## Electronic Supplementary Material for

Fisher, P., Risavy, S. D., Robie, C., König, C. J., Christiansen, N. D., Tett, R. P., \& Simonet, D. V. (2020). Selection myths: A conceptual replication of HR professionals' beliefs about effective human resource practices. Journal of Personnel Psychology. https://doi.org/10.1027/1866-5888/a000263

## Certifications Held by Participants in the Study

CHRP: Certified Human Resources Professional; CHRL: Certified Human Resources Leader; CHRE: Certified Human Resources Executive; CPHR: Chartered Professional in Human Resources; aPHR ${ }^{\text {TM }}$ : Associate Professional in Human Resources ${ }^{\text {TM }}$; aPHRi $^{\text {TM }}$ : Associate Professional in Human Resources-International ${ }^{\text {TM }}$; PHR®: Professional in Human Resources®; PHRca®: Professional in Human Resources-California ${ }^{\circledR}$; PHRi™: Professional in Human Resources-International®; SPHR®: Senior Professional in Human Resources ${ }^{\circledR}$; SPHRi ${ }^{\text {™ }}$ : Senior Professional in Human Resources-International ${ }^{\text {TM }}$; GPHR®: Global Professional in Human Resources ${ }^{\circledR}$; SHRM-CP: SHRM Certified Professional; SHRM-SCP: SHRM Senior Certified Professional.

Table E1. Comparison of potential remedies for the research-practice gap

| Myth | Possess certification \% false (\% uncertain) $n=261$ | Don't possess certification \% false (\% uncertain) $n=192$ | Difference test | Effect size |
| :---: | :---: | :---: | :---: | :---: |
| (1) Although people use many different terms to describe personalities, there are really only four basic dimensions of personality, as captured by the MyersBriggs Type Indicator (MBTI) | $\begin{aligned} & 22.4 \% \\ & (27.6 \%) \\ & M=1.78 \\ & S D=1.28 \end{aligned}$ | $\begin{aligned} & 18.4 \% \\ & (32.2 \%) \\ & M=1.80 \\ & S D=1.23 \end{aligned}$ | $\begin{aligned} & F(1,451)=.06 \\ & p=.810 \end{aligned}$ | $d=.02$ |
| (2) Conscientiousness is a better predictor of overall job performance than general mental ability/IQ | $\begin{aligned} & 17.2 \% \\ & (25.0 \%) \\ & M=1.98 \\ & S D=1.23 \end{aligned}$ | $\begin{aligned} & 21.5 \% \\ & (26.1 \%) \\ & M=1.84 \\ & S D=1.27 \end{aligned}$ | $\begin{aligned} & F(1,451)=1.56 \\ & p=.213 \end{aligned}$ | $d=.11$ |
| (3) Companies that screen job applicants for values have higher overall job performance than those that screen for general mental ability/IQ | $\begin{aligned} & 18.8 \% \\ & (17.2 \%) \\ & M=2.08 \\ & S D=1.25 \end{aligned}$ | $\begin{aligned} & 17.2 \% \\ & (23.4 \%) \\ & M=2.02 \\ & S D=1.23 \end{aligned}$ | $\begin{aligned} & F(1,451)=.44 \\ & p=.507 \end{aligned}$ | $d=.05$ |
| (4) Integrity tests don't work well in practice because so many people lie on them | $\begin{aligned} & 19.8 \% \\ & (29.7 \%) \\ & M=1.81 \\ & S D=1.25 \end{aligned}$ | $\begin{aligned} & 25.3 \% \\ & (31.4 \%) \\ & M=1.61 \\ & S D=1.27 \end{aligned}$ | $\begin{aligned} & F(1,451)=2.76 \\ & p=.097 \end{aligned}$ | $d=.16$ |
| (5) Integrity tests have adverse impact on racial minorities | $\begin{aligned} & 39.8 \% \\ & (34.6 \%) \\ & M=1.12 \\ & S D=1.19 \end{aligned}$ | $\begin{aligned} & 31.8 \% \\ & (47.5 \%) \\ & M=1.10 \\ & S D=1.07 \end{aligned}$ | $\begin{aligned} & F(1,450)=.03 \\ & p=.856 \end{aligned}$ | $d=.02$ |
| (6) The most valid employment interviews are designed around an applicant's unique background | $\begin{aligned} & 22.9 \% \\ & (17.7 \%) \\ & M=1.96 \\ & S D=1.30 \end{aligned}$ | $\begin{aligned} & 25.8 \% \\ & (16.9 \%) \\ & M=1.89 \\ & S D=1.33 \end{aligned}$ | $\begin{aligned} & F(1,450)=.31 \\ & p=.578 \end{aligned}$ | $d=.05$ |
| (7) Being very intelligent is actually a disadvantage for performing well on a low-skilled job | $\begin{aligned} & 53.6 \% \\ & (16.1 \%) \\ & M=1.07 \\ & S D=1.32 \end{aligned}$ | $\begin{aligned} & 45.0 \% \\ & (23.5 \%) \\ & M=1.18 \\ & S D=1.30 \end{aligned}$ | $\begin{aligned} & F(1,450)=.82 \\ & p=.364 \end{aligned}$ | $d=.08$ |
| (8) There is very little difference among personality inventories in terms of how well they predict an applicant's overall job performance | $\begin{aligned} & 45.3 \% \\ & (20.3 \%) \\ & M=1.23 \\ & S D=1.34 \end{aligned}$ | $\begin{aligned} & 33.1 \% \\ & (33.1 \%) \\ & M=1.35 \\ & S D=1.25 \end{aligned}$ | $\begin{aligned} & F(1,450)=.83 \\ & p=.362 \end{aligned}$ | $d=.09$ |
| (9) Emotional intelligence is a better predictor of overall job performance than general mental ability/IQ | $\begin{aligned} & 29.7 \% \\ & (15.6 \%) \\ & M=1.80 \\ & S D=1.36 \end{aligned}$ | $\begin{aligned} & 25.3 \% \\ & (23.4 \%) \\ & M=1.77 \\ & S D=1.31 \end{aligned}$ | $\begin{aligned} & F(1,451)=.03 \\ & p=.856 \end{aligned}$ | $d=.02$ |
| (10) A skilled graphologist (i.e., handwriting analysis expert) can be helpful in predicting overall job performance | $\begin{aligned} & 47.9 \% \\ & (27.6 \%) \\ & M=1.01 \\ & S D=1.21 \end{aligned}$ | $\begin{aligned} & 46.4 \% \\ & (33.0 \%) \\ & M=.95 \\ & S D=1.14 \end{aligned}$ | $\begin{aligned} & F(1,451)=.29 \\ & p=.588 \end{aligned}$ | $d=.05$ |

Table E1 continued
$\left.\begin{array}{lllll}\text { Myth } & \begin{array}{llll}\text { Hold traditional HR job } \\ \text { \% false } \\ (\% \text { uncertain })\end{array} & \begin{array}{l}\text { Hold non-traditional HR job } \\ \text { \% false } \\ (\% \text { uncertain })\end{array} & \text { Difference test } & \begin{array}{l}\text { Effect } \\ \text { size }\end{array} \\ & n=288\end{array}\right)$

## Table E1 continued

$\left.\begin{array}{lllll}\text { Myth } & \begin{array}{lll}\text { Read peer-reviewed journal } \\ \text { articles } \\ \text { \% false }\end{array} & \begin{array}{l}\text { Don't read peer-reviewed } \\ \text { journal articles } \\ \text { \% false }\end{array} & \text { Difference test } \\ & \text { (\% uncertain }) & \begin{array}{l}\text { Effect } \\ \text { size }\end{array} \\ & n=257\end{array}\right)$

## Table E1 continued

$\left.\begin{array}{lllll}\text { Myth } & \begin{array}{lll}\text { Conduct validity studies } \\ \text { \% false } \\ (\% \text { uncertain })\end{array} & \begin{array}{l}\text { Don't conduct validity studies } \\ \text { \% false } \\ (\% \text { uncertain })\end{array} & \text { Difference test } & \begin{array}{l}\text { Effect } \\ \text { size }\end{array} \\ n=171\end{array}\right)$

Note. Bolded values are significant at $p<.05$, corrected for false discovery rate according to Bejamini and Hochberg (1995).

