RECRUITMENT & SELECTION

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Module 1: **(6 Hours)**

Job Analysis: Meaning, definition and purpose. Methods of job analysis: job analysis interviews, job analysis questionnaire, task analysis inventory, position analysis questionnaire, subject expert workshops, critical incident technique, F1eisclunann job analysis survey, functional job analysis, job element method, repertory grid, critical incident technique

Module 2: **(9 Hours)**

Hiring Process & Hiring decision: Nature of hiring: regular, temporary, full time, part time, apprentice, contractual, and outsourcing, Existing post or new post to be created, Need analysis, cost analysis and job analysis.

Module 3: **(7 Hours)**

Hiring internally: Meaning and definition of internal recruitment, Advantages and disadvantages in terms of cost, time, quality and suitability. Sources of internal recruitment: - circulars, intranet advertisements, employee referrals, Appointment or promotion, Policy guidelines and union settlements.

Module 4: **(10 Hours)**

External Hiring: Meaning and definition of external recruitment. Sources of recruitment:- advertisement, in newspaper, TV/Radio, Internet, search on the internet, wanted signboards, consultants, employment exchange, campus recruitment, employee referrals and unsolicited applications. Advantages and disadvantages of the above sources in terms of cost, time, convenience, reach of the targeted population, and quality of applicant pool.

Job advertisement: drafting, size and contents. Contents of public sector recruitment: single or multiple sources and choosing the best source

Module 5: **(8 Hours)**

Screening the candidates: Application Forms: bio-data / resume / curriculum vitae and weighted application blanks: meaning definition, purpose, advantages and disadvantages – taking a Behavioural approach to recruitment: spotting personality patterns, making basic assumptions, predicting the future, strategy Vs. Technique, Pinning down what is needed: targeted interviewing, focusing on behaviour, assessing how person performs, assuming they have been hired. – Identifying the ingredients of success: the winning candidate's profile, challenges in the interview, the starting point, day to day execution, dealing with people, the inner person, additional characteristics. Studying the CV.

Module 6: **(8 Hours)**

Testing: Meaning, definition, purpose, advantages and disadvantages, Ability tests clerical ability test, mechanical ability test, mental ability test, physical ability test, personality assessment test, typing test, shorthand test, computer proficiency test Interviewing: Planning the interview, Interview process - getting started, examining the 5 interview areas, examining the strengths & weaknesses, listening to what are being said, digging for Behavioural gold, probing for specifics, spotting patterns, using an interview checklist, Allowing candidates to ask questions at the end, explaining the procedure of selection and concluding with a happy note, making the decision. Interview in public sector undertaking, statutory requirements.

Module 7: **(8 Hours)**

Reference checking & Appointment orders: meaning, definition and purpose. Verification of character, criminal antecedents, previous work behavior and education qualifications. Verification of community certificates in public sector companies

Meaning, definition, and purpose. Statutory requirements (under the Shops and commercial establishments Act). Contents of appointment letter, hard copy (or soft copy), method of delivery and retrieving the acknowledgement copy. Medical Examination & acceptance of offer for joining.

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Practical Component:

1. Students need to identify two jobs in the college and need to do job analysis for those positions using any of the job analysis methods.
2. In teams students can be asked to give presentations about various types of jobs (regular, temporary, full time, part time, apprentice, contractual, and outsourcing) in different industries along with its advantages and disadvantages
3. In Teams, select and analyze any two of the Job postings advertisements in Newspapers to know more about job description and job specification mentioned in each advertisement for every post.
4. Obtain online access to the resume data base of Naukri.com or Monsterindia.com for a week give at least four Job Descriptions and specification to each student, to search and download from the data base at least five resumes for each positions.
5. Students can identify 4 or 5 jobs of their interest and can create Advertisements for the same imaging that they are Proprietors of the companies and hiring for these positions.
6. Debate on Advantages and disadvantages of hiring external and Internal for the selected jobs like Police Constable, Doctor, CEO, Mechanical Engineer, Professor etc.,
7. Role play: Students can do the role play for the entire process of hiring and selecting 3 or 4 selected roles in a specific industry.

RECOMMENDED BOOKS:

1. Human Resource Selection by Robert D. Gatewood and Hubert S. Feild, South western Cengage Learning, Mason, Ohio 2001
2. Staffing Organization, Herbert G. Heneman III, Timothy A. Judge, 5th Edition, McGraw Hill International

REFERENCE BOOKS:

1. Employee Selection, Lilly M Berry, Thomson Publications
2. Hiring & keeping the best people, HBS Press
3. Human Resource Planning, Dipak Kumar Bhattacharyya, 2nd edition, Excel BOOKS.
4. High performance hiring by Robert w. Wendover, Crisp Publication, California, 1991.

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MODULE - 1

JOB ANALYSIS

1. Job Analysis: Meaning

When we refer to Job Analysis, we simply mean a purposeful, systematic process for collecting information on the important work-related aspects of a job. In simple terms, job analysis may be understood as a process of collecting information about a job. The process of job analysis results in two sets of data:

i) Job Description
ii) Job Specification.

Some possible aspects of work related information to be collected might include the following:

1) Work Activities - What a worker does, how, why, and when these activities are conducted.
2) Tools and Equipment used in performing work activities.
3) Context of the work environment, such as work schedule or physical working conditions.
4) Requirements of personnel performing the job, such as knowledge, skills, abilities (KSA) or other personal characteristics (like physical characteristics, interests or personality)

2. Job Analysis: Definition

Job Analysis may be defined as the process of studying jobs in order to gather, analyze, synthesize and report information about job requirements. Note in this definition that job analysis is an overall process as opposed to a specific method or technique.

3. Purpose of Job Analysis

Job Analysis information has been found to serve a wide variety of purposes. More recently, job analysis data have been used in areas such as compensation, training and performance appraisal among many others. Of particular interest here is the application of job analysis data in HR Selection. Broadly speaking in the context of HR selection, job analysis data are frequently used to:

I. Identify employee specifications (KSA) necessary for success on a job.
II. Select or develop predictors that assess important KSAs and can be administered to job applicants and used to forecast those employees who are likely to be successful on the job.
III. Develop criteria or standards of performance that employees must meet in order to be considered successful on a job.

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By examining factors such as the tasks performed on a job as well as the KSAs needed to perform these tasks, one can obtain an idea of what ought to be measured by predictors used in employment screening. When predictors and criteria are developed based on the results of a job analysis, a selection system that is job-related can be developed. By using a job related selection system we are in a much better position to predict who can and who cannot adequately perform a job. In addition, with a job related selection system, we are far more likely to have an employment system that will be viewed by job applicants as well as the courts as being a "fair" one.

4. Methods of Job analysis

4.1 Job Analysis Interviews

A Job Analysis interview consists of a trained analyst asking questions about the duties and responsibilities, KSAs required, and equipment and/or conditions of employment for a job or class of jobs. Job Analysis data collected through interviews are typically obtained through group or individual interviews with incumbents or supervisors. A job analysis interview may be structured or unstructured. For selection purpose, a structured interview is one in which specific questions are asked and means are available for recording answers to these questions (such as ratings scales or interview answer forms) is essential. An unstructured interview consists of a job analyst collecting information about a job without a specific list of questions developed prior to the interview. Because of the technical and legal issues involved in job analysis, a structured interview is much more likely than an unstructured one to provide the kind of job analysis data that can be used effectively in selection applications.

In the Context of HR Selection, a job analysis interview is typically performed for one or more of the following reasons:

I. To collect job information- for example, information on job tasks – that will serve as a basis for developing other job analysis measures, such as a job analysis questionnaire.
II. To serve as a means for clarifying or verifying information collected previously through other job analysis methods.
III. To serve as a method, perhaps as one of several used, for collecting relevant job data for developing a selection system.

4.2 Job Analysis Questionnaire

Another commonly used job analysis method is getting the questionnaires filled from employees, their superiors and managers. This method consists of a questionnaire distributed to respondents who are asked to make some form of judgment about job information presented on the questionnaire. The questionnaire lists information such as activities or tasks, tools and equipment used to perform the job, working conditions in which the job is performed, and KSAs or other characteristics incumbents need to perform the job successfully. Respondents often use some form of a rating scale to indicate the degree to which various aspects of job information listed on the questionnaire apply to their jobs.

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However, this method also suffers from personal biasness. A great care should be takes while framing questions for different grades of employees.

In order to get the true job-related info, management should effectively communicate it to the staff that data collected will be used for their own good. It is very important to ensure them that it won't be used against them in anyway. If it is not done properly, it will be a sheer wastage of time, money and human resources.

4.3 Task Analysis Inventory

A task analysis inventory is a questionnaire principally composed of a listing of tasks (100 or more tasks is not unusual) for which respondents make some form of judgment. Usually these judgments are ratings given by respondents using a task rating scale, such as frequency of task performance.

A task inventory often contains three major categories of information: a) Background Information on Respondents b) A listing of the job tasks with associated rating scales and c) other or miscellaneous information.

A task inventory is method to identifying—with the help of employees and managers—a list of tasks and their descriptions that are components of different jobs.

The list of task itself is not a job description, it is a method used in job analysis.

It was initially developed by US military. This method was used when a large number of jobs in an occupational category are to be analyzed and incumbents cannot be interviewed individually.

Task inventory process:

- Incumbents can respond to tasks listed by interview.
- Rate the frequency, time spent of each task by analyst, supervisors, incumbents…
- These tasks then allow inferences about KSAs needed to perform the job
- The rating scales allow inferences about weighting KSAs & tasks in selection

4.4 Position Analysis Questionnaire

Position Analysis questionnaire (PAQ) is a standardized, structured job analysis questionnaire containing 195 items or elements. Of this total, 187 items concern work activities and work situations, seven relate to compensation issues, and the final item deals with the exempt or nonexempt status of the position being analyzed. These elements **are not** task statements. Rather they represent general work behaviors, work conditions or job characteristics.

Items on the PAQ are organized into six basic divisions or sections. These divisions and a definition are as follows:

I. Information Input- Where and how a worker gets information needed to perform the job.
II. Mental Processes- The reasoning, decision making, planning and information processing activities that are involved in performing the job.

III. Work Output- The physical activities, tools and devices used by the worker to perform the job.
IV. Relationship with other persons- The relationship with other people that are required in performing the job.
V. Job Context- The physical and social context in which the work is performed.
VI. Other Job Characteristics – The activities, conditions and characteristics other than those already described that are relevant to the job.

Rating scales are used in the PAQ for determining the extent to which the items are relevant to the job under study. Six different types of scales are used:

I. Extent of Use- The Degree to which an item is used by the worker.
II. Amount of Time- The Proportion of time spent doing something
III. Importance to this job- The importance of an activity specified by the item in performing the job.
IV. Possibility of Occurrence- The degree to which there is a possibility of physical hazards on the job.
V. Special Code- Special rating scales that are used with a particular item on the PAQ.

On the whole, each of the rating scales consists of six categories. For example, the scale "Importance to this job" is composed of the following ratings points.

N (0) = Does not Apply
1= Very Minor
2= Low
3= Average
4= High
5= Extreme

The PAQ has served a variety of purposes. For the most part, the instrument has been used for-

a) Predicting aptitude requirements for jobs.
b) Evaluating Jobs and setting compensation rates.
c) Classifying Jobs

Recently, the measure has been applied to other uses as well, such as grouping jobs into families, developing personnel evaluation systems, predicting stress associated with various jobs, and as an element in developing career planning systems.

4.5 Subject Expert Workshops

Subject Matter Expert (SME) Workshops consist of groups or panels of 10 to 20 job incumbents who work with a group leader to produce a job analysis. Because participants are selected for their knowledge of the job, they are referred to as subject matter experts or SME.

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There is no one particular format for conducting the workshops. However, the following general steps seem to characterize most workshops:

a) Selecting and Preparing SMEs to participate in the workshop
b) Identifying and rating job tasks
c) Identifying and rating KSAs associated with these job tasks.
d) When a Content validation study is being conducted, a fourth step is added. This step requires that the SMEs judge the relevance of a selection measure's content (for example, items on an employment test, or selection interview questions) to the job domain. In carrying out these steps, questionnaires and group interviews are often used to collect relevant job data.

4.6 Critical Incident Technique

The Critical Incidents Technique was originally developed to gather information to determine training needs and develop performance appraisal forms. The process is designed to generate a list of especially good and poor (critical) examples of performance (incidents) that job incumbent's exhibit. The object of the Critical Incident Technique is to gather information regarding specific behaviors that actually have been observed, not to gather judgmental or trait-oriented descriptions of performance. These behaviors are then grouped into job dimensions. The final list of job dimensions and respective critical incidents provide a great deal of qualitative information about a job and the behaviors associated with job success or failure. As the basic elements of information collected are job behaviors rather than personal traits, it is a work oriented procedure.

Each Critical Incident Consists of

a) A description of a situation
b) The effective or ineffective behavior performed by a job incumbent
c) The consequences of that behavior.

The result of the critical incidents technique is a list of events where employees performed tasks poorly or exceptionally well.

The critical incident technique (CIT) is a qualitative approach to job analysis used to obtain specific, behaviorally focused descriptions of work or other activities. Here the job holders are asked to describe several incidents based on their past experience. The incidents so collected are analyzed and classified according to the job areas they describe. The job requirements will become clear once the analyst draws the line between effective and ineffective behaviors of workers on the job.

For example, if a shoe salesman comments on the size of a customer's feet and the customer leaves the store in a huff, the behavior of the salesman may be judged as ineffective in terms of the result it produced. The critical incidents are recorded after the events have already taken place – both routine and non-routine.

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The process of collecting a fairly good number of incidents is a lengthy one. Since, incidents of behavior can be quite dissimilar, the process of classifying data into usable job descriptions can be difficult. The analysts overseeing the work must have analytical skills and ability to translate the content of descriptions into meaningful statements.

4.7 Fleishman Job Analysis Survey

The F-JAS was developed by Edwin Fleishman to help identify worker specifications for a job, job dimension, or task. It is a worker-oriented approach to be applied once job duties have been identified.

The F-JAS consists of behaviorally anchored rating scales for 52 abilities. Each of the abilities is classified into one of four general ability categories, including

a) Cognitive
b) Psychomotor
c) Physical
d) Sensory/Perceptual

Job experts are asked to determine the level of each ability required to perform the job. In addition to the 52 ability scales, research is being conducted on several other scales. Information is being collected on the following research dimensions:

a) Interactive/Social : The research scale includes 9 items
b) Knowledge/Skill Scales: The research scale includes 11 items

In applying the F-JAS, several steps are involved that include the following:

I. Determining Level of Analysis
II. Selecting Job Agents
III. Rating Ability Levels for Each Task
IV. Analyzing Results
V. Selecting Test

4.8 Functional Job Analysis

More than 50 years ago, Sidney Fine and his associates recognized that one of the problems in studying work is the imprecision of language used in describing jobs. As a consequence, efforts were undertaken to begin work on a system for accurately defining and measuring worker's job activities. The system that emerged was labeled Functional Job Analysis.

Two types of task information are obtained from FJA:

a) What a worker does, that is, the procedures and processes engaged in by a worker as a task is performed.
b) How a task is performed in context of the physical, mental and interpersonal involvement of the worker with the task. These type of information are used to clarify both what a worker does and the results of those job behaviors.

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When using FJA, judgments about jobs are based on at least two premises:

I. All job require workers to deal, in some degree, with people (clients, customers, co workers etc.), Data (Information or Ideas) and Things (machines or equipment)
II. The tasks a worker performs in relation to People, Data and Things can be measured by rating scales.

Functional Job Analysis is frequently applied by an analyst working with job incumbents, either individually or in groups. The objective is to describe what a worker does in performing the job-***not what*** gets done.

4.9 Job Element Method

Whereas many of the methods of job analysis we have examined begin with identification of tasks or basic work functions, the Job Element Method (JEM) developed by Ernest Primoff has a different orientation. Basically, it is a worker-oriented process designed to identify the characteristics of superior workers on a job. Supervisors or incumbents develop a list of these characteristics and then rate them in such a way that the characteristics essential to superior performers are delineated. These qualities are what Primoff calls job elements.
Job elements include a wide variety of characteristics that describe superior performers on a job. These elements consist of workers characteristics such as the following:

“A knowledge, such as knowledge of accounting principles; a skill, such as skill with woodworking tools; an ability, such as ability to manage a program; a willingness, such as willingness to do simple tasks repetitively; an interest, such as interest in learning new techniques; or a personal characteristics, such as reliability or dependability.”

Once identified, the elements are translated into more specific employee characteristics called sub elements. For example, the element *Ability to Make Electrical Calculations* may have been identified for the job of Industrial Electrician. Sub elements for this element might be the following: a) Determining the voltage across a resistor in a series circuit. b) Computing power in a circuit for given levels of voltage and amperage.

4.10 Repertory Grid

The repertory grid technique (RGT or RepGrid) is a method for eliciting personal constructs, i.e. what people think about a given topic. Methodology of repertory grid is used for identification of competencies.

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It was devised by George Kelly in around 1955 and is based on his Personal Constructs theory of personality.

The repertory grid is a technique for identifying the ways that a person construes (interprets/ gives meaning to) his or her experience. It provides information from which inferences about personality can be made, but it is not a personality test in the conventional sense. It is underpinned by the Personal Construct Theory developed by George Kelly first published in 1955.

A Grid consists of four parts:

1. A Topic: it is about some part of the person's experience
2. A Set of Elements, which are examples or instances of the Topic. Working as a clinical psychologist, Kelly was interested in how his clients construed people in the roles they adopted towards the client, and so, originally, such terms as 'my father', 'my mother', 'an admired friend' and so forth were used. Since then, the Grid has been used in much wider settings (educational, occupational, organizational) and so any well-defined set of words, phrases, or even brief behavioral vignettes can be used as elements. For example, to see how I construe the purchase of a car, a list of vehicles within my price range could make an excellent set of elements.
3. A set of Constructs. These are the basic terms that the client uses to make sense of the elements, and are always expressed as a contrast. Thus the meaning of 'Good' depends on whether you intend to say 'Good versus Poor', as if you were construing a theatrical performance, or 'Good versus Evil', as if you were construing the moral or ontological status of some more fundamental experience.
4. A set of ratings of Elements on Constructs. Each element is positioned between the two extremes of the construct using a 5- or 7-point rating scale system; this is done repeatedly for all the constructs that apply; and thus its meaning to the client is captured, and statistical analysis varying from simple counting, to more complex multivariate analysis of meaning, is made possible.

Constructs are regarded as personal to the client, who is psychologically similar to other people depending on the extent to which s/he would tend to use similar constructs, and similar ratings, in relating to a particular set of elements. And it is the way that the constructs are identified that makes a Repertory Grid unique.

The client is asked to consider the elements three at a time, and to identify a way in which two of the elements might be seen as alike, but distinct from, contrasted to, the third. For example, in considering a set of people as part of a topic dealing with personal relationships, a client might say that the element 'my father' and the element 'my boss' are similar because they are both fairly tense individuals, whereas the element 'my wife' is different because she is 'relaxed'. And so we identify one construct that the individual uses when thinking about people: whether they are 'Tense as distinct from Relaxed'.

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MODULE – 2

HIRING PROCESS & HIRING DECISION

1. Nature of Hiring

1.1 Regular

Core workforce, defined as *regular* full- time and part - time employees of the organization, forms the bulk of most organizations' workforces. The key advantages of a core workforce are stability, continuity, and predictability. The organization can depend on its core workforce and build strategic plans based on it. Several other advantages also accrue to the organization from using a core workforce. The *regularity* of the employment relationship fosters a sense of commitment and shared purpose toward the organization's mission. Also, the organization maintains the legal right to control employees working in its behalf, in terms of both work process and expected results, rather than having to divide or share that right with organizations providing a flexible workforce, such as temporary employment agencies.

Finally, the organization can directly control how it acquires its workforce and the qualifications of those it employs through the management of its own staffing systems. By doing so, the organization may build not only a highly qualified workforce but also one more likely to be retained, thus lessening pressure to continually restaff the organization.

Several disadvantages of a core workforce also exist. The implied permanence of the employment relationship "locks in" the organization's workforce, with a potential loss of staffing flexibility to rapidly increase, reduce, or redeploy its workforce in response to changing market conditions and project life cycles.

Reducing the core workforce, in particular, can be very costly in terms of severance pay packages, low morale, and damage to the organization's reputation as a good employer. Additionally, the labor costs of the core workforce may be greater than that of the flexible workforce due to

(1) Higher wages, salaries, and benefits for the core workforce, and (2) the fixed nature of these labor costs, relative to the more variable costs associated with a flexible workforce.

By using a core workforce, the organization incurs numerous legal obligations—particularly taxation and employment law compliance—that could be fully or partially avoided through use of flexible workforce providers, which would be the actual employer.

Finally, use of a core workforce may deprive the organization of new technical and administrative knowledge that could be infused into it by use of flexible workers such as programmers and consultants.

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1.2 Temporary

Temporary employees do not have special legal stature. They are considered employees of the temporary help agency (staffing firm) that obtained them through its own staffing process. Temporary employees are given job assignments with other employers (clients) by the staffing firm. During these assignments the temporary employee remains on the payroll of the staffing firm, and the client employer simply reimburses the staffing firm for its wage and other costs. The client employer has a severely limited right to control temporary employees that it utilizes, because they are not its employees but employees of the staffing firm.

Use of temporary employees often raises issues of co-employment, in which the client employer and the staffing firm share the traditional role of employer. Because both function as employers to an extent, their obligations and liabilities under various laws need to be sorted out.

1.3 Full Time

Full-time employment is employment in which a person works a minimum number of hours defined as such by his/her employer. Full-time employment often comes with benefits that are not typically offered to part-time, temporary, or flexible workers, such as annual leave, sick leave, and health insurance.

The Factories Act, 1948 in India prescribes that no adult worker shall be required or allowed to work in a factory for more than forty-eight hours in any week and no adult worker shall be required or allowed to work in a factory for more than nine hours in any day.

1.4 Part Time

A part-time contract is a form of employment that carries fewer hours per week than a full-time job. They work in shifts but remain on call while off duty and during annual leave. The shifts are often rotational. Workers are considered to be part-time if they commonly work fewer than 30 or 35 hours per week.

In the US, the Bureau of Labor Statistics defined working part-time as working between 1 and 34 hours per week. In Canada, part-time workers are those who usually work fewer than 30 hours per week at their main or only job.

1.5 Apprentice

Apprenticeship is an agreement between a person (an apprentice) who wants to learn a skill and an employer who needs a skilled worker -- "earning while learning." Apprenticeship is a proven industry-based learning system that combines on-the-job experience with technical training to produce a certified journeyperson. Upon completion of the specified training period, apprentices receive a Certificate of Qualification. On average, 85% of the apprentice's two to five years of training is spent in the workplace; the rest is spent at a training institution.

1.6 Contractual

As part of its staffing plan, the employer may hire independent contractors. An independent contractor is not legally considered an employee, however. Therefore, the rights and responsibilities the employer has toward the independent contractor are different from those for its employees. Classifying and using a person as an independent contractor frees the employer of the tax withholding, tax payment, and benefits obligations it has for employees. It may also reduce employer exposure under laws and regulations governing the employment relationship.

In exchange for these advantages of using independent contractors, the employer substantially loses the right to control the contractor. In particular, while the employer can still control expected results, the employer cannot dictate where, when, or how work is to be done. Thus, the employer loses control over the means (work processes, tools, equipment, work schedules, and so forth) by which the work is performed.

For example, a person is more likely to be considered an independent contractor than an employee in the following situations:

• Working in a distinct occupation or business
• Working without supervision or oversight from the employer
• Paying one's own business and travel expenses
• Setting one's own work hours
• Possessing a high degree of skill
• Using one's own tools, materials, and office
• Working on a project with a definite completion date
• Working on relatively short projects
• Being paid by the project or commission rather than by the time spent

1.7 Outsourcing

Outsourcing of work functions can be defined as the transfer of a business process to an external organization. This is a more drastic step than simply using Independent Contractors or temporary employees. Increasingly, organizations are outsourcing their hiring activities, meaning they use outside organizations to recruit and select employees. Although there are variations of staffing outsourcing, in some cases, an organization wholly cedes decision- making authority to the vendor. Why might an organization do this? First, it may believe that the vendor can do a better job of identifying candidates than the organization itself can do. This is particularly true for small and midsized companies that lack a professional HR function. Second, in labor shortages, an organization may not be able to recruit enough employees on its own, so it may supplement its recruiting or selection efforts with those of a vendor that specializes in staffing. Finally, outsourcing may also have advantages for legal compliance, as many vendors maintain their own procedures for tracking compliance with equal- opportunity laws.

One form of outsourcing is when organizations outsource staffing activities. Of course, many organizations outsource more than staffing activities—technical support, database management, customer service, and manufacturing are common examples. A growing number of computer- chip makers, such as IBM, Intel, and Motorola, contract with outside vendors to manufacture their chips; often these companies are overseas.

2 Existing Post or New Post to be Created

The requirement is to either recruit for a new post or to refill an existing post. One has to check the following aspects before putting the vacancy in the public domain.

I. Is the role/function still required?
II. Could the role/function be carried out by redistributing duties to other staff?
III. Could the duties be Outsourced- Cost implications?
IV. Is the Post full time or part time?
V. Does the Job Description need updating?

3 Need Analysis

There is a saying that goes as follows: "if you don't know what you want then you are unlikely to get it...". This is so true in recruitment. Another expression which is very apt for this topic is: "start with the end in mind". This is exactly the idea behind Needs Analysis.

Need Analysis is the process of identifying and evaluating needs (see sample definitions below) in a community or other defined population of people. The identification of needs is a process of describing "problems" of a target population and possible solutions to these problems.

A need has been described as:

i. A gap between "what is" and "what should be." (Witkin et al., 1995)
ii. "A gap between real and ideal that is both acknowledged by community values and potentially amenable to change." (Reviere, 1996, p. 5)
iii. May be different from such related concepts as wants ("something people are willing to pay for") or demands ("something people are willing to march for"). (McKillip, 1987)

Need analysis focuses on the future, or what should be done, rather than on what was done as is the focus of most program evaluations. Some people use the related term "needs assessment".

The life of a recruiter parallels that of a salesperson. Recruiters need to develop a needs analysis strategy when recruiting sales candidates just like salespeople do when pursuing prospects. Lecturing candidates on how wonderful the company is does not bring about excitement any more.

4 Cost Analysis

The process of developing and analyzing cost data from separate business elements and estimating incremental and total resources needed to support current and future business strategies. A decision making tool used to evaluate and prioritize resource needs at based on cost estimates and their expected return on investment.

There are many different metrics that can useful for determining an accurate assessment of total cost. For recruitment channels such as job boards or agency recruiters, employers can look to the cost-per hire and then overlay that cost with an evaluation of long term performance and quality of hire. Additional data points that are often used in regards to cost include the total cost per hired employee

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across an entire company, the total compensation per employee, and the total recruitment expenditures for every new hire across a particular time frame.

5 Job Analysis

Job analysis may be defined as the process of studying jobs in order to gather, analyze, synthesize, and report information about job requirements. Note in this definition that job analysis is an overall process as opposed to a specific method or technique. A job requirements job analysis seeks to identify and describe the specific tasks, KSAOs, and job context for a particular job. This type of job analysis is the most thoroughly developed and the most commonly used by organizations.

A second type of job analysis, competency- based, attempts to identify and describe job requirements in the form of general KSAOs required across a range of jobs; task and work context requirements are of little concern. Interpersonal skills, for example, might be identified as a competency for sales and customer service jobs; leadership is a likely competency requirement for managerial jobs.

Competency- based job analysis is more recent in origin, though it has some similarities to job requirements job analysis. The traditional way of designing a job is to identify and define its elements and tasks precisely and then incorporate them into a job description. This task core includes virtually all tasks associated with the job, and from it a fairly inclusive list of KSAOs will flow. Thus defined, there are clear lines of demarcation between jobs in terms of both tasks and KSAOs, and there is little overlap between jobs on either basis. Each job also has its own set of extrinsic and intrinsic rewards. Such job design is marked by formal organization charts, clear and precise job descriptions and specifications, and well- defined relationships between jobs in terms of mobility (promotion and transfer) paths. Also, traditional jobs are very static, with little or no change occurring in tasks or KSAOs.

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MODULE – 3

HIRING INTERNALLY

1. Meaning and Definition of Internal Recruitment

Hiring internally is a recruiting system through which current employees can be identified and considered for other jobs / positions in an organization.
When a position opens in an organization, it is typically posted on the company's intranet and in common areas, such as cafeterias, break rooms and departmental information boards. If an employee is interested in the position, she is normally required to go through a similar process as an external candidate. The employee will submit her resume and cover letter to human resources, and if she is qualified, the employee will be scheduled for an interview with human resources and the hiring manager.

2. Advantages and disadvantages in terms of cost, time, quality and suitability

Advantages of Internal Recruitment

a. Internal methods are *time saving*.
b. No separate induction program is required.
c. The method increases loyalty and reduces labour turnover.
d. This method is *less expensive*
e. Good public relations exercise which improves good will of the organization
f. Improve morale & motivation of employees
g. Provide better career prospects and promoting avenues to employees who are competent
h. Improve probability of better selections since the candidate is better known to the organization
i. Improve the probability of better performance since the candidate is in a better position in knowing the objective and expectations of the organization.
j. When planned carefully, promoting from within can also act as a training device for developing middle level and top level managers

Disadvantages of Internal Recruitment

a. There is no opportunity to get new talent in this method.
b. The method involves selecting people from those available in the company so there is limited scope for selection.
c. There are chances of biased and partiality.
d. Chances of employee discontent are very high.
e. Prevents intake of new blood in the organization

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f. Option is limited in locating right talent
g. Inhibits innovation and creativity
h. Encourages seniority more than merit
i. Also organizations may not get new ideas, excellence & expertise
j. Develop a self-created isolation
k. Develops inbreeding which is not good for the organization.

3. Sources of Internal Recruitment

3.1 Circulars

Generally, the letter that is used to circulate any special message to a huge member of audiences at the same time is known as circular letter. It is one of the cost effective means of circulating information or introducing new products to mass people.

Its importance is briefly discussed below:

a. Easy method of conveying information: Circular letter is the most easy, simple and effective way to convey any information to a huge number of people.
b. Achieving economy: Circular letter can be used for wide publicity of products. As a result, organizations can save cost of sending letters to different parties separately and can gain economy.
c. Saving time: Circular letter transmits information to a large number of people at a time. It does not require reaching each individual separately. Thus, it saves time.
d. Less effort: Circulating information to each individual separately is a time consuming and laborious job. Circular letter helps to overcome this problem. Through circular letter, we can communicate with large number of people at a minimum effort.

3.2 Intranet Advertisements

Intranet is an internal or private network of an organization based on internet technology and accessed over the internet. An intranet is meant for the exclusive use of the organization and its associates (customers, employees, members, suppliers, etc.) and is protected from unauthorized access with security systems such as firewalls. Some companies advertise/publicize a vacant job position available for hiring to its employees by posting it on company intranets or bulletin boards. Such postings list the jobs' attributes, such as qualifications, supervisor, work schedule, and pay rate. An intranet is similar to the Internet, except that it is confined to the organization. This makes it ideal for internal recruitment because jobs can be quickly posted for all employees to see. Some companies have expanded their intranet to include an online career center, where employees not only view job postings but also gain access to information about KSAOs needed for positions that might interest them; it may even include modules that will assist employees in acquiring these KSAOs. Recently, Whirpool set up an intranet system so that managers who have an opening can enter the criteria into the system, and employees can find a list of jobs that might match their skills and interests. Other companies such as BMW, Kellog, Hyatt, and Hewlett-Packard have followed suit. Some vendors, such as Recruitsoft, SAP, Oracle, and hire.com, have developed software specifically for this application.

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3.3 Employee Referrals

Employees of a company can develop good job prospects for their family members and friends by acquainting them with the advantages of a job with the company where he/she is working, furnishing them with introduction and encouraging them to apply. This is a very effective means as many qualified people can be reached at a very low cost to the company. The other advantages are that the employees would bring only those referrals that they feel would be able to fit in the organization based on their own experience. The organization can be assured of the reliability and the character of the referrals. In this way, the organization can also fulfill social obligations and create goodwill.

Using employees to refer potential hires to the organization is a common method of looking for candidates in external recruitment. Though it has not been used much in internal recruitment, more companies are using employees' referrals to staff positions internally. One system that helps companies do this is JobTAG of Norristown, Pennsylvania. JobTAG uses Web-based software that rewards employees who refer other employees within the company for open positions. Employees log onto their company's JobTAG site, make referrals, and if a referral is hired, the employee is rewarded (rewards differ from company to company). There are other providers of internal referral systems.8 Regardless of what system is used, as with external recruitment, employee referral programs used internally may need to rely on formal programs with recognition for participation to get employees actively participating in making referrals. Moreover, they need to be educated on eligibility requirements to ensure that qualified personnel are referred.

3.4 Appointment or Promotion

A promotion is the movement to another job in a higher job classification and will result in a title change. It is an advancement of employee to a higher post with greater responsibilities and higher salary, better service conditions and thus higher status.

Companies can give promotion to existing employees. This method of recruitment saves a lot of time, money and efforts because the company does not have to train the existing employee. Since the employee has already worked with the company. He is familiar with the working culture and working style. It is a method of encouraging efficient workers.

4. Policy Guidelines and Union Settlements

Policies on recruitment and selection outline how recruitment will be done and provide guidelines for the selection process. In the recruitment policy of the organizations, provisions are made regarding filling of the vacant posts. Ordinarily, for filling vacant post, internal sources of the organization are given preference. If suitable employees are not available from internal sources then external sources of recruitment are tapped.

A good recruitment Policy should consider the following Objectives:

1. Organizational Objectives:

A recruitment policy must help the enterprise in achieving its goals. It is the manpower of the enterprise which facilitates the achievement of objectives. While devising a policy which assists in employing most desired persons, certainly helps in reaching organisational goals.

2. Identifying Manpower Needs:
There should be an identification of number and types of persons required in the enterprise. If workers are to be employed then they may be categorised into skilled, semi-skilled, and unskilled and if supervisors are to be employed then the type of qualifications and experience should be specified and so on. The type of jobs and the section or department where they will be deployed should also be known beforehand.

3. Sources of Recruitment:
The sources from where the persons are to be recruited should be specified. There may be internal or external sources or both. The type of persons to be recruited from different sources should form a part of recruitment policy.

4. Criterion for Selection:
The criterion for selection should also be a part of recruitment policy. There may be guidelines from government e.g., reservation of posts on caste basis, reservation for minorities etc., which will also form a part of recruitment policy. There may also be a need of consulting trade unions while recruiting persons for certain jobs. The recruitment policy should incorporate a criterion to be followed for selection of personnel.

5. Cost Factor:
The cost involved in recruitment process should be taken into consideration while framing a recruitment policy. It may be very costly if every post is advertised in newspapers. Instead, recruitments through employment exchange may be very cheap. The cost involved in recruitment process should be properly assessed before making that process a part of policy.

Influence of Trade Unions

Trade Unions also influence recruitment of employees in the organization. In the recruitment of higher grade posts in the organization, trade unions exert their pressure in favour of internal candidates on the basis of seniority. Trade unions oppose appointments from external sources.

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MODULE – 4

EXTERNAL HIRING & JOB ADVERTISEMENT

1. Meaning and Definition of External Recruitment

External sources of recruitment refer to methods of recruitment to obtain people from outside the company. The objective of the external recruitment process is to identify and attract job applicants from outside the organization. From among these applicants hiring decisions are to be made.

2. Sources of Recruitment

2.1 Advertisement

It is an external source which has got an important place in recruitment procedure. The biggest *advantage* of advertisement is that it covers a wide area of market and scattered applicants can get information from advertisements. Medium used is Newspapers and Television. A convenient way to attract job applicants is to write an ad that can be placed in newspapers, trade journals, and the like. Advertisements can also be recorded and placed on radio or television. Cable television channels, for example, sometimes have "job shows." Advertisements can be very costly and need to be monitored closely for yield. Advertisements in some periodicals may yield more and better qualified candidates than others. By carefully monitoring the results of each ad, the organization can then make a more informed decision as to which ads should be run next time a position is vacant. To track ads, each ad should be coded to assess the yield. Then, as resumes come into the organization in response to the ad, they can be recorded, and the yield for that ad can be calculated. Coding an ad is a very straightforward process. For example, in advertising for a vice president of HR, ads may be placed in a variety of HR periodicals, such as HR Magazine, and business publications, such as the Wall Street Journal. To track responses sent, applicants for the vacant position are asked to respond to Employment Department A for HR Magazine and Employment Department B for the Wall Street Journal. (The other part of the return address is, of course, the same for each periodical.) As resumes arrive, those that are addressed to Department A are coded as responses from the HR Magazine, and those addressed to Department B are coded as responses from the Wall Street Journal.

2.2 In Newspaper

This is one of the oldest and most popular methods of recruitment. Advertisements for the job are given in leading newspapers; the details of the job and salary are also mentioned. Candidates are given a contact address where their applications must be sent and are asked to send their applications within a specified time limit. The method has maximum reach and most preferred among all other methods of recruitment.

2.3 TV

Advertisements can also be recorded and placed on television. Cable television channels, for example, sometimes have "job shows." Special Ad films for recruitment purpose are created and shown on TV.

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2.4 Radio

Another recruitment medium is radio. Companies that advertise on the radio purchase a 30 or 60 second time slot to advertise openings in specific job categories. Choice of radio stations often implicitly targets specific markets. For example, a classical music station is likely to reach a different audience than an alternative rock station. Organizations must take these market differences into account when choosing a statement. Radio stations generally have detailed demographic information available to potential advertisers. The *advantage of radio ads* is their reach; more people listen to radio than read newspapers. In fact, estimates are that 95% of Americans listen to the radio daily; the average person listens for four hours. Radio ads often are less costly than one might think. One company, for the cost of one ad in a Sunday newspaper, was able to run a 60-second commercial 73 times over three days. To some extent, the relative advantage of radio over newspapers depends on the job market. Help wanted ads are generally read by individuals who are less than perfectly happy with their present positions, or who are unemployed. Thus, in tight labor markets, radio ads are more likely to be heard by people with jobs, which is the likely source of applicants in a tight labor market. *One limitation* with radio ads is that organizations cannot always buy ads when they want to run them if the time spots are already sold (whereas a help wanted section can simply add another page). Another drawback is that they are limited to a local market; thus, they are limited to jobs where the recruitment is confined to local labor markets.

2.5 Internet

With increasing importance to internet, companies and candidates have started using the internet as medium of advertisement and search for jobs. There are various job sites like naukri.com and monster.com etc. candidates can also post their profiles on these sites. This method is growing in popularity.

Recent surveys indicate that 85% of recruiters utilize the Internet to source job candidates and 91% of Fortune's Global 500 have an online job page on their corporate Web sites. Likewise, most applicants for professional jobs now include the Internet in their job search repertoire. Millions of job seekers submit their resumes on the Web every year, and there are tens of thousands of job sites online. More than half of the resumes Microsoft receives are over the Internet. One difficulty in use of the Internet in recruiting is that many sites specifically designed for recruitment become defunct. Conversely, new recruitment Web sites come online on nearly a daily basis. Thus, one cannot assume that the recruiting sites used in the past will be the best ones in the future, or that they even will exist, and it is common for one site to poach resumes on another site. A growing problem for applicants is identity theft, where fake jobs are posted online in order to obtain vital information on a person, or to extract a fake fee. There are four primary ways companies use the Web for recruiting: job postings on job boards, searching Web-based applicant databases, job postings on an organization's own Web site, and mining databases.

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2.6 Search on the Internet

As opposed to actively posting jobs online, another (but not mutually exclusive) means of recruiting on the Web is to search for applicants without ever having posted a position. Under this process, applicants submit their resumes online, which are then forwarded to employers when they meet the employer's criteria. Such systems allow searching the databases according to various search criteria, such as job skills, years of work experience, education, major, grade-point average, and so forth. It costs applicants anywhere from nothing to $200 or more to post their resumes or other information on the databases. For organizations, there is always a cost. The exact nature of the cost depends both on the database(s) to which the organization subscribes, and on the services requested. More databases allow organizations to search according to Boolean logic. For example, a recruiter interested in locating resumes of prospective human resource managers for a Miami-based manufacturing facility might type "human resources + Miami + manufacturing." One potential pitfall is that online job candidates are not a random sample of the population—the most common user is a young while male. So passive searching may not achieve a sufficiently diverse set of candidates.

2.7 Wanted Signboards

Signboards like 'Wanted' are posted at the factory front gate to recruit blue collar workers.

2.8 Consultants

These are agencies who contact, screen, and present applicants to employers for a fee. The fee is contingent on successful placement of a candidate with an employer and is a percentage (around 25%) of the candidate's starting salary. During difficult economic periods, employers cut back on the use of these agencies and/or attempt to negotiate lower fees in order to contain costs. Care must be exercised in selecting an employment agency. It is a good idea to check the references of employment agencies with other organizations that have already used their services. Allegations abound regarding the shoddy practices of some of these agencies. They may, for example, flood the organization with resumes. Unfortunately, this flood may include both qualified and unqualified applicants.

A good agency will screen out unqualified applicants and not attempt to dazzle the organization with a large volume of resumes. Poor agencies may misrepresent the organization to the candidate and the candidate to the organization. Misrepresentation may take place when the agency is only concerned about a quick placement (and fee) without regard to the costs of poor future relationships with clients. A good agency will be in business for the long run and not misrepresent information and invite turnover. Poor agencies may pressure managers to make decisions when they are uncertain or do not want to do so. Also, they may "go around" the HR staff in the organization to negotiate "special deals" with individual managers. Special deals may result in paying higher fees than agreed on with HR and overlooking qualified minorities and women. A good agency will not pressure managers, make special deals, or avoid the HR staff. Finally, it is important to have a signed contract in place where mutual rights and responsibilities are laid out.

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For higher-level professional positions or jobs with salaries of $100,000 and higher, executive search firms, or "headhunters," may be used. Like employment agencies, these firms contact, screen, and present resumes to employers.

2.9 Employment Exchange

An employment exchange is an office set up by the government for bringing together as quickly as possible those people who are in search of employment and those employers who are looking for suitable candidates. Employment exchanges register unemployed people and maintain the records of their names, qualifications, etc.

The employers on their part intimate the exchange about the vacancies which occur in their factories and types of employees they require for filling up these vacancies. Whenever any vacancy is intimated, the exchange selects some persons from among the employment seekers already registered with it and forwards their names to the employers for consideration.

In addition to government agencies, there are several private employment agencies especially retained by the organisations at a certain fee, usually to select personnel for supervisory and higher levels. Names like Datamatics, Ferguson, etc., frequently appear in the Indian newspapers.

2.10 Campus Recruitment

When companies are in search of fresh graduates or new talent they opt for campus recruitment. Companies approach colleges, management, technical institutes, make a presentation about the company and the job and invite applications. Interested candidates who have applied are made to go through a series of selection test and interview before final selection.

2.11 Employee Referrals

Some industries with a record of good personnel relations encourage their employees to bring suitable candidates for various openings in the organization. Employees currently working for an employer are a valuable source for finding job applicants. The vast majority of organizations accept referrals, though only about half have formal programs. The employees can refer people they know to their employer for consideration. In some organizations, a cash bonus is given to employees who refer job candidates who prove to be successful on the job for a given period of time. To ensure that there are adequate returns on bonuses for employee referrals, it is essential that there be a good performance appraisal system in place to measure the performance of the referred new hire. There also needs to be a good applicant tracking system to ensure that new hire performance is maintained over time before a bonus is offered. Other organizations use more creative incentives. Lands' End, based in Dodgeville, Wisconsin, offers a drawing for each employee referral. The winner receives a free trip to a Green Bay Packers football game. Most bonuses range from a few hundred dollars to $1,000.

Referral programs have many potential advantages, including low cost/hire, high-quality hires decreased hiring time, and an opportunity to strengthen the bond with current employees. Employee referral programs sometimes fail to work because current employees lack the motivation or ability to make referrals. Employees sometimes don't realize the importance of recruitment to

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the organization. As a result, the organization may need to encourage employee participation by providing special rewards and public recognition along with bonuses for successful referrals. Employees may not be able to match people with jobs because they do not know about open vacancies or the requirements needed to fill them. Hence, communications regarding job vacancies and the requirements needed to fill these vacancies need to be constantly provided to employees.

2.12 Unsolicited Applications

It is a common practice for employers to accept applications from job applicants who physically walk into the organization to apply for a job or who send in resumes. The usual point of contact for unsolicited walk-ins or resume senders is the receptionist in smaller organizations and the employment office in larger organizations. When applications are accepted, a contact person who is responsible for processing such applicants needs to be assigned. Space needs to be created for Walk-ins to complete application blanks and pre-employment tests. Hours need to be established when applicants can apply for jobs. Procedures must be in place to ensure that data from walk-ins and resume senders are entered into the applicant flow process. If walk-ins or resume senders are treated as being unexpected intruders, they may communicate a very negative image about the organization in the community.

Increasingly, unsolicited applications are received electronically. The primary transmission portal for electronic applications is via a company's Web site. When receiving electronic applications, organizations need to make sure that they don't get "lost in the system." They need to be regularly forwarded to recruiters or selection decision makers, and those who applied need to be contacted about the disposition of their application.

3. Advantages and disadvantages of the above sources in terms of cost, time, convenience, reach of the targeted population, and quality of applicant pool.

3.1 Advantages of External Recruitment

- There is influx of new talent in the method.
- The method encourages more and more competition.
- There is lesser chance of partiality through this method.
- If options like campus recruitment have been exercised we get a chance to employ fresh graduates, thus increasing employment.

3.2 Disadvantages of External Recruitment

- The method is costly because it involves recruitment cost, selection, training cost.
- The method is time consuming.
- The method reduces loyalty to the company.

3.3 Newspaper Advantages

- The ability to communicate with a mass audience in a given area
- Flexibility regarding ad size and placement on a page

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3.4 Newspaper Disadvantages

- Advertising can be very expensive
- Adverts generally have a short shelf life as newspapers are often read once and then discarded 3. Your advert may potentially not be read by suitable candidates
- Slow turnaround time
- Increased amount of paper work and administration in setting up the advert

3.5 Recruiting Agencies/Consultants Advantages

- Reduces the impact on company resources and time spent on recruitment
- Agencies can manage & pay contract workers and take care of tax issues 3. You can often get a rebate for unsuitable placements within a specific period of time or be provided with another candidate
- Expertise and knowledge in their specialist field

3.6 Recruiting Agencies/Consultants Disadvantages

- Wastage of time if they are not able to find a suitable candidate
- Expensive – you may have to pay as much as 20% of the employees first years' annual salary. This means that if an employee is paid £40,000 in the first year you could be paying as much as £8,000 in recruitment fees per vacancy. Even at a conservative 12% you would be paying £4,800

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4. Job Advertisement

Developing a good job advertisement is similar to other forms of advertising in that the readers of the advertisement are your potential customers. A good advertisement is easy to read and uses simple language.

The aim of the job advertisement is to:

I. attract interest
II. communicate quickly and clearly the essential(appealing and relevant) points
III. provide a clear response process.

Try to avoid:

I. excessive details about the job
II. too many words, keep it simple
III. uninspiring, boring descriptions of roles and ideal candidates
IV. too much emphasis on the job and not enough on the person
V. too much emphasis on what you want, and not enough of what can be offered.

4.1 Drafting

The AIDA principle can be used in *drafting* a good job advertisement. The AIDA principle is an acronym for:

I. Attention
II. Interest
III. Desire
IV. Action

- Attention

The ad must attract job seekers' attention. A strong, interesting and relevant headline is essential. It may be as simple as the job title itself or perhaps a catchy benefit based promise that sets the position or opportunity apart. Take the time to consider the target audience and what would appeal to them before writing the ad.

Attention examples:

"A great opportunity to work on this exciting project which will identify ways to reduce the carbon footprint of ICT and IT's environmental impact"

"Join us at University House, the elegant hotel venue on campus at the Australian National University. Come and work in one of Canberra's iconic & leading venues"

- Interest

The first paragraphs must grab the reader's attention and want them to read on and find out more. Include information about the job, its purpose, responsibilities and the team. Make sure it is interesting and relevant.

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Interest examples:
"In this position you will play a leading role in all College activities, including coursework design and delivery, research projects and outreach activities such as seminars."
"The School has an enviable reputation for its commitment to research and enjoys continuing success in winning competitive grants, including ARC Linkage and Discovery grants"
"You will be joining a dynamic team of academics with a focus on achieving excellence in research and teaching"

➢ Desire

The way to create desire for the position is to sell the benefits of the job.
The reader should think "This sounds good. This is perfect for me. I want to learn more about this position".

- Include information about the rewards and benefits of doing the job well and the quality of the team
- Instead of simply listing the skills, abilities and knowledge you are seeking, describe them in terms of opportunities for potential applicants to use these capabilities
- Place more emphasis on benefits rather than features. Features describe the job, benefits outline what's in it for them

Desire examples:
"*The university offers a great range of benefits including discounted health care, three childcare centres, salary sacrificing and study support."*
"We offer a flexible and supportive work environment and are willing to assist in developing your skills and abilities to further your career opportunities."
"This position offers the opportunity to demonstrate your expertise in a wide range of complex statistical techniques, including SEM approaches, regression modelling and multiple imputations to analyze survey data."
"Using your well-developed communication and interpersonal skills you will work with our friendly and dedicated team to provide a professional support service to staff and students."

➢ Action

Action is the last step which encourages the candidate to apply.
A successful ad will result in quality job seekers hitting the 'Apply Now' button. Ensure the words are engaging and urge the job seeker to action.
Action examples:
"Apply now to be part of this innovative team…"
"For further information on this terrific opportunity contact…"

4.2 Size

Use 14-20 point-size for headings and subheadings. Try to avoid upper-case (capitals) even in headings – it slows down the reading speed. Instead increase prominence of the heading by using a larger point-size.

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Use 10, 11 or 12 point-size for the main text; anything smaller or larger font size than these are actually more difficult to read and therefore less likely to be read. Definitely one should avoid upper-case (capitals) in the 'body copy' (main text).

For the same reason one should avoid italics, shadows, light colours reversed out of dark, weird and wonderful colours. None of these improve readability, they all reduce it. It is better to use simple black (or dark coloured) text on a white (or light coloured) background for maximum readability.

4.3 Contents

The job advertisement should be easy to read. Simple language should be used and complicated words should be avoided unless absolutely necessary and enough space should be kept around the text to attract attention to it. Giving some space between the texts is a very powerful way of attracting the eye and also a way of ensuring efficient writing since efficient writing enables efficient reading. Simple language should be used. Sentences should be short. More than fifteen words in a sentence reduces the clarity of the meaning. After drafting the communication, always check the commas, grammar and spellings. It is better to use bullet points and small sized paragraphs. A lot of words in one big paragraph is very unpleasant to the reader and will probably not be read. Always use simple font-styles like: Arial, Tahoma, Times New Roman etc.

5. Contents of Public Sector Recruitment:

5.1 Single or Multiple Sources

The following sources are employed in the public sector organizations to recruit their employees:

I. Notifications through Advertisements in Newspapers like Rozgar Samachar
II. All India Competitive Entrance Exams
III. Employment Exchanges
IV. Internal sources (through promotion and transfer)
V. Casual employment seekers
VI. Employees Relatives and Friends

5.2 Choosing the Best Source

The Public Enterprises Selection Board [P.E.S.B] is a high powered body constituted by Government of India. The P.E.S.B has been set up with the objective of evolving a sound managerial policy for the Central Public Sector Enterprises and, in particular, to advise Government on appointments to their top management posts. The policy of Government is to appoint through a fair and objective selection procedure outstanding professional managers to Level-I and Level-II posts and posts at any other level, as may be decided by the Government from time to time. Government have also recognized the need to develop a cadre of professional managers within the public sector. Hence unless markedly better candidates are available from outside, *internal candidates*, employed in the PSE, will be preferred for appointment to Board level posts. However, *if internal candidates are not available*, *preference will be given to candidates working in other PSEs*, either in the same area of business or in other areas. Mobility of managerial personnel among PSEs within the same sector or group, failing which mobility within the public sector as a whole will be encouraged, subject to certain limitations.

Example: Some Print Ads

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MODULE – 5

SCREENING THE CANDIDATES

1. **Application Forms:**

It is a brief history sheet of an employee's background usually containing the following things:

- Personal Data (Address, Sex, Identifications Marks)
- Martial Data (Single or Married, Children, Dependents)
- Physical Data (Height Weight, Health Condition)
- Educational Data (Levels of formal Education, Marks, Distinction etc.)
- Employment Data (Past Experience, Nature of Duties, Reason for leaving previous jobs, Salary drawn etc.)
- Extra-curricular activities Data (Sports / Games, NSS, NCC, prizes won, leisure times activities)
- References (Name of two or more people who certify the suitability of an applicant to the position).

1.1 Bio-Data

Biographical information, often called bio data, is personal history information on an applicant's background and interests. Basically, results from a bio data survey provide a general description of a person's life history. The principal assumption behind the use of bio data is the axiom "The best predictor of future behavior is past behavior." These past behaviors may reflect ability or motivation. Bio data inventories are thought to measure applicant motivation that can be inferred from past choices. However, research also suggests that many ability items are included in bio data inventories. Like application blanks, biographical information blanks ask applicants to report on their background. Responses to both of these questionnaires can provide useful information in making initial selection decisions about applicants. Unlike application blanks, however, biographical information can also be fruitfully used for substantive selection decisions.

The type of biographical information collected varies a great deal from inventory to inventory and often depends on the job. For example, a biographical survey for executives might focus on career aspirations, accomplishments, and disappointments.

A survey for blue-collar workers might focus on training and work experience. A biodata inventory for federal government workers might focus on school and educational experiences, work history, skills, and interpersonal relations.

As can be seen from these examples, most biodata surveys consider individual accomplishments, group accomplishments, disappointing experiences, and stressful situations. The domains in which these attributes are studied often vary from job to job, but can range from childhood experiences to educational or early work experiences to current hobbies or family relations.

Typically, biographical information is collected in a questionnaire that applicants complete.

It has been suggested that each biodata item can be classified according to 10 criteria:

a. History (does the item describe an event that has occurred in the past, or a future or hypothetical event?)
b. Externality (does the item address an observable event or an internal event such as values or judgments?)
c. Objectivity (does the item focus on reporting factual information or subjective interpretations?)
d. Firsthandedness (does the item seek information that is directly available to the applicant rather than an evaluation of the applicant's behavior by others?)
e. Discreteness (does the item pertain to a single, unique behavior or a simple count of events as opposed to summary responses?)
f. Verifiability (can the accuracy of the response to the item be confirmed?)
g. Controllability (does the item address an event that was under the control of the applicant?)
h. Equal accessibility (are the events or experiences expressed in the item equally accessible to all applicants?),
i. Job relevance (does the item solicit information closely tied to the job?)
j. Invasiveness (is the item sensitive to the applicant's right to privacy?)

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1.2 Résumé

A résumé is a document that summarizes one's education, experiences, and competencies. It's designed to introduce an applicant to an employer and highlight his/her qualifications for a specific job or type of work.

- Résumés are focused on non-academic work with an emphasis on related competencies (skills, knowledge and attributes)
- Résumés aim to summarize key information
- Résumés are generally 1 to 2 pages maximum

The first introduction of the applicant to the organization is often a cover letter and résumé´. This introduction is controlled by the applicant as to the amount, type, and accuracy of information provided. As a result, résumé's and cover letters always need to be verified with other predictors, such as application blanks, to ensure that there is accurate and complete data across all job applicants with which to make informed selection decisions.

When to use a résumé

Anyone can use a résumé when he/she is:-

- applying for work
- networking with potential employers
- applying for some graduate schools, co-op programs, internships, scholarships, etc.
- participating in events like career fairs or recruiting events

What content should one include in the résumé?

Résumés are organized in sections that describe one's education, work/volunteer experience, competencies, accomplishments etc. There are no strict rules on how to organize the information on the résumé. Different employers will have different preferences.

A good general rule is to make sure that the most relevant information is towards the top of the résumé. Another common practice is to list one's experiences in his/her work, volunteer and educational sections in reverse chronological order so that the most recent information is at the top of each section.

Employers rarely read a résumé from beginning to end. They scan and skim them, usually starting at the beginning, and may spend only 10 or 20 seconds making an initial assessment. If there is not enough immediate information that connects you with the position, they may not bother looking at the rest of the résumé.

Required information

• Personal contact information: This forms the header of the résumé and includes name, address, phone numbers and email. Make sure the candidate have a professional email address and voicemail message.

• Education: This is a list of one's educational credentials in reverse chronological order. For each credential, include the name of the degree/diploma/certificate, the institution and the year of completion for each of your credentials.

• Work experience: This is a list of work experiences in reverse chronological order. For each work experience include the position title, the name and location of the organization and the start and end dates (both month and year) for each of the work experiences.

If the candidate is at the beginning of career, he/she should provide a complete list of work experience starting from first job. If the candidate is in mid-career, he/she may want to edit work history somewhat to save space. It's common to only go back ten years unless he/she has a good

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reason to include earlier positions. For example, if the candidate is targeting a career area that matches his/her earlier work, or have been with only one employer for more than ten years. In some cases, he/she may want to divide the work experience into two separate lists: - *Related Work Experience* and *Additional Work History* to focus the reader on his/her most relevant experience.

• Competencies/accomplishments: Competencies/accomplishments need to be embedded throughout different sections of the résumé but presented in the context of the candidate's work and educational experiences.

• References: The references should be three to four people who know the candidate, generally from a work or educational setting, and who are willing to be contacted by a potential employer in order to comment on his/her contributions, personal qualities and work ethic. References most often include former or present supervisors, professors and coaches. References must not include relatives or friends. For each reference one should include the name, position title, organizational affiliation, location, phone number and email address. Always one should ask permission of his/her references to use their information.

Optional information

- Objective: This is a brief statement at the beginning of the résumé that focuses on how one can contribute to his/her field of practice.
- Professional Profile/Summary: This is a brief and very useful section near the beginning of the résumé that includes four to six statements that strongly connect one to the work he/she is seeking. Often include statements describing specifically related competencies and accomplishments.
- Volunteer experience/community involvement: Mention volunteer experience & community service
- Technical expertise: This is often used by people in scientific or technical professions and most frequently consists of relevant techniques, processes and equipment. Technical expertise often appears near the top of the résumé and includes key words that relate to the position.
- Professional memberships or affiliations: These are the professional associations or informal professional groups in which the candidate participate.
- Additional training: These are courses or training programs taken in addition to one's formal education.

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- Professional credentials/licenses: These are the qualifications or credentials provided by professional groups following a training program or a testing process (e.g., Class 5 Driver's License, CPR training etc.).

- Interests: This is a brief statement at the end of the résumé that lists interests, hobbies or activities that provide a more rounded picture of the candidate.

1.3 Curriculum Vitae

A curriculum vitae (CV) is a more comprehensive document than résumé that details all information about one's past education, experiences, and competencies, including public presentations, academic writing and professional development. It's designed to introduce a candidate to employers in academics, advanced research, post-secondary teaching and fine arts.

The terms résumé and CV are sometimes used interchangeably. However, a résumé is used for work search, and a CV is used when applying for contracts, advanced research or post-secondary teaching positions

When to use a CV

Anyone can use a CV when he/she is:-

- applying for work and/or contracts in academics, advanced research, post-secondary teaching, and fine arts
- applying for graduate school, scholarships, etc.
- showcasing your background prior to a presentation

What content should one include in the résumé?

CV's are generally organized according to a chronological format. In other words, the major experience and education sections are listed in reverse chronological order and relevant competencies related to each experience are described immediately beneath the experience. Traditionally, there is often less description of competencies (skills, knowledge and attributes) on a CV than a resume, though this may be changing.

Required information

• **Personal contact information:** This forms the header of the CV and includes name, address, phone numbers and email. The candidate should have a professional email address and voicemail message.

• **Education:** This is a list of educational credentials in reverse chronological order. For each credential, include the name of the degree/diploma/certificate, the institution and the year of completion for each of credentials.

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• **Professional affiliations:** This is a list of the professional associations or informal professional groups in which the candidate has membership

• **Awards and distinctions:** These include academic awards and related honours, as well as research funding like grants and fellowships.

• **Research interests:** This is a short, bulleted list detailing research interests and could include past research or future goals.

• **Research experience:** This is a description of previous research experience, including personal research and research conducted on behalf of other individuals.

• **Teaching experience:** This is a description of teaching experience and responsibilities, including courses taught, TA and lecture experiences, curriculum development, experience running labs, and tutoring.

• **Publications:** This is a list of published work and includes the name of the publications.

• **Presentations:** This is a list of professional presentation experience, including presentations at conferences, symposiums and in the community.

I. **References:** References are three to four people who know the candidate, generally from a work or educational setting, and who are willing to be contacted by a potential employer in order to comment on his/her contributions, personal qualities and work ethic. This section should appear at the end of CV.

Optional information

• **Objective:** This is a brief statement at the beginning of the CV that focuses on how one can contribute to his/her field of practice.

• **Summary or profile:** This is a brief section near the beginning of the CV that includes four to six statements that strongly connect the candidate to the work or educational experience he/she is seeking. Often it will include statements describing specifically related competencies and accomplishments. Think of this as a summary of the key points from the cover letter.

• **Professional service:** This is a list of academic committees that the candidate belonged to, as well as his/her contributions to professional organizations (e.g., Graduate Student Society, graduate student representative on academic committees,)

• **Competencies (skills, knowledge and attributes):** Competencies are skills, knowledge and attributes related to the work he/she is seeking and are best presented as bulleted statements

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beginning with action verbs (such as "developed", "created" and "supervised" etc.) that describe his/her accomplishments in clear, concrete terms. Traditionally, competencies are only minimally articulated on a CV.

• **Relevant work experience:** This includes a summary of work experience that is relevant to current goal. Check the application to determine if this section is required or if it would add value to the CV. If so, include other experiences like internships, practicums or specific projects.

Key differences between Résumé and Curriculum Vitae (CV)

- CVs are focused on academic work with an emphasis on research and teaching while résumés are focused on nonacademic work with an emphasis on related competencies (skills, knowledge and attributes)
- CVs aim to provide comprehensive information while résumés aim to summarize key information
- CVs are often long – 5, 10, 20 or more pages - while résumés are generally 1 to 2 pages maximum

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1.4 Weighted Application Blank

Not all of the information contained on an application blank is of equal value to the organization in making selection decisions. Depending on the organization and job, some information predicts success on the job better than other information. Procedures have been developed that help weight application blank information by the degree to which the information differentiates between high and low performing individuals. This scoring methodology is referred to as a weighted application blank and is useful not only in making selection decisions but also in developing application blanks as well. The statistical procedures involved help the organization discern which items should be retained for use in the application blank and which should be excluded, on the basis of how well they predict performance.

To make the application form more job-related, some organizations assign numeric values or weights to responses provided by applicants. Generally, the items that have a strong relationship to job performance are given high scores. For example, for a medical representative's position, items such as previous selling experience, marital status, age, commission earned on sales previously, etc., may be given high scores when compared to other items such as religion, sex, language, place of birth, etc.
The total score of each applicant is obtained by summing the weights of the individual item responses. The resulting scores are then used in the selection decision. The WAB is best suited for jobs where there are many workers, especially for sales and technical jobs and it is particularly useful in reducing turnover. There are, however, several problems associated with WABs. It takes time to develop such a form.

2. Advantages and Disadvantages

2.1 Bio-Data

Advantages

I. Bio data are valid and reliable way of selecting individuals
II. Bio data forms are very cheap to create and are objective
III. Most of the people prefer Bio-data than personality test.

Disadvantages

I. People can give fake data in Bio data.
II. Bio-Data may be best only in stable environment or organizations.
III. Preparing a Bio-data is a time consuming process.
IV. Many Bio data items may request personally sensitive information on family background and experiences that borders on violating human rights legislation.

2.2 Résumé

Advantages

I. A resume helps in creating the first impression of a candidate in the selection process.
II. Unique Skills of a candidate can be highlighted.

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III. It helps in communicating the competencies of a candidate and all other relevant information to the employer.

Disadvantages

I. One major issue with résumés as a selection tool is the volume of them that organizations must process. It is very difficult for many organizations to store resumes for any extended period of time and read them accurately.

II. One of the big problems with résumés is lying and giving fake information by the candidate. According to a recent survey by ResumeDoctor.com, the most common misleading information put on résumés is:
   - Inflated titles
   - Inaccurate dates to cover up job hopping or employment gaps
   - Half-finished degrees, inflated education, or "purchased" degrees
   - Inflated salaries
   - Inflated accomplishments
   - Outright lies with regard to roles and responsibilities

III. Almost no research exists on the effectiveness of résumés and cover letters. Very little is known about their validity or reliability. Nor is there information on their costs or adverse impact.

2.3 Curriculum Vitae

Advantages

I. There is no need for the employer to produce and send out a form to every applicant.
II. One can tell something about candidates by the way they present their CV.
III. A covering letter in a CV can give a good idea of the suitability of the candidate for the job.
IV. There are no costs involved for the employer.

Disadvantages

I. It is harder to compare the skills and experience of different candidates.
II. Gaps in education or work can be hidden more easily.
III. People can give fake data or information in CV.

2.4 Weighted Application Blanks

Advantages

I. It is a good predictor for many types of work behavior.
II. The validity evidence for weighted application blanks is much more positive. In a sense, this would almost have to be true since items in the weighted application blank are scored and weighted based on their ability to predict job performance.
III. It is useful not only in making selection decisions about applicants but also in developing application blanks as well.

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Disadvantages

I. It may not adequately represent a job's complex performance domain.

II. A study of the National Credential Verification Service found that about one-third of the investigations into the background of applicants suggested that misrepresentation occurred on the application blank. Subsequent studies have suggested that the most common questions that are misrepresented include previous salary, education, tenure on previous job and reasons for leaving previous job.

III. The process used to develop the weighted application blank is time consuming and expensive, so more cost-benefit studies need to be conducted on the weighted application blank.

3. Taking A Behavioral Approach To Recruitment:

The behavioral management theory is often called the human relations movement because it addresses the human dimension of work. Behavioral theorists believed that a better understanding of human behavior at work, such as motivation, conflict, expectations, and group dynamics, improved productivity.

For example: In the recruitment process, the recruiter places the candidate in a situation and asks the candidate to describe how they would handle the situation. The recruiter observes candidate's thought process and try to predict candidate's future behavior.

3.1 Spotting Personality Patterns

In today's fast paced economy, HR professionals are finding it a constant challenge to hire the right people. As a result, they are adopting new technologies and methods to select and recruit people who are not only qualified for the job but who will fit in the organisation and help it grow. One of these methods is personality assessment.

What people do (their behaviour) is a function of who they are (their personality). To predict future behaviour, it is necessary to accurately assess an individual's personality. Assessing personality patterns enables employers to predict future job successes.

3.2 Making Basic Assumptions

The biggest cause of placements going wrong is the recruiter making assumptions. Assumptions that are flawed. Some of these assumptions are:

I. Common social assumptions/expectations based on gender, race, religion etc.

II. Assumptions that can influence the evaluation of candidates

3.3 Predicting the Future

The behavioral model states that past behavior predicts future behavior. This is true to a very high degree of reliability. This model proves very powerful in trying to choose employees. The employer can accurately predict performance by getting many examples of how the person handled the same or similar situations to the ones they will face on the job. Past behavior predicts future behavior is the single best predictor when any one is hiring new employees. Imagine how easy the decision is when one knows how the person is going to handle the tasks and situations on the job.

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3.4 Strategy Vs. Technique

Strategy refers to a general plan of action for achieving one's goals and objectives. A strategy or general plan of action might be formulated for broad, long-term, corporate goals and objectives, for more specific business unit goals and objectives, or for a functional unit, even one as small as a cost center.

A technique is a detailed list of rules or a guideline for any activity. It is based on the description of steps, or a set of do's and don'ts, and can often be linked to a method or strategy.

4. Pinning Down What is Needed:

4.1 Targeted Interviewing

In targeted interviewing, the interviewer provides a job seeker with specific details of the position's requirements and then asks behavioral questions related to key performance areas. For example, an interviewer hiring a retail manager might say the job requirements include merchandising, sales and employee management. A sample question might then be, "Tell me about a time in which none of your scheduled employees showed up for a shift. What did you do, and why?"

4.2 Focusing On Behavior

Targeted selection is a behavioral-based interviewing process, which provides hiring employers with specific data that allows them to predict future behavior on the job. Employers want to collect information on the knowledge, motivations and behaviors needed to do a job successfully, and they will determine if the candidate is the "right fit" based upon his/her previous experiences. In other words, what you have done in the past, is a predictor of what you will do in the future and how you will perform on the job. Most often, behavioral-type questions are included in the interview process. This requires preparation and practice in advance of the interview. When a recruiter gathers examples of behavior in an interview, he/she wants to get the "real story."

4.3 Assessing How Person Performs

Some employers are using a targeted selection process. They determine a set of skills or characteristics needed for the position and ask questions, which help them, determine if the interviewee has what is needed for the position.

When preparing for this type of interview, think of the following:

- Situation (s)
- Action (a)
- Result (r)

Organization Skill

Tell me about a project you had to plan for school or work.

- What steps were involved?
- What was the outcome?

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Describe a circumstance when you had several things to do in a limited time.

- What led up to the situation?
- How did you handle it?
- What was the outcome?

Interpersonal Skills

Describe a time when you had to deal with the public (customer).

- Who was involved?
- What did you do?
- How did those involved respond?

Give me an example of a time when you helped solve a problem within a group.

- What precipitated the problem?
- What action did you take?
- What was the outcome?
- Ability to Solve Problems (apply knowledge)

Describe the most difficult problem you have ever faced at work or school.

- What steps or actions did you take to solve the problem?
- What results were achieved?

Give me a situation in which you have been able to use a newly acquired skill or knowledge.

- What was the particular skill or knowledge?
- What was the situation?
- What was the outcome?

Communication Skills

Tell me about a situation when something you said or wrote was misunderstood.

- What did you do to resolve the situation?
- What was the end result?

Describe a situation in which you misunderstood something a supervisor or teacher wrote or said.

- Why did the misunderstanding occur?
- What steps were taken to resolve the misunderstanding?
- What were the results?

4.4 Assuming They Have Been Hired

The goal with behavioural interviews is to elicit stories that reveal how candidates will respond to situations they'll face on the job. That means questions should be specific and phrased in unexpected ways to avoid typical responses. Sample questions might include:

- Here is a situation you are likely to encounter... how would you handle it?
- Tell me about a time that you needed to solve a particularly thorny problem and no one was available to assist you. What did you do?
- Have you ever worked on a team that had disagreements? How did the team resolve those differences? What part did you play?

5. Identifying The Ingredients Of Success:

5.1 The Winning Candidate's Profile

Recruiters, hiring managers and human resource professionals will prioritize hiring job seekers who can be described as having the following 15 traits

1. Leadership-Oriented

Companies like recruiting job seekers who have a future with their organization. Most facets of leadership are learned, and thus the most efficient organizations want to mold progressive thinkers rather than have stagnant employees. They want each individual to have room to progress and, in time, be able to formulate their own winning teams.

2. Resilient

Resilient applicants are amongst the most sought-after by hiring managers. These are the individuals who view their problems in an optimistic manner and don't view hurdles as insurmountable, pervasive or their fault. They can fail and, after a brief demoralization, get right back on their feet and continue producing for the company.

3. Candid

Individuals who are candid are among the best communicators around the office. They display a direct, clear manner of speaking which in turn fosters winning and helps eliminate bureaucracy. Moreover, this method of expression promotes new ideas, encourages fast action and engages more people in the conversation.

4. Competitive

Highly successful companies believe in differentiating their top performers from the average employees. These firms recognize the worth of making clear distinctions regarding the output individuals produce when compared to that of their peers. They understand that the people who fare best in the office are those who want to succeed and who are consistently formulating creative, compelling and logical methods to beat competing firms.

5. In Control

Hiring managers consider successful people to be in control of their careers. The more knowledgeable employers actively seek out individuals who don't let outside forces dictate their

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potential; they recruit employees who don't fear normal setbacks. Among other things, "in control" translates to being able to keep calm and perform during times of heightened stress.

6. Friendly
Hiring managers seek out individuals who are easy to deal with and can be successfully managed by current staff. Moreover, when employers like you, they're more apt to give you an offer. When staffing new applicants, those who fit in with the current corporate culture are the most seriously considered.

7. Ambitious
Ambitious employees are those who continually strive towards a better way of doing things. They embrace challenges and are able to overcome hurdles. These people are never satisfied with the status quo and work towards better solutions, thus making an organization more competitive.

8. Ability to Adapt
Staffing professionals seek job applicants who can change with the business environment. While many people love familiarity and patterns, the best understand that if you want to stay in the game (let alone win), change is a necessary aspect of business.

9. Creative
The most successful companies thrive because of innovation and a consistent improvement on current internal processes. They're continually looking for those who cannot only work autonomously, but who also can formulate fresh ways to complete old tasks.

10. Competent
Managers today are overworked and have little time to oversee day-to-day activities. Recruiting employees who can get the job done without being micromanaged is a significant priority these days. Competent job seekers can derive a return on investment for their employer while requiring minimal handholding from the leadership team.

11. Passionate
Although all employees are driven by monetary gain, the most sought-after people are the ones who enjoy the work as much as they do the reward. Without passion, employees will utilize only a fraction of their intelligence, achieve only a percentage of what they're able to and will inevitably burn out. Moreover, they will fail to positively impact both their lives and the lives of their coworkers, clients, managers and the firm's leadership team.

12. Trustworthy
Without integrity, the other 14 qualities listed here mean nothing. To be successful, companies need to have a culture that thrives on honesty and doing what is best for both the client and

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shareholders. Once trust is broken within a corporation, the rest of the positive aspects slowly unravel.

13. Decisive

Companies love hiring employees who can make tough decisions. These are the people who can quickly and efficiently analyze the options, potential outcomes and pitfalls of a situation and make a firm call. They are the opposite of "wishy-washy." HR managers know that indecisiveness can keep organizations from reaching a desired output and thus actively recruit what former GE CEO Jack Welch refers to as "edge."

14. Team-Oriented

Hiring people who "buy into the system" is of the utmost importance when recruiting. These people can work effectively in situations that require the cooperation of others, clearly fit into the confines of the firm's corporate culture and bring a dynamic to meetings that welcomes debate and, ultimately, solves problems.

15. Goal-Oriented

Employers want to hire job seekers who always escalate their goals, yet still enjoy the journey along the way. They understand that money, power, status and possessions mean little without true passion for their job and, when recruiting, seek people who feel the same way.

5.2 Challenges In The Interview

Here are the keys to successful job interviewing. Job-seekers who follow these simple rules and guidelines should achieve success in this important phase of job-hunting.

I. Do take a practice run to the location where you are having the interview -- or otherwise be sure you know exactly where it is and how long it takes to get there.

II. Do your research and know the type of job interview you will encounter. (See types of job interviews.) And do prepare and practice for the interview, but don't memorize or over-rehearse your answers. (See our some of the best collections of interview questions.)

III. Do plan to arrive about 10 minutes early. Late arrival for a job interview is never excusable. If you are running late, do phone the company.

IV. Do greet the receptionist or assistant with courtesy and respect. This situation is where you make your first impression with the employer.

V. Don't chew gum during the interview.

VI. If presented with a job application, do fill it out neatly, completely, and accurately.

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VII. Do bring extra resumes to the interview. (Even better, if you have a job-skills portfolio, do bring that with you to the interview.)

VIII. Don't rely on your application or resume to do the selling for you. No matter how qualified you are for the position, you will need to sell yourself to the interviewer.

IX. Do greet the interviewer(s) by title (Ms., Mr., Dr.) and last name if you are sure of the pronunciation. (If you're not sure, do ask the receptionist about the pronunciation before going into the interview.

X. Do shake hands firmly. Don't have a limp or clammy handshake!

XI. Do wait until you are offered a chair before sitting. And do remember body language and posture: sit upright and look alert and interested at all times. Don't fidget or slouch.

XII. Don't tell jokes during the interview.

XIII. Do make good eye contact with your interviewer(s).

XIV. Do show enthusiasm in the position and the company.

XV. Don't smoke, even if the interviewer does and offers you a cigarette. And don't smoke beforehand so that you smell like smoke. Do brush your teeth, use mouthwash, or have a breath mint before the interview.

XVI. Do avoid using poor language, slang, and pause words (such as "like," "uh," and "um").

XVII. Don't be soft-spoken. A forceful voice projects confidence.

XVIII. Do have a high confidence and energy level, but don't be overly aggressive.

XIX. Don't act as though you would take any job or are desperate for employment.

XX. Do avoid controversial topics.

XXI. Don't say anything negative about former colleagues, supervisors, or employers.

XXII. Do make sure that your good points come across to the interviewer in a factual, sincere manner.

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XXIII. Don't ever lie. Answer questions truthfully, frankly and succinctly. And don't over-answer questions.

XXIV. Do stress your achievements. And don't offer any negative information about yourself.

XXV. Don't answer questions with a simple "yes" or "no." Explain whenever possible. Describe those things about yourself that showcase your talents, skills, and determination. Give detailed examples.

XXVI. Do show off the research you have done on the company and industry when responding to questions. (See our Guide to Researching Companies.)

XXVII. Don't bring up or discuss personal issues or family problems.

XXVIII. Do remember that the interview is also an important time for you to evaluate the interviewer and the company she represents.

XXIX. Don't respond to an unexpected question with an extended pause or by saying something like, "boy, that's a good question." And do repeat the question aloud or ask for the question to be repeated to give you a little more time to think about an answer. Also, a short pause before responding is okay.

XXX. Do always conduct yourself as if you are determined to get the job you are discussing. Never close the door on an opportunity until you are sure about it.

XXXI. Don't answer cell-phone calls during the interview, and do turn off (or set to silent ring) your cell phone.

XXXII. Do show what you can do for the company rather than what the company can do for you.

XXXIII. Don't inquire about salary, vacations, bonuses, retirement, or other benefits until after you've received an offer. Be prepared for a question about your salary requirements, but do try and delay salary talk until you have an offer. (You might consider visiting our salary tutorial for more tips and strategies.)

XXXIV. Do ask intelligent questions about the job, company, or industry. Don't ever not ask any questions -- it shows a lack of interest.

XXXV. Do close the interview by telling the interviewer(s) that you want the job and asking about the next step in the process. (Some experts even say you should close the interview by asking for the job.)

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XXXVI. Do try to get business cards from each person you interviewed with -- or at least the correct spelling of their first and last names. And don't make assumptions about simple names (was it Jon or John?) get the spelling.

XXXVII. Do immediately take down notes after the interview concludes so you don't forget crucial details.

XXXVIII. Do write thank you letters within 24 hours to each person who interviewed you. (You can see some sample thank-you letters here.) And do know all the rules of following up after the interview.

5.3 The Starting Point

Selecting the right people is the starting point of excellence in management. Probably 95% of your success as a manager resides in your ability to select the right people in the first place. If you hire the wrong people, then no matter what you do, what techniques you use, or what efforts you put in, it is not going to make very much difference. Almost all of your problems as a manager come from either selecting the wrong people or inheriting the wrong people in your position.

In his book, *Good to Great*, Jim Collins suggests that, essentially, the first job of management is to "*get the right people on the bus, get the right people into the right seats on the bus, and then get the wrong people off the bus.*"

5.4 Day To Day Execution

Hiring of competent candidates with the required competencies help in successful execution of the business plan of the organization.

5.5 Dealing With People

Here is how one can become the most successful at dealing with people at work:-

I. Treat others with dignity and respect
II. Always be trustworthy and trust others
III. Provide feedback to others that have an impact
IV. Always receive feedback from others with grace and dignity
V. Show appreciation for other's good work
VI. Make alliances not enemies at the workplace
VII. Avoid Confrontation and conflicts
VIII. Try to be a team player

5.6 The Inner Person

After considering job skills and experience, many recruiters tend to appraise the job applicants according to the person's inner traits: Intelligence, achievement drive, attitude towards work and the ability to get along with others to name a few. These factors determine whether a person with the right skills and experience will be right for the position.

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5.7 Additional Characteristics

I. *Likability*

Employers like people who are warm, friendly, easygoing, and cooperative with others. Employers are looking for people who can join the team and be part of the work family.

Men and women with good personalities are invariably more popular and more effective at whatever they do. Teamwork is the key to business success. Your experience in working as part of a team in the past and your willingness to work as part of a team in the future can be among the most attractive things about you in applying for a job.

II. *Courage*

This is the willingness to take risks. Courage also means the willingness to accept challenges, the willingness to take on big jobs or even new jobs where there is a high degree of uncertainty and the possibility of failure.

Courage also means the willingness to speak up and say exactly what you think and feel in a difficult situation. Employers admire men and women who are not afraid to speak their minds. And you demonstrate this in a job interview when you ask frank and direct questions about the company, the position, and the future that you might have with the organization

III. *Inner strength*

Inner strength means that you have the determination and the ability to persevere in the face of adversity. Inner strength means that you have the quality of persistence when the going gets rough. You demonstrate inner strength when you remain calm, cool, and relaxed during the job interview. If you are calm and cool during the interview, it is a good indication that you will be calm and cool in the inevitable crises that occur during the day-to- day operations of the company.

6. Studying the CV

- Identifying the general background
- Assessing the candidate's work experience
- Studying the educational background
- Identifying the career progress Spotting portable assets

6.1 What to Look For In A CV?

- Indications of attitude and initiative
- The covering letter
- Sorting the candidates out
- Looking for career stability

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6.2 Characteristics of Good Resume

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MODULE – 6

TESTING

1. **Testing: Meaning & Definition**

Generally, testing is the practice of administering written, oral or other tests as a means of determining the suitability or desirability of a job applicant. The premise is that if scores on a test correlate with job performance, then it is economically useful for the employer to select employees based on scores from that test. A test can be defined as a standardized series of problems or questions that assess a person's knowledge, skills, abilities, or other characteristics. The use of tests and other selection procedures can be a very effective means of determining which applicants or employees are most qualified for a particular job. However, no test or assessment can be used as the sole reason to hire or not hire and employee.

Testing is used by some organisations to distinguish between candidates. This is because interviews alone are poor at predicting job performance.

There are so many tests available, claiming to assess so many factors, that the choices you have can seem overwhelming. If the right tests are chosen and properly administered, they can help you enormously in appointing the most suitable candidate. On the other hand, inappropriate testing can have the opposite effect and, in the worst cases, lead to claims of discrimination resulting in the intervention of an industrial tribunal.

If you are considering using a test the following points are important:

- It must test what it claims to test - it must be valid
- It must give consistent results - it must be reliable
- It must be easy to administer and score
- Its purpose must be clear to all who undertake it
- It must be cost-effective
- It must not be discriminatory.

1.1 Purpose

The choices of test are many and varied which are used for variety of purposes:-

I. **Ability tests.** You can use ability tests to measure a person's current skills and ability to meet the demands of the job. These tests are often designed in-house and can be paper based and completed by post before the interview. They can be a good way of asking a candidate to demonstrate some of the skills required.

II. **Aptitude tests.** These measure potential rather than current or past performance. They can test factors such as verbal reasoning or mental ability, or they can cover areas specific to a role. You might find aptitude tests useful if you are appointing on competencies or if the duties of the job are likely to change.

III. **Trainability tests.** You can use these to measure a person's potential to be trained. It usually involves asking the candidate to undertake an activity they have never done before, having received some instruction first.

IV. **Personality tests.** These are among the most controversial tests as there is a wide range of opinion as to what personality is, let alone its impact at work. There are also more tests available in this category than any others. One of the dangers is that candidates may not be honest in their answers. If someone regularly takes these tests, they may even know what answers to provide to gain the highest marks.

V. **Work sample tests.** In this case candidates undertake some of the tasks or are faced with some of the problems they may meet on the job. Common examples of these are sales presentations for sales staff, or for office workers, the in-tray exercise where candidates are required to read and action a series of documents they might come across at work. One test used in isolation can lead to a poor choice of candidate for the job.

1.2 Advantages And Disadvantages

Advantages of Test

(i) Proper Assessment:

Tests provide a basis for finding out the suitability of candidates for various jobs. The mental capability, aptitude, liking and interests of the candidates enable the selectors to find out whether a person is suitable for the job for which he is a candidate.

(ii) Objective Assessment:

Tests provide better objective criteria than any other method. Subjectivity of every type is almost eliminated.

(iii) Uniform Basis:

Tests provide a uniform basis for comparing the performance of applicants. Same tests are given to the candidates and their score will enable selectors to see their performance.

(iv) Selection of Better Persons:

The aptitude, temperament and adjustability of candidates are determined with the help of tests. This enables their placement on the jobs where they will be most suitable. It will also improve their efficiency and job satisfaction.

(v) Labour Turnover Reduced:

Proper selection of persons will also reduce labour turnover. If suitable persons are not selected, they may leave their job sooner or later. Tests are helpful in finding out the suitability of persons for the jobs. Interest tests will help in knowing the liking of applicants for different jobs. When a person gets a job according to his temperament and interest he would not leave it.

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Disadvantages of Tests:

The Tests suffer from the following disadvantages:

(i) Unreliable:
The inferences drawn from the tests may not be correct in certain cases. The skill and ability of a candidate may not be properly judged with the help of tests.

(ii) Wrong Use:
The tests may not be properly used by the employees. Those persons who are conducting these tests may be biased towards certain persons. This will falsify the results of tests. Tests may also give unreliable results if used by incompetent persons.

(iii) Fear of Exposure:
Some persons may not submit to the tests for fear of exposure. They may be competent but may not like to be assessed through the tests. The enterprise may be deprived of the services of such personnel who are not willing to appear for the tests but are otherwise suitable for the concern.

2. **Ability Tests:**
Ability tests are measures that assess an individual's capacity to function in a certain way. There are two major types of ability tests: aptitude and achievement.
Aptitude tests look at a person's innate capacity to function, whereas achievement tests assess a person's learned capacity to function. In practice, these types of abilities are often difficult to separate. Thus, it is not clear this is a productive, practical distinction for ability tests used in selection. Surveys reveal that between 15% and 20% of organizations use some sort of ability test in selection decisions. Organizations that use ability tests do so because they assume the tests assess a key determinant of employee performance. Without a certain level of ability, innate or learned, performance is unlikely to be acceptable, regardless of motivation. Someone may try extremely hard to do well in a very difficult class (e.g., calculus), but will not succeed unless they have the ability to do so (e.g., mathematical aptitude).
There are four major classes of ability tests:
   - Cognitive
   - Psychomotor
   - physical,
   - sensory/perceptual

2.1 Clerical Ability Test

It is a paper-and-pencil clerical test assessing clerical speed and accuracy. It is a 50-item test with a 30-minute time limit. Clerical Ability tests are part of the selection process in jobs such as: clerks, receptionists, secretaries and more.

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2.2 Mechanical Ability Test

The test of Mechanical Comprehension tests the applicant's understanding of basic mechanical principles. It may reflect a person's aptitude for jobs—like that of machinist or engineer—that require mechanical comprehension. Other tests of mechanical aptitude include *the Mechanical Reasoning Test* and the *SRA Test of Mechanical Aptitude*. The revised Minnesota Paper Form Board Test consists of 64 two-dimensional diagrams cut into separate pieces. It provides insights into an applicant's mechanical spatial ability; you'd use it for screening applicants for jobs such as designers, draftspeople, or engineers.

2.3 Mental Ability Test

Cognitive (Mental) tests include tests of general reasoning ability (intelligence) and tests of specific mental abilities like memory and inductive reasoning.

Intelligence Tests

Intelligence (IQ) tests are tests of general intellectual abilities. They measure not a single trait but rather a range of abilities, including memory, vocabulary, verbal fluency, and numerical ability. Originally, IQ (intelligence quotient) was literally a quotient. The procedure was to divide a child's mental age (as measured by the intelligence test) by his or her chronological age, and then multiply the results by 100. If an 8-year-old child answered questions as a 10-year-old might, his or her IQ would be 10 divided by 8, times 100, or 125.

For adults, of course, the notion of mental age divided by chronological age wouldn't make sense. Therefore, an adult's IQ score is actually a derived score. It reflects the extent to which the person is above or below the "average" adult's intelligence score.

Intelligence is often measured with individually administered tests like the *Stanford-Binet Test* or the *Wechsler Test*. Employers can administer other IQ tests such as the Wonderlic to groups of people. Other intelligence tests include the *Kaufman Adolescent* and *Adult Intelligence Test*, the *Slosson Intelligence Test*, the *Wide Range Intelligence Test*, and the *Comprehensive Test of Nonverbal Intelligence.*

Specific Cognitive Abilities

There are also measures of specific mental abilities, such as inductive and deductive reasoning, verbal comprehension, memory, and numerical ability. Psychologists often call such tests *aptitude tests*, since they purport to measure aptitude for the job in question.

2.4 Physical Ability Test

Physical abilities tests measure muscular strength, cardiovascular endurance, and movement quality. An example of a test that requires all three again comes from the city of Columbus. The test mimics carrying firefighting equipment (e.g., hose, fan, oxygen tanks) up flights of stairs in a building. Equipment must be brought up and down the stairs as quickly as possible in the test. The equipment is heavy, so muscular strength is required. The climb is taxing under limited breathing, so cardiovascular endurance is necessary. The trips up and around the flights of stairs, in full gear,

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require high degrees of flexibility and balance. Some have argued that such tests are the single most effective means of reducing workplace injuries.

Physical abilities tests are becoming increasingly common to screen out individuals susceptible to repetitive stress injuries, such as carpal tunnel syndrome. Another reason to use physical abilities tests for appropriate jobs is to avoid injuries on the job. Well-designed tests will screen out applicants who have applied for positions that are poorly suited to their physical abilities. Thus, fewer injuries should result.

Tests of physical abilities include static strength (such as lifting weights), dynamic strength (like pull-ups), body coordination (as in jumping rope), and stamina. Lifeguards, for example, must show they can swim a course before they're hired.

2.5 Personality Assessment Test

Until recently, personality tests were not perceived as a valid selection method. Recent advances, however, have suggested much more positive conclusions about the role of personality tests in predicting job performance. Mainly, this is due to the widespread acceptance of a major taxonomy of personality, often called the Big Five.

The **Big Five** is used to describe behavioral (as opposed to emotional or cognitive) traits that may capture up to 75% of an individual's personality.

The Big Five factors are:

I. *Emotional Stability* (Disposition to Be Calm, Optimistic, And Well Adjusted)
II. *Extraversion* (Tendency to Be Sociable, Assertive, Active, Upbeat, And Talkative)
III. *Openness To Experience* (Tendency to Be Imaginative, Attentive To Inner Feelings, Have Intellectual Curiosity And Independence Of Judgment)
IV. *Agreeableness* (Tendency to Be Altruistic, Trusting, Sympathetic, And Cooperative)
V. *Conscientiousness* (Tendency to Be Purposeful, Determined, Dependable, and Attentive To Detail).

The Big Five are a reduced set of many more specific traits.

The Big Five are very stable over time, and there is even research to suggest a strong genetic basis of the Big Five traits (roughly 50% of the variance in the Big Five traits appears to be inherited). Because job performance is a broad concept that comprises many specific behaviors, it will be best predicted by broad dispositions such as the Big Five. In fact, some research evidence supports this proposition. Measures of personality traits can be surveys, projective techniques, or interviews. Most personality measures used in personnel selection are surveys. There are several survey measures of the Big Five traits that are used in selection. The **Personal Characteristics Inventory (PCI),** is a self-report measure of the Big Five that asks applicants to report their agreement or disagreement (using a "strongly disagree" to "strongly agree" scale) with 150 sentences. The measure takes about 30 minutes to complete and has a 5th- to 6th-grade reading level.

Another commonly used measure of the Big Five is the **NEO Personality Inventory (NEO),** of which there are several versions that have been translated into numerous languages.

A third alternative is the **Hogan Personality Inventory (HPI),** which also is based on the Big Five typology. Responses to the HPI can be scored to yield measures of employee reliability and service orientation. All three of these measures have shown validity in predicting job performance in various occupations.

Many comprehensive reviews of the validity of personality tests have been published. Nearly all of the recent reviews focus on the validity of the Big Five. Although there has been a debate over inconsistencies in these studies, the largest scale study revealed the following:

I. Conscientiousness predicts performance across all occupational groupings.
II. Emotional stability predicts performance in most occupations, especially sales, management and teaching.
III. Extraversion predicts performance of salespeople.
IV. In a meta-analysis of studies in Europe, conscientiousness and emotional stability emerged as significant predictors of performance.
V. More recent evidence further supports the validity of conscientiousness in predicting job performance.

2.6 Typing Test

Typing is the process of writing or inputting text by pressing keys on a typewriter, computer keyboard, cell phone, or calculator. It can be distinguished from other means of text input, such as handwriting and speech recognition. A typing test measures both speed and accuracy of the candidate. Many employers rely on typing tests when hiring office help or clerks. Words per minute (WPM) is a measure of typing speed, commonly used in recruitment. The average person types between 38 and 40 words per minute (WPM). However, professional typists type a lot faster on average -- upwards of 65 to 75 WPM.

2.7 Shorthand Test

Shorthand is an abbreviated symbolic writing method that increases speed and brevity of writing as compared to a normal method of writing a language. The process of writing in shorthand is called stenography, from the Greek *stenos* (narrow) and *graphē* or *graphie* (writing). Many forms of shorthand exist. A typical shorthand system provides symbols or abbreviations for words and common phrases, which can allow someone well-trained in the system to write as quickly as people speak. **Sir Isaac Pitman** an English teacher developed the most widely used system of shorthand, known now as Pitman shorthand.

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A sample of Shorthand

2.8 Computer Proficiency Test.

Use of technology has become one of the basic skills for the 21st century. Candidates who do not have basic computer skills will be at a disadvantage in their hunt for a good job.
Candidates must meet the minimum standard for each of the five proficiency areas:

1) Keyboarding Test
2) Objective Test (terms and concepts)
3) Word Processing Exercise
4) Spreadsheet Task like MS Excel
5) PowerPoint Task

Normally the computer proficiency test requires candidates to demonstrate proficiency in the use of Microsoft Office (Word, PowerPoint, Excel, and Access) as well as other relevant information technology skills.
The test assesses skills related to:

I. **Personal Computing Basics**: Basic understanding of operating systems, The ability to create, edit, or delete a folder, Zip files, and Take a screenshot

II. **Word**: Basic functions (Open a document, save, print), Bibliography tools, Commenting and track changes tools, Comparing documents, Cover pages, Formatting options (Font and paragraph changes, margins, orientation, bullets, columns), Headers/footers, Line spacing, Page numbers, Spelling/grammar checks, Styles, Table of Contents, and Tables in Word

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III. **PowerPoint**: Animation, Basic functions (Open, save, print), Charts, Presentation guidelines (organization, content, design, and delivery best practices), Shapes, Transitions, Using design themes, Using different views, and Video

IV. **Excel** : Basic commands (Open, save, etc.), Worksheet/Workbook differences, How the fill handle can be used, Formatting worksheet appearance (Borders/shading, fonts, etc), Row control (Insert/delete rows, merge and center, freezing, hiding, and protecting), Printing options (Page orientation, page breaks, etc.), Relative and absolute cell referencing, SUM function, IF, VLOOKUP/HLOOKUP, Charts (column, clustered, stacked, bar, pie, line, etc.), Excel "tables" feature, Sorting, Pivot tables

V. **Access**: Access basics (objects, saving, backing up, compacting), Create a database and table, Understanding database relationships, Understand queries and the query wizard, Understand functions in Access, and Create reports

VI. **Information Technology Literacy**: Connecting to the Internet and Understanding computer security and how to protect your equipment

3. Interviewing:

A structured interview typically has three characteristics:

I. The questions are developed from the job analysis and are based on the job description, person specification or competence framework
II. Each candidate is asked the standard though not necessarily identical questions
III. The response to each question is numerically evaluated
IV. Detailed anchored rating scales are used to score each response
V. Detailed notes are taken, particularly focusing on interviewees' behaviors.

Structured interviews aim to replicate the standardised and scientific nature of tests, but there are issues. Some candidates are extremely good at articulating their achievements and plans but might not put these into practice. The converse is also true.

The structured interview is a very standardized, job-related method of assessment. It requires careful and thorough construction, as described in the sections that follow. It is instructive to compare the structured job interview with an unstructured or psychological interview. This comparison will serve to highlight the difference between the two.

A typical unstructured interview has the following sorts of characteristics:

- It is relatively unplanned (e.g., just sit down and "wing it" with the candidate) and often "quick and dirty" (e.g., 10–15 minutes).
- Rather than being based on the requirements of the job, questions are based on interviewer "hunches" or "pet questions" in order to psychologically diagnose applicant suitability.
- It consists of casual, open-ended, or subjective questioning (e.g., "Tell me a little bit about yourself").

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- It has obtuse questions (e.g., "What type of animal would you most like to be, and why?").
- It has highly speculative questions (e.g., "Where do you see yourself 10 years from now?").
- The interviewer is unprepared (e.g., forgot to review job description and specification before the interview).
- The interviewer makes a quick, and final, evaluation of the candidate (e.g., often in the first couple of minutes).

Interviews are the most commonly used selection practice, and the unstructured interview is the most common form of interview in actual interview practice.

Research shows that organizations clearly pay a price for the use of the unstructured interview, namely, lower reliability and validity.

Interviewers using the unstructured interview

(1) are unable to agree among themselves in their evaluation of job candidates

(2) cannot predict the job success of candidates with any degree of consistent accuracy.

Fortunately, research has begun to unravel the reasons why the unstructured interview works so poorly and what factors need to be changed to improve reliability and validity.

Sources of error or bias in the unstructured interview include the following:

- Reliability of the unstructured interview is relatively low. Interviewers base their evaluations on different factors, have different hiring standards, and differ in the degree to which their actual selection criteria match their intended criteria.
- Applicant appearance, including facial attractiveness, cosmetics, and attire, has consistently been shown to predict interviewer evaluations. In fact, attractiveness is so important to interviewer evaluations that one review of the literature stated, "Physical attractiveness is always an asset for individuals." Moreover, it doesn't seem that presenting selection decision makers with more job-relevant information helps eliminate the bias.
- Nonverbal cues (eye contact, smiling, etc.) have been found to be related to interview ratings.
- Negative information receives more weight than positive in the interview. Research suggests it takes more than twice as much positive as negative information to change an interviewer's initial impression of an applicant. As a result, the unstructured interview has been labeled a "search for negative evidence".
- There are primacy effects, where information obtained prior to the interview or during its early stages, dominates interviewer judgments. An early study suggested that on average, interviewers reached final decisions about applicants after only four minutes of a half-hour interview. These first impressions are particularly influential because interviewers engage in hypothesis confirmation strategies that are designed to confirm their initial impressions.
- Similarity effects, where applicants who are similar to the interviewer with respect to race, gender, or other characteristics receive higher ratings, also seem to exist.
- Poor recall by interviewers often plagues unstructured interviews. One study demonstrated this by giving managers an exam based on factual information after watching a 20-minute videotaped interview. Some managers got all 20 questions correct, but the average manager only got half right.

Thus, the unstructured interview is not very valid, and research has identified the reasons why this is so. The structured interview is an attempt to eliminate the biases inherent in unstructured formats by standardizing the process.

There are two principal types of structured interviews: **Situational** and **Experience Based**.
Situational interviews assess an applicant's ability to project what his or her behavior would be in future, hypothetical situations. The assumption behind the use of the situational interview is that the goals or intentions individuals set for themselves are good predictors of what they will do in the future.
Experienced-based or job-related interviews assess past behaviors that are linked to the prospective job. The assumption behind the use of experienced-based interviews is the same as that for the use of biodata—past behavior is a good predictor of future behavior. It is assumed that applicants who are likely to succeed have demonstrated success with past job experiences similar to the experiences they would encounter in the prospective job.

3.1 Planning The Interview

a. *Conduct a Job Analysis.*
   If you spent quality time reviewing the job description and selecting the critical knowledge, skills and abilities (KSA's) before the position was posted, most of this step has been completed. After you review the major duties, KSA's or Occupational Questionnaire elements, identify the key competencies needed to be successful in this position. Examples of key competencies include: Technical Skills, Interpersonal Effectiveness, Problem-Solving, Flexibility, Teamwork, Self-Management and Communication Skills.

b. *Develop questions in advance.*
   Studies indicate that past performance is one of the best predictors of future performance. Therefore, the most effective questions you can ask a candidate are behavioral-based questions. Behavioral-based questions require the candidate to describe specific situations, actions and outcomes from their past experience. An example of a behavioral-based question for a customer service competency might be:
   Tell me about a specific time when you had to deal with a difficult customer complaint. Describe your actions. What was the outcome?
   Prepare a list of questions that relate to the knowledge, skills and abilities for the position. Prioritize the list of the most important job qualities that are critical to the position, along with any other questions that will help you assess fit for the position. A good question is job-related, focused on past behavior and open-ended.

c. *Develop rating scales.*
   Determine a rating scale that you will use to evaluate candidates' responses. It can be as simple as a 1-5 scale (1= Low, 3=Average, 5= Outstanding), or adjectives such as Unacceptable, Acceptable, and Excellent. A more detailed scale will include anchors, or narrative descriptions

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of each level, and examples of behavior and accomplishments that are representative of the level.

d. *Determine the purpose and format of the interview.*
Depending on the number of candidates you need to interview, you can select a variety of interview formats, such as: (1) initial phone interviews to narrow down a large list of candidates and then invite the top candidates in for personal interviews, (2) individual interview between hiring manager/supervisor and candidate, (3) group or panel interview, and (4) multi-interviewer approach, e.g., immediate supervisor interviews the candidate one-on-one followed by a panel interview of peers. There are many possible combinations, however, a two or three person panel is recommended.

e. *Train interviewers.*
It is important that whomever you decide to include in the interviewing process be knowledgeable of the job requirements and trained in establishing rapport with candidates, effective questioning, documentation, evaluating answers, and applying the rating scales.
After deciding the appropriate interviewing panel, the "lead interviewer" (typically the immediate manager) must provide all interviewers with the necessary materials (i.e., resume, interview questions, and rating scales) well ahead of time. If you are conducting panel interviews as a team, you may want to decide uniform questions, which will be asked to each candidate and any candidate-specific questions.
Before calling candidates, set an interview schedule with the interviewers. Most interviews last 45-50 minutes. Allow 10 minutes for each behavioral-based question you choose and 15 minutes at the end of each interview for scoring responses. Reserve times/dates ahead of time with panel members' schedules.

3.2 Interview Process - Getting Started

<u>Conducting the interview</u>

I. *Welcome the candidate*
Greet each candidate by name. Introduce yourselves and thank them for coming. Ask them about their journey to put them at ease. Explain what kind of interview it is going to be, how long you expect it to take and its format. Ask if they have any questions before you start. Setting the scene in this way and involving them at an early stage helps to remove early tensions.

II. *Collect the detail you need*
The same interviewer should put the same basic questions to all candidates. This ensures fairness in the interview process, but should not rule out asking supplementary questions to probe for information. Make sure you ask each candidate to supply specific examples/evidence of their experience and abilities to show how they are suited to the role.

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III. Record relevant information

Make a note of key information and explain to the candidates what you are doing and why. Do not rely on memory. You don't need to make copious notes, but do record all essential information - in particular, evidence which highlights the ways in which they meet the essential criteria.

Records are useful for several reasons:

IV. Answer candidates' questions

Candidates often leave the interview feeling they have been pumped for information and received nothing in return. In other words, they have had no opportunity to find out what they need to know about the job and the organisation. Take time to answer questions fully and beware of giving an unrealistic assessment of the job and the business. If you do this and the reality is very different, the new appointee may not stay with you long.

V. Close the interview

Cover these issues as the interview is brought to a close:

- 'Do you have any further questions about the job or our work?'
- 'If we offered you the job, would you accept it?'
- 'I'll explain to you now what happens next in terms of reaching a decision.'

VI. Reaching a decision

After all the candidates have been interviewed, you will make a joint decision. Meet as a group and provide everyone with the opportunity to discuss their opinions. This can be time-consuming but if everyone is briefed as to what you are looking for, consensus should not take too long. When a decision has been made, record your reasons for selection and non-selection.

3.3 Examining the 5 Interview Areas

While many of us may not think of job interviews as a presentation, it may be the first presentation we ever make. It may also be the most critical. With a job interview we are there to "sell ourselves" not just ideas. First impressions are extremely important and like presentations we should properly prepare ourselves for the interview.

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Below are the 5 areas which require attention when we prepare for our interview.

I. *Preparation* - Learn as much about the company as you can before your interview. Find out what they do, what they make, what kind of services they provide and determine if your skills can fit with what they do. Determine what you can offer the company. Arrange and confirm the time for your interview. Make sure you arrive early. Don't be late. Ask for directions when you confirm your appointment, if needed. Make a list of what questions you may want to ask them. More importantly, make a list of those questions you anticipate they might ask you and decide how you will answer these questions. You then are prepared how to answer them.

II. *Introduction* - Make sure your initial non-verbal contact is positive. For example, smile when you first see the person interviewing you. Have a firm handshake and establish good eye contact when talking. You be the one to start off the conversation. Go prepared with your list of specific questions to ask them about the job and the company. Don't forget to bring the questions with you.

III. *Presentation* - When asked questions always listen to their questions carefully. If you don't understand any question, ask them to clarify the question. If you do not know the answer to the question be honest and say so but do offer to get back to them with the answer later and DO GET back to them.

IV. *Obtain Information for Yourself* - Remember, this job interview is for your benefit also. Ask questions about the actual job requirements, benefits and type of work that you will be expected to do. Determine if the job will fit in with your educational background and career goals. (Have you written down your career goals?). Be prepared to take notes during the interview. This "shows" you came prepared. Write down all the names of the people you meet and their position. Be active in the interview process. Don't just sit there

V. *The Final Stage* - Write down all the reasons for the company to hire you. Ask if your background matches what the company is looking for. Ask if they are interviewing other people for the same position and when can you expect a decision. Ask if the interviewer wants you to call later for an update. Also, ask how long it will take before they will make a decision. Don't forget to follow up with a phone call or a thank you note. Clearly tell them you are interested if you are BEFORE you leave the interview.

3.4 Examining the Strengths & Weaknesses

Strengths of Interviews

- Good for measuring attitudes and most other content of interest.
- Allows probing and posing of follow-up questions by the interviewer.
- Can provide in-depth information.
- Can provide information about participants' internal meanings and ways of thinking.
- Closed-ended interviews provide exact information needed by researcher.

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- Telephone and e-mail interviews provide very quick turnaround.
- Moderately high measurement validity (i.e., high reliability and validity) for well-constructed and tested interview protocols.
- Can use with probability samples.
- Relatively high response rates are often attainable.
- Useful for exploration as well as confirmation.

Weaknesses of Interviews

- In-person interviews usually are expensive and time consuming.
- Reactive effects (e.g., interviewees may try to show only what is socially desirable).
- Investigator effects may occur (e.g., untrained interviewers may distort data because of persona biases and poor interviewing skills).
- Interviewees may not recall important information and may lack self-awareness.
- Perceived anonymity by respondents may be low.
- Data analysis can be time consuming for open-ended items.
- Measures need validation.

3.5 Listening To What Are Being Said

Listening is harder than we think. This is partly because the brain can process information faster than someone can talk. Research shows that we remember only 30 per cent of what we hear.

Here are some common traits that people display when listening:

I. hearing only what we expect to hear
II. making assumptions about what the other person means
III. becoming distracted
IV. interrupting to make a point
V. finishing someone's sentence for them.

Active listening is as much about questioning as it is about hearing what is being said. Through skilful questioning you send signals to the other person that you are interested in what they are saying and this in turn leads them to relax and talk more freely.

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3.6 Digging For Behavioral Gold

Behavioral-based questions require the candidate to describe specific situations, actions and outcomes from their past experience. An example of a behavioral-based question for a customer service competency might be:

Tell me about a specific time when you had to deal with a difficult customer complaint. Describe your actions. What was the outcome?

3.7 Probing For Specifics

Often, we want or need more information than we get when we ask a question during an interview. Probing is asking follow-up questions when we do not fully understand a response, when answers are vague or ambiguous or when we want to obtain more specific or in-depth information. They are particularly useful to find out what lies behind an answer.

For example:

I. "What did you like best about the program?"
II. Could you please tell me more about…
III. I'm not quite sure I understood …Could you tell me about that some more?
IV. I'm not certain what you mean by… Could you give me some examples?
V. Could you tell me more about your thinking on that?
VI. You mentioned….Could you tell me more about that? What stands out in your mind about that?
VII. This is what I thought I heard…Did I understand you correctly?
VIII. So what I hear you saying is…"
IX. Can you give me an example of…
X. What makes you feel that way?
XI. What are some of your reasons for liking it?
XII. You just told me about…. I'd also like to know about….

3.8 Spotting Patterns

Experienced-based or job-related interviews assess past behaviors that are linked to the prospective job. An example of an experienced-based interview is the *Patterned Behavior Description Interview*, which collects four types of experiential information during the interview:

(1) Credentials (objective verifiable information about past experiences and accomplishments);
(2) Experience descriptions (descriptions of applicants' normal job duties, capabilities, and responsibilities);
(3) Opinions (applicants' thoughts about their strengths, weaknesses, and self-perceptions);
(4) Behavior descriptions (detailed accounts of actual events from the applicants' job and life experiences)

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3.9 Using An Interview Checklist

Prior to the Interview

- Review job responsibilities in job description to ensure they are an accurate reflection of the job.
- Review the applicant's application and resume completely.
- Develop a standardized list of specific questions related to job responsibilities.
- Use the same list of questions for each applicant applying for the same job.
- Ask a variety of different types of questions to obtain a thorough picture of the applicant's qualifications and other success indicators.
- Focus on what the applicant has done elsewhere. This is the best indicator of what he or she will do for you.
- Ensure that interview questions all comply with federal laws. Be especially careful of questions in more informal settings, such as during lunch or driving the applicant to the airport.
- Ensure that the candidate has signed the ACU application for employment

During the Interview

- Start interview on time.
- Check with the applicant to see what his/her time limitations are before beginning the interview.
- Take steps at the beginning of the interview to help the applicant feel comfortable and at ease.
- After asking questions, review job description with applicant and discuss your expectations.
- Provide information near the end of the interview about your department and ACU.
- Avoid making statements that could be alleged to create a contract of employment.
- When describing the job, avoid using terms like permanent, lifetime or long term.
- Do not make excessive assurances regarding job security.
- Avoid statements that employment will continue as long as certain conditions or goals are satisfied or as long as the employee does a good job.
- Near the end of the interview, ask the applicant if he or she has any questions for you.
- At the end of the interview, inform the applicant what the next step is in the interview process, and if at all possible, give applicant an approximate time frame by which they will be contacted.
- Ensure that final applicants for a position meet several other employees in your department during the interview process.

After the Interview

- Check with departmental employees who met applicant regarding their opinions before making a hiring decision.
- Check with the employee in your department who initially greets individuals to determine what the applicant's behavior was toward him or her, before making a hiring decision.
- Don't overrate the last person you interview.
- Take notes – don't rely on your memory.
- Realize that each person is unique – don't try to find a clone of the person you're replacing.
- Don't let one negative trait overshadow more positive ones.

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3.10 Allowing Candidates to Ask Questions At The End

Candidates often leave the interview feeling they have been pumped for information and received nothing in return. In other words, they have had no opportunity to find out what they need to know about the job and the organisation. Take time to answer questions fully and beware of giving an unrealistic assessment of the job and the business. If you do this and the reality is very different, the new appointee may not stay with you long.

3.11 Explaining the Procedure of Selection and Concluding With A Happy Note

At the time of conclusion of interview:

- Explain the criteria of selection to the candidate
- Give applicant a chance to add anything or ask any addition questions
- Outline the next steps (second interview, for example)
- Always end on a positive note to promote public relations

3.12 Making The Decision

After all the candidates have been interviewed, you will make a joint decision. Meet as a group and provide everyone with the opportunity to discuss their opinions. This can be time-consuming but if everyone is briefed as to what you are looking for, consensus should not take too long. When a decision has been made, record your reasons for selection and non-selection.

4. Interview In Public Sector Undertaking

PSUs (Public Sector Undertakings) are companies that are owned by the government either fully or through a majority stake. For positions that require technical knowledge, several PSUs select candidates on the basis of their GATE scores.

The Graduate Aptitude Test in Engineering is a competitive exam that is held at the national level for admission into various post-graduate programs in top institutes. As the GATE score shows the aptitude level of students in undergraduate science and engineering subjects, it is now being actively used by Public Sector Undertakings for recruiting the right talent. Conducted by the Indian Institute of Science, Bengaluru and the 7 centers of Indian Institutes of Technology (IITSs), GATE is one of the toughest competitive exams of the country. After considering candidates based on their GATE scores, the selection process involves a group discussion followed by a personal interview.

There are also some PSUs like: ISRO, NTPC, IOCL, IOC etc. which give direct interview calls to the candidates solely on the basis of their GATE score.

Another popular way through which PSUs recruit candidates is by visiting the campuses of premier institutes like the IITs, IIMs, IISc. etc. during their campus placements and offering jobs to final year students who they consider to be suitable candidates after the interview.

Sound technical knowledge, positive attitude, body language, good communication skills play an important role to clear personal interviews.

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5. Statutory Requirements

The public sector jobs in India are divided into 4 categories: Class I (or Group A), Class II (or Group B), Class III (or Group C) and Class IV (or Group D).

Reservations exist for different categories for employment at Govt. PSUs.

The Public Enterprises generally follow the instructions of Department of Personnel & Training regarding reservation policy. A Presidential Directive was issued in 1982 incorporating all important instructions relating to reservation for SCs & STs. The present quota of reservation for employees belonging to Scheduled Castes, Schedule Tribes and OBCs where recruitment is on All-India basis through open competition as well as other categories of employees entitled to reservation is indicated below:-

	Group A & B	Group C	Group D
Scheduled Castes	15%	15%	15%
Scheduled Tribes	7.5%	7.5%	7.5%
Other Backward Classes	27%	27%	27%
Physically Handicapped Persons	3%	3%	3%
Ex-servicemen & Dependents of those killed in action	-	14.5%	24.5%

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MODULE – 7

REFERENCE CHECKING & APPOINTMENT ORDERS

1. **Reference Checking & Appointment Orders: Meaning & Definition**

Background information about job applicants can come not only from the applicant but also from people familiar with the applicant in previous situations (e.g., employers, creditors, neighbors). Organizations often solicit this information on their own or use the services of agencies that specialize in investigating applicants. Background information solicited from others consists of letters of recommendation, reference checks, and background testing.

A very common reference check in some settings (e.g., academic institutions) is to ask applicants to have letters of recommendation written for them.

References are usually requested once a conditional offer has been made and they are a vital part of the selection process. References can be obtained by phone or letter but, as a manager, you need to be aware of the potential pitfalls.

With reference checking, a spot check is made on the applicant's background. Usually the person contracted is the immediate supervisor of the applicant or is in the HR department of current or previous organizations with which the applicant has had contact. Surveys reveal that 96% of organizations conduct reference checks. A roughly equal number conduct the checks in-house (by human resources) versus a third-party vendor. Although this reference request was developed for checking references by mail, the questions contained in the request could easily be adapted for us in checking references via the telephone.

Employment contracts may be written, oral, or even a combination of the two. All may be legally binding and enforceable. As a general rule, the law favors written contracts over oral ones. This alone should lead an organization to use only written contracts whenever possible. A written contract may take many forms, and all may be legally enforceable. Examples of a written document that may be construed as a contract include **appointment order**, a letter of offer and acceptance (the usual example), a statement on a job application blank (such as an applicant voucher to the truthfulness of information provided), internal job posting notices, and statements in employee handbooks or other personnel manuals.

The more specific the information and statements in such documents the more likely they are to be considered employment contracts.

1.1 Purpose

The most common information sought is verification of employment eligibility, criminal background, verification of former employers, verification of dates of previous employment, and verification of former job titles.

While you may be under pressure to fill a vacancy, taking up references is still worth the time and trouble it takes. You have probably invested a great deal of resources to reach this stage, so it is well worth jumping this final hurdle to verify the candidate's credentials. People leave their previous employer for a number of reasons, the majority of which are totally legitimate. For example, they want a new challenge, they want to increase their salary or they have unfulfilled ambitions that your organisation can provide. However, their position in their previous organisation may have become untenable because of a poor work record, frequent lateness and absence or, worse still, activity that borders on the criminal such as harassment or theft. Taking up references, therefore, is your final opportunity to find out the truth before employing the individual on a permanent basis.

2. **Verification of Character**

Now-a-days, many organizations ask for a character certificate from the candidate at the time of interview or at the time of joining the organization. Mostly, they ask for 2 different certificate from 2 different people not related to the candidate.

3. **Criminal Antecedents**

Background testing became a thriving business in the aftermath of the September 11, 2001, terrorist attacks. Many organizations responded to the attacks by instituting background testing programs. For example, MGM Grand uses a company called People Wise to verify applicants' identities (using social security number) and background information (including credit history, police records, driving offenses, and federal records).

At a general level, background testing is concerned with the reliability of applicants' behavior, integrity, and personal adjustment. These factors are often used as requirements for the selection of people in occupations such as law enforcement, private security, and nuclear power, and in positions requiring government- issued security clearances.

Of course, background testing can be important for any position of importance. Increasingly, background checks are being used for non–security-related positions, partly due to public pressure over acts of violence and malfeasance in the workplace.

In two separate incidents in South Carolina, Wal-Mart employees were accused of sexually assaulting young girls. Both of the accused employees had past criminal convictions for sexually related offenses. In response, Wal-Mart instituted criminal background checks on all of its employees.

Some organizations do background testing on their own, while others employ agencies to do so. Background checks cost anywhere from $25 to $1,000 per hire, depending on the type of position and the information sought. One practical problem in background testing is that different information is contained in different databases. Criminal records are kept at the county or federal level, depending on the nature of the crime. Credit histories and educational data also must be searched separately. Various firms provide comprehensive background testing services, with fees depending on what databases are checked. The following information can be checked through various services: county criminal court records, social security numbers (identity verifications),

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address histories, credit information, property ownership, federal court criminal histories, employment verifications, educational histories, license verifications, military service, driving records, workers' compensation claims, and driver license histories (including citations, accidents etc.)

4. **Previous Work Behavior**
   This term relates to a written statement provided by the employer upon termination of an employee's employment, which contains information such as the employee's period of employment with the employer and the nature of the work performed.
   This work-experience certificate has to be produced by the candidate when he/she applies for a new job.

5. **Education Qualifications**
   Original mark sheets & pass certificates of class 10, class 12, graduation degree, post-graduation degree, Doctoral degree and other professional qualification certificates need to be produced and submitted for verification. Submitting wrong or misleading information is a criminal offence under the law.

6. **Verification of Community Certificates in Public Sector Companies-Meaning & Definition**
   Since reservations exist for various categories like: ST, SC & OBC in PSUs, candidates need to submit their respective caste certificates to prove their eligibility for the post. These community certificates are verified by PSUs.

   6.1 Purpose
   The cases of misuse of caste certificates are growing. As observed many individuals are obtaining certificates from places of which they are not permanent residents and even submitting fake certificates and are thus openly flouting legal and Constitutional provisions.

7. **Statutory requirements (under the Shops and Commercial Establishments Act)**
   The Karnataka Shops & Commercial Establishments Act, 1961 provides for the regulation of conditions of work and employment in shops & commercial establishments in the State of Karnataka. Registration of all establishments is compulsory under this act. The act prohibits employment of children below 14 years. Young persons and woman shall not be employed during night, between 8 pm to 6 am. Establishment requiring them to work between 8 pm to & 6 am are required to obtain a special permission after fulfilling certain welfare measures such as providing security & transport facilities for employees engaged in Night shift, etc.

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8. Contents of Appointment Letter

The letter written by the employer requesting the selected candidates to join in a specific position is known as appointment letter. Appointment letter is also called 'job offer letter' or 'job letter'.

When people apply for jobs, they will undergo a selection process. At the end of the selection process, some candidates are finally selected for the job. At the end of the selection process, some candidates are finally selected for the job. Once the selection process is over, the employer sends appointment letter to those candidates who have successfully completed the selection process. Through this letter, the employer informs the candidate that he or she has been finally selected and invites him or her to join in the specified post. This letter also states the conditions of the job, its duties and responsibilities.

Contents of appointment letter

Appointment letter must give a full disclosure of the terms and conditions from the employer's side. Because, the candidate will join only when those term and conditions are acceptable to him.

An ideal *appointment letter* should contain the following contents:

I. Name and address of the organization (employer)
II. Name and address of the applicant
III. Name of the position
IV. Duties and responsibilities of the job
V. Conditions of job: whether permanent or temporary, office time, performing another job simultaneously.
VI. Monthly salary
VII. Time length of the contract
VIII. Date of joining
IX. Documents to be submitted during joining
X. Security requirements
XI. Commitment or declaration and
XII. Provision regarding termination

9. Hard copy (or soft copy)

10. Method of delivery and retrieving the acknowledgement copy

In PSUs, the delivery of offer letter and retrieving the acknowledgement copy from the candidate is done through Speed Post (India Post) / Regd. Post.

11. Medical Examination

Medical exams are often used to identify potential health risks in job candidates. Care must be taken to ensure that medical exams are used only when a compelling reason to use them exists. This is to ensure that individuals with disabilities unrelated to job performance are not screened out. Although many organizations use medical exams, they are not particularly valid because the procedures performed vary from doctor to doctor. Also, medical exams are not always job related. Finally, the emphasis is usually on short-term rather than long-term health. A promising new development has recently taken place in medical exams. This development is known as job-related medical standards. Under this procedure, physical health standards have been developed that are highly job related. Physicians' manuals have been developed that provide information on the specific diseases and health conditions that prohibit adequate functioning on specific jobs or clusters of tasks. This procedure should not only improve content validity (because it is job related) but also improve reliability because it standardizes diagnosis across physicians. Along with the manuals, useful data-gathering instruments have been developed to properly assess applicants' actual medical conditions. Again, this helps standardize assessments by physicians, which should improve reliability.

12. Acceptance of Offer for Joining.

When the offer receiver accepts a job offer, the organization should do two important things.

First, it should check the receiver's actual acceptance to ensure that it has been accepted as required in the offer. Thus, the acceptance should not come in the form of a counteroffer or with any other contingencies attached to it. Also, the acceptance should occur in the manner required (normally, writing), and it should arrive on or before the date specified.

The second thing the organization must do is maintain contact with the new hire. Initially, this means acknowledging receipt of the acceptance. Additional communication may also be appropriate to further "cement the deal" and build commitment to the new job and organization. Examples of such continued communication include soon-to-be co-workers calling and offering congratulations to the new hire, sending work materials and reports to the new hire to help phase the person into the new job, and inviting the new hire to meetings and other activities prior to that person's starting date.

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