

Evaluating test outcomes

Psychology



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Evaluating Test Outcomes

Organizations often engage in recruitment of new employees and periodic assessment of strategic human resources. The credibility and meaning of organizational objectives depend on the employment of selection criteria for workers that meet the projected objectives with some level of certainty. The most plausible selection criterion for employees is through cognitive examination of the potential candidates. In essence, a cognitive test is conducted through the provision of the candidates with diverse information on various issues within the organization. This aims at providing them with the requisite knowledge to tackle various emergent issues within the daily organizational operations (Schmidt & Hunter 1998). The principle behind cognitive tests is that the ability of an individual to acquire, synthesize, and implement new information underpins his or her productivity within the company.

Organizational operations are principally adaptive to changes within the environment of operation. The intervention of the organization in the achievement of its objectives necessitates an employee selection criterion that affects a series of success variables. Well-developed cognitive tests yield correlative results with job performance. It is implicit, therefore that there are greater chances of selecting the best employees through cognitive tests. The comparative differences between cognitive ability tests and other conventional selection criterion are that whereas the alternative tests are vulnerable to undue effects of cultural underpinnings, cognitive tests depends on the ability of candidates to acquire and synthesize versatile information for practice in the job placement (Schmidt & Hunter 1998). The protective role of the selection criterion understands the interplay of the <https://assignbuster.com/evaluating-test-outcomes/>

variables, which are likely to affect the achievement of organizational objectives.

Most organizational interventions have a variety of effects on the projected goals. The ability candidates to synthesize and understand the complex interplay of the various success determinants in the organizational operations justifies his or her proficiency for a new job. In essence, cognitive selection design asserts the fact that the higher the cognitive skills of an employee, the greater the proficiency for the job.

References

Schmidt, F. L. & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*, Vol. 124, pp. 262-274.