

**CIPD**

# Fair selection

An evidence review

Practice summary  
and recommendations  
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Practice summary and recommendations

# Fair selection: An evidence review

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# 1

## Introduction

### **Fairness in organisational life**

*Life isn't fair*, the saying goes, and many employees would seem to agree. In the 2022 CIPD Good Work Index, most UK workers (77%) reported that their managers treated them fairly in general,<sup>1</sup> but other survey research has found that 41% of UK workers had encountered some form of 'particularly unfair' treatment in the previous year.<sup>2</sup> The latter survey found that the aspect of organisational life most often thought unfair was pay, followed by workloads, bullying or harassment, favouritism, redundancies, promotions, flexible working and performance reviews.

There is obviously a strong ethical case for treating people fairly. Is there also a business case? Certainly, there is a common view that organisations that treat people fairly, with integrity and sensitivity, are more likely to have committed and motivated employees, as well as a reduced risk of crisis and disaster. Moreover, policy interventions in Scotland and Wales have made 'fair work' the focal point of efforts to increase job quality.<sup>3</sup> But what does the research evidence say?

Our evidence reviews show perceived fairness carries various benefits in organisational life. Our evidence review on [ethical behaviour](#) highlights that if employees believe a situation is unfair, they are more likely to behave unethically in their jobs.<sup>4</sup> We also find that [performance reviews](#) that are seen as fair are more likely to be effective, with employees responding to them more positively and improving their performance more as a result.<sup>5</sup>

In general terms, employees' perceptions of how fairly they are treated may potentially affect job satisfaction, the psychological contract, motivation and commitment. It is important to understand how this aspect of working life shapes how employees behave. This evidence review looks at the particular area of selection in recruitment and promotion.

### **Selection and promotion**

Candidate experience is an important aspect of selection, as we discussed in our previous evidence review, [A head for hiring](#). It may influence the validity of assessments and thus an employer's ability to hire or promote talented people. It can give unsuccessful candidates a lasting impression of the organisation and – especially in an era of Glassdoor.com and other sites that let you leave job reviews – affect employer brand. It can affect how likely it is that successful candidates will accept a job offer. And more specifically in the case of promotions, it may affect how unsuccessful candidates feel about their opportunities to progress their career in the organisation and ultimately their intention to quit. As our [Resourcing and talent planning 2022 report](#) argues, candidate experience is an important area for employers to critically and objectively review and measure.

Perceived fairness is an important part of this dynamic and can be especially tricky in selection and promotion. As our related case study highlights, there can be a paradox in that in trying to make selection processes scrupulously fair, employers can leave candidates feeling unsupported, in the dark and *unfairly* treated.

This evidence review sets out to support HR professionals who are trying to ensure fair selection and promotion practices, both to improve candidate experience and to support more ethical, better-functioning organisations.

We look at the evidence and draw out recommendations on two broad questions:

- **Why is fairness important?** What impacts does perceived fairness in job selection have on candidates' performance, job offer acceptance and job performance?
- **How can selection be made fairer?** What factors affect how fair people think selection practices are, and what can employers do to influence these perceptions?

### Research approach

The review was part of a joint project between researchers and employers to apply the latest and most robust research evidence to practical HR challenges. A research team based at the CIPD and the Institute for Employment Studies (IES) worked with HR professionals from Surrey Police and Sussex Police to scope research questions and interpret the review findings.

To conduct the review, we followed the rapid evidence assessment (REA) method that is an established part of evidence-based practice. This aims to identify and summarise the best available research evidence, helping us cut through the noise in the research and commentary to get a clearer view of what works in management practice.

Our initial search yielded 350 studies published between 2009 and 2023. From these, we centre on 29 papers that are directly relevant to fairness in selection or promotion.

In line with the principles of evidence-based practice:

- We *critically appraise* the method of each study – that is, how appropriate the study design is for telling us about cause-and-effect relationships and how well it was carried out.
- We focus on the *effect sizes* of relationships or impacts of techniques in research. These are more useful than only looking at the statistical significance of research findings, as they allow us to gauge how important findings are in practical terms – for example, whether they point to a huge difference or strong relationship that you ignore at your peril, or a tiny difference that isn't worth pursuing.

### Outline of this report

This report summarises the research evidence on what the importance of fairness is in selection and promotion and how managers can improve perceptions in practice. We start, in section 2, with a look at the theory or supposed causal mechanisms – that is, how is fairness in selection *supposed* to work? Section 3 summarises the general research insights into selection fairness, with section 4 looking specifically at technologically enabled approaches. We close in section 5 with recommendations for practice.

## 2

# Models of fairness and selection

What do researchers mean when they talk about 'fairness' and what is the established theory on what affects perceptions of fairness and how this plays out in selection and promotion?

### **What is fairness?**

There are a number of theories and definitions of the nature of fairness. Previous CIPD research identified six broad lenses through which these are viewed.<sup>6</sup> The dominant lens in the research covered in this review is that of 'organisational justice'.

This can refer to:

- *distributive justice*: how fair the allocated outcomes of a decision are
- *procedural justice*: how fair the processes or approaches used to make decisions are
- *interactional or social justice*: how fairly people are treated when procedures are implemented.

### **Fairness in selection: How is it supposed to work?**

The main model of perceived fairness in job selection was developed by Stephen Gilliland.<sup>7</sup> Although developed with selection in external recruitment in mind, its core components can be applied to selection for promotion, on which we don't find a more specific established theory.

**Table 1: The perceived fairness of selections systems: Main components and outcomes (adapted from Gilliland, 1993)**

Components of fairness	Outcomes of fairness
<p><b>Procedural justice</b></p> <p><b>Formal characteristics</b></p> <ul style="list-style-type: none"> <li>• job-related assessment</li> <li>• opportunity to perform</li> <li>• reconsideration</li> <li>• consistently administered</li> </ul> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• selection information</li> <li>• feedback</li> <li>• honesty</li> </ul> <p><b>Interpersonal treatment</b></p> <ul style="list-style-type: none"> <li>• interpersonal skills of assessor</li> <li>• two-way communication</li> <li>• appropriate questions</li> </ul> <p><b>Distributive justice</b></p> <ul style="list-style-type: none"> <li>• equity</li> <li>• equality</li> <li>• needs</li> </ul>	<p><b>Reactions during hiring</b></p> <ul style="list-style-type: none"> <li>• decision to apply</li> <li>• decision to accept offer</li> <li>• recommendations to apply</li> <li>• test motivation</li> <li>• legal battles</li> </ul> <p><b>Reactions after hiring</b></p> <ul style="list-style-type: none"> <li>• performance</li> <li>• organisational citizenship behaviour</li> <li>• job satisfaction</li> <li>• organisational climate</li> </ul> <p><b>Self-perceptions</b></p> <ul style="list-style-type: none"> <li>• self-esteem</li> <li>• self-efficacy</li> <li>• future intentions for job searching</li> </ul>

### Procedural justice

At the heart of the model, Gilliland outlines 10 ‘rules’ for procedural justice in selection systems. He argues that the satisfaction or violation of these rules influences whether candidates feel that the selection process is fair, which in turn influences how they react during and after hiring, and their self-confidence and future intentions in job searching.

The 10 rules, grouped into three categories, are as follows.

#### *Formal characteristics*

- *Job-relatedness* – the extent to which an assessment is valid and gauges content relevant to the job.
- *Opportunity to perform* – having adequate opportunity to demonstrate one’s knowledge, skills and abilities in the testing situation. This dimension also includes aspects of control over the test situation and the opportunity to ask questions.
- *Reconsideration of opportunity* – the opportunity to challenge or modify the decision-making evaluation process, that is, to receive a second chance.
- *Consistency of administration* – ensuring that decision procedures are consistent between people and over time. Consistency is relevant in selection systems, scoring and the interpretation of scores. It is likely to be impacted by the type of procedure (for example, structured versus unstructured interviews), people’s prior experience of selection methods and when the evaluation takes place. Candidates may be more aware of aspects of consistency after a decision has been made and they have shared experiences.

### **Explanation**

- *Feedback* – providing timely and informative feedback on assessments and decisions. Candidates value feedback that is developmental, regardless of whether they have been successful.
- *Selection information* – this includes providing information on the selection process, the validity of the selection process (in particular for procedures that have less face validity, such as cognitive ability tests), information on scoring, the way in which scores are used in decision-making, and justification for a selection decision.
- *Honesty* – the importance of openness and honesty of feedback content, the sincerity and believability of the interviewer.

### **Interpersonal treatment**

- *Interpersonal effectiveness of administrator* – the degree to which applicants are treated with warmth and respect.
- *Two-way communication* – the opportunity for applicants to offer input or have their views considered in the selection process. This is related to 'opportunity to perform' but deemed to be more about interpersonal interaction.
- *Propriety of questions* – the suitability or appropriateness of questions.

### **Distributive justice**

Gilliland also recognises the role played by *distributive justice*: 'whether or not applicants receive the hiring decisions they deserve'.

He describes three rules here, relating to:

- *Equity* – are selection decisions consistent with how good a candidate someone is? It will be affected by individuals' prior experience of selection success, beliefs about how good a candidate they are and expectations.
- *Equality* – do candidates have an equal chance of being selected? This is not the case because assessments of knowledge and ability are used to differentiate candidates. But it may be relevant for protected characteristics, such as gender or ethnicity.
- *Needs* – do selection decisions take individuals' needs into account – for example, is reasonable accommodation made for candidates with disabilities?

Procedural and distributive justice interact with each other. Candidates will be more sensitive to procedural justice if their sense of distributive justice has been violated, and vice versa.

In this review, we centre on aspects of procedural justice described above. Equity, the dominant aspect of distributive justice, partly relates to factors such as candidates' self-image, over which employers have little influence. Equality and needs are crucial areas that we consider in separate evidence reviews on diversity and inclusion.



### **Support for the Gilliland model**

As we discuss in the following section, there is a good body of research testing out some of the theoretical links and propositions in Gilliland's model. For example, we find good-quality evidence that perceived fairness of selection is influenced by formal characteristics, explanation and interpersonal treatment.

## 3

# What's the evidence on fair selection?

A previous CIPD review of the research on recruitment and selection, *A head for hiring*, found some evidence to suggest that if selection practices are seen to be fair, they are also more likely to predict who will perform well on the job. What does the body of knowledge say more specifically about aspects of fairness in selection?

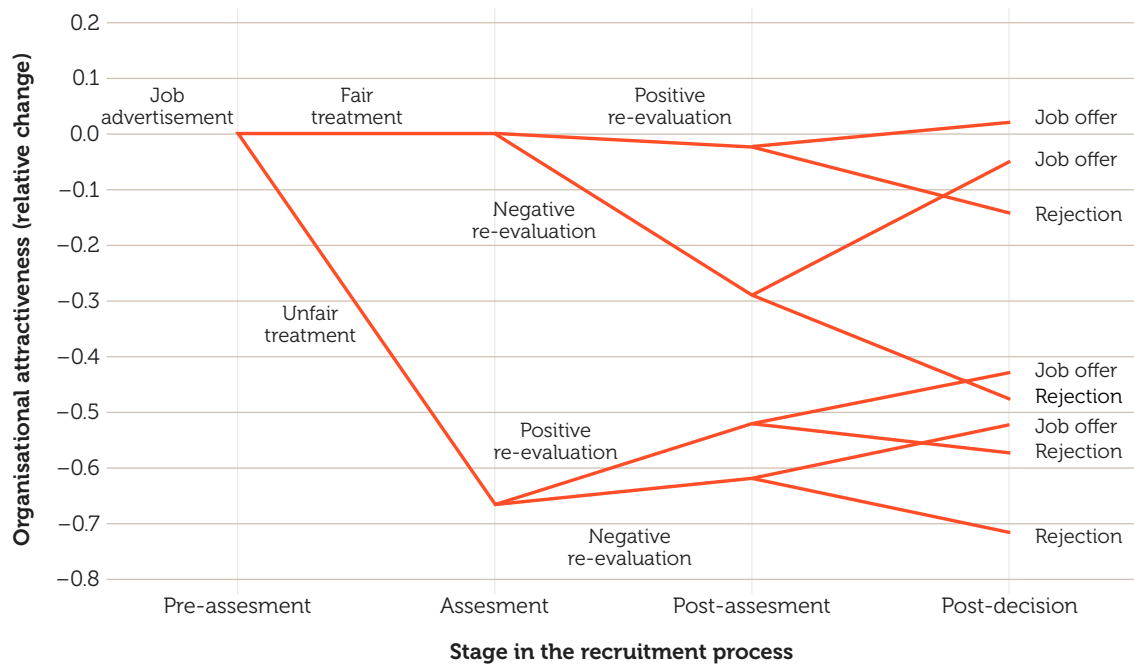
As we discuss in the following sections, research gives broad support for the different components of the Gilliland model.

### **Why is fairness important?**

Several research studies have shown that how fair candidates perceive the selection process to be influences their subsequent behaviour. Candidates who feel they have been treated unfairly are less likely to accept a job offer, to reapply to the organisation and to recommend the organisation to others. Perceived fairness also has a small impact on how well someone who is recruited goes on to perform in the job.

One particularly impressive study (discussed in more detail in the accompanying scientific summary) looked at how perceived fairness affected how attractive an organisation was for applicants.<sup>8</sup> The study found that unfair treatment at interview stage reduced organisational attractiveness by 67%, and only part of this damage could be repaired later on, even when candidates were led to positively re-evaluate the organisation and their interview experience and were offered a job (see Figure 1).

**Figure 1: How unfair treatment affects the attractiveness of an organisation during the recruitment process (reproduced from Kryszewski and Konradt, 2022)**



This shows that treating applicants well must happen from the start of the selection or recruitment process, and must happen consistently. Any feelings of unfairness are likely to have lasting impact.

### Relevance to the job

As already noted, a specific aspect of the Gilliland model is how relevant assessments are to the job. Good-quality research on this has been conducted on the recruitment of GP medics in the UK.<sup>9</sup> It shows that selection tests that are seen to be more relevant to the job are slightly more likely to be seen as fair, especially in the early stages of the recruitment process. Later, once candidates had been told whether or not they were successful, the decision outcome was (unsurprisingly) far more influential on perceived fairness.

This gives us good evidence that employers should invest in making selection procedures tangibly job-relevant upfront.

### Objective measures and fairness

A study of a simulated promotion system investigated the impact of the way in which tests are scored (objectively or using ratings) on motivation and perceived fairness.<sup>10</sup> It concluded that applicants found more objective measures (in this case, a cognitive ability test) less motivating, and that enhancing perceptions of procedural justice (providing information to candidates explaining how steps are taken to ensure that selection measures are scored fairly) was an important way to rectify this, boosting applicants' motivation.

### **Explaining selection processes and decisions**

Explanations can be given on different aspects of selection and in different ways. They can focus on 'structure fairness' to give candidates a better idea of what to expect in the procedure, how the selection criteria are appropriate for the job, the validity of tests, or how decisions are made. Alternatively, they might focus on 'social fairness' – that is, not what the procedure is, but how it's enacted in a way that is personally sensitive. There is also a distinction between giving unsuccessful candidates explanations that *justify* decisions – showing how they are appropriate and ethical – and explanations that offer excuses, by referencing external factors or circumstances that affected decisions.

The strongest evidence on how explanations affect fairness in selection comes from a meta-analysis of 26 experiments.<sup>11</sup> It shows that explanations generally have a positive impact on perceptions of fairness and the organisation as a whole, and on candidates' motivation and performance in assessments.

The study also shows that explanations are especially important for tests that candidates viewed less favourably – for example, personality tests, as opposed to cognitive ability tests. Further, it found that the impact was substantially greater in real-life studies than artificial lab-type settings. This is perhaps not surprising, as the former are consequential in a way the latter are not, but it highlights that the actual impact of explaining selection processes and decisions is probably greater than many studies suggest.

Interestingly, the timing and type of explanation provided did not affect perceived fairness. This suggests the important thing is that employers give some meaningful explanation of the selection processes or decisions. How and when they do this does not seem to matter.

### **Small changes in communication can have a big impact**

Another strong piece of evidence on communication is a randomised controlled study on open recruitment in the context of the UK police force.<sup>12</sup> The researchers adapted the wording of an email invitation to take part in a situational judgement test in order to 'prime' (encourage feelings of) success and belonging. The trial found that this simple change of wording led to a 50% increase in the probability of passing the test for ethnic minority applicants. Moreover, it did this without adversely impacting white applicants, lowering the recruitment standard or changing the assessment questions.

This study shows that small but significant changes, referred to elsewhere in the literature as 'wise' interventions, can make a difference to how individuals perceive the selection process, and indeed how they subsequently perform in it.

### **Transparent criteria help but there are limits**

How open should managers be about the selection criteria for jobs? Should they publish them openly along with a job specification? Partly hide them so that only employees connected with the decision-makers know what they are? Or completely hide them from all but the decision-makers themselves? There are considerations here for how well assessments predict employee performance (their primary aim), but what about the impact on the perceived fairness of selection?

Evidence from a cross-sectional study shows that transparent selection is slightly related to the procedural justice of promotion decisions.<sup>13</sup> However, a study of a simulated assessment centre found that transparency in selection criteria made no difference to whether candidates felt they had a good opportunity to perform (an aspect of fairness).<sup>14</sup> The authors explain that this may be because of the study context: the thoroughness of assessment centres means candidates already have a full opportunity to demonstrate their performance, so transparency is less relevant than in lighter-touch assessments.

We also find evidence that transparency helps for some assessments but not all. An experimental study based on a simulation with students found that a crucial difference is whether candidates feel threatened by the assessment topic.<sup>15</sup> Thus, both men and women performed better when they were told that a test assessed *planning* skills, but transparency in a test assessing *leadership* led to women performing moderately worse. The explanation given is that leadership is stereotypically associated with masculinity, whereas planning does not have this sort of gender bias. For more discussion of stereotype threat in selection, see our previous review, [A head for hiring](#).

## 4

# Technology-enabled assessments

### Remote video-based interviewing

Videoconferencing is clearly not new but has become vastly more common due to the COVID-19 pandemic. It can certainly be a more convenient way to interview people, but what impact does it have on the perceived fairness of selection?

One controlled study found that videoconference interviews may feel less fair than face-to-face interviews.<sup>16</sup> Applicants were less likely to feel that videoconference interviews gave them an idea of what to expect in advance and the opportunity to perform, and were thus less likely to feel they were a good test for the job. Specifically, there were substantial differences in how favourably applicants rated their interviews, whether they felt the selection was fair, and whether they were recommended for the position by the interviewer.

More recent research has added to this. We found that videoconference interviews are perceived to be less fair than face-to-face interviews in several aspects – for example, candidates regard the lack of physical presence as a barrier to being able to present themselves positively. This perception of unfairness reduces after candidates have actually experienced a videoconference interview, but is still present. While attitudes may be shifting as a result of increased use of remote interviews, it seems that some scepticism remains.

### **Automated assessments feel less fair**

Artificial intelligence (AI) and automation stand to change a number of areas of HR, perhaps none more so than recruitment. But research suggests there is a risk this makes selection seem unfair. An experimental study explored candidates' reactions to highly automated job interviews, in which a tool acquired information through sensors, scored interviews, made decisions on follow-up questions and controlled the virtual interviewer's behaviour.<sup>17</sup> The study found that as a result of less social presence and empathy, automated interviews were moderately less acceptable to individuals than a videoconference interview, especially for high-stakes interviews that affected candidates' chances of getting a job.

More recent studies have explored the use of automated, algorithm-based job application screening on candidates' fairness perceptions. Again, job candidates viewed them as less fair compared with application screening carried out by a human recruiter, in part because they felt that the algorithm was unable to recognise their uniqueness as a candidate.

An emerging line of research concerns robot-mediated interviews. This might be considered a way to strip out the (often unconscious) bias that we know can plague recruitment processes (see our previous evidence review, *A head for hiring*). However, the findings on robot-mediated interviews are mixed, with one study finding that they are viewed as fairer than face-to-face interviews and another finding that they are seen as less fair. In addition, both studies put respondents in the role of observing robot-mediated interviews rather than experiencing them themselves. If the use of robots in job interviews is likely to become a future trend, we need more research on its impact.

## 5

# Recommendations

### **A fair approach to selection**

The existing research evidence provides some useful pointers about what organisations should do to manage and influence the reaction of candidates, preventing negative reactions and increasing the likelihood that individuals will accept job offers, perform well in their (new) role, perceive the organisation in a positive light, and preserve/enhance their psychological wellbeing in a situation where candidates often have much at stake.

The impacts of many of these practices in and of themselves are small – that is to say, would probably need to be measured to be detected. However, we can often see that they are cumulative – each time you add a practice, you increase the chances it will be seen as fair and get a positive response. Many of these practices are also very easy to implement, so the return on investment will be good.

- **Focus on fairness from the outset.** It's crucial to get it right from the start and ensure fair processes consistently. Treating applicants unfairly or discourteously has a long-lasting impact on how attractive they find

an organisation. Applicants may revise their opinions later on if they have reason to believe that their experience was not typical, but the damage of unfair treatment can't be fully undone.

- **Supportive organisational climate.** Assessment for promotion takes place in a wider organisational context; employers should develop a holistic approach that takes this into account.<sup>18</sup> Particularly relevant are the existing relationship an employee has with their manager and their perception of how committed the employer is to their wellbeing, which affect how explanations about selection processes enhance or diminish perceptions of fairness. Employers should pursue policies and practices that support employee wellbeing and develop effective line management capability in line with this.
- **Look for small changes that can have sizeable impacts.** Candidate perceptions of fairness can be positively influenced by relatively small, low-cost, precisely targeted interventions. For example, the provision of explanations enhances perceptions of fairness.<sup>19</sup>
- **Make selection as job-relevant as possible.** Both the selection procedure and the measures used should be closely and tangibly relevant to the job in hand. This needs to be built into selection processes upfront and reflected in all aspects, including whether and how interviews, tests and examples of work are used to inform decisions.
- **Be transparent, giving explanations where possible.** If there is a single piece of advice to prioritise, it is to give candidates clear explanations of all stages of the selection. This can include advance information on selection processes, how criteria and tests are relevant to the job, and how performance is scored; information on how decisions are made and what decisions were made; and the opportunity for candidates to have their questions answered. It seems that transparency about selection criteria and processes increases fairness because it helps candidates show their best. There are some circumstances where this doesn't seem to be the case – in particular in assessment centres, where more thorough assessments are made in any case – but in general it is effective and easy, and a good principle to follow.
- **Counter stereotype threat.** Notwithstanding this general finding about transparency, there are circumstances where care is needed. In some situations where it may trigger a 'stereotype threat' and lead some social groups to perform less well due to anxiety about conforming to an existing negative stereotype, employers may be advised to either not be transparent or to ensure that performance dimensions are communicated in as stereotype-free a way as possible. For example, in some research, women have performed less well when told that a selection procedure assesses 'leadership', because they react to a stereotype that regards men as stronger leaders. In this case, employers may wish to emphasise that both men and women make successful leaders.

- **Targeted messages** within selection procedures can also help enhance diversity by encouraging minority group applicants to feel valued and recognise how they would play a valued role within an organisation in which they may be underrepresented.
- **Assessor training.** Employers should train those involved in selection processes to be cognisant of the vulnerability of candidates, and ensure those trained take steps to ensure candidates feel valued and respected throughout the process.
- **Gamification and simulation** can be used to give potential candidates for promotion the opportunity to try out roles, and/or to assess them. As with many contemporary digital platforms, this raises an ethical question of how people's data is used. We strongly suggest that employers are unambiguous and transparent about the purpose of any use of such technologies and how the data is correspondingly used – that is, are they being used to give employees insight into their own development or readiness for promotion, or for employers to assess them?
- **Videoconferencing** has become ubiquitous in the modern world of work and undoubtedly is more widely accepted as a means of communication than before. Nonetheless, there is still good reason to hold face-to-face interviews, as even recent research shows that applicants see them as more fair – for example, because they have a better chance to give a good account of themselves.
- **AI and automation.** There is potential to use AI and automation to greatly increase the number of candidates who can be assessed and given feedback. This is likely to be useful for large-scale recruitment drives. However, we suggest AI and automation are not used extensively for in-house promotion, as it is likely to feel less personal and less fair. For information on how employers are using artificial intelligence or machine learning in recruitment processes, see our [\*Resourcing and talent planning 2022\*](#) report.
- **Useful feedback.** The outcomes of selection processes materially impact perceptions of fairness. Employers should look to provide informative and valued feedback to candidates, whether they are successful or not, to enhance perceptions of fairness and to mitigate negative reactions associated with failure. There are various actions assessors can take to make feedback more effective, which can be grouped into a practical checklist. These include: avoiding sweeping statements; focusing on what is expected of people in a given role; discussing results and behaviour rather than personal traits; and guiding people on how they can improve. For more information, see our evidence review on [performance feedback](#).

### **Measuring fairness in selection**

Employers and people professionals should assess the perceived fairness of their selection procedures. Doing so will not only give important data on what

they might do to improve their processes, but it is also likely to send a positive signal that the organisation is concerned with being fair. The most established measure of fairness in selection is that of Bauer et al.<sup>20</sup>

The scale covers a range of areas, including:

- whether assessments are a good reflection of the job
- whether candidates had good information, knew what to expect and could ask questions
- whether assessments give candidates the chance to show their skills and abilities
- whether candidates are able to discuss their test results and receive feedback
- whether assessments were made consistently for all candidates
- whether candidates were treated honestly, respectfully and considerately
- whether questions were prejudiced or too personal.

For more detail on the measures, see the [scientific summary](#) that accompanies this report.

## 6

# Conclusions

This evidence review has investigated why fairness in selection is important (what outcomes it relates to), including candidate experience and reactions, and the performance of successful applicants, and factors that affect fairness, including selection procedure, how it is communicated and how it is conducted.

Other important questions about approaches to selection remain aside from fairness. Chief among them is how they can best be used to gauge talent and predict employee performance.

For example, a key theme in relation to fairness is the transparency of selection criteria and processes. One might suppose, however, that being transparent about the purpose of a test makes it easier for candidates to 'game' or manipulate the outcome, giving a less valid assessment of performance. Research gives mixed findings on this point, but the stronger evidence seems to suggest that transparent assessments are more revealing and useful, as well as fair (as we discuss in this report). Whereas a study of a simulated assessment centre found that non-transparent tests predicted job performance more accurately,<sup>21</sup> a controlled study of real-life job applicants showed that transparent tests led to more consistent behaviour and accurate assessments.<sup>22</sup>

Overall, the research evidence suggests that in many situations, being transparent about selection criteria is a way to help candidates show their best and, as such, a way to increase fairness. This may not be relevant in assessment centres and is likely to backfire when the assessment concerns



any aspects that some candidates find threatening because they feel their personal characteristics may disadvantage them. Transparency remains a good principle, but there are limits to bear in mind.

The world of recruitment is changing. In particular, videoconferencing has become a huge part of many people's working lives since the COVID-19 pandemic, and is certainly a convenient way to interview. However, it seems that in this respect and others – such as the use of robots to reduce bias in interviews – there are still benefits in fairness of staying with the traditional face-to-face methods.

However selection develops, employers and people professionals should note that the perceived fairness of their approach is important, worth measuring and worth working on to improve. Fairness applies to processes, communication and how people are treated, and should be evident from the start and throughout the selection process.

## 7

# References

For more detail on the studies included in this evidence review, see the accompanying scientific summary at [cipd.co.uk/evidence-fair-selection](http://cipd.co.uk/evidence-fair-selection).

## 8

# Endnotes

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