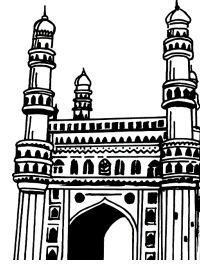


***Rahul's*** 4  
*Topper's Voice*



# M.B.A.

## *III Semester*

### (JNTU, Hyderabad)

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LATEST EDITION  
2014

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## RECRUITMENT AND SELECTION

- + STUDY MANUAL
- + SOLVED PREVIOUS QUESTION PAPERS

- by -  
WELL EXPERIENCED LECTURER



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# J.N.T.U. M.B.A.

## *III Semester*

### (JNTU, Hyderabad)

# RECRUITMENT AND SELECTION

## *Study Manual*

## *Solved Previous Question Papers*

*Inspite of many efforts taken to present this book without errors, some errors might have crept in. Therefore we do not take any legal responsibility for such errors and omissions. However, if they are brought to our notice, they will be corrected in the next edition.*

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## UNIT - I

**Recruitment Challenges-** How to make recruitment efforts succeed, Workers Expectations- Recruitment Sources, Proactive and reactive recruitment, Innovative recruitment sources, Electronic Recruitment, Electronic resumes, Career web sites, International electronic recruitment electronic Web sources.

## UNIT - II

Interviewing, Job descriptions, Reviewing the application and résumé, Planning basic questions, Competency Based questions, Key competency category, competency based lead-ins, Generic competency Questions, Additional types of questions, Probing questions, Questioning techniques to avoid, Encourage applicant to talk, Providing talk.

## UNIT - III

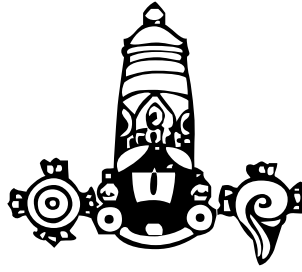
Pre-employment Testing, testing advantages and disadvantages, test validation, testing categories, Computer based testing, Background check policy, reference check, Guidelines for releasing and obtaining Information.

## UNIT - IV

Ability Tests- Mental Ability, effects of practice and coaching, Mechanical ability test, Personality Measurement Test, Personality Assessment- Performance tests and, Use of performance test, Assessment Center-Integrity Testing Drug testing, Graphology.

## UNIT - V

Recruitment and Selection Practices Abroad - Case Studies



**DEDICATED  
TO  
LORD SRI VENKATESHWARA**

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# UNIT I

## 1.1 MEANING AND DEFINITIONS OF RECRUITMENT

Recruitment refers to the process of attracting, screening, and selecting qualified people for a job at an organization or firm. For some components of the recruitment process, mid- and large-size organizations often retain professional recruiters or outsource some of the process to recruitment agencies.

The recruitment industry has five main types of agencies: employment agencies, recruitment websites and job search engines, "headhunters" for executive and professional recruitment, niche agencies which specialize in a particular area of staffing, or employer branding strategy and in-house recruitment. The stages in recruitment include sourcing candidates by advertising or other methods, and screening and selecting potential candidates using tests or interviews.

**According to Edwin B. Flippo**, recruitment is the process of searching the candidates for employment and stimulating them to apply for jobs in the organisation". Recruitment is the activity that links the employers and the job seekers.

### **A few definitions of recruitment are:**

- ♦ A process of finding and attracting capable applicants for employment. The process begins when new recruits are sought and ends when their applications are submitted. The result is a pool of applications from which new employees are selected.
- ♦ It is the process to discover sources of manpower to meet the requirement of staffing schedule and to employ effective measures for attracting that manpower in adequate numbers to facilitate effective selection of an efficient working force.

Recruitment of candidates is the function preceding the selection, which helps create a pool of prospective employees for the organisation so that the management can select the right candidate for the right job from this pool. The main objective of the recruitment process is to expedite the selection process.

Recruitment is a continuous process whereby the firm attempts to develop a pool of qualified applicants for the future human resources needs even though specific vacancies do not exist. Usually, the recruitment process starts when a manager initiates an employee requisition for a specific vacancy or an anticipated vacancy.

### Recruitment needs are of three types

- ♦ **Planned** : i.e. the needs arising from changes in organization and retirement policy.
- ♦ **Anticipated** : Anticipated needs are those movements in personnel, which an organization can predict by studying trends in internal and external environment.
- ♦ **Unexpected** : Resignation, deaths, accidents, illness give rise to unexpected needs.

#### 1.1.1 HR Challenges In Recruitment

Recruitment is a function that requires business perspective, expertise, ability to find and match the best potential candidate for the organisation, diplomacy, marketing skills (as to sell the position to the candidate) and wisdom to align the recruitment processes for the benefit of the organisation. The HR professionals – handling the recruitment function of the organisation- are constantly facing new challenges in Recruitment. The biggest HR challenge in Recruitment for such professionals is to source or recruit the best people or potential candidate for the organisation.

#### The major challenges faced by the HR in recruitment are:

- ♦ **Adaptability to globalization** – The HR professionals are expected and required to keep in tune with the changing times, i.e. the changes taking place across the globe. HR should maintain the timeliness of the process
- ♦ **Lack of motivation** – Recruitment is considered to be a thankless job. Even if the organisation is achieving results, HR department or professionals are not thanked for recruiting the right employees and performers.

- ♦ **Process analysis** – The immediacy and speed of the recruitment process are the main concerns of the HR in recruitment. The process should be flexible, adaptive and responsive to the immediate requirements. The recruitment process should also be cost effective.
- ♦ **Strategic prioritization** – The emerging new systems are both an opportunity as well as a challenge for the HR professionals. Therefore, reviewing staffing needs and prioritizing the tasks to meet the changes in the market has become a challenge for the recruitment professionals.

### **1.1.2 Purpose and Importance of Recruitment**

The Purpose and Importance of Recruitment are given below:

- ♦ Attract and encourage more and more candidates to apply in the organisation.
- ♦ Create a talent pool of candidates to enable the selection of best candidates for the organisation.
- ♦ Determine present and future requirements of the organization in conjunction with its personnel planning and job analysis activities.
- ♦ Recruitment is the process which links the employers with the employees.
- ♦ Increase the pool of job candidates at minimum cost.
- ♦ Help increase the success rate of selection process by decreasing number of visibly under qualified or overqualified job applicants.
- ♦ Help reduce the probability that job applicants once recruited and selected will leave the organization only after a short period of time.
- ♦ Meet the organizations legal and social obligations regarding the composition of its workforce.
- ♦ Begin identifying and preparing potential job applicants who will be appropriate candidates.
- ♦ Increase organization and individual effectiveness of various recruiting techniques and sources for all types of job applicants

### 1.1.3 Recruitment Vs Selection

Both recruitment and selection are the two phases of the employment process. The differences between the two are:

1. The recruitment is the process of searching the candidates for employment and stimulating them to apply for jobs in the organisation WHEREAS selection involves the series of steps by which the candidates are screened for choosing the most suitable persons for vacant posts.
2. The basic purpose of recruitments is to create a talent pool of candidates to enable the selection of best candidates for the organisation, by attracting more and more employees to apply in the organisation WHEREAS the basic purpose of selection process is to choose the right candidate to fill the various positions in the organisation.
3. Recruitment is a positive process i.e. encouraging more and more employees to apply WHEREAS selection is a negative process as it involves rejection of the unsuitable candidates.
4. Recruitment is concerned with tapping the sources of human resources WHEREAS selection is concerned with selecting the most suitable candidate through various interviews and tests.
5. There is no contract of recruitment established in recruitment WHEREAS selection results in a contract of service between the employer and the selected employee.

### Difference between Recruitment and Selection

#### Recruitment :

Recruitment refers to the process of finding possible candidates for a job or function, undertaken by recruiters. It may be undertaken by an employment agency or a member of staff at the business or organization looking for recruits. Advertising is commonly part of the recruiting process, and can occur through several means: through newspapers, using newspaper dedicated to job advertisement, through professional publication, using advertisements placed in windows, through a job center, through campus interviews, etc.

Suitability for a job is typically assessed by looking for skills, e.g. communication skills, typing skills, computer skills. Evidence for skills required for a job may be provided in the form of qualifications (educational or professional), experience in a job requiring the relevant skills or the testimony of references. Employment agencies may also give computerized tests to assess an individual's "off-hand" knowledge of software packages or typing skills. At a more basic level written tests may be given to assess numeracy and literacy. A candidate may also be assessed on the basis of an interview. Sometimes candidates will be requested to provide a résumé (also known as a CV) or to complete an application form to provide this evidence.

**Selection :**

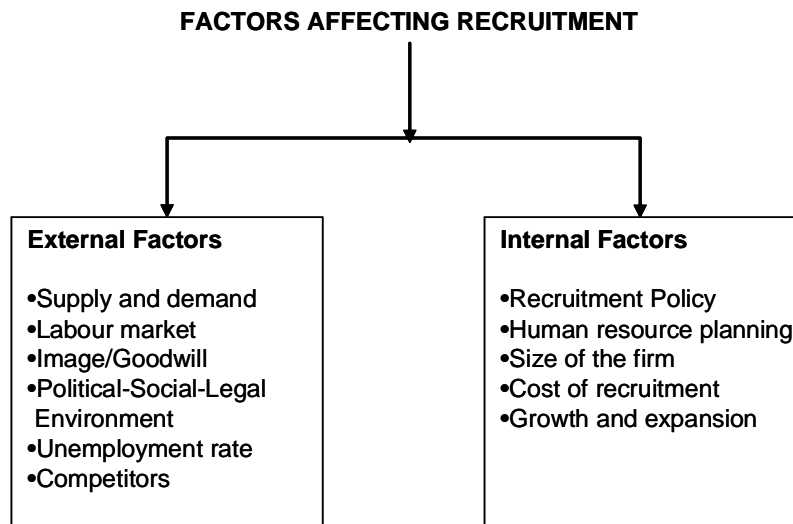
Selection is the process used to identify and hire individuals or groups of individuals to fill vacancies within an organization. Often based on an initial job analysis, the ultimate goal of personnel selection is to ensure an adequate return on investment—in other words, to make sure the productivity of the new hire warrants the costs spent on recruiting and training that hire.

Several screening methods exist that may be used in personnel selection. Examples include the use of minimum or desired qualifications, resume/application review, oral interviews, work performance measures (e.g., writing samples), and traditional tests (e.g., of job knowledge).

The field of personnel selection has a long history and is associated with several fields of research and application, including human resources and industrial psychology.

**1.1.4 Factors Affecting Recruitment**

The recruitment function of the organisations is affected and governed by a mix of various internal and external forces. The internal forces or factors are the factors that can be controlled by the organisation. And the external factors are those factors which cannot be controlled by the organisation. The internal and external forces affecting recruitment function of an organisation are:



### External factors

The factors affecting recruitment are the forces which cannot be controlled by the organisation. The major external forces are:

1. **Supply and demand** : The availability of manpower both within and outside the organization is an important determinant in the recruitment process. If the company has a demand for more professionals and there is limited supply in the market for the professionals demanded by the company, then the company will have to depend upon internal sources by providing them special training and development programs.
2. **Labour market** : Employment conditions in the community where the organization is located will influence the recruiting efforts of the organization. If there is surplus of manpower at the time of recruitment, even informal attempts at the time of recruiting like notice boards display of the requisition or announcement in the meeting etc will attract more than enough applicants.
3. **Image / Goodwill** : Image of the employer can work as a potential constraint for recruitment. An organization with positive image and goodwill as an employer finds it easier to attract and retain employees than an organization with negative image. Image of a company is based on what organization does and affected by industry. For example finance was taken up by fresher MBA's when many finance companies were coming up.

4. **Political-social- Legal Environment** : Various government regulations prohibiting discrimination in hiring and employment have direct impact on recruitment practices. For example, Government of India has introduced legislation for reservation in employment for scheduled castes, scheduled tribes, physically handicapped etc. Also, trade unions play important role in recruitment. This restricts management freedom to select those individuals who it believes would be the best performers. If the candidate can't meet criteria stipulated by the union but union regulations can restrict recruitment sources.
5. **Unemployment Rate** : One of the factors that influence the availability of applicants is the growth of the economy (whether economy is growing or not and its rate). When the company is not creating new jobs, there is often oversupply of qualified labour which in turn leads to unemployment.
6. **Competitors** : The recruitment policies of the competitors also effect the recruitment function of the organisations. To face the competition, many a times the organisations have to change their recruitment policies according to the policies being followed by the competitors.

### Internal factors

The internal factors or forces which affecting recruitment and can be controlled by the organisation are

1. **Recruitment Policy** : The recruitment policy of an organisation specifies the objectives of recruitment and provides a framework for implementation of recruitment programme. It may involve organizational system to be developed for implementing recruitment programmes and procedures by filling up vacancies with best qualified people.

### Factors Affecting Recruitment Policy

- ♦ Organizational objectives
- ♦ Personnel policies of the organization and its competitors.
- ♦ Government policies on reservations.
- ♦ Preferred sources of recruitment.
- ♦ Need of the organization.

- ♦ Recruitment costs and financial implications.
- 2. **Human Resource Planning** : Effective human resource planning helps in determining the gaps present in the existing manpower of the organization. It also helps in determining the number of employees to be recruited and what qualification they must possess.
- 3. **Size of the Firm** : The size of the firm is an important factor in recruitment process. If the organization is planning to increase its operations and expand its business, it will think of hiring more personnel, which will handle its operations.
- 4. **Cost** : Recruitment incur cost to the employer, therefore, organizations try to employ that source of recruitment which will bear a lower cost of recruitment to the organization for each candidate.
- 5. **Growth and Expansion** : Organization will employ or think of employing more personnel if it is expanding it's operations.

### 1.1.5 Recruitment Process

The actual steps involved in recruitment follow a well defined path :

1. **Application shortlist** : In this step, we shortlist the CVs received from various sources based on the suitability for the requirement.
2. **Preliminary Assessment** : The short listed candidates go through a preliminary round of interviews. This interview lays more emphasis on functional competencies. To have more data on the functional skills, the candidates may be given a business case for analysis and presentation (This is done for certain positions only).
3. **Final interview** : Here the candidates who successfully clear the first round of interview go through another round of interview with one or more of the functional heads.
4. **Medical Evaluation**: Candidates who are selected by Colgate are asked to undergo a medical test.



### **1.1.6 Recruitment Policy of a Company**

In today's rapidly changing business environment, a well defined recruitment policy is necessary for organizations to respond to its human resource requirements in time. Therefore, it is important to have a clear and concise recruitment policy in place, which can be executed effectively to recruit the best talent pool for the selection of the right candidate at the right place quickly. Creating a suitable recruitment policy is the first step in the efficient hiring process. A clear and concise recruitment policy helps ensure a sound recruitment process.

It specifies the objectives of recruitment and provides a framework for implementation of recruitment programme. It may involve organizational system to be developed for implementing recruitment programmes and procedures by filling up vacancies with best qualified people.

#### **Components of the Recruitment Policy**

- ♦ The general recruitment policies and terms of the organisation
- ♦ Recruitment services of consultants
- ♦ Recruitment of temporary employees
- ♦ Unique recruitment situations
- ♦ The selection process
- ♦ The job descriptions
- ♦ The terms and conditions of the employment

#### **A recruitment policy of an organisation should be such that:**

- ♦ It should focus on recruiting the best potential people.
- ♦ To ensure that every applicant and employee is treated equally with dignity and respect.
- ♦ Unbiased policy.
- ♦ To aid and encourage employees in realizing their full potential.
- ♦ Transparent, task oriented and merit based selection.

- ♦ Weightage during selection given to factors that suit organization needs.
- ♦ Optimization of manpower at the time of selection process.
- ♦ Defining the competent authority to approve each selection.
- ♦ Abides by relevant public policy and legislation on hiring and employment relationship.
- ♦ Integrates employee needs with the organisational needs.

### **Factors Affecting Recruitment Policy**

- ♦ Organizational objectives
- ♦ Personnel policies of the organization and its competitors.
- ♦ Government policies on reservations.
- ♦ Preferred sources of recruitment.
- ♦ Need of the organization.
- ♦ Recruitment costs and financial implications.

#### **1.1.7 Recruitment Strategies**

Recruitment is of the most crucial roles of the human resource professionals. The level of performance of and organisation depends on the effectiveness of its recruitment function. Organisations have developed and follow recruitment strategies to hire the best talent for their organisation and to utilize their resources optimally. A successful recruitment strategy should be well planned and practical to attract more and good talent to apply in the organisation.

For formulating an effective and successful recruitment strategy, the strategy should cover the following elements:

1. **Identifying and Prioritizing Jobs** : Recruitment keep arising at various levels in every organisation; it is almost a never-ending process. It is impossible to fill all the positions immediately. Therefore, there is a need to identify the positions requiring immediate attention and action. To maintain the quality of the recruitment activities, it is useful to prioritize the vacancies whether to focus on all vacancies equally or focusing on key jobs first.

2. **Candidates to Target** : The recruitment process can be effective only if the organisation completely understands the requirements of the type of candidates that are required and will be beneficial for the organisation. This covers the following parameters as well:
  - ♦ **Performance level required:** Different strategies are required for focusing on hiring high performers and average performers.
  - ♦ **Experience level required:** the strategy should be clear as to what is the experience level required by the organisation. The candidate's experience can range from being a fresher to experienced senior professionals.
  - ♦ **Category of the candidate:** the strategy should clearly define the target candidate. He/she can be from the same industry, different industry, unemployed, top performers of the industry etc.
3. **Sources of Recruitment** : The strategy should define various sources (external and internal) of recruitment. Which are the sources to be used and focused for the recruitment purposes for various positions. Employee referral is one of the most effective sources of recruitment.
4. **Trained Recruiters** : The recruitment professionals conducting the interviews and the other recruitment activities should be well-trained and experienced to conduct the activities. They should also be aware of the major parameters and skills (e.g.: behavioural, technical etc.) to focus while interviewing and selecting a candidate.
5. **How to Evaluate the Candidates** : The various parameters and the ways to judge them i.e. the entire recruitment process should be planned in advance. Like the rounds of technical interviews, HR interviews, written tests, psychometric tests etc.

#### 1.1.8 The Major Challenges Faced by the HR in Recruitment

- ♦ **Adaptability to Globalization** – The HR professionals are expected and required to keep in tune with the changing times, i.e. the changes taking place across the globe. HR should maintain the timeliness of the process
- ♦ **Lack of Motivation** – Recruitment is considered to be a thankless job. Even if the organisation is achieving results, HR department or professionals

are not thanked for recruiting the right employees and performers.

- ♦ **Process Analysis** – The immediacy and speed of the recruitment process are the main concerns of the HR in recruitment. The process should be flexible, adaptive and responsive to the immediate requirements. The recruitment process should also be cost effective.
- ♦ **Strategic prioritization** – The emerging new systems are both an opportunity as well as a challenge for the HR professionals. Therefore, reviewing staffing needs and prioritizing the tasks to meet the changes in the market has become a challenge for the recruitment professionals.

## 1.2 HOW TO MAKE RECRUITMENT EFFORTS SUCCEED

Every employer is dealing with the same fluctuating economy, an equivalent percentage of work force illiteracy, an identically high number of retiring boomers, and the same disappointingly low number of incoming younger workers; yet some employers are more successful than others in their recruitment efforts. Proactive employers apply as many of the “Twenty-Six” guidelines for successful recruitment.

- A. Attractive:** Promote your organization as the kind of place employees will want to call their place of work, highlight you’re most generous and unique Benefits, have employees promote your attributes among friends, and publicly put yourself on the back for accomplishments. In addition convert failure or short comings into attributes.
- B. Believable:** You are offering found and too good to be true, repackage your wares, give some references to check themselves.
- C. Centered:** Identify and fowls on anywhere from three to six critical, Job-specific competencies.
  - (i) Qualities or traits
  - (ii) Ability
  - (iii) Clear Communication
  - Capable of motivation
  - (iv) Technical expertise
  - (v) Ability to negotiate in order to accomplish goals

- D. **Diligent:** Effective recruiting requires a steady and energetic application of effort across the board, (careful and study of application once-work or duties)
- E. **Empathetic:** Try to understand and take into consideration an applicant's needs and Interests in relation to organisational goals, In order to strike a balance and find common denominators between the two.
- F. **Flexible:** If you have tried one recruitment source and it's not yielding the kind of results you need. Move on to others; do this even if its recruitment source you have relied heavily on in the past, with good results.
- G. **Greedy:** Very keen or eagerly held yourself that your company is entitled to be staffed by the best possible work force, and seek out those applicants that maximally meet your needs. Aim high, but be realistic.
- H. **Hip:** Stay informed and current or latest fashions developments in recruitment, as well as what source and techniques your competitors are using.
- I. **Informative:** Anticipate what applicants are likely to want to know about a job and your company and be prepared to tell them. Either verbally or in the form of some written material, a CD-ROM, Online, Booklets, and Broachers etc.
- J. **Judicious:** Exercise sound judgement when matching applicants with jobs. Avoid decisions ruled by emotion.
- K. **Knowledgeable:** Be thoroughly familiar with the parameters of the job, how interfaces with other positions, the department, and the company. Also be aware of how other organizations view this job in terms of responsibility status and compensation.
- L. **Linear (narrow):** Think in terms of a series of straight lines connecting the applicant, the job, and the company. This practice helps keeps you on track to accomplish your goal of filling staffing openings as quickly as possible with the most suitable employee.
- M. **More:** Review your current recruitment efforts and think of whether you could be doing more. In fact, take each of the key words in these guidelines and ask yourself if you can be more attractive, more believable, more cantered, more diligent and so on.

- N. Notorious:** strive to become the (well-known) brand name organisation everyone talks about your goal is to become the company that job applicants want to work for and other companies want to imitate.
- O. Open-minded:** Whether you are recruiting IT specialist's engineers, or secretaries, view the job from the applicants' perspective. Ask employees in the classifications you are trying to fill to identify key elements of the job so that you can emphasize significant aspects to applicants.
- P. Persistent:** Continue exploring various recruitment sources until you find the right employee.
- Q. Quick:** The moment you discover you have going to have an opening, out on it spread the word among the employees, run an ad, do whatever you can to spread the word that you have a job to fill.
- R. Realistic:** It is one thing to seek out the best possible applicant for a job and to be persistent about it, yet quite another to hold out for the ideal employee who may only exist on paper or in your mind.
- S. Sensible:** Carefully determine the best recruitment source based on a number of factors including the nature of the job and the current job market.
- T. Tireless:** If you release your recruitment efforts chances are another organisation will grab the applicant you failed to pursue.
- U. Unified:** Make certain everyone concerned with the recruiting effort is working toward the same goal-that is, that they have in agreement with regard to the Qualities and skill being sought.
- V. Vocal:** If there agencies or other firms assisting your company with a job search, then openly and clearly express to them the qualities and skills you need in an applicant.
- W. Watchful:** Look for sign that confirm the recruitment sources you are using are producing the kinds of results wanted, and that the applicants coming for the posses need qualities.
- X. Xentigious:** (which means) to mean "keep it legal"
- Y. Youthful:** Be youthful both in thinking and spirit in order to compete for top performers, especially the scarce but vitally important group of your

workers. Specifically, think in terms of what's important to younger workers in relation to working conditions, hours, perks, and the like.

- Z. Zealous:** Applicants are more likely to be interested in becoming part of a company if the recruiters are enthusiastic and appear to genuinely enjoy there.

## 1.3 WORKERS EXPECTATIONS

### Introduction:

Now a day's No one should claim that money doesn't matter regardless of all the theories about motivation , money often weighs heavily in determining whether a person takes or stays with a job, aside from meeting both real and per liked needs, money continues to be a key factor , in how we rate another. Our worth is determined, to a large extent , by how much we make today, in relation to what we were making say five years ago, as well as in comparison with what others in comparable position earn.

According to a survey conducted by career builder.com 82 percent of some 1200 full time workers stated that a state work environment was the most important element of a job. Other key "Job Satisfiers" included good relations with direct supervisors, career growth opportunities and sociability with peers.

- ♦ Job security through financial stability.
- ♦ Better lay-offs.
- ♦ Prepaid child care services.
- ♦ Good relations with supervisors.
- ♦ Career growth opportunities.
- ♦ Sociability with peers.
- ♦ Money related items Such as stock options and bonuses.

Finally despite growing concern over the negative impact of offshore out sourcing on employee productivity and morale, there are those who like certain benefits, especially lower costs, that they believe offset the damaging effect on workers.

**How to attract & compete for qualified applicants**

Economy's – Impact on employment – always finance department occupies driver's seat.

HR must have- guaranteed for most successful business.

**All the Shining Glitters:-**

- ◆ Attempt to “buy” don't offer any free services.
  - ◆ To devote to your efforts to attract them.
  - ◆ Tangible goods- attracting applicants.
1. Find out what your competitors are giving away.
  2. Offer these perks regardless of market conditions.
  3. Club membership.

**What “we” can see:**

In a neutral state of mind, it is always either a positive or a negative point of view:-

1. Allot a sufficient amount of time (So Interviews do not appear rushed).
2. Apologize if you're running late.
3. Be-courteous
4. Be-prepared
5. Display a sense of pride in and involvement with your company.
6. Exhibit enthusiasm and interest.
7. Keep appointments.
8. Promptly acknowledge and respond through emails, phone, and messages.
9. Remain professional at all times.
10. Stay focused on the applicant during interviews.



**Brand Image as a competitive edge:-**

- ♦ Fun
- ♦ Good service
- ♦ Good value
- ♦ Innovative
- ♦ Integrity
- ♦ Quick service
- ♦ Reliability- Safety
- ♦ Lightening-up

**Workers Expectations in Recuritment Process**

1. **Work Environment** : All employees desire a positive and supportive workplace. “We find that our candidates have this high on their list when they are evaluating potential employers,” says Wayne. Managers need to make employees feel valued and engaged and extend support when staff members face work and personal challenges. It has been found that professionals who enjoy interacting with supervisors and peers not only make the office more enjoyable, they also produce better work and show greater loyalty.

It is important to recognise talented people in their contributions to your organisation. It is not enough to just tell your employees that you are appreciating their input. Create an environment that encourages employees to develop and experiment with new ideas.

2. **Career Development** : For many workers, opportunity for continuous learning weighs heavily in the decision to accept or remain in a position. As a result of this, you need to provide viable career development and progression opportunities. “Companies must recognise that they have the tremendous ability to influence an employee’s job satisfaction,” says Wayne.

Employers with a dynamic work environment that offer opportunity

for career progression, stimulating construction projects, salary benefits and an organisational vision that aligns with their own have a definitive competitive advantage. “The construction industry is now dealing in a global market, where billion dollar projects are no longer uncommon.

3. **Work/Life Balance** : Many struggle to find a healthy balance between personal and professional responsibilities. When businesses transform their operations to create work-life integration it generally reflects positively on the company. “If you offer these flexible arrangements, make sure your policies in this area match the nature and demands of your business and of your staff, and are not solely based on individual needs,” says Wayne.

When considering work/life balance, it may be worth considering the following:

- ♦ Ensure employees are aware of business priorities and encouraged to be clear about their own personal priorities
- ♦ Enable mutual recognition and support for employees in their work and personal roles
- ♦ Have on offer creative approaches to work that enhance a company's performance, work and personal life.
- ♦ The debate on work-life integration involves both you and your employee and you must work together to create beneficial work-life options.

“Work-life balance does not simply mean how much time staff are able to spend with their family and friends, it is about stimulation in all aspects of their life,” explains Wayne.

4. **Cultural Values** : Employees are now assessing company approaches to values and issues such as company vision, industry, community, culture and environment. “Especially in the construction industry, it is important for candidates to see that companies are focused on improving work practices to ensure sustainability,” says Wayne.

If employees are aligned with organisational values and are clear on the goals the organisation is working towards, they are more likely to succeed and stay motivated. It is therefore essential that the broad goals and visions

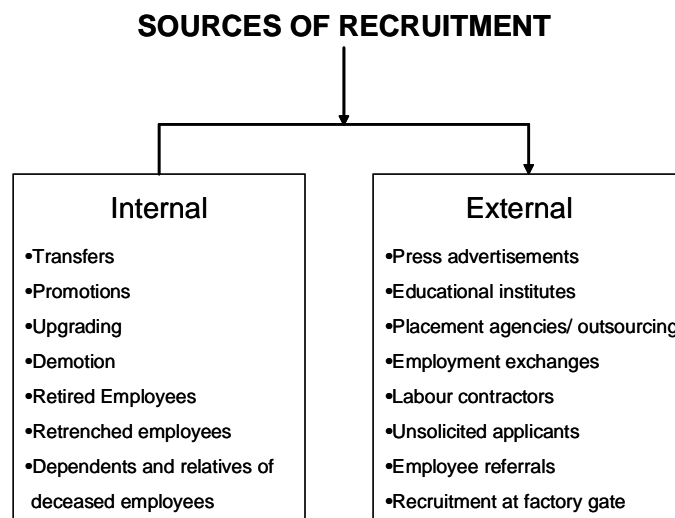
are filtered through into organisational work-practices. This is not only an effective retention strategy, but also a great selling point for your organisation.

5. **The Challenge Ahead** : Effective recruitment and retention are key to the success of any organisation. Creating and maintaining an atmosphere in which people feel happy and valued using their talents in cooperation with others is the secret to retention. Paying attention to these four key areas of job satisfaction can assist organisations to improve their retention and success.

Companies within the construction industry must truly understand that recognising the key talent in their business makes sense - building relationships makes for stronger foundations.

## 1.4 SOURCES OF RECRUITMENT

Every organisation has the option of choosing the candidates for its recruitment processes from two kinds of sources: internal and external sources. The sources within the organisation itself (like transfer of employees from one department to other, promotions) to fill a position are known as the internal sources of recruitment. Recruitment candidates from all the other sources (like outsourcing agencies etc.) are known as the external sources of The recruitment.



### Internal Sources of Recruitments

Some Internal Sources Of Recruitments are given below:

1. **TRANSFER** The employees are transferred from one department to another according to their efficiency and experience.
2. **PROMOTION** The employees are promoted from one department to another with more benefits and greater responsibility based on efficiency and experience.
3. Others are Upgrading and Demotion of present employees according to their performance.
4. Retired and Retrenched employees may also be recruited once again in case of shortage of qualified personnel or increase in load of work. recruitment such people save time and costs of the organisations as the people are already aware of the organisational culture and the policies and procedures.
5. The dependents and relatives of Deceased employees and Disabled employees are also done by many companies so that the members of the family do not become dependent on the mercy of others.

### External Sources of Recruitment

1. **Press Advertisements** : Advertisements of the vacancy in newspapers and journals are a widely used source of recruitment. The main advantage of this method is that it has a wide reach.
2. **Educational Institutes** : Various management institutes, engineering colleges, medical Colleges etc. are a good source of recruiting well qualified executives, engineers, medical staff etc. They provide facilities for campus interviews and placements. This source is known as Campus Recruitment.
3. **Placement Agencies** : Several private consultancy firms perform recruitment functions on behalf of client companies by charging a fee. These agencies are particularly suitable for recruitment of executives and specialists. It is also known as RPO (Recruitment Process Outsourcing)

4. **Employee Referrals / Recommendations** : Many organisations have structured system where the current employees of the organisation can refer their friends and relatives for some position in their organisation. Also, the office bearers of trade unions are often aware of the suitability of candidates. Recruitment Management can inquire these leaders for suitable jobs. In some organizations these are formal agreements to give priority in recruitment to the candidates recommended by the trade union.
5. **Employment Exchanges** : Government establishes public employment exchanges throughout the country. These exchanges provide job information to job seekers and help employers in identifying suitable candidates.
6. **Labour Contractors** : Manual workers can be recruited through contractors who maintain close contacts with the sources of such workers. This source is used to recruit labour for construction jobs.
7. **Unsolicited Applicants** : Many job seekers visit the office of well-known companies on their own. Such callers are considered nuisance to the daily work routine of the enterprise. But can help in creating the talent pool or the database of the probable candidates for the organisation.
8. **Employee Referrals / Recommendations** : Many organisations have structured system where the current employees of the organisation can refer their friends and relatives for some position in their organisation. Also, the office bearers of trade unions are often aware of the suitability of candidates. Recruitment Management can inquire these leaders for suitable jobs. In some organizations these are formal agreements to give priority in recruitment to the candidates recommended by the trade union.
- 9 **Recruitment at Factory Gate** : Unskilled workers may be recruited at the factory gate these may be employed whenever a permanent worker is absent. More efficient among these may be recruited to fill permanent vacancies.

#### 1.4.1 Prerecruitment Considerations

Consider four factors before embarking on a recruitment campaign: how much money is available; how quickly the opening must be filled; whether a wide audience must be reached; and the exemption level of the available position.

1. **Recruitment Budget :** The amount of money allocated for recruitment can greatly affect your options. For example, display ads and search firms can cost several thousand dollars with no guarantee of attracting a substantial number of qualified applicants. On the other hand, some of the most effective recruitment sources, such as employee referrals, cost very little.

**Mike Sweeny, ofT. Williams Consulting, Inc.,** shares a three-step recruiting cost ratio formula to help organizations determine their recruitment budgets.<sup>2</sup> The process begins with determining total recruiting costs. This is accomplished by adding four cost areas:

1. Fixed overhead recruiting expenses
2. Sourcing expenses attached to specific resources (e.g., advertising)
3. Signing bonuses
4. Expenses associated with travel or relocation

The next step is to determine the total compensation involved; that is, the sum of the annual base starting compensation for all positions. The recruiting cost ratio is then determined by dividing the total recruiting costs by the total compensation figure.

2. **Quick Results Recruitment Sources :** Openings can occur suddenly and unexpectedly, usually when employees decide to leave with little or no notice. Being prepared is your best defense. Begin by ensuring that your employee data bank is up-to-date; this way, you can immediately turn to existing staff as an immediate resource, even if it is an interim replacement until you've hired someone permanently.

In addition, have an employee referral program in place. Launch it as soon as you know there's an opening, spreading the word to as many employees as possible. Focus, too, on recruitment sources most likely to yield immediate results, such as going through your HR files for applicants who were previously interviewed and assessed. You might do well turning to your preemployment training pool, if you have one, or consider hiring contingency workers as a stopgap measure.

3. **Broad-Based Recruiting** : Some positions are highly specialized and more difficult to fill. To improve the chances of a job match, you'll want to reach as many applicants as possible. Also, if uncertain as to the type of individual being sought, you'll want to interview as many applicants as possible.

Employment agencies and search firms may be helpful in these instances, although they tend to recommend nearly everyone when the requirements are broad. Ads in newspapers and journals can be effective also. Consider advertising in out-of-town publications for hard-to-fill openings, being prepared to accommodate the travel needs of viable applicants.

4. **Exemption Status** : The Fair Labor Standards Act defines exempt employees as workers who are legally exempted from receiving overtime compensation; that is, employers do not have to pay professionals for overtime. The term nonexempt literally means "not exempt from overtime compensation" or, stated another way, entitled to receive overtime pay. The distinction is significant in that recruitment sources that produce qualified exempt or professional applicants may not work as well for nonexempt applicants.

## 1.5 PROACTIVE AND REACTIVE RECRUITMENT

After examining the four prerecruitment criteria, consider how aggressive you need to be in order to fill a particular opening. If immediacy is a primary factor, search out proactive recruitment sources that will make a concerted effort to find employees. This is the reverse of reactive recruitment, where you wait for applicants to apply, hoping that the right person is among them.

Some recruitment sources are inherently reactive, by their very nature prohibiting recruiters from aggressively pursuing applicants. Consider one of the most popular recruitment sources, employee referrals. HR provides employees with the job description and a list of requirements, then waits to see who applies. The onus for referring applicants is on the employees. This is cost-effective and could work if time is not a factor.

For example, perhaps you have an employee who wants to retire but is willing to wait until a replacement is found, or maybe a department head is thinking about creating a new position but doesn't need to fill it immediately. More often than not, however, time is crucial. When an employee resigns, you usually need to move fast, and that means being proactive.

Proactive recruiters start looking for a replacement as soon as they learn of an opening. They expand their recruitment pool to encompass other than traditional recruiting sources and aggressively go after applicants, luring them with attractive employment packages. Such packages are not only offered by large, "money is no object" companies. Any organization can put together a tempting offer reflecting such items as shared decision making, child- and elder-care referrals, suggestion/ award programs, health club memberships, and company-sponsored social affairs.

One small publishing firm provides each employee with a complete turkey dinner at Thanksgiving. An electronics company, located in snowy New Hampshire, gives each worker ten free skiing lessons. Once free of traditional thoughts when it comes to "perks," there's no limit to the cost-effective extras you can offer applicants.

Being proactive means more than avoiding a lengthy gap between the time an incumbent vacates a position and someone new is hired. When you're in control of who's being targeted you're more likely to find qualified applicants. With direct mail recruiting, for example, employers contact specific applicants known to have certain skills and knowledge. While the response rate is usually low, around 2 percent, at least you know that the people responding are viable applicants.

Another example of proactive recruitment is preemployment training that provides a supplemental workforce. These are employees recruited through conventional means and trained in job- and industry-specific matters. They are then placed in a standby pool. When there's an opening, employers can turn to this supplemental workforce and select a suitable applicant. Of course, there's no guarantee that the person who would make the best fit will remain in the pool, waiting to be offered a job.

Professional associations and inter-HR networking can also provide employers with an opportunity to proactively recruit. Direct contact with potential employees or communication with others in your field can often put you in touch with qualified applicants.



## Proactive Vs. Reactive Recruitment

Proactive recruiting starts with evaluating the skills needed for your company. Do you need someone with banking or finance expertise? How about someone with marketing or communications skills? The positive effect of proactive recruiting is finding qualified candidates quickly, who have already been prescreened. The negative affect is the loss and time qualifying someone for future reference, only to find that they have accepted another position in the meantime.

The traditional recruitment model, which can be defined as a somewhat passive model, typically follows this pattern: one waits for a requisition to arrive, the job is posted for the world to see with little or no changes to what the hiring leader submits in the description. The recruiter then checks and screens responses that may be a few or hundreds depending on the position. The resumes are then sent off to the hiring leader who is quick to find what is wrong with the candidates to interview, and decisions are made on offers.

This approach is a result of a changing marketplace as it relates to both the recruitment and business processes. Just as recruitment teams struggle with limited resources to get their job done, so do companies. Time is hard to find and priorities are constantly changing.

There are three key components in developing a strategic, proactive recruitment team:

1. Planning
2. Execution and
3. Results.

These three areas capture the essence of change for a team to shift focus from working in a reactive, environment to a best-in-class strategic, proactive partnership.

- 1. Planning:** At the leadership level, this is the foundation for establishing a new approach for the team. Planning takes on different forms based on the organization, but things to consider are analyzing workforce needs, using labor indicators to validate your assumptions, understanding the jobs in terms of what the person needs to do, setting expectations for the recruitment team and hiring managers, and finally managing volumes to maintain the new service levels.

2. **Execution:** The heart and soul of this framework is the ability to execute all critical components in the process including building relationships with hiring leaders and candidates. The hiring process must be articulated with clear roles and responsibilities by building a proactive sourcing model that incorporates both active and passive sourcing. Current up-to-date sourcing channels must be utilized. Introduction to networking and pipelining options for key positions in the organizations must be accomplished, and finally creating a best-in-class experience for each and every candidate.
3. **Results:** When the planning and execution process is done, it's important to understand what is working and where the opportunities are for continuous process improvements. The right mix of measures will help to validate the success and share information with key business contacts. It is results like this that build the credibility of the recruitment team and may open doors to new funding sources. Because recruitment is a continuously changing industry, it is important that process and practice are refreshed and updated on a regular basis.

## 1.6 TRADITIONAL RECRUITMENT SOURCES

These are methods for finding employees that are easily identified, conventional in nature acceptable to most types of organizations and appropriate for filling a wide range of positions. Some of the most commonly used traditional recruitment sources are below:

1. **Advertising:** through advertising employment opportunities will directly reach the candidate, Ex: News papers
2. **Campus Recruiting:** The companies periodically visit various academic institutions according to requirement of the company HR people will select the competent, qualified people (Students).
3. **Contingency workers:** Already those who are working with one organization that people may work under part time, on temporary basis freelancers, contract employees and consultants all fall under the contingency umbrella.
4. **Direct Mail:** Companies use direct mail campaigns to target specific individuals, the first step is to determine whom to contact.

5. **Employee Referrals:** One of the most cost effective, and morale boosting recruitment source is a company's own employee referrals, nothing but "spreading the word".
6. **Employment Agencies and Consultancies:** Employment agencies generally recruit for the non-exempt and some exempt jobs they can scout for the qualified applicants.
7. **Former Applicants:** Previously rejected applicants may very well become excellent future employees
8. **Government Agencies:** Government agencies are valuable recruitment source for entry level openings welfare to work agencies with non profit basis.
9. **Job Fairs:** Generally recruiters who are interested in participating in job fairs contact the fairs hosts through online or newspaper ads that announce the location and date of the next event.
10. **Job Posting:** Job posting is a process of internal recruitment whereby available positions are offered to existing staff before exploring outside source via internet and communication channels.
11. **Military:** Military personnel frequently have a great deal of hands-on experience in a variety of tasks. They can express strong work ethic and understand organizational structure.
12. **Newspaper Inserts:** In addition, newspaper inserts may use multiple colours and it's generally larger than general newspaper or magazine ads, making them stand out visually.
13. **Open Houses:** Open house generally run ads across numerous geographic markets, as well as post notices on their company websites.
14. **Outplacement Firms:** Outplacement firms generally retained by companies to help higher-level managers and executives.
15. **Professional Associations:** These professional associations is the opportunity to network with colleagues from other organizations to get the worthy candidates, provides placement services, in addition to the cost effectiveness of this exchange. You may benefit from professional recommendations of specific applicants.

- 16. Radio and Television:** By using Radio or Television advertising to fill an opening. First, you will appeal to a large audience in a short period of time. This can be a real plus when you have hard to fulfil positions.
- 17. Research Firms:** Now-a-days this research firms is called as a executive search firms providing essential requirements half of the services. Helpful to meet the jobs specifications which are identified.
- 18. Voice Ads (Pre recorded Phone Messages):** This process pre-record message listing available in automated phone system. Interest applicants leave their names and phone numbers to the employers and employer can directly contact to the respective candidates.

## 1.7 INNOVATIVE RECRUITMENT SOURCES

innovative recruitment sources are less conventional than traditional sources. Some may be considered quirky or unusual, appealing only to certain work environments during specific market conditions, while others are gradually making their way over to the traditional side of the ledger. Also, consider the advantages and disadvantages of each source before making a selection.

Following are some of the more popular innovative recruitment sources.

- 1. Airplane Banners :** Imagine a picturesque summer day; you're at the beach, enjoying the sun and surf. The furthest thing from your mind is work, current or future. Then you hear the sound of an engine; you follow the sound upward and see a banner lazily trailing behind a plane, advertising jobs.

The scene could just as easily be a sporting event or a rock concert; anywhere tens of thousands of would-be employees might congregate. Companies such as Ads That Fly.Com and AirSign.Com will fly your ads with letters that are seven feet tall and messages that are generally up to fifty characters in length. Not grand enough? Try Heli-Banner ([www.aerial-media.com](http://www.aerial-media.com)), a company that offers to place your message on an 80-foot by 250-foot, helicopter-drawn banner, guaranteed for up to 200 hours of flight. Heli-Banner suggests planning multimarket campaigns simultaneously over sporting events, festivals, concerts, morning and evening drive-time traffic, and beaches.

While airplane banners certainly are attention-getters, many people object to them being overly intrusive and unprofessional.

2. **Other Banners and Signs :** a new banner or sign each time a different job needs to be filled. Companies using this technique may also list their main benefits to lure potential employees. As unless the nature of your business is well known or has brand-name recognition identify your product in a few words. Be sure to specify how interested applicants should contact you.

Banners and signs are real “you never know” recruitment sources. The investment is minimal and the payoff could be substantial. On the other hand, then look carnival-like, leaving would-be employees to wonder if they should take such come-ons seriously.

3. **Billboard Advertising :** Most people view billboards while driving, often at high speeds, so they will not have much time to take in the details unless, of course, they're stuck in traffic. Accordingly, an effective billboard ad must catch one's eye immediately, offer a limited amount of information that the average driver can both understand and remember, since it's unlikely that pad and pen will be handy. Billboard ads are usually limited to an enlarged logo with company name, a statement about employment advantages and available jobs, and a phone number in an easy-to-recall format. Since so many drivers use car phones, encouraging calls at all hours can increase the number of applicants who respond.

Billboard ads seem to work most effectively for hotel/motel chains, restaurant, and airlines, and generally target nonexempt-level workers.

4. **Bumper Stickers :** Bumper sticker ads offer little space for your message and there isn't much one can do to make the stickers visually outstanding. Also, unless someone is stuck in traffic directly behind a car sporting a bumper sticker advertisement, there's very little time or chance to read it. For these reasons, companies that advertise on bumper sticker usually include little more than a generic statement about employment opportunity and note, in large letters, their easy-to-remember phone number.

If company employees are willing to place this inexpensive form of advertisement on their cars' bumpers, employers may get some viable nonexempt applicants. Consider this a variation on employee referrals and offer bonuses when bumper sticker result in new hires.

Bumper sticker ads may be viewed as an act of desperation by job seekers and as such, not be taken seriously.

5. **Company-Sponsored Social Events** : If your organization goes in for huge social events to celebrate special occasion such as picnics on Independence Day, encourage employees to bring along family and friends. Then set up a "job opportunities" table with a list of openings and informational brochures. This form of recruitment requires an investment of only additional food and one or two employees willing to answer questions from interested applicants.
6. **Competitions : Donald Trump's The Apprentice** is one long job interview. Sixteen people are competing toward one goal the chance to work for him. Over a period of weeks we watch as he fires one contestant after another, narrowing the field for those remaining until he makes his final selection. Not surprisingly, some companies have patterned a new recruitment technique after Trump's TV show. While the specifics may vary, the process is essentially the same. A selected number of interested applicants usually unemployed spend anywhere from a couple of weeks to several months competing for a job.

Sometimes the job is an executive position, but it could also be a low-end professional or, in some instances, an entry-level opening. During the competition, applicants learn new skills and then apply them to simulated job-related tasks under the scrutiny of selected company human resources and departmental representatives. In addition to their ability to learn and perform specific tasks, contestants are evaluated on relevant intangible skills, such as problem solving, ability to interact with others, decision making, and communication. Applicants may drop out at any time; evaluators may eliminate contestants at any point in the process. At the end, one person is awarded the coveted prize a job.

7. **Customers, Clients, and Guests** : One innovative recruitment technique that is growing in popularity is encouraging customers, clients, and guests to become employees. This is especially helpful for small businesses that, over time, develop relationships with their clientele and get to know a great deal about them. These regulars, through interaction with company employees, learn the product, understand the culture, have an understanding of what it's like to work there, and are thus able to make informed decisions about applying for work.
8. **Fast-Track Training** : Fast-track training, often offered by community colleges and completed over one to six months, enables individuals to acquire specific skills, thereby making them more marketable. Attendees of these training programs include students, unemployed individuals seeking training for new jobs, employees wanting to improve existing skills, and those with minimal work experience seeking specialized abilities.

Proponents say that these practical, accelerated training programs meet the needs of both businesses and job seekers. Critics argue that these crash courses offer little to support long-term advancement; additionally, they can't help people acquire critical thinking, writing, or math skills. Naysayers do concede, however, that fast-track training may be better than nothing.

9. **Kiosks** : You see them at airports, shopping malls, or in large stores like Kmart, Target, and Circuit City: kiosks where customers can momentarily interrupt shopping to apply for a job. These businesses view all customers as potential employees, so they want to make it as easy as possible for them to fill out job applications. Most kiosks are already linked to the Internet, making the process quick and easy.

A variation on the Web-enabled kiosk is to have company representatives stationed throughout or in front of their stores, clipboard and applications in hand ready to approach would-be employees. Sometimes sales personnel actually put a job application in your bag along with your purchase and receipt. Their attitude is, "It couldn't hurt."

This approach may generate many applications, but companies have no way of monitoring their quality.

- 10. Medical Offices :** Some employers focus on attracting members of specific groups into their workpian by posting job openings in medical offices. Offices of gynecologists, obstetricians and pediatricians can attract women applicants; doctors specializing in geriatrics :ar draw older workers; and physical therapists can entice those with physical disarm ties. Fliers are usually left with the receptionist so that anyone interested can contact the employer.

This is a cost-effective, easy way to reach out to targeted populations; however, the approach is unlikely to generate a high volume of applications.

- 11. Movie Ads :** This technique is gaining in popularity, although it may be more challenging in the future since there are those who want movie theaters to publish the “real” start times for movies so they aren’t forced to sit through a series of ads and promotions. Businesses that opt for this proactive form of recruiting limit the amount of information to a minimum by usually offering just the company name, an easy-to-remember phone number, and either a list of openings or a statement about job opportunities. Some employers try to link their promotions to specific movies and anticipated types of viewers; others go for the shotgun approach and just run their ads, regardless of what’s showing.

- 12. On-Site Recruitment :** On-site recruitment is limited to the types of businesses that attract large num-bers of people to their locations each day. It can be quite effective especially for nonexempt-level positions. For example, railroad companies may place pamphlets that describe employment opportunities on car seats; airlines might do the same with seats on planes; department stores might attach fliers to packages at cashier stations; and fast-food chains or family restaurants might describe job openings on tray liners and table tents.

The brief message, which usually describes the benefits of working for the com-pany, is often framed in bright, eye-catching colors and graphics. Pictured, too, may be people reflecting diverse traits and characteristics. Interested applicants are in-vided to visit or call the employment manager or equivalent to obtain an application form. In some instances, postage-paid applications are attached to the message so that those who wish to apply can complete the form for submission.



**13. Preemployment Training :** Preemployment training ensures the hiring of those applicants “guaranteed” to possess the basic knowledge and skills needed to perform a given job. It is typically accomplished through the promotion of a program that offers various skills training, free of cost to participants. Such prospects are not necessarily being trained for specific jobs; nor are they being offered employment. The emphasis is on preparation, so that when jobs do become available, the trained individuals will be considered first. Employers benefit by having an available workforce of skilled individuals from which to choose, without wasting time screening a group of untested applicants.

**14. Response Cards :** Response cards are a takeoff on direct mail recruitment, since the cards are mailed to the homes of targeted applicants. The language on the response card is designed to pique the interest of even those who are not looking for new employment. After a brief description of the job opportunities available, potential applicants are invited to complete a brief questionnaire that is easily detached from the informative portion of the card to be mailed, postage-paid, to the employer.

Response cards may also be attached to ads appearing in magazines. Generally, information about the company and available jobs is provided; those interested are invited to complete the card and mail it in.

**15 Retirees :** At a time when more retirees want to return to work, employers are looking at this group as a fertile source of applicants. Some retirees want to return to the same type of work with the same level of intensity; others are looking for less demanding work; many prefer part-time work.

Employers are advised to contact the AARP as a starting point for recruiting retirees. Medical offices and senior citizen centers are additional viable resources

### Advantages and Disadvantages of Innovative Recruitment Sources

Traditional Recruitment Source	Advantages	Disadvantages
Advertising	Reaches a wide audience	Costly
Campus Recruiting	Can select top students Opportunity to groom future management	Hard to assess potential
Contingency Workers	Can fill jobs in a hurry	Possible legal ramifications
Direct Mail	Personalized selective	Time-intensive Risk that mail may not be opened
Employee Referrals	Employee morale booster if referrals are hired Expeditious Inexpensive	Employee de motivator if referrals are not hired
Employment Agencies and Search Firms	Access to large labour pool	Costly
Former Applicants	Good public relations	Outdated records
Government Agencies	Cost-effective	Non exempt only
Job Fairs	May fill several openings in a short period of time	May not be able to hire anyone
Job posting	Creates openings at lower levels Morale booster Reveals hidden skills	Managers feel back of control Time lost waiting for replacement
Military	Can find applicants with hands-on experience Strong work ethic Experience in teaming and managing	Applicants may lack general business skills
Newspaper Inserts	Ad may stand out and can be easily removed	Easily lost Easily overlooked
Open Houses	Good public relations May fill several openings at once	Costly Time-consuming
Outplacement Firms	Large number of applicants	Incomplete picture of applicants intangible qualities
Professional Associations	Personal referrals	Someone else's rejected applicants
Radio and Television	Reaches a wide audience Reaches prospects not actively looking for a job Can be cost-effective	Can be costly
Research Firms	Allows for greater involvement in the interviewing process	Services end upon contacting applicants
Voice Ads (Pre recorded Phone Messages)	Easy to produce	Time-consuming

## 1.8 E - RECRUITMENT

The buzzword and the latest trends in recruitment is the “E-Recruitment”. Also known as “Online recruitment”, it is the use of technology or the web based tools to assist the recruitment processes. The tool can be either a job website like naukri.com, the organisation’s corporate web site or its own intranet.

Many big and small organizations are using Internet as a source of recruitment. They advertise job vacancies through worldwide web. The job seekers send their applications or curriculum vitae (CV) through an e-mail using the Internet. Alternatively job seekers place their CV’s in worldwide web, which can be drawn by prospective employees depending upon their requirements.

The internet penetration in India is increasing and has tremendous potential. According to a study by NASSCOM – “Jobs is among the top reasons why new users will come on to the internet, besides e-mail.” There are more than 18 million resume’s floating online across the world.

### Kinds of E - Recruitment

The two kinds of e-recruitment that an organisation can use is

1. **Job portals** : i.e. posting the position with the job description and the job specification on the job portal and also searching for the suitable resumes posted on the site corresponding to the opening in the organisation.
2. Creating a complete online recruitment/application section in the companies own website. -Companies have added an application system to its website, where the ‘passive’ job seekers can submit their resumes into the database of the organisation for consideration in future, as and when the roles become available.
3. **Resume Scanners**: Resume scanner is one major benefit provided by the job portals to the organisations. It enables the employees to screen and filter the resumes through pre-defined criteria’s and requirements (skills, qualifications, experience, payroll etc.) of the job

Job sites provide a 24\*7 access to the database of the resumes to the employees facilitating the just-in-time hiring by the organisations. Also, the jobs can be posted on the site almost immediately and is also cheaper than advertising in the employment

newspapers. Sometimes companies can get valuable references through the “passers-by” applicants. Online recruitment helps the organisations to automate the recruitment process, save their time and costs on recruitments.

### Online recruitment techniques

- ♦ Giving a detailed job description and job specifications in the job postings to attract candidates with the right skill sets and qualifications at the first stage.
- ♦ E-recruitment should be incorporated into the overall recruitment strategy of the organisation.
- ♦ A well defined and structured applicant tracking system should be integrated and the system should have a back-end support.
- ♦ Along with the back-office support a comprehensive website to receive and process job applications (through direct or online advertising) should be developed.

### E - Recruiting Methods

Methods of e-recruitment are many, among those the important ones are :

1. **Job boards:** These are the places where the employers post jobs and search for candidates. Candidates become aware of the vacancies. One of the disadvantages is, it is generic in nature. Special skill candidates to be searched by certain job boards.
2. **Employer web sites:** These sites can be of the company owned sites, or a site developed by various employers. For an example, Directemployers.com is the first cooperative, employer-owned e-recruiting consortium formed by Direct Employers Association. It is a non profit organization formed by the executives from leading U.S corporations. Press release by Recruiters Network (February 20, 2003) showed the site has 98 members approximately 45 percent of which are Fortune 500 companies.
3. **Professional websites:** These are for specific professions, skills and not general in nature. For an example, for HR jobs Human Resource Management sites to be visited like [www.shrm.org](http://www.shrm.org). The professional associations will have their own site or society.

The advantages are:

1. **Cost efficient:** Advertisements in internet when compared to newspaper, magazines, and employment agencies is considerably cheap. As in the other sources continuously one has to revise the advertisement, for example a company wanted their ad to appear on every Sunday for a month thus was suppose to pay for four advertisements. But for internet it is not applicable.
2. **Time saving device:** Time to deliver; to communicate is minimized by this. Response is direct and immediate without any delay. Beforehand the postal services, fax was one way communication and was time consuming. Phones provided two way communications but resume management, communicating worldwide were not possible.
3. **Widens the search:** In the era of globalization the reach cannot be restricted at one place. It provides global reach that also within a fraction of second. Truly the process supports the definition of recruitment by creating a vast pool of potential candidates.
4. **Provides clarity:** Advertisements in employment news, other newspapers, magazines will have word limit, thus sometimes is misinterpreted. For an example a company advertisement announced vacancy for computer skilled person which was interpreted as MIS job which was rather a job for computer skilled receptionist. The advertisement was not clear enough to explain the full profile. In internet the word limitation is not there, the idea, opinion, profile can be expressed as anyone like.
5. **Scope for better match:** Information in detail is provided with clarity therefore suitable candidate match is possible. The search is widened link with other websites are possible, these attracts the candidates and after the job profile matches, the candidates apply.
6. **Standardization:** The information of the candidates are collected in a standard format. Beside collecting the data it also consolidates information received from various sources.
7. **Reservoir:** It acts as the reservoir of information. From the job profile to candidate profile is available along with past applicant data.
8. **Lessen paper work:** As the data collection, filing, administrative work are done electronically thus paper work or documentation has been lessened.

### Drawbacks of E - Recruitment

1. **Require being computer savvy:** The process is restricted within computer savvy candidates. As the search is based on various websites, their screening, keywords application demands for a computer savvy person and company.
2. **Legal consequences:** Alike other recruitment sources this source also should be aware of the words used in the advertisements otherwise it may lead to the charge of discrimination. For example, Disney World was sued for screening the resumes preferring the key words used by whites.
3. **Vast pool of applicants:** This benefits the Organizations as well as it is disadvantage to them also. Because the huge database cannot be scanned in depth. Either first few candidates are called for interview or the resumes are screened based on some key words. On the other hand applicants also face global competition.
4. **Non-serious applicants:** Lot of applicants forward their resumes just to know their market value. As personally the candidates are not checked thus whether they are serious is not known. At the time of interview the recruiter might realize that the candidate is not serious in leaving the current job. But by that time some serious candidates might have been rejected.
5. **Disclosure of information:** Candidates profile and company details are available to public. The applicants do not want their employer to know that they are looking for a change. Phone number, address information has lead to many security problems. Again the companies do not want their competitors always to know the current scenario.

### Modern Trends of E- Recruitment

1. **Speedy communication:** Company and the prospective employee can communicate with each other via the blogs. Thus blogs, podcasts, vodcasts are being considered a tool of e-recruitment. No more the process can be blamed for being one way communication like mails, faxes only being speedy as done electronically. Podcasts are the services of digital media files. Vodcasts are the video podcasts.
2. **Candidate's preference:** History states that employers had the privilege to be selective in hiring process, especially in screening resumes but were

not always fair. Because of the time constraint it was not possible to go through all the applications. Today the candidates can choose their employers as not only the financial state is known to them but also the culture is known. Applying for the Organization will no more be influenced only by the image.

3. **Search engine advertisement:** Print ad is phasing out due the popularity of search engine ads. Pay-per-click is not only convenient but also more attractive.
4. **RSS feed:** Job boards are embracing RSS feed. Hotjobs, Google deserves special mention. Google offers one to upload the jobs on Google Base even when one doesn't have their own site. RSS can be read using software "RSS reader". It is a family of web feed formats use to publish frequently updated works. Such as blog entries, news headlines in a standard format.

#### **Criteria for Effective E - Recruitment**

- ♦ The requirement for it is to benefit the selection procedure. Thus to make the process effective, the Organizations should be concerned about various factors. Among them most important are- Return on investment (ROI) should be calculated to compare the costs and risks. It facilitates to evaluate benefits and to calculate the estimated return.
- ♦ Recruitment policy should be flexible and proactive, to adapt market changes. The companies will have their own mix and match sources according their objective. The guidelines to be provided in the policy.
- ♦ Unemployment rate, labor turnover rate are considered. As the whole process depends on the availability of candidates in the market. For every post, position it is not viable to spend too much of time. These rates will determine whether to be stringent or lenient.
- ♦ Impact of supplying compensation details to be considered. That is the wage, salary, benefits, when disclosed on line then it should follow the legal norms. Chance for negotiation will not be there. Compensation rate of the company not only reaches to the candidates but will be known to all.
- ♦ Precautions to be taken for resume screening. Words that discriminates gender, age, religion etc to be avoided. For an example, 'recent' college graduates only in an ad are not preferable.

- ♦ Review the results periodically and also update regularly to achieve a better result. Otherwise pool of candidates will remain static and will not serve the purpose.
- ♦ Organizations need to be selective while choosing the sites. It refers to whether it is required to be giving to the job search sites like [www.monster.com](http://www.monster.com) or in their own site. When special skill candidates are searched then generic job search sites to be avoided.

## 1.9 ELECTRONIC RESUMES

Electronic resumes are usually formatted with keywords for specific jobs. For example: when you submit your resume to an online job website like [Monster.com](http://Monster.com) or [Careerbuilder.com](http://Careerbuilder.com), recruiters search for resumes using keywords that correspond to specific skills and qualifications.

Here is a real life example: If recruiters searching job boards online are looking to hire administrative assistants, it is important that your electronic resume have the industry specific keywords that a hiring manager would recognize. Your resume would have the following words: administrative assistant, typing, filing, answering phone, etc.

### Types of Electronic Resumes:

1. **Multimedia:** This type of resume may include graphics, animation, and/or sound. Although this type of resume is the one least likely to be used by most people, it can be of particular benefit to the following professionals: computer programmers, home page developers, graphic designers, artists, sculptors, actors, models, animators, cartoonists, or anyone who might benefit from photographs, graphics, animation, sound, color and/or movement in their presentation.
2. **Scanned Resumes:** This is a paper resume that is scanned into a computer applicant tracking system. Resumes are scanned and entered into resume databases and searched via keyword searches. Large business, such as Fortune 500 companies, receive over 1000 unsolicited resumes every week. It is much easier to use an electronic database than to have people reading resumes. Even mid-sized companies and some small businesses are using computerized applicant tracking systems or contracting with service providers to utilize this method.



This system has advantages for the job seeker. No longer are you dependent upon somebody seeing your resume and immediately recognizing the genius that you have. Every hiring manager can access the applicant database and very easily initiate a keyword search that may select your resume out of the multitudes if you have followed the keyword advice.

Scannable resumes can be mailed in the traditional paper format or can be sent via email. The following are things you want to avoid when producing a paper resume because they present problems in the emailing and scanning process.

- ♦ Funky fonts
- ♦ Underlining
- ♦ Compressed letter pacing
- ♦ Short vertical lines
- ♦ Reverse boxes
- ♦ Dot leaders
- ♦ Hollow bullets
- ♦ Designer paper
- ♦ Columns
- ♦ Two-sided printing
- ♦ Dark paper color
- ♦ Folded paper
- ♦ Odd sized paper
- ♦ Staples
- ♦ Poor print quality

3. **E-mailable Resumes:** These are resumes sent directly to an employer via email. There are significant advantages to using this method. The most important one is that your resume is received in seconds. Sending it using ASCII text can make a powerful first impression on an employer who is seeking someone with your computer skills. You also avoid costs associated with printing and postage. Just as with the scanned resume, one sent via email is available to all hiring managers, as the information is stored in a database. Again, keywords play a critical role in the process of extracting your resume from a database for consideration.

### **Guidelines for Creating an E-Mailable Resume:**

Use ASCII (American Standard Code for Information Interchange).

Design a very generic presentation: no special fonts, non-standard margins, or use of tabs, bold, italics, etc.

Use the space bar to move the cursor (tabs are not readily understood)

To highlight lines of text, use one of the following symbols: ~, \*, +

Use paragraphs and generous amounts of white space.

Use a maximum of 60 character line lengths (it won't display properly if longer). The Courier 12-point font will automatically wrap at 60.

1. **Electronic Resumes Sources** : If you send an electronic, scanned, or faxed resume, follow it up with a hard copy of your resume via U.S. mail. It's always a good idea to bring clean copies of your original resume to any interview.
2. **Web Sites and Databases.** Employers may request that you upload your resume directly to their web site database. This may involve filling out a preset, electronic form with your information, or posting an electronic (PDF) copy of your resume. An employer or job search Web site may or may not be accessible by the general public; in cases of doubt, it may be prudent to tailor your contact information or use a first initial instead of your first name, for privacy and security purposes.
3. **Email Attachments.** Depending on the nature of your email exchange with a potential employer, you may treat your email message as a less formal communication, with both formal cover letter and resume attached. If an employer asks you to attach an electronic copy of your resume to an email, make sure that your word-processing program is compatible with the employer's system, or send your document in RTF (rich text format) or PDF form. Again, it's best to send along a hard copy of your cover letter and resume via US mail.
4. **Faxed and Scannable Resumes.** If an employer asks you to fax a copy of your resume, make sure that your resume utilizes a large enough point size and font to clearly transmit through the fax. Again, it's best to send along a hard copy of your cover letter and resume via US mail.

Scannable resumes are rarely requested these days, but if so, submit a resume that has a relatively large font size, and contains no bullets, underlining, italics, or unusual font characteristics. The only special typeface on a scannable resume should be bold. Be sure to include keywords, such as the name of particular companies, colleges and universities, and specific skills, in a scannable resume. As in the case of electronic resumes, be sure to bring clean copies of your original resume to your interview.

5. **Resume or Curriculum Vitae (CV)** : A resume generally does not include sections for publications, conferences or presentations, research grants, and fellowships. If you have accomplishments in these areas, particularly in the fields of academia/education, medicine, and scientific research, you may want to write a combination resume-Curriculum Vitae. Alumnae with extensive research, publications, or academic credentials may wish to write a Curriculum Vitae. Please note that in Europe, when people say "CV," they are commonly referring to what we know in the U.S. as a "resume."
5. **Functional and Combination Resumes** : A functional resume is one which organizes professional experiences in terms of skills and necessary attributes for a particular position. Thus, with a functional resume, the arrangement of one's experience is conceptual (by skill area) first, chronological second. The upsides of a functional resume include the benefit of covering a broad range of work experiences, de-emphasizing time gaps in one's work history, and the ability to communicate that one is focusing one's skills in a new direction. A noteworthy downside includes the assumption by many employers that something is being deliberately hidden or obscured by the mere use of a functional resume.
6. **How To Format An Electronic Resume** : The Internet and the successive technologies have made paper resumes a thing of the past. These nearly extinct resumes printed on parchment or other types of paper meant to impress are still accepted, but there are newer formats that are more viable and that can be used in place of these paper resumes. The following are the three most common types of formatting to get your resume into the electronic age. Without them, you may be behind all of the competition who is probably getting their resumes to the company much quicker than you are.
7. **Word Processor Based Resume** – Whichever word processor you use, you need to have all of your resumes saved in this format. While you are searching the Internet for job listings, you may be asked to email your resume in. Many require a document that has a ".doc" file type. This is a Word document and most word processors are going to allow you to save them in this format. Simply attach the file when prompted and you have applied for this position.

- 8. Portable Document Format** – This is also known as a PDF document and is a compressed file that is only readable and cannot be changed unless you have a PDF editor. This also means that those who are receiving this file can not edit or delete any information you are providing on accident. Another plus to this type of read only document is that you can save your format and the person who receives your document does not need to have the specific program in order to view the formatting.

The PDF document is quickly becoming one of the most popular types of files for electronically sending out resumes. Adobe offers a program for writing and saving PDF files. They also have widgets that work with Microsoft word for saving Word documents in the PDF format without having the PDF maker.

- 9. Text File** – This is a basic file that contains the text that you are using along with the basic formatting. If you are using graphics, they are not going to be saved but bullets and numbering is going to be. This is a great resource for submitting resumes to head hunting websites and other areas where attachments are not allowed. Simply save your resume in .txt format using whatever word processing program that you choose. Then you can use it to cut and past the information into online forms without having to retype it all.

It is important for job seekers to come into the technological age if they want to compete for work. Many companies are now moving to online applications and the days of walking into the office with resume in hand are becoming scarce. If you want to compete, make sure you have your resume written in all three formats so you can be prepared for any situation that may arise. You can still keep your paper resumes around, but you are going to find that you are not sending them out as often as you are going to send out your electronic ones.

### **Practical Reasons for Creating an Electronic Resume**

The four most practical reasons for creating an electronic resume are listed below.

- 1)** So you may post (paste) the contents into online resume forms, such as at job banks and employer sites.

- 2) So you may paste the contents into email to send electronically to employers and recruiters.
- 3) So you may hire a resume distribution service to do both of the above for you.
- 4) So employers may easily scan the paper version of your electronic resume into applicant-tracking software, using optical scanners.

**Other Names for an Electronic Resume Include:**

- ♦ ASCII (pronounced "as-key")
- ♦ Email
- ♦ E-resume
- ♦ Scannable
- ♦ Keyword
- ♦ Plain-text (.txt file type)

Regardless of whether your electronic resume is in a chronological, functional, combination or technical format, it's the layout, fonts and keywords that count most for scanners and applicant-tracking software.

**25 Tips for Better Resumes**

Are you suffering from resume-writer's block? Does everyone else's resume seem more professional and better worded than yours? The following are some guidelines to help you create a better electronic resume:

1. **Be Neat and Error Free** : Catch all typo's and grammar errors. Make sure to have someone proofread your resume, preferably someone attentive to details. Even the smallest error could land your resume in the electronic recycle bin.
2. **State Specific Objectives** : Form a solid, clear objective that will help you carry a focused message throughout the resume. The objective summarizes your skills and emphasizes your strengths.

3. **Why does the Employer Need You?** : Focus on highlighting accomplishments that will arouse the interest of employers who read resumes asking themselves: "What can this candidate do for me?" Remember that the goal is to get the interview.
4. **Make a Good First Impression** : On average, employers spend less than 30 seconds scanning each resume. Most employers are more concerned about career achievements than education. Place the most interesting and compelling facts about yourself at the beginning, such as a list of accomplishments in order of relevance.
5. **Emphasize Your Skills** : Use a skill-based resume format that is organized around the main talents you have to offer. Prioritize everything.
6. **Use Keywords** : Include specific key words and phrases that describe your skills and experience, such as Product Launch, Income Statement, Balance Sheet, Sales, Account Management, C + +, Visual Basic, Word Processing, MS Excel, Adobe Illustrator, Graphic Design, and Advertising.
7. **Use Buzzwords** : Use industry jargon and acronyms to reflect your familiarity with the employer's business, but not to the point where it makes your resume hard to read or understand. Spell out acronyms in parentheses if they are not obvious, such as TQM (Total Quality Management).
8. **Use Action Verbs** : Portray yourself as active, accomplished, intelligent, and capable of making a contribution. Examples: Managed, Launched, Created, Directed, Established, Organized, and Supervised.
9. **Avoid Personal Pronouns** : Never use personal pronouns such as 'I' or 'me' in your resume. Instead of complete sentences, use short action-oriented phrases: "Coordinated and published a weekly newsletter concerning local community events."
10. **Highlight Key Points** : Although most formatting such as bold, italics and underlining is lost in an electronic resume, you may use capital letters, quotation marks, even asterisks, to emphasize important words or section titles.
11. **Summarize Information** : While electronic resumes may exceed the traditional one to two page limit of paper resumes, in most cases, it should not exceed three pages.

12. **List Only Recent Information** : The general rule of thumb is to show your work experience only for the last 10 to 15 years.
13. **Quantify Your Experience** : Numbers are a powerful tool. Instead of saying "Responsible for increasing sales in my territory," use "Increased sales in my territory 150% in 6 months. Managed 30 accounts for annual revenues of \$2M."
14. **Be Organized, Logical and Concise** : In addition to reviewing your experience, employers also use the resume to get a sense of whether you are organized, logical and concise.
15. **Just Communicate** : Abandon the use of exorbitant, exquisite vocabulary. In other words, don't try to impress employers with the depth of your vocabulary. Use words everyone can understand.
16. **Omit Salary Information** : Never make reference to salary in your resume.
17. **Avoid Questionable Subjects** : Never make references to personal information such as race, religion, marital status, age, political party, or even personal views. In all but a few instances, it would be illegal for the employer to consider such issues. Also, avoid the use of humor and cliches in most resumes.
18. **Be Honest** : Lying or exaggerating your abilities will always come back to haunt you. Since employers usually check into serious candidates, you will want every detail to check out.
19. **Sell Yourself** : Do not under-emphasize your strengths and experience. Portray yourself in the best possible light. Skills that seem natural to you, others may never grasp.
20. **Write Your Own Resume** : Be personal, yet professional. Create a resume that is personalized to reflect you.
21. **Personal Traits** : If you decide to include personal traits, such as "Dependable, Highly-Organized, Self-Motivated, and Responsible," make sure they are applicable to the position desired. Will the employer consider them valuable?

- 22. Show Consistency :** To de-emphasize glaring gaps in your work history, consider using a Functional resume, which focuses on your skills and accomplishments rather than a Chronological format, which emphasizes the progression of your experience.
- 23. Be Balanced and Neat :** The effective resume is balanced, neat, visually appealing and flows consistently. Clearly separate sections and emphasize section titles. Leave sufficient blank space between sections for easy reading.
- 24. Stick with Common Section Headings :** Use common section headings. Examples: Objective, Experience, Employment, Work History, Skills, Summary, Summary of Qualifications, Accomplishments, Strengths, Education, Professional Affiliations, Publications, Licenses and Certifications, Honors, Personal, Additional, and References.
- 25. Be Positive :** Remove any negative comments or feelings conveyed in your resume, especially when it comes to previous employment experiences. Emphasize a positive, can-do attitude.

### Advantages

- ♦ Speed and efficiency
- ♦ Convenience for you and the employer
- ♦ No mailing costs
- ♦ No envelopes to stuff

### Disadvantages

- ♦ Your resume may have a plain appearance
- ♦ You may need to send a hard copy if you become a top candidate
- ♦ Quality of print will be determined by the receiver

## 1.10 CAREER WEBSITES

Companies that put up their own career websites are recruiting proactively, thereby increasing their chances of finding suitable employees. In an iLogos survey of For-tune 500 companies, 83 percent of respondents reported posting jobs either to their career



website or a job opportunity section on their corporate site, representing an increase of almost 11 percent from two years prior.

### **Career Website Objectives**

Before spending a lot of money and effort loading up your website with attractive graphics and inviting verbiage, be clear as to your primary objective. Think twice :: you're tempted to say you want "to lure applicants." Any recruiter who has ever used a recruitment source that did not carefully target applicants with the required credentials or skills knows that this answer is not really accurate. It's awful to run an ad and only get a handful of responses; it's far worse to get inundated with re-sponses from unqualified applicants which is what can readily happen if your job postings fail to clearly identify the parameters of the position.

Career websites are generally organized according to job function, geographic location, or business unit. A statement as to the organization's mission is offered, as generic information about the work environment and benefits of working there. A table of contents allows job seekers to browse topics of interest, including specific job offerings. Experiment and ask for feedback from staff, consultants, and applicants—about which format is likely to draw the greatest number of qualified job hunters.

The overall appearance and visual design of a website creates an important first impression for applicants that either keeps them interested in continuing or turn them away. For example, too much text can cause readers to glaze over, and huge graphics that slow downloads to a crawl are likely to make viewers impatient. Strike a balance between smaller graphics that load quickly and meaningful text to capture and retain the interest of job hunters.

Companies generally start with a bare-bones online presence: a home page that provides the company name; geographic locations; phone, fax, and e-mail numbers and basic information about the company in terms of its history, primary products, areas, and who to contact. The site's text, tone, and look should be reflective of the company's corporate culture. These pages are later upgraded, depending on requests received for more information, as well as the company's own observations and advice from consultants. On average, start-up pages are redesigned two to three times in the first six to eighteen months.

## Soliciting Professional Help

Many organizations solicit professional help in setting up their career websites. Before making a commitment to outside consultants, however, verify their effectiveness by talking with businesses, preferably ones similar to yours, that have used services.

## Website Upkeep

Once established, maintaining a career website is crucial. Job listings should be current. Few things prove more irritating for applicants than sorting through old listings and dated information. Also, keep up-to-date with regard to new design elements, including colors and backgrounds, and effects, such as flash demos. And to keep from appearing complacent, give the site a face-lift every six months or so.

## Hypertext Markup Language

As long as you have a computer connected to the Internet and the software to manage a website, job seekers browsing the Web can view whatever you post. The actual documents are ordinary text and graphics converted into a special programming language called hypertext markup language (HTML). New software makes HTML easier to use and eliminates the need for special coding. Once a webpage is created, you can view it using any one of a number of browsers, like Microsoft Internet Explorer, regardless of the kind of computer or operating system you have. It is the HTML that allows an organization to get its message across.

## Online Recruitment Guidelines

Here are some additional guidelines to make your career website a success:

1. **Make searching for job openings easy.** A user-friendly site should have an “employment” button in a prominent place on the home page and offer a resume builder service or forms that route the data into your e-mail or database.
2. **Make the site navigable.** Broad appeal is an important ingredient to website success. For people who know exactly what they want, speed and easy access are crucial. More casual browsers, on the other hand, will want to explore, interacting with stimulating graphics and interesting text.

3. **Be prepared to respond to applicants quickly.** In describing the recruitment capabilities of the Internet, a frequent user accurately notes that it “offers incredible new opportunities to disappoint.” After applying for a position, within only minutes applicants expect a quick response. If they don’t get it, chances are they’ll lose interest and move on.
4. **Maintain an up-to-date employment opportunity database.** The importance of keeping a website current cannot be overemphasized. If you cannot manage this task internally, hire the services of a company that can.
5. **Screen out unqualified applicants.** Does this sound impossible? Maybe, but there is a technique that Texas Instruments Inc. (TI) has reportedly used for years with success: an applicant profiler ([www.ti.com/recruit/docs/fitcheck.shtml](http://www.ti.com/recruit/docs/fitcheck.shtml)). Before applicants apply for a job opening, they complete a “Fit Check” by answering a series of questions designed to determine their qualifications and compatibility with TI’s corporate culture. After reviewing the results of the Fit Check, they can decide whether to proceed with an application. The result: a prescreened, interested, and qualified applicant pool.
6. **Balance content with design.** Maybe appearances shouldn’t matter to job seekers but they do. As with display newspaper ads, visual appeal will draw applicants to your page and the content will pique their interest.
7. **Keep it organized.** Job seekers want to focus on the relevant data right away. Some people may want to browse the entire site, taking it all in, others will zero in on what you have to offer, decide if they’re interested, and apply. If this can’t be done with ease, chances are they’ll move on to another site.
8. **Take advantage of all the information you can learn about your Web visitors.** You will not hire every applicant expressing an interest in your company, but you can collect data about them that may prove useful to recruitment strategies later on. One of the pluses of electronic recruiting is that everything is measurable. Decide what you want to know there’s bound to be an Internet service that can provide it.
9. **Make your address easy to remember.** Vanity license plates have been popular for years; it is therefore no surprise that companies are custom-designing their web-site addresses. For a nominal fee, you can register a unique, easy-to-remember URL.

10. **Don't say too much.** Many companies believe that applicants can make more in-formed decisions if they have access to a maximum amount of information. In fact, it's more effective to provide just enough information to create a level of interest on the part of job hunters, encouraging them to apply.

## 1.11 INTERNATIONAL ELECTRONIC RECRUITING

Websites offer a global presence as an increasing number of companies are posting their job openings online in more than 100 countries. Not surprisingly, most of these sites are produced in English. Since English is the most widely spoken language in the world, this may seem advantageous. However, for most people, English is a sec-ond language. They may be familiar with the basic structure of the language and able to converse in or read it. This does not mean, though, that they are aware of the nuances we so often use without regard to whether they constitute "proper English."

It's impractical, costly, and excessively time-consuming to prepare variations of each webpage in several different languages. You can, however, develop one site in one language that most people will be able to understand. This requires a focus on how you speak and read the English language. Here are some guidelines:

1. **Avoid jargon.** Made-up words can interfere with a clear, precise message. The meaning may confuse readers, thereby slowing them down. Clearly, industry- unique buzzwords or acronyms are appropriate, but only if you're fairly certain that at least 90 percent of your readers will understand their precise meaning.

With terms that are ambiguous, provide a definition the first time the word or term appears in the text. It's also a good idea to review the document from the perspective of someone outside the culture of an American organization. If you have the least suspicion that readers will not share the meaning that is in-tended, either spell it out or make a clearer choice.

2. **Select proper word usage.** The English language is full of words that are confused with one another. For example, do you know the difference between assure, en-sure, and insure; affect and effect; adapt and adopt; advise and inform; or accept and except? We all probably learned the meanings to these words at some point in our education, but when it comes time to use

these words in a sentence, we often play a guessing game as to which one is correct. Americans can sometimes be casual about language. But to people for whom English is a second language, correct word usage is very important and they tend to be very precise. They probably know the difference between continual and continuous, so don't confuse the two in your text.

3. **Use proper grammar, punctuation, and spelling.** Web writing is unique; spaces between many words are eliminated and "periods" appear in the middle of sentences. In spite of this, the actual text of your job offerings should consist of proper grammar, punctuation, and spelling. Again, people for whom English is a second language are more likely to be aware of rules of grammar and will be able to pick out errors. These errors could be viewed as a carelessness that is representative of your organization, influencing an applicant's decision to submit an application.
4. **Do not avoid cliches.** If the subject were business writing, I would say the opposite; however, in writing Internet text for a population consisting largely of people for whom English is a second language, cliches can actually be helpful. Certain overused, stock phrases, such as "We need someone who can hit the ground running" are probably familiar and therefore more likely to accurately convey your meaning.
5. **Be careful about how you use numbers.** Something as simple as noting a resume filing date can be incorrectly interpreted by someone from another country. For example, in Europe, the numbers are reversed; hence a filing date of 8/12/07 would be interpreted as meaning December 8, 2007.
6. **Be careful about the colors you select for graphics.** In many countries, colors have very distinct, important, and sometimes religious meanings. Hence, misusing a color on your website can result in lost applicants. For example, in some cultures, purple is the color of royalty, while in Brazil it is associated with death.

You may choose to have your current website translated, graphics included, into another language. Many translation companies will do this for a nominal per-page fee, priced according to the content and the number and complexity of graphics involved. While this effort may appear to solve any potential problems associated with presenting your webpage in English, there is a wrinkle that comes with translation. The alphabet

of other languages may have characters not found in English; therefore, you may need a separate product that can create websites in multiple languages. Likewise, if you decide to browse foreign-language sites, enlist the services of companies that will translate pages into English for a small sum.

### 1.11.1 Internet Job Boards

In addition to advertising jobs on your company's career website, you can post openings on a variety of Internet job boards. Here are some of the most popular types of job boards:

1. **General Job Boards.** These are the most commonly used means of online recruiting. Companies post jobs and applicants respond, either to the system, which sends the application on to the company, or directly to an e-mail address. Some of the larger job boards can run up a tab of thousands of dollars a year.

That's a lot of money considering that you're sharing advertising space with numerous other employers, including recruitment firms. To keep costs to a minimum, experts recommend first visiting several local job boards as well as those frequented by your applicants. See if they're suitable for the types of jobs you're likely to post; it may be that you'll need to use several sites. Ask for a trial run and resist signing any contracts until you've had success in terms of a response rate.

Resume banks are extensions of general job boards, providing employers with the option of previewing resumes and paying for the contact information. Industry-Specific Boards. These boards target applicants with experience or interest in your particular type of business. It's not uncommon for these boards to offer free trials and rock-bottom sign-on prices. As with general job boards, don't sign a contract until you're fairly certain of success in finding suitable applicants.

2. **Professional Associations.** Like industry-specific boards, professional associations target applicants with experience or interest in your field. Most professional associations offer either free posting as a benefit to their members, or they will post and review resumes for a nominal fee.

3. **Resume Blasters.** Resume blasters are free for employers; applicants pay to “blast” a resume to recruiters who have identified desirable skills and competencies.
4. **Recruitment Sourcing.** This invasive form of Internet recruiting targets passive applicants. Techniques used include x-ray (a process enabling the user to find employee home pages, staff directories, and biographies hidden inside a site); peeling and flipping. Government Sites. Government sites are often thought of as a wasteland of resumes, making it difficult to navigate and find anyone whose skills match your needs. You can narrow your focus, however, by posting jobs on state sites and clearly identifying the skills you’re seeking.
5. **Diversity Sites.** Targeting diversity sites for various ethnicities, people with disabilities, and the like, can produce qualified applicants and help you meet affirmative action goals as well. A word of caution: Some diversity sites claim to focus on placing specific groups (e.g., minorities); in reality, they’re little more than links to larger, generic job boards.
6. **Targeted Applicants.** If there’s a way to personalize a rather impersonal recruitment source, this is it. A project manager works one-on-one with you to prepare a virtual profile of your business and then helps you with specific job postings. These postings are then e-mailed to a specific group of registered applicants who have been targeted based on their skills. After reviewing your profile, these applicants can contact your company to discuss job opportunities.
7. **Streamline Services.** These services automate your recruitment efforts and applicant tracking, thereby saving you time. They usually link a job-posting page to your main website and allow you to post your openings on several job boards. One of the benefits to these streamline services is that they are flexible and customize according to your needs. Most charge a monthly fee.
8. **School Job Boards.** Most colleges and universities, as well as high schools, offer job boards. These sites are similar to traditional job boards, generally targeting seniors and graduates. Look, too, for national sites that link schools. Outplacement Services. Outplacement firms will often post your jobs for

free on their job boards. You can also keep in touch with companies issuing layoffs or experiencing mergers; they will usually allow you to post your job openings on their job boards.

## 1.12 ELECTRONIC WEB SOURCES

This list of specific publications, services, or institutions is for informational purposes only and is not to be considered an endorsement. That said, here are some electronic Web sources and sites, viable as of the date of this publication.

### Books

Weddle's Directory of Employment-Related Internet Sites: For Recruiters and Job Seekers 2005/6 and Weddle's 2005/6 Guide to Employment Web Sites (available at [www.weddles.com](http://www.weddles.com)), both by Peter D. Weddle

### Internet Addresses Recruiting Online

- ♦ All-Biz.com Network ([www.all-biz.com](http://www.all-biz.com)), a resource for business professionals.
- ♦ America's Job Bank ([www.ajb.dni.us](http://www.ajb.dni.us)), which links to nearly 2,000 state employment offices.
- ♦ BrassRing ([www.brassring.com](http://www.brassring.com)), a specialist in talent relationship management (TRM).
- ♦ Career Shop ([www.careershop.com](http://www.careershop.com)), with job posting and resume search features.
- ♦ Careerjournal.com ([www.careerjournal.com](http://www.careerjournal.com)), the executive career site of The Wall Street Journal
- ♦ Dice ([www.dice.com](http://www.dice.com)), technology job board.
- ♦ ExecuNet ([www.execunet.com](http://www.execunet.com)), a networking organization for senior managers earning at least \$100,000 annually. Employers are allowed to recruit from its membership.
- ♦ EWork Exchange ([www.ework.com](http://www.ework.com)), an international marketplace for employers with contingent work projects and applicants.



- ♦ Futurestep ([www.futurestep.com](http://www.futurestep.com)), an executive search service for management professionals. Applicants complete online questionnaires to determine experience and skill level.
- ♦ HispanicOnline.com ([www.hispaniconline.com](http://www.hispaniconline.com)), a career center where job listings can be posted.
- ♦ HR.com ([www.hr.com](http://www.hr.com)), job board.
- ♦ Imdiversity Minorities' Job Bank ([www.imdiversity.com](http://www.imdiversity.com)), career and self-development information, targeting all ethnic minorities, and site for finding or posting job openings.
- ♦ Job Web ([www.jobWeb.com](http://www.jobWeb.com)), an online career fair for new college graduates.
- ♦ Monster Jobs ([www.monster.com](http://www.monster.com)), a popular site with links to hundreds of companies with job listings.
- ♦ MonsterTrak.com ([www.monstertrak.com](http://www.monstertrak.com)), caters to college graduates.
- ♦ National Business and Disability Council ([www.business-disability.com](http://www.business-disability.com))..fc: employers wanting to reach people with disabilities.
- ♦ National Resume Database ([www.business-disability.com/Services/resume\\_database.asp](http://www.business-disability.com/Services/resume_database.asp)) helps qualified college graduates with disabilities find jobs.
- ♦ Newslink ([www.newslink.org/joblink/](http://www.newslink.org/joblink/)) posts classified ads from nearly 5,000 newspapers, magazines, and radio.
- ♦ Recruiters Online Network ([www.recruitersonline.com](http://www.recruitersonline.com)) contains a job bank and recruiting tools.
- ♦ Step Stone ([www.stepstone.com](http://www.stepstone.com)), an international recruiting site.

Interviewing, Job descriptions, Reviewing the application and résumé, Planning basic questions, Competency Based questions, Key competency category, competency based lead-ins, Generic competency Questions, Additional types of questions, Probing questions, Questioning techniques to avoid, Encourage applicant to talk, Providing talk.

## UNIT II

### 2.1 INTRODUCTION TO INTERVIEWING

The perception is that an interview is little more than two people sitting down together, having a conversation. As they talk, one person- the interviewer asks questions, while the other-the applicant- answers the questions. Whether a job offer is extended depends on just how well the applicant answers the questions.

Such an impression is largely based on observation of interviews being conducted by seasoned interviewers who certainly can make employment interviews seem like effortless conversation.

1. **Job Analysis** : The process of interview preparation begins with a thorough job analysis. This includes a review of the position's responsibilities, requirements, reporting relationships, environmental factors, exemption and union status, salary, benefits, and growth opportunities.
2. **Duties and Responsibilities** : Job analysis (typically HR specialists) should make it a point to spend time in the department where openings exist, observing and conversing with incumbents as they perform various aspects of the job, as well as talking with supervisors in charge about their perspective of the scope of work involved. If possible, they should also seek out people who previously held the position to shed light on how the job may have evolved.

Job analysis should review the duties and responsibilities of a job each time a position becomes available.

3. **Education and Experience** : The process of job analysis continues with identifying appropriate educational and prior experience prerequisites. This

can best be accomplished when managers and HR representatives join together.

Arbitrarily setting high minimum standards in the hope of filling a position with the most qualified person can backfire.

**4. Intangible Requirements :** To lend balance to a lack of specific educational or experiential requirements, or to “round out” the concrete requirements of a job, intangible criteria can be helpful- for example:

- ♦ Ability to get along with coworkers, management, employees, clients, and customers.
- ♦ Appearance
- ♦ Assertiveness
- ♦ Attitude
- ♦ Creativity and imagination
- ♦ Initiative
- ♦ Management style
- ♦ Maturity
- ♦ Personality
- ♦ Responsiveness
- ♦ Self-confidence
- ♦ Temperament

These factors can be significant, but only when examined in relation to the requirements of the opening. That is, in addition to determining any relevant education and experience prerequisites and examining the scope and degree of responsibilities, you should explore the question of what type of individual would be most compatible with the position. This may best be determined by learning as much as possible about such job factors as the amount of stress involved, the amount of independent work (as opposed to closely supervised work), and the overall management style of the department. The combined information should translate into a profile of the ideal employee.

### Reporting Relationships :

Another facet of job analysis has to do with reporting relationships. In this regard, ask yourself the following questions:

- ♦ What position will this job report to, both directly and indirectly?
- ♦ Where does this job appear on the department's organizational chart?
- ♦ What positions, if any, report directly and/or indirectly to this job?
- ♦ What is the relationship between this job and other jobs in the department, in terms of level and scope of responsibility?
- ♦ What is the relationship between this job and other jobs in the organization?

These questions all pertain to positions, as opposed to specific individuals. Once you've determined the nature and level of a reporting relationship, you can factor in any relevant personality traits of the person to whom the opening reports.

- ♦ **Work Environment** : A job's work environment consists of four distinct considerations: physical working conditions, geographic location, travel requirements, and work schedule.
- ♦ **Physical Working Conditions** : Working in areas that may not be well ventilated, exposure to chemicals or toxic fumes, working in cramped quarters, working in a very noisy location, working extensively with video display terminals, and sitting or standing for long periods of time. With regard to the last two points, employers are increasingly consulting with ergonomists for help with carpal tunnel syndrome problems and defining postures that minimize unnecessary static work and reduce the forces acting on the body.

The problems of high turnover and poor morale as they relate to unsatisfactory working conditions can easily be prevented. First, accurately describe existing working conditions to prospective employees. If an unpleasant condition is temporary, by all means say so, but don't make anything up. Be sure to ask applicants whether they've ever worked under similar conditions before and for how long. When they respond, watch as well as listen to their answers.

- ♦ **Geographic Location** : As stated, if at all possible show potential employees where they would be working. If recruiting from a central office for positions in satellite branches, be specific in the description of the job site and offer videos. CD-ROMs or brochures realistically illustrating the location where an opening exists.

Sometimes a position will call for rotation from one location to another. If this is the case, be prepared to describe the working conditions of each location and how long each assignment is likely to last.

- ♦ **Travel** : Discuss the geographic span and the expected frequency of job-related travel. Tell applicants, too, how much advance notice they can generally expect to receive before having to leave. In the case of local travel, applicants will want to know whether they will be expected to provide their own transportation. They will also want to know how reimbursement for job-related travel expenses is handled.
- ♦ **Schedule** : Employees, especially at the nonexempt level, need to know what days of the week they're expected to work, how many hours they're being paid for, when to report to work each day, and when they may leave. If alternative work arrangements are available, applicants need to know their options. Also important is how much time is allotted for meals and other scheduled breaks throughout the day. It's also a good idea to identify the number of vacant days, paid holidays, and any other days they may take off, such as personal days.
- ♦ **Union Status** : Employees shall have the right to self-organization, to form, join, or assist labor organizations, to bargain collectively, through representatives of their own choosing, and to engage in other concerted activities, for the purpose of collective bargaining or other mutual aid or protection.
- ♦ **Salary Ranges** : Whether this information is disclosed to an applicant at the initial interview is a matter of company policy, but interviewers should certainly know what a job pays so they can determine if an applicant warrants further consideration.

Related to the issue of salary is the "sign on" or "hiring" bonus. Previously reserved for executive – level applicants and highly specialized, hard-to-fill

positions, the bonus is now becoming an increasingly popular means for attracting top college graduates.

- ♦ **Benefits** : Describing your company's benefits package can be an excellent selling point, especially for hard-to-fill positions. Recruiters are advised to prepare a forty-five to sixty second summary of company benefits, such as medical and disability insurance, dental coverage, life insurance, profit-sharing plans, stock bonus programs, vacation days, personal days, leaves of absence, holidays and tuition reimbursement.
- ♦ **Growth Opportunities** : Generally, applicants are interested in whether they will be able to move up in an organization. It is therefore helpful to know about the frequency of performance appraisals, salary reviews, and increases; policies regarding promotions; relationship of a position's level and scope of responsibilities to that of others within a job family; policies governing internal job posting ; likelihood of advancement ; tuition reimbursement plans; and training.

It's important to provide an accurate account of growth opportunities to preclude the possibility of morale problems developing later on.

### 2.1.1 25 Tips for Interviews

The interviewing stage of your job search is the most critical. You can make or break your chance of being hired in the short amount of time it takes to be interviewed. Anyone can learn to interview well, however, since most mistakes can be anticipated and corrected. Learn the following top 25 interviewing techniques to give you a winning edge.

1. **Bring Extra Copies of Your Resume to the Interview** : Nothing shows less preparation and readiness than being asked for another copy of your resume and not having one. Come prepared with extra copies of your resume. You may be asked to interview with more than one person and it demonstrates professionalism and preparedness to anticipate needing extra copies.
2. **Dress Conservatively and Professionally** : You can establish your uniqueness through other ways, but what you wear to an interview can make a tremendous difference. It is better to overdress than underdress. You can, however, wear the same clothes to see different people.

3. **Be Aware of Your Body Language** : Be alert, energetic, and focused on the interviewer. Make eye contact. Non-verbally, this communicates that you are interested in the individual.
4. **First & Last Impressions** : The first and last five minutes of the interview are the most important to the interview. It is during this time that critical first and lasting impressions are made and the interviewer decides whether or not you are a viable candidate. Communicate positive behaviors during the first five minutes and be sure you are remembered when you leave.
5. **Fill Out Company Applications Completely - Even if You Have a Resume** : Even though you have brought a copy of your resume, many companies require a completed application. Your willingness to complete one, and your thoroughness in doing so, will convey a great deal about your professionalism and ability to follow through.
6. **Remember that the Purpose of Every Interview is to Get an Offer** : You must sufficiently impress your interviewer both professionally and personally to be offered the job. At the end of the interview, make sure you know what the next step is and when the employer expects to make a decision.
7. **Understand Employers' Needs** : Present yourself as someone who can really add value to an organization. Show that you can fit into the work environment.
8. **Be Likeable** : Be enthusiastic. People love to hire individuals who are easy to get along with and who are excited about their company. Be professional, yet demonstrate your interest and energy.
9. **Make Sure You Have the Right Skills** : Know your competition. How do you compare with your peers in education, experience, training, salary, and career progression? Mention the things you know how to do really well. They are the keys to your next job.
10. **Display an Ability to Work Hard to Pursue an Organization's Goals** : Assume that most interviewers need to select someone who will fit well into their organization in terms of both productivity and personality. You must confirm that you are both a productive and personable individual by emphasizing the benefits you will bring to the company.

- 11. Market all of Your Strengths :** It is important to market yourself, including your technical qualifications, general skills and experiences as well as personal traits. Recruiters care about two things-credentials and personality. Can you do the job based on past performance and will you fit in with the corporate culture? Talk about your positive personality traits and give examples of how you demonstrate each one on the job.
- 12. Give Definitive Answers and Specific Results :** Whenever you make a claim of your accomplishments, it will be more believable and better remembered if you cite specific examples and support for your claims. Tell the interviewer about business situations where you successfully used a skill and elaborate on the outcome. Be specific.
- 13. Don't be Afraid to Admit Mistakes :** Employers want to know what mistakes you have made and how you have learned from them. Don't be afraid to admit making mistakes in the past, but continuously stress your positive qualities as well, and how you have turned negatives into positive results.
- 14. Relate Stories or Examples that Heighten your Past Experience :** Past performance is the best indicator of future performance. If you were successful at one company, odds are you can succeed at another. Be ready to sell your skills and performance in the interview.
- 15. Know Everything About your Potential Employer Before the Interview :** Customize your answers as much as possible in terms of the needs of the employer. This requires that you complete research, before the interview, about the company, its customers, and the work you anticipate doing. Talk in the employer's language.
- 16. Rehearse and Practice Interview Questions Before the Interview :** Prior to your interview, try to anticipate the types of questions you may be asked and rehearse the appropriate answers. Even if you do not anticipate all of the questions, the process of thinking them through will help reduce anxiety and be prepared during the interview itself.
- 17. Know how to Respond to Tough Questions :** The majority of questions that you will be asked can be anticipated. However, there are exceptional questions tailored to throw you off guard to see how you perform under



pressure. Your best strategy is to be prepared, stay calm, collect your thoughts, and respond as clearly as possible.

- 18. Put your Strengths, Accomplishments, and Contributions into Job-Related Language Relevant to the Needs of Employers :** While you no doubt have specific strengths and skills related to the position, emphasize the benefits you are likely to provide to the employer. Whenever possible, give examples of your strengths that relate to the employer using the appropriate language for the industry.
- 19. Identify your Strengths and what you Enjoy doing :** Skills that you enjoy are the ones that are most likely to bring benefit to an employer. Prior to the interview, know what it is that you enjoy doing most, and what benefits those skills bring to you and your employer.
- 20. Know how you Communicate Verbally to others :** Strong verbal communication skills are highly valued by most employers. They are signs of educated and competent individuals. Know how you communicate, and practice with others to determine if you are presenting yourself in the best possible light.
- 21. Don't Arrive on Time-Arrive Early :** No matter how sympathetic your interviewer may be to the fact that there was an accident on the freeway, it is virtually impossible to overcome a negative first impression. Do whatever it takes to be on time, including allowing extra time for unexpected emergencies.
- 22. Treat Everyone you Meet as Important to the Interview :** Make sure you are courteous to everyone you come in contact with, no matter who they are or what their position. The opinion of everyone can be important to the interview process.
- 23. Answer Questions with Complete Sentences and with Substance :** Remember that your interviewer is trying to determine what substance you would bring to the company and the position. Avoid answering the questions asked with simple "yes" or "no" answers. Give complete answers that show what knowledge you have concerning the company and the job requirements. Let the interviewer know who you are.

**24. Reduce your Nervousness by Practicing Stress Reduction**

**Techniques :** There are many stress-reducing techniques used by public speakers that can certainly aid you in your interview process. Practice some of the relaxation methods as you approach your interview, such as taking slow deep breaths to calm you down. The more you can relax, the more comfortable you will feel and the more confident you will appear.

- 25. Be Sure to Ask Questions :** Be prepared to ask several questions relevant to the job, the employer, and the organization. These questions should be designed to elicit information to help you make a decision as well as to demonstrate your interest

**2.2 JOB DESCRIPTIONS**

The primary purpose of a job description is to identify the essential function of a job; that is, those tasks that are fundamental to the position. It clarifies what the role of the job is and what the incumbent is expected to accomplish. Essentially, a job description forms the groundwork for an agreement between an employer and the incumbent as to expected job performance results. Accordingly, the language should

Every position in an organization should have a job description, whether it's generic or specific. Generic job descriptions are written in broad, general terms and may be used for several similar positions in different departments of the same company.

For example, there may be one generic job description for the position "administrative assistant" rather than a separate administrative assistant job description for each department. Specific job descriptions define the duties and tasks of one particular position, such as "vice president of human resources. They are written when a position has unique responsibilities that distinguish it from other, similarly entitled jobs.

**Job descriptions are multipurpose tools that can be used in virtually every aspect of the employment process:**

Clarifying relationships	Demotions	Disciplinary actions between jobs
Employee orientations	Exit interviews	Grieving proceedings
Interviewing	Job posting	Outplacement

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## RECRUITMENT & SELECTION (JNTU-HYD)

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Performance appraisals	Promotions	Recruitment
Salary structuring	Selection	Training
Transfers		Workflow analyses

Since job descriptions can be used for many different purposes, employers should take care to write them as comprehensively as possible. Initially, this will require a fair amount of time, but it will prove well worth the effort. Here are fifteen guidelines for writing job descriptions:

1. Arrange duties and responsibilities in a logical, sequential order. Begin with the task requiring the greatest amount of time or carrying the greatest responsibility.
2. State separate duties clearly and concisely. This way anyone can glance at the description and easily identify each duty. Consider also further identifying each task "essential" or "nonessential."
3. Try to avoid generalizations or ambiguous words. Use specific language and be exact in your meaning. To illustrate: "Handles mail" might be better expressed "sorts mail" or "distributes mail."
4. Do not try to list every task. Use the phrase "Primary duties and responsibilities include . . ." at the beginning of your job description and proceed from there. You may also choose to close with the phrase "Performs other related duties and responsibilities, as required."
5. Include specific examples of duties wherever possible. This will enable the person reading the job description to more fully understand the scope of responsibility involved.
6. Use nontechnical language. A good job description explains the responsibilities of a job in terms that are understandable to everyone using it.
7. Indicate the frequency of occurrence of each duty. One popular method is to have a column on the left of the list of tasks with corresponding percentages that represent estimated amount of time devoted to each primary duty.
8. List duties individually and concisely rather than using narrative paragraph form. Remember, a job description is not an English composition.

9. Do not refer to specific people. Instead, refer to titles and positions. Incumbents are likely to change positions long before the positions themselves are revamped or eliminated.
10. Use the present tense. It reads more smoothly.
11. Be objective and accurate in describing the job. Be careful not to describe the present incumbent, someone who may have just been fired for poor performance, or someone who was recently promoted for outstanding job performance. Also, if you held that particular job, don't talk about yourself and how you handled it. Describe the job as it should be performed not as you would like to see it performed.
12. Stress what the incumbent does, instead of explaining a procedure that is used. To illustrate: it is better to say the person in the job "records appointments" rather than saying "a record of appointments must be kept."
13. Be certain that all requirements are job-related and are in accordance with equal employment opportunity laws and regulations. This will preclude the likelihood of legal problems developing later on.
14. Eliminate unnecessary articles such as "a" and "the" in the job description. Do not make the description too wordy. Most job descriptions can be completed in one or two pages. The length of a job description does not increase the importance of the job.
15. Use action words. This means any word that describes a specific function, such as "organizes." Within a sentence, one word should stand out as most descriptive—a word that could readily stand alone. This action word will also convey to the reader a degree of responsibility. For example, compare "directs" to "under the direction of." Try to begin each sentence with an action word; the first word used should introduce the function being described.

### **The Basic Categories of Job Information**

The exact contents of a job description will be dictated by the specific environment and needs of an organization. The basic categories of job information required for most positions are listed here:

1. Date

2. Job analyst
3. Job title
4. Department
5. Reporting relationship
6. Location of the job
7. Exemption status
8. Salary grade and range
9. Work schedule
10. Job summary
  - ◆ Duties and responsibilities, including extent of authority and degree of independent judgment required
  - ◆ Job requirements, including education, prior work experience, and specialize\* skill and knowledge
  - ◆ Physical environment and working conditions
  - ◆ Equipment and machinery to be used
  - ◆ Other relevant factors, such as degree of contact with the public or customer and access to confidential information

A database of well-written job descriptions provides an organization with an understanding of how the job contributes to the achievement of companywide goals; it also offers a solid legal base with respect to employment-related decisions made relative to that job. Once a job description is written, review it on a semiannual or annual basis to make certain the content or requirements of the job have not changed.

### **Purpose**

The objective of a job description is to have an outline of duties and responsibilities to make the screening process as direct and focused as possible.

Job descriptions may have the following elements:

- ◆ Improvement cooperation by giving all members of the organization

insight in existing responsibilities/roles

- ♦ Enabling career moves within the organization
- ♦ Determination of amount of pay per function
- ♦ Increase of results by specification of responsibilities and key performance indicators
- ♦ Development of job owner by specification of competencies

### Possible Job Description Items

A specific designation of a post within an organization, normally associated with a job description that details the tasks and responsibilities that go with it.

1. **Job duties** : May also be called Tasks Performed; may be as lengthy as necessary to fully describe each essential duty or responsibility which comprises the employee's functions, generally starting with principal duties.
2. **Roles and responsibilities** : This includes supervisory level, managerial requirements, and any working relationships and may also include your corporate/individual objectives.
3. **Job specifications or qualifications** : This section could include academic requirements such as 5 GCSE's at grade C and above. what are the kind of efforts you implement in performing a job. education
4. **Salary and benefits** : Describes the compensation type, hourly or salary, and amount. In addition it includes both standard benefits and any fringe benefits associated with the position.

## 2.3 REVIEWING THE APPLICATION AND RESUME

Never conduct an interview without first reviewing the applicants completed application and/or resume, for two main reasons: First, you will begin to become familiar with the person's credentials, background, and qualifications as they relate to the requirements and responsibilities of the job; second, you can identify areas for discussion during the interview.

Each organization should have an application form, whether paper or electronic, that reflects its own environment. For example, the application form for a highly technical

company will differ from one used by a nonprofit organization. Some companies have more than one form: one for professional or exempt positions, another for nonexempt positions. Appendix E contains a generic sample employment application form with categories that are applicable to many positions in most work environments.

When designing an application form, it's important to remember that all categories must be relevant and job-related. This is critical from the standpoint of compliance with equal employment opportunity (EEO) laws and regulations. In this regard, familiarity with federal laws is not sufficient, since many state laws are more stringent: Compliance with federal regulations could still mean violation of state regulations. Where there is a difference, the stricter law prevails. Oversight or ignorance of the law does not provide immunity.

Resumes differ from applications in that people start with a blank piece of paper or a blank screen, as opposed to a form with specific questions. Consequently, applicants can offer whatever data they choose on a resume. Generally, the same basic information should appear on a resume as appears on an application form, including work history (employer, location, duration, duties, and special accomplishments), educational degrees or certificates, and scholastic achievements. Career objectives may also be cited.

There are ten key areas to focus on when reviewing an application or resume. Remember these are guidelines only. Deviation from any one of the standards should not, in and of itself, result in the rejection of an applicant. Nor should a specific standard in this list be considered at all if it's not relevant to the responsibilities of the position in question:

1. Scan the overall appearance of the application or resume. Check to see that it's neat and easy to read. The handwriting on applications should be legible; and whether the resume is typed and printed or is submitted electronically, it should reflect resume-writing guidelines in terms of organizing the information and highlighting key accomplishments. The contents of applications and resumes should be grammatically correct and the language easy to understand. Paper resumes are generally one to two pages in length and should be professional in appearance. Cover letters usually accompany paper and electronic resumes, demonstrating added interest on the part of the applicant.

2. Look for any blanks or omissions. This is easy with an application form; with a resume, check to see that basic information relating to work and education has not been excluded. Make note of any missing data so you can ask the applicant about it during the face-to-face interview. Some employment application forms are poorly designed, as are some electronic resume formats. This can cause applicants to inadvertently overlook certain questions or categories. Or it may be that an applicant purposely omitted certain information. If this is the case, it's up to you to find out why and to determine the importance of the missing data during the interview.
3. Review the applicant's work history and make a note of any time gaps between jobs. If an applicant indicates that he took some time off between jobs to travel throughout Europe, make a note of it. Be careful not to pass judgment, deciding that this was a frivolous and irresponsible pursuit. Fill in the gaps and worry about drawing conclusions after the interview process is completed.
4. Consider any overlaps in time. For example, the dates on an application may show that the applicant was attending school and working at the same time. Of course, this is possible, but not if the school happens to be in California and the job was in New York. Even if the locations are consistent, you need to verify the accuracy of the dates.
5. Make a note of any other inconsistencies. To illustrate, say there is an applicant with an extensive educational background who has been employed in a series of non-exempt jobs. This may be because she has degrees in a highly specialized field and cannot find suitable work, or it may be that her educational credentials are misrepresented. It's up to you to find out.
6. Consider the frequency of job changes. People voluntarily leave jobs for many reasons, including an inaccurate description of the work at the time of hire, an improper job match, personality conflicts on the job, inadequate salary increases, limited growth opportunities, and unkept promises. Some employees, knowing that they're doing poorly, voluntarily terminate their employment just prior to a scheduled performance evaluation.

Then there are instances when employees are let go for reasons unrelated to performance: A company shuts down for economic reasons,



major organizational changes result in the deletion of positions, or a contingency assignment is completed and there is no additional work to be done. Of course, employees are also terminated for poor performance.

7. Be objective when evaluating a person's salary requirements. In our society it's assumed that everyone wants and needs to make more money. While money is one of the most commonly cited reasons for changing jobs, you will undoubtedly come across applicants who are willing to take a job at a lower salary than they were previously or are presently earning. The reasons vary.

Sometimes an individual wants to move from one area of specialization to another and recognizes that a lack of expertise in the field will mean less money. Then there are those who want to work for a particular company and are willing to earn less in order to do so. Some people view job satisfaction as being of paramount importance. For those who have been unemployed for a long time and cannot find work at their old rate of pay, any job is seen as an opportunity. The message, then, is not to draw premature conclusions.

It is significant to note that factoring in information relevant to salaries earned in past positions may be a violation of the Equal Pay Act of 1963, which prohibits paying women less than men for performing substantially equal work .

This could occur where an employer learns that a woman has been earning considerably less in previous jobs than a man with a comparable background of skills and experience. If both are hired for the same type of job to perform substantially equal work and are offered starting salaries that are, say, \$5,000 above their previous salaries, and perform at comparable levels of effectiveness during their respective terms of employment, the pay differential between the two will widen that much more.

8. Carefully review the applicant's reasons for leaving previous jobs. Look for a pattern. For example, if the reason given for leaving several jobs in a row is "no room for growth/" it may be that this person's job expectations are unrealistic. While this explanation could be perfectly legitimate, it could also be a cover-up for other, less acceptable reasons. This is a key area to explore in the face-to-face interview.

9. Make a note to ask for elaboration of duties that are not clearly described on the application or resume. Job titles may also require explanation. Some titles are not functional or descriptive and therefore fail to reveal their scope of responsibility. Examples of such titles include “administrative assistant” and “vice president/” Some-times titles sound quite grand, but upon probing, you discover that they carry few substantive responsibilities.
10. Review the application or resume for “red flags/” Look for any information that doesn’t seem to make sense or leaves you with an uneasy feeling. A classic exam-ple: The application asks for the “Reason for Leaving Last Job.” The popular answer “Personal” should alert you to a possible problem. Many interviewers assume that they have no right to pursue this issue further that to do so would be an invasion of the person’s privacy. This is not true. You have an obligation to ask the applicant to be more specific. If people begin to volunteer information about their home life and personal relationships, then you must interrupt and ask them to focus on job-related incidents that may have contributed to their decision to leave. Also note that “personal” is frequently a cover-up for “fired.”

## 2.4 PLANNING BASIC QUESTIONS

Plan a handful of questions that will serve as the foundation for your interview. The job description is an excellent starting point. By reviewing the job description, you can easily identify what skills are required and then proceed to formulate the questions you’ll need to ask in order to determine whether the applicants possess these skills and are capable of performing the required duties and responsibilities. Hypothetical situations can also be developed and presented to applicants, which gives them a chance to demonstrate their potential.

Be careful not to list too many questions or become very specific during the stage of preparation. If you have an extensive list of detailed questions, the tendency will be to read from that list during the interview.

If you were to leave this answer and go on to another question, you would be overlooking a wealth of information. The applicant has handed you four valuable pieces of information worthy of exploration:

Here are some additional questions you can ask, based on the applicant's own comments:

- 1 What is the nature of some of the situations with which you are asked to deal?
- 2 Who are the people who call you?
- 3 What is the process that someone with a complaint is supposed to follow?
- 4 What is your role in this process?
- 5 Exactly what is the customer hot line?
- 6 When you say that you 'handle' the hot line, exactly what do you mean?
- 7 What do you say to a customer who calls on the hot line?
- 8 What do you say to a customer who calls with a specific question?
- 9 Tell me about a time when a customer was extremely angry. What happened?
- 10 Tell me about a time when a customer demanded to speak to someone else.
- 11 How much of your time is devoted to researching questions?
- 12 Describe the research process, including the resources you use.
- 13 How do you prepare for each day, knowing that you will probably have to listen to several people complaining about a variety of problems?

**For Applicants with Prior Work Experience**

1. What do/did you like most and least about your current/most recent job?
2. Describe a situation in your current/most recent job involving. How did you handle it?
3. What are/were some of the duties in your current/most recent job that you find/found to be difficult and easy? Why?
4. Why do/did you want to leave your current/most recent job?
5. How do you generally approach tasks you dislike? Please give me a specific example relative to your current/most recent job.

**For Applicants with Formal Education but No Prior Work Experience**

1. What were your favorite and least favorite subjects in high school/college/other? Why?
2. Describe your study habits.
3. Why did you major in ?
4. How do you feel your studies in prepared you for this job?

**For Applicants Without Formal Education or Work Experience**

Here are a series of hypothetical situations that are likely to occur on the job.

1. How would you handle them?
2. What has prepared you for this job?

**Questions Interviewers Should Ask Themselves**

When interviewers prepare to meet an applicant, they need to do more than plan questions to ask. They need, also, to be prepared to answer questions.

**1. Questions About the Organization**

- ♦ Can you describe the work environment?
- ♦ What is the overall philosophy of the company?
- ♦ What is the company's greatest strength?
- ♦ What is the company's most glaring weakness?
- ♦ What does the organization expect from its employees?
- ♦ What is the prevailing management style?
- ♦ What is the organization's mission statement?
- ♦ What are the organization's short and long-term goals?
- ♦ How does this job fit in with those goals?
- ♦ Are there plans for expansion in the near future?
- ♦ What does the company's organizational chart look like?

- ♦ Are there any misconceptions about this company by the public?
- ♦ How does the company view the issue of work/life balance?
- ♦ What is the company's view with regard to the role of technology?
- ♦ What are this company's greatest technological challenges?
- ♦ How does this organization view fun in the workplace?

**2. Questions About the Job**

- ♦ Can you describe a typical day in this job?
- ♦ What is the most important aspect of this job?
- ♦ Why did the last incumbent leave this job?
- ♦ Can you describe my coworkers?
- ♦ Can you describe the people that would report to me?
- ♦ Can you describe the ideal employee for this job?
- ♦ What's the first task I would tackle if hired?
- ♦ Who evaluates my job performance?
- ♦ How does this position contribute to organizational goals?
- ♦ What makes this job an opportunity for me?
- ♦ Would I be required to sign a noncompete agreement?

**3. Questions About Growth Opportunities**

- ♦ Is there a structured career path for this job?
- ♦ What additional opportunities will this job likely lead to?
- ♦ What departments generate the most successful employees?
- ♦ What is the learning plan for this position?
- ♦ Why would a top performer leave this organization?

**4. Questions About the Applicant's Chances**

- ♦ What else can I say that will encourage you to select me?
- ♦ How do I compare with the 'ideal applicant'?
- ♦ How would you summarize my greatest asset?
- ♦ How would you recommend I convert any areas requiring improvement into assets?

#### 5. Questions About the Interviewer

- ♦ How long have you worked here?
- ♦ What position did you start out in?
- ♦ How long did it take you to get to the position you're in now?
- ♦ Why did you want to work here?
- ♦ Were your expectations met?
- ♦ What do you like most about working here?
- ♦ What do you like least about working here?

### 2.5 COMPETENCY BASED QUESTIONS – KEY COMPETENCY

A competency is defined as a skill, trait, quality, or characteristic that contributes to a person's ability to effectively perform the duties and responsibilities of a job. Competencies are the gauges for job success. Identifying job-specific competencies enables you to assess how effective a person has been in the past and therefore, how effectively she is likely to perform in your organization. While every job requires different competencies, there are four primary categories:

1. Tangible or measurable skills
2. Knowledge
3. Behavior
4. Interpersonal skills

Most jobs emphasize the need for one category over the others, but every employee should be able to demonstrate competencies, to some extent, in all four categories.

1. **Tangible Competencies** : Tangible competencies demonstrate what applicants have done in past jobs. For example, a sampling of competencies for a technical job includes having overall technical know-how, tailoring technical information to different audiences, applying technical expertise to solve business problems, staying technologically current, understanding the technologies of the organization, optimizing technology, balancing multiple projects, and communicating project status.
2. **Knowledge – Based Competencies** : The second competency-knowledge-concerns what applicants know and how they think. Included in this category are project management skills, problem-solving abilities, decision-making skills, the ability to focus on key elements of a project, time management, and the ability to use resources effectively. These are considered intangible qualities, and they are more difficult to measure and quantify than concrete skills but no less important. Every job, regardless of level, requires a certain degree of knowledge. Even an entry-level position demands some degree of decision making or problem solving.
3. **Behavior – Based Competencies** : The third competency concerns an applicant's key behaviors, or how she acts under certain conditions. Suppose the position calls for a high level of client satisfaction. In past client-oriented jobs, was this applicant committed to developing lasting partnerships with clients? Did she keep clients informed of key developments? Did she follow up to ensure client satisfaction? If she worked as part of or led a team, did she help team members focus on client requirements?
4. **Interpersonal Skills** : The fourth and final competency category involves interpersonal skills – that is, how applicants interact with others. Do they actively listen? Can they exercise self-control.

Every job requires some degree of interaction with others. Regardless of how competent they may be at what they can do, what they know, and how they behave, if job applicants are unable to interact effectively with their managers, coworkers, employees, or clients, then their work and the work of others will suffer. Interviewers must ask questions, therefore, that focus on how an applicant interacted in past jobs in situations to those that are likely to occur in your organization.

- a. **Impact of Competencies** : It's not hard to understand how focusing on one set of competencies, at the expense of the other three, can negatively impact your role as a representative for your organization. If the people you hire exhibit problems, it reflects on your judgment and abilities. It also makes your day-to-day job more difficult, creating possible production, morale, and motivational problems. And of course, hiring the wrong people can be costly.
- b. **Job – Specific Competencies** : Each job thus requires competencies from all four categories of tangible skills, knowledge, behavior, and interpersonal skills. It also necessitates a different set of job-specific competencies, based on the particular responsibilities involved.
- c. **Account Representative: Job-specific Competencies**
  - ♦ Sells business's products
  - ♦ Assists in the development and implementation of sales plans
  - ♦ Documents quote and sales contract review
  - ♦ Reports sales performance to director of sales
  - ♦ Interprets technical documents as they relate to sales and contracts for company products
  - ♦ Is able to effectively interface and communicate with technical and nontechnical staff
  - ♦ Has experience in managing and executing product sales
  - ♦ Demonstrates an ability to examine, question, evaluate and report sales
  - ♦ Is able to match timelines and meet deadlines

## 2.6 ACCOUNT REPRESENTATIVE : COMPETENCIES BY CATEGORY

T/K	Sells business's products
T/K	Assists in the development and implementation of sales plans
T/K	Documents quote and sales contract review
T/K	Reports sales performance to director of sales



T/K	Interprets technical documents as they relate to sales and contracts for company products
B/I	Is able to effectively interface and communicate with technical and non-technical staff
T/K/B	Has experience in managing and executing product sales
T/K/B/I	Demonstrates and ability to examine, question, evaluate, and report sales
B	Is able to match timelines and meet deadlines

**(T for Tangible, K for Knowledge, B for Behaviour and I for Interpersonal skills)**

## **2.7 COMPETENCY – BASED LEAD – INS**

When preparing competency-based questions remember two things: They require specific examples concerning what the applicant has done in the past, and they should tie in directly with job-specific competencies.

That said, competency-based questions are among the easiest questions to formulate. If the job requires the ability to oversee a project, you could pose the following questions to the applicant:

Tell me about a time when you had to oversee a project. What was the extent of your responsibilities?

Tell me about a specific project you worked on. I'm interested in learning about the roles of everyone involved.

What did you do in your last job to successfully complete a particularly difficult project? or perhaps the job involves working extensively as a member of a team. The questions in this case might include:

- ♦ Describe a time when you.....
- ♦ Give an example of a time in which you....
- ♦ Tell me about a time when you....
- ♦ Tell me about a specific job experience in which you...
- ♦ Give me an example of a specific occasion when you...

- ♦ Describe a situation in which you were called upon to...
- ♦ Describe the most significant...
- ♦ What did you do in your last job in order to...?
- ♦ How often in the last year were you called upon to...?
- ♦ Tell me about a time when you didn't want to———; what happened?
- ♦ Describe a situation in which you felt ——; what was the result?
- ♦ By the time you've asked the third or fourth competency – based question, applicants will realize that you expect a specific response whenever you begin with a leading phrase.

### When to Ask Competency-Based Questions

Effective competency-based employment interviews are structured to ensure that the interviewer stays in control and covers the four key competencies. They are also legally defensible. For maximum effectiveness, competency – base interviews should consist of five stages: rapport building, introductory stage, core stage, confirmation and closing.

1. **Rapport Building:** This is the stag during which applicants are encouraged to relax and feel at ease with the interviewer. Non-job-related topics are discussed, such as the weather or the applicant's commute. The rapport-building stage should represent approximately 2 percent of the interview. Competency-based questions are ineffective during this stage.
2. **Introductory Stage:** The initial questions an interviewer poses are intended to help still-nervous applicants feel at ease. These questions should encourage the applicant to talk about a familiar topic, such as her current or most recent job. In addition, the first few questions should be broad enough to generate additional questions and to allow the interviewer to begin assessing relevant verbal and organizational skills. This stage should represent about 3 percent of the interview. Competency-based questions during the introductory stage are minimally effective.
3. **Core Stage:** During this stage, interviewers gather information about job-specific skills, knowledge, behavior and interpersonal skills. It allows for an examination of the applicant's past job performance and projects future performance based on explicit job-related examples. Interviewers can

ultimately make hiring decisions based on facts, as opposed to intuitive feelings. The core stage should represent approximately 85 percent of the interview, with as much as 65 percent of it devoted to competency-based questions in the core stage is high.

4. **Confirmation:** During this stage interviewers can verify what they learned about job-specific competencies during the core stage. Topics of discussion should be limited to those aspects of work experience and education already discussed during the core segment. The confirmation stage should represent approximately 5 percent of the interview. The effectiveness of asking competency-based questions in the confirmation stage is minimal.
5. **Closing:** This final stage is the interviewer's opportunity to ensure that she has covered all relevant competencies needed to make an effective hiring decision. It is also the applicant's last chance to sell himself – to say how and why he would be an asset to the organization. The closing stage should represent approximately 5 percent of the interview; with most to all of it taken up with competency – based questions in this stage is high.

## 2.8 GENERIC COMPETENCY – BASED QUESTIONS

Among the most effective competency-based questions are those that are generated by job descriptions and resumes/applications, because they provide a direct correlation between the position and the applicant. Sometimes, though, interviewers need to explore other aspects of an applicant's eligibility to get a complete picture of how well an applicant will fit within an organizational culture, work on a given team, or function under a certain management style. Job-specific competency-based questions may not be sufficient to determine whether this fit exists.

Isolating some key job-related categories and posing a series of generic competency-based questions can help provide the balance needed to ultimately identify the best person overall for a job.

### Exempt Categories and Competency-Based Questions

Here is a list of generic categories that apply to many exempt positions and a series of related competency-based questions.

**1. Decision Making**

- ♦ Tell me about a time when you had to make an unpopular decisions; what was the outcome?
- ♦ Describe a time when you were angry about an unfair decision; how did you react?
- ♦ Tell me about a decision that you had to make in order to achieve an unrealistic deadline what happened?
- ♦ Tell me about the most productive decision you've ever made, and the most unproductive.

**2. Problem Solving**

- ♦ Tell me about a recent problem at work; how did you resolve it?
- ♦ What did you do in your last job to encourage your staff to resolve their own problems?
- ♦ Give me an example of what you initially perceived as a problem but later turned out not to b.
- ♦ Describe a situation in which you felt overwhelmed by a problem; what was the outcome?

**3. Communication**

- ♦ Describe a time when you had to make a presentation to senior management. How did you prepare?
- ♦ Tell me about a time when you were compelled to communicate bad news to an employee. What were the circumstances? What happened?
- ♦ Describe how you keep staff apprised of goings-on in the department and companywide.

**4. Delegation:**

- ♦ Tell me about a time when you delegated tasks to a staff member who failed to follow-through. What happened?
- ♦ Describe an instance in which you opted to perform a task outside the scope

of your job description rather than delegate it.

- ♦ Give me an example of a time when an employee complained about a task you delegated. What happened?

**5. Time Management:**

- ♦ Describe a time when the amount of time you'd set aside for a task proved insufficient.
- ♦ Tell me about an instance when you had to meet several crucial deadlines simultaneously.
- ♦ How do you ensure that you always have enough time in which to accomplish your work?
- ♦ Tell me how you prioritize your assignments and budget your time.

**Nonexempt Categories and Competency – Based Questions**

Here is a list of generic categories that apply to many nonexempt positions and a series of related competency-based questions.

**1. Ability to Follow Instructions:**

- ♦ Tell me about a time when you were given instructions but had difficulty following them.
- ♦ Describe a time when you were given incomplete instructions. What did you do?
- ♦ Describe a situation in which you disagreed with instructions for completing a task.

**2. Telephone Skills:**

- ♦ Describe a time when your supervisor said the information you recorded on a call slip was incomplete or incorrect.
- ♦ Give me an example of a time when you had trouble understanding someone on the phone.
- ♦ Tell me about an instance when you had a great deal of work to do but the phones kept ringing. What did you do?

**Exempt and Nonexempt Categories and Competency-Based Questions**

Here is a list of generic categories that apply to both exempt and nonexempt positions and a series of related competency-based questions.

**1. Ideal Work Environment**

- ♦ Tell me about three aspects of your current work environment that you would change if you could.
- ♦ Describe a task you've been asked to perform in a less-than-ideal environment. How did you cope?
- ♦ Give me an example of a job which, on the surface, appeared to be ideal, but later turned out to be far less than ideal.

**2. Employer/Employee or Coworker Relations**

- ♦ Tell me about the most productive employer/employee relationship you've ever had. What made it so productive?
- ♦ Tell me about a specific instance in which you felt a coworker took credit for your work; what did you do?
- ♦ Describe a meeting during which your coworker blamed you, in front of your boss, for an error that you hadn't made.

**3. Strengths and Areas Requiring Improvement**

- ♦ Tell me about a time when you were able to convert an area requiring improvement into strength.
- ♦ What did you do in your last job to improve one particular area requiring improvement?
- ♦ Which of your strengths do you apply when faced with a crisis?

**4. Working Under Pressure**

- ♦ What do you do at work to relieve stress?
- ♦ Tell me about a time when you made mistakes because you were working under too much pressure. What was the outcome?
- ♦ Describe an instance in which you strived working under pressure. Please be specific.

## 5. Motivation

- ♦ Describe an aspect of your current job that you find especially motivating.
- ♦ Tell me how you motivate yourself to perform tasks you dislike.
- ♦ What have you done to improve the motivational levels of other workers?

## 2.9 ADDITIONAL TYPES OF QUESTIONS

### Open – Ended Questions

By definition, open-ended questions require full, multiple – word responses. The answers generally lend themselves to discussion and result in information upon which the interviewer can build additional questions. Open-ended questions encourage applications to talk, thereby allowing the interviewer an opportunity to actively listen to responses, assess verbal communication skills, and observe the applicant's pattern of nonverbal communications. They also allow the interviewer time to plan subsequent questions. Open-ended questions are especially helpful in encouraging shy or withdrawn applications to talk without the pressure that can accompany a competency-based question requiring the recollection of specific examples.

**Many of the recommended follow-up questions were open-ended:**

- ♦ What is the nature of some of the situations with which you are asked to deal?
- ♦ What is the process that someone with a complaint is supposed to follow?
- ♦ When you say that you 'handle' the hot line, exactly what do you mean?

### Generic, Open-Ended Questions Relating to Work Experience

- ♦ How would you describe yourself as an employee? Coworker? Manager?
- ♦ What kind of people do you find it difficult/easy to work with? Why?
- ♦ How do you feel about the progress that you have made in your career to date?
- ♦ Why do you want to leave your current job?
- ♦ What are you looking for in a company?

- ♦ How does your experience in the military relate to your chosen field?

### **Hypothetical Questions**

Hypothetical questions are based on anticipated or known job-related tasks for the available opening. The questions are phrased in the form of problems and presented to the applicant for solutions.

- ♦ What would you do if....?
- ♦ How would you handle....?
- ♦ How would you solve...?
- ♦ In the event that.....
- ♦ If....
- ♦ Assuming.....
- ♦ How would you avoid....
- ♦ Consider this scenario....
- ♦ What would you say.....?
- ♦ Suppose.....?
- ♦ How would you go about...?

Hypothetical questions allow for the evaluation of reasoning abilities, thought processing, values, attitudes, creativity, work style and one's approach to different tasks.

Although the answers to hypothetical questions can produce important information about the applicant's reasoning and thought processes, interviewers are cautioned against expecting correct answers.

## **2.10 PROBING QUESTIONS**

These are questions that let interviewers delve more deeply for additional information. Best thought of as follow-up questions, they are usually short and simply worded. There are three types of probing questions:

1. Rational probes request reasons, using short questions such as: "Why?" "How?" "When?" "How often?" and "Who?"



2. Clarifier probes are used to qualify or expand upon information provided in a previous response, using questions such as: "What caused that to happen?" "Who else was involved in that decision?" "What happened next?" and "What were the circumstances that resulted in that happening?"
3. Verifier probes check out the honesty of a statement. For example: "You state on your resume that you currently work closely with the officers from your customer's firms; please tell me exactly what you have done for them."

Applicants who have trouble providing full answers usually appreciate the extra help that comes from a probing question. These questions also show the applicant you're interested in what she's saying and want to learn more.

Interviewers are cautioned against asking too many probing questions consecutively, since they tend to make applicants feel defensive. In addition, try to show interest with your accompanying body language by maintaining eye contact, nodding and smiling. Avoid staring, or raising your eyebrows, because these gestures can suggest disapproval.

### **Examples of Rational Probing Questions**

- ♦ What kind of people do you find it difficult/easy to work with? Why?
- ♦ Do you take over for your manager when she is away? How often?
- ♦ What motivates you? Why?
- ♦ What is the greatest accomplishment of your career to date? Why?

### **Examples of Clarifier Probing Questions**

- ♦ Who or what has influenced you with regard to your career goals? In what way?
- ♦ You said earlier that your team failed to meet the last deadline. What do you believe caused that to happen?
- ♦ Before you said that you were part of the decision to revamp your company's compensation structure. Who else was involved in that decision?

### **Examples of Verifier Probing Questions**

- ♦ What would your former manager say about how you handled the Grisham deal?

- ♦ How would your former employees describe your management style?
- ♦ What would your coworkers say about your contribution to the last team project you participated in?

Earlier you stated that you led a team from your company that had linked up with a team from World Energies, Inc. to work on developing a new communications device. Tell me about the roles and responsibilities of three specific members from World Energies.

## 2.11 QUESTIONING TECHNIQUES TO AVOID

Applicants may also provide trait response during the interview as a substitute for specific examples. This is likely to happen in response to an open-ended question when an applicant lacks sufficient expertise and is hoping to impress you with fancy words and phrases. Example, if you were to ask, "What is your greatest strength?" the applicant could reply, "I excel at problem solving." Good question; good answer, right? Not really. What have you learned about the applicant? Absolutely nothing.

If you want to know about a person's strengths, try the two-pronged approach: Ask the open-ended trait question first: "What is your greatest strength?" Then follow up with the competency-based questions: "Give me an example of how you've used your greatest strength at your current job." Now if the applicant says, "I excel at problem solving" in response to the first question she must back it up with a specific example. If she cannot, or rambles on with more rhetoric, you know she's giving you just so much verbiage.

Trait responses are also more likely to take you away from exploring a person's "darker side." Applicants naturally stress strengths and attributes, and interviewers have a tendency to focus on the positive, hoping for the perfect match. Consequently, relevant negative characteristics are overlooked, only to surface after the person has been hired. To avoid going down this path, interviewers are urged to explore negative information by asking competency-based questions that will provide evidence about past mistakes and problems.

- ♦ Three pages were devoted to a string of no less than fifty "I" statements: "I am analytical..," "I have excellent interpersonal skills.." "I am good at solving problems.." and so on.

- ♦ Tell me, what is something about yourself that you would like to improve on? Be specific about a time when that characteristic surfaced and hindered your ability to achieve desired results.

**Don't ask:** How do you go about delegating tasks? Is it based on what a person has proven he can do, his demonstrated interest, or random selection?

**Ask:** Describe how you go about delegating assignments. Give me an example of when you did this.

**Don't Ask:** Would you describe your management style as being proactive, reactive, controlling, or involved?

**Ask:** How would you describe your management style? Give me an example of how and when you recently applied this style.

**Don't Ask:** Would you say the greatest motivator for working is money or the pleasure one derives from doing a good job?

**Ask:** What would you say is the greatest motivator for working? Why do you think this is so?

**Don't Ask** Would you describe your previous manager in terms of her work style and interaction with employees?

**Ask** How would you describe your previous manager in terms of her work style and interaction with employees?

**Don't Ask** Would you like to stay in this field for the rest of your career, or do you think you would like to do something else?

**Ask** What are your short-and long-term goals?

Another type of question to avoid is the leading question, one that implies that there is a single correct answer. The interviewer sets up the question so that the applicant provides the desired response. Here are some examples:

"You do intend to finish college, don't you?"

"Don't you agree that most workers need to be watched very closely?"

"When you were in school, how much time did you waste taking art and music classes?"

It's obvious from the wording of these questions that the interviewer is seeking a particular reply. When leading questions are asked, the interviewer can't hope to learn anything substantive about the applicant.

## 2.12 ENCOURAGING THE APPLICANT TO TALK

One of the greatest challenges for an interviewer is encouraging applicants to talk. Of course, some applicants are well prepared, self-confident, and more than willing to answer your questions. Indeed, it's difficult to prevent some of them from talking too much and for too long. With others, however, talking to an interviewer can be intimidating and unnerving: regardless of how much they may want the job, selling themselves may be very difficult. Therefore, they're going to need your help.

Here are six ways in which you can encourage applicants to speak freely:

1. **Use repetition:** This encourages applicants to continue talking and also helps to clarify certain points. Repeating the last few words of an applicant's statement and letting your voice trail off as a question mark will encourage the person to elaborate.
2. **Summarize:** Summarization allows the applicant to clarify points made thus far in the interview and to elaborate as necessary. It further ensures an accurate understanding on your part. Summarization may be used at specific time intervals in the interview—say, every ten minutes or after a certain topic has been fully discussed.
3. **Ask close-ended questions:** Asking competency-based questions will yield the most information, but some applicants have difficulty talking and may initially respond better to a series of direct, close-ended questions. Such questions are effective when used for the limited purpose of allowing the applicant to achieve a certain comfort level before moving on to more information-producing forms of inquiry.
4. **Employ certain phrases to encourage applicants to continue talking:** These phrases include "I see," "How interesting," "Is that right?" "Really?" and "I didn't know that." It's important to note that none of these phrases express an opinion or show agreement or disagreement.

5. **Use encouraging body language:** In order for these phrases of understanding to be effective, they must be accompanied by body language that expresses encouragement—for example, nodding, smiling, making direct eye contact, and leaning forward.
6. **Try silence:** Most people find silence to be awkward and uncomfortable. Consequently, interviewers often feel compelled to talk whenever the applicant stops. However, unless prepared to ask another question, talking when you need additional information from the applicant will not help you reach a hiring decision. When the applicant stops talking and you want him to continue, try silently and slowly counting to five before speaking.

### **Keeping Applicants on Track:**

During most interviews, applicants are responsive to the questions asked and the format laid out by their interviewers. Sometimes, however, applicants try to take over or distract the interviewer by going off on a tangent. Whatever the reason, interviewers need to be able to keep applicants on track. Following are five situations during which applicants may try to divert your attention from a discussion of their qualifications:

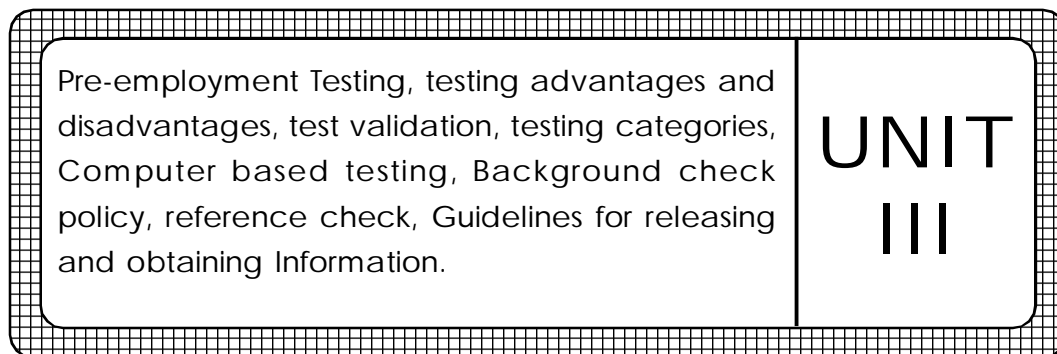
- ♦ When an applicant asks you to elaborate on your history with the company, say: “perhaps we could talk about my history with the company at another time. This is your opportunity to convince me that you’re the best person for this job. Let’s return to our discussion of your qualifications”
- ♦ When an applicant tries to change the subject from a discussion of her qualifications to the pictures on your desk, ask: “since we only have a limited amount of time for this interview.
- ♦ When an applicant starts touching or playing with items on your desk and commenting about them, say: “Let me know when you’re done so we can return to the interview.”
- ♦ When an applicant starts talking about personal matters in lieu of her job experience, interrupt and say, “We need to discuss job-related matters.”
- ♦ When an applicant says or does anything that compels you to stray from the interview format, say: “Tell me again why you’re here and why I should hire you.”

## 2.13 PROVIDING TALK

Ascertaining information about the applicant is only part of the interview; providing information to the applicant is also important. Just as interviewers must decide if applicants are appropriate for a job, applicants too must decide whether the job and company are right for them. This is particularly true when unemployment is low and applicants can afford to be selective about job opportunities.

Many interviewers assume that applicants come to the interview armed with information about both the company and the job opening. Perhaps there was a detailed description in the newspaper advertisement to which the applicant responded; maybe the applicant has been referred by a long-term employee who has extensive knowledge of the company and the available job.

- ♦ Repetition, summarization, direct close-ended questions, encouraging phrases, positive body language, and silence.
- ♦ Providing information, making certain that the applicant has a clear and complete understanding of both the available job and the organization.
- ♦ Consider the role of perception and try not be unduly influenced by first impressions, information from others, single statements, and ethnocentric thoughts.



### **3.1 PRE - EMPLOYMENT TESTING**

Pre-employment tests are one of a number of selection tools that can provide insight into applicants' abilities to do well in a job and help ensure that the right persons are matched to the right positions. As a result of court cases challenging the validity of pre-employment tests against job performance, many organizations have chosen to drop pre-employment testing programs.

In order for a pre-employment test to be valid, a correlation must exist between the factors being measured in the pre-employment tests and the factors of actual job requirements.

Some examples of tests used today to help determine applicants' job suitability for a given position include:

- ♦ Job knowledge tests that measure the knowledge and understanding an applicant has about the job.
- ♦ Proficiency tests that measure acquired knowledge and skills.
- ♦ Aptitude tests that measure the ability to learn or acquire knowledge and skills.
- ♦ Work sample tests that measure performance of job tasks.
- ♦ Dexterity tests that measure speed and coordination.

As you can see by the above list, there are numerous tests used to help determine an applicant's suitability for a position. The key is to ensure that tests are valid indicators of successful job performance. If the use of tests creates an adverse impact on employment opportunities of individuals, it can be construed as discrimination.

One of the dangers in the use of tests is the tendency to rely too much on tests for screening or hiring. Tests indicate which individuals are most likely to do well, not which will do well. Therefore, tests should not be the sole determinant in employee selection.

Further danger is that tests may screen out potentially good applicants who may lack specific skills or knowledge being tested, but that may be acquired through minimal on-the-job training. Furthermore, some individuals simply do not do well on tests, but may be very qualified and do well on the job.

Another danger in the use of tests is the possibility that they may be discriminatory to certain individuals. Under the Americans with Disabilities Act, it is discriminatory to use employment tests or other selection criteria that screens out or tends to screen out an individual with a disability, unless they are job-related and necessary for the operation of the business. Tests must accurately reflect the skills, aptitude, or other factors being measured, and not the impaired sensory, manual, or speaking skills of an applicant with a disability.

If requested, you are required to provide a reasonable accommodation for pre-employment testing. It is discriminatory to use pre-employment tests or other selection criteria that screen out or tend to screen out an individual with a disability. The exception is if the tests are truly measuring factors of the job and are necessary for the operation of the business.

### **How Pre-employment Tests are used :**

Employees typically use pre-employment tests to accomplish two primary objectives: eliciting an applicant's undesirable traits and identifying characteristics that most closely match the qualities required in the available job. Specifically, tests given to prospective employees may help to:

- ◆ Predict acceptable or unacceptable on-the-job behavior
- ◆ Minimize or eliminate bias in the interview and selection process
- ◆ Allow employers to identify potentially unfit workers
- ◆ Identify responsible individuals, capable of working under certain working conditions.



- ♦ Reduce the cost of recruiting, hiring, and training
- ♦ Identify future “superstars”
- ♦ Identify additional job factors that should be taken into account
- ♦ Safeguard against so-called professional applicants who pride themselves on being able to mislead interviewers
- ♦ Identify workers who will need extra assistance or training
- ♦ Flush out factors that could prove to be detrimental on the job

### **How can pre-employment testing help a company’s hiring process?**

Professionally developed and properly validated employment tests can help a company’s hiring process by increasing the likelihood of hiring candidates who will perform well on the job. Pre-employment testing can help ensure alignment between the employee selection process and desired business outcomes such as lower turnover, increased sales, and higher customer satisfaction. The benefits a company may realize by implementing an effective employee testing solution include:

1. Higher productivity
2. Increased employee retention
3. Reduction in costs associated with turnover (e.g., hiring and training costs)
4. Increasing the defensibility of the hiring process by using objective data

## **3.2 TESTING ADVANTAGES AND DISADVANTAGES**

In simplest terms, pre-employment and employment tests are defined as procedures for determining job suitability. This is accomplished by examining the skills, knowledge, or physical capabilities of employees or employment applicants according to a predetermined set of objective guidelines. The results are assessed in relation to the requirements and responsibilities of a given position and conclusions are drawn as to the appropriateness of the applicant’s qualifications.

### **Types of Testing**

There are a variety of assessment tools available to employers. Tests can be delivered by paper, Internet, phone, and/or interviews. Employers must ensure that the testing

method is job related and certified as valid and reliable. When choosing a vendor, ask if the testing is EEOC certified and if the testing has been legally challenged. Below are the categories of assessment tools available.

- 1 **Cognitive Tests** – measure learning and ability to think and perform
- 2 **Interest Tests** – measure less visible characteristics that measure job performance such as motivation, problem solving, leadership, and interpersonal skills. Testing includes work interests, culture fit, talent measures, and value inventory.
- 3 **Personality Tests** – determine personality characteristics and how the candidate will likely act on the job
- 4 **Specialized Tests** – measure specific skills, knowledge, and abilities associated with success on the job
- 5 **Physical and Security- Related Tests** – includes pre-employment physical exams, drug tests, and written honesty/integrity tests.

### Testing Advantages

Proponents of workplace testing maintain the process allows employers to match an individual's abilities and potential with the requirements of a given job.

- ♦ It also identifies certain desirable and undesirable traits. Among the positive traits are honesty, reliability, competence, emotional stability, integrity, and motivation. Negative characteristics to be screened out include substance dependency and a propensity to steal.
- ♦ In security-sensitive jobs, ferreting out such traits becomes particularly important. Another popular reason for workplace testing is to protect against charges of negligent hiring the charge sometimes faced by employers who fail to exercise reasonable care in hiring or retaining employees.
- ♦ Increasingly, employers are being held responsible for the criminal, violent, or negligent acts of their employees, both in and away from the workplace.

### Testing Disadvantage

- ♦ Testing results should not be relied on heavily or as the sole basis in the selection process. Employers should be able to show that testing was only one factor in the hiring decision.

- ♦ When selecting tests, employer must ensure that testing is job related and certified for validity and reliability.
- ♦ Predictive ability of tests is limited. Results focus on what candidates will likely do well versus what they will do well.
- ♦ Must ensure testing conditions are fair and consistent for each candidate.
- ♦ Candidates may react negatively to taking a test.
- ♦ Some candidates may be highly qualified, but do not do well on tests.
- ♦ Candidates could legally challenge testing.

### **3.3 TEST VALIDATION**

In psychological and educational testing, "Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. Although classical models divided the concept into various "validities," such as content validity, criterion validity, and construct validity, the modern view is that validity is a single unitary construct

#### **Introduction**

Validity is the most important issue in psychological and educational testing because it concerns the meaning placed on test results. Though many textbooks present validity as a static construct, various models of validity have evolved since the first published recommendations for constructing psychological and education tests. These models can be categorized into two primary groups: classical models, which include several types of validity, and modern models, which present validity as a single construct. The modern models reorganize classical "validities" into either "aspects" of validity or types of validity-supporting evidence.

Validation studies are required as a means of "proving" that a certain test or other selection procedure really works and does not unfairly discriminate against groups of protected individuals. The keys to proving validity are job-relatedness and evidence that the test is a proven indicator of job success.

In broad terms, validation begins with a thorough job analysis to identify the requirements of a job. The next step entails identifying selection devices and standards that will isolate applicants or employees who meet the job requirements. Validity studies

should be carried out under conditions ensuring the adequacy and accuracy of the research and the report.

**Advantages:**

- ♦ Enables employers to match an individual's abilities and potential with the requirements of a given job.
- ♦ Identifies certain desirable and undesirable traits.
- ♦ Protects against charges of negligent hiring.
- ♦ Substitutes for reference checks.
- ♦ Is inherently objective, if validated.
- ♦ Distinguishes between otherwise similarly qualified applicants.

**Disadvantages:**

- ♦ Substitutes for effective interviewing skills.
- ♦ Attempts to predict who will do well.
- ♦ Screens out qualified individuals who do not test well.
- ♦ Attempts to evaluate future job suitability.
- ♦ Substitutes for on-the-job training in jobs requiring minimal learning.
- ♦ Is viewed as solving multiple employment problems.

**Test Validation**

Test validation is a procedure that demonstrates that a test is job-related and correlates to on-the-job performance. There are three main types of validation:

1. **Content Validation** - is a procedure where the content of the job in question is analyzed, matched and compared, (function by function) to the abilities measured by the test. This shows that the test is related to the job.
2. **Concurrent Validation** - is a procedure which tests individuals currently in the position, and then statistically compares their test results with their current performance.

3. **Predictive Validation** - is a procedure which tests individuals when they are hired, and then statistically compares the test results, after a certain time, to on-the-job performance. A successful comparison or correlation suggests that the test is predictive of on-the-job success. For a good predictive study, a large application pool and considerable time and effort are required. A suggested scenario would be to test all applicants as they are hired - but not use the test results for selection. At the end of a period, say one year, a comparison is made between the test results and on-the-job performance criteria.

### **Administering Tests Around the World**

We administer most of our tests in one of four ways:

- 1 **Paper-based Tests:** Most of our paper-based tests, which test takers fill out with paper and pencil, are administered under standardized conditions at colleges or schools. Answer sheets are returned to ETS for scoring and analysis.
- 2 **Single-purpose:** Some single-purpose paper- and computer-based tests, such as placement exams, may be administered on a semi-secure basis under the applicable institution's control.
- 3 **Computer-based Tests:** Many ETS computer-based tests are administered at ETS-authorized, technologically equipped test centers.
- 4 **Internet-based Tests:** These tests can be given in a wide range of Internet-enabled testing venues, without the need for dedicated testing workstations

**Table – Components of test administration**

Test Takers	Applicants and employees who need to demonstrate specific skills and knowledge essential for the successful performance of a particular job.	
Test Administrators	Rely on professionals on staff Send someone on staff for professional training Hire outside professionals	
Test Standardization	Same environment Same conditions:	Durations Instructions Materials

	No distorting influences:	Physical factors Tools in poor repair Excessive noise Interruptions Uncomfortable seating Poor lighting Poor ventilation
Test Security	Separate those who have taken tests from those who have not yet been tested Limit access to tests and answer sheets Keep tests locked away Assign random seating	
Language		
Consistency	Avoid unfamiliar words or word usage	

### 3.4 TESTING CATEGORIES

Several tests are classified in more than one way. Some achievement tests measure physical abilities and could therefore be categorized with physical testing; other achievement tests measure knowledge, placing them under the heading of psychological testing. Similarly, motor work samples may be considered a form of physical testing;

Drug tests are clearly physical tests; however, because of their popularity, they are frequently given as their own category. The same holds true for integrity testing: Although technically a form of personality testing, integrity tests usually stand on their own.

#### Categories of Testing

##### 1. Drug Testing

- ♦ Urine (screening; confirmatory)
- ♦ Blood
- ♦ Hair analysis
- ♦ Critical tracking (assesses on-the-spot employee fitness by measuring fine hand-eye coordination and reaction time)
- ♦ Papillary reaction (tests pupil's reaction to light)

## **2. Psychological Testing**

- ♦ General intelligence
- ♦ Aptitude (what a person can accomplish on the basis of what she knows)
- ♦ Achievement (measures current skills, knowledge, and accomplishments)

## **3. Personality Testing**

- ♦ Projective tests (evaluate how a person describes, interprets or attaches meaning to certain unstructured stimuli)
- ♦ Personality inventories (seek to uncover personal characteristics, thoughts, feelings, attitudes and behavior)
- ♦ Graphology (handwriting analysis)

## **4. Integrity Testing**

- ♦ Polygraphs and other mechanical lie-detector tests (legal under certain circumstances, such as in some security-sensitive jobs)
- ♦ Written honesty tests, including: Overt tests (target an applicant's attitudes about specific aspects of dishonesty) Veiled-purpose tests (pose seemingly irrelevant questions)

## **5. Physical Testing**

- ♦ Pre-employment physical exams
- ♦ Tests of physical ability (psychomotor tests)

Temporary abstinence, faked samples, and false negatives are all obstacles to accurately identifying drug abusers. Additionally, few tests are able to differentiate users from abusers-an important distinction. Hence the relationship between testing positive for substance abuse and job performance is debatable.

## **3.5 COMPUTER-BASED TESTING**

Web can be taken anytime, anywhere, and without observation by a proctor, which allows "writing" directly on the screen; a "mouse" to click on items on the screen; or a keyboard, for typing out answers. Regardless of the method used, the answers to test questions are then keyed directly into the computer.

**Advantages of CBT's :**

Proponents of computer-based tests maintain that these procedures eliminate any possibility of administration bias, thereby ensuring standardized testing procedures. Other advantages include:

1. **Convenience:** CBTs offer test takers a wider choice of testing locations and testing dates.
2. **Consistency:** Well-controlled test environments and consistent test administration are by-products of CBTs.
3. **Efficiency:** CBTs offer shorter test-taking time and faster score reporting. In fact, results are usually available immediately.
4. **Ease:** The tests are reportedly easier to take than pencil-and-paper tests because tutorials demonstrate how to take the tests and one can simply click on an answer.
5. **Security:** CBTs offer increased multiple levels of security through encryption and password protection.
6. **Diversity of Questions:** CBTs offer a wide range of question types pulled from numerous types of exams. They can randomize the order of questions or devise exams instantaneously by selecting questions from a variety of subjects.
7. **Varied Presentation:** Information is presented in a wide range of formats, using graphics, voice-activated responses, and split screens to simultaneously display text and questions.
8. **Accuracy:** There is a reduced chance for the type of transcription errors that accompany "bubble" answer sheets required of pencil-and-paper tests.

**Disadvantages of CBT's :**

There are three primary concerns about using CBTs:

1. **Computer Literacy:** People who are not computer-savvy worry that CBTs favor test takers who are more computer-literate, despite the availability of tutorials that allow users to become familiar with the computer and learn how to read the questions and indicate their responses prior to taking the actual test.



2. **Lack of Flexibility:** Some test takers complain that CBTs prevent them from returning to a previously answered question. In addition they can't jump around within a section.
3. **Cost:** Costs related to the start-up and maintenance of CBTs including software and help desk/support costs, are perceived by some as being prohibitive.

All variations of CBTs are subject to the standards and requirements for selection procedures as outlined in the Uniform Guidelines on Employee Selection Procedures.

### 3.6 BACKGROUND AND REFERENCE CHECKS

#### Introduction:

It's unwise to make a hiring decision without first checking an applicant's references and, in many instances, conducting a thorough background check. Despite well-honed recruiting, screening and interviewing skills, interviewers feel uncomfortable in extending a job offer, at any level of employment, without more closely examining the background of the person selected.

In part, this increase is due to concerns over charges of negligent hiring and retention. In addition, following the 9/11 terrorist attacks, there is greater concern over identity theft.

Employers conducting background and reference checks need to consider legal guidelines, establish a background check policy, and select a reputable vendor.

#### Good-Faith References:

Employers that provide good-faith job references of former and current employees. This added protection allows employers to give and receive references, going beyond the typical "play it safe" policy of verifying only dates of employment for former employees.

#### Consumer Reports:

The first is the consumer report, which impacts an applicant's or employee's credit worthiness, credit standing, credit capacity, character, general reputation, personal characteristics, or mode of living, when such information is used for employment purposes.

**Investigate Consumer Reports:**

Mode of living is acquired through interviews with the person's friends, neighbors or business associates.

**3.6.1 Backgrounds Checks Policy****Selecting a Vendor**

- ♦ **Be Patient:** Most credible vendors will require as many as five days to conduct a thorough background check, although some can be accomplished effectively in as few as three. Rushing through the process could result in overlooking important information.
- ♦ **You get what you pay for:** Conducting background checks can be pricey. The average cost for a basic search is under \$100; however, a background check on an executive can be more than double that amount. That's because most vendors charge by the state. If an applicant has moved around from one company, or company location, to another, the price is going to be higher. If a vendor offers to conduct a search for considerably less money, be wary.
- ♦ **Be vigilant about how the vendor acquires its criminal history information:** There are three main methods that vendors use to acquire this data: using in-house researches, contracting local court retrieval service companies to go to the courts for them, and doing database searches.
- ♦ **Make certain that the vendor is well insured:** Insurance is an important component, especially in the event of a negligent hiring lawsuit, because employers typically want to assign liability onto the vendor.
- ♦ **Ensure the legal knowledge base of the vendor:** For example, any credible firm that conducts background checks should be knowledgeable about the FCRA, which governs how credit information can be used.

**3.6.2 Reference Checks**

While some employers conduct background checks, more are likely to conduct reference checks that explore previous employment, education and possibly personal recommendations.

1. **Internet-Based Reference Checking :** As more record holders create Internet-friendly databases that employers can easily access, the turnaround time for acquiring information is likely to be reduced significantly, as will the attendant costs connected to the process.
2. **Telephone References :** Telephone references are considered to be the most effective means for gathering information about an applicant under consideration for hire. Telephone reference checks will permit you to evaluate the former employer's tone of voice and voice inflections.
3. **Written References:** Written references usually consist of form letters designed to verify facts provided by the applicant. Unless directed to the attention of a specific manager or department head, these forms are usually routed to, and completed by, HR staff relying on the former employee's file for information. Even when addressed to the applicant's former manager, these inquiries may routinely be turned over to the company's HR department for response.
4. **Educational References:** Applicants must provide written consent before a school can release educational records to a prospective employer. The Family Education Rights and Privacy Act allows students to inspect their scholastic records and to deny schools permission to release certain information. A space for this permission should appear on the application form or a separate release form. Once the proper release has been obtained, the prospective employer, usually for a small fee, may ascertain academic information.

Be certain to collect the following information when you check educational credentials: dates attended, major and minor courses of study, specific courses relevant to the position applied for, degree and honors received, attendance record, work-study program participation, and grade averages.

When considering grade averages, remember that the value of scholastic achievement varies from school to school. Therefore, it's important to know something about the standing and reputation of a particular school before weighing the grade point index. Also factor in the degree of difficulty of the courses they studied.

5. **Personal References:** Some application forms ask job seekers to provide names of personal references. Usually, three names are called for, along with their relationship to the applicant, titles, phone numbers, and addresses. Although asking someone to provide the names of references certain to offer only praise seems like a waste of time, many interviewers check personal references and maintain that the information gleaned is valid and useful. Specifically, personal references may reveal significant data relevant to the issue of negligent hiring and retention.

Some employers go so far as to ask the references to refer still others who can discuss certain qualities and behavior characteristics. By talking with people not directly referred by the applicant, employers are more likely to get a complete and accurate picture.

6. **Evaluating References:** While obtaining reference information is important, it has no real value if it's not properly evaluated. By and large, reference checks should be viewed as an interview; that is, the person conducting the check must listen to or read the information carefully in relation to the requirements and responsibilities of the job.

In some ways, references are more difficult to assess than are interviews, because they tend to be more subjective. Regardless of how well your questions are worded, former employers may provide biased, albeit truthful, positive and negative responses, which may cloud the picture of an applicant and justify additional checking. Also, loss of one job does not necessarily mean failure in another, nor does it indicate employee deficiencies. It's conceivable that termination could have been avoided if there had been a more appropriate job match or if the employee's personality had been more compatible with that of her manager.

### 3.7 GUIDELINES FOR RELEASING AND OBTAINING INFORMATION

When contacted about a former employee's work performance, they're probably stingy with information; but when trying to get information, they want to know everything possible about a potential hire and are undoubtedly frustrated when their efforts are inhibited.

### **Releasing Information**

- ♦ One person, or a limited number of persons, should have the responsibility of releasing information about former employees.
- ♦ During exit interviews, tell terminating employees what information will be provided during a reference check. If the employee is being asked to leave, make sure she knows the reason.
- ♦ Try to obtain a signed consent form from a terminating employee, authorizing you to provide relevant reference information to prospective employers.
- ♦ Always tell the truth and make certain you have documentation to back it up.
- ♦ Provide factual, job-related examples to support your statements.
- ♦ Make certain that the person to whom you are providing reference information has a legitimate and legal right to it.
- ♦ Be certain all information provided is job-related.
- ♦ Do not provide unsolicited information.

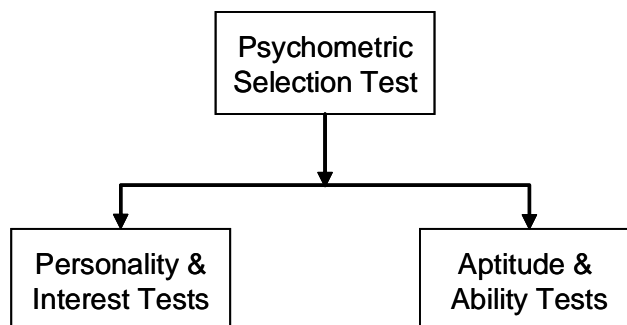
### **Obtaining Information**

- ♦ If an applicant is ultimately rejected because of a negative recommendation, be prepared to document the job-related reason.
- ♦ Obtain permission from applicants, on the application forum, to contact former employers.
- ♦ Do not automatically assume that a reported personality clash is the applicant's fault.
- ♦ Do not assume that an applicant who has been fired is necessarily a bad risk. Employees are terminated for many reasons; get an explanation before jumping to conclusions.

<p>Ability Tests- Mental Ability, effects of practice and coaching, Mechanical ability test, Personality Measurement Test, Personality Assessment-Performance tests and, Use of performance test, Assessment Center-Integrity Testing Drug testing, Graphology.</p>	<h1>UNIT IV</h1>
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## 4.1 EMPLOYEE SELECTION TESTS

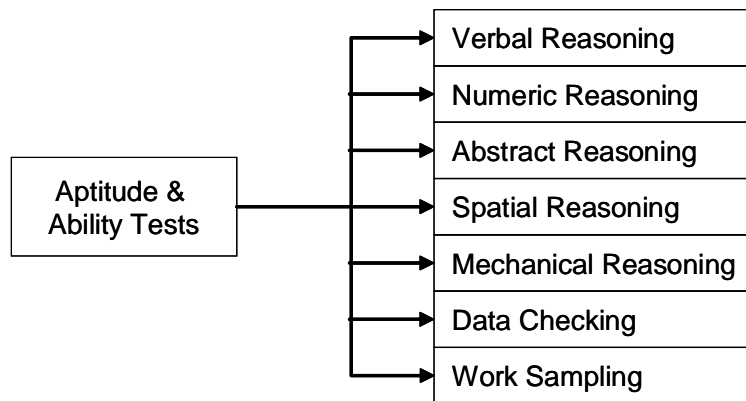
Organisations typically use several different methods to assess job applicants: you will usually be asked to complete an application form, send in a copy of your resume and attend at least one interview. One method that is becoming increasingly used is employee selection tests. These tests aim to provide a potential employer with an insight into whether you will be able to cope with the intellectual demands of the job and how well you work with other people.



Employee selection tests can be split into personality tests and aptitude/ability tests.

### Employee Selection Tests - Aptitude and Ability

Aptitude and ability tests consist of multiple choice questions and are administered under exam conditions. These types of test can be broadly classified onto the groups shown and you may be asked to sit a test which consists only of ‘numerical’ questions or these may form part of a test which consists of questions of different types.



This will depend very much on the job you are applying for. For example, jobs that require you to handle figures on a day to day basis may have a higher proportion of numerical reasoning questions, whereas tests used for information technology jobs tend to have a higher proportion of abstract reasoning questions.

1. **Verbal Ability Tests** – Includes spelling, grammar, ability to understand analogies and follow detailed written instructions.
2. **Numeric Ability Tests** - Includes basic arithmetic, number sequences and simple mathematics. In more complex numerical critical reasoning questions, blocks of information are provided that require interpretation.
3. **Abstract Reasoning Tests** - Measures your ability to identify the underlying logic of a pattern and then determine the solution. They are deliberately designed so that the visual problem-solving strategy will work better than any other approach.
4. **Spatial Ability Tests** - Measures your ability to manipulate shapes in two dimensions or to visualize three-dimensional objects presented as two-dimensional pictures.
5. **Mechanical Aptitude Tests** - Designed to assess your knowledge of physical and mechanical principles.
6. **Data Checking Tests** - Measure how quickly and accurately errors can be detected in data and is used to select candidates for clerical and data input jobs.

7. **Work Sample Tests** – Involves a sample of the work that you will be expected to do. These types of test can be very broad ranging. They may involve exercises using a word processor or spreadsheet if the job is administrative or they may include giving a presentation or in-tray exercises if the job is management or supervisory level.

## 4.2 ABILITY TESTS

### Introduction:

The history of the use of ability tests in selection is almost as old as the fields of industrial psychology and HR management. **Par Lahy** described his work in 1908 of developing tests for use in the selection of street car operators for the Pairs Transportation Society.

Among the abilities he measured in applicants were reaction time, speed and distance estimating, and choosing correct driving behavior in reaction to street incidents. Performance tests used in selection for jobs such as telegraph and telephone operators, chauffeurs, typists, and stenographers.

- ♦ World War I, with its need for rapid mobilization of military human resources, became a major impetus in the development of other tests used in selection.
- ♦ The immediate objectives of this committee were to quickly develop paper-and-pencil tests that could be administered to large groups of military.
- ♦ The next two decades saw the development of mechanical, motor, clerical, and spatial relations ability tests, among others.
- ♦ World War II provided another boost to test development: All three U.S. military organizations had extensive psychological testing programs.
- ♦ The growing use of some ability tests halted abruptly in the late 1960s and 1970s, mainly because of EEO(Equal Employment opportunities) laws and early Supreme Court decisions that specifically addressed a few of the most popular of these tests. Recently, the use of ability tests in selection has increased substantially.



### Definitions of Ability Tests

- ♦ Except for physical ability tests, generally these tests measure some form of knowledge. In this chapter we discuss devices that measure mental, mechanical, clerical, and physical abilities. Although these are the tests most often used.
- ♦ Except for physical ability tests in industrial settings, ability tests are almost always paper-and-pencil tests administered to applicants in a standardized manner. In addition, they were developed to be given to several applicants at the same time. Tests of physical abilities, as the name implies, measure muscular strength, cardiovascular endurance, and movement coordination. Usually special equipment is required for these measurements.
- ♦ The devices we are calling ability tests have often been referred to as aptitude or achievement tests. These two terms have been employed to connote slight differences in uses of the two types of tests. Ability tests were thought to measure the effects of formal learning experiences such as courses in English grammar or computer programming. Scores were interpreted to be a measure of how much an individual knew as a result of the learning experience. Were thought to indicate how much knowledge or skill the individual had acquired “naturally” or without formal training. Therefore, aptitude scores were to be indicative of inherent (maybe genetic) levels of KSAs.
- ♦ In reality, distinctions between achievement and aptitude tests are arbitrary. All tests measure what a person has learned up to the time he or she takes the test. A distinction between formal and informal learning is meaningless. A test respondent necessarily must have learned what to write say or do before being able to respond to a test question. There must be previous information or acquired actions to draw on. Psychologists agree that test behaviors reflect a large degree of previous learning. Therefore, tests cannot be measures of “innate” or unlearned potential.
- ♦ For these reasons, terms such as aptitude and achievement have been replaced by the term ability. We now take a look at some of the major types of ability tests that have been used in selection.

### 4.3 MENTAL ABILITY TESTS

However, much work in selection indicates that for almost all jobs, mental ability tests are related to job performance.

#### Development of Mental Ability Tests

- ♦ What is generally thought to be the first work on mental ability or intelligence tests was done by the French psychologists Alfred Binet and Theodore Simon from 1905 to 1911. They attempted to develop tests that would identify mentally retarded children in the French school system who should be assigned to special education classes. Most of the items that made up the tests were written through consultation with teachers in the school system.
- ♦ Binet and Simon's test items included material such as indicating omissions in a drawing, copying written sentences, drawing figures from memory, repeating a series of numbers, composing a sentence containing three given words, giving differences between pairs of abstract terms, and interpreting given facts. This mental ability test was designed to be administered by a trained professional to one individual at a time. In 1916, this test was modified for use in the United States and published as the Stanford-Binet Intelligence Scale. It is modified periodically and is still used extensively today.
- ♦ This test took approximately 30 minutes to complete and consisted of written, multiple-choice questions that measured such abilities as numerical fluency, verbal comprehension, general reasoning, and spatial orientation.

#### What is Measured:

Three points about the early mental ability tests are important for understanding this type of test.

- 1) The first is the close association between the content of these tests and academic achievement. As we just mentioned, the first mental ability test was developed using formal educational materials. Many later tests have closely followed the same strategy. Moreover, mental ability tests have commonly been validated using educational achievement as a criterion measure. Early studies correlated scores on a mental ability test with such measures as amount of education completed, degrees obtained, or, occasionally, grade point average.

- 2) The second point is that mental ability tests actually measure several distinct abilities. As we can see, the main abilities included are some form of verbal, mathematical, memory, and reasoning abilities. This clearly indicates that mental ability tests can actually differ greatly from one to another in what is measured. However, they obviously are not the same ability. What this means is that all mental ability tests are not interchangeable. They could differ in the abilities that are measured because the items of the tests differ in content.
- 3) Third, a variety of scores can be obtained from tests called mental ability tests. General mental ability tests measure several different mental abilities and report scores on all items as on a total score. This total score, theoretically, indicates overall mental ability. Other tests provide separate scores on each of the tested abilities and then add these scores together to report a general ability total score. A third type of test measures each of several separate abilities and does not combine scores into a general ability measure.

**Abilities Measured by Various Mental Ability Tests**

Memory Span	Figural Classification
Numerical Fluency	Spatial Orientation
Verbal Comprehension	Visualization
Conceptual Classification	Intuitive Reasoning
Semantic Relations	Ordering
General Reasoning	Figural Identification
Conceptual Foresight	Logical Evaluation

**The Wonderlic Personnel Test**

- ♦ Wonderlic to illustrate the kinds of items contained in the test.
- ♦ "Equal and similar to a very high degree." It is recommended that organizations alternate the use of two or more forms of the tests to maintain the security of the items.

- ♦ One very appealing feature of the test is the extensive set of norm scores that has been developed through its long history.

### **The Nature of Mental Ability Tests**

- ♦ As is obvious from the preceding sections, mental ability tests and those that have been called intelligence, or I.Q., tests are the same type of tests.
- ♦ Conceptualize these tests as mental ability. The term mental ability makes explicit that these tests measure various cognitive abilities of the applicant. These cognitive abilities are most directly identified by the general factors that compose the test or, in some cases, from the content of the items themselves.

## **4.4 EFFECTS OF PRACTICE AND COACHING**

- ♦ Several organizations, especially public organizations, allow applicants to repeat the applications and testing process multiple times. For example, many fire and police departments permit those who failed a test to retake it after some period of time. As a result, many applicants take a mental ability test two or more times. Therefore, it is useful to know how practice will affect test scores. Similarly, coaching of applicants who take mental ability tests is a growing industry. You are most familiar with those organizations that teach applicants how to take a standardized test for college admission.
- ♦ The success of such organizations has given rise to others that prepare applicants for taking mental ability tests for employment. In addition, some advocates of minority groups have argued that individuals should be coached on how to respond to mental ability tests in order to overcome what the advocates regard as the cultural bias of mental ability tests.
- ♦ Studies of the effects of coaching have found that such training has a minimal effect on test scores. For example, coaching has been found to change scores 0.15 to 0.20 standard deviation units on the SAT. If, for example, the standard deviation of a standardized test is 80 points, coaching would only change scores on the average of 12 to 16 points. If the standard deviation is 40 points, the average change would be 6 to 8 points.
- ♦ Scores on mental ability tests were found to increase between the first and second test completions and also between the second and third completions.

It was estimated that these increases could result in someone scoring in the 50<sup>th</sup> percentile in Test 1 but then scoring in the 80<sup>th</sup> percentile after Test 3. Such a change would definitely improve the applicant's chances of being selected.

- ♦ Second she could reduce her test anxiety before taking subsequent tests. Third, she could learn the specific skills tested (e.g., Vocabulary, mathematical operations).
- ♦ The validity coefficient between the mental ability test and job training performance was higher for those individuals that were hired after one test completion than it was for those with two or more test completions. The researchers speculated that those who took the test multiple times improved on specific skills such as vocabulary-but not on general ability that was related to training performance.

## 4.5 MECHANICAL ABILITY TESTS

- ♦ There is no strict definition for the construct of mechanical ability, even though the term has long been used by testing specialists. For the most part, mechanical ability refers to characteristics that tend to make for success in work with machines and equipment.
- ♦ One of the earliest tests of this type was the Stenquist Mechanical Assembly Test, developed in 1923 by John Stenquist.
- ♦ Attempts have been made to more precisely determine the abilities measured by mechanical ability tests. As with mental ability tests, these abilities vary from test to test, but in general the main factors are spatial visualization, perceptual speed and accuracy, and mechanical information.

Mechanical ability tests can also be thought of as measuring general or specific abilities. We discuss now one of the most frequently used general mechanical ability tests, the Bennett Mechanical Comprehension Test. This test has been utilized for a large number of different jobs. Different specific ability tests have been developed and used for jobs such as carpenter, engine lathe operator, welder, electrician, and other skilled crafts.

**The Bennett Mechanical Comprehension Test:**

- ♦ The Bennet Mechanical Comprehension Test is, perhaps, the most widely used mechanical ability test and has been in use for over 50 years. There are two 68-item parallel forms of this test, Sand T, that were developed in 1969. Purportedly, it is most appropriately used for jobs in industries such as manufacturing, production, energy and utilities; and in occupations such as automotive mechanic, engineer, installation, maintenance, repair, skilled trade, technical sales, transportation trade, and equipment operator.
  - ♦ Airplanes, carts, steps, pulleys, seesaws, and gears. The questions measure the respondent's ability to perceive and understand the relationship of physical forces and mechanical elements in practical situations.
- a. **Clerical Ability Tests:** Traditionally, clerical jobs have been thought of as any job that required extensive checking or copying of words and numbers and the movement and placement of objects such as office equipment, files, and reports. Therefore, clerical ability tests have predominantly measured perceptual speed and accuracy in processing verbal and numerical data. These tests have traditionally been used in selection for office clerical and staff positions.
- b. **The Minnesota Clerical Test:** Developed in 1933, the Minnesota Clerical Test is generally regarded as the prototype of clerical ability tests and has been the most widely used of these tests for much of its existence. The test is a brief, easily administered, and easily scored instrument. It has one form, consisting of a pair of numbers or names. The respondent is to compare the pair and place a check on a line between the two entries of the pair if these two entries are identical.
- Although the two subtests are related, they do measure separate abilities. The names subtest has been found to be correlated with speed of reading, spelling, and group measures of intelligence.
- c. **Physical Abilities Analysis :** Edwin Fleishman and his colleagues have developed taxonomy of 52 different abilities, both physical and nonphysical, that are necessary for performing work activities. Fleshman has identified the following nine physical abilities that have been extensively used to select employees for physically demanding jobs:

- 1) **Static Strength** : maximum force that can be exerted against external objects. Tested by lifting weights.
- 2) **Dynamic strength** : muscular endurance in exerting force continuously. Tested by pull-ups.
- 3) **Explosive strength** : ability to mobilize energy effectively for bursts of muscular effort. Tested by sprints or jumps.
- 4) **Trunk strength**: limited dynamic strength specific to trunk muscles. Tested by leg lifts or sit-ups.
- 5) **Extent flexibility** : ability to flex or stretch trunk and back muscles. Tested by twist and touch test
- 6) **Dynamic flexibility** : ability to make repeated rapid, flexing trunk movements. Tested by rapid, repeated bending over and touching floor.
- 7) **Gross body coordination** : ability to coordinate action of several parts of body while body is in motion. Tested by cable-jump test.
- 8) **Gross body equilibrium** : ability to maintain balance with nonvisual cues. Tested by rail walk test.
- 9) **Stamina** : capacity to sustain maximum effort requiring cardiovascular exertion. Tested by 600-yard run-walk.

The following validity coefficients for specific jobs are among the results reported by Fleishman for the use of these abilities in selection: pipeline workers (0.63), correctional officer (0.64), warehouse workers (0.39), electrical workers (0.53), and enlisted army men (0.87). All coefficients represent the correlation of a battery of two to four physical abilities with job performance.

#### **Definition and use of personality in selection**

- ♦ Personality refers to the unique set of characteristics that define an individual and determine that person's pattern of interaction with the environment.
- ♦ Attributes are combined distinctly in each person. The environment includes both human and non-human elements.

### Personality Traits

- ♦ Sociability,
- ♦ independence and
- ♦ Need for achievement are all examples of traits.

**Table-** Personality Traits for a Sample of Jobs Studied in Selection

Job	Personality Trait
Executive	Conscientiousness, emotional stability, extraversion, ambition(especially)
Supervisor	Persistence, endurance, emotional stability, nurturance
Salesperson	Conscientiousness, achievement(especially), ambition, extraversion
Secretary	Conscientiousness, dependability (especially) emotional stability, agreeableness
Computer Programmer	Conscientiousness, original thinking, openness to new experiences
Insurance Agent	Conscientiousness, extraversion, original thinking
Newspaper Writer	Conscientiousness, emotional stability, openness to new experiences
Carpenter	Conscientiousness, dependability(especially), emotional stability

## 4.6 PERSONALITY TESTS

Some commonly measured personality traits in work settings are extraversion, conscientiousness, openness to new experiences, optimism, agreeableness, service orientation, stress tolerance, emotional stability, and initiative or proactivity. Personality tests typically measure traits related to behavior at work, interpersonal interactions, and satisfaction with different aspects of work. Personality tests are often used to assess whether individuals have the potential to be successful in jobs where performance requires a great deal of interpersonal interaction or work in team settings.



### Advantages    Disadvantages

- ♦ Have been demonstrated to produce valid inferences for a number of organizational outcomes.
- ♦ Can reduce business costs by identifying individuals for hiring, promotion or training who possess the needed skills and abilities.
- ♦ Are typically less likely to differ in results by gender and race than other types of tests.
- ♦ Can be administered via paper and pencil or computerized methods easily to large numbers.
- ♦ Can be cost effective to administer.
- ♦ Does not require skilled administrators.
- ♦ May contain questions that do not appear job related or seem intrusive if not well developed.
- ♦ May lead to individuals responding in a way to create a positive decision outcome rather than how they really are (i.e., they may try to positively manage their impression or even fake their response).
- ♦ May be problematic for use in employee selection if the test is one used to diagnose medical conditions (i.e., mental disorders) rather than simply to assess work-related personality traits.

### Tips

1. **Select Traits Carefully** An employer that selects applicants with high degree of 'assertiveness', 'independence', and 'self-confidence' may end up excluding females significantly more than males which would result in adverse impact.
2. **Select Tests Carefully** Any tests should have been analyzed for (high) reliability and (low) adverse impact.
3. **Not Used Exclusively** Personality tests should not be the sole instrument used for selecting applicants. Rather, they should be used in conjunction with other procedures as one element of the selection process. Applicants should not be selected on the basis of personality tests alone.

### Types of Personality Tests

1. **Personal Attribute Inventory.** An interpersonal assessment instrument which consists of 50 positive and 50 negative adjectives from Gough's Adjective Check List. The subject is to select 30 which are most descriptive of the target group or person in question. This instrument was specifically designed to tap affective reactions and may be used in either assessing attitudes toward others or as a self-concept scale.
2. **Personality Adjective Checklist** A comprehensive, objective measure of eight personality styles (which are closely aligned with DSM-III-R Axis II constructs). These eight personality styles are: introversive, inhibited, cooperative, sociable, confident, forceful, respectful, and sensitive. This instrument is designed for use with nonpsychiatric patients and normal adults who read minimally at the eighth grade level. Test reports are computer-generated and are intended for use by qualified professionals only. Interpretive statements are based on empirical data and theoretical inference. They are considered probabilistic in nature and cannot be considered definitive. (2K )
3. **Cross-Cultural Adaptability Inventory** Self-scoring six-point rating scale is a training instrument designed to provide feedback to individuals about their potential for cross-cultural effectiveness. It is most effective when used as part of a training program. It can also be used as a team-building tool for culturally diverse work groups and as a counseling tool for people in the process of cross-cultural adjustment. The inventory contains 50 items, distributed among 4 subscales: emotional resilience, flexibility/openness, perceptual acuity, personal autonomy. Materials:
4. **California Psychological Inventory** Multipurpose questionnaire designed to assess normal personality characteristics important in everyday life that individuals make use of to understand, classify, and predict their own behaviors and that of others. In this revision, two new scales, empathy and independence, have been added; semantic changes were made in 29 items; and 18 items were eliminated. The inventory is applicable for use in a variety of settings, including business and industry, schools and colleges, clinics and counseling agencies, and for cross cultural and other research. May be used to advise employees/applicants about their vocational plans.

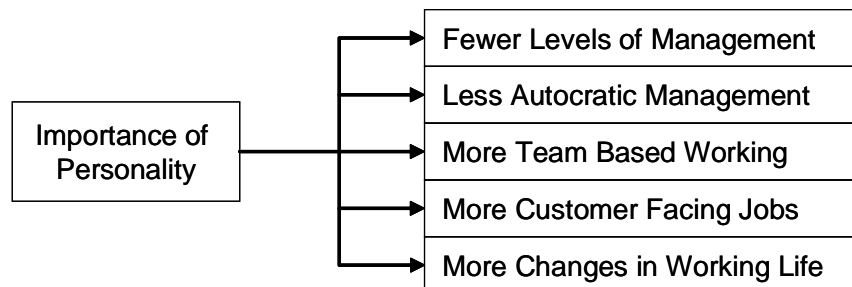
### Sample Questions of Personality Tests

The following items are similar to items found on personality tests

		Never	Seldom	Sometimes	Often	Always
1.	I enjoy reading books of fiction.					
2.	I am more conservative than risk taking.					
3.	Sometimes I get very nervous.					
4.	I more often introduce myself to strangers than strangers introduce themselves to me.					
5.	I consider myself more of a doer than a thinker.					
6.	I like to set goals before beginning a project.					
7.	I like to follow schedules.					
8.	I think it is OK to bend the rules to complete a task on time.					
9.	I enjoy long weekends.					

### Importance of the Personality Test

Personality has a significant role to play in providing answers to the second and third of these questions. In most working situations it's the personality of your co-workers and managers that affect the day-to-day success of the organization. If the team doesn't work well together or a manager can't motivate their staff, then productivity and quality of service will suffer.



The way that most organizations operate has also changed in the last 30 years. There are usually fewer levels of management than there were and management styles tend to be less autocratic. In addition, the move in the western world at least, towards more knowledge based and customer focused jobs means that individuals have more autonomy even at fairly low levels within organizations. The effects of these changes means that your personality is seen by a potential employer as more important now than it was in the past.

## 4.7 PERSONALITY MEASUREMENT TEST

Inventories use the written responses of an individual as the information for determining personality. There are literally hundreds of such measures, all differing substantially in their characteristics.

Some of these inventories are designed to measure abnormal personality traits; others measure normal traits. Some devices measure several personality dimensions and others measure only one. To illustrate their principles characteristics.

1. **Self - Report Questionnaires.** These instruments usually consist of a series of brief items asking the respondents to use a multiple-choice answer format to indicate personal information about thoughts, emotions and past experiences. Typical items begin with statements such as "I am happy" or "I enjoy going to small parties" or "I think good things happen to those who work hard." Respondents are frequently given only three response categories: agree, undecided, or disagree.
2. **The Big Five.** Actually there are several different measuring devices of the five core personality dimensions. The two most often used in selection are the NEO Personality Inventory, developed by Paul Costa and Robert McCrae, and the Personality Characteristics Inventory (PCI), developed by Murray Barrick and Michael Mount.
  - ♦ Derived from empirical research using several Big Five Inventories. Each item has three possible responses: "agree", "?" and "disagree". Typically it takes 30 to 45 minutes to complete the PCI.
  - ♦ Being sociable, gregarious, assertive, talkative and active.

3. **Other Self-Report Personality Inventories.** There are a number of different personality inventories using self-report methodologies available to the practitioner; we have described the PCI as one example. Not all of these measure the Big Five.
4. **The Validity of Self-Report Inventories.** Many recent studies have examined the validity of several different self-report inventories. A large number of these studies have focused on inventories that measure the Big Five.

Personality Scale*	Typical Item
Extraversion	I tend not to say what I think about things.
Agreeableness	I tend to trust other people.
Conscientiousness	I approach most of my work steadily and persistently.
Stability	Whenever I'm by myself, I feel vulnerable.
Openness to Experience	I enjoy eating in new restaurants I know nothing about.

5. **Faking in Self-Report Inventories.** One important issue that may affect the validity of personality inventories is the faking of responses by applicants. These personality inventories are self-reports of how the candidate tends to think, feel, and act. Therefore answers can be intentionally distorted or faked and are not objectively verifiable.
6. **Alternative Self-Report Questionnaires.** The widespread adoption of the Big Five in selection research has enabled researchers to comprehensively accumulate knowledge about the links between these comprehensive personality traits and performance across occupations. This is particularly useful when the performance measures are quite broad (e.g., overall job performance).
7. **Core Self Evaluation.** Tim Judge and his colleagues have presented considerable empirical evidence that core self-evaluations (CSEs) are

important to performance at work. CSEs consist of four frequently studied traits: self-esteem, generalized self-efficacy, locus of control and emotional stability.

8. **Emotional Intelligence.** The second personality trait that has elicited considerable interest in selection contexts is emotional intelligence (EI). EI is a broad construct, one that appears to be composed of attributes beyond just personality, and includes nearly all non-cognitive predictors, and includes nearly all non-cognitive predictors, and even some that appear to be cognitive measures.
9. **Proactive Personality.** The third individual measure is proactive personality. This trait reflects a dispositional approach toward taking initiative at work and effecting environmental changes. This “action-oriented” trait has been shown to predict salary, the rate of promotions, use of transformational leadership, entrepreneurial intentions, and job performance.
10. **Projective Techniques.** These devices are similar to self-report questionnaires because they require verbal responses that are scored to obtain measures of personality characteristics. However they differ noticeably on several other important aspects. In contrast to the structure of both the questions and the answers of self-report questionnaires, projective techniques are intentionally ambiguous.
11. **Miner Sentence Completion Scale (MSCS).** The MSCS was developed by John Miner specifically to assess the motives that are characteristically manifested at work and in the managerial role. The respondent is presented with 40 items or sentences and asked to complete each.
12. **Validity of Projective Techniques.** On the surface, it would seem that projective techniques could provide more beneficial information than self-report questionnaires in assessing personality. One would expect that socially appropriate answers would not be as evident as they would be in the responses to personality self-report questionnaires and that responses would be reflective of personally characteristics of the respondent.

## 4.8 PERSONALITY ASSESMENT TEST

Assessment centers can be designed to measure many different types of job related skills and abilities, but are often used to assess interpersonal skills, communication skills, planning and organizing, and analytical skills. The assessment center typically consists of exercises that reflect job content and types of problems faced on the job. For example, individuals might be evaluated on their ability to make a sales presentation or on their behavior in a simulated meeting.

In addition to these simulation exercises, assessment centers often include other kinds of tests such as cognitive ability tests, personality inventories, and job knowledge tests. The assessment center typically uses multiple raters who are trained to observe, classify, and evaluate behaviors. At the end of the assessment center, the raters meet to make overall judgments about peoples performance in the center.

### **Advantages Disadvantages**

- ♦ Have been demonstrated to produce valid inferences for a number of organizational outcomes (e.g., promotion rates).
- ♦ Can reduce business costs by identifying individuals for hiring, promotion or training who possess the needed skills and abilities.
- ♦ May be viewed positively by test takers who see the close relationship between the test and the job.
- ♦ Can provide useful feedback to test takers regarding needed training and development.
- ♦ Focus more heavily on behavior demonstration than simply assessing characteristics.
- ♦ Use trained raters.
- ♦ Are typically less likely to differ in results by gender and race than other types of tests.
- ♦ Can be costly to create and administer.
- ♦ Require more labor (e.g., assessors, role-players, etc.) to administer than most other methods.

- ♦ Require more time to administer than most other methods.
- ♦ Can be difficult to keep calibrated or standardized across time and locations.

In popular usage, personality is often equated with social skill. It is thought of as the ability to elicit positive reactions from others in one's typical dealings with them. Psychologists who study personality professionally have a different concept. Although there is not one standard definition of the term personality, most formal definitions agree that personality refers to the unique set of characteristics that define an individual and determine that person's pattern of interaction with the environment.

The term a characteristic is usually interpreted to include what people habitually want, say, do, feels, or believe, and these attributes are combined distinctly in each person. The environment includes both human and non-human elements (organizational demands, work conditions, physical environment, etc.). We can see, then, that personality involves much more than social skill; in fact, many believe that no other area of psychology represents as broad a topic as personality does.

## 4.9 PERFORMANCE TEST

Performance testing is defined as the technical investigation done to determine or validate the speed, scalability, and/or stability characteristics of the product under test. Performance-related activities, such as testing and tuning, are concerned with achieving response times, throughput, and resource-utilization levels that meet the performance objectives for the application under test. Because performance testing is a general term that covers all of its various subsets, every value and benefit listed under other performance test types in this chapter can also be considered a potential benefit of performance testing in general.

Performance testing is a generic term that can refer to many different types of performance-related testing, each of which addresses a specific problem area and provides its own benefits, risks, and challenges.

This chapter defines, describes, and outlines the benefits and project risks associated with several common types or categories of performance-related testing. Using this chapter, you will be able to overcome the frequent misuse and misunderstanding of many of these terms even within established teams.



Selection devices that assess applicants via testing situations that closely resemble actual parts of the job being considered. In their most common form, these devices are referred to as performance or work sample tests because they ask the applicant to complete some job activity, either behavioral or verbal, under structured testing conditions. One example of a performance test is requiring applicants to write a simple computer program to solve a specific problem.

### Examples of Performance Tests

The term motor (behavioral) is used if the test requires the physical manipulation of things – for examples, operating a machine, installing a piece of equipment, or making a product. The term verbal is used if the problem situation is primarily language or people oriented- for example, simulating an interrogation, editing a manuscript for grammatical errors, or demonstrating how to train subordinates.

1. **Motor Tests.** James Campion has described one example of a motor performance test used in the selection of maintenance mechanics.
2. **Blueprint Reading Test-** An architect was instructed to identify common architectural errors in blueprints and to incorporate these errors in the drawing of buildings.
3. **Verbal Tests:** Verbal performance tests are commonly used in selection programs for managers, staff specialists, engineers, scientists and similar professionals.
4. **Reading Test for Chemical Packages:** Reading and understanding written material was critical to the job of chemical packager because often explosive chemicals were involved.
5. **Trainability Tests:** Another variation performance tests is trainability tests. This type of test is most often used in selection for two kinds of jobs.

Test	Job
<b>Motor:</b>	
Lathe	Machine operator
Drill press	
Tool dexterity	
Screw board test	
Packaging	
Shorthand	Clerical worker
Stenographic	
Typing	
Blueprint reading	Mechanic
Tool identification	
Installing belts	
Repair of gearbox	
Installing a motor	
Vehicle repair	
Tracing trouble in a complex circuit	Electronics Technician
Inspection of electronic defects	
Electronic test	
<b>Verbal:</b>	
Report of recommendations for problem solution	Manager or supervisor
Small business manufacturing game	
Judgment and decision-making test	
Supervisory judgment about training, safety, performance, evaluation	
Processing of mathematical data and evaluating hypothesis	Engineer or scientist
Describing laboratory tests	
Mathematical formation and scientific judgment	
Oral fact finding	Customer service representative
Role playing of customer contacts	
Writing business letters	
Giving oral directions	

#### 4.9.1 Use of Performance Test

We think that performance tests and situational judgment tests can be very useful for the selection programs of small businesses.

- ♦ Assessment centers are, of course, impractical for small businesses because of the cost and difficulty inherent in developing them. However, the performance tests and situational judgment tests that we described in this chapter are highly recommended and easy to implement.
- ♦ To develop either of these two tests, a small business owner should follow the steps described in this chapter for choosing appropriate job tasks, developing testing procedures, and establishing scoring rules.
- ♦ One selection strategy that an owner of a small business should consider is linking the four instruments of training and experience evaluation, a behaviorally based interview, a performance test, and an SJT. As we have discussed, each of these instruments emphasizes behaviors that are directly related to those of the job being considered. That is, a training and experience evaluation would ask the applicant for information about his or her previous work and training that is related to the most important tasks of the job.
- ♦ A small business owner could read the applicant's responses, score them, and invite the highest-scoring individuals to return for a situational or behavioral description interview.
- ♦ Either of these types of interview poses questions that require the applicant to provide additional information about behaviors that reflect actual job activities.
- ♦ The owner could score this interview immediately after completion and invite an applicant who has performed well to take a performance test or an SJT.
- ♦ These tests would tap activities that make up part of the actual job (e.g., completing the forms for an actual order, interacting with customers, or managing a team of workers doing a particular task). The owner should easily be able to evaluate how well an applicant performed on the performance test or SJT, and use this information for selection.

- ♦ The advantage of a selection program consisting of these instruments is that it is inexpensive, fairly easy to develop, job related, and interpretable by the small business owner.

## 4.10 ASSESSMENT CENTERS

When performance tests are used for the selection of managers, professionals, and executives, they are usually referred to as assessment centers. The definition of an assessment center (AC) that was developed by the Task Force on Assessment Center Standards is as follows:

An assessment center consists of a standardized evaluation of behavior on multiple inputs. Multiple trained observers and techniques are used. Judgments about behavior are made, in part, from specially developed assessment simulations. These judgments are pooled by the assessors at an evaluation meeting during which assessment data are reported and discussed and the assessors agree on the evaluation of the dimension and any overall evaluation that is made.

The Management Progress Study of AT&T marked the beginning of the use of the assessment center for industrial organizations. This program was begun in 1956 to study the career development of men (remember it was the 1950s) hired for managerial purposes. According to Douglas Bray, who designed the study, the general questions that prompted the study were as follows:

- ♦ What significant changes take place in men as their lives develop in a business career?
- ♦ Conversely, are there changes we might expect or desire that do not occur?
- ♦ What are the causes of these changes or stabilities? More particularly, what are the effects of company climate, policies, and procedures?
- ♦ How accurately can progress in management be predicted? What are the important indicators, and how are they best measured?

### Assessment Center Exercises

1. **Dimensions.** The development of an AC starts with a job analysis to identify clusters of job activities that are the important parts of the job of interest. Each cluster should be specific, observable, and consist of job tasks that can be logically related.

- 2. Traditional Assessment Devices.** Various types of traditional tests and interviews are often used in ACs. These are variations of the selection. We will briefly describe the use of several of these types of tests.

***Table-Behavioral Dimensions Frequently Measured in Assessment Centers***

<b>Dimension</b>	<b>Definition</b>
Oral Communication	Effectively expressing oneself in individual or group situations (includes gestures and nonverbal communications)
Planning and Organizing	Establishing a course of action for self or others in order to accomplish a specific goal; planning proper assignments of personnel and appropriate allocation of resources
Delegation	Utilizing subordinates effectively; allocating decision making and other responsibilities to the appropriate subordinates.
Control	Establishing procedures for monitoring or regulating the processes, tasks or activities of subordinates; monitoring and regulating job activities and responsibilities ; taking action to monitor the results of delegated assignments or projects
Decisiveness	Expressing a readiness to make decisions, render judgments, take action, or commit oneself
Initiative	Actively attempting to influence events to achieve goals; showing self-starting actions rather than passive acceptance. Taking action to achieve goals beyond those called for, originating action.
Tolerance for stress	Maintaining a stable performance under pressure or opposition
Adaptability	Maintaining effectiveness in varying environments with various tasks, responsibilities or people
Tenacity	Staying with a position or plan of action until the desired objective is achieved or is no longer reasonably attainable

### **Performance Tests and Assesment Centres**

It is the use of performance tests, sometimes referred to as simulation tests, that distinguishes ACs from other selection programs.

#### **In-Basket.**

The In-basket is a paper-and-pencil test designed to replicate administrative tasks of the job under consideration. The name of the test is taken from the in- and out-baskets that are on some manager's desks and are used to hold organizational memos coming to and going from the manager's.

**Leaderless Group Discussion (LGD).**

The In-basket and the LGD together are probably the two most often-used performance tests in ACs. The LGD is designed to represent those managerial attributes that require the interaction of small groups of individuals in order to solve a problem successfully.

**Case Analysis.**

In case analysis exercises, each participant is provided with a long description of an organizational problem that changes according to the job being considered in the AC. For a higher-level position, the case frequently describes the history of certain events in a company, with relevant financial data, marketing strategy, and organizational structure. Frequently, industry data concerning new products, consumer trends, and technology are introduced.

**Types of Abilities to Be Developed in Training Assessors**

- ♦ Understanding the behavioral dimensions
- ♦ Observing the behavior of participants
- ♦ Categorizing participant behavior as to appropriate behavioral dimensions
- ♦ Judging the quality of participant behavior
- ♦ Determining the rating of participants on each behavioral dimension across the exercises
- ♦ Determining the overall evaluation of participants across all behavioral dimensions

**The Effectiveness Of Assessment Centers**

- ♦ **Validity.** As we have discussed, the major purpose of ACs is to evaluate the potential of individuals for management positions. In many organizations, the overall assessment of each AC participant is placed in corporate files, or summarized for the participant's current immediate supervisor and communicated directly to the participant.
- ♦ **ACs and Managerial Behavior.** There is some evidence that the experience of participating in an AC has a positive effect on both the assessors and the individuals who are being evaluated.

- ♦ **ACs and Adverse Impact.** A positive feature of ACs is their generally favorable support by the courts and the Equal Employment Opportunity Commission (EEOC) in alleged discrimination cases.

## 4.11 TESTING FOR INTEGRITY

Integrity tests assess attitudes and experiences related to a persons honesty, dependability, trustworthiness, reliability, and pro-social behavior. These tests typically ask direct questions about previous experiences related to ethics and integrity OR ask questions about preferences and interests from which inferences are drawn about future behavior in these areas. Integrity tests are used to identify individuals who are likely to engage in inappropriate, dishonest, and antisocial behavior at work.

### **Legal Issues in Integrity Testing:**

The Equal Employment Opportunity Commission (EEOC) has specifically commented that integrity tests, even personality – based ones, should not be considered a medical examination because such tests assess only the propensity for dishonest behavior. Therefore, these tests can be used in selection programs prior to an employment offer. However, any personality test that was designed to detect mental illness and that also is used to determine dishonesty would be treated differently.

### **Findings:**

Integrity tests are important to many organizations because of the high rate of employee theft and related nonproductive behavior. Because of this importance and the attention integrity tests have drawn from selection specialists, many studies have recently been conducted on these instruments. The results of this work consistently indicate that these tests are valid in reference to criteria that include theft, detrimental behaviors and overall job performance.

### **Dimensions of Integrity**

The following are the dimensions of Integrity –

1. **Integrity of Commitment** – this indicates how well he fulfils his commitments. In organizational life, there will be many a situation wherein, the individual commitments conflict with those of the organization. It is necessary for the organization that the individual undertakes organizational commitments as his own. Otherwise, he will fail the organization by failing

to meet the organizational commitments. This also indicates the person's propensity to indulge in actions – overtly or covertly – that cause – visible or invisible – damage to the interests of the organization. Failure or breakdown of any other dimension of Integrity will not have any impact, if the person has a strong Integrity of Commitment.

2. **Integrity against Inducements / Temptation / Vice** – inducements are part of organizational life. It is common to take it is easy when the boss is away! Inducements could come from vendors, competitors, and colleagues for a variety of reasons. While it certainly is not easy to resist temptation, the threshold level of succumbing to temptation is significant. Some societies frowned upon touching alcohol but now touching alcohol is not a taboo but getting drunk is still.
3. **Integrity against Lust** – it is said that most wars are caused by either wine, or women. Every human being is lustful – it is referred to as libido when it is healthy. While libido is necessary for performance, lust digresses the person from his commitments and makes him do bad things. A person with lust is known to do unimaginable things – things he otherwise wouldn't do. Such person becomes easily manipulatable. A fine example is Samson in Samson and Delilah. It is significant to know the role played by lust in a person's life.
4. **Integrity against Greed** – greed is wanting more than necessary. Presence of greed in a person causes sell-out – sell-out info, secrets etc. A good example is that of people endorsing products which they do not use and do not know, first hand or from independent sources, the efficacy of claims they are making to millions of people – these are the people who are low in this dimension of Integrity.
5. **Integrity of Respect** – for rights and property of others – Respect for other's rights and property refrains from taking anything that doesn't rightfully belong to him. What constitutes property – office time, stationery, ideas developed in the organizations (intellectual property), phone usage and so on. Rights start from protection of trust placed in the person, right to privacy, right to expect service, right to expect safekeeping, right to expect performance of duties and so on. This dimension becomes especially important when recruiting persons into BPOs.



6. **Integrity towards Truth** – we are not talking of universal truths here. It is rather about the propensity of the employee to tell lies. Employees tell lies all the time. Some are harmless – such as the reason for not coming into office on a day. But when it comes to protecting an erring colleague, it may become intolerable to the organization depending on the gravity of the error.
7. **Transactional Integrity** – there are many occasions when the employees get stressed out during work – sometimes caused by the customer. It is important that the employee maintains transactional Integrity in the face of provocation. It is easy for call center employees to log in a transaction other than the one requested by the caller, either due to provocation or due to mischief or due to malice.
8. **Legal Integrity** – this becomes apparent when the ethics of the employee conflict with the laws – of the organization. A good example is that of dress code – some religions prescribe a strict dress code and it may conflict with organizational dress code or behavior code. It can create conflict within the person and make that person cause damage.
9. **Secular Integrity** – this is becoming increasingly recognized as a major source of anti-social actions. Religion had time again proved to be a bigger inducement compared to other inducements like money, power and pelf.

#### **Advantages    Disadvantages**

- ♦ Have been demonstrated to produce valid inferences for a number of organizational outcomes (e.g., performance, inventory shrinkage difficulties in dealing with supervision).
- ♦ Can reduce business costs by identifying individuals who are less likely to be absent, or engage in other counterproductive behavior.
- ♦ Send the message to test takers that integrity is an important corporate value.
- ♦ Are typically less likely to differ in results by gender and race than other types of tests.
- ♦ Can be administered via paper and pencil or computerized methods easily to large numbers.

- ♦ Can be cost effective to administer.
- ♦ Does not require skilled administrators.
- ♦ May lead to individuals responding in a way to create a positive decision outcome rather than how they really are (i.e., they may try to positively manage their impression or even fake their response).
- ♦ May be disliked by test takers if questions are intrusive or seen as unrelated to the job.

## 4.12 DRUG TESTING

It is becoming more and more common for drug testing to be used during a custody dispute or evaluation. With recreational drug use increasing every year, the chance that one or both of the parents involved in a custody battle has used drugs goes up proportionately. Accusations of drug use, whether true or false, almost always result in the ordering of drug testing by the court.

A drug test can be a valuable tool to assist in determining the fitness of a particular parent, but the use of this tool must be balanced against the fact that drug testing is not always accurate. Needless to say, a “false positive” result on a drug test can destroy any chance that you had for gaining custody.

### Common Testing Methods

Several different methods of drug testing are available. Each has its advantages and disadvantages.

1. **Urine Test** : The most common form of drug testing is to analyze a sample of urine for traces of drugs. A positive test result only indicates that a drug was used sometime in the recent past; it does not tell whether or not the person was under the influence when giving the sample.

For detecting alcohol, a urine test is accurate but is not used because it correlates poorly with blood levels when usual collection procedures are used.

2. **Blood Test** : A blood test measures the actual amount of alcohol or other drugs in the blood at the time of the test. Unlike the urine test, the results tell whether or not the person was under the influence at the time the test was done.

3. **Saliva and Hair Tests** : Researchers have begun studying the testing of hair and saliva to detect alcohol and other drug use. Early results suggest that testing saliva may be a valid testing method. The accuracy, reliability, and interpretation of hair testing have been determined to be useable in a court of law, although the actual accuracy is still open to some debate.
4. **Breath-Alcohol Test** : A breath test is the most common method of testing for alcohol. The results tell if the individual is under the influence of alcohol at the time the breath sample is taken. Alcohol is metabolized out of the body in a relatively short period of time; therefore, unless a person is under the influence at the time the specimen is collected, a breath test for alcohol will not detect alcohol use that occurred a day earlier.

### **Legal Issues in Employment Drug Testing**

1. Testing represents an invasion of privacy.
2. Testing constitutes an unreasonable search and seizure.
3. Testing is a violation of due process.
4. Drug users are protected under the Americans with Disabilities Act.
5. Testing may violate the Civil Rights Act.
6. Testing may violate the National Labor Relations Act.

### **Guidelines for Drug Testing Programs**

The important features of a drug testing program:

1. The organization is in the most legally defensible position if it limits testing to those positions that have major safety implications or have a history of poor performance in specific areas that may be linked to drug usage.
2. Organizations have more flexibility in such testing with applicants than with existing employees.
3. A combination of screening and confirmatory tests are necessary for the testing results to be valid. Such tests increase the cost of the program but are necessary given the seriousness of the matter.
4. Drug testing, especially when used for current employees, should be one part of a larger program. Other features should include some form of education, counseling and assistance.

### 4.13 GRAPHOLOGY-TOPIC

#### Introduction:

Graphology is the analysis of the handwriting of an individual in order to infer personality traits and behavioral tendencies. A graphologist is the individual who performs the analysis.

#### Analysis of Handwriting Features:




Although different graphological approaches exist, most of them analyze the following features of handwriting : size of letters, slant, width, zones (top, middle, and bottom), regularity of letter formation, margin, pressure, stroke , line of letters (upward, straight, downward), connections of letters form of connection, and word and line spacing. Apparently the various approaches to graphology differ in the interpretation each assigns to these specific features and how combinations of writing features should be viewed.

#### Validity of Graphology in Selection :



The few studies of the validity of the technique in selection have concluded that graphoanalysis has no validity as a selection instrument.

Some Examples of Handwriting Features and Their Interpretation

#### 1. Mental Prowess

	Comprehensive Thinking
	Cumulative Thinking
	Exploratory or Investigate Thinking

#### 2. Approach to Achievement

	Lack of Self-confidence
	Strong willpower

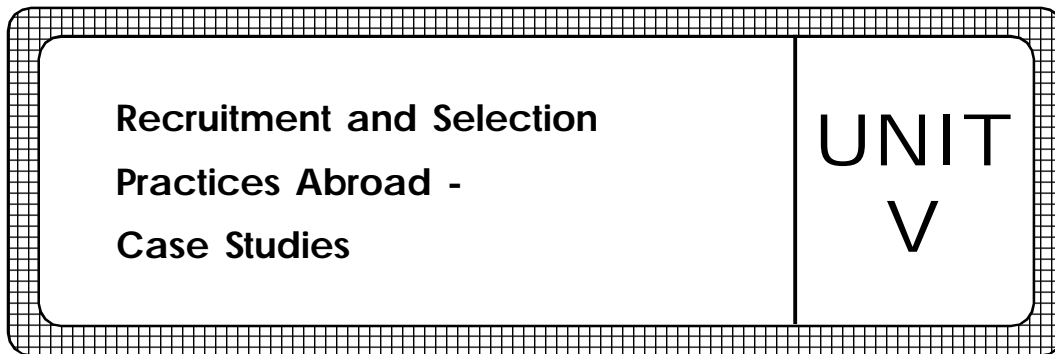
3. Levels of Honesty

<i>and</i>	Frankness
<i>and</i>	Self-deception or rationalization
<i>and</i>	Intentional deception

4. Levels of Determinism

<b><i>many</i></b>	Strong determination
<b><i>many</i></b>	Weak determination

Sales drive, interpersonal communication, work management skills, decision making, health/vitality, economic maturity, empathy and summary.



## **RECRUITMENT AND SELECTION PRACTICES IN ABROAD**

### **Introduction:**

Since introducing a market economy in 1978, China has been one of the fastest growing economies in Asia. In recent times expansion has occurred throughout the world, and interest in China has exploded to the stage where China fever is a world-wide syndrome. Furthermore, with its entry into the World Trade Organisation in 2001, China was immediately recognised as one of the world's economic superpowers.

By the turn of the century, China was reported to command in excess of a forty-two percent share of all foreign investment in Asia. Similarly, in 2000, there were over sixty thousand foreigners living in the capital city of Beijing, the focal point for Chinese commerce. Many more operated in cities across the country, a majority of whom were employed by multinational companies and brought with them western management practices.

Thus, in China, there has arisen an awareness of the need to adopt more effective human management practices in state-owned enterprises, to influence the lives of consumers, employees and citizens through its rapidly changing, reformed economy; an activity which presents some interesting challenges to organisations, employers and employees.

In the West, studies conducted in the United States and the United Kingdom have demonstrated a causal link between the operation of human resource management practices and organisational performance. These studies concluded that coherent, integrated human resource techniques lead to increased output, productivity and overall organisational performance. However, less is known about changing HR issues in

China, and introducing change to traditional state-owned enterprises may prove to be far more complex and difficult than introducing them into newly established multinational organisations.

The constrained enthusiasm of the new generation of Chinese managers towards learning Western management practices is understandable and, as suggested by Purcell, there is the need for a careful study of organisational contexts before ambitions to integrate Western and Eastern HR practices may be considered realistic. One of the most important aspects of organisational context is having an understanding of current practices in the two management styles.

Consequently, the purpose in the current paper was to compare the 'Western' human resource functions of recruitment and selection with the 'Eastern' approaches used in China. An overview of the culture of both China and Australia was included and an examination of the current recruitment and selection practices was undertaken.

## **National Overview**

### **Australia**

As a young nation which became federated in 1901, Australia is a member of the British Commonwealth with an approximate population of twenty million people primarily located in a few major urbanised cities. The vast majority of people (93%) is Caucasian and the predominant language is English. Asians comprise only 7% of its total population. Australia, being rich in natural resources, has built in only 100 years a strong economy with a per capita GDP equal to the four dominant West European economies. With a free market economy that boasts high productivity and low unemployment, major trading partners are in Asian countries such as Japan, China, South Korea and India. Australia's proximity to South East Asia, and the demand from that region for its natural mineral and gas resources suggest the current relationship will grow.

### **China**

Over one-fifth of the human race lives in the world's largest communist State, the People's Republic of China. With a population of over 1.36 billion people, almost 100% of whom are ethnic or Han Chinese, the official language is standard Chinese which is derived from the Mandarin dialect. Although there are many dialects in China, there is only one written language. China has a significant supply of natural

resources, and the 9.1% growth rate of the economy, demands much more than can be produced by local industry. Therefore, China imports commodities and natural resources; it has become a major player in the world economy. Although living standards have improved and the opportunity for personal choice has expanded, political controls remain tight.

The economic influence of non-state organisations and individual citizens is gradually increasing despite traditional state control systems. Devolution of control and power to local authorities and officials has encouraged a significant increase in GDP since 1978. However, sustaining adequate job growth for millions of workers laid off from previously state-owned enterprises has proven to be a challenge to the central government. Another major concern is the one-child policy; China is now one of the most rapidly aging countries in the world. This factor alone has significant ramifications for employment opportunities and practices in China.

### **Recruitment and Selection Processes**

Recruitment is the process of attracting individuals on a timely basis, in sufficient numbers and with appropriate qualifications, developing their interest in an organisation and encouraging them to apply for jobs within it. During this process, efforts are made to inform the applicants fully about the selection criteria of the required competencies that will lead to effective performance, as well as career opportunities the organisation can provide the employee.

Whether or not a particular job vacancy will be filled by someone from within, or outside, the organisation depends on the organisation's human resource policies, the requirements of the job to be filled, the talent to be found and, often, the organisational politics surrounding the decision.

Selection is the process of choosing from a group of applicants the individual best suited for a particular position, based on conventional and non-conventional methods. Therefore, the effectiveness of recruitment has a significant impact on the efficiency of the selection process. The selection process should provide as much reliable and valid information as possible about applicants so that their qualifications may be carefully matched with the job requirements.



While the selection process is usually the responsibility of the human resource director or similar professional, managerial and supervisory personnel in all the business units of an organisation also have an important role in the selection process. They need to be well versed in the conventional selection methods of psychological and aptitude testing as well as single-stage to multi-stage interviews. Further, essential experience with non-conventional selection should include graphology, group selection or assessment centre and country house weekend techniques. When the final decision of hiring is in the hands of members of a selection committee, it is important that they understand both the objectives/policies relating to selection *and* the overall strategic direction of the organisation.

Though there are many recruitment and selection processes used in both Australia and China, only their most salient features will be discussed in the current paper. It is not suggested that they are the only, or most appropriate, ways of proceeding; simply, that they are broad indicators of HR trends. Australian strategies usually are designed to integrate its multicultural workforce, and in China the opportunities are great, but they create HR challenges because when it comes to recruiting “China has its own particular rules of the road”.

### **Recruitment and Selection in Australia**

One thing to bear in mind is that recruitment strategies flow ultimately from the organisation's mission statement and strategic objectives; i.e., the strategies and processes of recruitment must be compatible with higher level strategies. Reddins contributed to the strategy debate in Australia by outlining his views on the features of strategic recruitment; something he claims is practiced by only a handful of successful organisations. His five key features are:

- ♦ HR plans are linked to and support corporate plans;
- ♦ HR plans include people developmental and succession plans;
- ♦ Recruitment strategies are in place and deliver against the goals of the organisation;
- ♦ Appropriate skills are in place to support the recruitment strategies; and
- ♦ Subsequent induction, training, development and mentoring programs are available to add support to the recruitment program.

## Recruitment Techniques

In Australia, it is common practice to recruit from within. Organisations often try to follow a policy of filling job vacancies above the entry level position through promotions and transfers. By doing so, an organisation can capitalise on the costs that it has invested in recruiting, selecting and training its current employees.

1. **Advertisements** : One of the most widely used methods for contacting applicants in Australia is through advertisements. Newspapers and journals are used most commonly, although radio, television, billboards and posters have been utilised by some companies. Advertising has the advantage of reaching a large audience of possible applicants. Some degree of selectivity can be achieved by using specific newspapers and journals directed towards a particular group of readers.

The preparation of advertising copy is not only time-consuming, but also requires creativity when developing design and message content. Well-written advertisements highlight the major assets of the position; at the same time, they are responsive to the job/career needs and concerns of the desired applicants.

2. **Recruitment Agencies** : National networks of specialist organisations undertake the placement of employees across a wide range of jobs throughout Australia. The Australian Job Network consists of over 300 private, community and government organisations that compete to help people find the best possible position. Their emphasis is on matching appropriately skilled and experienced employees to job vacancies, along with interview and job search skills training.
3. **Educational Institutions** : Typically, educational establishments are a source of young applicants with formal training, but with little full-time work experience. High schools are usually a source of employees for trainee, clerical and blue-collar jobs. TAFE colleges, with their various types of specialised training, can provide candidates for technical jobs. Also, some management trainees are staffed from this source. Organisations that are involved in internship projects find that Universities provide a source of potential, well-educated employees with 'professional' qualifications.

## Selection Techniques

1. **Interview** : Traditionally, the employment interview has an important role in the selection process in Australia. Various surveys over the past decade have shown that it is considered the most important step in selection. Employment and selection interviews differ according to the methods that are used. It can be a non-directive interview where the applicant is allowed the maximum amount of freedom in determining the course of discussion; or a directive interview that is highly structured with a detailed set of questions on a specifically prepared form.
2. **Tests** : Tests are an objective and standardised measure of a sample of behaviour that can be used to measure a person's abilities, aptitudes, interests or personality in relation to other individuals. Some organisations develop job knowledge tests, a type of achievement test designed to measure a person's level of understanding about a particular job. Individual managers make up their minds about the potential advantages or disadvantages of using tests.
3. **Reference Checks** : It has been estimated by the Society for Human Resources Management that 25% of job applications and CVs/resumes contain errors. It is not surprising, therefore, that Australians regularly make reference check enquiries from previous employers, academic advisors, co-workers and acquaintances regarding a job applicant's qualifications, experience and past work record. For senior management positions or overseas appointments it is not uncommon for the applicant's spouse to be interviewed. The list of referees provided by a job applicant can add prestige and credibility to the written job application, and confirmation of the written information. Australians have a very egalitarian approach to the workplace and tend to provide honest assessments of an applicant's merits; so, despite fears that friends may provide a 'biased' response to enquiries, the use of several background checks usually elicits a balanced response.
4. **Physical examinations** : All government, and an increasing number of private, sector organisations in Australia require job applicants to undertake a physical examination prior to employment being confirmed. Results are used as a basis for allowing the applicant to receive fringe benefits such as life, health, travel and/or disability insurance programmes. Drug testing,

which was originally used in mining and construction occupations where there may be a health risk, has become more commonplace and used in a range of industries and occupations.

### Recruitment Selection in China

There are four outstanding features of Chinese culture as it relates to Chinese management practices and organisational behaviour; each factor needs to be considered by organisations in the practice of recruitment and selection.

1. **Respect for age and hierarchy** : The concept of showing respect for superiors or seniors in a family originates from Confucian beliefs. It is one of the basic requirements within a Chinese family, and to respect the superiors of a different family is recognition of an individual's social standing and position. In the business environment, respect for authority will result in unquestioned centralised decision-making and the recognition of hierarchy.
2. **Face and harmony** : Face and harmony are significant features of social life in China. Saving face is a key point when reaching consensus within a group. For example, if a manager criticises a subordinate in the presence of other employees, this can cause that employee to lose face. A loss of face will break down all personal relations and will destroy communication between managers and employees and influence the internal management process. Gao explained that the indirect Chinese communication style is an attempt to minimise the loss of face and keep harmonious relationships.
3. **Group orientation** : Bond indicated that Chinese individuals tend to identify themselves to be part of a group, team or unit and they consciously form a distinction between 'insiders' and 'outsiders' due to the collectivist culture.
4. **Personal relations or guanxi** : Guanxi can be regarded as customarily dealing with mutual favours and string pulling between organisations and authorities. However, it is also important to know that guanxi exists within an organisation. A good personal relationship can promote more open and frank communications between managers and subordinates. Thus, a close guanxi can facilitate the management development process in the organisation and can create ties and loyalty between employers and employees.

## Recruitment techniques

Since new labour laws were introduced in 1995 and a new employment contract system was set up, recruitment policies have changed. Enterprises, especially the state-owned enterprises, have the power to hire and fire employees almost at will; however, the new labour laws protect the individual rights of each job seeker, whatever their gender or ethnicity, thereby giving graduates the right to seek their own jobs.

State-owned enterprises can recruit both graduates and people with experience from other companies. However, these laws do not always counteract the cultural influences surrounding equality and rights of the job seeker. It is almost impossible to change organisational norms and values because there is such a strong power structure and interpersonal system of 'guanxi' prevalent in almost all organisations whether they are state- or privately-owned. Hence, it is often difficult for externally recruited employees to integrate into an existing organisation, no matter how well educated or skilled they are.

The informal labour market where priority is given to children and relatives of existing employees is prevalent despite the lip service that is paid to the concept of unbiased, objective recruitment practices. A study by Ip indicated that about 80% of respondents had found their jobs through references from friends and relatives; the figure was found to be similarly high in a study conducted by Ding et al. Chatterjee and Nankervis reported that nepotism was still prevalent at department and work unit level although it was less obvious at top management. The implication is that, although the economic climate may have changed and there has been a demand for more Western style HR procedures, recruitment practices in China have changed little.

1. **Advertisements :** It is common that employers use newspapers for their employment advertisements, although recruitment advertisements are not permitted in the news media without "the prior approval of the local labour and social security department". The strategy is used to provide an information channel for potential workers. Many companies attract high quality applicants through newspapers. Many small service-oriented or retail companies use help wanted signs in store windows to save advertising costs. Advertisements are usually placed in local papers or specialised industry publications. In general, company names and place of origins are listed because corporate reputation is a key to attracting job seekers to respond to an advertised position.

2. **Job Fairs** : The common recruitment avenues are the labour market, personnel exchange seminars that are called 'lao dong li shi chang' . The job fairs are sponsored by the Labour Bureau. In today's intensively competitive business environment, more and larger job fairs are being held in cities in China; fairs often play host to hundreds of companies and attract thousands of job-seekers, even though "job seekers are admitted for a fee".
3. **Campus recruitment** : To recruit potential applicants, many companies regularly go to college or university campuses to interview students . They can negotiate the job terms directly with the students. If both come to an agreement, the student will be given an offer after he/she graduates. The campus recruitment season normally runs from October to December.
4. **Global Image** : Since the advent of the new century and the development of technology parks and technology development zones in China, there has been a concomitant growth in the use of Western HR strategies among multinational companies; the strategies are closely related to those used in branches around the world.
5. **Business Management Services** : While China has excellent technical education, there is a dearth of managerial training because, in the past, managers were promoted on the basis of their political party allegiance, and many parts of the country remain 'provincialized' as shown in the HR inflexibility such as the 'hukou' policy. Thus, although China may be becoming more open, there remain strong cultural imperatives which must be addressed and respected by business management services.
6. **Corporate Co-ordination** : International Communications and PR companies are developing offices throughout China to assist local and overseas businesses work together effectively to meet the demands of Eastern and Western markets. Chinese customers, employees and suppliers are managed by the ICPR companies which also provide technical support in dealings with Chinese government officials.

### Selection Techniques

1. **Interview** : The interview is a common selection tool for many companies and is the dominant method used. Punctuality is very important in China and in greeting the applicant the employer will not look at them directly because lowering of eyes shows respect.

2. **Tests** : There are a series of tests that often are used by Chinese companies, such as technology tests, technical tests, problem solving tests and English proficiency tests. Traditional companies rarely use psychological or aptitude testing because they result in a potential loss of face for applicants; however, psychometric testing of abilities and attitudes, interests and motivations, needs and aspirations and/or personal management style has been adopted from Western HR practices, especially in the Healthcare industry.
3. **Behavioural Event** : Interactive role play, simulation exercises and leaderless group discussion (LGD) are behavioural events which are increasingly popular in the task of selecting the most appropriate employees. There is an emphasis on identifying values and experience because companies are seeking to have an excellent working relationship among staff and that is considered to come from staff having common education, culture and norms.
4. **The Comparison** : Australian and Chinese companies share a number of similarities in the recruitment and selection processes they use. Superficially, the overall recruitment and selection processes used in both countries have a high degree of commonality; largely because both countries have imported tested HR policies, strategies and procedures which were designed, trialled and implemented in multinational, global corporations.

However, even when there does not appear to be any difference in recruitment and selection processes and the language used to describe those processes, it is important to know the organisational culture and the cultural influences of the wider society which impose limitations and obligations on job applicants in each country thus making the practices quite different.

In China, surface learning ensues from family enculturation and teacher-centred pedagogical processes; it is reinforced through repetition, group harmony and regurgitation of knowledge. In Australia, students are expected to exercise deep learning which ensues from the student-centred pedagogical processes promoted by the family and school; it is reinforced through model formulation, individual differences and building of knowledge. In both countries, the employees' understanding of the world has developed from an education moulded to reflect a given reality; fortunately, this is not a problem when people operate with a philosophy of cultural relativism and a good dose of "common sense and plain dealing".

## CASE STUDY INTRODUCTION

There is no universally accepted definition for a case study, and the case method means different things to different people. Consequently, all case studies are not structured similarly, and variations abound in terms of style, structure and approach. Case material ranges from small caselets to short cases and from 10 to 18 page case studies to the longer versions.

A case is usually a “description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person or persons in an organization.” In learning with case studies, the student must deal with the situation described in the case, in the role of the manager or decision maker facing the situation.

An important point to be emphasized here is that a case is not a problem. A problem usually has a unique, correct solution. On the other hand, a decision-maker faced with the situation described in a case can choose between several alternative courses of action, and each of these alternatives may plausibly be supported by logical argument.

The case study method usually involves three stages: individual preparation, small group discussion, and large group or class discussion. While both the instructor and the student start with the same information, their roles are clearly different in each of these stages, as shown in below Table.

**Table: Teacher and Student Roles in a Regular Case Class**

When	Teacher	Student or Participant
<b>Before</b>	Assigns case and often readings	Receives case and assignment
<b>Class</b>	Prepare for class May consult colleagues	Prepares individually Discusses case in small group
<b>During</b>	Deals with readings	Raises questions regarding readings
<b>class</b>	Leads care discussion	Participates in discussion
<b>After</b>	Evaluates and records student	Compares personal analysis with colleagues' analysis
<b>Class</b>	Participation Evaluates materials and updates teaching note	Receives class discussion for major concepts learned.



### **Case Studies in the Class Room:**

Case Studies are usually discussed in class, in a large group. However, sometimes, instructors may require individuals or groups of students to provide a written analysis of a case study, or make an oral presentation on the case study in the classroom.

### **Preparing for a Case Discussion:**

Unlike lecture-based teaching, the case method requires intensive preparation by the students, before each class. If a case has been assigned for discussion in the class, the student must prepare carefully and thoroughly for the case discussion.

The first step in this preparation is to read the case thoroughly. To grasp the situation described in a case study, the student will need to read it several times. The first reading of the case can be a light one, to get a broad idea of the story. The subsequent readings must be more focused, to help the student become familiar with the facts of the case, and the issues that are important in the situation being described in the case the who, what, where, why and how of the case.

However, familiarity with the facts described in the case is not enough. The student must also acquire a thorough understanding of the case situation, through a detailed analysis of the case. During the case analysis process, she must attempt to identify the main protagonists in the case study (organizations, groups, or individuals described in the case) and their relationships.

The student must also keep in mind that different kinds of information are presented in the case study. There are facts, which are verifiable from several sources. There are *influences*, which represent an individual's judgment in a given situation. There is speculation, which is information which cannot be verified. There are also assumptions, which cannot be verified, and are generated during case analysis or discussion.

Clearly, all these different types of information are not equally valuable for managerial decision-making. Usually, the greater your reliance on facts, the better the logic and persuasiveness of your arguments and the quality of your decisions.

Broadly speaking, the different stages in the case analysis process could be follows:

1. Gaining familiarity with the case situation
2. Recognizing the symptoms

3. Identifying goals/objectives
4. Conducting the analysis
5. Making the diagnosis
6. Preparing the action plan

### **Exhibit 1**

#### **Component of a Situation Analysis**

##### **1. Corporate Level Situation Analysis**

- ♦ Corporate mission and objective
- ♦ Resources and competencies
- ♦ Environment problems and opportunities
  - √ Demographic
  - √ Social-cultural
  - √ Economic
  - √ Technological
  - √ Legal and regulatory
  - √ Competition
- ♦ Portfolio analysis

##### **2. Product Level Situation Analysis**

- ♦ Market analysis
  - √ Describe the product market structure
  - √ Find out who buys
  - √ Assess why buyers buy
  - √ Determine how buyers make choices
  - √ Determine bases for market segmentation
  - √ Identify potential target market markets

- ♦ Competitive analysis
  - √ Identify direct competitors
  - √ Assess likelihood of new competitors
  - √ Determine stage in product life cycle
  - √ Assess pioneer advantage
  - √ Assess intensity of competition
  - √ Determine the competitors' advantages and disadvantages
- ♦ Market measurement
  - √ Estimate market potential
  - √ Determine relative potential of each geographic area
  - √ Track industry sales trends
  - √ Assess company or brand trends in sales and market share
  - √ Make forecasts
- ♦ Profitability and productivity analysis
  - √ Determine the cost structure
  - √ Identify cost-volume-profit relationships
  - √ Perform break-even and target profit analysis
  - √ Make projections of sales or market share impact of marketing expenditures

### 3. Summary

- ♦ Assess performance (identification of symptoms)
- ♦ Define problems and opportunities

The components of a situation analysis for a typical marketing case are given in Exhibit1. This consists of situation analyses at the corporate and product level and a summary of the results of the analysis. Cases in other functional areas such as strategy can also be analyzed using similar frameworks.

As mentioned earlier, the situation analysis should be followed by problem diagnosis and action plan recommendations.

While preparing for the case discussion, the student can also make notes with respect to the key aspects of the situation and the case analysis. These could include points such as the following:

1. Which company is being talked about? Which industry is referred to?
2. What are the products/services mentioned?
3. How/Why did the company land in problems (or became successful)?
4. What decision issues/problems/challenges is the decision makers in the case faced with?

### **Case Discussions in the Classroom**

A classroom case discussion is usually guided by the instructor. Students are expected to participate in the discussion and present their views. In some cases, the instructor may adopt a particular view challenge the students to respond. During the discussion, while a student presents his point of view, others may question or challenge him. Case instructors usually encourage innovative ways of looking at and analyzing problems, and arriving at possible alternatives.

The interaction among students and between the students and the instructor must take place in a constructive and positive manner. Such interactions help to improve the analytical, communication and interpersonal skills of the students.

Students must be careful that the contributions they make to the discussion are relevant, and based on a sound analysis of the information presented in the case. Students can also refer to the notes they have prepared during the course of their preparation for the case discussion.

The instructor may ask questions to the class at random about the case study itself or about the views put forward by and individual student. If a student has some new insights about the issues at hand, she is usually encouraged to share them with the class.

Students must respond when the instructor asks some pertinent questions. The importance of preparing beforehand cannot be emphasized enough-a student will be

able to participate meaningfully in the case discussion only if he is knowledgeable about the facts of the case, and has done a systematic case analysis. A case discussion may end with the instructor (or a student) summarizing the key learning points (or 'takeaways') of the session.

Student performance in case discussions is usually evaluated, and is a significant factor in assessing overall performance in the course. The extent of participation is never the sole criterion in the evaluation-the quality of the participation is an equally important criterion.

### **Working in a Group**

If a group of students is asked to analyze a case, they must ensure that they meet to discuss and analyze the case, by getting together for a group meeting at a suitable time and location. Before the meeting, all the team members read the case and come with their own set of remarks/observations.

The group must ensure that all the group members contribute to the preparation and discussion. It is important that the group is able to work as cohesive team-problems between team members are likely to have an adverse impact on the group's overall performance.

### **Preparing a Written Case Analysis**

Quite often, a written analysis of the case may be a part of the internal evaluation process. When a written analysis of a case is required, the student must ensure that the analysis is properly structured.

An instructor may provide specific guidelines about how the analysis is to be structured. However, when submitting an analysis, the student must ensure that it is neat and free from any factual, language and grammar errors. In fact, this is a requirement for any report that a student may submit-not just a case analysis.

### **Making a Case Presentation**

The instructor may ask a group of students to present their analysis and recommendations to the class. Alternatively, an individual student can also be asked to make a presentation.

The key to a good presentation is good preparation. If the case has been studied and analyzed thoroughly, the content of the presentation should present no problems.

However, a presentation is more than the content. Some of points that need to be kept in mind when making a case presentation are:

- ♦ As far as possible, divide the content uniformly so that each team member gets an opportunity to speak.
- ♦ Use visual aids such as OHP slides. Power Point Presentations, Advertisements/Press clippings etc., as much as possible.
- ♦ Be brief and to-the-point. Stick to the time limits set by the instructor.
- ♦ Be well prepared.

### **Evaluating Student Performance**

The evaluation of student's performance in a case-driven course can be based on some or all of the following factors:

- ♦ Written case analysis (logical flow and structuring of the content, language and presentation, quality of analysis and recommendations, etc).
- ♦ Case presentations (communication skills, logical flow and structuring of the content, quality of analysis and recommendations, etc).
- ♦ Participation in classroom case discussions (quality and extent of participation).
- ♦ Case writing assignments or similar projects.
- ♦ Case-based examinations.

### **Benefits from the Case Method**

The case method has several advantages over traditional teaching methods. The skills that develop by being exposed to this method are listed in Exhibit 2. The consequences to the student from involvement in the method are listed in Exhibit 3.

- ♦ Cases allow students to learn by doing. They allow students to step into the shoes of decision-makers in real organizations, and deal with the issues managers face, with no risk to themselves or the organization involved.
- ♦ Cases improve the students ability to ask the right questions, in a given problem situation. Their ability to identify and understand the underlying problems rather than the symptoms of the problems is also enhanced.

- ♦ Case studies expose students to a wide range of industries, organizations, functions and responsibility levels. This provides students the flexibility and confidence to deal with a variety of tasks and responsibilities in their careers. It also helps students to make more informed decisions about their career choices.

## **Exhibit 2**

### **Inventory of Skills Developed by the Case Method**

1. Qualitative and quantitative analytical skills, including problem identification skills, data handling skills and critical thinking skills.
2. Decision making skills , including generating different alternatives, selecting decision criteria, evaluating alternatives, choosing the best one, and formulating congruent action and implementation plans.
3. Application skills, using various tools, techniques and theories.
4. Oral communication skills, including speaking, listening and debating skills.
5. Time management skills, dealing with individual preparation, small group discussion and class discussion.
6. Interpersonal or social skills, dealing with peers, solving conflicts and practicing the art of compromise, in small or large groups.
7. Creative skills, looking for and finding solutions geared to the unique circumstances of each case.
8. Written communications skills, involving regular and effective note-taking, case reports and case exams.

## **Exhibit 3 :**

### **Consequences of Student Involvement with the Case Method**

1. Case analysis requires students to practice important managerial skills- diagnosis, making decisions, observing, listening and persuading – while preparing for a case discussion.

2. Cases require students to relate analysis and action to develop realistic and concrete actions despite the complexity and partial knowledge characterizing the situation being studied.
3. Students must confront the intractability of reality-complete with absence of needed information, an imbalance between needs and available resources and conflicts among competing objectives.
4. Students develop a general managerial point of view – where responsibility is sensitive to action in a diverse environment context.
  - ♦ Case studies strengthen the student's grasp of management theory by providing real-life examples of the underlying theoretical concepts. By providing rich, interesting information about real business situations, they breathe life into conceptual discussions.
  - ♦ Cases provide students with an exposure to the actual working of business and other organizations in the real world.
  - ♦ Case studies reflect the reality of managerial decision – asking in the real world, in that students must make decisions based on insufficient information. Cases reflect the ambiguity and complexity that accompany most management issues.
  - ♦ When working on a case study in a group, students must also be able to understand and deal with the different view points and perspectives of the other members in their team. This serves to improve their communication and interpersonal skills.
  - ♦ Case studies provide an integrated view of management. Managerial decision-making involves integration of theories and concepts learnt in different functional areas such as marketing and finance. The case method exposes students to this reality of management.

### **Guidelines for Analyzing Case Study**

Many management experts have suggested certain guidelines for analyzing and writing case study. But stereotype or predetermined procedure cannot be followed for this purpose because every situation may be made of different set of variables calling upon the manager to treat them differently and then formulate separate strategy for



them. Added to it, case study method represents an application of management knowledge in practice which may vary from manager to manager.

Thus, exact manner or procedure to be followed by the manager to the large extent depends on degree of involvement and exposure on the part of the manager and the nature of the problem faced by him. However, certain basic guidelines may be suggested to the students for writing an analysis of the case. The process of writing case analysis involves three major elements:

- 1) Identification of problem situation.
- 2) Analysis and evaluation of problem situation.
- 3) Making recommendations for solving the problem.

The following steps are involved in case analysis:

- 1) Identification of problem.
- 2) Determination of the facts on various aspects of the problem.
- 3) Ascertainment and development of alternative courses of action.
- 4) Evaluation and analyzing advantages and disadvantages of each alternatives course.
- 5) Prediction of occurrence of advantages and disadvantages.
- 6) Selection of the best alternative.
- 7) Execution of decision.
- 8) Finding the solution of the problem.
- 9) Comparing expected result with the real result of decision.

When using case studies we have to remember the following check-measures:

- ♦ Be clear about learning objectives and explore possible ways to realize the objectives.
- ♦ Decide which objectives would be best served by the case method.
- ♦ Find out the available cases that might work or consider developing your own.
- ♦ Set up the activity – including the case material, the room and the schedule.
- ♦ Observe the principles that guide effective group interactions.

- ♦ Provide an opportunity to all trainees to participate meaningfully and try to keep the groups small.
- ♦ Stop for process checks and get set to intervene when interactions go out of hand.
- ♦ Allow for different learning styles.
- ♦ Clarify the trainer's role as a facilitator.
- ♦ Bridge the gap between theory and practice.

### **How to Recruit a Person**

- ♦ Put about 100 bricks in some particular order in a closed room with an open window.
- ♦ Then send 2 or 3 candidates in the room and close the door.
- ♦ Leave them alone and come back after 6 hours and then analyze the situation.
- ♦ If they are counting the bricks put them in the accounts department.
- ♦ If they are recounting the bricks put them in auditing.
- ♦ If they have messed up the whole place with the bricks put them in engineering.
- ♦ If they are arranging the bricks in some strange order put them in planning.
- ♦ If they are throwing the bricks at each other put them in operations.
- ♦ If they are sleeping put them in security.
- ♦ If they have broken the bricks into pieces put them in information technology.
- ♦ If they are sitting idle put them in human resources.
- ♦ If they say they have tried different combinations, yet not a brick has been moved put them in sales.
- ♦ If they have already left for the day put them in marketing.
- ♦ If they are staring out of the window put them on strategic planning.

And then last but not least if they are talking to each other and not a single brick has been moved congratulate them and put them in top management.

## CASE - I

### STRATEGIC STAFFING AT DSM

DSM is a diversified multinational manufacturing company that concentrates on nutrition and pharmaceutical ingredients, performance materials, and industrial chemicals. Headquartered in Heerlen, The Netherlands, DSM has Approximately 22,000 employees located across 200 sites in more than 45 countries. DSM's business strategy focuses on market-driven growth and innovation. The firm's goals include increasing its global presence, streamlining and standardizing its business process, and improving its profitability.

Supporting continuous learning, DSM maintains a formalized management development program. The development program has also positively impacted productivity and retention. DSM Executive of sourcing and corporate Recruitment Bas van Buijtenen states, "Individual people are the key to the success of any organization, which is why DSM has a strong tradition in management Development. Management Development starts with the recruitment process. We try to ensure that there is a good match between the candidate and the job, creating a solid foundation for (the person's) development opportunities and long-term career prospects."

Because DSM needs entrepreneurial and flexible people, candidates that apply with the company must demonstrate leadership, entrepreneurship, and a result orientation. DSM Chairman Peter Elverding adds, "Investing in talent is crucial for DSM. Our increased global presence means we need to find world-class professionals and managers capable of leading us successfully into the future."

DSM carefully aligned its selection and career development processes. Van buijtenen states, "...We have a process that better matches candidates with jobs, creating a solid foundation for development opportunities and career prospects. We prescreen, assess, hire, deploy and redeploy the candidates best suited for our culture and the needs of the open positions."

#### Questions :

1. How has DSM integrated its staffing function with employee training and development?
2. Do u agree with van Buijtenen's comment that "development starts with the staffing process?" Why or why not?
3. What would you suggest DSM do to further enhance the alignment between its staffing function and the other areas HR?

## CASE - II

### **Integrating Mc Donald's Business, Human Resource, and Staffing Strategies**

People are McDonald's most important asset. The company's success depends on the satisfaction of its customers, which begins with workers who have the attitudes and abilities required to work efficiently and provide good customer service. To execute its growth strategy, McDonald's have identified people as one of its three global corporate strategies.

McDonald's claims that as an employer it wants "to be the best employer in each community around the world." It also makes a "people promise" to its employees that "we value you, your growth, and your contributions." Its five "people principles" reflected by its human resource strategy are: respect and recognition; values and leadership behaviors; competitive pay and benefits; learning, development, and personal growth; and ensuring that employees have the resources needed to get the job done.

McDonald's has executed its operational excellence strategy well by tracking key indicators of product and service quality, speed, and accuracy. The company has also identified its people practices and approaches that substantially impact the firm's turnover, productivity, customer satisfaction, sales, and profitability. This has allowed it to develop a business model that emphasizes not only financial and operational factors but also people factors that improve the company's results by improving employee commitment, retention, productivity, and customer loyalty.

Because its business strategy relies on providing customers quality, cleanliness, quick service, and value, McDonald's works hard at hiring people who want to excel in delivering outstanding service. Many of its restaurant employees are teenagers, and McDonald's is their first employer.

The company tries to recruit and hire the best people, retain them by offering them ongoing training, and then promote from within to fill its managerial positions. To ensure that it is recruiting the right people, the company has identified important

skills and behaviors that it looks for in applicants. McDonald's has found that the best way of hiring quality crewmembers is to advertise inside the restaurant and attract local people and/or friends of existing employees. McDonald's also recruits at local job centers and career fairs, using hiring material with a clear message targeted at its intended audience.

**Questions :**

1. How would you describe McDonald's business strategy? What are the foundations of its competitive advantage (what are the sources of its success)?
2. How has McDonald's aligned its business, human resource, and staffing strategies?
3. What are some possible talent-related threats that could eat away at McDonald's competitive advantage? Would higher turnover or a tight labor market in which it is difficult to find talented people be a problem? What would you recommend the company do to maintain its competitive advantage over the next five years?

### CASE - III

When Chicago Bulls's forward Eddy Curry experienced an irregular heartbeat before a basketball game, the team's management immediately sent him to the country's best cardiologists who diagnosed him with a benign arrhythmia, or an irregularity in the heart's natural rhythm. The arrhythmia could be due to factors including heart disease, high blood pressure, smoking, stress, and caffeine, but the condition could also be congenital.

Concerned about his fitness for the sport and before sinking an additional \$5 million into him signing him on for another season, the Bulls's executives offered to hire Curry if he would agree to undergo a DNA test, which it hoped would identify whether the condition was life-threatening. Curry's own cardiologist cleared him to play and said that a DNA test would reveal nothing conclusive or definite.

Curry refused to take the DNA test, and his lawyer argued that the Bulls would be violating multiple state privacy and federal employment laws if it performed the test. The lawyers also argued that if employers were allowed to test for this type of predisposition, they may base hiring decisions on the test results. A few months later, the Bulls traded Curry to the New York Knicks, which did not ask for a DNA test.

#### Questions :

1. Do you think that DNA testing should become a required part of the physical professional athletes are required to undergo?
2. Which laws are relevant to this situation? What does the law say about the Bulls's requirements with regard to Eddy Curry?
3. Do you think that it is ethical for an employer to request an employee to undergo a DNA test?
4. Would you consider it ethical for an employer to request an employee to undergo a DNA test if the employee was piloting a plane or operating dangerous machinery?

## CASE - IV

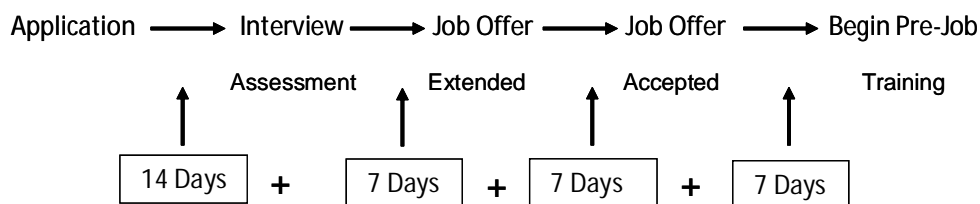
Sweet Tooth Inc. is experiencing growing demand for its new line of candy and needs to add a new production line of 50 workers. You are the company's newly hired vice president of human resources. Your first task is to develop a staffing plan for this new production line. The company's historical staffing yields for its production line positions are as follows:

20 percent of applicants are invited for interviews.

80 percent of interview invitations are accepted.

15 percent of the people interviewed are extended job offers.

50 percent of the people receiving job offers accept them.



The company's average recruiter can process 100 recruits during a recruiting drive.

The company's staffing timeline the last time it hired production line employees is below.

### Questions:

1. How many people should Sweet Tooth recruit for its 50 new assembly line jobs?
2. Using workload-driven forecasting, how many recruiters are needed for the staffing effort?
3. How long will it take to staff the new production line?

## CASE - V

The accounting firm Errist & Young believes that employees who have resigned from the firm are very important to its future success. Many of these people rejoin the firm. In fact, on average, 25 percent of the firm's experienced hires are "boomerange" who left the company and then returned. The company even has a referral incentive program to reward former employees who send candidates to Errist & Young.

In addition to maintaining a directory of all of its former employees, Ernst & Young has a Website dedicated to maintaining relations with them. The Web site contains job postings, news about former employees, and a social events calendar. In addition, the Web site contains information about key industry and business issues, and news pages with updates and firm announcements.

### Questions :

1. Do you think that it is a good idea for Ernst & Young to hire previous employees? Why or why not?
2. Think of the previous jobs you have held. Are there any previous employees to which you would consider returning? What would it take for the companies you used to work for to get you to reapply with them?
3. What are some advantages and disadvantages of creating and managing this type of alumni network and Website?



## CASE - VI

For worth, Texas-based BNSF Railway requires a variety of skilled workers. Rail traffic is at record levels, with the company moving cargo ranging from coal and agricultural products to consumer goods. BNSF is growing to meet the demand for its services, and now boasts a workforce of more than 40,000.

The company usually posts openings for its specialty positions on Web sites such as Hot Jobs or CareerBuilder, and partners with the National Academy of Railroad Sciences at Johnson County Community College to identify applicants. The firm's recruiters also attend high school and college job fairs and place advertisements in newspapers and local theaters prior to job fairs.

Barbara Cook, BSNF's assistant vice president for human resources, states, "Rail doesn't sell itself as a career. Unless there's a family history of working in the industry, it can be tough to convey the "romance of the rails." However, starting salaries are high, and there is a lot of career growth potential with the company.

### Questions :

1. How can BSNF increase the number of people that apply with the company?  
How can realistic job previews be used to increase interest?
2. Why do you think that potential applicants might not be enthusiastic about the idea of applying for jobs with BSNF? What can recruiters do to change these perceptions?
3. Create a brief employer brand-oriented newspaper advertisement for BSNF.

## CASE - VII

### World War II Spy Assessment for the Office of Strategic Services (OSS)

#### Role

It is 1940, and you are a selection specialist assigned to the Office of Strategic Services (OSS). Your assignment is to work as a team with three to four other classmates to develop a selection system to “identify operatives who could successfully undertake hazardous intelligence-gathering missions behind enemy lines.” In other words, you are to select spies who will work in Japan, Italy, or Germany.

#### Challenges

1. You have been given limited job information, no job description, KSAO's competencies, or performance criteria related to the position.
2. Since the advertisements for the job must be vague to maintain secrecy, they will attract undesirable candidates, including people who are chronically bored, pathologically and venturesome, neurotically attracted to danger, and so forth. Therefore, you will need to include a process to weed out such individuals.
3. You have no time to validate your assessment methods—they need to be implemented immediately.

#### Task

In the time allowed, identify the important characteristics (aptitudes, competencies, and so forth) a person needs to be a spy and develop three tests and simulations that will help you identify successful spies. The selection procedure will occur over a three-day period in a private facility (stations in Virginia).

#### Assignment

1. Create a list of important characteristics discussed previously. Remember, in 1940, there were no computers, video phones, or satellites. Spies needed to do things like access locked buildings, identify possible informants, and persuade them to provide useful information about enemy actions.
2. Determine the *three* most important qualities that an applicant must possess.
3. Develop procedures to test for each of those characteristics during the three-day procedure at station S.
4. Describe how you will evaluate the effectiveness of your selection system.

## CASE - VIII

### Succession Management at General Electric

General Electric (GE) is widely recognized and respected for its leadership talent and its succession management system. One of the best examples of succession management is how GE's former CEO, Jack Welch, shaped and elevated the company's philosophy, practice, and reputation for developing leaders. In a 1991 speech, Welch stated, "From now on, choosing my successor is the most important decision I'll make." GE's commitment to developing leaders from within has yielded positive results for both the company's employees and for GE. In fact, the program has been so successful that it's been widely emulated by other global organizations.

Measuring and developing talent lies at the forefront of GE's business strategy discussions. GE's operating system, referred to as its "learning culture in action," entails year round learning sessions in which leaders from GE and outside companies share best practices with one another and generate ideas for new practices. Harry Elsinga, manager of executive development at GE, notes, "We really have a tight organization around how we combine our leadership meetings and how we approach our business. We have a constant cycle going on throughout the year where we talk about business and people at the same time. How do we develop talent in those businesses, how do we make sure that we have the right people to open a particular plant or to do an acquisition, etc.? Those discussions always go hand in hand. And it's not a one-time kind of conversation; this is a constant, ongoing process."

GE's succession management system is fairly simple. GE managers and executives are moved from job to job every two to three years, and each job change or promotion is a well-thought-out process that provides managers with much needed experience and exposure to certain elements of the business. This has allowed GE to build a management team that is very knowledgeable and experienced.

#### Questions :

1. Do you think that GE's approach to succession management would work for all organizations? Why or why not?
2. What are some possible disadvantages of moving people to new jobs every two to three years?
3. Why does GE's succession management approach work so well?

## CASE - IX

### Hiring FBI Agents

The FBI is one of the six bureaus of the U.S. Department of Justice and the primary criminal investigative agency of the federal government. The special agents who work for the FBI investigate people and organizations that violate federal statutes. These violations can be related to organized crime, white-collar crime, financial crime, civil rights violations, bank robberies, kidnapping, terrorism, foreign counterintelligence, and fugitive and drug trafficking matters.

Special agents also work with other federal, state, and local law enforcement agencies. The work performed by special agents has a daily impact on the country's security and the quality of life of all U.S. citizens.

The FBI has validated a series of assessment methods for its special agent positions. To effectively utilize the assessments, it uses a combination of multiple hurdles and cut scores to make its hiring decisions.

1. **Application Checklist for the Special Agent Position:** A preliminary application is used to determine if applicants meet the minimum qualifications of the position, including the applicants' citizenship, age, education, work experience, and geographic mobility. Factors including felony convictions and the use of illegal drugs disqualify an applicant.
2. **Special Agent Qualifications Questionnaire/Applicant Background survey:** Applicants passing the first hurdle are evaluated on factors including their education, work experience, and the needs of the FBI.
3. **Phase I testing:** Applicants passing the second hurdle are given three tests: A biodata inventory, a cognitive ability test, and a situational judgment test. Candidates whose scores exceed a predetermined cut score advance to the next phase.
4. **Application for Employment:** Candidates passing the third hurdle of Phase I testing are asked to submit a detailed application by a specific date. Only the most competitive applicants, based on the hiring needs of the FBI, are scheduled for Phase II Testing.

5. **Phase II Testing:** Candidates' performance on a structured interview and a written exercise are compared to a cut score. If the applicant's score is at or higher than the cut score, he or she passes Phase II. Candidates who pass this hurdle are sent a letter informing them that they passed and that they might also receive a conditional letter of appointment, based on the determination of their competitiveness and the needs of the FBI. The final offer of employment is contingent upon successfully completing the final screening process.
6. **Final Screening Process:** A Job offer is made contingent on passing the following:
  - ♦ A personnel Security Interview-Candidates are questioned about their foreign travel and contacts, the extent of any drug use, the status of their financial obligations, and other security issues.
  - ♦ A polygraph examination—the information candidates provided during their Personnel security Interviews is often verified via a polygraph examination.
  - ♦ A drug test.
  - ♦ A background investigation—this includes running credit and criminal checks on candidates, interviewing their associates, personal and business verifying their birth, citizenship, and educational achievements.
  - ♦ A preemployment physical examination.

**Questions :**

1. What are the advantages and disadvantages of the FBI using a multiple hurdles approach to select special agents?
2. Would such a lengthy selection process appeal to you or turn you off to working at the FBI.
3. What might the FBI do to increase the chances that the applicants it wants to hire accept the job offers extended to them?

## CASE - X

### Staffing Evaluation at Hallmark Cards

Hallmark Cards founded in 1910, is the largest U.S. manufacturer of greeting cards and the owner of Binney & Smith, the maker of Crayola Crayons. The company pursues a differentiation and innovation strategy and uses creativity and emotion to help people connects to its products, including its stationery, party goods, photo albums, home décor, collectibles, and books. Hallmark Cards employs 4,500 individuals at its corporate headquarters in Kansas City, Missouri, and another 13,500 around the world.

To hire quality people more consistently, Hallmark needed a tool to help it focus its staffing efforts on what is most relevant to the company—that is, on business-relevant criteria that would allow it to more consistently hire quality employees to best execute its strategy. However, hallmark didn't want the tool to be too complex. To launch the effort, Hallmark created a staffing index to evaluate the quality of the firm's past hires so as to source and screen candidates more effectively.

Upon hiring a new employee, the person's line manager makes an immediate assessment of the employee's intrinsic abilities and desirability. To avoid using complex formulas that require a specialized background to understand, the ratings are simple and focused on measuring the quality and timeliness of Hallmark's hiring system. The possible new hire ratings are:

- 1 = Average
- 2 = Above Average
- 3 = Good
- 4 = Very good
- 5 = Walk-on-Water Good

After six months, the hiring manager uses the same five-point scale to evaluate whether its initial expectations have been realized. The data are used to compare new hires that consistently get top ratings with those who don't to identify any distinguishing factors that can be used to make the hiring process more effective.

According to one expert, Hallmark is on the right track by keeping its system simple and not getting too wrapped up in the numbers and by focusing on the end result of making good hires. Hallmark views the staffing index only as a means to an end and knows that ultimate staffing success will be gauged not by these metrics, but by the organization's performance.

#### Questions :

1. Critically evaluate Hallmark's staffing index. What are its pros and cons?
2. What additional criteria do you think Hallmark should track, and how should it be measured?
3. Why might an employee rated "walk-on-water good" at the time of hire not live up to expectations? What can a company do to help new employees realize their potential.

**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD**

**MBA - III Semester Examinations**

***June - 2013***

**RECRUITMENT & SELECTION**

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**Time : 3 hours**

**Max. Marks : 60**

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**Answer any Five questions**  
**All questions carry equal marks**

- - -

1. Compare and contrast proactive and reactive recruitment. What are the advantages and disadvantages?
2. What are the different Innovative recruitment sources ? What are their advantages and disadvantages ?
3. What is the procedure for reviewing the applications and resume ?
4. Explain the interview preparation process.
5. What is Pre-employment Testing ? What are the advantages and disadvantages of testing ?
6. (a) What do you understand by Test Validation ? What are its advantages and disadvantages ?  
(b) What are the different Testing Categories ?
7. (a) What is the difference between mental ability test and mechanical ability test ? Explain.  
(b) Explain Integrity Testing, Drug Testing and Graphology.
8. Write short notes on :
  - (a) Career Web Sites
  - (b) Questioning techniques to avoid
  - (c) Guidelines for releasing and obtaining information
  - (d) Personality assessment

**Solutions to June - 2013**

1. Compare and contrast proactive and reactive recruitment. What are the advantages and disadvantages?

Ans :

Refer to Unit - I, Page No. 23, Topic No. 1.5

2. What are the different Innovative recruitment sources ? What are their advantages and disadvantages ?

Ans :

Refer to Unit - I, Page No. 28, Topic No. 1.7

3. What is the procedure for reviewing the applications and resume ?

Ans :

Refer to Unit - II, Page No. 70, Topic No. 2.3

4. Explain the interview preparation process.

Ans :

Refer to Unit - II, Page No. 58, Topic No. 2.1, 2.1.1

5. What is Pre-employment Testing ? What are the advantages and disadvantages of testing ?

Ans :

Refer to Unit - III, Page No. 95, 97 Topic No. 3.1, 3.2

6. (a) What do you understand by Test Validation ? What are its advantages and disadvantages ?

Ans :

Refer to Unit - III, Page No. 99, Topic No. 3.3

- (b) What are the different Testing Categories ?

Ans :

Refer to Unit - III, Page No. 102, Topic No. 3.4



7. (a) What is the difference between mental ability test and mechanical ability test ? Explain.

Ans :

Refer to Unit - IV, Page No. 114, 117 Topic No. 4.3, 4.5

- (b) Explain Integrity Testing, Drug Testing and Graphology.

Ans :

Refer to Unit - IV, Page No. 136, 148, 140, Topic No. 4.11, 4.12, 4.13

8. Write short notes on :

- (a) Career Web Sites

Ans :

Refer to Unit - I, Page No. 48, Topic No. 1.10

- (b) Questioning techniques to avoid

Ans :

Refer to Unit - II, Page No. 90, Topic No. 2.12

- (c) Guidelines for releasing and obtaining information

Ans :

Refer to Unit - III, Page No. 108, Topic No. 3.7

- (d) Personality assessment

Ans :

Refer to Unit - IV, Page No. 127, Topic No. 4.8

**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD**  
**MBA - III Semester Examinations**  
*January - 2013*  
**RECRUITMENT & SELECTION**

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**Time : 3 hours**

**Max. Marks : 60**

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**Answer any Five questions**  
**All questions carry equal marks**

- - -

1. Explain the difference between Recruitment & Selection. Discuss the various sources of Recruitment. Explain the procedure of selection in a large scale manufacturing infrastructure.
2. List innovative recruitment techniques followed by MNC's ? What is the importance of reference check in selections ?
3. Suggest types of analytical and descriptive tests for Lawyers, Chartered Accountants and Civil engineers for recruitment ?
4. What are the qualities to analyze in interviews ? How do you encourage candidate to talk before selection committee ?
5. What are the pre-employment testing methods available in recruiting, discuss their advantages and disadvantages ?
6. Write short notes on :
  - (a) Computer based testing
  - (b) Personality Assessment
7. Explain recruitment and selection process of UNO with reference to their various branches.
8. Prepare list of 20 interview questions for a potential candidate to select for the post of drug inspector or HR executive.

***Solutions to January - 2013***

1. **Explain the difference between Recruitment & Selection. Discuss the various sources of Recruitment. Explain the procedure of selection in a large scale manufacturing infrastructure.**

**Ans :**

Refer to Unit - I, Page No. 4, 19, 8 Topic No. 1.1.3, 1.4, 1.1.5

2. **List innovative recruitment techniques followed by MNC's ? What is the importance of reference check in selections ?**

**Ans :**

Refer to Unit - I, Page No. 28, 105 Topic No. 1.7, 3.6

3. **Suggest types of analytical and descriptive tests for Lawyers, Chartered Accountants and Civil engineers for recruitment ?**

**Ans :**

Refer to Unit - IV, Page No. 110, Topic No. 4.1

4. **What are the qualities to analyze in interviews ? How do you encourage candidate to talk before selection committee ?**

**Ans :**

Refer to Unit - II, Page No. 58, 62 Topic No. 2.1, 2.1.1

5. **What are the pre-employment testing methods available in recruiting, discuss their advantages and disadvantages ?**

**Ans :**

Refer to Unit - III, Page No. 95, 97 Topic No. 3.1, 3.2

6. **Write short notes on :**  
**(a) Computer based testing**

**Ans :**

Refer to Unit - III, Page No. 103, Topic No. 3.6

- (b) Personality Assessment**

**Ans :**

Refer to Unit - V, Page No. 127, Topic No. 4.8

7. **Explain recruitment and selection process of UNO with reference to their various branches.**

**Ans :**

Refer to Unit - V, Page No. 142, Topic No. 5.1

8. **Prepare list of 20 interview questions for a potential candidate to select for the post of drug inspector or HR executive.**

**Ans :**

Refer to Unit - II, Page No. 74, Topic No. 2.4

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**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD**  
**MBA-III Semester Examinations August - 2012**  
**RECRUITMENT & SELECTION**

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**Time : 3 hours**

**Max. Marks : 60**

**Answer any Five questions**  
**All questions carry equal marks**

- - -

1. What are the different innovative recruitment sources? What are their advantages and disadvantages?
2.
  - a) What are the different web sources of recruitment?
  - b) What are the guidelines for Company career websites?
3. What is Job description? Explain the relationship of job description to recruitment.
4. Explain the process of Interview Preparation.
5. Companies want the best of the best talent available to be successful. That's one of the main reasons for pre-employment screening. Explain Pre-employment Testing.
6. What are the different pre-employment test categories? Explain with suitable examples.
7. A personality test is a questionnaire or other standardized instrument designed to reveal aspects of an individual's character or psychological makeup. Explain Personality test with at least six examples.
8.
  - a) What is Integrity Testing? What are the advantages and disadvantages?
  - b) What common drug testing methods? What is the reason for conducting the drug testing?

***Solutions to August - 2012***

1. **What are the different innovative recruitment sources? What are their advantages and disadvantages?**

**Ans :**

Refer to Unit - I, Page No. 19, Topic No. 1.4

2. **a) What are the different web sources of recruitment?**

**Ans :**

Refer to Unit - I, Page No. 56, Topic No. 1.12

- b) What are the guidelines for Company career websites?**

**Ans :**

Refer to Unit - I, Page No. 48, Topic No. 1.10

3. **What is Job description? Explain the relationship of job description to recruitment.**

**Ans :**

Refer to Unit - II, Page No. 66, Topic No. 2.2

4. **Explain the process of Interview Preparation.**

**Ans :**

Refer to Unit - II, Page No. 58, Topic No. 2.1

5. **Companies want the best of the best talent available to be successful. That's one of the main reasons for pre-employment screening. Explain Pre-employment Testing.**

**Ans :**

Refer to Unit - III, Page No. 95, Topic No. 3.1

6. **What are the different pre-employment test categories? Explain with suitable examples.**

**Ans :**

Refer to Unit - III, Page No. 102, Topic No. 3.4

7. **A personality test is a questionnaire or other standardized instrument designed to reveal aspects of an individual's character or psychological makeup. Explain Personality test with at least six examples.**

**Ans :**

Refer to Unit - IV, Page No. 120, 124, Topic No. 4.6, 4.7

8. **a) What is Integrity Testing? What are the advantages and disadvantages?**

**Ans :**

Refer to Unit - V, Page No. 135, Topic No. 4.11

- b) What common drug testing methods? What is the reason for conducting the drug testing?**

**Ans :**

Refer to Unit - IV, Page No. 138, Topic No. 4.12

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**RECRUITMENT & SELECTION (JNTU-HYD)**

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**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD**  
**MBA-III Semester Examinations February -2012**

**RECRUITMENT & SELECTION**

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**Time :3 hours**

**Max.Marks : 60**

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**Answer any Five questions**  
**All questions carry equal marks**

- - -

1. What guidelines are followed to make the recruitment process succeed?
2. Elaborate different Innovative recruitment sources. What are their advantages and disadvantages?
3. What is Job Description? What is its relevance in interview and selection?
4. What is interview? How to do planning for interview? Prepare a set of questions based on the different facets of the applicant profile.
5. Pre-employment testing is essential prerequisite for recruitment. Do you agree? Justify.
6. What are the methods followed for Background and Reference Check. What are the policy guidelines you will follow?
7. What are ability tests? What are the different ability tests in existence?
8. What are the recruitment and selection processes abroad? Write the practices adopted in Australia and China.

**Solutions to February - 2012**

1. What guidelines are followed to make the recruitment process succeed?

Ans :

Refer to Unit - I, Page No. 5, Topic No. 1.1.5

2. Elaborate different Innovative recruitment sources. What are their advantages and disadvantages?

Ans :

Refer to Unit - I, Page No. 19, Topic No. 1.4

**Advantages and Disadvantages of Sources of Recruitment**

The sources of recruitment can be broadly classified into two types, viz, internal and external.

**1. Internal sources****Merits of internal sources**

1. It keeps employees happy with high morale.
2. It creates a sense of security among employees
3. It ensures continuity of employees and organisational stability.
4. It is quite economical.
5. Employees remain loyal to the organisation.
6. Labour turnover is reduced.
7. A better employer-employee relationship is established.

**Demerits**

1. Sometimes employees who are already working in the enterprise may not be qualified for the new job.
2. This method involves inbreeding of ideas.
3. This method denies opportunity for outsiders to prove their worth in the organisation.
4. It may encourage favouritism and nepotism.



**2. External sources**

**Merits of external sources**

1. **Wide choice:** By this, an enterprise can make the best selection.
2. **Fresh view points:** Fresh views and outlook may be available.
3. **Varied and Broader experience:** An enterprise can get the benefit of employing the personnel with varied and broader experience.

**Demerits**

1. **Heart burning among old employees:** Employees of an enterprise will be demoralised, particularly when an important position is filled up from an external source.
2. **Lack of co-operation from old staff:** When existing employees are demoralised, they do not extend co-operation to the personnel selected from the external sources.
3. **Danger of maladjustment:** Sometimes, personnel selected from the external source may not be in a position to adjust to the new environment.
4. There is deterioration in the employer-employee relationships.
5. There is a greater turnover of labour.

**3. What is Job Description? What is its relevance in interview and selection?**

**Ans :**

Refer to Unit - II, Page No. 66, Topic No. 2.2

**4. What is interview? How to do planning for interview? Prepare a set of questions based on the different facets of the applicant profile.**

**Ans :**

Refer to Unit - II, Page No. 58, 74, Topic No. 2.1, 2.4

**5. Pre-employment testing is essential prerequisite for recruitment. Do you agree? Justify.**

**Ans :**

Refer to Unit - III, Page No. 95, Topic No. 3.1

- 6. What are the methods followed for Background and Reference Check. What are the policy guidelines you will follow?**

**Ans :**

Refer to Unit - III, Page No. 105, Topic No. 3.6

- 7. What are ability tests? What are the different ability tests in existence?**

**Ans :**

Refer to Unit - IV, Page No. 112, Topic No. 4.2

- 8. What are the recruitment and selection processes abroad? Write the practices adopted in Australia and China.**

**Ans :**

Refer to Unit - V, Page No. 142, Topic No. 5.0

**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD**  
**MBA-III Semester Examinations July/Aug - 2011**  
**RECRUITMENT & SELECTION**

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**Time : 3 hours**

**Max. Marks : 60**

**Answer any Five questions**  
**All questions carry equal marks**

- - -

1. Explain the proactive and reactive recruitment sources in detail.
2. How do you review an application ? How do you encourage an applicant to talk ?
3. Analyse the process of pre-employment testing.
4. What is Thematic Apperception Test (TAT) ? As a recruitment specialist, how can you make use of this test in identifying the right candidate ?
5. Explain how the recruitment and selection strategies differ from sector to sector. Illustrate.
6. Identify any four career websites. How can you get maximum out of these websites for recruitment and selection purposes ? Illustrate.
7. Explain how international electronic recruitment process has revolutionized the recruitment and selection process. Analyse.
8. Write Short notes on
  - (a) Integrity Testing
  - (b) Drug Testing
  - (c) Graphology

**Solutions to July / Aug. – 2011**

1. Explain the proactive and reactive recruitment sources in detail.

Ans :

Refer to Unit - I, Page No. 23, Topic No. 1.5

2. How do you review an application? How do you encourage an applicant to talk?

Ans :

Refer to Unit - II, Page No. 70, 92, Topic No. 2.3 and 2.12

3. Analyse the process of pre-employment testing.

Ans :

Refer to Unit - III, Page No. 95, 97, Topic No. 3.1 and 3.2

4. What is Thematic Apperception Test (TAT)? As a recruitment specialist, how can you make use of this test in identifying the right candidate?

Ans :

Refer to Unit - I, Page No. 12, Topic No. 1.2

**Thematic Apperception Test (Tat)****Definition**

The Thematic Apperception Test, or TAT, is a projective measure intended to evaluate a person's patterns of thought, attitudes, observational capacity, and emotional responses to ambiguous test materials. In the case of the TAT, the ambiguous materials consist of a set of cards that portray human figures in a variety of settings and situations. The subject is asked to tell the examiner a story about each card that includes the following elements: the event shown in the picture; what has led up to it; what the characters in the picture are feeling and thinking; and the outcome of the event.

Because the TAT is an example of a *projective* instrument— that is, it asks the subject to project his or her habitual patterns of thought and emotional responses onto

the pictures on the cards— many psychologists prefer not to call it a “test,” because it implies that there are “right” and “wrong” answers to the questions. They consider the term “technique” to be a more accurate description of the TAT and other projective assessments.

## **Purpose**

### **Individual Assessments**

The TAT is often administered to individuals as part of a battery, or group, of tests intended to evaluate personality. It is considered to be effective in eliciting information about a person’s view of the world and his or her attitudes toward the self and others. As people taking the TAT proceed through the various story cards and tell stories about the pictures, they reveal their expectations of relationships with peers, parents or other authority figures, subordinates, and possible romantic partners.

In addition to assessing the content of the stories that the subject is telling, the examiner evaluates the subject’s manner, vocal tone, posture, hesitations, and other signs of an emotional response to a particular story picture. For example, a person who is made anxious by a certain picture may make comments about the artistic style of the picture, or remark that he or she does not like the picture; this is a way of avoiding telling a story about it.

The TAT is often used in individual assessments of candidates for employment in fields requiring a high degree of skill in dealing with other people and/or ability to cope with high levels of psychological stress— such as law enforcement, military leadership positions, religious ministry, education, diplomatic service, etc. Although the TAT should not be used in the differential

**Diagnosis** of mental disorders, it is often administered to individuals who have already received a diagnosis in order to match them with the type.

**Psychotherapy** best suited to their personalities. Lastly, the TAT is sometimes used for forensic purposes in evaluating the motivations and general attitudes of persons accused of violent crimes. For example, the TAT was recently administered to a 24-year-old man in prison for a series of sexual murders. The results indicated that his attitudes toward other people are not only outside normal limits but are similar to those of other persons found guilty of the same type of crime.

The TAT can be given repeatedly to an individual as a way of measuring progress in psychotherapy or, in some cases, to help the therapist understand why the treatment seems to be stalled or blocked.

## Research

In addition to its application in individual assessments, the TAT is frequently used for research into specific aspects of human personality, most often needs for achievement, fears of failure, hostility and aggression, and interpersonal object relations. "Object relations" is a phrase used in psychiatry and psychology to refer to the ways people internalize their relationships with others and the emotional tone of their relationships. Research into object relations using the TAT investigates a variety of different topics, including the extent to which people are emotionally involved in relationships with others; their ability to understand the complexities of human relationships; their ability to distinguish between their viewpoint on a situation and the perspectives of others involved; their ability to control aggressive impulses; self-esteem issues; and issues of personal identity.

For example, one recent study compared responses to the TAT from a group of psychiatric inpatients diagnosed with dissociative disorders with responses from a group of non-dissociative inpatients, in order to investigate some of the controversies about **dissociative identity disorder** (formerly called multiple personality disorder).

## Precautions

Students in medicine, psychology, or other fields who are learning to administer and interpret the TAT receive detailed instructions about the number of factors that can influence a person's responses to the story cards. In general, they are advised to be conservative in their interpretations, and to err "on the side of health" rather than of psychopathology when evaluating a subject's responses. In addition, the 1992 Code of Ethics of the American Psychological Association requires examiners to be knowledgeable about cultural and social differences, and to be responsible in interpreting test results with regard to these differences.

Experts in the use of the TAT recommend obtaining a personal and medical history from the subject before giving the TAT, in order to have some context for evaluating what might otherwise appear to be abnormal or unusual responses. For example, frequent references to death or grief in the stories would not be particularly surprising from a subject who had recently been bereaved. In addition, the TAT should

not be used as the sole examination in evaluating an individual; it should be combined with other interviews and tests.

### **Cultural, Gender, and Class Issues**

The large number of research studies that have used the TAT have indicated that cultural, gender, and class issues must be taken into account when determining whether a specific response to a story card is “abnormal” strictly speaking, or whether it may be a normal response from a person in a particular group. For example, the card labeled 6GF shows a younger woman who is seated turning toward a somewhat older man who is standing behind her and smoking a pipe. Most male subjects do not react to this picture as implying aggressiveness, but most female subjects regard it as a very aggressive picture, with unpleasant overtones of intrusiveness and danger. Many researchers consider the gender difference in responses to this card as a reflection of the general imbalance in power between men and women in the larger society.

Race is another issue related to the TAT story cards. The original story cards, which were created in 1935, all involved Caucasian figures. As early as 1949, researchers who were administering the TAT to African Americans asked whether the race of the figures in the cards would influence the subjects’ responses. Newer sets of TAT story cards have introduced figures representing a wider variety of races and ethnic groups. As of 2002, however, it is not clear whether a subject’s ability to identify with the race of the figures in the story cards improves the results of a TAT assessment.

### **Multiplicity of Scoring Systems**

One precaution required in general assessment of the TAT is the absence of a normative scoring system for responses. The original scoring system devised in 1943 by Henry Murray, one of the authors of the TAT, attempted to account for every variable that it measures. Murray’s scoring system is time-consuming and unwieldy, and as a result has been little used by later interpreters. Other scoring systems have since been introduced that focus on one or two specific variables—for example, hostility or depression.

While these systems are more practical for clinical use, they lack comprehensiveness. No single system presently used for scoring the TAT has achieved widespread acceptance. The basic drawback of any scoring system in evaluating responses to the TAT story cards is that information that is not relevant to that particular system is simply lost.

### Computer Scoring

A recent subject of controversy in TAT interpretation concerns the use of computers to evaluate responses. While computers were used initially only to score tests with simple yes/no answers, they were soon applied to interpretation of projective measures. A computerized system for interpreting the Rorschach was devised as early as 1964. As of 2002, there are no computerized systems for evaluating responses to the TAT; however, users of the TAT should be aware of the controversies in this field. Computers have two basic limitations for use with the TAT: the first is that they cannot observe and record the subject's vocal tone, eye contact, and other aspects of behavior that a human examiner can note. Second, computers are not adequate for the interpretation of unusual subject profiles.

### Description

The TAT is one of the oldest projective measures in continuous use. It has become the most popular projective technique among English-speaking psychiatrists and psychologists, and is better accepted among clinicians than the Rorschach.

### History of the TAT

The TAT was first developed in 1935 by Henry Murray, Christiana Morgan, and their colleagues at the Harvard Psychological Clinic. The early versions of the TAT listed Morgan as the first author, but later versions dropped her name. One of the controversies surrounding the history of the TAT concerns the long and conflict-ridden extramarital relationship between Morgan and Murray, and its reinforcement of the prejudices that existed in the 1930s against women in academic psychology and psychiatry.

It is generally agreed, however, that the basic idea behind the TAT came from one of Murray's undergraduate students. The student mentioned that her son had spent his time recuperating from an illness by cutting pictures out of magazines and making up stories about them. The student wondered whether similar pictures could be used in therapy to tap into the nature of a patient's fantasies.

### Administration

The TAT is usually administered to individuals in a quiet room free from interruptions or distractions. The subject sits at the edge of a table or desk next to the examiner. The examiner shows the subject a series of story cards taken from the full



set of 31 TAT cards. The usual number of cards shown to the subject is between 10 and 14, although Murray recommended the use of 20 cards, administered in two separate one-hour sessions with the subject. The original 31 cards were divided into three categories, for use with men only, with women only, or for use with subjects of either sex. Recent practice has moved away from the use of separate sets of cards for men and women.

The subject is then instructed to tell a story about the picture on each card, with specific instructions to include a description of the event in the picture, the developments that led up to the event, the thoughts and feelings of the people in the picture, and the outcome of the story. The examiner keeps the cards in a pile face down in front of him or her, gives them to the subject one at a time, and asks the subject to place each card face down as its story is completed. Administration of the TAT usually takes about an hour.

### **Recording**

Murray's original practice was to take notes by hand on the subject's responses, including his or her nonverbal behaviors. Research has indicated, however, that a great deal of significant material is lost when notes are recorded in this way. As a result, some examiners now use a tape recorder to record subjects' answers. Another option involves asking the subject to write down his or her answers.

### **Interpretation**

There are two basic approaches to interpreting responses to the TAT, called *nomothetic* and *idiographic* respectively. Nomothetic interpretation refers to the practice of establishing norms for answers from subjects in specific age, gender, racial, or educational level groups and then measuring a given subject's responses against those norms. Idiographic interpretation refers to evaluating the unique features of the subject's view of the world and relationships. Most psychologists would classify the TAT as better suited to idiographic than nomothetic interpretation.

In interpreting responses to the TAT, examiners typically focus their attention on one of three areas: the content of the stories that the subject tells; the feeling or tone of the stories; or the subject's behaviors apart from responses. These behaviors may include verbal remarks (for example, comments about feeling stressed by the situation or not being a good storyteller) as well as nonverbal actions or signs (blushing, stammering, fidgeting in the chair, difficulties making eye contact with the examiner,

etc.) The story content usually reveals the subject's attitudes, fantasies, wishes, inner conflicts, and view of the outside world. The story structure typically reflects the subject's feelings, assumptions about the world, and an underlying attitude of optimism or pessimism.

### Results

The results of the TAT must be interpreted in the context of the subject's personal history, age, sex, level of education, occupation, racial or ethnic identification, first language, and other characteristics that may be important. "Normal" results are difficult to define in a complex multicultural society like the contemporary.

- 5. Explain how the recruitment and selection strategies differ from sector to sector. Illustrate.**

**Ans :**

Refer to Unit - I, Page No. 10, 11, Topic No. 1.1.7 and 1.1.8

- 6. Identify any four career websites. How can you get maximum out of these websites for recruitment and selection purposes? Illustrate.**

**Ans :**

Refer to Unit - I, Page No. 48, Topic No. 1.10

- 7. Explain how international electronic recruitment process has revolutionized the recruitment and selection process. Analyse.**

**Ans :**

Refer to Unit - I, Page No. 52 and 56, Topic No. 1.11 and 1.12

- 8. Write Short notes on**

- (a) Integrity Testing**
- (b) Drug Testing**
- (c) Graphology**

**Ans :**

Refer to Unit - IV, Page No. 135 - 138 and 140, Topic No. 4.11, 4.12, and 4.13

**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD**  
**MBA-III Semester Examinations Jan. - 2011**  
**RECRUITMENT & SELECTION**

**Time :3 hours**

**Max.Marks : 60**

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**Answer any Five questions**  
**All questions carry equal marks**

- - -

1. Explain the recruitment challenges in the modern context.
2. Explain the importance of Job Description in the recruitment process. How do you ensure the competency management in a manufacturing organization?
3. Explain the guidelines for releasing and obtaining information relating to preemployment testing.
4. Write short notes on two of the following.
  - a) Role of Ability Tests in Recruitment
  - b) Reference check
  - c) Competency Based Questions
  - d) Probing Questions
5. What are ability tests? Explain different types of ability tests in vogue.
6. Pre-employment testing is essential prerequisite for recruitment. Do you agree? Justify.
7. Explain the importance of Career Websites. Does these Websites serve the purpose of Recruitment? Discuss.
8. What are the sources of recruitment? Explain the sources of proactive and reactive recruitment.

**Solutions to January. – 2011**

**1. Explain the recruitment challenges in the modern context.**

**Ans :** Refer to Unit - I, Page No. 1 and 2, Topic No. 1.1 and 1.1.1

**2. Explain the importance of Job Description in the recruitment process. How do you ensure the competency management in a manufacturing organization?**

**Ans :** Refer to Unit - II, Page No. 58 and 66, Topic No. 2.1 and 2.2

**3. Explain the guidelines for releasing and obtaining information relating to preemployment testing.**

**Ans :** Refer to Unit - III, Page No. 108, Topic No. 3.7

**4. Write short notes on two of the following.**

**a) Role of Ability Tests in Recruitment**

**Ans :** Refer to Unit - IV, Page No. 112, Topic No. 4.2

**b) Reference check**

**Ans :** Refer to Unit - III, Page No. 106, Topic No. 3.6.2

**c) Competency Based Questions**

**Ans :** Refer to Unit - II, Page No. 78, Topic No. 2.5

**d) Probing Questions**

**Ans :** Refer to Unit - II, Page No. 88, Topic No. 2.10

**5. What are ability tests? Explain different types of ability tests in vogue.**

**Ans :** Refer to Unit - IV, Page No. 110, 112 and 114, Topic No. 4.1, 4.2 and 4.3

**6. Pre-employment testing is essential prerequisite for recruitment. Do you agree? Justify.**

**Ans :** Refer to Unit - III, Page No. 95 and 97, Topic No. 3.1 and 3.2

**7. Explain the importance of Career Websites. Does these Websites serve the purpose of Recruitment? Discuss.**

**Ans :** Refer to Unit - I, Page No. 48 and 52, Topic No. 1.10 and 1.11

**8. What are the sources of recruitment? Explain the sources of proactive and reactive recruitment.**

**Ans :** Refer to Unit - I, Page No. 19 and 23, Topic No. 1.4 and 1.5