

# Contents

List of abbreviations — XXI

List of figures — XXIII

## 1 Introduction — 1

- 1.1 Intuition and analytics in the process of identifying suitable talent — 1
  - 1.1.1 The significance of selecting suitable talent — 1
  - 1.1.2 The significance of intuition in selecting talent — 4
  - 1.1.3 The significance of rational-analytical procedures in selecting talent — 6
  - 1.1.4 Shortcomings of rational-analytical procedures in selecting talent: why practitioners rely on their intuition — 9
- 1.2 Balancing intuition and analytics — 14
- 1.3 Intuition and theory formation in personnel selection — 16
- 1.4 Goals of this book — 21
- 1.5 The need for a more valid approach to decision-making processes in personnel selection — 23

## 2 Research-practice gap in personnel selection: the current state of implementation of scientific findings — 26

- 2.1 Lack of dialogue between researchers and practitioners about research results — 27
  - 2.1.1 Lack of dialogue between science and practice — 27
  - 2.1.2 Lack of knowledge and competencies — 28
  - 2.1.3 Lack of (globally) recognized standards and guidelines in selection processes — 32
- 2.2 Lack of practicability of psychometric selection procedures and limited resources in organizations — 32
  - 2.2.1 Limited resources in organizations — 32
  - 2.2.2 Lack of practicability of psychometric selection procedures — 33
  - 2.2.3 Lack of systematic and independent evaluation of the selection decision — 34
- 2.3 Hiring managers want control, flexibility, and autonomy — 34
- 2.4 Felt lack of recognition for practical-intuitive competence and experience — 36

2.5	Selection as a social exchange and acquisition process: the meaning of emotions, social validity, and a positive applicant experience —	<b>37</b>
2.6	Self-confidence and overconfidence in one's abilities, striving for decision-making power, and "belief systems" of decision-makers —	<b>40</b>
<b>3</b>	<b>Rational-analytical quality in selecting and hiring candidates —</b>	<b>46</b>
3.1	Quality of hire —	<b>47</b>
3.2	Quality of personnel selection —	<b>49</b>
3.2.1	Psychometric quality criteria —	<b>51</b>
3.2.2	Evidence as a prerequisite for high-quality selection decisions —	<b>52</b>
3.2.3	Psychometric selection procedures —	<b>54</b>
3.2.3.1	Standardized design of selection processes and instruments —	<b>54</b>
3.2.3.2	Psychometric tests as part of rational-analytical procedures —	<b>58</b>
3.2.3.3	Development and application of selection decision rules —	<b>62</b>
3.2.3.3.1	Scientifically guided and systematically developed decision rules —	<b>63</b>
3.2.3.3.2	Implicit decision-making rules —	<b>70</b>
3.2.3.3.3	Legal or diversity influences —	<b>71</b>
3.2.4	Norms, standards, and guidelines for rational-analytical selection procedures —	<b>71</b>
3.2.4.1	The DIN 33430, DIN Spec 91426, or ISO 10667 as examples of selection norms and standards —	<b>72</b>
3.2.4.2	Separation of observation and recording of applicants from scoring and interpretation —	<b>74</b>
3.2.4.3	Data integration —	<b>75</b>
3.2.5	Reciprocal quality standards —	<b>75</b>
3.2.5.1	Social acceptance and ethics in selection procedures —	<b>75</b>
3.2.5.2	Legal and ethical criteria in the selection process —	<b>76</b>
3.2.6	Economics of quality criteria —	<b>77</b>
3.2.7	Evaluation of selection processes – measuring the success of selection decisions —	<b>77</b>

3.3	Implementation of rational-analytical selection methods —	<b>78</b>
3.4	Rational-analytical requirements for the hiring managers —	<b>79</b>
3.4.1	Requirements of the DIN 33430 for selection managers —	<b>79</b>
3.4.2	Further requirements for hiring managers beyond the DIN 33430 —	<b>82</b>
3.5	Situational factors and perception distortions as reasons for rational-analytical selection procedures —	<b>82</b>
3.5.1	Situational circumstances of selection processes —	<b>83</b>
3.5.2	Biases and other perceptual distortions in selection processes —	<b>85</b>
3.5.2.1	Limited human cognitive capacity, pattern recognition, and selective perception —	<b>87</b>
3.5.2.2	Contrast or anchor effect and order of the candidates —	<b>89</b>
3.5.2.3	Emotional state and mood of the selection manager and applicant —	<b>90</b>
3.5.2.4	“Noise” and decision-making —	<b>91</b>
3.5.2.5	Salience and decision-making —	<b>92</b>
3.5.2.6	Conformity pressure —	<b>92</b>
3.5.2.7	Fear and conflict aversion in hiring managers —	<b>93</b>
3.5.2.8	Little or no evaluation of the selection process and its results —	<b>93</b>
3.5.2.9	Stereotypes and prejudices —	<b>93</b>
3.5.2.10	Initial impression and primacy effect —	<b>96</b>
3.5.2.11	Recency effect —	<b>97</b>
3.5.2.12	Halo effect —	<b>97</b>
3.5.2.13	Attractiveness bias or lookism —	<b>98</b>
3.5.2.14	Similarity effects, in-group favoritism, and homophily —	<b>100</b>
3.5.2.15	In-group favoritism —	<b>102</b>
3.5.2.16	Confirmation bias —	<b>103</b>
3.5.2.17	Self-serving bias —	<b>105</b>
3.5.2.18	Correspondence bias or fundamental attribution error —	<b>106</b>
3.5.2.19	Cultural bias —	<b>107</b>
3.5.2.20	Ethnic biases —	<b>107</b>
3.5.2.21	Hindsight bias —	<b>108</b>
3.5.2.22	Gender bias —	<b>109</b>
3.5.2.23	Sexual orientation bias —	<b>110</b>

	3.5.2.24	Age bias/ageism —	<b>110</b>
	3.5.2.25	Disabilities bias/ableism —	<b>110</b>
	3.5.2.26	(Over)weight bias —	<b>111</b>
	3.5.2.27	Rating scale bias —	<b>111</b>
	3.5.2.28	Psychological projection —	<b>111</b>
	3.5.2.29	Overconfidence bias —	<b>112</b>
	3.5.2.30	Technologically induced bias —	<b>113</b>
	3.5.2.31	Sample (selection) bias —	<b>113</b>
	3.5.2.32	Conclusion —	<b>114</b>
3.6		Benefits of rational-analytical selection procedures —	<b>115</b>
	3.6.1	Reduce perceptual distortions and bias —	<b>115</b>
	3.6.2	Advantages of systematic requirement analysis and interview guidelines —	<b>117</b>
	3.6.2.1	Requirement-oriented analysis of application documents —	<b>118</b>
	3.6.2.2	Systematic selection interviews based on interview guidelines —	<b>118</b>
	3.6.3	Better justification and communication of the selection results —	<b>119</b>
	3.6.4	Higher intellectual diversity —	<b>119</b>
	3.6.5	More sense of fairness and positive candidate experience —	<b>120</b>
3.7		Limits of rational-analytical personnel diagnostics —	<b>120</b>
	3.7.1	Criticism of rationality as the guiding principle of (post-) modernity —	<b>120</b>
	3.7.2	Limits of rationality – failure of the concept of unlimited rationality —	<b>122</b>
	3.7.3	Limits of objectivity —	<b>126</b>
	3.7.4	Limits to separating observation and evaluation/ scoring —	<b>130</b>
	3.7.5	Social influence of the other selection managers —	<b>131</b>
	3.7.6	Limits of selection decision rules – no rule without an exception —	<b>132</b>
	3.7.7	Limits of validity —	<b>133</b>
	3.7.8	Cultural limits of acceptance of analytical procedures —	<b>142</b>
	3.7.9	Social acceptance, fairness, and social validity of selection procedures as possible obstacles to rational-analytic selection procedures —	<b>143</b>
	3.7.9.1	Social acceptance and positive relationship building —	<b>143</b>

3.7.9.2	Acceptance of selection procedures and positive candidate experience —	<b>144</b>
3.7.9.3	Perceived fairness of a selection process and the concept of social validity —	<b>146</b>
3.7.10	Limits of practicability —	<b>149</b>
3.7.11	Limits of meaningfulness of certificates, references, or school grades —	<b>149</b>
3.7.12	Conclusion —	<b>150</b>
<b>4</b>	<b>Intuition and human decision-making —</b>	<b>151</b>
4.1	Intuition in human decisions and definition of intuition —	<b>151</b>
4.1.1	Definition of intuition —	<b>151</b>
4.1.2	Intuition in human decisions —	<b>156</b>
4.1.3	Types and functions of intuition —	<b>157</b>
4.1.3.1	Intuition type 1: expert intuition —	<b>158</b>
4.1.3.2	Intuition type 2: moral intuition —	<b>159</b>
4.1.3.3	Intuition type 3: creative Intuition —	<b>159</b>
4.1.3.4	Intuition type 4: social intuition —	<b>160</b>
4.2	Approaches to understanding and explaining intuition —	<b>161</b>
4.2.1	Experiences, pattern recognition, and expert knowledge as aspects of intuition —	<b>161</b>
4.2.1.1	Experiences and expert knowledge as (unconscious) cognitive components of intuition —	<b>162</b>
4.2.1.1.1	How to develop expertise? —	<b>163</b>
4.2.1.1.2	Learning circumstances and expertise —	<b>165</b>
4.2.1.1.3	Routine and experience are not automatically expertise —	<b>167</b>
4.2.1.1.4	Lack of objective evaluations and expert development —	<b>168</b>
4.2.1.2	Intuitive pattern recognition and expertise —	<b>169</b>
4.2.1.3	Intuitive pattern recognition and emotions —	<b>170</b>
4.2.2	Dual processing approaches to intuition —	<b>171</b>
4.2.2.1	Cognitive-experiential self-theory (CEST) —	<b>172</b>
4.2.2.2	Tacit and deliberate system or implicit and explicit knowledge —	<b>173</b>
4.2.2.3	Unconscious thought theory —	<b>175</b>
4.2.2.4	Systems 1 and 2 or Type 1 and Type 2 mental processes —	<b>176</b>
4.2.2.5	System X and System C by Lieberman et al. —	<b>182</b>

4.2.2.6	Interaction of intuition and rational analytics — <b>183</b>
4.2.2.6.1	Cognitive and emotional components of intuition — <b>183</b>
4.2.2.6.2	The interaction of System 1/Type 1 and System 2/Type 2 — <b>184</b>
4.2.2.6.3	The “parallel (competitive)” and “default-interventionist” approach — <b>185</b>
4.2.2.7	The continuum approach as criticism of the dual-system approach — <b>188</b>
4.2.3	Heuristics and intuition — <b>191</b>
4.2.3.1	Heuristics as a basis for judgments and decision-making in personnel selection — <b>191</b>
4.2.4	Emotions and intuition — <b>199</b>
4.2.4.1	Emotions as a component of intuition — <b>200</b>
4.2.4.2	Emotions on the neuro-/psycho-physiological level — <b>205</b>
4.2.4.3	Emotions on the feeling level — <b>206</b>
4.2.4.4	Emotions and feelings on the behavioral level — <b>209</b>
4.2.4.5	Emotions and their cultural construction — <b>212</b>
4.2.4.6	Intuition and emotional competencies — <b>216</b>
4.2.5	Somatic marker hypothesis as explanation approach for intuition — <b>217</b>
4.2.6	Mirror neurons and intuition — <b>219</b>
4.2.7	The enteric nervous system and intuition — <b>221</b>
4.2.8	Neuroscientific findings and intuition — <b>222</b>
4.2.9	Cognitive style and rational-analytical and intuitive decision-making — <b>226</b>
4.2.9.1	The intuitive and rational-analytical cognitive style — <b>226</b>
4.2.9.2	Gender and cognitive style — <b>229</b>
4.2.10	The personality–systems–interactions (PSI) theory by Julius Kuhl — <b>230</b>
4.3	Intuition in selected fields of practice — <b>231</b>
4.3.1	Intuition of firefighters — <b>231</b>
4.3.2	Intuition in sports — <b>232</b>
4.3.3	Intuition in arts (music, painting, sculpting, etc.) — <b>234</b>
4.3.4	Intuition in medicine — <b>235</b>
4.3.5	Intuition of judges — <b>237</b>

- 4.3.6 Intuition in management — **238**
  - 4.3.6.1 Criticism of the rational model and bounded rationality — **238**
  - 4.3.6.2 Intuitive decisions in management — **241**
- 4.3.7 Intuition and entrepreneurship — **246**
- 4.3.8 Intuition in marketing — **248**
- 4.3.9 Intuition in accounting, auditing, due diligence, and so on — **249**
- 4.3.10 Intuition in philosophy — **250**
- 4.3.11 Intuition in pedagogy and social work — **251**

## **5 Intuition in personnel selection processes — 253**

- 5.1 Advantages of intuition in personnel selection — **253**
  - 5.1.1 Intuitions are an inner knowledge — **253**
  - 5.1.2 Intuition helps cope with complexity — **255**
  - 5.1.3 Intuitive decisions can be time- and cost-effective — **256**
  - 5.1.4 Intuitions as initial impressions to pick up essential information about the candidate — **258**
  - 5.1.5 Intuition helps assess candidate-manager/supervisor, candidate-team, and candidate-organization fit — **259**
  - 5.1.6 Intuition helps create good relationships and positive candidate experiences in selection processes — **263**
  - 5.1.7 Intuition sends essential messages and helps recognize candidates holistically — **267**
  - 5.1.8 Intuition encourages creativity and improvisation skills — **268**
- 5.2 Disadvantages and risks of intuitions in selection processes — **269**
  - 5.2.1 Overconfidence of selection managers as a risk for ineffective judgments — **269**
  - 5.2.2 Intuitions lead to no valid complexity reduction — **270**
  - 5.2.3 Intuitions lead to biases and discrimination — **270**
  - 5.2.4 Intuitive decisions are not transparent and objectively verifiable — **270**
  - 5.2.5 Intuitive decisions are not as accurate and effective as rational-analytical ones — **271**
- 5.3 Rationalization of intuitive judgment and decision-making — **271**
  - 5.3.1 Disguising strategy — **272**
  - 5.3.2 Defensive decision-making — **273**
  - 5.3.3 Figures, data, and facts are decisive — **273**
  - 5.3.4 Intuitive decisions as a taboo subject or a defense mechanism? — **274**

5.3.5	Rationalization of the feedback given to candidates —	275
5.4	Conclusions regarding advantages and disadvantages of intuition —	277
5.5	Meaning and implementation of intuitive and emotional decisions in the practice of personnel selection —	279
5.5.1	Understanding of intuition in practice —	279
5.5.2	Perceived advantages of intuitions in practice —	280
5.5.3	Intuition and diagnosing leadership talent —	285
5.5.4	Intuition and rationalization in practice —	288
5.5.5	Perceived limits of intuitive judgments —	288
5.6	Factors influencing the use of intuition in decision-making —	290
<b>6</b>	<b>How to measure and operationalize intuition —</b>	<b>295</b>
6.1	Non-self-report methods —	296
6.1.1	Quantitative non-self-report methods —	296
6.1.2	Qualitative non-self-report methods (examples) —	297
6.1.2.1	Measuring intuition using observation —	297
6.1.2.2	Protocol analysis —	297
6.1.2.3	Dialogical inquiry —	297
6.2	Measuring intuition using self-reports —	298
6.2.1	Qualitative methods and self-reports —	298
6.2.1.1	Interviews —	298
6.2.1.2	Critical incident technique —	298
6.2.2	Quantitative methods and self-reports —	299
6.2.2.1	Cognitive style index (CSI) —	299
6.2.2.2	Cognitive style indicator (CoSI) —	300
6.2.2.3	General decision-making style (GDMS) —	300
6.2.2.4	Rational experiential inventory (REI) as a dual-process approach —	301
6.2.2.5	Myers-Briggs type indicator (MBTI) —	302
6.2.2.6	Intuitive management survey (AIM) —	302
6.2.2.7	International survey on intuition (ISI) —	303
6.2.2.8	Linear–nonlinear thinking style profile (LNTSP) —	303
6.2.2.9	Preference for intuition and deliberation (PID) —	303
6.2.2.10	Intuitive profile (IQ2 Intuition Quotient Test or Cappon intuition profile) —	304
6.3	Experiments as methods to measure intuition —	304
6.4	Challenges and limitations of the methods to measure intuition —	304



- 7 Acceptance of analytics and intuition in the process of diagnosing talent in different cultures — 307**
  - 7.1 Culture and talent selection procedures — **307**
  - 7.2 Influences on the cultural acceptance of analytical and intuitive selection procedures — **309**
    - 7.2.1 Political influence on selection procedures — **309**
    - 7.2.2 Legal influences — **310**
    - 7.2.3 Economic, technological, and educational influences — **312**
    - 7.2.4 Cultural influences on the acceptance of analytical and intuitive selection procedures — **313**
      - 7.2.4.1 Acceptance of intuitions and emotions according to Hofstede's cultural dimension — **314**
        - 7.2.4.1.1 Intuitions and emotions in high and low power distance cultures — **314**
        - 7.2.4.1.2 Intuitions and emotions in individualistic and collectivistic cultures — **316**
        - 7.2.4.1.3 Intuitions and emotions in masculine and feminine cultures — **319**
        - 7.2.4.1.4 Intuitions and emotions in cultures of uncertainty avoidance — **321**
      - 7.2.4.2 Acceptance of intuitions and emotions according to the cultural dimensions of Hall and Hall, Trompenaars, and Gelfand — **324**
        - 7.2.4.2.1 Intuitions and emotions in high- and low-context cultures — **324**
        - 7.2.4.2.2 Intuitions and emotions in universalistic and particularistic cultures — **330**
        - 7.2.4.2.3 Intuitions and emotions in neutral and affective cultures — **331**
        - 7.2.4.2.4 Intuitions and emotions in tight and loose cultures — **332**
        - 7.2.4.2.5 Intuitions and emotions in linear-active, multi-active, and reactive cultures — **332**
- 7.3 Culture, bias, and other perception distortions — **334**
  - 7.3.1 Bias, perception distortions, and individualism-collectivism — **334**

7.3.2	Bias, perception distortions, and high- and low-context cultures —	<b>335</b>
7.3.3	Bias, perception distortions, and power distance —	<b>335</b>
7.3.4	(Gender) bias, perception distortions, and masculinity/femininity —	<b>336</b>
7.3.5	Perception distortions and universalism/particularism —	<b>337</b>
7.3.6	Further cultural factors on distorted perceptions in personnel selection —	<b>337</b>
7.4	Culture-specific concepts of leadership and consequences for the acceptance of analytics and intuition in personnel selection —	<b>339</b>
7.5	Empirical findings on quality standards and intuition in selecting global leadership talent —	<b>342</b>
7.5.1	Meaning of positive candidate experience in specific cultures —	<b>344</b>
7.5.2	Meaning of intuition and emotions in the practice of different cultures —	<b>344</b>
7.5.3	How to measure and evaluate the success of hiring global leadership talent —	<b>347</b>
7.6	Acceptance of rational-analytical and intuitive selection procedures in a global context —	<b>348</b>
7.7	Implications of culture on the use of intuition and analytics in personnel selection —	<b>351</b>
<b>8</b>	<b>Digital technologies and artificial intelligence (AI): implications for using intuition and analytics in personnel selection —</b>	<b>357</b>
8.1	Digital technologies and AI in personnel selection —	<b>357</b>
8.2	Algorithm in personnel selection —	<b>360</b>
8.3	Active sourcing and applicant tracking systems —	<b>362</b>
8.4	Big data in personnel selection —	<b>363</b>
8.5	Digital analysis of written words —	<b>364</b>
8.6	Likes in social media and personality —	<b>365</b>
8.7	Online test in personnel selection —	<b>367</b>
8.8	Digitally based video or telephone interviews —	<b>368</b>
8.8.1	Analysis of video interviews —	<b>368</b>
8.8.2	Analysis of voice —	<b>369</b>
8.8.3	Selection support by chatbots or messenger systems —	<b>371</b>
8.9	AI as an intuitive and emotional system —	<b>372</b>
8.10	AI and candidate experience —	<b>373</b>
8.11	Limitations of digital and AI-based selection procedures —	<b>377</b>
8.11.1	Data from the past —	<b>377</b>

- 8.11.2 Huge amount of data and organizational resources — **378**
- 8.11.3 Static algorithms — **378**
- 8.11.4 Biased data — **379**
- 8.11.5 Limits of (verbal and nonverbal) language analysis — **381**
- 8.11.6 AI and lack of “human eye” and intuition — **382**
- 8.11.7 Ethical particularities of AI — **384**
- 8.11.8 Legal aspects of AI — **386**
- 8.11.9 Limits of using data from social media — **388**
- 8.12 Advantages and disadvantages of AI in personnel selection — **389**

## **9 Learning and developing rational-analytical and intuitive competencies — 394**

- 9.1 Learning in rational-analytical procedures and behavior — **395**
- 9.2 Learning intuitive competencies by reflection on intuitions and emotions — **398**
  - 9.2.1 How to teach and learn intuition? — **399**
  - 9.2.2 Enhancing intuition through self-awareness — **406**
    - 9.2.2.1 Listening to one’s intuitions and emotions as important messages — **406**
    - 9.2.2.2 Improving intuition by mental relaxation, awareness, and mindfulness training — **409**
  - 9.2.3 Developing competencies in reflection on intuition and emotions — **411**
    - 9.2.3.1 Reflecting on intuition in a context of trust and psychological safety — **411**
    - 9.2.3.2 Train and develop emotional competencies — **412**
    - 9.2.3.3 Training and reflection on perception distortions and biases — **414**
    - 9.2.3.4 Developing and using collective intuition for better decision-making — **416**
      - 9.2.3.4.1 The value of collective intuition — **416**
      - 9.2.3.4.2 Broadening perspectives — **417**
      - 9.2.3.4.3 Conceptualization of collective intuition — **417**
      - 9.2.3.4.4 Communication of collective intuition in selection processes — **418**
      - 9.2.3.4.5 Developing a high-reliability organization — **419**

	9.2.3.4.6	Reflection on rationalizations of intuition — <b>419</b>
	9.2.3.4.7	Developing intuition through supervision and coaching — <b>420</b>
	9.2.3.4.8	Mentalization as a specific approach to reflecting on emotions — <b>420</b>
9.3		Developing intuition by “brain skill training” — <b>421</b>
9.4		Journaling intuitions and developing cognitive maps — <b>421</b>
9.5		Exploring intuition in an intercultural context — <b>422</b>
9.6		Empirical research results on developing intuition — <b>424</b>
<b>10</b>		<b>Implementation of a holistic personnel selection approach — 430</b>
10.1		Consider the organizational context and take a systemic approach — <b>430</b>
10.2		Develop a common understanding of the quality of hiring and personnel selection in theory and practice, and bridge the reference systems of science and practice — <b>433</b>
10.3		Process-oriented and structural integration of rational-analytic and intuitive-emotional processes — <b>437</b>
	10.3.1	Consider selection and hiring processes as social and acquisition processes — <b>438</b>
	10.3.2	Show understanding for and then critically question the current selection procedures, the experiences, and competencies of practitioners — <b>440</b>
	10.3.3	Demonstrate and communicate the benefits of using effective personnel selection processes — <b>442</b>
	10.3.4	Use boosting and nudging to support effective selection procedures integrating rational-analytical and intuitive-emotional decisions — <b>444</b>
	10.3.5	Use a multimodal approach to selection — <b>445</b>
	10.3.6	Use an interview guideline, rating scales for perceived behaviors and intuitions, and decision rules — <b>447</b>
	10.3.7	Use digital technologies and AI to support selection decisions — <b>448</b>
	10.3.8	Use intervention techniques to monitor the integrative use of rational-analytical and intuitive selection procedures — <b>451</b>
	10.3.8.1	Use the rational-analytical mind (or System 2) as a censor — <b>451</b>
	10.3.8.2	Reflect on intuition 1 and intuition 2 — <b>454</b>

- 10.3.8.3 Specific questions as intervention techniques to reflect on intuition — **455**
  - 10.3.9 Evaluate selection processes and hiring decisions — **460**
  - 10.3.10 Implement systematic talent management and attract targeted applicants — **461**
- 10.4 Individual integration of rational-analytic and intuitive-emotional processes — **463**
  - 10.4.1 Appreciate the interplay of rational-analytical results and intuitive-emotional impulses in personnel selection — **463**
  - 10.4.2 Involve well-qualified, trained, and experienced hiring managers — **464**
  - 10.4.3 Require intuitive-emotional competencies as selection criteria for selection managers — **467**
- 10.5 Cultural integration of rational- analytic and intuitive-emotional processes — **467**
  - 10.5.1 Create a culture of acceptance and reflection on intuition — **467**
  - 10.5.2 Create flexible learning and error cultures — **469**
  - 10.5.3 Demand accountability for selection managers — **470**
- 10.6 Holistic approach to personnel selection — **471**
  - 10.6.1 Conclusion for theory building — **471**
  - 10.6.2 Multidimensional framework for decision-making in the personnel selection and hiring processes – a holistic and paradoxical perspective — **475**
    - 10.6.2.1 Integrative approach to a scientific analysis of the interplay of analytics and intuition in personnel selection — **475**
    - 10.6.2.2 Duality of intuition and analytics as a paradoxical tension and interplay — **486**
  - 10.6.3 Limitations and further research — **491**
  - 10.6.4 Wise decision — **492**

**References — 495**

**Index — 575**

