

by success and/or experience on the job, because the scores are gathered prior to their being on the job.

Predictive validation is not without potential limitations, however. It is neither administratively easy nor quick. Moreover, results will not be available immediately, as some time must lapse before criterion scores can be obtained. Despite these limitations, predictive validation is considered the more sound of the two designs.

Predictor-Criterion Relationship. Once predictor and criterion scores have been obtained, the correlation r , or some variation of it, must be calculated. The value of r is then referred to as the validity of the scores on the predictor. For example, if an $r = .35$ was found, the predictor would be referred to as having a validity of .35. Then, the practical and statistical significance of the r should be determined. Only if the r meets desired levels of practical and statistical significance should the predictor be considered valid and thus potentially usable in the selection system.

Illustrative Study. A state university civil service system covering 20 institutions sought to identify predictors of job performance for clerical employees. The clerical job existed within different schools (e.g., engineering, humanities) and nonacademic departments (e.g., payroll, data processing). The goal of the study was to have a valid clerical test in two parallel forms that could be administered to job applicants in one hour.

The starting point was to conduct a job analysis, the results of which would be used as the basis for constructing the clerical tests (predictors) and the job performance ratings (criteria). Subject matter experts (SMEs) used job observation and previous job descriptions to construct a task-based questionnaire that was administered to clerical incumbents and their supervisors throughout the system. Task statements were rated in terms of importance, frequency, and essentialness (if it was essential for a newly hired employee to know how to do this task). From a statistical analysis of the ratings' means and standard deviations, 25 of the 188 task statements were retained as critical task statements. These critical task statements were the key input to the identification of key KSAs and the dimension of job performance.

Analysis of the 25 critical task statements indicated there were five KSAO components of the job: knowledge of computer hardware and software, ability to follow instructions and prioritize tasks, knowledge and skill in responding to telephone and reception scenarios, knowledge of English language, and ability to file items in alphabetical order. A test was constructed to measure these KSAs as follows:

- Computer hardware and software—17 questions
- Prioritize tasks—18 questions
- Route and transfer calls—14 questions
- Record messages—20 questions
- Give information on the phone—20 questions
- Correct sentences with errors—22 questions