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# ONTO-HR EVALUATION REPORT

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## Abstract

This report provides an initial evaluation of the ONTO-HR System. On the basis of data that were obtained as part of the Dutch and Italian pilots of the system, we set out to examine whether the General Mental Ability (as assessed by the O\*Net Ability Profiler), Job knowledge, and self-rated performance of respondents were interrelated in meaningful ways. Furthermore, this evaluation gauges initial user experiences with the system. Despite limitations imposed due to the rather small sample size in the Netherlands and Italy, results indicated some meaningful correlations and some surprising trends in the data. Future research on the OntoHR system, which is currently in the planning phase, will have to resolve whether these issues can be attributed to idiosyncrasies in the current sample, or whether there are issues with the system that need to be addressed.



Having built and deployed the OntoHR system interface, the aim of this report is to i) present the working conceptual model that was derived on the basis of our state of the art literature review (see WP 2 deliverable 1) and over the course of the various dissemination activities that we undertook as part of the OntoHR project, ii) systematically evaluate whether the various constructs that are assessed by the system interrelate in theoretically meaningful and practically useful ways, iii) examine whether our pilot respondents rate the system in positive or negative terms, and iv) to identify strengths and weaknesses of the system and areas in which the system may be further enhanced. This report is structured as follows: First, we will present the conceptual model that lies at the heart of the OntoHR system. The method section that is described next includes a description of the efforts that were undertaken to gather the data required for this evaluation, the sample, and the specific variables that were assessed. Subsequently we examine whether the data that were gathered are in line with our conceptual model or not, after which we will end this evaluation report with a discussion of how users experienced the system.

During the course of working on the OntoHR project we developed and set out to empirically address the proposition that the relationship between General Mental Ability and Job performance, which stands at the heart of much of the personnel selection literature, is likely to be mediated by job knowledge. In this context Schmidt and Hunter (Schmidt & Hunter, 2000, p. 4) have stated that "...people who are more intelligent learn more job knowledge and learn it faster, the major determinant of job performance is not GMA but job knowledge". Furthermore, Dye, Reck and McDaniel (1993, p. 156) asserted that "Validity is nearly twice as high for job specific tests than for of the-shelf tests. In fact, the levels for locally developed tests appear to rival those of general ability tests". Since we assessed both General Mental Ability and the specific job knowledge required to perform the role of ICT systems analyst as part of the OntoHR system, we were in a position to empirically scrutinize the hypothesis that:

*Hypothesis 1:* Job knowledge mediates the relationship between general mental ability and job performance.

If it is indeed the case that general mental ability is related to job performance through its influence on job knowledge, and assuming that education imparts job related knowledge, it follows that the relationship between general mental ability and job knowledge must be moderated by education, so that the relationship between general mental ability and job knowledge becomes stronger after exposure to related educational content. In this context, one should be very unwilling to board an airplane with a pilot who is extremely intelligent yet has never been trained to fly! We therefore proposed that:

*Hypothesis 2:* The job knowledge mediated relationship between general mental ability and job performance is moderated by course participation.



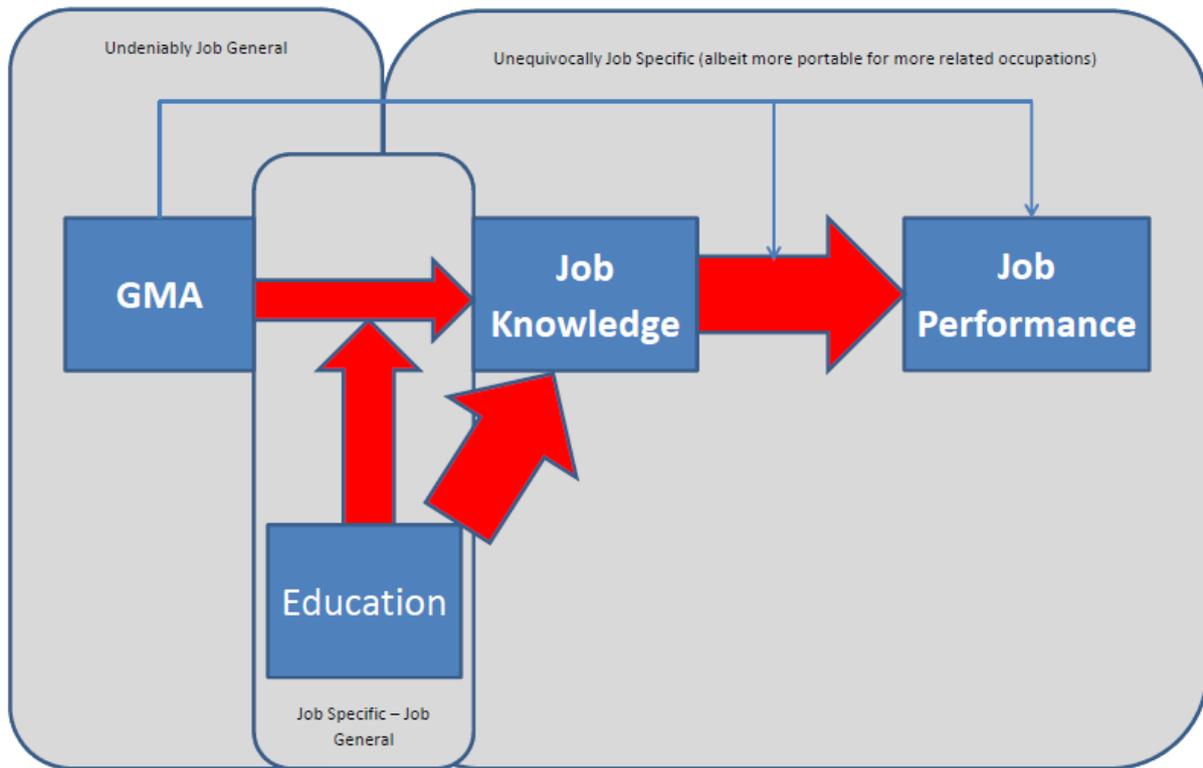


Figure 1: A Moderated Mediation model showing how the Job Knowledge mediated relationship between General Mental Ability and Job Performance is mediated by Education (Mol, Keegan, & Kismihok, 2011, October).

Below we explore both hypotheses in light of the limited amount of data that was collected and provide an overview of user experiences with the system.

## METHOD

*Procedure.* Both Qompas and Dida made a sustained effort to have students participate in the OntoHR Pilot.

### Qompas activities for Dutch contribution to pilot

Qompas was tasked with setting up, recruiting and facilitating a small scale pilot of the system in the Netherlands. The project group decided that in the Netherlands there would be two pilots, one involving only the GMA part of the system and another one where the full system would be tested. The goal for both tests would be to gather as much data as possible but a minimum of 50 participants would have to be reached for meaningful statistical analyses to be carried out.

The strategy followed included many different ways of contacting the required students who were asked to volunteer their time to improve the system. During the time the pilot was running we noticed the response on our efforts was poor. After deliberation in the company, and discussion with the project team as well as students who had refused to participate, the decision was made to offer the students €50,- as compensation for the effort and time they would put in testing the system. This

was communicated through a mailing to 750+ students who had earlier registered their study through our website. This effort only netted us some 10 participants though and that was not even close to the needed amount.

During this time we also developed a poster as well as flyers to inform the students of the opportunity to participate in the program. The posters were hung in the ICT faculties of numerous educational institutes around the country. The result was another 10 students applying for the test positions. The next step was to attend the HBO-I event in the World Trade Center in Rotterdam. At this event we were able to approach the students personally and that made all the difference in results, the students we spoke to responded favorably to our request for help with testing the full pilot system. All in all we can recommend the personal approach in the future. The lesson learned from all our efforts is that the best way to contact students is at job fairs and to offer them a compensation for the time and effort they would have to put in to test the system. Further projects should budget for this effect accordingly!

#### Recruitment strategies used, listed by results:

Company website / Twitter / Facebook / LinkedIn	poor
Posters & Flyers	mediocre
Personally at job-fair	excellent

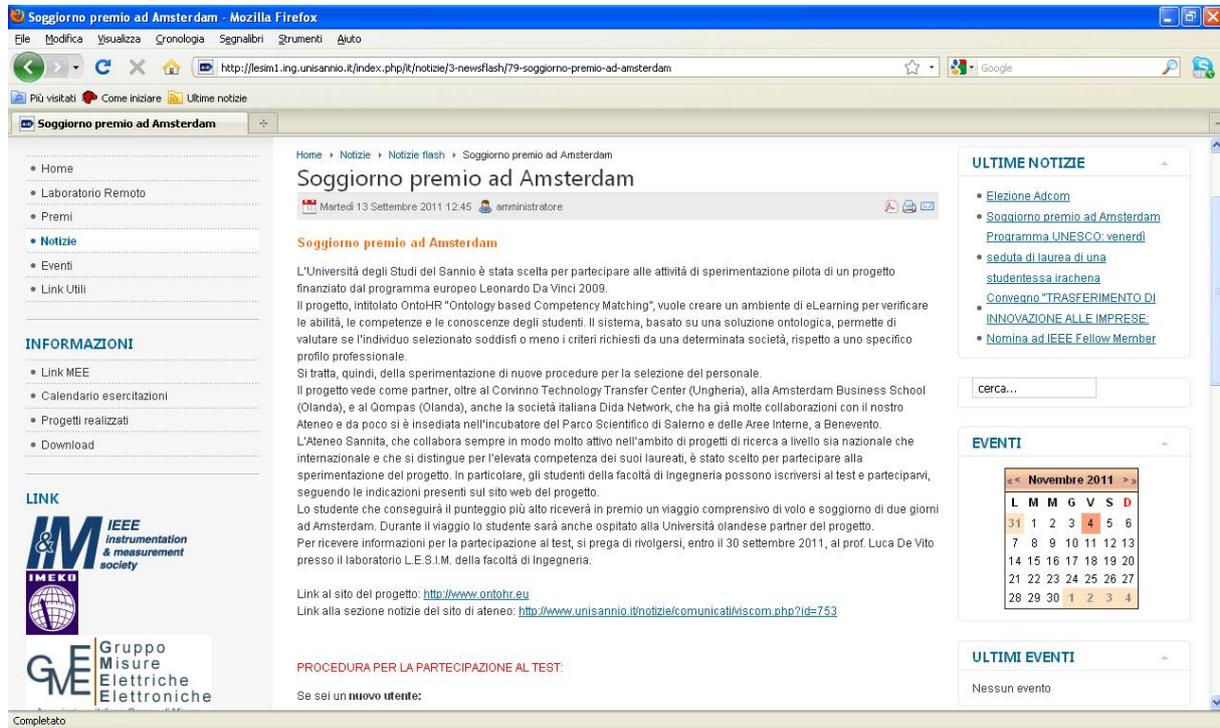
#### Dida activities for Italian contribution to pilot

The activities performed by Dida Network in order to support the pilot of the OntoHR project can be divided into two different approaches for different users. The first category tried to involve academic students of the Faculty of Engineering of the University of Sannio in Benevento (Italy); and the second tried to involve the employers in related industries which were associated to ADECCO in Benevento. In order to involve these two different categories of users Dida performed for each type a specific procedure. In order to involve in the pilot activities as many students as possible Dida required the collaboration of professor Luca De Vito and all the students of his ICT related courses. For these purposes, Dida first prepared a document in which the OntoHR project and its objectives were described. This document was distributed by the prof. De Vito to all the students of his two courses. In this document students were requested to provide their e-mail address to Dida's staff so that they could be invited to participate in the OntoHR project. In June 2011, Dida sent each student an email in which the procedure to register and then access and perform the OntoHR test was explained in further detail. All in all 66 students were invited to participate. At the end of July 2011 Dida noticed that the number of students who actually took the test was very low.

For this reason, and in order to involve as many students as possible, the partners decided to define a specific strategy with the collaboration of the University of Sannio. This strategy aimed to give away

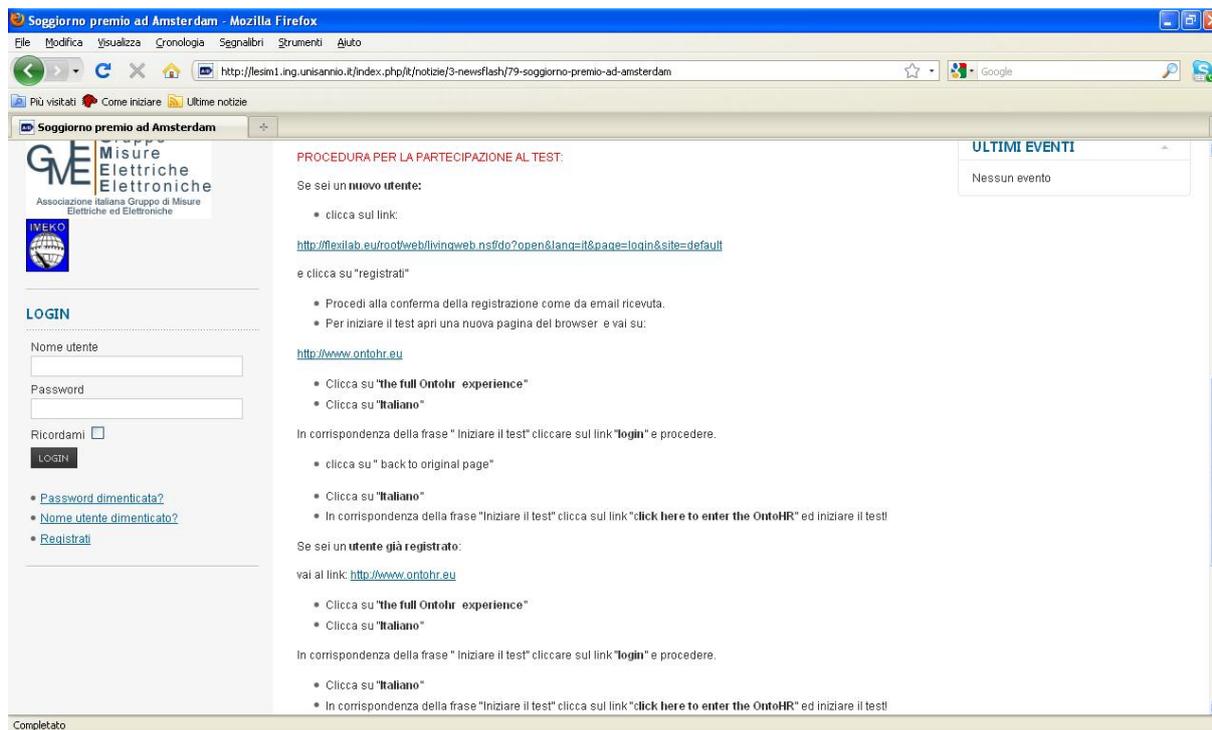


a trip to Holland to the student who obtained the highest score in making the test. So, on the web pages of the research group of the University of Sannio the following notice was published which mentioned the possibility to win the award, and detailed the specific procedure to access and take the test.



The screenshot shows a Mozilla Firefox browser window with the address bar displaying <http://lesim1.ing.unisannio.it/index.php/it/notizie/3-newsflash/79-soggiorno-premio-ad-amsterdam>. The page content includes a navigation menu on the left, a main article titled "Soggiorno premio ad Amsterdam" dated "Martedì 13 Settembre 2011 12:45", and a sidebar with "ULTIME NOTIZIE" and "EVENTI" sections. The article text describes a project by the University of Sannio to create an eLearning environment for competency matching, involving partners like Corvino Technology Transfer Center and Amsterdam Business School. It also mentions a calendar for November 2011 in the sidebar.

Lesim web pages – travel in Amsterdam



### Lesim web pages- IQTest access procedure

To inform the students of this particular notice, Dida sent a new email and also disseminated a press release in local media. After this incentive to students, Dida has noticed that many students (47) had completed the registration process but had not taken the test. On the basis of a number of interviews with registered students it was concluded that the system had some technical problems, as:

- During the execution of the test the system was interrupted and the user was logged out from the OntoHR environment;
- If there was an interruption of the test any answer given by the users before the interruption was definitely lost;
- Sometimes the webpages to log in after the registration didn't work.

During the last two months of the pilot, the technical staff of the OntoHR project corrected all the of these technical problems, but unfortunately the students involved completed their academic course and were no longer interested in participating.

The ADECCO pilot activities involved some local industries associated to ADECCO in Benevento. These societies helped and collaborated, at first, with the OntoHR Consortium and in particular with Dida Network in the activities for the of the OntoHR competence definition. After ADECCO and the above mentioned societies were involved also in the pilot and experimental activities. Unfortunately only due to some important but unforeseen commitments on the part of

ADECCO the pilot was never initiated but they did confirm their continued interest in the OntoHR project and results and most of all in the recruitment procedure implemented in OntoHR.

## *SAMPLE*

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Due to the aforementioned issues in getting respondents to complete the 2 hour assessment, unfortunately the final sample of respondents who completed the entire OntoHR test, including the GMA test (N=54), the job knowledge test (N=31) and the OntoHR evaluation questionnaire (N=32) was rather limited with even fewer respondents for whom we could obtain data on prior education on the relevant competencies (N=18). Obviously the statistical power to conduct the analyses of the sort we were envisaging with our hypotheses (i.e., (moderated) mediation) is too low to permit drawing any strong conclusions. Nevertheless, and more for reference purposes and as a guide to further research on the OntoHR system, we provide here a correlation matrix of the core variables that we assessed.

### *Core variables*

Among the core variables that were assessed as part of the pilot 5 types can be distinguished (Please refer to Kismihok, Vas, & Mol, In press, for further details on how the system and these measures were arrived at). The first type contained biographical variables such as age and gender. The second an assessment of candidates General Mental Ability, the third an assessment of candidates' job knowledge pertaining to the following eight knowledge domains that comprise the ICT Systems Analyst Job and constitute the core of the ontology based selection system. The eight knowledge areas are: 1. Conduct Needs Analysis, 2. Design Computer Applications, 3. Develop documentation, 4. Design System Project, 5. Perform detailed system investigation and analysis, 6. Installing / implementing computer application system, 7. Running a system, and 8. Deal with Interpersonal Issues. The fourth type of core variable reflected self-rated course participation in each of the aforementioned knowledge areas and the fifth type self-rated job performance in each of the (knowledge) areas.

An examination of the reliabilities (that are reported on the diagonal in the correlation matrix shown in Table 1) shows that General Mental ability and 6 of the 8 knowledge areas could be formed into a reliable scale. Admittedly some items had to be dropped from the Job Knowledge area scores (due to small or negative inter-item correlations), and items in two of the knowledge areas could not be formed into a reliable scale. Knowledge area 6 and 7 were therefore dropped from further analysis in the current investigation. The scales for self-rated performance in each of the domains turned out have sufficient reliability.

### *User evaluation of the system*

In addition to the core variables respondents were also asked several questions as to their experiences with the system. These variables reflected the following scales. Unless indicated



otherwise, responses were provided on a 5 point scale ranging from 1: *Strongly disagree* to 5: *Strongly agree*.

Process fairness (2 items;  $\alpha=.66$ ) assessed the degree to which respondents felt fairly treated during the simulated online application process and was obtained from Sylva and Mol (2009). An example item is "I perceive the online application procedure as a fair procedure, even if I do not get invited for further selection."

Quality (9 items;  $\alpha=.84$ ) was adapted from the Demos at work project (<http://www.demosatwork.org/deliverables/D3.2%20-20Alpha%20Version%20Trials%20Results.pdf>) and assessed the degree to which respondents felt the system was of a good quality. An example item is "I would recommend the website to friends, colleagues etc."

The measure for Job relatedness (4 items  $\alpha=.81$ ) was adapted from Bauer et al. (2001) and assessed the degree to which respondents felt the assessment was related to the job of ICT Systems Analyst and predictive of job performance in that job. An example of an item on this scale is "Doing well on this test means a person can do the systems analyst Analyst job well".

The degree to which respondents felt that they had been adequately informed about the test beforehand was assessed using a scale obtained from Bauer et al. (2001). An example of an item on the information known scale (3 items;  $\alpha=.76$ ) is "I had ample information about what the format of the test would be."

Change to perform was also obtained from Bauer et al. (2001) and assessed the degree to which respondents' felt the test gave them an opportunity to demonstrate their knowledge. This scale was assessed using 4 items ( $\alpha=.89$ ), and example item being "I could really show my skills and abilities through this test".

Feedback ( $\alpha=.70$ ) was assessed using a three item ( $\alpha=.70$ ) scale (obtained from Bauer et al. (2001) and assessed the degree to which respondents felt feedback was provided in a timely manner. An example of an item on this scale is "I was satisfied with the amount of time it took to get feedback on my test results".

Two way communication (5 items;  $\alpha=.78$ ) reflected the degree to which respondents felt they could ask questions about the test, an example item being "I am satisfied with the communication that occurred during the testing process". This scale was also obtained from Bauer et al. (2001)

The final scale, propriety of questions (4 items;  $\alpha=.79$ ) that was also obtained from Bauer et al. (2001) reflected the degree to which respondents felt the questions were appropriate and fair, an example item being "The test itself did not seem too personal or private".

#### *Open ended responses*



Finally respondents were also asked several open-ended responses pertaining to their experiences with the system. The open questions pertained to what respondents opinion of the questionnaire was, whether instructions were clear, if any and so which questions were unclear, whether they had any suggestions for improving the questionnaire, how long it took them to finish the questionnaire and whether they had any other comments.

## RESULTS

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Table 1 shows the means, standard deviations, and intercorrelations of the core variables that were assessed as part of this OntoHR evaluation. An examination of the correlations between General Mental Ability and JK total (an aggregated job knowledge score) reveals that General Mental Ability and overall job knowledge were moderately and significantly correlated in the expected direction with. Of the correlations between General Mental Ability and the 6 job knowledge subdomains 3 were moderate in size and in the expected direction, and one reached statistical significance.

Against expectations self-rated course participation in each of the knowledge domains appeared to correlate mostly negatively with job knowledge. It should be noted that these analyses were only based on 18 observations and single item measures for course participation. Yet, course participation seemed to correlate more meaningfully with self-rated job performance with two of these correlations reaching statistical significance despite the limited sample size. Assuming these findings are meaningful, an explanation for the correlations between course participation and job knowledge might be that only when respondents come to know more about a particular knowledge domain, they realize what it is that they still do not know. Vice versa, candidates who know little about certain knowledge domains might tend to generalize and enhance their previous course participation in these domains.

An examination of the correlations between the various job knowledge domains and self-rated job performance in these domains again revealed very limited support for the relationship between knowledge in these domains and self-rated job performance, with the only significant correlation between knowledge of and performance with regard to interpersonal issues being negative. It must be noted, however, that all of the correlations between general mental ability and the self-rated performance dimensions were negative (albeit small and not statistically significant). This latter finding may indicate issues with the self-rated performance assessment as opposed to the job knowledge measure.

Based on the above findings and the very limited sample size it was decided not to formally test the (moderated) mediation hypotheses that were proposed in the introduction. Again, it must be noted again that all of these correlations are based on a very small sample size, which has implications for the robustness of these results and their statistical significance.



Variable	Mean	s.d.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	
1. Age	25.22	9.80	(.)																												
2. Gender (1=male, 2=female)	1.34	0.43	-.02	(.)																											
3. GMA	0.46	0.36	-.33**	.00	(.99)																										
4. JK Total	30.68	13.13	-.05	.14	.31*	(.93)																									
5. JK1: Conduct Needs Analysis	35.71	19.12	-.15	-.08	.29	.51**	(.78)																								
6. JK2: Design Computer Applications	21.51	10.88	-.11	-.07	-.06	.64**	.53**	(.77)																							
7. JK3: Develop documentation	36.74	34.95	.13	.31	.95*	.74**	.27	.18	(.98)																						
8. JK4: Design System Project	34.52	28.84	-.12	.06	.27	.58**	-.12	.12	.27	(.95)																					
9. JK5: Perform detailed system investigation and analysis	25.00	15.26	-.13	-.03	-.02	.69**	.50**	.77**	.31*	.12	(.93)																				
10. JK6: Deal with Interpersonal Issues	31.99	24.54	.20	.06	-.09	.15	-.26	.15	-.16	.53**	-.21	(.78)																			
11. CP Total	0.65	0.20	-.29	-.27	-.28	-.37	-.18	.45*	-.65**	-.51*	.12	-.18	(.)																		
12. CP1: Conduct Needs Analysis	0.72	0.46	.25	-.10	-.26	-.40*	-.33	-.13	-.22	-.58	-.39	.04	.25	(.)																	
13. CP2: Design Computer Applications	0.89	0.32	-.52*	.12	.28	-.14	-.11	-.07	-.29	.13	.01	-.12	.28	-.22	(.)																
14. CP3: Develop documentation	0.78	0.43	-.20	-.64**	.04	-.06	.33	.29	-.17	-.32	.16	-.57	.42*	.27	-.19	(.)															
15. CP4: Design System Project	0.56	0.51	.12	.10	-.40*	-.42*	.08	.12	-.40	-.62**	-.02	-.13	.42*	.19	.04	.06	(.)														
16. CP5: Perform detailed system investigation and analysis	0.33	0.40	-.04	-.09	.07	.33	.43*	.80**	-.02	-.16	.51*	-.03	.51*	.18	-.13	.38	-.08	(.)													
17. CP6: installing / implementing computer application system	0.67	0.49	-.33	.25	.07	-.06	.14	.30	-.45*	.06	.16	.04	.48*	-.44*	.52*	-.09	-.15	.25	(.)												
18. CP7: Running a system	0.75	0.45	-.24	.25	-.32	.11	.17	.26	-.31	.17	.30	.11	.42*	-.33	.34	-.29	.06	.09	.47**	(.)											
19. CP8: Deal with Interpersonal Issues	0.50	0.51	-.15	-.34	-.25	-.58*	-.11	-.03	-.49*	-.45*	-.27	-.23	.62**	.12	.00	.27	.22	.00	.34	.27	(.)										
20. SRP Total	3.15	0.67	.45**	.02	-.17	.11	.19	.16	.27*	-.17	.31	-.22	.25	-.47**	.03	.06	.24	-.06	.36	.34	.29	(.99)									
21. SRP1: Conduct Needs Analysis	3.12	0.75	.29	-.09	-.05	-.02	.29	.08	-.13	-.15	.17	-.25	.44	-.27	.17	.21	-.01	-.01	.61**	.41	.42	.72**	(.94)								
22. SRP2: Design Computer Applications	3.04	0.70	.26	-.10	.04	.13	.20	.05	.01	.01	.23	-.06	.00	-.47**	.04	-.01	.14	-.12	.09	.43	-.05	.78**	.65**	(.94)							
23. SRP3: Develop documentation	3.12	0.70	.38*	-.09	-.06	.04	.29	.14	-.04	-.26	.31	-.21	.37	-.31	.08	.34	.39	-.08	.29	.31	.30	.67**	.78**	.82**	(.94)						
24. SRP4: Design System Project	3.06	0.77	.36*	.14	-.28	.10	.17	.22	.13	-.22	.27	-.23	.28	-.30	-.02	.10	.40*	-.01	.27	.13	.22	.82**	.58**	.48**	.61**	(.94)					
25. SRP5: Perform detailed system investigation and analysis	3.11	0.75	.32*	.11	-.17	.16	.26	.18	.15	-.17	.31	-.19	.10	-.51*	.02	.04	.27	-.16	.21	.37	.11	.92**	.60**	.66**	.75**	.92**	(.95)				
26. SRP6: installing / implementing computer application system	3.13	0.58	.48**	-.01	-.21	.03	-.12	.06	.06	-.05	.16	-.06	.22	-.43	.03	-.03	.14	-.08	.44	.19	.47*	.88**	.62**	.58**	.72**	.72**	.72**	(.94)			
27. SRP7: Running a system	3.25	0.58	.48**	.01	-.17	.25	.28	.22	.06	.05	.36*	-.08	-.03	-.59**	.10	-.14	.14	-.17	.22	.49*	-.05	.84**	.62**	.62**	.72**	.61**	.75**	.76**	(.92)		
28. SRP8: Deal with Interpersonal Issues	3.47	0.87	.47**	.03	-.13	.09	.16	.16	.16	-.29	.35*	-.41*	.11	-.19	-.16	-.03	.05	.19	.13	.05	.23	.82**	.68**	.45**	.60**	.72**	.69**	.72**	.63**	(.88)	

Table 1: Means, Standard deviations, intercorrelations, and reliabilities (reported on the diagonal) of the core variables

### *User evaluation of the system*

Table 2 shows the means and standard deviations of the various user evaluation variables that were addressed. All means with the exception of Chance to perform were slightly above the scale midpoint, meaning that by and large users' experiences with the system were positive. On the basis of the limited information available to us at the time of this writing, it is unclear why respondents' scores were particularly low on the chance to perform scale, but this may in part be attributed to the fact that some respondents who were invited had little experience with the systems analyst job and may therefore have felt disappointed at their performance on the assessment. Answers did vary quite a bit on the other scales as well, but this may in part be attributed to one respondent losing motivation by the time they reached this part of the questionnaire and scoring a 1 for every question he or she answered. As with most parts of this evaluation it is hard to know whether to attribute these findings to the small sample or to real issues that need to be ameliorated.

	N	Mean	Std. Deviation
Process fairness	36	3.4306	.91926
Quality	35	3.4367	.70185
Job Relatedness	35	3.0857	.77161
Information Known	35	3.3143	.88171
Chance to perform	35	2.7143	.85350
Two way communication	35	3.4314	.66544
Propriety of questions	35	3.7143	.66737

*Table 2.* Means and standard deviations of the user evaluation variables.

### *Open ended responses*

An examination of the open ended responses revealed that respondents by and large had a positive experience with the OntoHR system. When asked about the opinion of the questionnaire 15 of the 19 responses were clearly positive. An example of a positive response was "Nice and innovatively thought up" with negative responses pertaining to the length of the assessment, question formatting issues (bold, underline), and question content (with a software engineer mentioning that the items were highly specific and that they did not seem relevant for his job). Of the 18 respondents who reflected on the clarity of the instructions, 17 were clearly positive with one respondent mentioning that instructions were "not always clear". Of the 9 out of 16 negative responses to the clarity of the questions, 3 pertained to the fact that one of the items was wrongly shown in the wrong language (a programming error that was since corrected), 3 to question relevance, and the remaining pertaining to spelling, graphics and formatting issues. When asked to make suggestions for improvement 7 respondents replied and were positive (e.g, "the list was not too long and had enough questions"), 2 made suggestions to improve the layout, 2 commented on spelling and one on length. Of the 18 respondents who provided a response to the time it took them to complete the questionnaire, the range was between 10 minutes and 3 hours (with an average of 1 hour and 20 minutes). The large range may perhaps in part be attributed to the seriousness with which respondents completed the questionnaire, but certainly also to the fact that the ontology based system is adaptive in nature and

test length varies depending on the answers provided (with better scoring respondents having to answer more questions).

## CONCLUSION AND DISCUSSION

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In light of the very limited data that were available for this pilot evaluation, unfortunately there is not much that can be concluded at this point. Although both Qompas and Dida made a sustained effort to collect (much) more data, fact of the matter is that it is very difficult to obtain volunteers for a 2 hour assessment. Despite financial inducements and rewards, the final sample remained small and data quality questionable. For example with larger Italian and Dutch subsamples we would have been able to assess measurement equivalence, something that is assumed in the findings that were reported in the above. It turned out that two of the eight job knowledge domains could not be assessed reliably, yet it is unsure whether this should be attributed to unreliability of the measure, or idiosyncrasies in the sample. Finally, it is unsure to what extent the students in the current sample were representative of applicants for the job role of systems analyst. It may be expected that real life applicants may be more motivated to do well.

*Lessons learned.* Some lessons that were learned from this pilot are a small scale pilot should probably have been conducted before inviting all the potential respondents that we had identified. Unfortunately some initial startup issues (which were quickly resolved) meant that many respondents who tried accessing the system did not succeed at first, and never tried again. One of the purposes of this pilot was to show that the system was stable and could handle multiple applicants taking an assessment at the same time. In this respect we succeeded, although the initial bugs in the system meant that we lost significant numbers of potential respondents. This is something that is inherent in a product which is still actively being developed. The pilot furthermore pointed us to potential areas for further improvement of the interface, with regard to formatting, spelling and layout. A further lesson learned is that financial inducements and a personal approach appear to be the best approaches for attracting participants. Another reason why so few respondents participated may have had to do with the rather complicated registration procedure which involved generating an e-mail validated username and password. Although this allowed us to secure the content of the test, it may have scared of some respondents. The registration process may be more acceptable to real life applicants however.

*Findings.* Although the pilot helped us identify some technical issues (e.g. a Hungarian item being shown on the Dutch version of the test), unfortunately we were unable to collect enough data to confidently and formally test the two hypotheses that were proposed in the introduction. We certainly find these hypotheses worthy of empirical scrutiny, however, and efforts are currently underway to initiate a much larger data collection effort at one of the largest Dutch temporary labor agencies. Despite the length of the assessment and the fact that respondents were not actually applying for a job, findings on the evaluation variables and the open questions that were asked reveal that respondents were generally positive. This is all the more noteworthy considering that it took some respondents 3 hours to complete the assessment. All in all these very initial findings give us confidence in continuing to research the OntoHR system.



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