial psychologist:

The misjudgments made at the employment stage govern to a great extent the personnel training cost, production wastage, turnover expense, and employee morale or worker satisfaction. Hence, in the long run, upon the success of the employment function depends, in large part, the success or failure of the organization itself.¹

The faculty selection process in our institutions of higher learning contrasts sharply with prevailing practice in business and industry. The relative paucity of material in print on the subject might suggest that the problem had been solved and that the system was operating smoothly and effectively. However, an examination of these writings reveals indicators, such as the following excerpts, which should dispel this impression:

There is little question that, if the colleges and universities of this country could perfect the selection and appointment of new members to their teaching staffs, few other staff problems would remain to be solved. This statement must be followed by a corollary to the effect that most of the mistakes made by departments and administrative officers are made in these initial appointments. In an area of such outstanding importance it might be supposed that much work had been done and that the reefs were well charted. This expectation would be doomed to disappointment.2

Wrote one frustrated job seeker of his experiences in the academic labor market, "In my opinion, there are only two ways to obtain a challenging, interesting teaching position at a university with intellectual atmosphere and cultural opportunities: (1) to know the 'right' people; (2) to have published some outstanding books." His statement borders on dogma.3

As elements in the structure of higher education, libraries might be expected to exhibit techniques similar to those of the mother institution in selecting professional staff members. There are similarities, as will be seen later, but perhaps the most significant resemblance is the apparent lack of concern in improving existing methods. Writings on the selection of professional staff are sparse in the literatures of both areas. McCoy, in a landmark essay written in 1953, makes the point rather forcefully in connection with libraries:

By the large, libraries do not seem to have given as much attention to the selection and development of their employees as they have to the selection and development of their book collections. Although


library journals frequently carry articles on personnel problems, many of the articles are descriptive rather than analytical. The need for further study and investigation in this area of library administration is evident.

An analysis reported in 1969 indicates that the situation described by McCoy has undergone little change in the intervening sixteen years:

Selection procedures at all levels of librarianship need detailed study, and selective assessments must be carried out by people trained in the methods of selection and interviewing. Existing procedures are based almost entirely on the "Do I like you" formula, and not on any systematic approach to an examination of the candidate. Selection must be as accurate as possible in relation to the requirements of the profession. No method of staff selection is 100 percent accurate, but at present most selection procedures in librarianship are quite inadequate; the interviewers looking merely for reflections of themselves in the belief that they are "the best."

Though their efforts are seldom reflected in library literature, many large libraries have taken at least an initial step toward coping with their personnel function in a systematic way through the appointment of officers in charge of personnel management:

Answers to a question sheet sent early in 1954 to fifty libraries indicate that the trend toward recognition of personnel administration in the organizational structure, which began some time ago, is continuing. The inquiry was sent to the larger public libraries, chiefly those having more than ten branches,

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and to the largest university libraries. Seventy percent of those solicited for information returned the question sheet. Of these, fifty-seven percent reported that their personnel administration duties are now assigned to a special officer. Undoubtedly, this is an increase over what might have been discovered ten, or even five, years ago.  

While it is true that the mere presence of a special officer in charge of personnel administration will not necessarily work a significant improvement in the effectiveness of the personnel function, it does reflect administrative awareness of the importance of the function and commitment sufficient to underwrite the undertaking with budget dollars. Further, a staff member whose sole responsibility is personnel administration can be expected to devote his energy and attention to the task without the distractions arising from the competition of other duties. If he is not specially trained for the task, the weight of personal responsibility might be expected to prompt him to inform himself from the personnel literature of other fields. 

While the introduction of a personnel officer might be an attainable goal for a large university library, the constrictions of a small personnel budget make it an objective generally beyond the reach of a small college library:

Library literature recognizes that only large libraries can implement a full-scale personnel program, provide a separate personnel office, and make use of even a portion of the techniques, forms, and records which other personnel writers describe.  

7 Ibid., 64.
In the library of a private college having a small enrollment it seems probable that no staff member will qualify as a specialist in personnel work. It is all but certain that such a library will have no staff member whose duties are primarily connected with personnel matters. The dimensions of the job and the press of other staff duties would make such a position very difficult to justify. As a result, someone on the staff, usually the head librarian, must occasionally step out of his usual role and perform a function to which he is not accustomed and about which he has little knowledge or training. This casual, almost offhand approach suggests that the task may be one as inconsequential as that of selecting titles for the rental shelf. In fact, it is the critically important function of recruiting, selecting and hiring a new member of the professional staff.

In a large library the turnover of one librarian in fifty or 100, unless he be in a key position, is not an event of great moment. Probably no more than a ripple will be raised on the broad surface of the organization. In a small or medium size library, however, where a change of one person represents a turnover of from one-third to one-ninth of the professional staff, the change must almost inevitably be a significant one.

Here, in a sense, every professional is in a key position having an area of responsibility corresponding to that of a major department in a large library. Here the effects of a single staff member's adequacy or inadequacy may be directly felt by nearly all library users. The particular abilities and characteristics of a single new staff member
may affect the interrelationships of the entire staff. It is not inconceivable that the requirements of the position may need to be altered in ways to fit the qualifications of the new staff member and that such alterations would be felt throughout the small staff. Despite all this potential for trouble, it may be just here, in the small library, that one would be least apt to find an apparatus or system designed to make more reliable the task of selecting new members of the professional staff.

The problem

How is the professional staff selected in the small college library? The rather scanty evidence available suggests that crude and hit-or-miss methods may be the rule. However, most of this evidence is in the form of opinion, is dated, and is unsupported by any statistical data. Both McCoy and Guy cite the need for investigation and study in the area. It would appear that we do not really know how small academic libraries carry out this critically important function.

Purpose of study

The present study will attempt to supply information about the prevailing range of practices used in the selection of professional staff members in a selected group of small to medium size academic libraries.

Methods employed

A preliminary step will be an examination of the writings on personnel practice in business and industry, the civil service, and higher education. The employee selection practices recommended there
will be recorded and used as a basis for a survey of practice among the group of academic libraries.

This survey will take the form of a questionnaire designed to show how closely actual practice in a selected group of libraries conforms to recommended practice in the several fields noted above. The questionnaire will ask respondents to indicate their use of the practices recommended and to evaluate the effectiveness of those with which they have had experience. The results of the response will be shown statistically so as to reflect the incidence of each recommended practice among the group of libraries surveyed. There will be no evaluation of reported practice beyond that supplied by the respondents. These evaluations will be arranged so as to show what respondents consider to be the relative degrees of effectiveness among the methods used.

Need for study

This topic was chosen because of the writer's belief, formed through observation and strengthened by opinions reported in library literature, that staff selection processes in small academic libraries are relatively ineffective when compared with those developed and in wide use in several other fields. Whether or not this is shown to be generally true of small academic libraries, the survey should serve to explore the nature of the selection process in these libraries and provide the profession with an overview of prevailing selection practices along with an indication of which among them is considered best.
Overview of remaining chapters

Chapter II consists of a survey of the practices of personnel procurement recommended in the literatures of business and industry, the civil service, and higher education. In Chapter III, recommended employee selection practices are reported for these same fields. As a part of the study, a questionnaire was sent to a selected group of college libraries to determine their current practices in the procurement and selection of professional personnel. Chapter IV analyzes the response to this questionnaire. In comparing current practices as reported for the group of libraries with those recommended in the literatures of the other fields, certain conclusions and implications were drawn. These are presented in Chapter V. In Appendix I the questionnaire is presented with an indication of response to each question. Appendix II lists the respondents to the questionnaire.
CHAPTER II

PRACTICES OF PERSONNEL PROCUREMENT RECOMMENDED IN THE LITERATURES OF OTHER FIELDS

This chapter will present a resume of the recent literatures of business and industry, the civil service, and higher education dealing with practices of personnel procurement. The two functions, procurement and selection, will be treated separately. In each case, subcategories of practice recommended in the literature will be reported and supporting statements cited.

The various sources of job candidates in the areas studied may be grouped into five different broad categories. These are:

a) personal references and contacts
b) advertisement
c) employment agencies and services
d) colleges and universities
e) unsolicited applications

One other obvious source, the promotion and transfer of present employees, though a recommended practice, is not included in this study. Bellows notes several reasons why promotion from within is recommended where feasible. The present employee is a known quantity and he knows the employment situation. Giving first consideration to present employees may help morale, and the employee
who considers himself a possible candidate for promotion is more likely to do a conscientious job. Thus, the candidate who is inside the organization may need to be evaluated by means quite different from those applied to the unknown outside candidate. For this reason, because it constitutes quite a different order of consideration from recruitment and selection of new employees, the promotion and transfer of present employees is intentionally excluded.

**Personal references and contacts**

The advice and recommendations of present employees, professional colleagues, and faculty of appropriate academic departments are widely sought in the search for new employees in the fields under consideration:

Since there will be a greater need for personnel in the near future, every effort will be made to obtain personnel by the quickest and most efficient methods. Personal contacts with personnel in other institutions and personal recommendations from one's own staff members are of vital importance.

Though popular in business and industry, it is in the academic field that this approach seems to have come into its fullest flower. The discipline-oriented grapevine between institutions is widely acknowledged and seems to be well used in the search for new faculty members.

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1 Bellows, pp. 221-22.

The practice is attested to by several authors:

... personal recommendations are still the most usual method by which newly graduated doctors first come to the attention of deans or department heads who are in search of teachers. ³

The departmental head will normally seek suggestions from his colleagues as well as from scholars in other colleges and, in the case of instructors, from well-regarded universities where Ph.D. candidates in the subject required are being prepared.⁴

Woodburne acknowledges the pattern: "The time-honored method of obtaining the names of available candidates is to write known scholars at the strong graduate institutions in the country." However, he points out weaknesses in the method. The scholars referred to feel the need of placing each year's crop of graduates. Graduates of recent years are seldom recommended over those in the current class. Unfavorable comment is seldom made, and because of this tendency to overgenerosity it is necessary to read between the lines for secondary meanings.⁵ Though the system of contacts and recommendations by way of the grapevine may have its hazards, it has been, until recently, nearly the only fruitful means of employee procurement considered acceptable in a large segment of the academic world. Given the rather conservative nature of much of the academic


profession, its strong disciplinary loyalties, and the guildlike nature of its system of perpetuation, it seems unlikely that this method of recruitment will soon disappear from the scene. It is a valued method considered worthy of nourishment:

The predominance of grapevine placement suggests that the maintenance of informal contacts is extremely important for a recruiting department. To nourish such relationships, it is important to pay expenses to professional meetings and encourage attendance, to encourage participation in professional association government, to urge membership on national commissions, and to understand some of the side benefits of certain types of consulting.6

Employee referral, as a particular form of personal reference, is considered highly reliable in business and industry. Many firms invite present employees to encourage application by friends whom they would recommend as candidates for job openings. Bellows indicates that friends of present employees are systematically hired by about 85 per cent of the country's industrial firms.7 In an article devoted to the subject it is suggested that though the low cost of this source of employees was a favorable factor, the primary attraction was the superior quality of the workers recruited in this way:8

The reasoning behind the belief that employee referrals tend to be of especially good quality is that employees usually do a good job of prescreening — that employees have a great deal of

7 Bellows, p. 215.
information about both the firm and the potential applicant, and are therefore in a better position than others to match jobs and workers. Several employers pointed out that "employees don't refer people who won't be good employees, because to do so is a reflection on themselves." In addition, the friends of employees know more about the company in advance and are almost pre-sold on it if they decide to apply.⁹

Though most references to employee referral had to do with the employment of office and production workers, the efficacy of this method of recruitment was noted also in the employment of professionals:

One effective technique developed during this post-war period was the internal referral program. Staff engineers and scientists, encouraged by their supervisors, contacted colleagues and brought to their attention the openings and advantages of the company. Because it was feasible only among groups with high morale and utilized word-of-mouth recommendation, a type of communication technical people find highly acceptable, the internal referral program was, and continues to be, quite successful in recruiting men of above-average quality at minimum cost.¹⁰

Another advantage of this method appears in reference to the selection of salesmen. Employee referral "has the great advantage of slowness of pace . . . since suitable candidates already employed can readily be kept in an interested state awaiting openings." However, two cautionary points are cited. Because the recommendation comes from an employee who is, presumably, valued to some degree, care

⁹Ibid.

must be exercised in the selection process in order to avoid giving offense to the recommender. For this reason thorough consideration must be given to all candidates coming from this source of reference, even though it is clear that they are poorly qualified. Also, anyone being asked to refer candidates should have accurate knowledge of the job, qualifications needed, working conditions, pay scales, and number needed.¹¹

When professionals, technicians, and other highly trained personnel are in short supply, and the employer's desperation mounts as key posts continue to go unfilled, it is only a short step from the civilized, almost benign concept of employee referral to a practice that has been indelicately referred to as "raiding." In the former case, though the employer usually plants the seed of an idea, he works through an intermediary and the actual contact takes place as communication between two friends, one of whom is presumably motivated by his desire to improve the lot of the other. If the communication is effective the employee's friend takes the initiative and applies for employment in a fairly normal and ethically acceptable fashion. In this light, employee referral might be looked upon as simply a highly personalized, effective, yet inexpensive form of advertising.

"Raiding" is seen as quite a different matter. Here the employer takes the initiative, though he may seek the advice of others, including present employees, in compiling a list of likely

prospects. In the final analysis, he makes the crucial move of seeking out and offering employment to a person employed elsewhere. It is a practice marked by mixed feelings, ethical squirming, and the drawing of nice distinctions. The two following quotations may indicate that academics some time ago made the ethical adjustment involved a more comfortable process than have their counterparts in the business world.

The ethics of recruitment are quite nebulous and ill defined, particularly when the demand is high and the supply scarce. Some firms feel that it is unethical to approach a presently employed executive or engineer, but that it is acceptable to contract with an agency which can then approach him. Many feel that they must advertise generally and then wait to be approached at the man's own initiative. Some believe that a man can be approached if the other company is properly informed of the recruiting firm's interest. As long as the shortage of talent exists in any area, practices will exist that border on the questionable. Even though a company might wish to avoid engaging in the "flesh market" by growing its own talent, it is still subject to raids by other companies, employment agencies, and scouts.

The point is that, even in education, we live in a highly competitive age and sometimes educational institutions take faculty members from other institutions. I have even played this game myself and, for this reason, should not complain too bitterly at a retributive justice.

This author then mentions an additional advantage of this form of recruitment. A quiet visit to the campus where the man is employed provides the chance to question students about the prospect's work.

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and teaching and even the possible opportunity of visiting his class to observe him. Despite the contrast between these two positions it is difficult to escape the conclusion that, in both these fields, though raiding is not openly recommended, it is implicitly endorsed by practice.

Advertisement

A generation ago, especially during the great economic depression preceding World War II, the necessity for recruiting or attracting applicants for a job opening was seldom encountered. Even occupations requiring a high degree of training or some form of higher education were overpopulated. Filling a job opening often was a process of making a brief announcement and then attempting to select the best from among the resulting cluster of applicants.

We are now confronted with the opposite side of the coin. A great many fields are encountering a severe scarcity of trained personnel. Even inexperienced university graduates are eagerly competed for and are often able to choose from among a number of job offers. In this situation, though the selection process is still a critical factor in effective personnel work, it can only follow a vigorous and well planned program of attraction if there is to be a group of applicants from which to make a selection. The point is brought home sharply in this comment on federal personnel policy:

\[14\text{Ibid.}, 16.\]
The government knows that good candidates are scarce, yet it has clung basically to the same examination announcement system which was adopted after passage of the Pendelton Act in 1883. It was probably never correct to take for granted that simply announcing an examination would assure a good supply of qualified applicants. Certainly, nothing in recent years can support such a fallacy. The government, like industry, must recruit; it must seek and not just accept applications.15

The business community seems to be feeling similar pressures:

Recruiters' attention focused on the selection process -- choosing the right man for the job -- until the middle 1950's. In the last ten years, however, with the demand for qualified applicants increasing, companies have had to pay more attention to another aspect of recruitment -- attracting qualified people.16

David Brown advocates for the academic world a program of vigorous advertising and publicity. He believes that this would be productive with two categories of people. Firstly, the best candidates are on the market for the shortest time or may not appear on the market at all; a well-planned ad may get their attention. Secondly, there is always a supply of capable people who are open to offers and who may hardly realize this fact themselves; knowledge of the right opportunity may bring them to the surface.17

While it seems clear that in a number of occupations it has become necessary to concentrate on attracting applicants, the factors that potential applicants find attractive may not be apparent. Over a

17 Brown, Mobile Professors, pp. 183-84.
two-year period, one large company surveyed the technical college graduates to whom it offered employment for the factors affecting their employment decisions. The factors considered most favorably influential were: clear and detailed descriptions of working environment, job assignment, both starting and future, opportunity for advancement and future salary treatment. Another factor considered important was their concern about the human organization and the people with whom they would be working. They did not seem to be awed or even particularly impressed by company size or reputation; rather, they realized that an important part of their job satisfaction would stem from their fellow workers. It seems clear, therefore, that the in-plant interviewer should be both technically competent and able to make a good personal impression.¹⁸

In a study of recruiting procedures for engineering personnel at A C Spark Plug Co. several factors were singled out as being of special significance for this type of employee in deciding whether or not to accept employment:

1. Presence of facilities for demonstrating individual engineering abilities.

2. Opportunity for advancement.

3. Capabilities of associates. (Are they such as will permit and encourage professional growth?)

4. Type of work to which the man will be assigned.

Naturally, income is of fundamental importance, but our hiring experience and our turnover studies both indicate that the factors enumerated above are more significant.¹⁹


¹⁹D. C. Snoyenbos, "Personnel Procedures in a Space-Age
As a result of these findings the author reached the following conclusions concerning procedure in dealing with applicants in this category:

Individual attention must be stressed in handling this sort of applicant. He must be carefully screened at the point of contact, be invited to the plant or laboratory, have demonstrated to him the broad picture of the product, meet the people with whom he will work, and actually see the environment and equipment with which he will be surrounded.

The recruiting and screening of each applicant therefore becomes a professional sales job; ... He must be made to feel that he is being interviewed by responsible people in the organization. He must thoroughly understand, not only the most important facets of the job for which he is being considered, but also the company's "fringe benefits," its organization structure, and any other factors that may help to convince him that he would find working for the company rewarding for both himself and his family.20

In order to be selective it is first necessary to attract applicants. However, there is a reluctance on the part of some people to engage in a vigorous and widespread advertising campaign. They fear that to do so may attract so many poorly qualified applicants that the screening process would become an overwhelming task. Brown, however, denies the validity of this fear, maintaining that the evidence suggests that people generally have sufficient self-knowledge to sort out and eliminate the jobs for which they would not be seriously considered.21

20 Ibid., 24.
21 Brown, Mobile Professors, p. 184.
If the applicant is to screen himself it becomes important to give him the means for doing so. It can only be hoped that he has sufficient self-knowledge to make an intelligent decision. The other basic ingredient is his knowledge of the job and the employment situation surrounding it. Timmons reports that his study showed that if the ad carried considerable detail, few unqualified people applied.

Both Bellows and Flippo concur in urging that requirements and qualifications be emphasized so that the reader may be given a chance to screen himself.

A related but somewhat different consideration is the risk involved in overstating the actual minimum qualifications on the chance that superior applicants will thereby be obtained. When this is done, conscientious people who may have been worth hiring may be led to feel that they are not qualified and fail to apply. Since screening is also a function of selection it may be seen as a link between the processes of procurement and selection. It could be said that the selection process, or the absence of one, begins with the writing of the "help wanted" ad.


23Bellows, p. 220.

24Flippo, p. 163.


26Factors involving requirements and qualifications will be dealt with more fully under the category of job descriptions in the chapter devoted to selection.
The writing of a few lines of prose for insertion in a column of classified advertising may seem, and can be, a task requiring little thought or effort. A study of the help wanted section of any newspaper will turn up offerings that reveal so little about the nature of the job and the working conditions that they could have little appeal for anyone whose skills are in much demand. Where the procurement process consists largely of advertising, the nature and quality of the ad and the media in which it appears pretty largely determine who will be available for hiring.

A government study commission on federal personnel stressed in its report the need for improvement in the distribution of information to the public about the availability of federal jobs. The federal government's reluctance to advertise is sharply criticized by Felix Nigro, who points to the recommendation of yet a second federal committee:

Incredible as it may seem, the Civil Service Commission refused to allow paid advertising in federal recruitment until recently. On October 21, 1957, however, it announced that federal agencies would in the future be permitted to use such advertising to recruit scientists and engineers. No such authorization, however, is given for other types of positions, despite the strong recommendation of the Senate Subcommittee on Federal Manpower Policies to make general use of paid advertising.


28 Nigro, p. 162.
In some sectors of the academic world there have also been reservations about the use of any advertising. Some schools claim to drop automatically from consideration any applicant who is discovered to have placed an ad in a journal. However, a survey has shown not only that this sector is a relatively small one, but that fears about the quality of candidates who respond to ads are not well founded:

Among members of the profession, the attitude toward "placing" versus "answering" an advertisement differs substantially. Placing an ad about one's self is considered "unprofessional" by 15 percent of college teachers, whereas only five percent consider answering ads about jobs "unprofessional."

The schools that do list vacancies find good candidates. Not only do Ph.D.'s account for 63 percent of the users of ads, but they also represent 64 percent of those finding a job by answering an ad. Nineteen percent of the students who find jobs by answering ads are trained in the top 10 percent schools. And, 66 percent who find jobs by answering an ad have published.

Lankard reinforces this finding by reporting that the journals of the professional societies are excellent sources of faculty candidates, not only through their "Situations Open" columns, but also through their "Situations Wanted" columns. This serves to point up the basic importance of choosing the most effective medium for placing the ad. When college faculty are sought, the classified columns of

31 Lankard, pp. 18-19.
the appropriate professional journals appear to be productive. In fact, when there is a specialized journal read exclusively by the category of employee being sought, that is reported to be the preferred medium for advertising.  

The specialized journal is not the only form of publication serving as an effective carrier of personnel ads, even for professional and technical personnel. A study of recruitment methods by the Utah State Personnel Office reported considerable success in the use of newspaper advertising:

For several high-level technical or managerial positions classified ads were run in leading newspapers in Chicago, Los Angeles, San Francisco, etc. Response to such ads was particularly good. . . On a continuous basis, however, the most effective ads were those run over weekends in the two large-circulation daily newspapers published in Salt Lake City. On a benefit-cost basis, such ads produced the better quality and quantity of applicants per dollar spent. This was especially true in recruiting for professional and technical positions.  

Because the advertisement represents the employer and the position he has to offer, and may, indeed, be the prospective applicant's only basis for judgment, much more than casual attention should be paid to such factors as completeness of information, job description, benefits, wording of copy, layout and general appearance of the ad and, as noted above, the appropriateness of the media in which it is to be placed. Though the employer may know more than anyone else about the job he is offering, he may not be the person

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32Flippo, p. 162.
33Timmons, p. 106.
best fitted to prepare the ad. Companies recruiting research personnel are advised to employ advertising agencies in planning their campaigns:

It will normally be a wise investment to employ an advertising agency to work with the personnel and research departments in planning the advertising campaign. Careful study should be given to the copy, artwork and layout used in the ads as well as to the media used for placement. "Blind" ads are normally used only on rare occasions where special circumstances warrant. 34

The question of whether or not special circumstances exist will have to be determined by the employer. Ads may be blind in different ways. Perhaps the most commonly concealed points are amount of salary and the identity of the employer. Though opinion is reported to be divided, the arguments presented seem to favor the "open" ad. Bellows infers that the principal objection to the open ad is the possible flood of unsuitable applicants that must be processed. He suggests that this may be relieved if emphasis is placed on the necessary qualifications with resulting self-screening by the unqualified. "There is controversy over which type of ad is better, but generally the answer seems to be that the company should be identified if a high quality applicant is desired." 35 Graves speaks against the blind salary ad, maintaining that it is a rare employer who has no idea of the range of salary


35 Bellows, p. 220.
that may be paid. Stating the salary should result in some self-screening and thus save time for both parties. 36

The decision whether or not to reveal the employer's identity may even rest on such factors as customer relations or the reputation of the company:

Firms seem to be divided in regard to the relative merits of using the company name or inserting "blind ads." Some, with national reputations, feel that the use of the name will improve the quality of the response, while others fear that pressure from customers may result from any publicity. 37

Several other practices are recommended, not only in the interest of simple courtesy, but as measures that will be considered an attraction by the potential employee.

1) Prompt acknowledgment of all applications and responses. If the applicant has been told what is happening and what delays may be involved, he may be more inclined to wait for a decision and not take another job. 38

2) Completion of the whole hiring process as rapidly as may be consistent with the exercise of care and effectiveness. In fields offering many employment opportunities, an applicant is not likely to wait for weeks for a decision. 39

36Graves, p. 110.


38Deutsch, p. 103; Graves, p. 111.

39Nigro, pp. 164-65; Deutsch, p. 103.
3) Provision of hospitality for the visiting applicant. Be a good host. Offer necessary information, advice and reservations for a suitable place to stay. Adjust the timing to his needs and obligations, perhaps suggesting alternate dates. Let him know your policy on coverage of expenses. The federal government has shown reluctance in paying travel expenses for applicants. Because private industry quite commonly pays such costs, the government's position is weakened in competing for candidates.

4) Verification of advertising deadlines. In advertising in professional journals it is important to check on advertising deadlines well ahead of time so that a date set for closing out competition is not unrealistic or unfair.

Employment agencies and services

Employment agencies and services are of four basic types:

1) Private, fee-charging agencies operated for profit.

2) Public agencies, chiefly the U.S. Employment Service and its affiliated state employment offices, whose services are free.

3) Placement offices operated without charge by many professional associations for the benefit of their members.

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40 Graves, p. 111.


42 Graves, p. 110.
4) Placement offices operated without charge by colleges and universities as a service to graduating students and alumni.  

In business and industry the services of employment agencies are widely used. Bellows cites surveys indicating that private agencies are used by 39 per cent of the firms in this country and state employment offices by 85 per cent. Though valued, the private agencies vary in their quality and should be used judiciously:

Employment agencies are a popular and important source of applicants — in particular, professional placement bureaus, which are included in this category. Competent agencies which have full knowledge of their clients' needs can be a great help, but those which do not do an intelligent recruiting or screening job may be a hindrance. In general, employers find that they get better service from agencies when one or two, rather than 10 or 15, are approached.

As was the case with advertising, for a sector of the academic community a stigma is attached to the use of employment agencies:

The function of placement bureaus in the recruiting process of major universities can be summarized by saying that prestige is attached to the non-use of their services. This is less true of the university's own placement service than of commercial agencies.

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43 Because college and university placement offices are often used in conjunction with the informal placement services of academic departments by employers engaged in campus recruiting the two types will be treated together in the next section, "Colleges and Universities."


45 Mandell, Company Guide to Selection of Salesmen, p. 43.

I doubt very much whether agencies, unless very astutely managed, are in a position to accumulate information concerning the most promising openings. I have never known any academic administrative officer who resorted to an agency for a list of candidates to be considered, but I probably underestimate the astuteness of the agencies and their usefulness at least to narrowly oriented and informed administrative officers.\footnote{\textsuperscript{50}}

Brown's survey revealed that only 3 per cent of faculty appointed during 1964-65 found their jobs through private agencies.\footnote{\textsuperscript{51}} From the standpoint of service to higher education such a performance can hardly be looked upon as significant. Why such failure in an avenue of procurement regarded as quite highly effective in the business world? The existence in the academic world of the traditional and respected informal system of the grapevine may be the primary answer. When placement in the best positions and in the top schools is acknowledged to be conducted informally through colleagues and friends and without any exchange of money, who will go to an impersonal agency and pay a fee for placement in a less desirable job at a less respected institution? Another aspect of the problem is suggested by Brown:

One of the real problems faced by private employment agencies is that most of the jobs listed are average or below average and at the beginning ranks, whereas most of the candidates registered are experienced. Generally, the type of school using a private agency must hire at the bottom because of limited financial resources. Yet the inexperienced, mostly students, more often turn to the college placement office. The individuals who need the agencies are


\footnote{\textsuperscript{51}}Brown, Mobile Professors, p. 119.
typically those who have teaching experience and are ready for a promotion, but have lost contact with informal channel such as their graduate schools. 52

Among the private agencies there is a tendency to specialize in one or more areas of employment. They have been of particular service in recruiting executive, technical, and professional personnel. 53 Growing out of this tendency to specialize are two characteristics that make the private agency especially attractive to employers in business and industry: a) considerable skill in screening and matching applicants and employers 54 and, b) development over a period of a roster of people qualified in the area of specialization. 55 Such factors, along with the lack of a status-connected informal placement apparatus and the consequent absence of stigma arising from their use have combined to place the private agencies at the service of the business community to a degree not encountered in the academic world.

Public employment agencies, the United States Employment Service and its associated state employment services, play a significant role in the placement functions of business and industry. Their services, used at least occasionally by 85 per cent of all companies, 56

52 Ibid., 133-34.
53 Flippo, p. 165.
54 Ibid.
55 Bellows, p. 218.
56 Ibid.
though sometimes thought of as principally a source of unskilled or semi-skilled labor, now embrace a wide range of occupations and specialties. As an example, the Professional Office Network of the U.S.E.S. was established to specialize in the placement of professionals. As described, these agencies could hardly fail to attract the businessman in search of employees:

State employment agencies are located in nearly every major city. In the past, many employers turned to these agencies only as a last resort, or as a source of unskilled labor; now, however, public employment agencies are winning a reputation for carefully screening applicants for the needs of a particular job in a particular company, including a wide range of manual, technical, and professional occupations. They charge neither the employer nor the prospective employee for their services, for they have a public responsibility to serve both.

Many college students do not appear on the open job market but are recruited and hired on campus before graduation. The public agencies now offer a campus service to meet the needs of firms having no college recruiting program:

The state employment service will recruit on campuses for both small and large companies without fee. Company recruiters can interview applicants at the state employment office, and the employment office will screen them beforehand.

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As a result of such special efforts to meet the particular needs of businessmen state employment services have become "a major source for supplying industry with both skilled and unskilled employees."  

As might be expected, the academic world makes little use of the public employment service in its search for employees. In a survey of the mobility of the members of three disciplines -- chemistry, economics, and English -- one of the points explored was that of how the prospective employer and the would-be candidate got together. Of the eight different methods studied, use of the U.S.E.S. was at the bottom of the popularity list by a wide margin -- used less than half as much as the method in the seventh position. Brown's findings support this and he points to a factor that makes the public service less useful to the academic employer:

... the state-related offices of the U.S.E.S. provide year-round placement help to professional workers, among them college teachers. A nationwide network of over 100 professional placement offices gives aid in counseling and in locating candidates and job vacancies to those who wish to register their needs.

To date, with the notable exception of a few offices such as those in New York City and Washington, D.C., the concept of a public placement service to college teachers lacks realization. Only three percent of all job seekers use this method and, of these, an insignificant number actually find their best jobs.

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60 Bellows, pp. 217-18.


62 Brown, Mobile Professors, p. 133.
The same author, in another work, points up the distinction between the office services of the U.S.E.S. and the convention service it provides at national meetings of professional associations. He reports that these services are used by fifteen professional associations, among them the American Library Association:

Here, where professors gather to listen to their professional colleagues read scholarly papers, the public employment service sends in a team of trained specialists to establish and operate a contact medium whereby recruiters may be placed in touch with prospective recruits. The service typically begins on the eve of the meetings and ends as the meetings terminate, the total period being less than a week. At the invitation of the professional association, this service is provided free of charge. At a recent convention of economists and statisticians in Chicago, over 3,000 registered with the service.63

While the office placement services of U.S.E.S. are characterized as "... rarely used, frequently unknown, and often regarded as worthless," the convention services of the same agency are described as "... a tremendous success. These services are frequently used, well regarded, and well known."64

The professional associations of the various academic disciplines are an element used in recruiting professionals. They are frequently used in recruiting new members of academic faculties. Two forms of service are offered; (1) Some associations have established

64 Ibid., 128-29.
a placement service or bureau that functions on a year-round basis, (2) the annual conventions of most professional associations provide a setting in which recruiter and job seeker may meet. The encounter may be completely informal or it may take place through the service of a contact medium set up for the purpose.

1) Bureaus. A placement service bureau for the use of its members is not a feature provided by most professional associations in this country. Lewis' survey of 345 professional associations to determine what placement services they provide in the field of higher education produced 319 replies and showed that slightly more than one third offered such service. The actual services reported range from extremely informal and unorganized assistance for a handful of individuals as an incidental feature of association activities, to highly professional services for several hundred registrants annually by trained personnel. Brown's survey showed that though the professional association (exclusive of convention service) was the avenue of search of 14 per cent of all candidates surveyed, only 2 per cent of all candidates indicated that this was the method used in finding their current job. This indication of low volume of jobs filled was supported by Lewis' finding that those keeping a record of positions filled reported an average of only thirty-five during the

65 Lewis, p. 1.
66 Ibid., 2.
67 Brown, Mobile Professors, p. 119.
previous year. From this the author concluded "... associations may have to justify their placement activities to their own satisfaction on grounds other than volume of service." 68

2) Conventions. Informal contact at meetings was found to be the third most popular among eight methods used for bringing employer and candidate together in a recent study of faculty mobility.69 Attendance at the annual meetings of the associations is a practice recommended to job seekers and would-be employers alike. Government agencies are advised of the potential of such meetings when they are in search of professionals:

In seeking its objectives, the agency uses all the media of modern communication appropriate to the specific circumstances of the specific recruiting task. A television program has some uses in some cases, but electronics is no adequate substitute for the recruiter's attendance at a professional meeting if the agency is searching, say, for a biochemist or a senior budget man. 70

Because of his conviction that much recruiting is done at these meetings, James Brown recommends that the candidate for a teaching position attend the annual meeting of his association, circulate and meet people, and generally make himself visible.71 Millett's remarks on this subject are quite specific and candid. He recommends that

68 Lewis, p. 4.
69 Marshall, pp. 72-73.
71 Brown, College Teaching, p. 49.
the graduate student join the appropriate association early in his career, attend conventions regularly, learn who is important and what they are doing, and try to sense in what direction the prevailing winds are blowing. "He will observe that only the run-of-the-mill members devote very much time to hearing papers; he may be a little surprised, at first, to observe how much time most members devote to the exchange of academic views and gossip in the always crowded lounges or bars." However, he cautions the neophyte about the disorganized, catch-as-catch-can nature of the placement arrangements at some of the meetings:

At no point in one's academic career does the element of chance play a more decisive role than at the moment when the aspirant gets his first offer. The efficient operation of the system would require the services of a large and experienced secretarial staff, and the setting up of such a staff for a period limited to the three days of the convention would demand a high degree of organizational skill.

To provide just such an efficient and experienced staff, the convention placement service of the U.S.E.S. was established. Since this service has been characterized as "a tremendous success," the hazard of the element of chance may be reduced.

The throngs of people at a typical convention, the constant hubbub of conversation, the heads-together, seemingly confidential exchanges might give an observer the impression that a substantial

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72 Millett, p. 87.
73 Ibid., 88.
74 Brown, Pros and Cons, p. 129.
amount of business was being conducted. This may account, in part, for the apparent popularity of the convention as a placement medium. However, negotiation does not necessarily result in consummation. David Brown's survey of all professors newly hired for the 1964-65 academic year showed that the professional associations' convention placement data coincided precisely with the data of their permanent placement bureaus. Fourteen per cent of all newly placed faculty sought placement at a convention, but only 2 per cent were placed through use of this method.75

However, convention placement is seen as an increasingly important factor in the academic job market, largely as a result of the organizing efforts of the U.S.E.S. convention placement service.76 Also, though the volume of jobs filled at conventions has been low the quality of these jobs has typically been high. "Of all formal methods it turns up the greatest percentage of jobs in the top salary range, the greatest percentage in the top prestige schools, and the second greatest percentage with the lowest teaching load."77

As noted earlier in connection with government agencies, the conventions of some academic disciplines are being used to serve recruiters from outside the academic world:

Professional associations seem most willing to undergo the expense and effort required to provide an ef-

75Brown, Mobile Professors, p. 119.
76Ibid., 131-32.
77Ibid., 132.
fective convention placement service if requested by either employers or association members. The greatest pressures to establish extensive convention placement services are in the disciplines where there are many employment opportunities outside the academic community (chemistry, physics, psychology). Both the candidates, who experience difficulty in identifying likely employers, and the business-government employers, who have very little access to the traditional sources of supply of highly trained personnel, feel that their special needs require such a service.  

This trend may be expected to increase the effectiveness of the convention setting as an area for the placement of professionals.

**Colleges and universities**

The practice of recruiting job candidates on college campuses has developed in response to the same pressures that have prompted employers to mount more persuasive and intensive advertising campaigns for new employees in certain job categories. In many occupations requiring extensive training and higher education the demand for employees far exceeds the supply of those having the necessary qualifications. In many areas of employment the process of selection must now be preceded by that of enticement. The change is noted by Behling:

> In such situations, the recruiting shoe is on the other foot. Instead of facing the problem of picking a single individual from a pool of eager applicants, the recruiter is often required to "court" any available qualified individuals, in hopes that one of them will accept an offer of employment from his firm from among perhaps a dozen offers.

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78Ibid.

In analyzing the problem of attracting the college trained applicant Behling and his collaborators identify three different factors that may come into play. The theories take into account individual differences among college graduates and suggest how an employer may benefit from recognizing these differences and adjusting his employment practices accordingly:

1) Objective Factor Theory

The selection of a position by a college graduate is basically a process of objective weighting and evaluation of a limited number of measurable characteristics of employment offers such as pay, benefits, location, opportunity for advancement, nature of work to be performed and educational opportunities.\(^{80}\)

2) Subjective Factor Theory

The selection of a position by a college graduate is the result of a perceived high degree of congruence between deeply seated and poorly understood emotional needs, and the ability of the firm, or more accurately its image, to satisfy those needs for the individual candidate.\(^{81}\)

3) Critical Contact Theory

The typical candidate is unable to make meaningful differentiations among firms or offers in terms of either objective factors or subjective image because the length of contact is short, offers tend to be constant, and the student lacks the necessary experience to readily evaluate them.\(^{82}\)

\(^{80}\)Ibid., 15.

\(^{81}\)Ibid., 17.

\(^{82}\)Ibid., 18.
After considering these apparently conflicting theories an employer might object that it would be too difficult to assess each applicant's personality in advance in order to apply the appropriate theory. The authors submit that the problem lies not in picking the "right" theory but in combining the elements of the three in an effective way. In illustrating this point the authors suggest examples. A candidate from a lower economic level will be swayed by such objective factors as salary, pension, job security, etc. A candidate who had always known financial security, on the other hand, might well be more heavily influenced by the subjective factors of company image and how well the components of that image promise to satisfy his psychological needs, as for prestige, power, excitement, and involvement. Among firms offering fairly equal objective and subjective factors, the candidate will probably make his choice based on critical contact, almost by hunch. The authors seem confident of the validity of their theories. "It is clear that a careful evaluation of the firm's relative ability to compete for recruits in terms of each of the three factors can aid the firm in assuring that it obtains the college trained manpower it needs for success." Emp:Employers in the business world recognize the importance of getting in contact with potential employees while they are still completing their education:

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83Ibid., 18-19.
84Ibid., 19.
Increasingly, companies are sending representatives to interview seniors in high schools and colleges. This technique enables the company to paint an attractive picture of its employment opportunities and to do advanced screening of candidates. The better candidates are then invited to visit the company for further consideration. In addition, good contacts with school placement officials help in channeling suitable candidates to the company. 85

For some job categories businesses depend heavily upon the placement facilities found on the campus. The services provided are highly valued and continuing efforts are made to cultivate good relationships with the school officials responsible. Mandell documents one such instance from the results of a survey of methods of selecting salesmen:

While schools and colleges rank high in frequency of use and over-all importance, they tend to rank even higher with those companies interested in trainees rather than experienced salesmen... Such companies rely almost exclusively on this source and have developed it to a high point. They make periodic visits to campuses, get to know the key people there, keep them informed of needs, and evaluate the results obtained at each campus. 86

Bellows reports of a survey showing that though 70 per cent of companies recruit from schools and universities, college placement staffs are critically concerned about the manner of the recruiting process. They report that many applicants are repelled by inept recruiters. Students' evaluations of recruiters produced the conclusion that recruiter training is needed. A preference was expressed

85 Strauss, p. 436.
86 Mandell, Company Guide to Selection of Salesmen, p. 43.
for companies that send literature describing opportunities for graduates before a visit is made to the campus. 87

The concern about the quality and manner of the campus recruiter would appear to be a valid one. The impact of the recruiter on each student interviewed can be decisive. Lack of information or an unfortunate manner on the part of the recruiter might easily turn a student against the company represented, regardless of the firm's merits and the opportunities it may hold for the student. Further, an accumulation of such experiences can weigh heavily with a college placement staff and a company so represented may in future find itself without suitable job candidates on the campus concerned.

College placement officers see company recruiting from a vantage point that gives them a good basis for judging the effectiveness of recruiting policy and practice. A survey of sixty placement officers brought forty-eight responses on the subject of college recruiting. A summary of results revealed the following problem areas and the number of institutions mentioning each: 88

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>No. of Institutions Mentioning</th>
</tr>
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<tbody>
<tr>
<td>Recruiter behavior</td>
<td>34</td>
</tr>
<tr>
<td>Correspondence</td>
<td>28</td>
</tr>
<tr>
<td>Recruiter qualifications</td>
<td>23</td>
</tr>
<tr>
<td>Company recruiting policy</td>
<td>22</td>
</tr>
<tr>
<td>Job specifications</td>
<td>18</td>
</tr>
<tr>
<td>Recruiting literature</td>
<td>14</td>
</tr>
</tbody>
</table>

87 Bellows, pp. 218-20.

Summaries of the responses were presented in detail and are excerpted below:

**Recruiter behavior** came in for the most criticism. Placement officers are critical of recruiters who fail to show up on time, can't stay on schedule, and run off to catch a plane before the last man has been interviewed; take up too much of the placement officer's time because they have light schedules; try to circumvent the placement office and work directly through faculty; make too many unreasonable demands of an already overburdened placement staff; promise more than they can deliver; press students to accept jobs even though they are not suited for the work entailed; and do not follow the ground rules of the institution.

**Correspondence** from recruiters to college placement officers is frequently inadequate both before and after the campus visit. Placement officers are critical of recruiters who (1) fail to answer correspondence promptly, (2) request an interview date at the last minute, (3) fail to indicate the schedules desired until the last minute, (4) fail to provide pertinent information sufficiently in advance of their visits... They are equally critical of recruiters who do not follow up campus visits either with the placement officer or with the student for an inordinately long time, or who fail to keep the placement officer informed of their negotiations with students.

**Recruiter qualifications** ... In general, the respondents in this area felt that some recruiters lack one or more of the following: (1) maturity, (2) stature, (3) a suitable personality, (4) training and experience in interviewing, (5) information about the company and its opportunities, and (6) information about the school, its students, and its placement ground rules.

**Company recruiting policy** ... Most of the placement officers responding in this area felt that, to insure continuity, recruiting organizations should make campus recruiting all or part of a good career for a good man...

**Job specifications** are often scanty and sometimes missing entirely from the information provided by recruiters in advance of the campus visit. Placement officers want a clear definition of job opportunities plus a clear definition of the qualifications which are sought in applicants.
Recruiting literature should be brief and factual. It should be a description of job opportunities rather than an advertisement for the company — it should be "student-centered rather than company-centered," according to the placement officers responding to the survey. Of the six areas in which criticisms or suggestions were offered, recruiting literature was mentioned least of all, and in several instances the comments indicated that recruiting organizations had made considerable improvement in their recruiting literature. 89

Flippo indicates that there is controversy over whether the college recruiter should be a personnel man who is a trained interviewer or a man having special knowledge of the positions he is attempting to fill. He concludes, "... we should have interviewers who possess both the interviewing skill and the large amount of special knowledge necessary for discussing the job openings." 90

In illustrating the pains that may be taken in college recruiting one company's procedure is presented as an example. It includes: a campus interview; notification by mail of rejection or an invitation to visit the plant; orientation on site at the plant; three to four hours of testing, including mechanical aptitude, general intelligence, and vocabulary tests; lunch with a college graduate trainee; interviews with executives in the areas of the candidate's interests; dinner with trainees; and a complete tour of the plant. 91 The author concludes that "it is readily apparent that this firm invests a considerable amount

90 Flippo, p. 170.
of time, money, and effort in its college-recruitment program. It is also easy to understand why it is successful in attracting . . . the better graduates." 92

Having seen such lists as those preceding detailing the complexities of college recruiting by large business firms, the recruiter for the small organization with limited resources and staff may feel that he is outclassed in the competition of campus recruiting. This is not necessarily the case:

The smaller organization very definitely has something to offer that is drastically different from the huge organization. Many prefer the breadth of experience and greater degree of variety that is characteristic of the small enterprise. True, it will require a trip to a college campus to present the story of opportunities in this type of firm, but it will be found that the college placement director will welcome a good small company just as enthusiastically as a larger one with a national reputation. Too often, the smaller firm concedes defeat in this area without a fight. 93

The campus search for employees having advanced degrees should be, in the view of one investigator, a process different in some ways from the recruitment of undergraduates:

The company image on the college campus and, more particularly, rapport with the individual professor become important factors. The interview is often conducted with a person at the same technical level rather than an individual with a purely personnel background. Evaluation and plant visit are much more complex and individual matters. The offer of employment must in many cases define more carefully the man's duties and obligations, often with mention

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92 Ibid., 171.
93 Ibid.
of peripheral technical benefits such as publication policies and attendance at professional meetings. 94

The same author reports a survey showing that holders of doctorates tended to base their employment decisions on rather specific factors such as "company image, plant location, nature of technical work, company publication policy, effectiveness of technical management, presence of similarly trained associates, and salary offered." 95

Though business and industry for years have recognized and exploited the potential of the campus as a supplier of manpower, government has been a relative late comer to this source of job candidates:

"College recruitment is a field in which government recently has undertaken to compete with industry with good results. The latter for years has followed the practice of sending its representatives to talk with graduating students and to snap up the "cream of the crop." Government was late in sponsoring campus recruitment, largely because of limitation of funds, but it now has an extensive program of this type." 96

Such a college recruiting program for government agencies was recommended by the Hoover Commission in its study of the organization of the executive branch of the government. 97 A college placement officer, in a study of government recruiting of college students,


95 Ibid., 143.

96 Nigro, p. 166.

points out that since a large proportion of government agency employees are college graduates, agency recruiters should improve their recruiting practices on college campuses. Included in this study were several specific suggestions for the improvement of government recruiting on college campuses: the agency recruiter should have enough of a budget for occasional hosting of meals for faculty members to keep them aware of his agency; he should be allowed to invite candidates for agency visits and be free to discuss their prospects with outstanding candidates; his status and pay should be high enough to make the job attractive to persons having managerial talent; agency recruiters are too often late for appointments or cancel them casually and in general are in need of a more professional attitude; requirements of testing and the complexity of application discourage many candidates and should be reduced while more dependence is placed on interviewing and background checks.

A presentation of methods recommended for government recruiting on campuses has a number of points in common with practices recommended for business and industry: it is suggested that good relationships be developed with a productive few colleges rather than maintaining token arrangements with many; because experience shows that candidates from within a 500 mile radius make more permanent


99 Ibid., 214-16.
employees, geographical focus may prove productive and allow more frequent personal contact with faculty members; visits to particular campuses should be made by the same person on a continuing basis; the recruiter should have detailed knowledge about the jobs to be filled and about the working environment; because the government generally cannot hire without some kind of formal competition, the campus interview should be devoted to sorting out those who seem promising and persuading them to enter the competition; it is suggested that the personality can be adequately explored on an informal basis in the course of an interview through the candidate's responses to such questions as: "What do you think you have done well in college and why? Do you consider this achievement representative of your ability? What do you do in your spare time? If you had your childhood to live over, what would you like to be the same and what different? Was there any difference in your achievement at different periods of your education? If so, why? What do you look for in a friend? A wife? A boss?"; preferred candidates should be invited to visit the prospective place of employment, thus providing the candidate an opportunity to feel the environment in which he may be working and allowing officials a chance to see the candidate and be in on the hiring process; there should be no more than a few weeks delay in informing the student whether or not he will be offered a job. 

100 Batson, pp. 250-54.
The Batsons maintain that the smaller civil service employer can, after a period of familiarization, hold his own in college recruiting against the larger agencies. The agency that feels that it cannot justify a full-fledged college recruitment program can turn to the state employment service, which will conduct campus recruiting for any employer without fee. It is further suggested that national and state professional organizations can serve as recruiters for cooperative groups of small agencies. Or, the small agency can carry out its college recruiting by mail, using the services of college placement officers to get their message to the students. 101

Timmons reports a highly successful recruiting campaign by the Utah State Personnel Office on the campuses of that state. Methods included talks with deans, department heads, faculty members, ads in campus papers, announcement of visits in classrooms, talks with groups of interested students and extensive correspondence. As an example of the effectiveness of this campaign the author cites the experience of the Utah State Welfare Department, which hired sixty new caseworkers during May and June of 1966. Of these, approximately 80 per cent were recruited during visits to college campuses. 102

The academic employer in search of new faculty frequently turns directly to institutions of higher education in one of several possible approaches. This may take the form of an appeal to faculty

101 Ibid., 250.
102 Timmons, p. 107.
of a graduate department, or to a university placement office for suggestions from a list of graduates or current students who are seeking employment in the field in question. It may also consist of "raiding" another institution by means of an offer of employment made directly, or through an intermediary, to one of its current faculty.

The traditional and gentlemanly method of placement for a young scholar has been through the assistance of the faculty of the graduate department in which he was trained. Millett considers this still to be the most reputable means of placement for the young Ph.D. looking for his first job. He adds that the department will be pleased to do this service for its better products, for this probably will enhance the department's reputation and serve as a device for bringing in a steady stream of graduate students recruited by teaching alumni of the department. Though a traditional approach, the method is now being carried out with some refinements:

Similar to the descent of industrial recruiters upon the graduating seniors, the campus visit is becoming increasingly popular with academic recruiters. An efficient means of contacting a large number of candidates with a minimum amount of effort and expense, the success of these trips is heavily dependent upon advance planning.104

In addition to notification of graduate school officials well in advance so that prospective candidates may be lined up, this author recommends

103 Millett, p. 84.

checking with local staff members to see if any know members of the graduate school faculty well enough to supply an introduction. Through personal contacts of this kind it may be possible to interview candidates who would not otherwise have considered a job with one's school. 105 Reasons given for the popularity of this source include the points that such teachers come in at low rank and salary, bring new blood and ideas, are easily removed if unsatisfactory and, finally, "this splendid source of supply can be tapped through the bureau on placement or through the several departments directly." 106

Though placement through graduate departments has been a time-honored method, the increasing volume of graduates and the complexities of specialization are noted as reasons for the growing tendency toward placement through university placement offices. 107 Though placement activity within departments may have been reduced, their influence does not seem likely to be greatly diminished:

Although there continues to be considerable informal placement activity by department heads and major professors, there is evidence that many replacement offices are fast assuming primary responsibility for the professional placement services which they are in a position to render both to candidates for positions and to employing officials seeking faculty and administrative personnel. Nonetheless, placement officers deem it extremely important to maintain effective working relationships with all members of an

105 Ibid.
106 Lankard, pp. 16-17.
107 Millett, p. 85.
institution concerned with the preparation, placement, and followup of graduates. This concern for professional career development is fundamental to staffing colleges and universities. 108

The dominance of the placement office is corroborated by a survey of the activities of the placement office of the University of Michigan, upon the results of which the following statement is based:

College administrators are increasingly turning to placement offices in large universities as a point of contact for personnel information, interview arrangements, and recommendations. They are beginning to follow the well-established recruiting practices . . . long adhered to by industry, business, and governmental agencies. 109

Despite his preference for placement through graduate departments, Millett, perhaps in recognition of a trend, recommends that the job-seeking graduate student register with his university placement office and that he do all that he can to see that his "package" is as impressive and attractive as possible. 110

Kofoid's survey, which included responses from placement directors of fifteen universities in the area of the North Central Association of Secondary Schools and Colleges, produced the following conclusions:

Every effort should be made by hiring officials to seek and secure the best possible candidate for the position. One method of doing so is by using

108 Lewis, p. 18.
110 Millett, p. 85.
the placement divisions where the information concerning a candidate has been gathered and is available for consideration.

Every effort should be made to let placement divisions and other hiring agencies know what information a candidate is required to present so that necessary steps can be taken to fulfill these requirements in the credentials. 111

Of the formal placement services, college placement offices are the most widely used and successful. Brown's survey of all newly hired professors for the academic years, 1964-65 shows that 36 per cent of all candidates used this method and that of all candidates finding jobs, 6 per cent did so using this method. 112 However, the informal services provided by graduate departments and their faculty were still the most productive avenues for those actively seeking employment. Forty per cent of all candidates used their graduate professors' assistance and 12 per cent of all candidates finding jobs did so by this method. The graduate department office was used by 32 per cent, and of those finding jobs, 6 per cent did so using this method. 113

For another "informal" method, that of raiding, exact data are not so readily available. One observer has noted that "rapidly growing colleges do not hesitate to send a personnel officer to university campuses to interview and employ, even to proselyte, new members for their faculties." 114 Brown's survey of all newly hired professors

111 Kofoid, p. 81.
112 Brown, Mobile Professors, p. 119.
113 Ibid.
114 Brown, College Teaching, p. 47.
provides food for speculation. The category, "Did nothing and was recruited" was the method by which 26 per cent of all candidates found their jobs. However, the figure includes an unspecified mix of those hired directly out of graduate school and those moving from one job to another.

Unsolicited applications

As a method of personnel procurement the familiar unsolicited or "blind" application is regarded with somewhat mixed feelings in both the business and academic worlds. Mandell, while cautioning against ignoring the unsolicited applicant, points out difficulties associated with this source of personnel:

Unsolicited applications are not rated high as a source of candidates for sales positions, but courtesy and good public relations require the screening of such applications for those worth the full evaluation process. A manpower shortage generally means that the flow of unsolicited applications will be small and unproductive; a manpower surplus means that it will be large but expensive to evaluate.

Though sharing this concern for the firm's reputation in its handling of such applications, Flippo is inclined to be more sanguine about the possibility of finding suitable employees among those who apply uninvited:

Not infrequently the firm will be rewarded by finding a highly valuable employee among such applicants. In addition, the manner in which the casual applicant is treated will have much to do with the firm's

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115 Brown, Mobile Professors, p. 119.
116 Mandell, Company Guide to Selection of Salesmen, p. 44.
reputation in the community. The letter that is un-
answered or that is answered with an inappropriate
form letter will do little to promote either the re-
cruitment program or the general reputation of the
company. As competition becomes more keen, such
seemingly small items become more important.\textsuperscript{117}

Among some employers of college teachers the unsolicited
application is considered unprofessional and almost a sure kiss of death
for its sender. Herge dismisses the practice without waste of words.
"Candidates are seldom selected on the basis of an unsolicited applica-
tion submitted to the college of their choice."\textsuperscript{118} Brown, while
acknowledging the existence of this attitude, regards it as narrowly
limited in incidence:

An older and more leisurely tradition that the
scholar must never seem to want and under no cir-
cumstances ask for a position is weakening under
the pressure of rising needs for teachers. Except
in a few highly desirable institutions, a direct
application is no longer a guarantee that the ap-
plicant will not be employed.\textsuperscript{119}

Millett supports this contention. He indicates that, especially in
crowded fields, direct solicitation by letter of application is coming
into increasing use. Though he doubts the efficacy of the method and
considers it "a little immodest," he believes that its use will grow
as the placement services at conventions grow more crowded and
hectic.\textsuperscript{120}

\textsuperscript{117} Flippo, pp. 167-68.
\textsuperscript{118} Herge, p. 69.
\textsuperscript{119} Brown, \textit{College Teaching}, p. 47.
\textsuperscript{120} Millett, p. 88.
A survey of its membership conducted by the American Association of Colleges for Teacher Education indicated that respondents considered self-referral as one of the less effective sources for recruitment. The results of this survey of opinion conflict with the findings of two other studies, both based on actual practice or experience. In Marshall's study of the mobility of the members of three disciplines -- chemistry, economics, and English -- the most frequently used means of establishing contact between applicant and prospective employer was the letter of application. Brown's study of all professors newly hired for the academic year 1964-65 supports this finding. It shows that 46 per cent of all candidates used the blind letter and that it proved to be the method that got the job for 19 per cent of all candidates. Brown believes that the letter of application is the most popular and successful of all methods used because of its low cost from the candidate's standpoint and, from the employer's standpoint, its indication that the applicant is prepared to give serious consideration to a job offer.

122 Marshall, pp. 72-73.
123 Brown, Mobile Professors, p. 119.
124 Ibid., 124-25.
CHAPTER III

PRACTICES OF PERSONNEL SELECTION RECOMMENDED IN THE LITERATURES OF OTHER FIELDS

The various methods and devices used in attempting to select the best qualified job candidates in the areas studied may be grouped into six different broad categories. These are:

a) application blanks
b) interviews
c) tests
d) reference inquiries and performance records
e) medical examinations
f) job and situation descriptions

Application blanks

The standardized application blank is an inexpensive means of assembling a variety of information about a job applicant:

The application form is a traditional, widely accepted device for recording information on such biographical items as: age; marital status and number of dependents; previous education and training; previous work experience, including nature of duties, salary, length of time on the job, and reasons for leaving; and such personal items as association memberships, police records, if any, outstanding debts, and home ownership. It also tests the candidate's ability to write, to organize
his thoughts, and to present facts clearly and succinctly. The information recorded on the application blank provides interviewers with leads and points of departure for a formal job interview, and it provides the company with data for its permanent employee record. The application indicates, further, whether the applicant has consistently progressed to better jobs, and whether his education and occupational experience have been logically patterned.

Though many different pieces of information may be sought through use of an application form, the basic objectives underlying its use may be briefly stated:

It goes almost without saying that the two most fundamental requisites of sound application procedure are to facilitate determining whether the applicant is basically qualified to compete, and to insure that unnecessary barriers to admission to competition are eliminated. The design of the application form and the processes through which it is put by personnel officers must take these objectives into account.

In the civil service field, where the necessity of bringing a number of applicants together for an examination can become an involved and costly process, the application form is looked upon as particularly useful. Stahl notes its use as a screening device for admission to the examination, pointing out that candidates need not be brought together for the process. However, Stahl cautions:

The rating of training and previous work history is considered more difficult than rating assembled tests, because of such problems as

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1 Strauss, p. 440.
3 Ibid., 73.
(1) standardizing the evaluation process, (2) securing equal performance by the examiners, (3) providing in the rating guide for many permutations and combinations of education and experience, (4) recognizing variability and qualitative factors in experience, and (5) recognizing the relevance of experience not provided for in the rating standard. However, the processes can be sufficiently standardized and quantified so that different reviewers can come to reasonably close conclusions on the same case. Human error is usually reduced by the simple device of having two examiners independently rate each case. 4

Before facing the problems of evaluating responses to an application questionnaire the personnel officer must give careful attention to the quality and the quantity of the questions asked. Rossall Johnson advises that each question be analysed to see whether it is really useful and to try to determine how the candidate may react to having to answer it. Some questions probe sensitive areas of the applicant's personal life. "If the employee reacts negatively to these questions, then one must balance the usefulness of the questions against the antagonism derived." Some companies have blanks so long and detailed that the candidate is scared off and withdraws his application. "These companies should run a check to see if full use is being made of the data that is being collected." 5 Wood suggests even greater caution. If the applicant has already submitted information sufficient to indicate that he is worth interviewing, don't send him a long application blank before doing so. It may be the impetus

4 Ibid.

that turns him to another job, while the information could have been had following the interview.  

Use of the application blank can take several forms, largely depending upon the degree of sophistication built into it:

In its most elementary form, the application blank is used to determine that the candidate possesses the minimum qualifications for the job. In the next stage of refinement, it provides the sole or principal basis for a routine interview. Increasing in value, it is used, in addition, as a basis for reference inquiry and as an informal lead for interview questions which soon leave the blank far behind as they become more intensive and extensive. Finally, in its most scientific form, it emerges as the **weighted application blank**, on which each item that has been proved to have value is weighted to arrive at a total score.

While the weighted blank is generally considered a scientific advance for personnel work, several cautionary notes are sounded concerning its use:

There can be no application blanks weighted for jobs in general. Each weighted application blank relates to a certain job of a particular kind.

... no one factor on a blank is weighted sufficiently to have great bearing on the final decision. The weights generally assigned vary from two to four points per factor. A total form may be worth sixty or seventy points. It is evident that we are not

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basing an entire decision on the fact that an applicant is married or not, or over forty years of age or under. In effect, we are saying that if other things are equal, we shall prefer the applicant who fulfills the conditions that have proved to be significant in the past. The weighting is just one more attempt to improve the accuracy and selectivity of the various steps in the hiring procedure.9

It should be clearly understood, however, that a weighted blank can yield a numerical score only if the items are scored on the basis of a research study in a specific company and if the items are periodically reviewed to determine their current value.10

Finally, because of this requirement for extensive study and the need for a fairly large pool of employees as a data base, Mandell indicates that small organizations may not be able to produce sufficient data to set up a reliable weighted blank. In such cases he suggests reliance on an experienced interviewer.11

Though Mandell believes that practically all companies require candidates to fill out an application blank, of the 122 respondents to his survey question on selection devices, only four reported placing the most reliance on application blanks. "The replies tabulated -- as well as the number of respondents not answering this question (58) -- would seem to indicate reliance on a wide variety of

9 Flippo, p. 187.
11 Ibid., 72.
selection techniques, with major dependence on interviews backed up by tests. 12

Interviews

Popular for years as an employee selection device, the interview today is found in use in 98 per cent of the businesses and industries in the United States. 13 It might be inferred from evidence of such wide use that there is almost universal confidence in the effectiveness of the interview as a selection device. This is far from the case:

One reason for the slow improvement in interviewing effectiveness has undoubtedly been the wide difference in opinion on the value of the interview itself. Research psychologists have condemned it as lacking validity, while personnel specialists have been quick to claim that the interview is outstandingly effective. Neither extreme statement is true, but nevertheless the feelings that prompted them have hindered the work needed for further progress. 14

Mandell's study was based on a survey of 273 companies. One of the points of information sought was company preference among the major methods of employee selection. Only 23 per cent expressed preference for the interview. 15

A similar feeling of ambivalence is found in the civil service:

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12 Mandell, Company Guide to Selection of Salesmen, p. 86.
13 Johnson, p. 37.
15 Ibid., 12.
The oral interview is probably the most widely used selection device in the world. Studies on the validity of the interview have shown that in some instances it is so valid that no other selection devices need be used; in others it is so invalid that it would be wise to select candidates directly counter to the recommendations of the interviewers.16

Some of the examples cited indicate how imperfect an instrument the interview can be when improperly conducted. In one experiment seven company officials interviewed and judged eleven applicants, all college graduates tagged for further consideration by preliminary interviews and test scores:

The results of this experiment as well as others seem to indicate that there is little relationship between the test result and the interview results. From one interviewer to another there seems to be a great inconsistency. The man with the average test ranking of two has been evaluated all the way from the number one spot to the number ten rank.17

Strauss points out that though the interview is a widely used selection technique there are no widely accepted standards available for judging the performance of the person being interviewed. Further, the methods and abilities of those who conduct interviews cover a very wide range. What may be one of the basic difficulties connected with the use of the interview is the possibility that many organizations do not have a very clear idea of what the interview process does for them. However:


17Johnson, pp. 37-38.
By getting the applicant to talk about himself, the interviewer can get some inkling of the candidate's level of aspiration (what he is "shooting for" in the long run as well as what types of job would be acceptable in the short run), his ability to deal with interpersonal situations, and his readiness to take the initiative in conversation and in dealing with strangers.

Nevertheless, even at its best, the interview is not a precise technique, and skillful interviewing is difficult to conduct. Candidates react very differently depending on who is interviewing them and how the interview is handled. Since there are no fixed criteria for success or failure, the prejudiced interviewer can easily evaluate the interviewee's performance in accordance with his own stereotypes. (If the applicant is interviewed by several people, it may be possible to cross-check observations.) Unfortunately, there are still people who believe that they can assess other people on the basis of the type of necktie they select, their tone of voice, or whether they "look you straight in the eye." ¹⁸

While admitting to the subjectivity of the interview, and therefore to an almost unavoidable minimum of unreliability, Flippo offers a convincing reason for its popularity in spite of this:

A substantial amount of subjectivity, and therefore unreliability, is to be expected from interviewing when it is used as a tool of evaluation; one human being is evaluating another under somewhat strained circumstances. The more objective factors have been removed from the interviewer's province and allocated to such steps as application blanks, tests, and physical examinations. Things which cannot be measured otherwise must be measured in the interview. There is nothing wrong with this; it is a sound principle of personnel selection. But the fact that some disagreement results among

¹⁸ Strauss, pp. 440-41.
various interviewers is no sound basis upon which to indict the interview as a basic selection technique. The intangible objectives that are assigned to the interview are important to job success, and some evaluation by a trained person is preferable to no evaluation at all.\textsuperscript{19}

If the interview is to be used as a selection device it is clear that reliability depends upon the ability to draw a careful distinction between those factors that can and those that cannot be evaluated in such interpersonal encounters. In a survey of 273 firms the American Management Association sought information on this point:

As shown by the survey responses, the prevailing view among the companies represented in this study is that the interview factors capable of accurate determination are those which can be directly observed: mental alertness, fluency in spoken language, poise, attention to dress and general appearance, and the personal reactions of the interviewer to the applicant. The deeper individual characteristics (dependability, initiative, and perseverance, for example), whose evaluation must depend on inferences drawn from the information obtained in the interview, require high levels of interviewing skill for their measurement: very often, they are not correctly evaluated.\textsuperscript{20}

Johnson concurs and adds that the technique should not be used as a one-way pipeline. The interview should serve as a comfortable atmosphere in which there is a mutual exchange of information and formation of realistic impressions by both parties. It cannot serve to determine personality, mental ability, or mechanical aptitude. A candidate may be asked to expand upon information already given

\textsuperscript{19}\textsuperscript{19} Flippo, pp. 210-11.

\textsuperscript{20}\textsuperscript{20} Mandell, \textit{Employment Interview}, p. 12.
on an application blank, but the blank should carry the basic information and be familiar to the interviewer. The interviewer should consider himself as also being interviewed, for the applicant is forming important and lasting impressions. 21

Nigro indicates that in the past the interview has been little used in federal employment, except in a few situations where personality is considered important on the job, because of the fear that favoritism or bias would too easily come into play:

At the same time, oral examinations on any large scale were beyond the budgets of most civil service agencies, so very little use was made of them.

Today, as the result of vastly expanded government services and the increased contacts between civil servants and the public, a more tolerant view is generally taken of the oral. More and more, it is understood that personal qualities greatly influence success or failure in jobs in which the public's stake is very great. It is also realized that the grade on a written test, though important, is no perfect indicator of job success. 22

Bellows echoes Johnson's point that in addition to acceptance or rejection, the interview should be used for both giving and getting information and for setting up a friendly relationship. 23 He adds:

The interview is the "most used and least scientific" of the several ways of selecting employees. When used by itself, it usually has little reliability or validity. When used with adequate supplemental selection items and psychological tests, good employee selection can usually be accomplished. 24

21 Johnson, pp. 36-37.
22 Nigro, pp. 193-94.
23 Bellows, p. 228.
24 Ibid.
The importance of using a combination of methods is also stressed by Mandell, who reports that "American industry has learned much from experience, saying, in essence, that since it is of the highest importance to get the maximum information about the applicant, a variety of selection methods -- interviews and tests and reference inquiries -- is more likely to achieve this result than any single method alone."  

The form to be taken by the interview may be quite precisely predetermined by the interviewer, even to the point of laying out the exact questions to be asked, or, it may be planned only to the extent that the objectives are determined, the questions being injected at appropriate points in the flow of conversation. The former type is termed a structured, guided, or patterned interview, the latter, unguided or unstructured. Flippo notes that of the two basic types, the guided is the more frequently used and commonly involves use of either a rating sheet or a list of questions. Mandell favors the guided interview and, specifically, rating forms:

The best general guide to the rating process is to consider all the facts, to find the patterns, and always to keep the job requirements in mind. For this reason, well-prepared rating forms are invaluable; they help to insure that important facts are not overlooked, that each is given its proper weight, and that each is related to job standards.

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26 Flippo, p. 211.

Johnson notes that the patterned interview was designed to produce more consistent impressions among the several interviewers and mentions studies showing that it does accomplish this. He believes, however, that there are usually so many questions that there is little opportunity for the interviewee to gain information. Also, questions are often of a very personal nature, while others repeat questions previously answered on the application blank. This may give the applicant the feeling that he is being cross examined. The evidence indicates that the guided interview is the more commonly used type and Bellows cites studies demonstrating that it makes for more effective selection, despite the problems noted.

The unguided interview, as indicated above, is one having an objective but no rigid set of questions leading to it. Johnson describes the course of the interview as being flexible and shaped somewhat by the reactions of the interviewee, meanwhile noting that this produces the greatest problem connected with the method — its possible use of a great deal of time.

The nondirective interview, something of a variant of the unguided form, is suggested for consideration in cases where the usually effective patterned interview may be seen as disadvantageous:

28 Johnson, pp. 43-44.
29 Bellows, pp. 240-41.
30 Johnson, p. 43.
This approach offers several advantages. It tends to put the applicant at his ease because he does not have to be alert to respond to a series of questions. It permits him to talk about the thing that interests him at the moment and, in his experience, seems appropriate. It is thus likely to reveal the applicant's true interests and emotional background. The information obtained tends to be more reliable in this type of interview because the applicant has no way of knowing what appraisal is being made of his comments. 31

Another variable to be considered in the interviewing process is the number of interviewers normally involved with each candidate. Nigro reflects preponderant opinion in his recommendation that several interviewers are to be preferred to one, whether it be handled simultaneously or consecutively. His belief is that several able interviewers will produce a more thorough record of observation than one and that the result will be more reliable. 32 A study made by Mandell reporting widespread use of the multiple interview lists several factors that help explain its effectiveness:

An interview is a social situation involving the interaction of two persons; using three interviewers means obtaining reactions in three different situations — a method which results in more information about the applicant. Second, if the several interviewers are deliberately selected to represent differences in age, education, experience, point of view, and personality characteristics, the total of the reports will be based on insights that are beyond the range of most individuals. 33


32 Nigro, pp. 197-98.

33 Mandell, Company Guide to Selection of Salesmen, p. 58.
Another survey conducted by Mandell showed multiple interviews in wide use "ranging in number from two for office employees to a median of four for supervisors and executives."\(^{34}\)

The tension of the "board interview," in which one candidate sits with a group of examiners, is believed to have a tendency to bring the candidate's personality into clear view:

The purpose is to determine personality characteristics that cannot be brought to light in a written examination. Few people can sit with a group of interviewers or examiners without experiencing considerable tension. This tension brings out more impulsive reactions and tends to promote a more pronounced display of the personality than occurs in relaxed situations. The interviewers are not there, however, merely to create stress, but also to observe and examine the applicant from different points of view.\(^{35}\)

Though Weinland favors the board, or simultaneous interview, he points to the existence of several problems the method may give rise to. The problem he regards as most significant will surely be a chronic one:

The primary difficulty with the board interview is its expense, since it calls for a number of influential people to examine one interviewee. But this factor can be more than compensated for if better men are selected for important jobs.\(^{36}\)

There are other considerations to be taken into account in choosing between the simultaneous and consecutive methods of multiple interviewing:

\(^{34}\)Mandell, Employment Interview, p. 12.
\(^{35}\)Weinland, p. 327.
\(^{36}\)Ibid.
There are advantages and disadvantages of each method. Panel procedure gives each interviewer the chance to observe the candidate closely while one of the other interviewers questions him. It also avoids repetition of the same questions. The consecutive methods permits greater interaction between the candidate and any one interviewer, besides which it permits each interviewer to emphasize those factors which he can best evaluate.\(^{37}\)

Though some may feel that the factual information given in response to interview questions is unimportant and serves only as a vehicle for surveying the applicant's personality, in most interviews a number of questions are asked and the inexperienced interviewer may be at a loss to know what areas to cover. Mandell provides specific suggestions:

There is general agreement among those who have studied the interview process that the following areas of coverage, for an interview of about 20 minutes, will provide the most productive information:

A. **Work Experience**:
   1. Duties of present and previous jobs and the standards required by these jobs in terms of accuracy and quantity.
   2. Job duties, job standards, and supervisory practices liked and disliked and reasons for likes and dislikes.
   4. Reasons for changing or losing jobs and reasons for gaps in employment (and school) record.
   5. Reasons for lack of advancement, if appropriate.

B. **School Record**:
   1. Amount and types of education and grades received.
   2. School and non-school extracurricular activities.

\(^{37}\)Nigro, p. 197.
3. Reasons for choice of school subjects and for omission of other subjects.
4. Reasons for changing courses or dropping subjects.

C. Health:
1. Extent of absences from school and work due to illness or other incapacity.
2. Need for medical attention and medicines and pills.
3. Extent of participation in activities indicating health and vitality.

D. Home Family, and Social Life:
1. Marital status and dependents.
2. Home responsibilities.
3. Additional responsibilities to family and/or community.
4. Nature and extent of social activities. 38

Another approach to the choice of areas to be covered is that of checking during the course of the interview on background information that appears confused or questionable:

Placement interviews are valuable aids to the clarification of equivocal background statements. Carefully phrased questions concerning work processes, exact duties and responsibilities, organizational relationships and similar related matters will often clear up statements of experience which have been generalized for specific purposes. Concerning academic training, inquiries as to dates of attendance, credit hours, major subjects, and degrees obtained may aid in revealing the true background of a candidate who has given inflationary or misleading information about his educational achievements. 39

The literature of personnel contains many varied lists of practices specifically recommended for the conduct of interviews. Each of

38 Mandell, Recruiting and Selecting Office Employees, pp. 77-78.
39 Civil Service Assembly of the United States and Canada, Placement and Probation in the Public Service (Chicago: Civil Service Assembly, 1946), pp. 29-30.
the following recommendations was found in two or more such lists, as noted:

1) The interview should be conducted in privacy in a quiet place.  

2) The interviewer should be trained in the interviewing process.  

3) The interviewer should be thoroughly familiar with the specifications of the job under consideration.  

4) The candidate's experience record should be at hand for possible verification and elaboration.  

5) The interviewer has identified the objectives of the interview and has worked out a plan for reaching them.  

6) The interviewer should write a report of the interview as soon as it is completed.  

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40 Johnson, p. 46; Mandell, Company Guide to Selection of Salesmen, p. 63.  

41 Mandell, Company Guide to Selection of Salesmen, pp. 57-58; Johnson, p. 46; Bellows, pp. 239-40.  

42 Bellows, p. 239; Johnson, p. 46; Mandell, Company Guide to Selection of Salesmen, pp. 57-58.  

43 Civil Service Assembly, p. 38; Powell, p. 263; Bellows, p. 240; Johnson, pp. 46-49; Mandell, Company Guide to Selection of Salesmen, pp. 57-58.  

44 Civil Service Assembly, pp. 37-38; Bellows, p. 239; Johnson, p. 46; Mandell, Company Guide to Selection of Salesmen, pp. 57-58.  

45 Johnson, p. 48; Mandell, Company Guide to Selection of Salesmen, p. 63; Civil Service Assembly, pp. 37-38.
Turning from recommended practices to things to be avoided in the interview, Bellows presents some of the factors contributing to the ineffectiveness of interviewing: personal bias about factors that may have little to do with success or failure on the job; contagious bias in which the interviewer may distort his findings according to personal bias; wording of questions, either consciously or unconsciously, in such a way as to prompt a particular answer; halo effect, allowing a single trait to warp one's judgment of the total man, favorably or unfavorably; stereotyping ("Redheads are quick-tempered," "A person with a high forehead is brilliant," ) perhaps stemming from old wives' tales or early personal experience.

Though the importance of training in the interview process is recognized, the art apparently has not been very fully developed:

Increasing time is being spent on training. Two frequently used methods are (1) group analyses of recorded interviews and (2) checking the results of one interview against those of a second with a different interviewer. Evaluation methods may include the follow-up of interviewers' evaluations of applicants, or interviews of "stooges."

46 Bellows, p. 230.
47 Ibid., 232.
48 Ibid., 233-34.
49 Ibid., 235-36.
50 Ibid., 236-37.
51 Ibid., 13.
Logue describes a method of training members of a panel who interview applicants for positions with the Internal Revenue Service. The training program is based on tape recordings of simulated interviews:

We have not yet devised any validity studies for our training program. However, from the results so far observed, in terms of the attitude of the raters and their awareness and appreciation of the subtleties to be found in the panel procedure, we feel secure in hypothesizing that our approach will prove to be an asset to our selection program and that the cost will be justified by the caliber of men we obtain.

Trainee acceptance has been excellent and the participation enthusiastic. Furthermore, we can see positive gains just from getting the raters to think critically about what they are trying to do.52

The selection of scientific research personnel for employment would seem to present particular problems. An American Management Association sponsored study of the matter resulted in recommendations that, cumulatively if not specifically, argue for the exercise of extra care in the avoidance of mistakes. In a field having such a scarcity of qualified personnel it may be assumed that mistakes made in the hiring process are costly and difficult to set right:

At some time during the course of the interview, it should be clearly established why the applicant is considering a change from his present employment.

Factors which might lead to early turnover or initial misassignment must be consciously investigated during the interview.

A serious attempt should also be made to determine the motives and future goals of the applicant.

Discussion of the type of research assignments and problems he liked best in the past is often helpful here; Likewise, discussion of those assignments he liked least may also prove enlightening to the interviewer.  

Pains should be taken to insure that the employing company is well informed about the applicant and that the applicant has a "feel" for the work situation. A preliminary screening interview is recommended and a further interview conducted at the employment location. This should also provide opportunity for a relaxed meeting, perhaps over a meal, with the applicant's potential supervisor and associates.  

Should a desirable applicant turn down an offer, it is recommended that he be phoned for an informal discussion of his reasons. "Very often such a conversation will provide valuable information which can be applied to future recruiting problems. In other cases, it may turn up a simple misunderstanding on the part of the applicant which when cleared up will enable him to reconsider the initial offer."  

In business and industry, the weight placed on interview results varies among occupational groups. Among Mandell's 273 firms, 112 in selecting office employees and 114 in selecting plant employees placed more weight on the interview than on reference or test information. However, for supervisors and executives this figure declined to 94, for engineers to 91, and for salesmen to 87.  

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53 Myers, pp. 117-18.  
54 Ibid., 116.  
55 Ibid., 120-21.  
56 Mandell, Employment Interview, p. 25.
The function of the employment interview in higher education is generally somewhat different from that in business and industry and the civil service. In effect, the decision to hire is based on other evidence and the interview, if used, usually serves more the function of a familiarization visit for the benefit of all concerned:

Since . . . in 60 per cent of the instances where on-campus interviews were conducted, the man hired was the only one interviewed on campus, we may infer that on-campus interviews are used primarily for selling and confirming purposes. Candidates are first ranked on the basis of information gathered from vitae and recommendations. Then, in order of rank, the candidates are invited to campus and offered the job until someone accepts.57

Woodburne depicts much the same situation and notes some of the problems involved:

It must be admitted that it is difficult to judge what goes on behind a man's eyes on the basis of a short luncheon discussion. The candidate himself is either on his best behavior, being careful not to offend anyone, or he is so self-conscious from being on review that he gives a meager indication of his real worth. Unless a college is fortunate enough to have at the interview someone with a real gift for, and long experience in, picking men, officials are left groping in the dark.58

No recommendation was found that members of academic departments undertake training in the art of interviewing or that they surrender this part of the decision-making process to someone better equipped through training and/or experience. There is indication of resignation and acceptance of the subjectivity of the process:

57Brown, Market for College Teachers, p. 145.
58Woodburne, Faculty Personnel Policies, p. 2.
A part of the hiring process often hidden within the overlapping layers of procedures is the actual evaluation of candidates on their merits. The following sensible nonsense is an excellent summary of the way the market for futures is viewed by many of its most active traders. "We take a good look at their letters and then when they're down here we look at them and talk to them and then we take a good look into our crystal ball and pull out the best man. In other words, we're completely subjective about the whole thing."\(^{59}\)

While some seem prepared to accept the vagaries of the process as being inherent in the situation, others see ways of improving the campus interview without radically altering its structure. Douglas believes that, in the interest of fuller communication, the candidate should be interviewed on campus, and that prior to appointment this should be required. For better understanding in both parties complete frankness is especially important at this point to reduce the likelihood of future dissatisfaction. He recommends that the employer pay for the trip if the interview was held at his suggestion:

While customarily termed an interview, this phase of the selection process might well be considered more of a "visit to the campus." Certainly the applicant should converse freely with various administrative officials and faculty members and have an opportunity to observe as many parts of the college and community activities and environment as time permits. Quite often an informal meal, snack or coffee break with several staff members present pays real dividends in terms of better understanding of the all-important personal factors involved.\(^{60}\)

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\(^{59}\) Caplow, pp. 123-24.

The matter of passing judgment on personal qualities is critical and probably should not be entrusted to one individual. This point is also made concerning the selection of a college president. The interview, or visit, can provide a kind of preview of the interpersonal dynamics that may come into play if the candidate is accepted. The implication seems to be that the candidate should be exposed to the personalities of his potential colleagues as a test of compatibility:

Many factors are revealed in an interview which are not apparent from personnel papers. These include an individual's dress, grooming, manners, articulateness, personality, and attitudes. The interview also provides a preview of the interaction among the personalities which are destined to play the key roles in the development of the new college.61

As an example of a good selection sequence Lankard presents a pattern in actual use. It is quite comprehensive and may be somewhat more elaborate than is usual. First the candidate's records and confidential testimonials are evaluated. If these prove satisfactory a transcript is requested covering both graduate and undergraduate studies. If these are sufficiently impressive an interview is sought, always to be conducted on campus. The first interview is with the dean. This is a general interview covering salary and the type of faculty members being sought. From this the candidate goes to the chairman of the department or division:

This conference is a searching interview, in which the division seeks to ascertain training, background, and fitness of the candidate for the particular task.

Also, the candidate is introduced to as many members of the division as possible. Each participating member is asked for a written statement concerning the candidate. We use a mimeographed card for this purpose and ask for an estimate of the candidate with reference to two points: (1) background and competence for the position for which he is being considered and (2) congeniality or ability to work well with his colleagues.62

After this comes a conference between members of the division and the dean. Either the dean or the division can have the candidate's name removed from the list of eligibles. Where several eligibles remain they are ranked by mutual consent or, where considered even, the choice is left up to the dean.63

Tests

Though not mentioned in the writings on higher education, in the literatures of the civil service and business and industry heavy emphasis is given to the use of tests as devices for selecting personnel. Long a traditional selection tool in many areas of the civil service, the test is still growing in use, especially among city governments:

The techniques of recruitment, testing and placement consistent with merit principles are being accepted as vital to the management of cities, large and small. Personnel agencies are constantly improving examining techniques, for example, by use of performance tests where possible, use of group oral tests for those positions requiring interpersonal relationship abilities, and use of psychiatric and psychological

62Lankard, pp. 21-22.

63Ibid., 22.
testing to give greater assurance of the candidate's ability to perform the job and work well with his associates. 64

Mandell notes a great increase in the use of tests as devices for selecting salesmen. He cites two American Management Association surveys showing that their use more than doubled over a thirteen year period. Most of the respondents using tests found them satisfactory. 65

The wealth of material in print on the subject of testing might lead one to assume that use of tests was the rule throughout industry. Flippo maintains that this is not the case and cites studies showing that the use of testing in personnel selection varies somewhat with the size of the firm:

The use of tests in industry today is not as widespread as the volume of literature on the subject would lead one to believe. Their use has steadily expanded, however, and testing has definitely earned a place in a scientific selection procedure. One survey of personnel practices in business has revealed that as many as 80 per cent of the companies surveyed were using some type of psychological test. This survey, however, was "limited to prominent companies widely known for their progressive and highly developed personnel programs." 66 A broader study conducted by the National Industrial Conference Board indicated that less than half of the firms surveyed made use of tests in selection. This figure is not inconsistent with the Spriegel study, because of the types of firms surveyed. These findings do not de-emphasize the importance of testing; most of the larger firms

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with more fully developed programs do utilize tests in employment. The smaller firms, however, tend to rely more upon analysis of personal history and interviewing.67

Testing has gained a wide degree of acceptance both in the civil service and in business and industry for a variety of reasons. In the view of the Civil Service Assembly, "the techniques of testing make possible accurate evaluations of intelligence, subject-matter knowledge, and other elements entering into fitness for the job. Properly devised and administered tests can reveal more concerning the capabilities of applicants than any informal subjective measure."68

Mandell's respondents were in substantial agreement that the balancing of test results against interviewers' opinions provided better salesmen than the use of either method alone. Favorable side effects included: attraction of better applicants as a result of knowledge that tests were used; screening out of floating and professional job hunters; elimination of friends and relatives of present employees who were lacking in fitness, and; loss of a feeling of partiality and arbitrariness in the selection of personnel.69

Weinland endorses testing for similar reasons:

The value of tests in relation to the interview is that they are objective instruments that help to cut through subjective or halo errors. They are devices that indicate, much better than an interview, the amount of a person's general information or trade


68 Civil Service Assembly, p. 17.

knowledge, or degree of skill. They are, particularly, a means for comparing people on a competitive basis. Tests are quantitative, and the scores made are always referred to norms, which are the classified scores of other people. Consequently, testing a person indicates how he "measures up" with others. Tests, also, are relatively scientific samples of ability; using them one can avoid the sampling errors of the interview.70

Not all the opinion about testing is as favorable as this.

There is pressure, especially in the civil service, to reduce the amount of testing done. Powell notes what he believes to be the beginnings of a movement away from rigid formalization:

In the effort to avoid old-fashioned spoils, the formal examination system may create the new and greater danger that personnel selection methods frustrate the needs of the public administration in a speciously objective way.

Nobody has ever counted the number of people in public service selected by means of examinations but it should be recognized that there are large segments of governmental activity where not all personnel are selected under this formal system. Examples are the Tennessee Valley Authority, the Atomic Energy Commission, federal lawyers, local government teachers. It is an overstatement to say that there is a trend toward abandoning formal examinations, but there may be a preliminary to such a trend in the increasing questioning of the rationale of highly formalized selection approaches.71

However, the evidence presented by Pfiffner as recently as two years ago indicates that in the civil service the formal test still predominates as a preliminary screening device. He notes that the

70Weinland, pp. 288-89.
71Powell, p. 243.
Multiple-choice tests are the rule because "they are less open to criticism, and research has shown that they have higher reliability" than essay or free-answer tests. His third point in favor of the use of short-answer tests is the sheer weight of numbers. "Most civil service departments have a backbreaking load of examinations, and the test-scoring machine has been a boon in this respect." As long as this particular situation obtains it would appear that the mass examination, with its formalized, mechanized features dictated by the necessity for mass scoring, will be difficult to supplant. The machinable test does not completely dominate the field, however. "Essay or free-answer questions are still used occasionally when the field of competition is small, the preparation of a short-answer test is uneconomical, or the subject matter does not lend itself to short answers." Also, Pfiffner notes, once past the hurdle of the formal written test the applicant is given an oral test and an assessment of his training and experience.

Job versus Career. — Civil service tests vary in their objectives as well as in their format. As one moves up the ladder of responsibility, the emphasis in civil service testing shifts from the achievement test, measuring qualifications for a particular occupation or skill, to the aptitude test designed to assess a candidate's potential for a career in the public service:

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73 Ibid.
For professional and managerial occupations the achievement test is becoming less popular, largely because it seldom reveals much about a candidate's ultimate potential. The general and special abilities tests have become more meaningful for this purpose. In other words, how far a man is likely to go is more a function of his basic capacity and how he utilizes it than of how much he knows about a specific field. 74

The shift to a growing measure of concern with a candidate's fitness for a career as well as for a particular civil service job is reflected in the fact that "tests of general intelligence are very commonly included as a part of short-answer examinations for the widest variety of positions." 75 The shift, though marked, has not been of an extreme nature leading to polarization:

The widespread use of some form of general intelligence test is evidence of the change. Civil service commissions thus require not only a particular skill or mastery of a particular body of knowledge, but capacity for mental growth and personal adaptability. Many examinations now combine these two elements. 76

Preparation and Use of the Instrument. -- The devising of an effective examination for selection of employees for a particular work situation is no simple task. No two job environments are identical, and a test or tests that proved successful in one may not necessarily fit the needs of another, even when the two environments appear to be similar. Perhaps the first hurdle to be cleared in setting up a test program is the decision about specific purposes. What, in this particular

74 Stahl, p. 80.
76 ibid., 345.
job, are the critical characteristics to be tested for? What factors are significant and what are not? It seems unlikely that the decision can be reached intelligently without careful preliminary analysis of the dynamics of the particular job:

Instead of stating the requirements in terms of generalities, such as "good intellectual ability" or "broad knowledge of the field," specific items should be included, such as "ability to write a clear and precise report" or "the ability to comprehend technical materials in a specific field."  

Stahl, among others, stresses the importance of several factors in testing: the procedure must be objective, eliminating consideration of all characteristics except those applying to the given purpose; the test must be valid, actually measuring what it is supposed to measure. Stahl notes that for jobs in which no measurable production is involved this may be difficult to determine. A test may be given to present employees of known ability or a follow-up may be made of new employees to see how they perform, then check back comparing this with their test record; the test must be reliable, measuring factors consistently each time it is given to the same person.  

Bellows, commenting on the crucial importance of validity and reliability, notes that though tests for employee selection are used by nearly half the firms in the country, they are perhaps badly used as often as they are correctly used. He identifies four levels of sophistication in test

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78 Stahl, pp. 70-72.
79 Bellows, pp. 300-01.
use ranging from: (1) no evidence of the value of the test, (2) "clinical" use in which imperfections are recognized and an attempt made to balance test evidence with other information, as from interviews, (3) comparison of individual results with those of present employees whose abilities are known, to (4) scientific construction of the test in which workability and validity are checked throughout with corresponding modifications and refinements. "It is this level of use that will improve selection over a period of time." 80

In addition to achievement tests devised to measure specific skills or special knowledge, elements that may contribute to success on a particular job, there are several categories of tests to which an employer may turn in attempting to assess other factors that may affect a candidate's likelihood of success.

Aptitude Tests. — The aptitude test does not attempt to measure developed skills or abilities but a person's probable capacity to develop them. Flanagan takes the position of those who prefer these to tests of general intelligence:

... studies have shown that specific patterns of aptitudes can be associated with most skilled, supervisory, technical and professional jobs. Although much additional research remains to be done to identify these patterns with precision, there seems no justification for using traditional types of intelligence tests to select individuals for civil service jobs. 81

80 Ibid., 301.
Ryanen reports a study attempting to choose aptitude tests having some basis of validity. The objective was to identify those aptitude areas useful in predicting government trainee success. Supervisors were asked to choose the very poorest and the very best from among their subordinates. The resulting group constituted about 15 per cent of the employees in the job category. Each man filled out a biographical data sheet and took a battery of fifteen different aptitude tests. The subjects were told that they had been randomly selected to take part in a study concerned with selecting trainees. Seven of the tests had mean score differences between the best and the poorest workers significant at the .01 level of confidence. It was estimated that the probability of this difference being due to chance was at least one hundred to one against. Further analysis revealed that five of the tests (Memory, Reading Comprehension, Word Analogies, Perceptual Speed, and Numerical Progression) had the same predictive efficiency as the seven. Results showed that had it been possible to use the tests as a selection device in hiring the test group a third of the poorest could have been eliminated without eliminating any of the best workers. 82

Interest Tests. — The interest test or inventory, well known in vocational guidance, is also a tool used in some programs of employee selection. Mandell puts interest inventories high on the list of devices for selecting salesmen:

In summarizing the research work in the field of salesman selection, Milton E. Hahn writes: "Paterson, Strong, Kuder, Bills, and others have contributed research which permits the hypothesis that an appropriate measured interest pattern is the best single indication of sales aptitude." This statement ... indicates that a major part of the test program for salesmen might consist of interest inventories, the three best known of which are the Strong Vocational Interest Blank, the Kuder Preference Record, and the Allport-Vernon Study of Values. While all authors of interest inventories emphasize that ability as well as interest is important in vocational guidance and selection, there is no question that the interests of an individual are important.

For those companies able and willing to do the necessary research work, the data obtained will indicate which one inventory or combination of inventories is best and which score patterns are best. It may be necessary, for the sake of validity, to redo the inventories on the basis of a completely new pattern. Those companies not able to do research work may still use the inventories, and find them effective, if skilled advice is available.83

Flippo acknowledges the importance of interest as a factor in success on the job. He mentions the possibility of faking answers to skew test results in order to get a job. "Kuder, however, has devised techniques of scoring his Preference Record to differentiate between the honestly answered blanks and those designed to make a good impression. The system is reported to be 90 per cent accurate in detecting the dishonest blank."84

83 Mandell, Company Guide to Selection of Salesmen, pp. 75-76.
84 Flippo, p. 208.
Personality Tests. — It would be difficult to present a convincing argument to the effect that personality is of little importance in job success. However, preponderant evidence indicates that the tests of personality available today are too unreliable to be given significant weight in employee selection. Common objections noted include: the tests are transparent and rather easily faked by a reasonably intelligent applicant; our personalities vary with the situations in which we find ourselves; questions are often ambiguous; derived scores are lacking in precise meaning; personality features important in particular jobs are hard to identify. In spite of these objections there are indications that such tests are popular and widely used in business and industry. 85

On the other hand, Pfiffner reports that the use of temperament or personality inventories for testing the personalities of civil service applicants has not been widely accepted. He notes that such tests have been condemned by a number of psychologists on the grounds that applicants will not give honest answers that they would consider potentially damaging to their chances and maintains that they should be used only for clinical or therapeutic purposes, not for job competition. 86 Both Pfiffner and Nigro report that in the civil service the oral interview is preferred for assessing personality. 87

85 Strauss, pp. 443-44; Mandell, Company Guide to Selection of Salesmen, p. 76.
86 Pfiffner, p. 287.
87 Ibid., 288; Nigro, pp. 185-86.
The four contributors to a symposium on the effectiveness of personality tests for personnel selection purposes in the civil service agree that such tests need further research and development before they can be given any broad application in selection programs. They are presently seen to be lacking in validity and subject to faking, especially by the more sophisticated applicants. A related difficulty pointed out is our inability to identify with assurance those personality features that are of critical importance in particular jobs.  

A study of the validity of personality tests reached the following conclusion:

Of greatest importance, it must be concluded that, taken as a whole, there is no generalized evidence that personality measures can be recommended as good of validity is greater than might be expected by pure number chance -- but not much.  

Intelligence Tests. — In sharp contrast with tests of personality, tests of general intelligence or learning ability are widely regarded as effective instruments for selection of employees for certain positions:

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Research studies indicate that tests are most valuable for measuring certain abilities or aptitudes. The most widely used tests are those designed to measure "general intelligence" or general learning ability. Studies have shown that it is difficult to judge this ability on the basis of an interview — or even on the basis of observation on the job. 90

Stahl endorses these tests strongly and notes the possible importance of an upper as well as a lower cut-off point:

The evidence suggests not only that certain determinate minima of intelligence are essential in many occupations, but also that an individual can be too intelligent for a particular job, causing unnecessary turnover. Thus, it seems probable that there are upper and lower limits within which the most likely candidates for many positions may be bracketed. Tests of general intelligence are even found frequently to give better results in predicting success in specialized positions than do specialized knowledge tests. 91

Such tests seem particularly well suited for choosing employees in supervisory and other higher level jobs. Flippo points out that the intelligence test, in addition to being probably the most widely administered standardized test in industry, offers its highest validity in testing for supervisory and skilled jobs. 92 The point is emphasized by Nigro:

Although the questions on such tests may seem purely theoretical, years of experimentation have shown that the ability to solve these paper-and-pencil problems is definitely related to the ability

91 Stahl, p. 78.
92 Flippo, pp. 205-06.
to perform certain practical tasks. Tests of general
ability are particularly useful in examining for high-
level positions, since the latter require definite in-
tellectual capacity. 93

Certain limitations in the use of intelligence tests are noted.
Mandell suggests that they be used only as screening devices to
eliminate those unable to score above a predetermined minimum and
not in choosing between two candidates, both of whom have scored
above the minimum. 94 Strauss points out that many companies use
intelligence tests in employee selection, but that the most accurate
of these tests are long and costly to administer. Therefore, most
firms use a shortened form giving only a rough approximation of learn-
ing ability. 95 Use of this practice would lend weight to Mandell's
statement cautioning against their use in drawing precise distinctions
between individuals on the basis of this test alone. The usefulness
of the test may be limited by the size of the group tested:

... validity is a statistical concept; it refers to
large groups and not to individuals. This means
that a test is valid when in a large group of tested
individuals, test scores correspond to job perform-
ance more often than they would be expected to by
chance alone. It also means that a test can be
valid generally and still be dead wrong in the case
of any given individual. 96

93 Nigro, p. 185.
95 Strauss, p. 442.
96 Saul W. Gellerman, "Personnel Testing: What the Critics
Overlook," Personnel Job in a Changing World "AMA Management
p. 291.
Thus, in organizations dealing with only a few applicants at a time the intelligence test may not be as useful as in organizations having many applicants from which to choose. Perhaps the most effective application in the former case would be use of the test as a device for screening out the most unsuitable applicants.

Fields in which the applicant's prerequisite education indicates a fairly high level of intelligence may find that the intelligence test provides a particular insight:

... the "general information" type of test covers a very wide spectrum of knowledge and therefore favors the man with a broad-ranging curiosity and the ability to reason his way to answers he doesn't necessarily know. It is, in other words, a measure of "applied intelligence" and can be quite a useful addition to selection programs in which all candidates can be presumed to be intelligent, but not all are necessarily inquisitive or clever in their use of their intelligence. 97

Of tests in general the point may be emphasized that they will not tell the employer whether or not a particular applicant will be a success, but their use probably will raise the ability level of a group of applicants selected over a period of time:

Test scores can never make firm predictions on what will happen if a specific individual, Mr. Jones, is hired. Rather, test scores simply tell management (assuming that the tests have been validated) that a greater proportion of the people who score above a certain point will be successful than those who score below that point. However, test results can never predict precisely that Jones himself will succeed or fail. 98

97 Ibid., 292.
98 Strauss, p. 449.
Several authorities drive home the point that tests, though useful, should not be used alone in selecting employees. Thus, in advising on the selection of research personnel, Myers notes:

Although testing is a controversial subject, most users believe the tests to be beneficial if properly applied. Users further emphasize that the tests merely supplement, not replace, such necessary tools as the interview and the application form. As a word of caution, testing is not a field for amateurs, and a professionally administered program is a must. 99

Johnson also emphasizes the point that testing is an involved process having many pitfalls for the uninitiated and that any company planning to use testing in the selection process should consult an expert in the field. He sums up thus:

Tests are not a panacea for employment problems but can, in most cases, improve the selection of employees. Tests do not replace good judgment but do give additional information for decision making. It is important to recognize that test scores should not be the sole basis for hiring or rejecting an applicant. Tests are not infallible, but they are useful. 100

Reference inquiries and performance records

Inquiry into an applicant's record of previous performance is an employee selection device in general use in business and industry, the civil service, and higher education. It is used in several different forms and is held in varying degrees of respect, but few employers feel that it can be dispensed with.

99 Myers, pp. 116-17.

100 Johnson, p. 50.
Though its reliability is often questioned, the reference inquiry is seldom omitted in the selection of salesmen. Of the 180 firms responding to Mandell's survey, 179 use the reference inquiry in one form or another. Though such near unanimity was not reflected in the same author's survey of practices governing the selection of office employees, the preference for checks was still overwhelming. Of 320 firms responding only 28 reported no use of the reference check in employee selection.

A comparable degree of consistency obtains in the civil service in the use of reference inquiries in selecting supervisory personnel:

Supervisory appraisals are almost uniformly used in selection. They are, however, made with varying degrees of thoroughness. Some consist essentially in asking the candidate's present supervisor if the candidate is a good worker; others involve a detailed investigation of the candidate's work history.

In the academic field, though formal documents reflecting performance and achievement are available, they are, apparently, seldom referred to in selection of new faculty. Caplow notes that "as for the actual credentials used in decision making, it is not an over-generalization to say that departments do not, as a rule, consider teaching, academic records, or theses." Efforts are made to

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102 Mandell, *Recruiting and Selecting Office Employees*, p. 106.
104 Caplow, p. 127.
contact colleagues and others who may know the candidate for their opinions of him, but little faith or charity enters into this undertaking. Brown reports that in general the references supplied by the candidate are considered so untrustworthy that, if favorable, they are disregarded. Some prestigious schools do not even bother to contact them.\(^{105}\)

Recognizing the unreliability of the recommenders suggested by the candidate, hiring departments usually investigate on their own. They search their own recommenders, employer-oriented recommenders. Although the hiring department is unlikely to know the specific recommenders listed by the candidate, in most cases mutual acquaintances can be identified.\(^{106}\)

The reference check may be made in writing or in conversation, either face to face or over the telephone. So many authorities express marked preference for the latter that endorsement of the conversational check may almost be taken as dogma:

The values of checking by direct conversation, face to face or by telephone, lie in the greater amount of information that is obtainable. Not only is the reference giver usually willing to speak more freely, but one also has the advantage of hearing his voice and its inflections. When information is to be written and signed, there is a natural tendency to modify it to the point of becoming primarily laudatory or meaningless. People generally speak more freely than they write. If the two parties know each other personally, the value of the information received can be extremely high.\(^{107}\)

A survey of Mandell's recorded a significant preference among employers for the telephone in making reference checks. The reasons

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\(^{106}\) Ibid., 140.

\(^{107}\) Flippo, pp. 188-89.
cited include: speed in processing reduces loss of qualified applicants; there is opportunity to question unforeseen points; provides greater depth of detail; insures response and makes evasion or covering up more difficult; provides more clues to standards used in evaluation. The author notes that mail inquiries, in addition to involving delay, may bring no reply at all. 108 Of Mandell's respondents who were asked their method of making reference checks, 165 reported they used the telephone, 52 use the mail, and 74 combine the methods. 109

In the selection of supervisory personnel in the civil service, preference is given to interviews with persons acquainted with the candidate's performance rather than to questionnaires or vouchers calling for written evaluations of performance. The interview is flexible and allows changes to fit particular situations, permits further exploration of unclear statements and is likely to bring out fuller and more candid responses, many people being reluctant to put adverse criticism in writing. 110

In selecting research personnel, Myers strongly recommends telephone contact with previous employers. Comments obtained in this way are considered more candid; also, written reference inquiries may be answered by persons having little close knowledge of the applicant's performance. 111

108 Mandell, Recruiting and Selecting Office Employees, pp. 106-17.
109 Ibid., 106.
110 U.S. Civil Service Commission, Selecting Supervisors, p. 15.
111 Myers, p. 116.
A similar pattern of practice may be found in the selection of college teachers. A survey of academic departments revealed mixed opinions about the effectiveness of letters of recommendation. While some assert that the information given is generally helpful and that it is usually not otherwise available, others say that the letters tend to present only the positive aspects, are not candid, and leave out important details. A number of respondents recommended a follow-up by phone on the basis that people will give information orally that they would not put in writing. The consensus was that letters are acceptable only as supporting evidence. They should not be accepted alone as sufficient evidence for deciding.\textsuperscript{112}

Not uncommonly, doctoral sponsors receive long distance telephone calls about candidates' potential. These unofficial appraisals may carry considerably more weight with employment authorities than formal letters of recommendation, of which experienced administrators take a rather dim view.\textsuperscript{113}

Brown suggests that fear of legal reprisal may deter some persons from making unfavorable statements in writing:

These contacts are usually made by long distance phone or in person in order to overcome the natural reluctance of recommenders to place negative comments in writing and, thereby, submit themselves to the legal possibilities of libel proceedings.\textsuperscript{114}

Whether made by mail or in conversation, preference is given to the reference check that asks specific rather than general questions.

\begin{itemize}
\item \textsuperscript{112} Improvement of Instruction in Higher Education, pp. 25-26.
\item \textsuperscript{113} Herge, p. 71.
\item \textsuperscript{114} Brown, Market for College Teachers, p. 141.
\end{itemize}
If recommenders are given great latitude in framing their responses considerable uncertainty could result in comparing several recommendations, whether for the same or for different candidates. Stahl notes that "such a procedure must entail a systematic means of acquiring and recording information in such a fashion that different recorders will note similar results on the same case and that such notations can be readily evaluated and, if practicable, quantified for examination rating purposes." Mandell, in recommending that inquiries include pointed rather than general questions, provides the example, "Did the applicant have any conflicts with his supervisor?" rather than, "How did Mr. ____ get along with people?" He specifically recommends asking former employers whether they would rehire the applicant. Flippo suggests use of a checklist.

Though in wide use in the three fields under consideration, the value of the reference check is open to question in the opinion of a number of authorities. Johnson cites a survey of 100 sales managers, showing that 85 per cent gave the former employee the benefit of the doubt, though 39 per cent said they would reveal failings and weaknesses as well as good points. He notes that when several applicants having different referents are involved this factor makes comparisons very difficult.

115 Stahl, pp. 76-77.
117 Flippo, p. 189.
118 Johnson, p. 31.
Even though it has declined in popularity, Flippo reports that the letter is still the most widely used method of checking references. He recommends against requests for a general letter reviewing the applicant's qualifications, believing that greater value results from a request for specific information. Mandell acknowledges that there are criticisms of the reference inquiry as a reliable source of information and suggests that some of these objections stem from the belief that the supplier of information may be prejudiced or afflicted with poor memory.

... the only general agreement there seems to be in this field is that work references are more important than personal references and that telephone inquiries produce better results than mail. Furthermore, a serious defect at present, especially with mail inquiries, is that delays in considering applicants and making final decisions may result in the loss of highly qualified applicants who accept employment from other organizations that are more rapid in their personnel processing.

In one review of the methods used in checking qualifications of applicants for the civil service the letter of reference is listed last and, though noted as being used in most selection, is described as a "supplementary tool," to be used in combination with other devices.

Because reference letters have a reputation for low reliability the value of all inquiry into past performance has been lessened in the minds of some:

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119 Flippo, p. 189.

120 Mandell, Recruiting and Selecting Office Employees, p. 101.

Such inquiries, however, if properly made, can be of definite value in placement as well as in deciding whether to accept or reject the candidates. If it is kept in mind that the objective should be, as it is in the rest of the personnel appraisal, to find out what the candidate can do and under what conditions he can work best, information of real importance can be obtained.122

As noted earlier, the reference check in the academic world has characteristics all its own. Though a check seems to be generally regarded as important, mistrust and suspicion often complicate the process:

Of all the evidence mentioned the recommendations of persons at other institutions seem to be less trustworthy than any other index. This is a tragic commentary on the general integrity of scholars and will, of course, be denied by many. Yet the consensus of 46 of the best colleges and schools in the country is clear and practically unanimous. They dare not trust any recommendation, without separate verification, unless they know the individual making the statement and know they can rely on his word.123

The problem may become one of finding a reference who combines some knowledge of the candidate with a fairly high degree of respect for the academic department considering his candidacy:

Unlike employee-oriented recommenders, recommenders who know and respect the hiring department are, in the words of one chairman, "reluctant to stick you with a loser." They are more likely to consider the interests of the department as well as those of the individual.124

122 Civil Service Assembly, p. 39.
123 Woodburne, Faculty Personnel Policies, p. 3.
124 Brown, Market for College Teachers, p. 141.
The check on academic qualifications is reported to bear rather heavily upon the candidate's respectability within his discipline, especially as reflected in the quality of his research and the prestige of the journals in which it appears:

The quality of a doctoral dissertation and the contribution to it of the candidate can be given only by his graduate teacher. For new instructors, therefore, this is the sole source of information. For older persons a careful study of the bibliography can disclose if much of it is popular articles or embodies more serious research treatment. One can also see if the articles are in the most respectable journals in the field and whether the studies follow a consistent pattern of interest or jump around to find the quickest publishable material.125

Though Herge appears to be in the minority, he may speak for a sector of the academic community less swayed by mistrust and suspicion:

Evidence of a candidate's qualifications is usually evaluated by a faculty committee, the appropriate department head, dean, president of the institution, and board of trustees -- by any or all of these, and probably in this order. His credentials take many forms. Quality of scholarship is indicated by the candidate's earned degrees, the transcript of his academic record, the honors awarded him, his letters of recommendation, and his published writings and research. Professional attitudes and ethics may be attested to by former associates and colleagues.

The candidate's appearance, personality, habits, pursuits, associates, social and professional affiliations, and civic contributions are part of the evidence. His preparation and prior performance in teaching are being given increasing consideration by college and university administrators.126

125 Woodburne, Principles of College and University Administration, pp. 49-50.
126 Herge, pp. 70-71.
Medical examinations

Though medical examinations are not mentioned as an employee selection device in the literature of higher education, in the other two fields being surveyed the practice of requiring such an examination has become common:

The physical examination is an employment step that is found quite widely in business. It can vary from a very comprehensive examination and matching of an applicant's physical capabilities to job requirements, to a simple check of general physical appearance and well-being. 127

This author suggests three basic objectives of the physical exam: (1) Determination of the applicant's physical limitations, especially as these can be related to the requirements of a particular position. (2) Protection of the company against unwarranted claims or lawsuits. (3) Protection of other employees against communicable disease. It is further suggested that a physical exam be required as a continuing practice for all employees after hiring. 128

Mandell reports that in his survey of company practice in selecting sales personnel, 105 out of 179 responding firms require a medical examination. He notes further than "in addition to the obvious need for a competent physician, there is need for the physician to have a thorough knowledge of the physical requirements of the job if the examination is to be effective." 129 It is pointed out that the exam

127 Flippo, p. 192.
128 Ibid., 192-93.
129 Mandell, Company Guide to Selection of Salesmen, p. 82.
need not be simply a device for culling out the unfit. Accurate knowledge of an applicant's physical condition can be an important factor in guiding him into a position that his particular abilities permit him to fill effectively. However, the physical requirements of a particular job should not be decided by assumption but by careful checking. Johnson cites an example of workers performing very fine operations in a hosiery mill. The management assumed that perfect eyesight would be an advantage. However, a check revealed that there was a negative correlation between hourly production and visual acuity. The same point is made about limitations placed on the age of applicants.

Stress is laid on the point that medical exams protect both the company and the employee. Strauss indicates that "the company's responsibility (both legal and ethical) for employee health and safety encourages widespread use of physical checkups. Thorough physical examinations also provide valuable records in the event of accidents."

In many areas of civil service employment the physical examination is routine before appointment, even for jobs not calling for any special physical attributes or skills. "To insure reasonable continuity and avoid unnecessary charges on the retirement system, it is common to require basic health examinations of all appointees to the

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130 Weinland, p. 306.
131 Johnson, pp. 84-86.
132 Strauss, pp. 414-42.
public service. The exam is not a mere formality, but can be decisive in the selection process:

Many civil service jurisdictions now give physical examinations regularly as a part of the selection process, and candidates are not certified for appointment unless they are considered physically able to do the work. Other agencies not under a legally established merit system also give such examinations and consider the findings in making appointments.

Job and situation descriptions

Selection may be too often thought of as the prerogative of the employer alone. Ideally, it is a two-way street. The candidate, too, should be in a position to make an informed decision. If the prospective employee is not given full information with which to evaluate the job situation there is risk that he will be unhappily disillusioned. This information is also needed by the interviewer if he is to conduct an interview that is informative for both parties and oriented specifically to a given job opening. Using the job description it is possible to develop a list of qualifications and requirements for the individual who should fill the position. Strauss cites examples of the sort of information needed.

Once we have a complete description of the duties that must be performed, we can construct a personnel requirement list for each job. This would include the type of education and/or experience an

133 Stahl, p. 81.
134 Civil Service Assembly, p. 30.
applicant should have; what skills he must possess; what physical attributes he needs (e.g., stamina, height, and so forth); and what personality requirements are desirable. The list should also specify the types of relationships he will be expected to undertake and maintain with other people.

Careful descriptions produce certain valuable by-products. First, they give the applicant an accurate picture of the job and reduce the possibility that he will be unpleasantly surprised by the duties expected of him after he has started to work. Second, job descriptions are useful in setting wages and salaries through job evaluation, and as a check list against which to measure job performance.135

Myers, speaking of the research personnel, points out that a man's whole career may be at stake in a given appointment and that no one is served if he is deceived or misinformed.136 He indicates the variety of means by which the candidate may be informed: (1) printed materials describing the company and its operations; (2) financial reports; (3) works published by employees; (4) brochures describing personnel policies and benefit plans; (5) a fairly complete guided tour of his prospective working environment; (6) a chance to talk informally with supervisor and other staff; (7) a thorough job description; (8) a statement of the growth potential of the position.137

A thoroughly informative brochure is recommended as an aid in giving the applicant information about the company:

136 Myers, pp. 113-14.
137 Ibid., 118-19.
This brochure should be made available on the first contact. It should be in part historical, but it might also set forth the company philosophy, policies, long-range plans as well as such mundane things as wage schedules, vacations, pensions, and the opportunity for advancement. Some of the negative aspects which are bound to come up should also be made known, such things as seasonality of the industry, limited opportunity for advancement, erratic hours of work, vacation dates based on seniority, and others. Stating both sides of a situation tends to build up the trust an employee ought to have for the company. 138

In the civil service, stress is placed on the importance of a statement of requirements for employment in a given job:

A statement of minimum employment standards or qualifications, generally stated in terms of type and quantity of experience required, is a highly important selection method. It is the first screening device and, if carefully prepared, can increase the validity of the selection process as a whole. 139

Some civil service agencies have position classification plans which record a good deal of information about given classes of jobs, but for some classes, supervisory jobs in particular, further information must be developed. Because each supervisory job differs somewhat from every other such job it is not advisable to lump several together for analysis as a group. 140

Nigro notes some of the specific points of information which the job analysis should develop beyond those covered in class specification statements:

138 Johnson, p. 27.
140 Ibid., 9.
Such questions as these must be answered: What skills and knowledges are needed? How about general intelligence? Special aptitudes? Personality characteristics? Any general or special physical qualifications? How important is each of these factors in determining fitness for the position? 141

The situation has been described from another point of perspective. "Without a knowledge of the essential character of the work to be performed in each position, the otherwise effective means of determining the capabilities and characteristics of prospective employees are of little value. 142

Where the placement load is not too great, individual orientation of a rather detailed and personalized nature is suggested:

Much can be gained by talking over the nature of the vacant position with the new employee. Possible causes of maladjustment may be eliminated and greater employee interest and satisfaction may be obtained.

It is also of real importance to know the action which brought about the vacancy to be filled. Was the vacancy created by a promotion, and is the former occupant still available for advice and consultation? Was it created by a transfer or promotion to some entirely different place? Or were there job difficulties which resulted in the resignation or removal of the previous incumbent? Each of these situations means a different set of conditions which the new employee has to meet. To enable him to enter on the job armed with the data necessary for a quick adjustment, the placement officer owes the recruit the benefit of available information. 143

141 Nigro, p. 173.
142 Civil Service Assembly, p. 13.
143 Civil Service Assembly, pp. 41-42.
Job descriptions are infrequently mentioned as elements to be considered in the selection of college faculty members. Though particular requirements and expectations surely are taken into account in filling departmental vacancies, it may be that these often consist largely of identification of a specialty to be sought for and are arrived at through informal discussion and consensus rather than through any systematic exploration of institutional needs and departmental environment. Douglas, however, speaks of a written job description as being a necessity. It should include "items such as educational and experience requirements, professional rank available, salary schedule, anticipated date of starting duties, probable teaching assignment, need for personal interview with any available allowance for expenses involved, and similar specifics pertinent to the appointment."144

Though the search for a college president takes place in a setting different from that in which the selection of a faculty member is conducted, at least some of the same rules apply. Bolman contends that forming a list of names is one of the last things to be done in choosing a president. In order to match a man and a position, one of the first tasks is an appraisal of the institution's situation in order to determine what needs to be done. When this is established, one can begin looking for a man having the qualities needed for the particular job.145

144 Douglas, p. 49.

Douglas cautions that it is not enough just to look for a candidate having ability. Every hiring department has an established environment. An attempt must be made to analyze the nature of that environment and search for a new man who fits it:

... in addition to needing a good accounting instructor to fit a particular niche in your program, you also need someone (a) who will be able to adjust to, and become a part of, your total departmental staff, and (b) who your present staff will adjust to, and accept fully (at least eventually!), as an integral part of itself.146

Though it is important to identify clearly the kind of candidate wanted, it is also necessary to appraise the situation objectively to determine whether that kind of person might be persuaded to apply:

Realistic terms should be attached to the job and expectations should be properly framed in the light of these terms. Too often a recruiter goes to the market looking for a well-trained Ph.D. without the wherewithal to attract him. Naturally he returns home without his catch which gives rise to still another round of recruitment in which either the terms of employment must be made more attractive or quality standards lowered.147

The candidate, too, should be fully informed of the dynamics of the institutional environment. In order to make an intelligent decision he should know the truth about the situation in which he may find himself:

146 Douglas, p. 49.
147 Brown, Mobile Professors, p. 179.
A statement of environmental factors might well refer to such things as the student body; the total faculty; community living conditions, transportation, cultural, and other characteristics; administrative policies which may be pertinent; future growth or plans for the college; faculty participation in policy making; and any of many other potentially significant factors of which the college may well be proud.

In stating these items of supplementary information, strict attention must be given to eliminating anything misleading. The very nature of the purpose being served would indicate heavy emphasis in it on the more favorable considerations of the total teaching situation. Nevertheless, should an obviously unfavorable situation exist, it would be dishonest and unethical not to mention it. 148

Note. -- The recommended practices referred to in this and in the preceding chapter were used as the basis for a questionnaire addressed to a selected group of college libraries. The purpose of the questionnaire was to determine the degree to which these recommended practices are used in the libraries, and to record effectiveness ratings for those practices with which the respondents had become familiar through present or previous use. In the following chapter the resulting responses are presented and analyzed.

CHAPTER IV

ANALYSIS OF RESPONSE TO THE QUESTIONNAIRE

In defining the library population to be surveyed, Schiller's table of institutional strata was used. These strata were based on data provided by the U.S. Office of Education for 1964-65 and define a medium size, private, liberal arts college library as one having a staff of from three to nine professionals in full time equivalent. This category of staff size was chosen, as noted in the first chapter, to avoid the larger library where personnel practices may be the responsibility of a professional personnel officer, and to avoid the very small library where staff changes may be too few to have established a significant pattern of practice.

Applying this definition of size and type to the institutional data presented in the latest edition of Library Statistics of Colleges and Universities, approximately 400 libraries were found to meet the requirement. Two means of selection were used to reduce the size of

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this number to a group of more manageable size. The means used also worked to produce a selection of the better known schools in the original list of 400. It seems probable that the better known institutions receive a greater than average number of job applicants per library vacancy. If true, this should tend to produce more fully developed selection procedures than is the case in libraries receiving relatively few applications.

The list of 400 libraries was first reduced to those of colleges following a somewhat rigorous pattern of selection in the admission of students. Barron's Profiles of American Colleges groups colleges into six graded categories on that basis. Selecting schools only from the upper four categories (those whose entering students have SAT score medians of 450 and above) reduced the list from 400 to 221. This group was then further reduced by retaining only those institutions paying an average salary of $11,500 or more annually for full time faculty members. The source of this information was the annual report of the American Association of University Professors on the economic status of the profession. This second test reduced the list of 221 institutions to a final list of 89 that forms the population to be surveyed.

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To summarize, the college libraries to be surveyed are those employing no fewer than three and no more than nine professional librarians in full time equivalent. They serve private, four-year, liberal arts colleges whose students' SAT scores range across a median of 450 or above, and whose full time faculty are paid average salaries of $11,500 or above.

In constructing the questionnaire, questions were chosen to explore college library practice in the procurement and selection of professional personnel. The questions reflect practices recommended in the literatures of business and industry, the civil service, and higher education as set forth in Chapters II and III.

In most cases a yes or no response is solicited. In other cases multiple choice responses are called for to reflect a range of possible practices or activities. Those respondents having at any time had sufficient experience with a practice to enable them to form an opinion were asked to rate the effectiveness of the practice on a three-place scale as "very effective," "effective," or "not effective."

The 89 questionnaires sent out produced 70 usable returns for a return rate of 78 per cent. Responding institutions are listed in Appendix II. A complete numerical tally of questionnaire responses is presented in Appendix I. In the present chapter the responses are summarized and compared within the subject categories used in the questionnaire.
**Procurement**

**Personal references and contacts**

Of the four types of contacts reported on as used in seeking new employees, that of asking for suggestions from librarians at other institutions is the most used and is also evaluated as most fruitful. Eighty-six per cent of the respondents use this method and 40 per cent rate it as effective while 23 per cent rate it as very effective. Thirteen per cent rate it as not an effective source.

The next most popular source of suggestions is the staff at the employing library. They are encouraged to suggest candidates by 77 per cent of the respondents. While this is rated as effective by 36 per cent and as very effective by 19 per cent, 24 per cent of the respondents considered it not an effective source.

The popularity of both these sources probably reflects a feeling that they are the readiest and most efficient sources available. The academic grapevine is a widespread network, and because it involves personal and colleague relationships, is perhaps looked upon as more reliable than other sources of information.

Though recruiting at library conventions is attempted by 70 per cent of the libraries, only 24 per cent regard it as effective and 11 per cent as very effective, while 33 per cent of the respondents consider this method not effective. In the turmoil of a convention many negotiations appear to be in progress. This may produce high expectations and account, in part, for the convention's popularity in recruiting. These results suggest, however, that such negotiations are often unsuccessful.
Of the four recommended contact methods reported on, only that of directly approaching employees of other libraries was recorded as little used. Though presently used by only 19 per cent of the respondents, 13 per cent consider it effective and 6 per cent very effective. It should be noted, however, that this rating is nearly balanced by 17 per cent who regard the tactic as ineffective. One respondent added the comment, "This is not good form." This may be an indication that the method is in little use because it is considered unethical by many academic librarians.

Advertisement

Among the libraries that advertise for job candidates, the medium of the library periodical is a decided favorite and is widely regarded as productive. One respondent noted of such ads, however, that though effective, "they do bring in a flood of unqualified applicants." Sixty-seven per cent of the libraries advertise in library periodicals, 34 per cent rate them as effective and 24 per cent as very effective. Of the 51 libraries that advertise at all, 47 advertise in library periodicals. Only 4 per cent of the respondents consider this method not effective.

The Sunday edition of the New York Times is used by 27 per cent of the respondents. Ten per cent rate this medium as effective and 20 per cent as very effective. Seven per cent rate it not effective. Local or nearby papers are used for advertising by 17 per cent of the libraries. Such advertising is considered effective by 6 per cent and very effective by 7 per cent. Four per cent rate it not effective.
Two respondents reported using other media for advertising. One uses a "state newsletter," presumably that of a state library or library association, but finds it not effective. The other advertises in the AAUP Bulletin and regards the practice as effective.

A practice widely recommended in the literatures of the other fields is that of providing the possible applicant with quite full information about the position. Doing this at an early stage may give the interested job seeker the information he needs for screening himself, thus possibly saving all parties considerable time and trouble. In only one respect did the responding libraries preponderantly follow this dictum in their advertising practice; all but one identify the college when advertising for applicants.

It is well to remember that the purpose of advertising is to attract the interest of qualified applicants who might not otherwise know of the opening. If the ad is fully informative, the reader is given an opportunity to screen himself and evaluate the position for suitability. If the ad is not informative it should be assumed that some of the applicants will prove to be either poorly qualified or disappointed with the real nature of the position, and the task of screening will bear more heavily upon the employer.

Of the libraries responding, 27 per cent do not advertise at all. Of those that do advertise, over a third run "blind" ads in the sense that they do not specify salary or even range of salary. Of the 51 libraries (73 per cent) that do advertise, 28 run ads that are "brief, a few lines inviting inquiry." While 15 libraries rate this method as
effective, it is possible that some of the resulting inquiries may come from persons who will prove to be unqualified or not interested after fuller information is provided. However, only one library rated the brief ad as not effective. Twenty-one libraries run ads that, though "fairly detailed," are somewhat restricted in length. Ten respondents rate such ads as effective and 5 as very effective. None rated it not effective. Only two libraries publicize their vacancies in ads that are "unrestricted" in length, attempting to give rather full information on the several aspects of employment. Of these two, one rates the method as effective while the other considers it very effective. Of the 51 libraries that advertise, none uses an advertising agency in preparing its ads. One library rates the practice as not effective.

**Employment agencies and services**

Respondents' use of four different types of placement service was surveyed in the questionnaire. Only one of the four was used by a majority of the respondents. Library school placement offices are used by 91 per cent of the libraries. Forty-eight per cent rate this service as effective, 20 per cent as very effective. The service is rated as not effective by 17 per cent of the respondents.

The next most popular placement agency is the convention service provided by the U.S. Employment Service at conventions of the American Library Association. Thirty-seven per cent of the libraries use this service. While 13 per cent find it effective and 7 per cent very effective, 16 per cent rate the service as not effective.
The state employment offices of the U.S. Employment Service are used by only 24 per cent of the respondents. Only 7 per cent find this agency to be effective and 3 per cent very effective. The service is rated as not effective by 14 per cent.

The least used type of service is the private, fee-charging agency. These are used by only 9 per cent of the respondents. They were rated as effective by 9 per cent, very effective by none, and not effective by 7 per cent.

The last two sources are heavily used by business and industry. Their unpopularity among this group of college libraries, and in the academic world in general, may result from a stigma attaching to use of any placement agency other than a university's and, at the same time, from the apparent convenience and efficiency of the academic employment grapevine.

**Colleges and universities**

The practice of visiting library schools for employment interviews with students is followed by only one-third of the libraries surveyed. Thirteen per cent rate the practice as effective and 11 per cent as very effective. Only 6 per cent consider such visits to be not effective. The rather low ratio of librarians visiting library schools for interviews may be in part attributable to the fact that final decisions are almost uniformly made only after a visit by the candidate to the employer's campus. Thus, by comparison, the library school interview becomes a rather hurried preliminary screening process, perhaps
conducted more effectively and conveniently through consultation of the candidate's written references.

The procedure of applying to library school faculty for names of recommended students and alumni is, by contrast, in quite general use. This tactic is used by 83 per cent of the libraries. Forty-one per cent regard it as effective and 19 per cent as very effective. This method is rated as not effective by 14 per cent.

The importance of supplying employment information at an early stage of the recruitment process seems to be widely recognized by those libraries using the placement services of library schools. A total of 87 per cent supply the school with information about the opening before seeking student applications. Only 6 per cent indicate that they do not.

The practice of recruiting only from nearby schools, recommended because of the relative ease of making frequent contact with faculty and school officials, and because recruits from the nearby area tend to make more permanent employees, is followed by 24 per cent of the libraries. However, only 6 per cent of the respondents find this effective and 6 per cent very effective. One library rated the practice as not effective.

Unsolicited applications

Though the unsolicited letter of application may arrive when least needed, authorities on personnel practices recommend that it be given prompt acknowledgment on the theory that an employer's
reputation is not damaged by courtesy. All but two of the responding libraries observe this courtesy. The importance of giving serious consideration to such inquiries is based on more than the dictates of etiquette. Eighty-seven per cent of the respondents do give these inquiries serious consideration. Forty-one per cent rate them as effective and 10 per cent as very effective contacts in finding new employees. One librarian noted "Best source in recent years." Sixteen per cent rate such leads as not effective. The effectiveness of the unsolicited application may result from the fact that some screening or selection has already taken place, i.e., the applicant has selected the college(s) to which to apply, and, by implication, would give serious consideration to a job offer.

Selection

Application blanks

Though the use of an application blank is an employment practice almost universally recommended, 60 per cent of the responding libraries do not use one. However, 20 per cent of the respondents rate the application blank as effective and 10 per cent as a very effective selection device. Only one library rated it as not effective. As may be seen, most libraries using an application blank value it as a selection device. Its low incidence of use, as compared with its popularity in business and industry and the civil service, may arise from the fact that some of the items usually called for on an application blank are available to the library employer in the records supplied by the candidate's library school.
Five different uses of the application blank were surveyed. None of the five was used by all libraries employing a blank. In descending order, 33 per cent use the blank for permanent employee records, 31 per cent for subsequent interviewing, 28 per cent for making reference inquiries, 23 per cent for screening out the unqualified, and 16 per cent use it as a major factor in evaluating education and experience.

Interviews

The interview is used in the employee selection process by every library responding to the survey. Sixty-nine of the 70 respondents use the interview to provide the candidate with information, thus indicating that they look upon the process as a means for two-way transmission of information. Two-thirds of the librarians regard it as a successful device for achieving this end. Twenty-six per cent rate it as effective, 41 per cent as very effective. No library rated it as not effective.

Most of the respondents plan the interview and take some pains to insure that the plan is carried out. Seventy-six per cent predetermine the objectives to be reached. Twenty-four per cent rate this practice as effective and 30 per cent as very effective. Only one respondent considered such planning to be not effective. Sixty per cent note down beforehand the points to be covered, 19 per cent regard this as effective and 24 per cent as very effective. No library rated this practice as not effective.
Fifty-six per cent of the librarians surveyed have faith in their ability to recall the content of interviews. Only 40 per cent follow the recommended practice of filling out a report or rating either during or following the interview. However, those who have had experience with this device testify to its importance. Only one respondent regarded it as not effective while 11 per cent rated the practice as effective and 21 per cent as very effective.

Though many authorities consider interviewing to be an intricate art calling for training and a developed sensitivity to the dynamics of the interpersonal situation, most of the librarians involved in the process come to it untrained. Only 6 of the respondents reported having had training or simulation practice in the process. Two rated such preparation as effective and 1 as very effective while 2 considered it not effective. The almost universal use of the interview suggests the importance attributed to the process despite the fact that interviewers may be prone to bias, snap judgment, stereotyping, and general ineptness in the interview setting. The lack of trained interviewers is not peculiar to college libraries. Tested training programs for interviewers are only beginning to come into use even in fields outside academia.

The importance of getting more than one interviewer's impression of the candidate is widely recognized in practice. This may serve to offset the effect of the general lack of trained interviewers. Ninety-six per cent of the libraries expose the candidate to more than one interviewer. There are two recommended methods for accomplishing this: the candidate may meet the interviewers simultaneously in a group,
or individually and consecutively. Only one library reported current use of the group method alone. The single respondent rating the practice considered it not effective. The consecutive method is used by 43 per cent of the libraries. Eleven per cent rated it as effective and 19 per cent as very effective. No respondent rated the practice as not effective. Half of the responding libraries use a combination of these methods in which the candidate encounters the interviewers both as a group and separately as individuals. Ten per cent rate this practice as effective and 28 per cent as very effective. No library gave the practice a rating of not effective.

Each of the five areas of information recommended for coverage in interviewing is reported as being covered by over two-thirds of the respondents. Specifically, and in descending order of frequency, work experience is explored by 99 per cent, education by 96 per cent, background information that appears questionable or confused is checked by 87 per cent, health by 70 per cent, and home, family, and social life by 69 per cent.

A practice almost uniformly followed is that of bringing the most promising candidate(s) to campus for interviewing visits. Ninety-nine per cent of the libraries set up such visits. No library reported not doing so. The practice was rated as effective by 14 per cent and very effective by 54 per cent. No respondent considered it not effective.

Such visits are sometimes used as an occasion for bringing the candidate together socially with the staff. This selection device
is used by 81 per cent of the respondents. Twenty-one per cent rated it as effective and 40 per cent as very effective. The practice was rated as not effective by 4 per cent of the respondents. Though the campus visit is popular, and highly regarded as a selection device, it should be recognized that it is fraught with some of the pitfalls present in the interview. Though the impressions and judgments formed may be important, it should be remembered that they arise from a situation that is somewhat artificial. Despite the strength of impressions gained from such personal contact, the setting and the quality of the relationship are both somewhat unnatural and both parties may be ill-at-ease and not quite themselves.

Another recommended practice widely followed by the respondents is that of soliciting the opinions of staff members who have met the candidate. Staff opinions are sought by 94 per cent of the respondents. Seventeen per cent consider this practice to be effective and 53 per cent rate it as very effective. No library rated it as not effective.

The cost of bringing candidates to campus is paid by the college according to 89 per cent of the respondents. Ten per cent report that they do not follow this recommended practice.

Tests

Testing is the only major area of personnel selection in which the 70 academic libraries depart completely from practice recommended in the literatures of the other fields surveyed. No library reported using formal tests of any kind in the selection of professional personnel.
In anticipation of the probable result that many libraries would not test, a list of possible reasons for not testing was presented. Respondents were asked to check their reasons on the list and to add any others they might have. Forty-two respondents held that people who have achieved professional status should not be required to take tests in the area of their competence. Eight believed that candidates would resent being asked to take tests. Thirty-three were not aware of any appropriate tests. Thirteen objected to tests because they are rigid, cold, and impersonal. Thirty-one doubt that tests can predict success on the job. Seven believe that testing is too costly when properly devised and administered. Nine gave the following other reasons for not using tests. "Schools have already done this." "Seems to be no need." "Too much time; too difficult to devise." "Have not devised any suitable tests." "This information can be determined via personal interviews." "Am more inclined to trust personal reaction and reaction of staff." "We are rather guided by recommendations received from candidates' references." "We feel we have been successful in evaluating candidates without formal tests." "I assume a good library school record and a good record of subsequent experience to be sufficient evidence of professional competence, to the extent that such can be isolated from other qualities."

The 60 per cent of the respondents who feel that tests should not be required of people who have achieved professional status are, implicitly, objecting only to so-called "achievement" tests that measure job knowledge or immediate ability to perform. This leaves
unanswered the question of the utility of "aptitude" tests, "interest" inventories, and tests of general intelligence or learning ability. The fact that such tests of a person's ultimate potential are gaining increasing acceptance in other, comparable fields strongly suggests that they should not continue to be totally ignored in librarianship. This also leaves in question the position of the 33 librarians who indicated that they were not aware of any "appropriate" tests, thus leaving open the inference that they are not opposed to tests per se. Would they, for example, consider using established standardized tests of intelligence or learning ability as one feature of the selection process?

Reference inquiries and performance records

Applicants' references are a widely used selection device among the libraries surveyed. Employment references are used by 91 per cent of the libraries. Twenty-three per cent rate them as effective and 47 per cent as very effective in selecting new employees. Only 3 per cent give such references a not effective rating. Educational references are reported to be in use at 76 per cent of the responding libraries. Thirty per cent regard them as effective and 30 per cent as very effective. Three per cent consider them not effective. Personal references are used at 74 per cent of the libraries. Twenty-one per cent rate them as effective and 26 per cent as very effective selection devices while 14 per cent believe them to be not effective. Three of the responding libraries indicate that they do not use references of any kind in the selection process.
The method of securing references is emphasized as important by many authorities. Those carried by the applicant are generally held in low regard. It is usually suggested that the employer get in touch personally with the candidate's references, whether by correspondence, by phone, or face to face. Correspondence with references is used by 77 per cent of the respondents. Thirty-six per cent regard it as an effective and 20 per cent as a very effective method. One library rated it as not effective. Fifty-one per cent of the libraries check references by phone or face to face with 20 per cent rating this method as effective and 24 per cent as very effective. No library rated this method as not effective. Because a number of libraries reported using both methods, percentages total more than 100.

In making reference checks it is recommended that specific questions be asked rather than a request for general comment. Seventy-nine per cent of the libraries report asking specific questions. Seventeen per cent consider this method effective and 39 per cent as very effective. No library rated the practice as not effective.

In fairness to the candidates, and because the most attractive candidates are often picked off quickly, many authorities recommend allowing as few delays as possible in the hiring process. Rapid completion of the process is favored by 73 per cent of the respondents while 20 per cent indicate that they do not favor rapid completion.
Medical examinations

Among the libraries surveyed, a medical examination is almost unknown as a part of the employee selection routine. Only 3 out of the 70 libraries report current use of the practice. One library rates it as effective, none as very effective, and 3 class it as not effective. The 3 libraries currently using medical examinations report that no candidate who was otherwise acceptable has been rejected for medical reasons alone. Though a medical examination might be a beneficial selection procedure in academic libraries, as long as colleges do not generally require it of other professional employees it seems not likely to be introduced in any significant number of libraries.

Job and situation descriptions

The responding libraries are fairly evenly divided on the question of providing detailed job descriptions for positions to be filled. Forty-six per cent follow the recommended practice of making such descriptions available to candidates, while 53 per cent report that they do not. However, all 70 libraries indicate that the general employment situation or campus environment is described for applicants.

A variety of methods is used in supplying applicants with information about the situation. The questionnaire inquired about six recommended methods. The following percentages of use were indicated: 73 per cent provide a situation description sheet or letter; 99 per cent use the interview for this purpose; 57 per cent offer a library handbook; 86 per cent send the college catalog; 89 per cent
provide a guided tour; and 86 per cent arrange an opportunity for the
candidate to talk with his prospective colleagues. The seven follow­
ing other means of informing the candidate were reported. "Faculty
library committee." "Meeting with the dean." "Dinner, social hour."
"Faculty and tour of community." "Faculty handbook." "Tourist guides."

The literature of personnel practices recommends many items
of information with which the applicant should be supplied to enable
him to make an informed decision beneficial to both parties. The
questionnaire inquired about nine such items of information. Each of
them is provided to candidates by a majority of the respondents.
Specific points of information and the percentages of respondents
supplying them to candidates were as follows: fringe benefits, 100
per cent; salary range, 99 per cent; staff rank, 91 per cent; oppor­
tunity for advancement, 79 per cent; long range plans, 86 per cent;
minimum standards, and qualifications, 58 per cent; personality char­
acteristics desired, 60 per cent; action that produced the vacancy,
90 per cent; aspects of the position that are negative, 87 per cent.

Taking into account the range of employment practices recom­
mended in the literatures of the other fields reported in Chapters II
and III, and comparing these with the practices in use at a group of
selected college libraries as reported in the present chapter, it
becomes apparent that the results may require some interpretation to
better meet the needs of those in charge of staffing college libraries.
The results of such an interpretation are presented in the following
chapter.
CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The success of any organization varies directly with the abilities of the people engaged in its operation. The person who finds and selects the people who are to form a working group predetermines, to a large extent, the relative effectiveness of the group's effort. Mistakes made in this process are not comfortably corrected, may have a prolonged effect, and can trigger disruptive ramifications in other members of the group. It may be that some employers, through experience or natural talent, almost unfailingly find and hire the "right" people. Such employers are, demonstrably, in short supply. For the multitudes lacking such experience or talent the process of finding qualified job seekers and selecting the best among them must continue to be a painstaking task requiring careful preparation. The effort is justified by the product and by the realization that choosing his staff may be the administrator's single most important function.

Taking cognizance both of the employment practices recommended in the personnel literature of the other fields, and of the questionnaire results reflecting use and evaluation of those practices in a group of college libraries, certain conclusions can be drawn which may have some significance for employers of college librarians.

132
Advertisement

When advertising is to be used in a serious effort to find qualified candidates, relatively little money is saved by stinting on the size and scope of the effort, yet many ads are so brief and uninformative that they may frustrate the interest of the capable person looking for a particular kind of employment situation. Such ads may produce a quantity of inquiries from people requesting additional information, each requiring a letter of reply. This process involves a waste of time at a point where delay may be critical. There are good reasons for supplying full and candid information at the outset. Most of those who are clearly unqualified may then more readily recognize that fact, and the applications received should come largely from people who, after weighing the information, believe that they can meet that particular set of requirements and be relatively comfortable in the environment described. Attracting initially the well informed interest of qualified people will more than justify the extra dollars spent.

Employment services:

Though state employment offices and private employment agencies have demonstrated their capability by providing effective service to business and industry seeking employees for a wide range of positions, it may be unrealistic to expect any marked early improvement in their service to college libraries. In much of the academic world, a stigma attaches to the use of either of these services. As long as this holds true, use of both state and private agencies probably will remain a means of last resort for many academic job seekers.
librarians included. If these agencies lack an adequate supply of qualified candidates they cannot serve an employer's needs, no matter how effectively they are organized.

**U.S.E.S. Convention Service**

The special Convention Service of the U.S. Employment Service does not seem to carry this stigma. Its free service is available at many conventions and apparently provides an effective means for bringing employers into contact with job seekers. Its obvious limitation of being available only during American Library Association conventions may explain why it has been used by only one-third of the responding libraries. For those libraries having vacancies at convention time it seems to render a valuable service.

**Library school placement offices**

The only remaining placement service generally available to college libraries is that provided by the placement offices of the library schools. The questionnaire responses indicate that, for the group of libraries surveyed, this is the service most likely to produce acceptable candidates. All but six of the libraries use this source and three-fourths of the users consider it either effective or very effective. The library schools' potential for giving satisfaction in this regard is considerable. Every professional librarian has the placement service of his graduate school available to him. Because his first placement probably came through this service, using it will likely be part of his orientation in future job searches. The placement offices can provide references and performance ratings for students past and present.
Finally, the service is free and use of it does not result in loss of respect in the academic world. Ideally, the library schools' potential for this kind of service is limited only by the quality of the students they graduate.

**Recruiting visit and follow-up**

Librarians might follow the lead of recruiters in business and industry in getting the most out of university placement services. It is suggested that libraries concentrate their efforts on a few productive schools, especially those that are relatively near at hand. Maintain contact with placement officials and faculty members, both through visits and correspondence. The schools should be supplied with full information about openings well in advance of any planned visit. The recruiter should have a thorough knowledge of the position and the general employment situation. He should be trained in interviewing, comfortable in the interview relationship, and punctual in keeping appointments. Preliminary screening should lead to the invitation of one or more of the better prospects for a visit to the employer's campus. This visit should include further interviews, a chance to talk with other staff members, especially those recently out of school, one or more meals with staff members, and a thorough orientation tour of the library. The decision whether or not to hire should not be unduly delayed and notification sent promptly both to the candidate and to his school's placement office. In the case of graduates, resumes, references, and faculty appraisals might be substituted for the preliminary screening interview.
Unsolicited applications

The fact that over half of the respondents rated the unsolicited letter of application as either effective or very effective in finding qualified candidates suggests that this source merits the close attention of employers of college librarians. In dealing with the writers of such letters the employer, in a sense, avails himself of the membership of a select group. These are people who are already considering a change of position. They need not be prompted or persuaded to think about moving. Further, by the fact of writing to a particular library they have indicated that they would probably be receptive to a job offer from that library. There seems to be no reason to give less weight to their applications than to those resulting from advertisements placed in library journals.

Interviewing

All librarians surveyed depend upon the interview as a selection device, yet in many cases it appears that they could take additional measures to improve their use of this important tool. Being human, interviewers may be subject to stereotyping, bias of various kinds, may tend to monopolize the conversation or, conversely, not say enough, may let one favorable or unfavorable impression color their reaction to the entire interview, or may be generally ill at ease for lack of experience. Interviewers should be trained to develop sensitivity to such problems, perhaps through simulated interviews structured to create the tensions and obstacles of the real thing. The use of observers or recording devices can help the trainee understand his strengths and
weaknesses and, through repetition, develop an ability to deal effec-
tively with the interview situation. As additional insurance against
bias and lack of perception, several different people should participate,
both in a group setting and individually, and compare their notes and
impressions before any conclusion is reached. Each interviewer
should know ahead of time what his specific objectives are, what infor-
mation he wants to give to the candidate and what he wishes to learn
from him. Finally, unless a decision is to be reached immediately
following the interview, each interviewer should record his impressions
for later reference, especially if more than one candidate is to be seen.

Testing

The apparent total rejection of testing by libraries as a tool
for selecting members of their professional staffs deserves careful
study. This is not to suggest that candidates be tested for their know-
ledge of librarianship, for that is the domain of the graduate library
schools. However, librarians are usually supervisors. For better or
for worse, their interests affect how they approach and perform their
jobs, and many facets of their work benefit from the creative use of
intelligence. There is much evidence suggesting that these factors,
critical in developing a career in many fields, including librarianship,
are amenable to testing. Ideally, such tests might be administered at
entrance to library school, before commitment to a career and in a
population large enough to permit checking of validity and reliability.
Failing this, a number of libraries might combine to develop, in
consultation with testing authorities, standardized tests for use in
their own staffing programs. In either case, it is very important that
tests not be used to replace other methods of selection. They should
not be used alone, but to supplement other selection factors such as
past performance, experience, and education. They might best be used
for preliminary screening, not for final selection from among several
candidates. Tests will not tell an employer whether an individual ap-
plicant will succeed, but their use will probably raise the general level
of applicants selected.

The reference check

Several factors argue for making reference checks in direct
collection rather than by mail. Telephoning eliminates the delay
involved in using the mails and thus may reduce the loss of applicants
to other employers. Referents tend to express themselves more freely
in speaking than in writing, and vocal hesitations and inflections may
speak a language of their own, making evasion more difficult than in
writing. Unforeseen points can be explored as they arise and the
direction and emphasis of questioning shifted on the spur of the moment.
Before making a reference check, as in preparing for an interview, it is
advisable to have clear objectives in mind. Requests for a general
appraisal probably should be avoided in favor of pointed, specific
questions about the applicant. It is probable that most referents, if
given latitude, will give the applicant the benefit of the doubt and
avoid points that might prove unfavorable. However, it is not
likely that many will lie outright when asked a direct question, e.g.,
"Does he tend to procrastinate in carrying out distasteful tasks," or,
"Would you hire him again?"
Job descriptions

The majority of respondents to the questionnaire indicate that they do not supply job descriptions for specific positions to be filled. Both the candidate and the library may be ill served by such a policy. The candidate should be given information about all factors that might conceivably affect his performance or his satisfaction with the employment situation. Ideally, few surprises should await the new employee coming on the job. A carefully prepared job description presenting in detail both the attractive and unattractive aspects of the job can help build trust in a prospective employee and reduce the chances of his later disillusionment on the job.

A balanced appraisal

Finally, it is important to keep in mind that no single criterion should be allowed to outweigh all others. Each should be an element in a balanced system for selecting a suitable person for a particular job. There are very few indicators that, taken alone, call for a categorical decision for or against hiring. Each employer may have his favorite device for selecting employees, but he must guard against letting his faith in this method blind him to the significance of the information available from other sources. Sound decisions are more likely to result from careful consideration of all aspects of a candidate's qualifications.
APPENDIX I

RESPONSES TO THE QUESTIONNAIRE

Questionnaires were sent to eighty-nine libraries selected on the basis described in Chapter IV. Presented on the following pages, in the format of the questionnaire used, are the responses of the seventy libraries returning usable questionnaires. The response rate was seventy-eight per cent.

Respondents were asked to indicate current practice in the libraries in which they are now located. They were also given the opportunity to rate the effectiveness of many of the practices, but were asked to do so only in instances where, through present or past experience, they felt sufficiently familiar with the practice to rate it.

The numbers in the "yes" and "no" blanks indicate the number of respondents currently using and not using that practice. The numbers in the rating blanks indicate the number of respondents giving that rating to the practice. In the respondents' rating code, + signifies "very effective," + - "effective," and - "not effective."

In questions calling for a yes or no answer, a "yes" answer reflects a practice recommended in the literatures of the other fields surveyed. Where another form of answer is called for, an "R" has been placed to the left of the response blanks of practices that are recommended.
The attached questionnaire is concerned with practices used in the procurement and selection of professional personnel in a selected group of college libraries in the United States. The questions are based upon personnel practices recommended in the literatures of three fields of employment: business and industry, the civil service, and higher education.

The information and opinions supplied will be used as material for a doctoral dissertation at Ohio State University. Though your prompt and considered response is obviously of great personal importance to me, I hope you will agree that the results may prove useful to college librarians generally. A copy of the findings will be made available to you if you wish.

Answers to questions should reflect current practice in the library in which you are now located. However, most questions are accompanied by a scale for indicating your opinion of the relative usefulness or effectiveness of the practice in question. If at any time during your library career you have had sufficient direct experience with the practice to enable you to form an opinion, please check the scale accordingly:

+ (very effective); + - (effective); - (not effective)

Thus, even though you do not currently use the practice, you may rate it on the basis of past experience.

All answers and ratings may be supplied simply by checking the appropriate blanks. You will not need to consult files or records. In trial runs, the average time required to complete the questionnaire has been 13 minutes.

Names of respondents and responding institutions will be listed in the dissertation but will not be associated in any way with responses. One of the two copies supplied may be kept for your files. Your cooperation in responding no later than April 30 will be most cordially appreciated.

Sincerely yours,

Bruce Thomas
Librarian
PROCUREMENT AND SELECTION OF PROFESSIONAL LIBRARY PERSONNEL

Procurement

Personal References and Contacts

1. Are present employees encouraged to solicit applications from friends whom they consider qualified?
   yes 54 no 16 Rating: +13 +- 25 -17

2. Do you directly approach employees of other libraries and encourage them to apply?
   yes 13 no 57 Rating: +4 +- 9 -12

3. Are librarians at other institutions asked to suggest candidates?
   yes 60 no 9 Rating: +16 +- 28 -9

4. Is recruiting attempted at library conventions?
   yes 49 no 21 Rating: +8 +- 17 -23

Advertisement

(If you do not advertise, omit this series of five questions)

1. Are job openings advertised (check media used)
   R 47 in library periodicals? Rating: +17 +- 24 -3
   R 12 in local and/or nearby papers? Rating: +5 +- 4 -3
   other? (Please identify) see page 118
   Rating: +__ +-__ -__

2. Are your ads typically (please check)
   28 brief, a few lines inviting inquiry? Rating: +10 +- 15 -1
   21 fairly detailed, ten lines or more touching on job description,
     responsibilities, requirements? Rating: +5 +- 10 -0

(question continued over page)
R 2 unrestricted in length, describing working conditions, campus and library environment, fringe benefits, recreational attractions, etc. in addition to job description, responsibilities, and requirements? Rating: +1 +1 -0

3. Is an advertising agency ever employed in preparing your advertising?
   yes 0 no 51 Rating: +0 +-0 -1

4. Do you specify salary or range of salary?
   yes 33 no 18

5. Do you identify the college?
   yes 50 no 1 (Nineteen respondents did not advertise)

Employment Agencies and Services

1. Are private, fee-charging agencies used by your library?
   yes 6 no 62 Rating: +0 +-6 -5

2. Do you use the state employment office of the U.S. Employment Service?
   yes 17 no 50 Rating: +2 +-5 -10

3. Is the U.S.E.S. Convention Service at A.L.A. conventions ever used by your library?
   yes 26 no 42 Rating: +5 +-9 -11

4. Does your library use library school placement offices?
   yes 64 no 5 Rating: +14 +-34 -12

Colleges and Universities

1. Do you visit library schools to interview students before they graduate?
   yes 23 no 45 Rating: +8 +-9 -4

2. Do you ever make inquiry of library school faculty for students or alumni they might recommend?
   yes 58 no 12 Rating: +13 +-29 -10
3. In seeking student applications, do you first supply the school with information about the opening?
   yes 61  no 4

4. Do you recruit applicants only from schools in your geographical area?
   yes 17  no 51  Rating: +4  +4  -1

Unsolicited Applications

1. Do you acknowledge unsolicited applications?
   yes 68  no 2

2. Do you give them serious consideration?
   yes 61  no 9  Rating: +7  +29  -11

Selection

Application Blanks

1. Do you use an application blank?
   yes 28  no 42  Rating: +7  +14  -1

2. Check the use(s) of the blank best describing your own practice.
   R 16 Used for screening out the unqualified.
   R 23 Used for permanent employee records.
   R 22 Used as a basis for an interview.
   R 20 Used for making reference inquiries.
   R 11 Used as a major factor in evaluating education and experience.

Interviews

(If you do not interview, omit this series of 13 questions)

1. Do you usually interview a candidate before offering him a job?
   yes 70  no 0
2. Do you use the interview to provide the candidate with information?
   yes 69 no 0  Rating: +29 + -18 - 0

3. Do you predetermine certain objectives to be reached in the interview?
   yes 53 no 14 Rating: +21 + -17 - 1

4. Are the questions or points to be covered noted down beforehand?
   yes 42 no 25 Rating: +17 + -13 - 0

5. Is a report or rating filled out during or following the interview?
   yes 28 no 39 Rating: +15 + -8 - 1

6. Are interviewers trained or given simulation practice in interviewing?
   yes 6 no 59 Rating: +1 + -2 - 2

7. Is the candidate interviewed by more than one person?
   yes 67 no 3

8. If so, does the candidate encounter the interviewers (please check)
   R 1 simultaneously in a group? Rating: +0 + -0 - 1
   OR
   R 30 individually and consecutively? Rating: +13 + -8 - 0
   OR
   R 36 both? Rating: +20 + -7 - 0

9. Check areas usually covered.
   R 69 work experience
   R 67 education
   R 49 health
   R 48 home, family, and social life
   R 61 background information that appears questionable or confused.

10. Is the most promising candidate(s) brought to campus for interviewing?
    yes 69 no 0 Rating: +38 + -10 - 0

11. Is such a visit sometimes used as an occasion for a meal or an evening with staff members?
    yes 57 no 11 Rating: +28 + -15 - 3
12. Are staff members who have met the candidate asked for their opinions?
   yes 66  no 2  Rating: +37  +12  -0

13. Does the college pay the cost of such visits?
   yes 62  no 7

Tests

1. Is any kind of formal testing used in selecting candidates?
   yes 0  no 70  (If not, answer only the next question and omit questions 3 through 7)

2. If not, please check reason(s).
   42 people who have achieved professional status should not be required to take tests in the area of their competence.
   12 candidates would resent being asked to take tests.
   33 am not aware of any appropriate tests.
   13 tests are rigid, cold, impersonal.
   31 tests can't predict success on the job.
   7 testing is too costly when properly devised and administered.
   9 other (please specify)  see page 127

3. Do you use "achievement" tests that attempt to measure specific job knowledge or ability to perform?
   yes  no  Rating: +  +  -

4. Do you use "aptitude" tests that attempt to measure innate ability or capacity for development?
   yes  no  Rating: +  +  -

5. Is an "interest" test or inventory used?
   yes  no  Rating: +  +  -

6. Do you use a test of general intelligence or learning ability?
   yes  no  Rating: +  +  -
7. Are test results used (please check)

R ____ in making the final choice between applicants? Rating: +___ +____ -____ OR

R ____ as a preliminary device for screening out unsuitable candidates? Rating: +____ +____ -____

Reference Inquiries and Performance Records

(Three respondents did not use inquiries)

1. Do you investigate an applicant's (please check)

R 64 employment references? Rating: +33 +16 -2

R 53 educational references? Rating: +21 +21 -2

R 52 personal references? Rating: +18 +15 -10

2. Are such checks usually made (please check)

R 54 through correspondence? Rating: +14 +25 -1 OR

R 36 by phone or face to face? Rating: +17 +14 -0

3. In making such checks do you ask specific questions?

yes 55 no 8 Rating: +27 +12 -0

4. Do you favor rapid completion of the hiring process?

yes 51 no 14

Medical Examinations

1. Is a medical examination part of your employee selection process?

yes 3 no 67 Rating: +0 +1 -3

2. If so, has an otherwise acceptable candidate ever been rejected for medical reasons alone?

yes 0 no 3

Job and Situation Descriptions

1. Are detailed job descriptions available for positions to be filled?

yes 32 no 37
2. Is the general employment situation or campus environment described for applicants?
   yes 70  no 0

3. Please check the means used to supply applicants with information.
   R 51 job and/or situation description sheet or letter
   R 69 interview
   R 40 library handbook
   R 60 college catalog
   R 62 guided tour
   R 60 conversation with prospective colleagues
   __7 other (please specify) see page 131

4. About which of the following do you usually inform the applicant?
   R 70 fringe benefits
   R 69 salary range
   R 64 rank
   R 55 opportunity for advancement
   R 60 long range plans
   R 41 minimum standards and qualifications
   R 42 personality characteristics desired
   R 63 action that produced the vacancy
   R 61 aspects of the position that are negative

   * * * * * * * * * * *

Library

Name of Respondent

Title

_____ Check here should you wish to receive a copy of the results
APPENDIX II

LIST OF RESPONDENTS TO THE QUESTIONNAIRE

Birmingham-Southern College - Birmingham, Alabama
Chapman College - Orange, California
Immaculate Heart College - Los Angeles, California
Occidental College - Los Angeles, California
Rollins College - Winter Park, Florida
Illinois Wesleyan University - Bloomington, Illinois
Rockford College - Rockford, Illinois
De Pauw University - Greencastle, Indiana
Wabash College - Crawfordsville, Indiana
Cornell College - Mount Vernon, Iowa
Colby College - Waterville, Maine
Goucher College - Towson, Maryland
Washington College - Chestertown, Maryland
Lesley College - Cambridge, Massachusetts
Simmons College - Boston, Massachusetts
Suffolk University - Boston, Massachusetts
Wheaton College - Norton, Massachusetts
Williams College - Williamstown, Massachusetts
Worcester Polytechnic Institute - Worcester, Massachusetts
Albion College - Albion, Michigan
Alma College - Alma, Michigan
Kalamazoo College - Kalamazoo, Michigan
Carleton College - Northfield, Minnesota
Macalester College - St. Paul, Minnesota
Lindenwood College - St. Charles, Missouri
Westminster College - Fulton, Missouri
Upsala College - East Orange, New Jersey
Bard College - Annandale-on-Hudson, New York
Colgate University - Hamilton, New York
Elmira College - Elmira, New York
Hamilton College - Clinton, New York
Le Moyne College - Syracuse, New York
St. Lawrence University - Canton, New York
Skidmore College - Saratoga Springs, New York
Wagner College - Staten Island, New York
Davidson College - Davidson, North Carolina
Queens College - Charlotte, North Carolina
Ashland College - Ashland, Ohio
College of Wooster - Wooster, Ohio
Denison College - Granville, Ohio
Hiram College - Hiram, Ohio
John Carroll University - Cleveland, Ohio
Kenyon College - Gambier, Ohio
Marietta College - Marietta, Ohio
Muskingum College - New Concord, Ohio
Ohio Wesleyan University - Delaware, Ohio
Wittenberg University - Springfield, Ohio
Pacific University - Forest Grove, Oregon
Willamette University - Salem, Oregon
Beaver College - Allentown, Pennsylvania
Chatham College - Pittsburgh, Pennsylvania
Dickinson College - Carlisle, Pennsylvania
Gettysburg College - Gettysburg, Pennsylvania
Lafayette College - Easton, Pennsylvania
Lycoming College - Williamsport, Pennsylvania
Muhlenberg College - Allentown, Pennsylvania
PMC Colleges - Chester, Pennsylvania
Washington and Jefferson College - Washington, Pennsylvania
Wilson College - Chambersburg, Pennsylvania
Southwestern at Memphis - Memphis, Tennessee
University of the South - Sewanee, Tennessee
Austin College - Sherman, Texas
Hampden-Sydney College - Hampden-Sydney, Virginia
Hollins College - Hollins College, Virginia
Mary Baldwin College - Staunton, Virginia
Randolph-Macon Woman's College - Lynchburg, Virginia
Whitman College - Walla Walla, Washington
Carroll College - Waukesha, Wisconsin
Lawrence University - Appleton, Wisconsin
Ripon College - Ripon, Wisconsin
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