

Recruitment and Selection

Recruitment and Selection

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CHAPTER 1: INTRODUCTION TO RECRUITMENT AND SELECTION

Chapter Outline

- 1.0 Learning Outcomes
- 1.1 Introduction
- 1.2 Awareness of External Factors
- 1.3 Skills Needed in HRM
- 1.4 The Recruitment and Selection Process
- 1.5 Key Terms
- 1.6 Chapter Summary

1.0 Learning Outcomes



Learning Objectives

- Explain the significance of effective recruitment and selection in gaining a competitive advantage for organizations.
- List the potential risks and consequences of poor hiring decisions.
- Analyze the factors that contribute to successful recruitment strategies, including the company's unique qualities and the specific skills required for the job.
- Outline the steps involved in the selection process and the criteria used to assess candidates.
- Identify and assess the external factors such as globalization, technology, and employment laws that impact recruitment and selection.
- Discuss the ethical responsibilities of HR professionals in managing confidential information and ensuring fairness during the recruitment and selection processes.
- Evaluate the effectiveness of different recruitment and selection practices in various business contexts.

1.1 Introduction

Recruiting and Selecting New Employees

In this textbook, you'll learn how to recruit and choose well – from the attraction phase through the selection phase – and how to avoid related legal liabilities.

Why does recruitment and selection matter?

Recruiting and selecting new employees can make or break a company. An employee represents, in the financial sense, a very high-risk investment. A company's personnel costs may be a business' single largest expense.

Choose well, and your employees can be a source of competitive advantage. On the other hand, a poor choice can represent a critical liability.

Human Resources is a very broad field. Recruitment and selection are but one component of the HR system.

Figure 1.1.1 shows recruitment and selection grouped around the broader function of **talent management**, which includes recruitment, selection, retention and development of superior employees.

What is Human Resources?

Human Resources (HR) includes a broad range of functions and responsibilities that focuses on managing and supporting the employees in an organization. HR ensures that the organization operates smoothly by handling everything related to employee management, from hiring to retirement. Talent management is a core function of Human Resources. Talent management includes processes that help attract, develop, and retain high-performing employees, a key element of gaining competitive advantage.

To this end, the HR talent management process contains the following sequenced activities:

- Job analysis and design
- Human resource planning and forecasting
- Employee recruitment
- Employee selection
- Training and development
- Performance planning and evaluation
- Compensation and benefits

In this textbook, we will examine only the recruitment and selection functions of talent management.

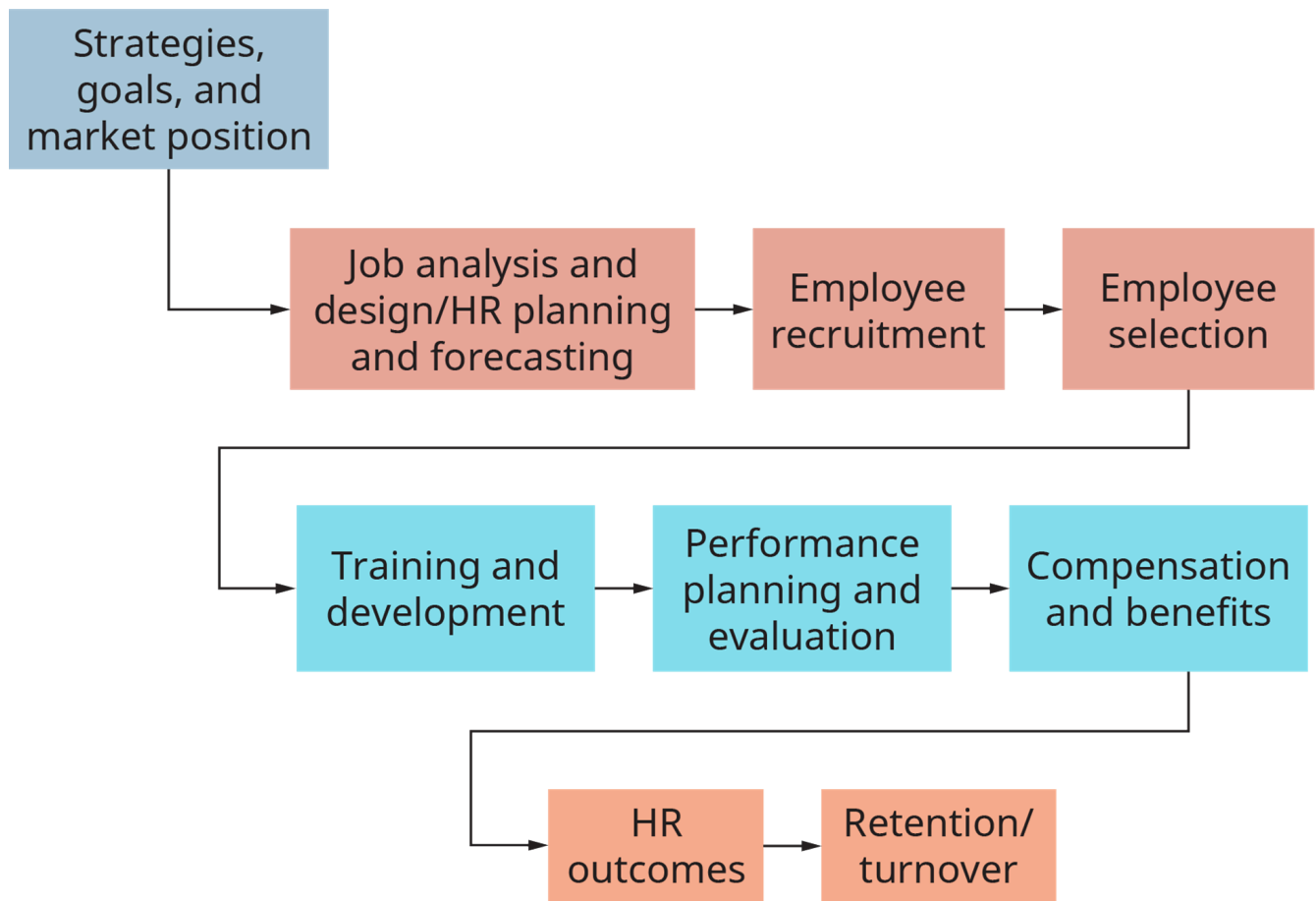


Figure 1.1.1. "Human Resource Management" by Rice University, CC BY 4.0

Image Description

The image contains a flowchart of the responsibilities of a Human Resources department. The points read:

1. Strategies, goals, and market position
2. Job analysis and design/HR planning and forecasting
3. Employee recruitment
4. Employee selection
5. Training and development
6. Performance planning and evaluation
7. Compensation and benefits
8. HR outcomes
9. Retention/turnover

Recruitment is the process of attracting a pool of potential candidates for a job opening.

Selection involves assessing and choosing the best-fit candidate from that pool.

OpenAI. (2024, August 20). *ChatGPT*. [Large language model]. <https://chat.openai.com/chat>

Prompt: "Provide definitions for the terms Recruitment and Selection in the context of Human Resource Management."



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Recruitment

The goal of the recruitment process is to generate a pool of qualified candidates. It is the first step in the hiring process.

Recruiting is the art of attraction, a process that requires a clear understanding of what makes the company unique as well as what type of person a company wants to attract.

Recruitment of talented employees is an essential part of any company's ability to maintain a successful organization. Recruiting employees consists of actively compiling a diverse pool of potential candidates who can be considered for employment. It is beneficial to attract not just a large quantity of applicants but a group of applicants with the necessary skills for the position. A good recruitment policy will do this in a timely, cost-efficient manner. The ultimate goal of any human resources recruitment policy is to develop relationships with potential employees before they may actually be needed. In different industries, the constant need for talent creates a highly competitive market for individuals, and it is important for any hiring manager to be aware of these factors as they develop recruitment programs and policies.

Selection

The next step in the hiring process is choosing job candidates from a previously generated applicant pool. After

obtaining a large, qualified applicant base through recruitment, managers need to identify those applicants with the greatest potential for success in the organization. Selective hiring is critical because it reduces future staff turnovers, reduces costs, and increases morale and productivity. To find the best fit, managers create a list of relevant criteria composed of critical skills, behaviours, and attitudes for each position. HR managers should choose candidates based on how they think they will fit within the culture of the organization, in addition to their technical skills and competencies.

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1.2 Awareness of External Factors

In addition to managing internal factors, the HR manager needs to consider the outside forces at play that may affect the organization. Outside forces, or external factors, are those things over which the company has no direct control but which could positively or negatively impact human resources. The HR manager has to be aware of these outside issues so they can develop policies that meet not only the needs of the company but also the needs of the employees.

We will look at the impact of these factors, specifically on recruitment and selection.

External factors might include:

- Globalization
- Changes to employment law
- Employee expectations
- Diversity of the workforce
- Changing demographics of the workforce
- A more highly educated workforce
- Layoffs and downsizing
- Technology used, such as HR databases
- Increased use of social networking to distribute information to employees



Figure 1.2.1. Image in "8. Human Resources" from *Management of the Enterprise* by Ontario Tech University OER Lab is licensed under a CC BY-NC-SA 4.0.

Image Description

The image lists four factors that affect Human Resources departments externally and provides a summary of their impact.

Social – Attitudes and beliefs about what is acceptable or what is right. For example, the trend toward work-life balance.

Legal – How the legal aspects of business affect HRM, such as discrimination laws or requirements or requirements for health care, or employer-paid taxes.

Technological – The technological environment impacts how people communicate, which affects HR. Due to technology, there are ways to track employee performance, compensation, and even hiring processes.

Economic – The economic environment affects all parts of business and affects HRM in terms of how many employees might be needed.

Changes to Employment Law

It is very important that Human Resource managers are aware of all the laws that affect the workplace, and ensure the processes in place abide by them. In Canada, both federal and provincial legislation play a role in shaping recruitment practices. An HR manager will work within the following legal frameworks:

- Discrimination Laws
- Health and safety requirements
- Compensation and benefits requirements (e.g., minimum wage and holidays)
- Labour laws

The legal environment of HR is always changing. Therefore, HR must always be aware of these changes taking place and communicate them to the entire management organization. Specifically with hiring processes, the law is very clear on a fair hiring that is including to all individuals applying for a job.

Technology

Technology has greatly impacted Human Resources and will continue to do so as new technology is developed. Through the use of technology, many companies have virtual workforces that perform tasks from nearly all corners of the world. When employees are not located just down the hall, their management creates some unique challenges.



"Business Training Course" by Matheus Bertelli, Pexels license

Technology also enables a workforce that expects to be mobile. Because of the ability to **telework**, work from home or anywhere else, many employees may request and even demand a **flexible work schedule** to meet their own family and personal needs.

The recent trend in flexible work schedules and telework are external factors that have affected HR. It is an understatement to say the COVID-19 crisis in 2020 had an impact on organizations in a major way. During COVID-19, telework became the new normal and many employees experienced the positive effects of working from home, such as a flexible work schedule, less commuting time, and lower stress of travel to the office. As a result, employee expectations have changed with employees searching out organizations offering work-life balance.



"Telework" by Peter Kaminski, CC BY 2.0

Many companies are going a step further and creating virtual organizations which don't have a physical location and allow all employees to work from home or the location of their choice. As you can imagine, these are all new issues for the HR manager to address.

The use of smartphones and **social networking** has impacted human resources, as many companies now disseminate information to employees via these methods. Social networking sites allow organizations to reach large audiences with their job postings and to find and attract potential candidates.

A large variety of databases is available to help companies organize and manage people-related data. Larger organizations rely on **Human Resources Information Systems (HRIS)** to capture a vast amount of information about employees. Because all this information is housed in one location, it serves as a single source of accurate data and often allows users to create reports that can be used to identify trends and make business decisions. Using an HRIS, HR managers can, in just a few clicks, find out the average salary of a junior payroll administrator in the head office.

While the HRIS is responsible for collecting and organizing HR data, **HR analytics** is the process of analyzing this data in order to improve an organization's workforce performance.

Of course, the major challenge with technology is its constantly changing nature, which can impact all practices in HR management (HRM).

Working Together – Indigenous Recruitment and Retention in Remote Canada

The Government of Canada has published a guide to help employers develop effective recruitment and retention strategies suitable for Canada's Northern and remote regions.

The guide includes 12 recommendations, such as partnering with Indigenous communities on recruitment campaigns and to design job opportunities. This will help employers improve their outreach efforts in Indigenous communities. Also, as non-essential requirements may prevent otherwise qualified candidates from applying, the guide suggests that employers adjust their hiring process to meet Indigenous realities. One solution was for the employers to offer pre-employment training. Training can be foundational (how to deal with difficult situations, how to obtain a driver's license, how to open a bank account) or can be

focused on technical skills acquisition. By investing in this training, employers can ensure that Indigenous people are prepared to succeed in their roles, building confidence on the part of the employee and employer. For this training to be successful, employers should ensure that it is delivered through culturally competent methods that respect Indigenous cultures and life experiences.

To stay on top of best practices, employers will need to ensure they understand the movement toward reconciliation and be familiar with framing documents such as the United Nations Declaration on the Rights of Indigenous People and the Truth and Reconciliation Commission's Calls to Action.

The Changing and Diverse Workforce

The retirement of baby boomers will result in the loss of a major part of the working population, and there are not enough people to fill those jobs left vacant. This will create a unique staffing obstacle for Human Resources and managers alike as they try to find talented people in a pool that doesn't have enough people to perform the necessary jobs.

Another challenge is the multigenerational workforce in Canada. Employees between the ages of seventeen and sixty-eight (or older!) have different values and different expectations of their jobs.

Awareness of the **diversity of the workforce** is crucial. Diversity refers to age, disability, race, sex, ethnicity, and religion. Each of these components makes up the Canadian workforce, and each employee has different needs, wants, and goals. This is why it is imperative for the HR professional to engage in inclusive recruitment while also ensuring that laws are adhered to.

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1.3 Skills Needed in HRM

A successful HR manager has an array of skills to deal with a variety of situations. Keys to a successful career in HRM include understanding specific job areas such as managing the employee HRIS database, understanding employment laws, and knowing how to write and develop a strategic plan that aligns with the business.

However, it simply isn't enough to have knowledge of the technical requirements of HR, it takes multiple ancillary skills to manage people.

The need for **organization** makes sense, given that you are managing people's pay, benefits, and careers. Having organized files – both paper and electronic – and good time-management skills are crucial for success in any job, but especially if you take on a role in HR.

People skills are important in any type of management role and perhaps might be the most important skill for achieving success at any job. Being able to manage a variety of personalities, deal with conflict, and coach others are all in the realm of people management. The **ability to communicate** goes along with people skills. The ability to communicate good news (hiring a new employee), bad news (layoffs), and everything in between, such as changes to policy, makes for an excellent manager and human resource management (HRM) professional.

Remember to support your technical knowledge with good business practices and strong people skills.

Ethics

Ethics and a sense of fairness are also necessary for human resources. Ethics is a concept that examines the moral rights and wrongs of a certain situation. Ethical dilemmas often occur during the selection process as job applicants are tested with various selection tools. Hiring decisions can create ethical dilemmas that test the HR professional's code of ethics.

HR managers are required to work with highly confidential information, such as personal data and salary information, so a sense of ethics when managing this information is essential. Some HR managers also negotiate employee and union contracts and manage conflict. Similarly, a sense of ethics when managing this information – and potential conflicts – is essential. In conclusion, HR managers have the task of ensuring compliance with ethics standards within the organization.

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1.4 The Recruitment and Selection Process

The Recruitment and Selection Process

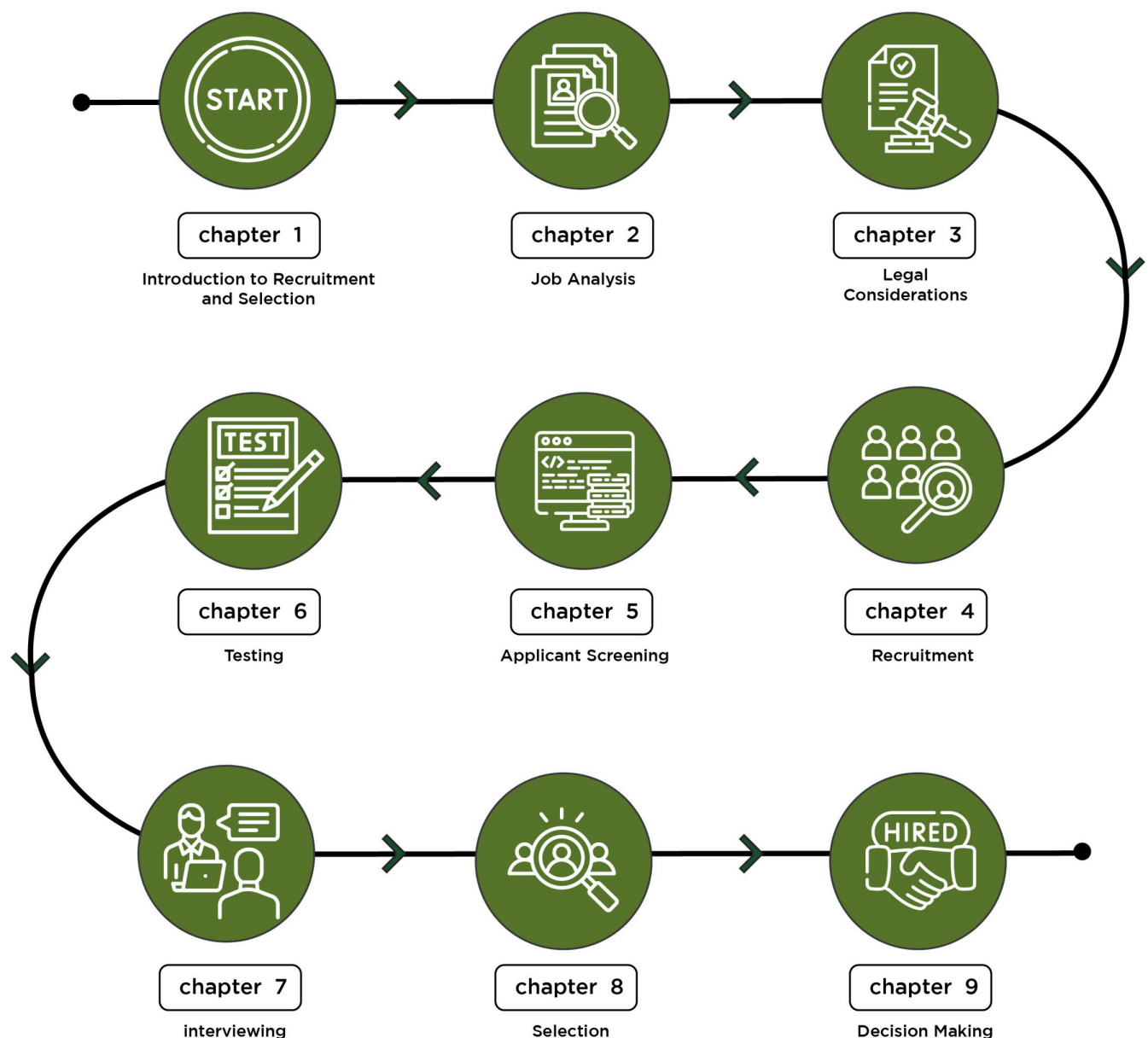


Figure 1.3.1. "The Recruitment and Selection Process" Shauna Roch & Sanaz Habibi, CC BY-NC-SA 4.0

Image Description

The image is of a flowchart listing the steps in the recruitment and selection process that are explored in this book.

1. Introduction to recruitment and selection
2. Job analysis
3. Legal considerations
4. Testing
5. Applicant Screening
6. Recruitment
7. Interviewing
8. Selection
9. Decision Making

Figure 1.3.1 outlines the recruitment and selection process. If you follow this process, you'll hire the right people who fit the job and work well with the team, leading to better performance and a positive work environment.

Effective Recruitment and Selection

Recruitment and selection should not be about the luck of the draw. Decisions about someone's suitability for a job needs to be based on evidence rather than solely upon a 'gut feeling' or instinct. An organization with effective recruitment and selection practices enjoys a competitive advantage and will be more successful. Strategic planning and preparation will increase the likelihood of attracting and selecting the right people.

The most important asset you can have in a company is great people. They are the differentiators in everything you do.

—Heather Reisman, Canadian entrepreneur and CEO of Indigo Books & Music

Let's get started!

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1.5 Key Terms



Key Terms

- **Talent Management:** A Human Resources responsibility which includes recruitment, selection, retention and development of superior employees. 1.1
- **Human Resources (HR):** A department whose responsibilities include a broad range of functions that focus on managing and supporting the employees within their organization. 1.1
- **Recruitment:** The process of attracting a pool of potential candidates for a job opening. 1.1
- **Selection:** Assessing and choosing the best-fit candidate from that pool. 1.1
- **Telework:** Working from home or a remote location rather than an office. 1.2
- **Flexible Work Schedule:** A work schedule which allows for irregularities in shift times, days off, and other time-related considerations. 1.2
- **Social Networking:** The communication of job postings in public spaces such as job boards and social media platforms. 1.2
- **Human Resources Information Systems (HRIS):** Software intended to assist HR in the organization and management of their personnel. 1.2
- **HR Analytics:** Data analytics intended to help HR improve the performance of their organization's workforce. 1.2
- **Diversity of the Workforce:** The growing trend towards workforces being comprised of more disparate groups based on factors of age, race, sex, disability status, and religious belief. 1.2
- **Organization:** The sorting of information to allow the management of responsibilities to be swift and accurate. 1.3
- **People Skills:** Interpersonal skills such as dealing with large personalities, handling conflict, and coaching others in these skills. 1.3
- **Ability to Communicate:** The skill of delivering news (good or bad) in such a way as to not disturb the comfort of those the news is being delivered to. 1.3
- **Ethics:** The moral rights and wrongs of business. 1.3

1.6 Chapter Summary



Chapter Summary

The chapter provides an in-depth exploration of recruitment and selection within the context of Human Resources (HR). It highlights the significance of these processes in building a company's competitive advantage and mitigating risks associated with poor hiring decisions. Recruitment involves attracting a pool of qualified candidates, emphasizing the importance of understanding the company's unique qualities and the specific skills required for the position. Effective recruitment strategies ensure that the organization attracts a diverse and competent applicant pool, which is crucial for the company's long-term success. Selection follows recruitment, focusing on identifying candidates who not only possess the necessary technical skills but also fit well within the company's culture. This process is critical as it reduces future turnover, enhances employee morale, and boosts overall productivity.

Additionally, the chapter touches upon external factors that influence recruitment and selection, such as globalization, technological advancements, and changes in employment laws. HR managers are urged to stay informed about these external forces to develop adaptive policies that meet both company and employee needs. The chapter also underscores the importance of ethical considerations in HR practices, particularly in managing confidential information and ensuring fairness in the selection process. Overall, the chapter serves as a guide for HR professionals to navigate the complexities of recruitment and selection effectively while maintaining a focus on ethics and adaptability in an ever-changing business environment.

OpenAI. (2024, August 20). ChatGPT. [Large language model]. <https://chat.openai.com/chat>

Prompt: Create a summary of the chapter content in the attached file in no more than two paragraphs.



Knowledge Check

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CHAPTER 2: JOB ANALYSIS

Chapter Outline

- 2.0 Learning Objectives
- 2.1 Introduction
- 2.2 Job Analysis
- 2.3 Task Competency Job Analysis
- 2.4 Job Analysis Process
- 2.5 Job Description
- 2.6 Job Description Example
- 2.7 Key Terms
- 2.8 Chapter Summary
- 2.9 References

2.0 Learning Objectives



Learning Objectives

- Explain how job analysis is a foundational element in human resource functions, supporting recruitment, selection, training, performance appraisal, compensation, and succession planning.
- Describe the key elements of a job analysis, including job description, job specification, and competencies, and identify methods used to collect job analysis data.
- Compare and contrast task-based job analysis, focusing on specific tasks and duties, with competency-based job analysis, emphasizing skills and personal attributes required for job performance.
- Describe the steps in conducting a job analysis, including planning, data collection, data analysis, and documentation, to ensure accurate and comprehensive results.
- Analyze how job analysis supports legal compliance with employment standards and regulations and helps ensure that HR practices align with organizational goals.
- Assess how job analysis data is used to create accurate job descriptions that outline a position's duties, responsibilities, qualifications, and working conditions.
- Identify and evaluate various data sources for job analysis, such as interviews, surveys, observations, and work logs, to gather comprehensive information about a job.

2.1 Introduction

A job analysis is one of the most critical human resource management tasks. It is the foundation of human resources management. Job analysis data supports almost all HR activities, such as training and development, **performance appraisal**, health and safety, HR planning, compensation and recruitment and selection. These activities rely on the accurate information produced by a job analysis to identify a match between an employee and a job.

Job analysis aims to establish what a job entails, including the required knowledge, skills, abilities and other attributes (KSAOs), **job tasks, duties and responsibilities (TDRs)** and the job conditions. In this chapter, we will review the purpose of job analysis and identify the steps in the process. In recruitment and selection, a valid job analysis provides the data needed to develop effective recruitment and selection processes. If necessary, HR professionals must have valid hiring practices that can be defended in courts and tribunals.

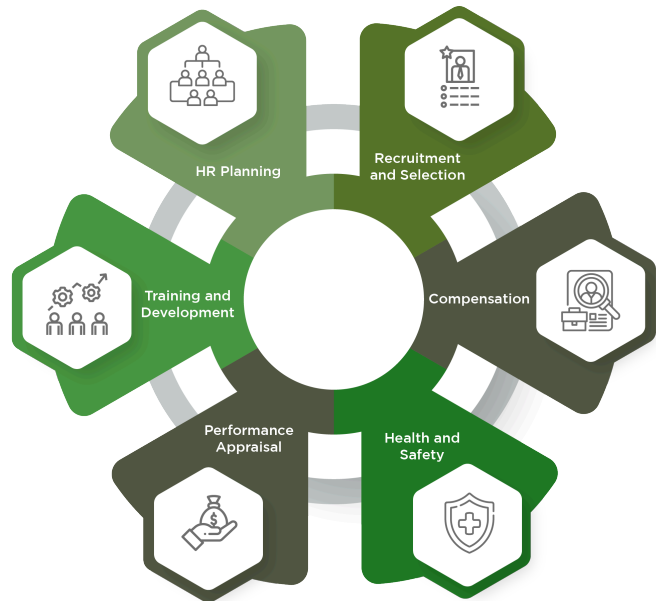
Job analysis serves four primary purposes:

1. Establish and document job-related competencies;
2. Identify the job-relatedness of essential tasks and competencies;
3. Establish the legal basis for assessment and selection procedures/decisions and
4. Establish the basis for determining relative worth.

Specifying Job and Person Requirements

Initial Assessment

To find the right person for the job, you need an accurate idea of the job and the particular skills and attributes it demands. This can be carried out in a series of stages, as shown in Figure 2.1.2:



"Job Analysis Supports HR Activities" by Sanaz Habibi, CC BY-NC-SA 4.0 [click to enlarge](#)

Job analysis

Look in detail at what the job involves



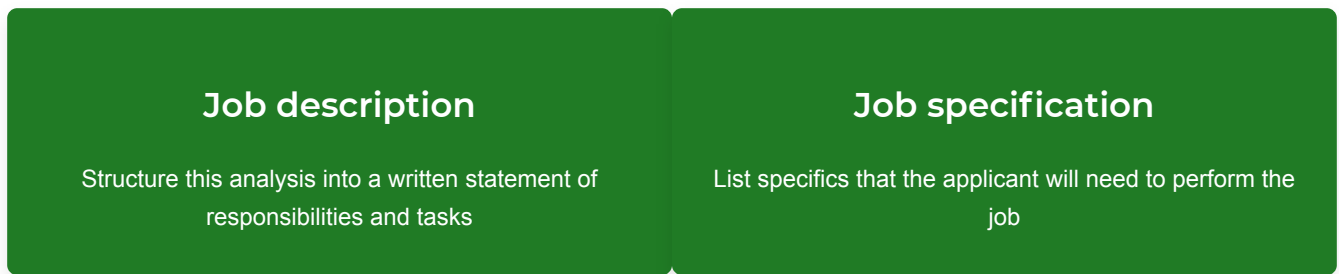


Figure 2.1.2 Adaptation of “Stages of Job and Person Analysis” by Saylor Academy, CC BY-NC-SA 4.0. Mods: Simplification, reorganization.

However, before or after the job analysis, you might consider whether the vacant job needs to be filled. Reallocation of work, internal promotion or temporary transfer could be used to cover the job tasks. Ask yourself whether the job needs to be changed, updated or filled before proceeding. An apparent vacancy provides a real opportunity to consider how work is organized and the skills the organization needs to secure its future success. You might consider aspects of person-organization fit to help develop the job.

Assuming you recruit to the existing or changed post, you must now analyze precisely what the job entails.

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2.2 Job Analysis

Job analysis is a formal system developed to determine which tasks people perform. The purpose is to ensure the right fit between the job and the employee and to determine how employee performance will be assessed. A significant part of the job analysis includes research, which may mean reviewing the job responsibilities of current employees, researching job descriptions for similar jobs with competitors, and analyzing any new responsibilities needed by the person in the position.

Data needs to be gathered and analyzed to start a job analysis, keeping Hackman and Oldham's model in mind. Figure 2.2.1 shows the process of writing a job analysis.

Figure 2.2.1 – Process for writing the job analysis.



Table 2.2.1 Process for writing the job analysis (cont.)

| Select Jobs to Study | | |
|---|--|---|
| Determine Information Needed | Tasks Duties/Responsibilities Standards Knowledge Skills Abilities Other characteristics | |
| Identify Sources of Data | People References Job Incumbents Supervisors/managers Subject matter experts (SME) Job analyst | Documents Previous job analysis reports Union regulations Organization chart NOC or O'NET Existing job descriptions & specifications Training manuals and materials Internet |
| Determine Methods of Data Collection | Observations Questionnaires Interviews Work diary or log | |
| Evaluate and Verify Data | The organization must produce evidence of the reliability and validity of each step in the job analysis process. | |
| Use Data to Begin the Process of Writing the Analysis, then the Job Description. | | |
| Job Description | Tasks Duties Responsibilities | |
| Job Specification | Knowledge Skills Abilities Other characteristics Physical Demands Work environment | |

The information gathered from the job analysis is used to develop the job description and the specifications of the job (person). A job description is a list of tasks, duties, and responsibilities. On the other hand, job specifications discuss the skills and abilities the person must have to perform the job. The two are tied together, as job descriptions are usually written to include job specifications.

First, a job analysis must be performed. Based on that data, we can successfully write the job description and specifications. Think of the analysis as “everything an employee is required and expected to do.”

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2.3 Task Competency Job Analysis

Two types of job analyses can be performed: task-based and competency-based. A task-based analysis focuses on the job's duties, while a competency-based analysis focuses on the specific knowledge and abilities a worker must have for successful job performance.

Task-based Job Analysis

This type of job analysis is the most common and seeks to identify elements of the jobs. Tasks are to be expressed in the format of a task statement. The task statement provides a standardized, concise format describing worker actions and is considered the most essential element of the task analysis process. Task statements should give a clear, complete picture of what is being done, how it is being done and why it is being done. A full task statement will answer four questions:

1. Performs what action? (action verb)
2. To whom or what? (object of the verb)
3. To produce what? Or Why is it necessary? (expected output)
4. Using what tools, equipment, work aids, processes?

When writing task statements, always begin each one with a verb to show the action you are taking. Do not use abbreviations; rely on standard and easily understood terms. Make clear statements so that a person without knowledge of the department or the job will understand what is done.

Task-based Analysis Example

An example of a task-based analysis might include the following:

1. Administer and score employment tests.
2. Maintain and update computerized filing and registration systems.
3. Respond to telephone and written enquiries from staff.
4. Arrange for advertising or posting of job vacancies.
5. Arrange for in-house and external training activities.

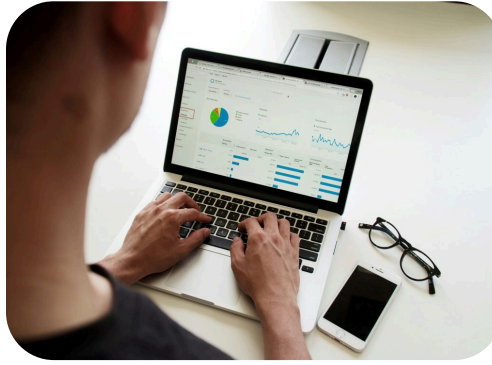


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Competency-based Job Analysis

The specific tasks are listed with task-based job analyses, and the information is clear. **Competency-based job analyses** are less clear and more subjective. A competency-based analysis might be more appropriate for specific, high-level positions.

Competency-Based Analysis Example

A competency-based analysis might include the following:

1. Ability to analyze HR data and metrics.
2. Teamwork and collaboration skills.
3. Resilience in dealing with challenging situations and stress.
4. Skill in change management and organizational design.



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You can see the difference between the two. The focus of task-based analyses is the job duties required, while the focus of competency-based analyses is on how a person can apply their skills to perform the job. One is

not better than the other but is used for different purposes and different types of jobs. For example, a task-based analysis might be used for an HR assistant, while a competency-based analysis might be used for a vice president of HR position. Consider the legal implications, however, of which job analysis is used. Because a competency-based job analysis is more subjective, it might be more challenging to determine whether someone has met the criteria.

Once you have decided if a competency-based or task-based analysis is more appropriate for the job, you can prepare to write the job analysis.

Of course, this isn't something that should be done alone. Feedback from managers and supervisors should be considered to make this a helpful task at all organizational levels. Organization is a crucial component of preparing for your job analysis.

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2.4 Job Analysis Process

Let's review each step in writing a job analysis, Figure 2.2.1.

Select jobs to study

Will you perform an analysis on all jobs in the organization, focus on one department, or write an analysis for just one job?

Determine information needed

Develop a description of the tasks, duties and responsibilities (TDRs) an employee performs regularly. Each task is typically rated on scales for how frequently it is performed (every few days to weekly), how difficult it is, and how important it is to the job (not necessary to extremely important). The task inventory is next used to identify a list of relevant KSAOs required for the successful performance of the job. The competencies are also rated on importance and when the skill is needed. Competencies needed within the first three months of working would be considered necessary. **SMEs (subject matter experts)** such as directors, supervisors, managers or job analysts would review and rate the tasks and competencies.

Several people and document sources besides the job holders are available for job analysis. It is important to remember that the results of a job analysis should describe the work behaviour and not the personal characteristics or attributes of the employees who perform the job.

The **NOC – National Occupational Classification** is Canada's national database for describing occupations. Canada's latest version is called The Occupational and Skills Information System (OaSIS). It is a database based on the 2021 version of the **National Occupational Classification (NOC)**, offering information on 900 occupational profiles. The Oasis provides a comprehensive framework of worker characteristics and work environment. Each occupational profile in the OaSIS includes information on:

- skills
- knowledge
- abilities
- personal attributes
- interests
- work activities
- work context
- main duties
- workplaces/employers.

The O*Net system gathers and publicizes job analysis data in the United States (Government of Canada, 2024).



You can learn more about OaSIS and O*Net by visiting their respective websites.

Determine Methods Of Data Collection

Determining the tasks which employees perform is not easy. Most organizations use questionnaires (online or hard copy) to determine the duties of each job title. Some organizations will use face-to-face interviews with the most qualified incumbent(s) to perform this task, depending on the time constraints and the organization's size.

The following describes the most common job analysis methods:

Structured questionnaire and open-ended questionnaire

A questionnaire is probably the most common method used to elicit job-related information. It is relatively inexpensive, and you can access information from many workers. However, questionnaires make it easier for respondents not to answer honestly, and sometimes, they do not complete the questionnaire. **Structured questionnaires** only allow specific responses to determine the tasks' nature, their relative importance, frequencies, and, at times, the required skills. Open-ended questions provide a space for incumbents to write their responses. The HR manager compiles the answers and publishes a composite statement of job requirements. Questionnaires can be completed on paper or online; many are free.

A job analysis questionnaire usually includes the following types of questions, depending on the type of industry:

1. Employee information includes the job title, the length of time the employee has held the position, the education level, and years of experience in the industry.
2. Essential tasks and responsibilities.
3. Decision-making and problem-solving: this section asks employees to list situations in which problems must be solved and the types of decisions made or solutions provided.
4. Level of contact with colleagues, managers, outside vendors, and customers.
5. The job requires physical demands, such as heavy lifting or the ability to see, hear, or walk.
6. Personal abilities are required to do the job—individual characteristics are needed to perform well in this position.
7. Specific skills are required to do the job, such as the ability to run a particular computer program.
8. Certifications are required to perform the job.

Once the employees identified have completed the questionnaire, you can organize the data, which helps create job descriptions. If more than one person completes a questionnaire for one job title, the data should be combined to form one job analysis for each job title. Several software packages are available to help Human Resources perform this task; a quick Google search using "job analysis software" yields free and paid software applications.

Structured Interview

In a face-to-face interview, the interviewer obtains the necessary information about the work done by individuals or small groups of employees and supervisors. The interviewer uses predetermined questions, with additional follow-up questions based on the responses. All interviewees are asked the same job-related questions. Note that interviews can be time-consuming and expensive, especially if quite a few interviews are needed to collect the necessary information. This method works well for professional jobs. Notes should always be taken, or the interview can be recorded.

Observation

Employees are directly observed performing job tasks, and observations are translated into essential job-related information. Observation provides a realistic view of the job's daily tasks and activities and works best for short-cycle production jobs. Audio and video recording can help the observation process. Knowing you are being watched, you may respond by doing your work according to what you think the observer is looking for instead of your regular day-to-day routine. It is also referred to as 'job shadowing.'

Work diary or log

A **work diary or log** is a record maintained by the employee and includes the frequency and timing of tasks. The employee keeps logs over days or weeks. HR analyzes the logs, identifies patterns and translates them into duties and responsibilities. This method provides an enormous amount of data, but much of it is difficult to interpret or may not all be job-related. The employee can write down cognitive processes involved in the job, which would otherwise be unobservable.

Evaluate and Verify the Data – Once obtained, job analysis information must be validated for accuracy. This can be done by workers performing the job or by the immediate supervisor. This corroboration of multiple SMEs reviewing the data will ensure accuracy.

Using the Data to Yield a Job Analysis Report – Once the job analysis has been completed, it is time to write the job description using the data you collected.

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2.5 Job Description

The primary output of the job analysis process is a job description, a document that includes job specifications. Combining the job description tasks, duties, and responsibilities with the job specification knowledge, skills, and abilities gives you all the data needed to write a job description.

A job description is a written statement of what a position entails: what is done, how it's done and under which conditions. Wright State University's Human Resources department notes that "when well-written, [a job description] produces a realistic picture of a job and answers the question, "What does the person in this role do?" (Wright State University, n.d., para. 1). In addition to describing the responsibilities of the position, a job description is the primary reference document for recruiting and evaluation. To that point, WSU (n.d.) notes it "sets the stage for optimum work performance by clarifying responsibilities, expected results, and evaluation of performance" (para. 2). As is true of a job analysis, a job description should be *incumbent neutral*, that is, a classification of the position without reference to a specific person in that position.

Although layouts vary, job descriptions generally include the following elements:

- **Date**
- **Job title** and other reference information such as a job code.
- **NOC code**
- **Reporting Relationships** - Identify the department the job is part of, the position the role reports to, and any supervisory responsibilities (e.g., the number of staff supervised).
- **Job Summary** – A brief (1–2 sentence) overview of the role, including its purpose, level and scope of responsibility.
- **Essential Functions** – A representative description of the position's crucial tasks, duties and responsibilities. Although in templates, this section is often titled "Job Duties and Responsibilities," using the terminology "essential functions" reinforces the point that these are considered "must-have" capabilities. That is, they are required for the successful performance of the job and cannot be modified. Fairness and legal defensibility should include only the necessary skills or abilities. Employers who do not have job descriptions with current, defensible essential functions may find themselves unable to defend against a discrimination claim.
- **Job Specifications** - This section identifies the minimum acceptable qualifications, including education, experience, and specialized knowledge or skills. If applicable, a job description may also list a few preferred qualifications, which may reflect a preference for additional education, experience, knowledge, skills or ability. For example, the job may specify a minimum of a bachelor's degree but list a preference for a master's degree or a Human Resource certification.
- **Physical requirements of the job** – i.e., the ability to lift, see, or hear.
- **Working Conditions** – can include:
 - a description of the physical setting of the job;
 - information on the possibility of overtime, shift work, or flexible hours;
 - information about any travel that may be required;
 - safety protocols or protective equipment that must be used;
 - an indication of the noise level in the work environment;
 - any unique aspects of the job, such as high-stress situations, handling sensitive information, or working in extreme weather conditions; and
 - requirements for specific attire or uniforms.

Once the job description has been written, it should be filed in the HR department records. It can be modified (i.e., summarized) as a job posting.

Most importantly, a job description informs the employee and respective manager about the job (role) and expectations.

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2.6 Job Description Example

NOC Human Resources Assistant Job Description Example (Employment and Social Development Canada, 2024)

Date: July 28, 2024

Human Resources Assistant

NOC Code: #14102

Reports to: The HR Manager

Job Summary

Human resources assistant compiles, maintains, and processes information relating to staffing, recruitment, training, labour relations, performance evaluations and classifications.

Essential Functions

Process, verify and register documentation relating to personnel activities such as staffing, recruitment, training, grievances, performance evaluations and classifications.

Maintained and updated manual and computerized filing and registration systems and compiled and prepared reports and documents relating to personnel activities.

Respond to telephone and written enquiries from staff and the general public regarding personnel matters.

Arrange for advertising or posting job vacancies, assist in screening and rating job applicants, and conduct reference checks.

Administer and score employment tests, such as keyboarding and proofreading tests.

Arrange for in-house and external training activities.

Educational Requirements

Completion of secondary school is usually required.

Completion of college or other courses in personnel administration may be required.

Some clerical experience may be required.

Working Conditions

Some travel required

Physical Demands

Occasional lifting of office supplies or files, usually not exceeding 20 pounds.

2.7 Key Terms



Key Terms

- **Competency-Based Job Analysis:** A method of job analysis that focuses on the specific skills, behaviours, and abilities needed for successful job performance. 2.3
- **Methods of Data Collection:** Various techniques are used to gather information for job analysis, including interviews, questionnaires, observations, and work diaries. 2.4
- **Job Analysis:** A systematic process used to identify and document the tasks, duties, responsibilities, and required qualifications of a job. 2.2
- **National Occupational Classification (NOC):** A standardized classification system in Canada that categorizes occupations based on job descriptions, skills, and duties. 2.4
- **O*NET:** The Occupational Information Network, a U.S.-based database that provides comprehensive information about job requirements, worker characteristics, and occupational attributes. 2.4
- **Performance Appraisal:** The process of evaluating an employee's job performance against established criteria. 2.1
- **Structured Questionnaire:** A data collection tool used in job analysis that contains specific, predefined questions to gather consistent information from respondents. 2.4
- **Subject Matter Experts (SMEs):** Individuals with specialized knowledge and expertise about a particular job or field. 2.4
- **Task-Based Job Analysis:** A job analysis method that focuses on identifying and documenting the tasks and duties performed. 2.3
- **Tasks, Duties, and Responsibilities (TDRs):** The specific actions and obligations associated with a job. 2.1
- **Work Diary/Log:** A record maintained by an employee documenting the frequency and timing of job tasks. 2.4

2.8 Chapter Summary



Chapter Summary

Job analysis is a foundational process in human resource management, serving as the basis for numerous HR activities such as recruitment, selection, training, performance appraisal, and compensation. It involves systematically studying a job to determine its tasks, duties, and responsibilities (TDRs) and the knowledge, skills, abilities, and other attributes (KSAOs) required for effective performance. This comprehensive understanding ensures a good fit between the job and the employee, supporting strategic HR planning and compliance with legal standards. By identifying essential job-related competencies and establishing the legal basis for HR decisions, job analysis helps organizations create fair and defensible hiring practices.

The job analysis process involves several key steps: selecting jobs to study, determining the necessary information, identifying data sources, and choosing appropriate data collection methods. Data sources can include job incumbents, supervisors, subject matter experts, and external databases like O*NET and NOC. Data collection methods may involve interviews, questionnaires, observations, and work diaries. The data gathered is then evaluated for accuracy and used to develop job descriptions and specifications, which form the foundation for recruitment, selection, and performance management. Understanding the distinction between task-based and competency-based job analysis is crucial, as each is suited to different roles and organizational needs. Overall, job analysis is essential for aligning job roles with organizational goals and ensuring that HR practices are effective and legally compliant.

OpenAI. (2024, August 2nd). ChatGPT. [Large language model]. <https://chat.openai.com/chat>

Prompt: Create a summary of the chapter content in the attached file in no more than two paragraphs.



Knowledge Check

This interactive content can be found in Chapter Knowledge Checks – Text Only at the end of this book.

2.9 References

Employment and Social Development Canada. (2024). Human resources assistant: National occupational classification profile. *Government of Canada*. <https://noc.esdc.gc.ca/Oasis/ViewOccupationalProfile?objectid=8OqhXUM3Z3%2FMEfw3dELPoGv571xFeQY61x0njKVRKaRJGDqYEM%2FFn7m5465qFbSr>.

Government of Canada. (2024, April 9). National occupational classification. *Employment and Social Development Canada*. <https://www.canada.ca/en/employment-social-development/services/noc.html>.

Wright State University. (n.d.). Writing an effective job description. *Human Resources*. <https://www.wright.edu/human-resources/writing-an-effective-job-description>

CHAPTER 3: LEGAL CONSIDERATIONS

Chapter Outline

- 3.0 Learning Objectives
- 3.1 Legislation and HRM
- 3.2 The Legal Framework
- 3.3 Employment Equity
- 3.4 Employers Must Comply with Nine Employment Equity (“EE”) Obligations
- 3.5 Pay Equity Act & Privacy Act
- 3.6 Legal Concepts in Recruitment and Selection
- 3.7 Bona Fide Occupational Requirement (BFOR)
- 3.8 The Concept of Job Relatedness
- 3.9 What is HR analytics?
- 3.10 Key Terms
- 3.11 Chapter Summary
- 3.12 References

3.0 Learning Objectives



Learning Objectives

- Identify the key legislation and legal requirements that impact human resource management in Canada.
- Explain the significance of the Canadian Charter of Rights and Freedoms in protecting fundamental rights in the workplace.
- Describe the protections and prohibitions outlined in the Canadian Human Rights Act (CHRA).
- Summarize the requirements and goals of the Employment Equity Act, including the responsibilities of employers.
- Discuss the concepts of direct and indirect discrimination and their implications in recruitment and selection.
- Evaluate the role and enforcement mechanisms of the Canadian Human Rights Commission in addressing workplace discrimination.
- Analyze the legal concepts of Bona Fide Occupational Requirements (BFOR) and the duty to accommodate within employment practices.
- Outline the responsibilities of HR managers in ensuring compliance with the Canada Labour Code and the Privacy Act.
- Illustrate how HR policies can address workplace harassment, pay equity, and job-relatedness in recruitment and selection.

3.1 Legislation and HRM

You may be surprised to learn that an HR professional needs to be aware of legislation and regulations, just like a lawyer or a police officer. Human resource managers must be mindful of all workplace laws and ensure processes are in place. They must abide by them to ensure **fair treatment**. A clear understanding of the legal framework is necessary for the HR manager. This chapter will describe the key legislation and legal requirements, focusing on those that affect recruitment and selection practices in Canada.

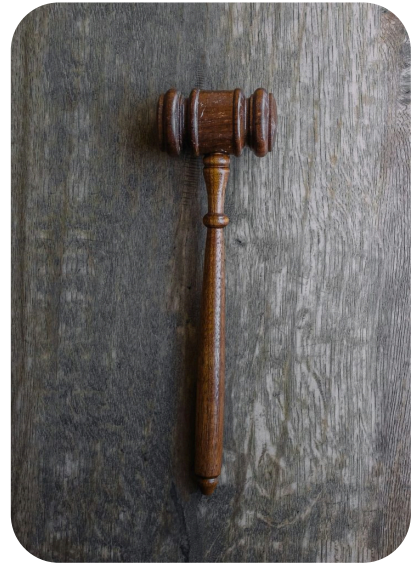


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3.2 The Legal Framework

The Canadian Charter of Rights and Freedoms

The Constitution Act of 1982 is the highest law of Canada and is a landmark document in Canadian history. It achieved full independence for Canada by allowing the country to change its Constitution without approval from Britain. The Constitution serves as the supreme law of Canada. It also enshrined the Charter of Rights and Freedoms, which guarantees fundamental rights to every person, including rights of freedom of speech, press, assembly, association, and religion.



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The principal rights and freedoms covered by the Charter include:

- freedom of expression;
- the right to a democratic government;
- the right to live and seek work anywhere in Canada;
- the legal rights of people accused of crimes;
- the rights of Indigenous peoples;
- the right to equality, including gender equality;
- the right to use Canada's official languages; and
- the right of French or English minorities to an education in their language.

Section 15 of the Constitution is often cited in employment law. It states that every individual in Canada—regardless of race, religion, national or ethnic origin, colour, sex, age, or physical or mental disability—is to be treated with the same respect, dignity, and consideration.

The Charter's Section 15 anti-discrimination clause led to a series of rulings that also changed the legal landscape for gays and lesbians. For example, the Supreme Court's 1998 *Vriend* decision banned discrimination based on sexual orientation (Foot, Yarhi, & McIntosh, 2018).

The Canadian Human Rights Act (CHRA)

The CHRA became effective in March 1978. Let's examine some of the statements in this Act to understand its significance for HRM.

It proclaims that "all individuals should have an opportunity equal with other individuals to make for themselves the lives that they are able and wish to have." This means that, considering their desires and abilities, the opportunity to earn a living, which implies the 'opportunity to work,' should be equal for all.

The CHRA is very specific as to those categories deemed discriminatory. Section 8 of the Act refers to "a prohibited ground of discrimination." Under this Act, the following are grounds on which discrimination is prohibited:

- Race
- National or ethnic origin
- Colour
- Religion
- Age
- Sex
- Sexual orientation
- Gender identity or expression
- Marital status
- Family status
- Genetic characteristics
- Disability
- Pardoned conviction

These categories have changed over time, following changes in our society. Note that prohibited grounds of discrimination vary somewhat among federal, provincial and territorial jurisdictions.

Figure 3.2.1 Human Rights Protections by Jurisdiction in Overview of Human Rights Codes by Province and Territory in Canada by the Canadian Centre for Diversity and Inclusion. Used under Fair Dealing for Educational Purposes (Canada).

| Category | CAN | AB | BC | MB | NB | NF | NS | ON | PEI | QC | SK | NWT | NU | YT |
|---|-----|----|----|----|----|----|----|----|-----|----|----|-----|----|----|
| Age | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Race | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Colour | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Physical/ mental disability** | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Genetic characteristics | √ | | | | | | | | | | | | | |
| Sex/gender* (including pregnancy) | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Sexual orientation | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Gender identity | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Place of origin, nationality, national* | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Marital status | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ |
| Religion | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ |
| Family status | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ |
| Gender expression | √ | √ | √ | | √ | √ | √ | √ | √ | √ | | | √ | √ |
| Source of income, receipt of public assistance* | | √ | √ | √ | √ | √ | √ | √ | √ | | √ | | √ | √ |
| Ethnic or linguistic background or origin* | √ | | | √ | | √ | √ | √ | √ | √ | | √ | √ | √ |
| Creed | | | | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ |
| Ancestry | | √ | √ | √ | √ | | | √ | | | √ | √ | √ | √ |
| Political beliefs, opinion or activity* | | | √ | √ | √ | √ | √ | | √ | √ | | √ | | √ |
| Criminal conviction, record of offence *** | √ | | √ | | | √ | | √ | √ | | | √ | √ | √ |

| Category | CAN | AB | BC | MB | NB | NF | NS | ON | PEI | QC | SK | NWT | NU | YT |
|---|-----|----|----|----|----|----|----|----|-----|----|----|-----|----|----|
| Social disadvantage, social condition, social origin* | | | | √ | √ | √ | | | | √ | | √ | | |
| Sexual Harassment | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | | √ |
| Association with protected groups of individuals* | | | | √ | | √ | √ | √ | √ | | | √ | √ | √ |
| Citizenship | | | | | | | | √ | | | | | √ | |
| Civil status | | | | | | | | | | √ | | | | |
| Language | | | | | | | | | | √ | | | | |
| Aboriginal origin | | | | | | | √ | | | | | | | |
| Irrational fear of contracting an illness or disease | | | | | | | √ | | | | | | | |
| Family affiliation | | | | | | | | | | | | √ | | |
| Disfigurement | | | | | | √ | | | | | | | | |
| Pay equity or equal pay | √ | √ | √ | √ | | √ | √ | √ | √ | √ | | √ | | √ |
| Record Suspension | | | | | | | | | | | | √ | | |

Figure 3.2.1 Details

Black: Indicates that the ground is explicitly mentioned under ‘projected grounds’ or ‘applicable characteristics.’

Red: Indicates that the ground is protected under another ground (e.g. sexual harassment is protected under the ground of sex) and/or is protected in the Act/Code through principles of Interpretation

Enforcement of Canadian Human Rights Laws

The CHRA only applies to federal government departments and agencies, Crown corporations, and businesses under federal jurisdictions such as banks, airlines, railways, the CBC and other communication companies and Canada Post. Employees of organizations that fall under the Canadian Human Rights Laws and feel discriminated against can file complaints directly with the Canadian Human Rights Commission. A systematic process is in place to handle these complaints. A mediation process is followed after a complaint is filed to resolve the issue between the parties. If the mediation fails, the dossier is handed over to the Human Rights Commissioner, who can decide to:

- dismiss the complaint;

- send the complaint to conciliation;
- defer the decision and request more information and further analysis, or
- refer the complaint to the Canadian Human Rights Tribunal.



You can find more information on the Canadian Human Rights Commission Website.

“HRM and The Law” from Human Resources Management – Canadian Edition by Stéphane Brutus and Nora Baronian is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Used section *The Canadian Charter of Rights and Freedoms*, added additional information; Used section *The Canadian Human Rights Act (CHRA)*, edited, added further examples.

3.3 Employment Equity

The Employment Equity Act (the Act) helps ensure that all Canadians have the same access to the labour market. The Act also requires that employers take actions to ensure the complete representation of members of four designated groups within their organizations to promote **diversity**:

- women,
- Indigenous people,
- persons with **disabilities**, and
- members of racialized groups.



The Act requires employers to investigate, identify, and take concrete action to correct the conditions of employment disadvantage for the four designated groups.

"Celebrating Women in Trades" by the Province of British Columbia, CC BY-NC-ND 2.0

Managing Employment Equity in Organizations

Any organization or business (*with at least 100 employees*) that is regulated by the federal government, including organizations in industries such as banking, communications, and international and interprovincial transportation, as well as all government departments, the RCMP, and Canadian Forces, has a legal obligation to comply with the Employment Equity Act.

The employer is responsible for developing and implementing an employment **equity program** in consultation and collaboration with employee representatives.

Federally regulated employers must analyze their workforce and review their employment systems to develop an **Employment Equity Plan**.

The plan will be based on the employment barriers for designated groups and organized by employment equity occupational groups as identified in the Employment Systems Review. It includes measures to address the obstacles. Where under-representation exists for selected groups, employers are required to implement an Employment Equity Plan that will lead to progress in increasing representation and **equal opportunity**. The employer is responsible for monitoring the plan's implementation and the progress achieved in resulting employment equity.

Employers must also review their plans regularly and make revisions to ensure progress. HR managers play a central role in ensuring organizations meet different legal requirements. Effective HRM practices proactively approach employment equity.

Adapted from "About the Employment Equity Act" by the Canadian Human Rights Commission, used for non-commercial purposes under their Terms and Conditions.—Modifications: Added HR-specific information.

3.4 Employers Must Comply with Nine Employment Equity (“EE”) Obligations

The Commission approaches its assessment of compliance with the overarching purpose of the Act in mind: to achieve a fair level of representation of members of the four designated groups and, where this does not exist, to take reasonable steps to remove barriers preventing fair representation.

- Collect information about the level of representation among its employees of the four designated groups;
- Compare the level of representation among its employees of the four designated groups with labour market availability (the Workforce Analysis);
- Review employment systems (the Employment Systems Review);
- Create an Employment Equity Plan (EEP);
- Implement and measure the results of its EEP;
- Periodically review and revise its EEP;
- Share information with employees about employment equity;
- Consult and collaborate with employees and bargaining agents (where applicable);
- Maintain records about EE.

Canada’s Labour Code (the Code)

The Canada Labour Code (the Code) is an Act of the Parliament of Canada that defines the rights and responsibilities of workers and employers in federally regulated workplaces and sets out federal labour law.

Industrial relations, a part of the Code, governs workplace relations and collective bargaining between unions and employers. This body of law explicitly regulates the rights, restrictions, and obligations of trade unions, employees and employers in Canada. It contains provisions related to dispute resolution, strikes and lockouts (Government of Canada, 2024).

Ontario Labour Relations Acts established Provincial Labour Relations Boards to resolve disputes between employers and employees, including issues related to union representation, collective bargaining, unfair labour practices, and grievances.

The goal of the negotiations is to reach a collective agreement. This written agreement sets out the employment terms and conditions for unionized employees and the rights, privileges and duties of the union, employer, and employees. For example, wage, hours, working conditions and benefits

Unionized Environments

In unionized workplaces, HR must work within the framework of the collective agreement when hiring. This can include specific procedures for job postings, seniority rules, and selection criteria. The selection process may be influenced by union rules, such as considering seniority and qualifications and preferring internal candidates over external ones.

Employment Standards Act

The Ontario Employment Standards Act, 2000 (ESA) is administered by the Ontario Ministry of Labour, Immigration, Training and Skills Development's Employment Standards Program. It applies to most employees and employers in Ontario, in both the public and public sectors. The ESA sets out the minimum **employment standards** that employers must follow, including rules regarding:



"Image 5510" by the Ontario Federation of Labour, CC BY 2.0

1. **Minimum Wage:** Most employees are entitled to at least the minimum wage.
2. **Hours of Work and Overtime:** Daily and weekly limits on work hours exist. There are also rules around meal breaks, rest periods and overtime.
3. **Public Holidays:** Ontario has several public holidays each year. Most employees are entitled to take these days off and be paid public holiday pay.
4. **Vacation:** There are rules regarding the amount of vacation time and pay employees can take. Most employees can take vacation time every 12 months of work.
5. **Leaves of Absence:** In Ontario, there are several job-protected leaves of absence. Examples include sick, pregnancy, parental, and family caregiver leave.
6. **Termination notice and pay:** In most cases, employers must give employees advance written notice of termination or termination pay instead of notice when terminating employment.
7. **Payment of Wages:** Requirements for the timely and accurate payment of wages.
8. **Equal Pay for Equal Work:** Ensuring employees are paid equally for substantially performing the same work (Government of Ontario, n.d.).



Employers must provide all employees covered under the ESA with a copy of the most recent version of the employment standards poster within 30 days of their hiring. Learn more about the Employment Standards Poster.

3.5 Pay Equity Act & Privacy Act

Pay Equity Act

In 1996, the Quebec government adopted the **Pay Equity Act** to address systemic wage discrimination against women. The Act obliged employers to measure and correct pay inequities in jobs predominantly performed by females. This law covers public and private sectors with over ten employees (Government of Canada, 2023). Pay Equity refers to equal pay for work of equal value based on two principles:

1. Pay equality – Male and female workers must be paid the same wage for doing identical work.
2. Equal pay for similar or substantially similar work (equal pay for work of comparable worth).

This means that males and females should be paid the same for jobs of a similar nature that may have different titles. In recruitment and selection, the law ensures gender neutrality or no favouring for work done by men. It must be based on skills, efforts, responsibility and work conditions (LawTeacher, 2019).

Canada's Privacy Act

The Privacy Act is federal legislation that protects the personal information of Canadians in the hands of the federal government. It is a crucial piece of Canada's framework for protecting your privacy interests (Government of Canada, 2021).

For private sector organizations, the Personal Information Protection and Electronic Documents Act (PIPEDA) sets out the ground rules for how organizations involved in a commercial activity can collect, use or share personal information. The purpose of PIPEDA is to establish, in an era in which technology increasingly facilitates the circulation and exchange of information, rules to govern the collection, use and disclosure of personal information in a manner that recognizes the right of privacy of individuals concerning their personal information and the need of organizations to collect, use or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances (Government of Canada, 2019).



Adapted: "Internet Security Graphic" by Vectorportal, CC BY 4.0 Mods: cropped.

The Office of the Privacy Commissioner of Canada (OPC) oversees compliance with PIPEDA, which includes investigating privacy complaints and helping businesses improve their personal information handling practices. Personal information is defined broadly under PIPEDA as any information about an identifiable individual, such as their name, address, email, phone number, date of birth, social insurance number, driver's license, or blood type. PIPEDA also covers sensitive data, such as an individual's ethnic origin, social status, and personal health information (Office of the Privacy Commissioner of Canada, 2022).

An HR professional has extraordinary access to a precious asset: employees' personal information. HR

professionals must treat such information with care. Here are a few recommendations from the OPC to be aware of during recruitment and selection.



What do you think?

HR should develop clear policies for employees regarding computer and internet use. Do you expect privacy if you use a workplace computer for personal business?

The OPC Knows What Can Go Wrong

The OPC has seen all too often what can happen when personal information doesn't get the respect it needs. These tips, all based on real-life events, will help you treat all employees' information with integrity and professionalism.

Tip: Avoid emailing sensitive information to groups.

What can go wrong? Information was sent to a large group of job applicants whose addresses were accidentally put in the cc field rather than the bcc field, which violated their privacy.

Tip: Avoid sending sensitive information electronically. If you don't have a choice, make sure the message is checked carefully before it is sent.

What can go wrong? A manager's skills assessment was mistakenly sent electronically to 321 people in her organization.

Tip: When interviewing prospective staff, have applicants sign separate sheets to enter the building. Better yet, hold interviews in different buildings.

What can go wrong? When applicants signed in for an interview, they saw the names of all other applicants because everyone had signed the same form.

Tip: Set up restrictions or logging mechanisms for people to access data banks.

What can go wrong? Hundreds of employees had access to others' sensitive personal information.

Tip: Do not include an employee's address on a form to be signed by the employee's supervisor.

What can go wrong? Someone in power accessed an employee's home address, which could compromise the employee's safety and security.

"5.3 The Law and Recruitment and Selection" from Human Resources Management – 3rd Edition by Debra Patterson is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: Used section *Pay Equity Act*.

3.6 Legal Concepts in Recruitment and Selection

Discrimination and the Law

The Canadian Human Rights Commission defines discrimination as an action or a decision that treats a person or a group detrimentally for their race, age, or disability. These reasons, also called grounds, are protected (Canadian Human Rights Commission, n.d.).

This is important as HR managers are responsible for making decisions about employees (e.g., hiring, evaluating, promoting, terminating, etc). Thus, they require a thorough understanding of how discrimination can occur in the workplace. We explain the two fundamental mechanisms by which discrimination can manifest: direct and indirect (systemic) and additional nuances regarding discrimination.

Direct Discrimination

Direct discrimination occurs when a decision is made based on one of the categories protected by the legislation. This form of discrimination is blatant and illegal.

A job posting states, “Only candidates under 30 need apply.” – Age discrimination.

A hiring manager says to a candidate, “We don’t think our conservative clients would be comfortable working with someone like you.” – Sexual Orientation discrimination.

As part of recruitment and selection, no statement may be made in advertising a job prohibiting or restricting members of a protected group from seeking that job. Application forms and interviews are also potential sources of discrimination. Sometimes, the information sought during interviews is irrelevant to the job and may let discriminatory elements affect the selection process.

Examples of Discriminatory Questions

As you already know, many interview questions would be considered discriminatory. Here are some examples:

1. *National origin.* You cannot ask seemingly innocent questions like, “That’s a beautiful name. Where is your family from?” This could indicate national origin, which could result in bias. You cannot ask citizenship questions except if a candidate is legally allowed to work in Canada.
2. *Marital status.* You can’t ask direct questions about marital status or children’s ages. An alternative may be to ask, “Do you have any restrictions on your ability to travel since this job requires 50 percent travel?”
3. *Disabilities.* You may not directly ask if the person has disabilities or recent illnesses. You can ask if the candidate can perform the job functions with or without reasonable accommodations.
4. *Personal questions.* Avoid asking **personal questions**, such as questions about social organizations or

clubs, unless they relate to the job.



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**Table 3.7.1 – Helpful Interview Guidelines for Selecting Job Candidates (Canadian Human Rights Commission, 2007).
Used under Fair Dealing for Educational Purposes (Canada).**

| Subject | Avoid Asking | Preferred | Comments |
|----------------------------------|--|---|--|
| Name | about the name change: whether it was changed by court order, marriage, or other reason for the maiden name | Ask after selection if needed to check on previously held jobs or educational credentials | |
| Address | for addresses outside of Canada | Ask for the place and duration of the current or recent address | |
| Age | for birth certificates, baptismal records, or about age in general | Ask applicants if they are eligible to work under Canadian laws regarding age restrictions | If precise age is required for benefit plans or other legitimate purposes, it can be determined after selection |
| Sex | males or females to fill in different applications about pregnancy, childbearing plans, or childcare arrangements | Ask the applicant if the attendance requirements can be met | During the interview or after selection, the applicant, for purposes of courtesy, may be asked which of Dr., Mr., Mrs., Miss, or Ms. is preferred |
| Marital Status | whether the applicant is single, married, divorced, engaged, separated, widowed, or living common-law, whether the applicant's spouse may be transferred about the spouse's employment | If transfer or travel is part of the job, the applicant can be asked whether he or she can meet these requirements | Ask whether any circumstances might prevent the completion of a minimum service commitment. Information on dependents can be determined after selection if necessary |
| Family Status | about the number of children or dependents' childcare arrangements | Ask if the applicant would be able to work the required hours and, where applicable, overtime | Contacts for emergencies and details on dependents can be determined after selection |
| National or Ethnic Origin | about birthplace, nationality of ancestors, spouse, or other relatives, whether born in Canada for proof of citizenship | Since those who are entitled to work in Canada must be citizens, permanent residents, or holders of valid work permits, applicants can be asked whether they are legally entitled to work in Canada | Documentation of eligibility to work (papers, visas, etc.) can be requested after selection |
| Military Service | about military service in other countries | Inquire about Canadian military service, where the law gives veterans employment preference. | |
| Language | about mother tongue where language skills were obtained | Ask if the applicant understands, reads, writes, or speaks the languages required for the job | Testing or scoring applicants for language proficiency is not permitted unless job-related |
| Race or Colour | any question related to race or colour, including colour of eyes, skin or hair | | |

| Subject | Avoid Asking | Preferred | Comments |
|----------------------------|--|---|--|
| Photographs | for photo to be attached to applications or sent to the interviewer before the interview | | Photos for security passes or company files can be taken after selection |
| Religion | whether the applicant will work a specific religious holiday about religious affiliation, church membership, frequency of church attendance for references from clergy or religious leader | Explain the required work shift, asking whether such a schedule poses problems for the applicant | Reasonable accommodation of an employee's religious beliefs is the employer's duty |
| Height and Weight | No inquiry unless there is evidence they are genuine occupational requirements | | |
| Disability | for a list of all disabilities, limitations or health problems, whether the applicant drinks or uses drugs, whether the applicant has ever received psychiatric care or been hospitalized for emotional issues, whether the applicant has received worker's compensation | <p>The employer should:</p> <ul style="list-style-type: none"> • Disclose any information on medically related requirements or standards early in the application process • then ask whether the applicant has any condition that could affect his or her ability to do the job, preferably during a pre-employment medical examination | <p>A disability is only relevant to job ability if it:</p> <ul style="list-style-type: none"> • Threatens the safety or property of others • prevents the applicant from safe and adequate job performance even when reasonable efforts are made to accommodate the disability |
| Medical Information | whether the applicant is currently under a physician's care name or family doctor, whether the applicant is receiving counselling or therapy | Medical exams should be conducted after selection and only if an employee's condition is related to job duties | Offers of employment can be made conditional on successful completion of a medical exam |
| Pardoned Conviction | whether the applicant has ever been convicted, whether the applicant has ever been arrested, whether the applicant has a criminal record | If bonding is a job requirement, ask whether the applicant is eligible | Inquiries about criminal records or convictions are discouraged unless related to job duties |
| Sexual Orientation | about the applicant's sexual orientation | | Contacts for emergencies and details on dependents can be determined after selection. |
| References | The same restrictions apply to questions asked of applicants when asking for employment references. | | |

Indirect (or Adverse Effect) Discrimination

Indirect discrimination occurs when a criterion or practice has an unintended, negative impact on protected group members. The critical distinction here is that a policy or practice that appears neutral may disadvantage a protected group. This form of discrimination is much more subtle than direct discrimination; it is usually not intended.

Examples of Indirect Discrimination in Canada

- Recruiting primarily through employee referrals or alumni networks from certain universities can indirectly exclude candidates from diverse backgrounds who do not have access to these networks.
 - A job requires candidates to have lived in Canada for a certain number of years, which could disadvantage recent immigrants who are otherwise qualified for the position.
- A job description includes a height or weight requirement that is not essential for job performance, potentially disadvantaging women or certain ethnic groups who may have different average physical characteristics.



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Adverse Impact

The concept of adverse impact is closely related to adverse effect discrimination. An adverse impact is a substantially lower selection rate for a protected group in hiring, promotion, or other employment decisions than that of the comparator group.

We can quantitatively evaluate discrimination in our selection practices using the four-fifths or 80 percent rule. The rule states that a selection rate for any race, sex, or ethnic group less than four-fifths of the rate for the group with the highest rate could be regarded as an adverse impact. Adverse impact refers to employment practices that may appear neutral but have a discriminatory effect on a protected group. For example, assume 100 women and 500 men applied to be firefighters. Let's say 20 of those women were hired, and 250 men were employed. To determine adverse impact based on the four-fifths rule, calculate the following:

- The selection rate for women: 20 percent
- The selection rate for men: 50 percent
- Then divide the highest selection rate: $0.20 \div 0.50 = 0.4$

As 0.4, or 40 percent, is less than four-fifths, there may be an adverse impact on the selection process for firefighters.

The four-fifths rule is a way of measuring adverse impact in the selection processes of organizations. It works like this: assume your organization requires a cognitive test for employment. You set a test score of 70 as the rate of pass needed for the candidate to be considered for an interview. Based on our numbers, if 50 percent of men passed this test with a score of 70, then one would expect four-fifths of this rate – 40 percent – of women should also be able to pass the test. You might calculate it like this:

| Gender | Total who scored 70 or above | Total who took the test | Percent passed |
|--------|------------------------------|-------------------------|----------------|
| Male | 52 | 62 | 84% |
| Female | 36 | 58 | 62% |

If you divide the total of males who scored above 70 by the total number who took the test, it shows the percentage of 84 percent who passed the test. If you divide the number of females who passed by the total number who took the test, you come up with 62 percent. Then divide 62 percent by 84 percent ($62 \div 84 = 73.8\%$). The resulting 74 percent means that it is below the 80 percent or the four-fifths rule, and this test could be considered to have a disparate impact.

$52 \div 62 = 84\%$ of males who took the test passed the test

$36 \div 58 = 62\%$ of females who took the test passed the test

$62 \div 84 = 73.8\%$, less than 80%, which could show disparate impact

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“3.2 Diversity Plans” from Human Resource Management by the University of Minnesota is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: Used section *Recruitment and Selection*, 4/5ths Rule.

3.7 Bona Fide Occupational Requirement (BFOR)

In some cases, workplace discrimination is not unlawful. Suppose organizations can objectively justify using criteria by showing business necessity and job relatedness or by claiming bona fide occupational qualification (BFOQ). In that case, the requirements can be used, even if it leads to discrimination.

Bona fide occupational requirements are a justifiable reason for direct discrimination. The term 'bona fide' is a Latin word that means 'in good faith' or 'genuine'. This clause allows organizations to use the prohibited categories to make decisions overtly.

For example, requiring Catholic school teachers to be Catholic is deemed acceptable (discrimination based on religion).

When a person's disability, gender or other protected attribute prevents him or her from performing a job's essential duties, refusing to employ that person is not discriminatory. Airlines are allowed to have a mandatory retirement age for pilots for safety reasons. The International Civil Aviation Authority has set the international mandatory retirement age at 65 (age discrimination). However, before judging whether a person can perform the essential requirements of a position, steps must be taken to ensure that all barriers to participation for people protected under human rights law are eliminated from selection, training and promotion standards and practices. Employers must ensure they build accommodation into their policies and practices as far as possible and up to the point of undue hardship (explained below). This is why examples of legitimate BFORs are relatively rare and relate to unique situations. They also raise questions as to which aspects of the job are genuine. Questions like these are often debated in court because they are not black and white.

Duty to Accommodate

The OHRC places an additional responsibility on organizations regarding discrimination: the duty to accommodate. Employers and service providers must adjust rules, policies or practices to enable individuals to participate fully. The duty to accommodate means that sometimes it is necessary to treat someone differently to prevent or reduce discrimination, which is especially true when it comes to physical disabilities. For example, if an employee has a speech impairment, they don't need to answer the phone. An employer can eliminate this as a duty for the individual; instead, they can do filing for their coworkers.

Another example is an employee who may be absent for a day or two during the week to receive dialysis. An employer can accommodate them by agreeing to a weekly 3-day work contract, or the employee could decide to make up the hours on weekends or work from home. In most cases, the duty to accommodate may require the employer to change or adjust how things are usually done to meet the needs of individuals with disabilities.

At this point, it is essential to note that the duty to accommodate employers is limited. The law stipulates that an employer has to accommodate employees up to the point of undue hardship.

The Code prescribes three considerations when assessing whether an accommodation would cause undue hardship:

- Cost;
- outside sources of funding, if any (an organization must consider any outside sources of funding it can obtain to make the accommodation); and
- health and safety requirements, if any.

Policies and HRM

In addition to complying with the requirements mandated by law, every organization may have their own set of unique policies. These policies can be set to ensure fairness (e.g., vacation policy above and beyond those legally mandated), enhance effectiveness (e.g., internet usage policy), or reinforce the culture (e.g., dress code). Some of the roles of HRM are to identify issues that can be addressed by implementing a policy that addresses a range of topics, i.e., chronic delay to a lack of decorum in meetings. HRM, management and executives are all involved in developing policies. Suppose the HRM professional recognizes the need for a new policy or change. In that case, they will seek opinions on the policy, write it, and then communicate it to employees.

Workplace Harassment

The Occupational Health and Safety Act (OHSA) requires employers to develop policies and programs to prevent and address workplace harassment and violence. As everyone should be able to work in a safe and healthy workplace, HR managers must prepare a harassment policy and maintain a program to implement the policy. The HR manager must also provide information and instructions to workers on the contents of the policy and program.

Workplace harassment may include bullying, intimidating or offensive jokes or innuendos, displaying or circulating offensive pictures or materials, or offensive or intimidating phone calls, emails, or other communications. It also includes workplace sexual harassment, which is emotionally abusive and creates an unhealthy, unproductive atmosphere in the workplace. Sexual harassment, like other forms of harassment, happens across all genders and all sexual orientations.

Examples of sexual harassment

- Invading personal space, asking for hugs or other unwanted physical contact
 - Suggestive remarks, sexual jokes or compromising invitations
 - Visual displays of sexual or suggestive image



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3.8 The Concept of Job Relatedness

Recruiting employees can be considered a passive process that does not directly involve making decisions about people. A job is posted, and applicants apply. It seems simple, but your 'ad' must accurately reflect the job requirements and the candidate. Specifying the desired knowledge, skills, abilities, and other characteristics (KSAOs) implicitly can exclude potential applicants. If some criteria may affect some of the protected categories, these criteria must be demonstrated to be job-related.

The concept of job relatedness refers to the requirement that employment decisions be based on the requirements of a position. The criteria for recruiting, selecting and hiring applicants must be directly tied to the jobs performed. Jobs contain many elements, some essential to doing the job and others ideal or preferable but not essential. A job analysis (Chapter 2) will distinguish between essential and non-essential duties. The critical job requirements must be determined objectively, and HR managers should be able to show why a particular task is important or non-essential to a job. Determining the necessary characteristics of a job is fundamental in determining whether some employment decisions are discriminatory.

DEI

Diversity, Equity, and Inclusion (DEI) is relatively recent, becoming more widely recognized and used over the past decade. Human Resources, an ever-evolving sector, has embraced DEI policies. HR professionals in Canada understand that recruiting a diverse workforce is fundamental to the success of any modern organization.

- Diversity refers to hiring people from all backgrounds and demographics. This includes race, ethnicity, gender, age, disability status, cultural background, religion, and lifestyle.
- Equity means ensuring everyone has access to equal opportunities during the hiring process.
- Inclusion refers to building a workplace culture where employees feel welcomed, valued, and empowered.

Canadian companies strive for a diverse workforce, and HR managers work hard to recruit, hire, develop, and retain employees from different backgrounds.



"Employees Looking at a Notepad" by Ivan Samkov, Pexels License

In a job posting, organizations often include a diversity statement. Here are some examples:

(Company name) is fully committed to diversity and inclusion in our workplace. To support this, we welcome diversity throughout our organization. For more information, please visit our diversity page.

(Company name) does not unlawfully discriminate based on race, colour, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or age in employment and provides, upon request, reasonable accommodation, including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to employment.

“5.2 The Law and Recruitment” from Introduction to Human Resource Management – First Canadian Edition by Zelda Craig and College of New Caledonia is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: Used examples of diversity statements.

“5.3 The Law and Recruitment and Selection” from Human Resources Management – 3rd Edition by Debra Patterson is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: Used first paragraph.

“Discrimination in Organizations” from Human Resources Management – Canadian Edition by Stéphane Brutus and Nora Baronian is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: Used first two sentences of section *The concept of job relatedness*.

3.9 What is HR analytics?

While the HR Information System (HRIS) is responsible for collecting and organizing HR data, HR analytics is analyzing this data to improve an organization's workforce performance. The process can also be referred to as talent, people, or workforce analytics.

HR analytics: HR analytics deals explicitly with the metrics of the HR function, such as time to hire, training expense per employee, and time until promotion. All these metrics are managed exclusively by HR for HR use.

Data is at the base of HR analytics. The wealth of data available to HR managers has increased exponentially in the past few years. As a result of high-performance HRIS and new technology such as employee tracking, HR managers now have a great deal of information at their disposal. Here is a list of the types of data that are commonly collected in organizations:

Offer acceptance rate: The number of accepted formal job offers (not verbal) divided by the total number of job offers in a certain period. A higher rate (i.e. above 85%) indicates a good ratio. If it is lower, data can be used to redefine the company's talent acquisition strategy.

Involuntary turnover rate: When an employee is terminated, it is termed "involuntary." The rate is calculated by dividing the number of employees who left involuntarily by the total number of employees in the organization. This metric can be tied back to the recruitment strategy and used to develop a plan to improve the quality of hires, which may reduce involuntary turnover.

Time to fill: The number of days between advertising a job opening and hiring someone to fill that position. By measuring the time to fill, recruiters can alter their recruitment strategy to identify areas where the most time is spent.

Time to hire: The number of days between approaching a candidate and the candidate's acceptance of the job offer. Like time to fill, data-driven analysis of time to hire can benefit recruiters and help them improve the candidate experience to reduce this time.

Analytics and the Law

The sort of data collection that HR analytics uses is governed heavily by compliance laws. Some legal considerations to keep in mind when implementing an HR analytics solution are:

1. Employee privacy and anonymity



"Person Writing on a Piece of Paper Next to a Computer Monitor" by Jakub Žerdzicki, Unsplash License

2. Consent from employees about the amount and type of data being collected
3. Establishing the goal of data collection and informing employees accordingly
4. IT security when using third-party software to run HR analytics
5. Location of the HR analytics vendor – with whom the data will be stored – and their compliance with local laws.

Recruitment and Selection and Legislation

The society in which we live is constantly evolving. As the values we share collectively change, so do the rules and regulations. As the legal environment of HRM changes, the HR professional must always be aware of these changes and communicate them to the organization and its employees.

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3.10 Key Terms



Key Terms

- **Disabilities:** Physical or mental conditions that limit a person's movements, senses, or activities. 3.3
- **Discrimination:** unjust or prejudicial treatment of different categories of people, primarily based on race, age, or sex. 3.6
- **Diversity:** The state of having various people from various backgrounds and identities in a group or organization. 3.3
- **Employment Equity Plan:** A strategy or policy designed to promote equal opportunity and fair treatment in employment by eliminating discrimination. 3.3
- **Employment standards:** Regulations and laws governing the minimum acceptable conditions of employment, including hours of work, wages, and occupational health and safety. 3.4
- **Equal opportunity:** The principle of treating all people equally, without discrimination, especially in employment, education, and access to public services. 3.3
- **Equity programs:** Initiatives and policies promoting fairness and inclusion within organizations and institutions. 3.3
- **Fair treatment:** The impartial and just treatment of all people without favouritism or discrimination. 3.1
- **HR Analytics:** Applying data analysis techniques to human resources data to improve workforce decisions and outcomes. 3.9
- **Involuntary Turnover Rate:** The percentage of employees who leave an organization due to factors beyond their control, such as layoffs or termination. 3.9
- **Offer Acceptance Rate:** The percentage of job offers accepted by candidates. 3.9
- **Pay Equity Act:** Legislation aimed at ensuring that employees are paid equally for work of equal value, regardless of gender. 3.5
- **Personal Questions:** Inquiries into private aspects of an individual's life, which may be considered inappropriate or intrusive in a professional context. 3.6
- **Time To Fill:** The amount of time it takes to fill a job vacancy from the date the job is posted to the date a candidate accepts the offer. 3.9
- **Time To Hire:** The duration from when a candidate first applies for a job until they accept the job offer. 3.9

3.11 Chapter Summary



Key Takeaways

In Canada, human resource managers must thoroughly understand legal frameworks, similar to lawyers or police officers, to ensure workplace processes comply with relevant legislation. This chapter outlines vital legislation impacting recruitment and selection, including the Canadian Charter of Rights and Freedoms, which guarantees fundamental rights such as freedom of expression, equality, and the right to work anywhere in Canada. The Charter's anti-discrimination clause ensures all individuals are treated with respect and equality, significantly shaping employment law and protecting against discrimination based on race, gender, disability, and other factors.

The Canadian Human Rights Act (CHRA) prohibits discrimination in federally regulated sectors such as banking and telecommunications, providing mechanisms for complaint resolution through the Canadian Human Rights Commission. The Employment Equity Act mandates employers to ensure fair representation of women, Indigenous people, persons with disabilities, and racialized groups within their organizations. Employers must develop and implement employment equity plans, regularly reviewing and adjusting these plans to ensure progress. Additionally, the Canada Labour Code and the Privacy Act govern various aspects of employment relations and personal information protection, ensuring that HR practices uphold legal standards and respect individual rights.

OpenAI. (2024, July 30th). ChatGPT. [Large language model]. <https://chat.openai.com/chat>

Prompt: Create a summary of the chapter content in the attached file in no more than two paragraphs.



Knowledge Check

This interactive content can be found in Chapter Knowledge Checks – Text Only at the end of this book.

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CHAPTER 4: RECRUITMENT

Chapter Outline

- 4.0 Learning Objectives
- 4.1 Introduction
- 4.2 Human Resource Planning
- 4.3 Trend Analysis
- 4.4 Development of a Recruitment Plan
- 4.5 Recruitment Pipeline
- 4.6 Internal vs External Recruiting
- 4.7 Recruitment Methods
- 4.8 External Recruitment
- 4.9 Attracting Job Applicants
- 4.10 Recruitment Importance
- 4.11 Key Terms
- 4.12 Chapter Summary
- 4.13 References

4.0 Learning Objectives



Learning Objectives

- Discuss the importance of recruitment as the first step in the selection process.
- Analyze the process of forecasting future hiring needs.
- Outline the steps of an HR plan.
- Identify the key components of a recruitment plan.
- Compare and contrast internal and external recruitment methods, including their advantages and disadvantages.
- Discuss how to attract job applicants.
- Explain the importance of person-organization fit.

4.1 Introduction

Recruitment is the first step in the selection process. **Recruitment** is a process that provides an organization with a pool of qualified job candidates (an applicant pool). Recruitment is an essential responsibility of the HR manager. Knowing how many people to hire, what skills they should possess, and hiring them when the time is right are significant challenges in recruiting—hiring individuals with the skills to do the job but also the attitude, personality, and fit can be a big challenge.

The Importance of Forecasting HR Supply and Demand

Before recruiting, companies must **forecast** to predict future hiring (or firing) needs and labour market trends. This is the 3-step process summarized below.

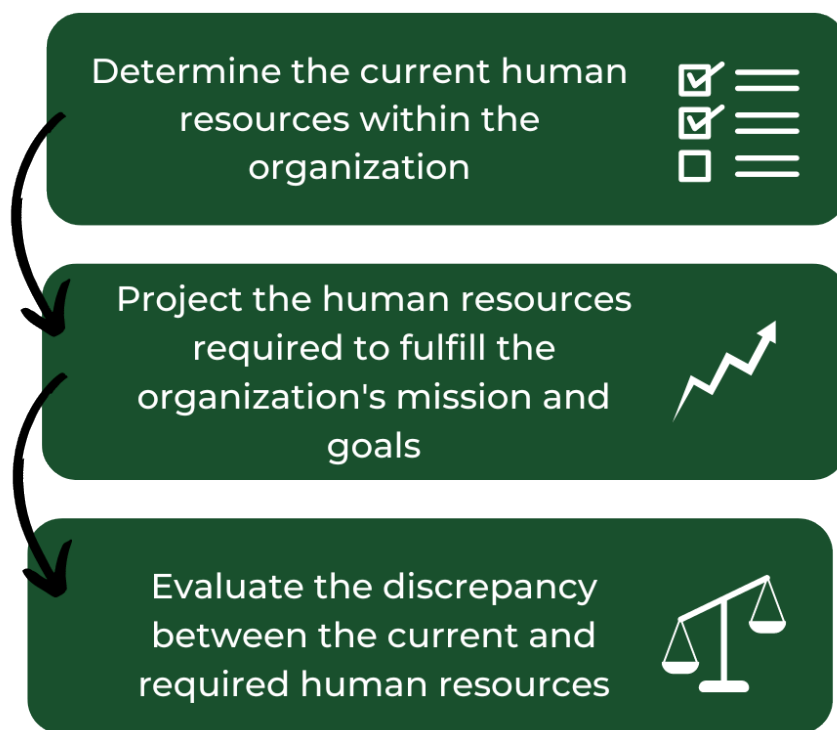


Figure 4.1.1 “3 Step Process: Forecasting” by Davin Chiupka CC BY-NC-SA 4.0

Image Description

Each step is enclosed in a rounded rectangle, emphasizing a professional process flow.

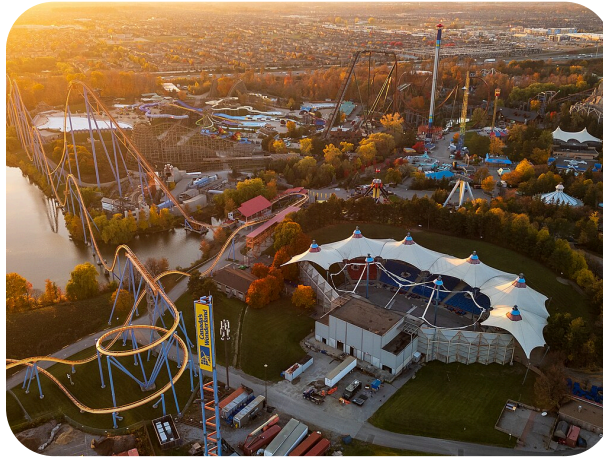
Box 1: “Determine the current human resources within the organization” with a checklist icon.

Box 2 “Project the human resources required to fulfill the organization’s mission and goals” with an upward trending graph icon.

Box 3: “Evaluate the discrepancy between the current and required human resources” with a scale icon.

Forecasting Example

Canada's Wonderland Amusement Park might determine that it needs 100 new employees to handle an anticipated visitor surge. Cora restaurant is short-staffed by a dozen workers because of an unexpected increase in reservations.



"Drone Aerial of Canada's Wonderland" by Lucas T Photo, CC BY 2.0

After calculating the disparity between **supply and demand**, HR managers must draw plans to balance the two numbers. If the demand for labour is greater than the supply, this can either interfere with your production/ service levels or increase your costs. Examples of these costs are hiring temporary workers at higher costs than anticipated, including temp agency charges, encouraging current workers to put in extra overtime, subcontracting work to other suppliers, or developing and introducing labour-saving initiatives.

If the supply exceeds the demand, it will impact your organization's profitability. You may have to deal with overstaffing by not replacing workers who leave, encouraging early retirements, temporarily laying off workers, or (as a last resort) firing workers, which will negatively impact morale.

Once the forecasting data is gathered and analyzed, an HR professional can see where gaps exist and then recruit individuals with the right skills, education, and backgrounds to fill those gaps!

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International License, except where otherwise noted.—Modifications: Used section *HR Supply and demand forecasting*, edited; Added HR specific content; Changed to Canadian example.

4.2 Human Resource Planning

Human resource planning is developing a plan for satisfying an organization's staffing needs. A **strategic HR plan** lays out the steps that your organization will take to ensure that it has the right number of employees with the right skills your organization needs to accomplish its goals.

A human resource plan answers the following questions:

- What work needs to be done?
- How many people do we need to employ?
- What skills and experience are necessary to do this work?
- What skills gaps need to be filled (and are there any areas of redundancies)?

HR plans can encompass the entire company or apply to smaller teams, departments, and individual projects (Lucidchart, n.d.)

A human resource plan comprises six main steps:

1. *Evaluate the goals of the organization.* What is the organization's plan for growth? Does it need personnel to staff a new office or retail location? Is it hoping to multiply the size of its sales force to support a significant sales push? Does it intend to offer additional customer service or internal support to boost customer satisfaction?
2. *Identify the factors that might affect the HR plan.* Anything that might affect the plan, including those over the organization, has little control. Large and small companies should examine information from local business publications and industry associations to predict possible developments in the market. That can include new businesses or larger employers increasing their hiring or laying off employees.
3. *Establish the current talent landscape.* Keeping the organization's objectives in mind, there is a need for a complete picture of the current workforce. A detailed company organizational chart can illustrate each organization member's jobs, skills, and competencies.
4. *Forecasting future staffing needs – Trend Analysis.* Many factors need to be accounted for when looking ahead to future needs: turnover rate, investments in new technology, the economy, the unemployment rate, and the competition (poaching) can all influence the ability to achieve one's staffing goals. Performing a trend analysis based on historical data is an effective way to forecast labour needs.
5. *Conduct a gap analysis.* The difference between your future needs and the current landscape becomes the target to meet for your recruitment process.
6. *Develop a recruitment plan.* Recruitment is the end product of human resource planning.

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4.3 Trend Analysis

Trend analysis examines past employment levels against selected business variables to predict future staffing requirements. Trend analysis works well for established businesses with several years under their belt. Trend analysis uses historical data (i.e., experience to inform future needs. To perform this analysis, an HR manager will select the factor(s) that significantly influence labour levels and chart them for four to five years. The current period's headcount is used with the historical data to determine a ratio for future staffing needs. This method is only an estimate since employment levels rarely depend solely on the passage of time.

Trend Analysis Example

A shipping company wants to determine how many employees it will need for the upcoming moving season. According to historical records, it uses sales, and according to historical records, it requires three movers for every \$5,000 in sales. When the strategic plan calls for average weekly sales of \$50,000 during the holiday shopping season, HR can predict a 30-employee staffing requirement.



"Movers" by Ben Baligad, CC BY 2.0

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4.4 Development of a Recruitment Plan

Armed with information on the number of new employees to be hired and the types of positions to be filled, the HR manager then develops a **recruitment plan**, which is the company's strategy for recruiting potential employees. A recruitment plan includes information to guide each step of the recruitment process. It should focus on the most important elements of connecting with and hiring the applicant who best matches the organization's needs. Use a consistent outline to compile various information about each open position.

A basic recruitment plan should include the following information:

- *Review the job description for the position.*
- *Details about filling the role.* Explain how many people you plan to hire to fill the positions and whether they'll be part-time, full-time or contract employees.
- *Set a recruiting budget.*
- *Create a recruiting budget.* This helps you choose your sourcing methods wisely and plan other cost-effective recruiting steps.
- *Establish Timelines.* Create a timeline for completing each step in the hiring process, including when you will conduct interviews and the deadline for making a final decision.
- *Develop a profile of an 'ideal' candidate.* Describe the traits of your ideal candidate and the type of applicant pool you're seeking. Consider the most important qualifications for each position and research what level of education or experience best matches the company's needs.
- *Identify **recruitment methods**:* Determine if recruitment will be internal or external. List your marketing strategies for reaching your target audience and what resources you will use to advertise the position.
- *Determine whether the applicant pool is large enough to renew recruitment efforts.*

(Indeed, n.d)

A recruitment plan guides the hiring process. Establishing timelines for each step can help ensure that jobs are filled at the correct times.

4.5 Recruitment Pipeline

When drafting a recruiting plan, it is easy to underestimate the time required for the process to unfold. On average, the time between posting an employment ad on a company's website and having an employee sign an employment contract is around 40 days. If you change the end-point to when the new employee meets minimal performance requirements, the timeline is more like six months. Given this delay, HRM managers must be proactive and one step ahead of future vacancies. The objective is not simply hiring for open positions but hiring for positions likely to be open. A **recruitment pipeline** is a continuous process of attracting, screening, and nurturing potential job candidates to ensure a steady supply of qualified applicants.

Yield Ratio

Yield ratio is a performance indicator that pertains to the percentage of candidates from a specific source that made it from one stage to the next. For example, if 100 applicants sent resumes and 30 were given interviews. The yield of that step would be 30%. Essentially, the yield ratio shows the efficiency of the selected recruiting method. An HR manager could compare the yield of different recruitment sources to determine which one he or she should invest in for the future. For example, LinkedIn could yield 25% of interviewees compared to Indeed, with a yield of 20%. If the cost of posting is equal, posting on LinkedIn could be more beneficial. The image below shows the recruitment yield pyramid for "a company that received 240 applications, where only 120 passed the resume screening. Then, 30 were given a selection test. Only 15 were invited to an interview. Five went through to an executive interview. One received an offer" (Bika, n.d.).

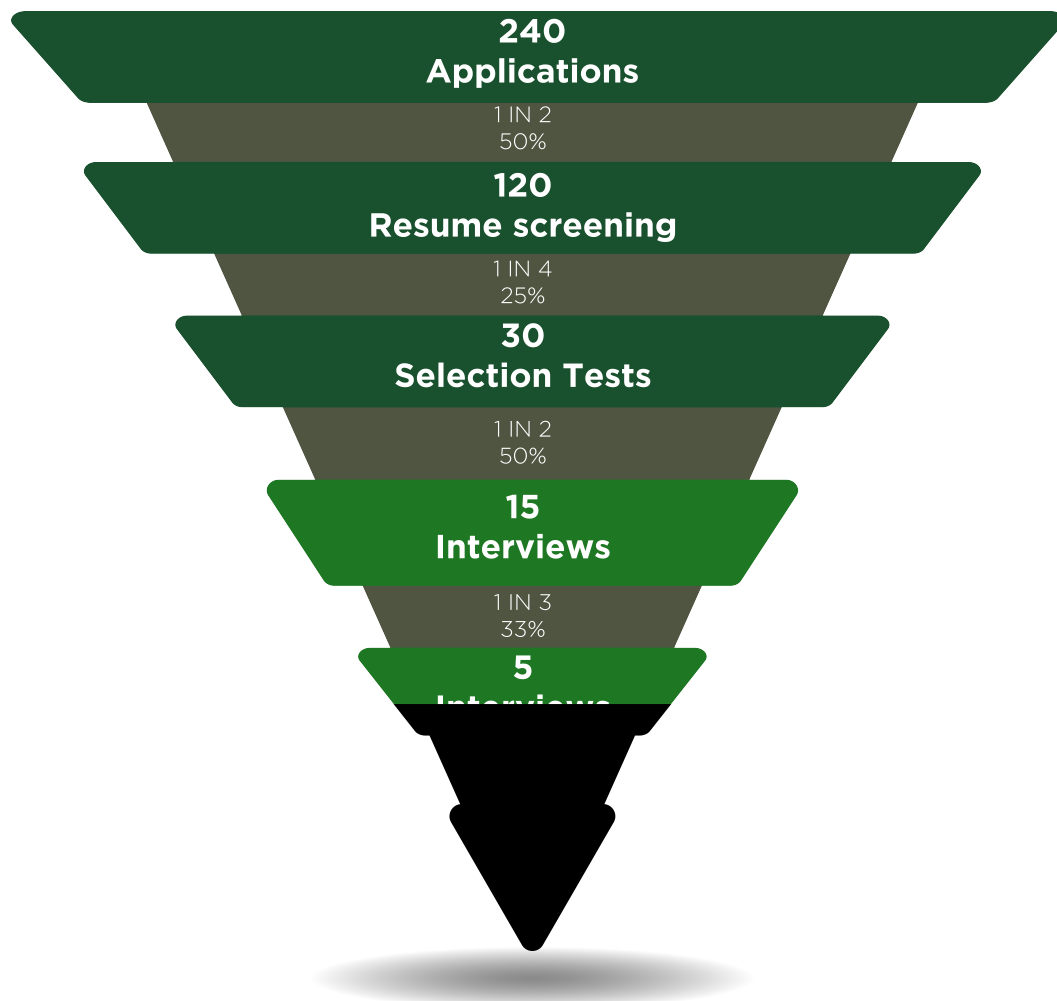


Figure 4.5.1 – Yield Ratio Chart by Sanaz Habibi, CC BY-NC-SA 4.0 [click to enlarge](#)

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4.6 Internal vs External Recruiting

Recruitment Plan

When devising a recruiting plan, an essential element is whether the pool of candidates will be internal, external, or both. Both options have pluses and minuses. Hiring internally sends a positive signal to employees that they can move up in the company—a vital motivation tool and a reward for good performance. In addition, because an internal candidate is a known quantity, it's easier to predict his or her success in a new position. On the other hand, you'll probably have to fill the promoted employee's position. Going outside allows you to bring fresh ideas and skills into the company. In any case, it's often the only alternative, especially if no one inside the company has the right combination of skills and experiences. Entry-level jobs are usually filled from the outside.

Internal Recruitment

Assuming the job analysis and job description are ready, an organization may look at internal candidates' qualifications first. **Internal candidates** are people who are already working for the company. If an internal candidate meets the qualifications, this person might be encouraged to apply, and the job opening may not be published. Internal recruitment is often the most cost-effective method of recruiting potential employees, as it uses existing company resources and talent pool to fill needs and, therefore, may not incur any extra costs.

External Recruitment

External recruitment focuses on searching outside the organization for potential candidates and expanding the available talent pool. The primary goal of external recruitment is to create diversity and expand the candidate pool. Although external recruitment methods can be costly to managers in dollars, adding a new perspective within the organization can bring many benefits that outweigh the costs. When recruiting externally, an understanding of the labour market is essential. External recruitment can be done in various ways, which we will discuss later in this chapter.

Advantages and Disadvantages of Each Approach

In summary, both approaches to recruitment are valid, each providing distinct advantages to the organization. The selection of one or both approaches depends on the situation (e.g., labour market, availability of internal talent, budget, etc.) and the company's objectives.

Here is a summary of the advantages and disadvantages of each approach.

Figure 4.6.1 Possible Advantages and Disadvantages of Hiring an Internal versus an External Candidate

| Type of Recruitment | Advantages | Disadvantages |
|-----------------------------|---|---|
| Internal recruitment | <ul style="list-style-type: none">• Rewards contributions of current staff• It can be more cost-effective, as opposed to using a traditional recruitment strategy.• Can improve morale• Knowing the past performance of the candidate can assist in knowing if they meet the criteria. | <ul style="list-style-type: none">• This can produce “employee inbreeding,” which may reduce diversity and different perspectives.• May influence office politics as employees compete for promotions or opportunities• It can create bad feelings if an internal candidate applies for a job and doesn’t get it. |
| External recruitment | <ul style="list-style-type: none">• Brings new talent into the company• Can help an organization obtain diversity goals• New ideas and insights brought into the company | <ul style="list-style-type: none">• Implementation of a recruitment strategy can be expensive• Can cause morale problems for internal candidates• It can take longer for training and orientation |

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4.7 Recruitment Methods

It is time to start recruiting!

It is essential to mention that your recruitment plan should be in place first. The recruitment plan should outline where to recruit and your expected timelines. For example, if one of your methods is to submit an ad to a trade publication website, you should know their deadlines. Also of consideration is ensuring you recruit from various sources to ensure diversity. Lastly, consider the country and region's economic situation. With high unemployment, you may receive hundreds of applications for one job. You may not receive many applications in an up economy and should consider using various sources.

Here are some of the more popular internal recruitment methods. The following section will cover external methods.

Internal Recruitment

Internal recruitment is often the most cost-effective method of recruiting potential employees. It uses existing company resources and talent pool to fill needs and may, therefore, not incur any extra costs.

Here are some familiar sources used to attract Internal candidates:

Advertising job openings internally: This method uses existing employees as a talent pool for open positions. The organization may post job openings on its intranet (a private network accessible only to its employees). Internal job boards are often created as a company intranet page. The internal job boards may also be physical notices displayed in common areas like an employee break-out area or staffroom.

Human Resources Information Systems (HRIS): Internal recruitment can be greatly facilitated by using an HRIS that contains an employee database with information about each employee's previous work experience, skills, education and certifications, job and career preferences, performance, and attendance. These systems enable HR professionals and hiring managers to identify potential candidates for internal opportunities. Promotions and job transfers are the most common results of internal recruiting. Most organizations, large and small, promote from within and manage the upward mobility of their employees.

Employee referrals: Networking can be used in a variety of different ways. First, this recruitment technique asks existing employees whether anyone knows of qualified candidates who could fill a particular position. Known as employee referrals, this method often includes giving large bonuses to the existing employee if the recommended applicant is hired. The quality of referred applicants is outstanding since most people only recommend someone they think is capable of the job. Most employee referral programs require the new employee to stay a specified period before the existing employee receives their 'recruitment' bonus. To make an employee referral (ERP) program effective, some key components should be put into place:

- Communicate the program to existing employees.
- Track the success of the program using metrics of successful hires.
- Be aware of the administrative aspect and the time it takes to implement the program effectively.

Another example of networking is using industry contacts and membership in professional organizations to help create a talent pool through word-of-mouth information about the organization's needs.



Photo by Duy Pham, Unsplash License

Succession Planning/Replacement charts

Succession planning and replacement charts are strategic tools organizations use to prepare for future staffing needs by identifying and developing internal candidates for critical positions. Succession planning ensures the organization has capable and ready employees to step into leadership positions and other vital roles.

Replacement Charts are the visual tools used to map out current employees who are ready or can potentially fill critical positions. These charts help quickly identify who can step into a role if it becomes vacant. For example, by taking an inventory, you may find that Richard will retire next year, but no one in his department has been identified or trained to take over his role. Keeping the inventory helps you know where gaps might exist and allows you to plan for these gaps.

Transparent communication and clear guidelines are essential for successful internal recruitment. Organizations should establish a transparent process for communicating job openings, qualifications, and expectations to employees. This ensures all employees have equal access to information and opportunities, promoting a fair and inclusive internal recruitment culture.

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"7.2 Employee Recruitment" from Introduction to Management by Kathleen Rodenburg is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.—Modifications: Used section *Internal labour market*, edited.

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4.8 External Recruitment

Employment Agencies

Employment agencies attempt to find a match between a person and a job.

We will look at a few types of employment agencies: executive search firms and staffing firms.

Executive Search Firms

Executive search firms are private employment agencies focused on high-level positions, such as management and CEO. They typically charge 20-35 percent of the recruit's first-year salary, which can be expensive. They seek out candidates who other organizations have already employed. Therefore, these search firms are also known as 'headhunters.'

Temporary Recruitment Or Staffing Firm

Suppose your receptionist is taking medical leave, and you need to hire somebody to replace him or her, but you don't want a long-term hire. You can utilize the services of a temporary recruitment firm to send you qualified candidates who are willing to work shorter contracts. Usually, the firm pays the employee's salary, and the company pays the recruitment firm, so you don't have to add this person to your payroll. If the person does a good job, there may be opportunities for you to offer him or her a full-time, permanent position.

In House Recruiters

A search firm can be expensive, so some companies use in-house HR to recruit. In-house recruiters are usually employees within the company who focus entirely on recruiting upper-level executives. Corporate recruiters rely on networking and social media to identify potential candidates and are typically used to recruit professionals in high demand and short supply.

Traditional advertising

This often incorporates one or many forms of advertising, ranging from newspaper classifieds to radio announcements. Before the emergence of the Internet, this was the most popular form of recruitment for organizations, but the decline of newspaper readership has made it considerably less effective.

Recruiting at Educational Institutions

Colleges and universities can be excellent sources of new candidates, usually at entry-level positions. Consider technical colleges focused on culinary expertise, aerospace technology, or adult correctional interventions. These can be excellent sources of talent with specialized training in a specific area. In turn, universities can provide talent with formal training in a particular field. Many organizations use their campus recruiting programs to onboard new talent, who will eventually develop into managers.

For this type of program to work, it requires establishing relationships with campus communities, such as campus career services departments. Attending campus events, such as job fairs, can also take time. Fanshawe

College holds job fairs and works with employers to connect students with jobs. See Fanshawe College Career Services for more information.

Professional Associations

Professional associations are usually nonprofit organizations aiming to further a particular profession. Almost every profession has its professional organization.

Human Resources Professionals Association (HRPA) has an exclusive job board, Hire Authority, for HRPA members and students on their website.

Internet Recruiting

The use of the Internet to find a talent pool is quickly becoming the preferred way of recruiting due to its ability to reach such a wide array of applicants quickly and cheaply. The downside to this method is the immense number of resumes you may receive from these websites, many of which may not be qualified. Many organizations have implemented software that searches for keywords in resumes to combat this. Some examples of frequently used sites are Monster, Indeed, and Workopolis.

Job Bank

The government Job Bank includes 1000s of jobs in the database. Employers notify Employment Social Development Canada (ESDC) of the job requirements. The job requirements are posted on the ESDC website. In turn, 1000s of applicants can scan the Job Bank for openings in their field. Most of the job placements are in sales, clerical, and service industries, with very few managerial occupations.

Company Websites

Using the company website can enable a business to compile a list of potential applicants who are very interested in the company while also giving them exposure to the company's values and mission. To successfully use this recruitment method, a company must ensure that postings and the process for submitting résumés are as transparent and straightforward as possible.

Company-specific websites now include a career page and are a source of pride for many businesses. The effort put into the page layout, design, and messaging demonstrates how many organizations rely on their career page to attract the right talent.

Social Network Recruiting

Facebook, Twitter, LinkedIn, and YouTube are excellent places to obtain a media presence and attract various employees. In addition to using social media as a recruiting tool, an organization can create a buzz about the company, share stories of successful employees, and showcase an exciting culture. Even smaller companies can utilize this technology by posting job openings as status updates. This technique is relatively inexpensive, but there are some things to consider. Social media is about getting engaged and conversing with people

even before they think about you as an employer. Using tools such as LinkedIn is a great way to attract more candidates who cannot be open about their search for a new job because of their current employment situation. LinkedIn has allowed people to put their résumé online without fear of retribution from current employers.

Many organizations use YouTube videos to promote their companies. Within the videos, a link directs viewers to the company's website to apply for a position.

Facebook allows free job postings in Facebook Marketplace, and the company's Facebook page can also be used as a recruiting tool. Some organizations use Facebook ads, which are paid on a "per click" or per impression (how many people potentially see the ad) basis. Facebook ad technology allows specific regions and Facebook keywords to be targeted.

Advantages, Risks, and Other Consideration of SNS in the Hiring Process

There are advantages to using SNS in the hiring process. Many organizations have already incorporated it to some degree. Some examples of SNS benefits include:

1. Reduced cost and reduced time-to-hire,
2. The ability to reach out to a younger generation and a more significant number of applicants,
3. Attracting passive job applicants and
4. Providing employers with a different tool to predict the performance of a future employee.

Nevertheless, several challenges are associated with this topic, which must be addressed. The main challenges include

1. Legal issues,
2. The inability to recruit a diverse pool of candidates (regarding age, gender, and race)
3. These platforms lack validity and reliability.

SNS provides more advantages in the recruitment phase as a hiring strategy since there is no harm in attracting more job applicants when the cost is minimal. Generally, SNS may cause more problems if used during the screening and selection phase.

Studies indicate that SNS should be used to recruit and select employees, but employers should not rely solely on such platforms.

Recruitment Is An Ongoing Process

No matter how a company decides to recruit, the ultimate test is the ability of a recruitment strategy to produce viable applicants. Each HR manager or hiring manager will face different obstacles in doing this. It is important to remember that recruiting is not simply undertaken at a time of need for an organization but rather is an ongoing process that involves maintaining a talent pool and frequent contact with candidates.

Table 4.8.1 Advantages and Disadvantages of Recruiting Strategies

| Recruitment Strategy | Advantages | Disadvantages |
|---|---|---|
| Outside recruiters, executive search firms, and temporary employment agencies | <ul style="list-style-type: none"> • It can be time-saving • Reduce demands on internal resources | <ul style="list-style-type: none"> • Expensive • Less control over final candidates to be interviewed |
| Campus recruiting/educational institutions | <ul style="list-style-type: none"> • Can hire people to grow with the organization • A plentiful source of talent | <ul style="list-style-type: none"> • Time-consuming • Only appropriate for certain types of experience levels |
| Professional organizations and associations | <ul style="list-style-type: none"> • Industry-specific • Networking | <ul style="list-style-type: none"> • May be a fee to place an ad • It may be time-consuming to network |
| Websites/Internet recruiting | <ul style="list-style-type: none"> • Diversity friendly • Low cost • Quick | <ul style="list-style-type: none"> • It could be too broad • Be prepared to deal with hundreds of resumes |
| Social media | <ul style="list-style-type: none"> • Inexpensive | <ul style="list-style-type: none"> • Time-consuming • Overwhelming response |
| Events | <ul style="list-style-type: none"> • Access to specific target markets of candidates | <ul style="list-style-type: none"> • Can be expensive • We may get too many non-committed candidates |
| Referrals | <ul style="list-style-type: none"> • Higher quality people • Potential for longer retention | <ul style="list-style-type: none"> • Concern for lack of diversity • Nepotism |
| Unsolicited resumes and applications | <ul style="list-style-type: none"> • Inexpensive, especially with time-saving resume keyword search software | <ul style="list-style-type: none"> • Undefined targets or objectives. |
| Internet and traditional advertisements | <ul style="list-style-type: none"> • Can target a specific audience | <ul style="list-style-type: none"> • Can be expensive |



Your Perspective: What do you think is the best way to determine the correct set of recruitment methods for your organization? What methods would be best for your current job?

Costs of Recruitment

Part of recruitment planning includes budgeting the cost of finding applicants. For example, let's say you have three positions you need to fill, with one being a temporary hire. You have determined your advertising costs will be \$400, and your temporary agency costs will be approximately \$700 for the month. You expect at least one of the two positions will be recruited as a referral, so you will pay a referral bonus of \$500.

Here is how you can calculate the cost of recruitment for the month

per hire = advertising costs + recruiter costs + referral costs + social media costs + event costs.

$\$400 + \$700 + \$500 = \$1600 \div 3 = \$533$ recruitment cost per hire.

In addition, when we look at how effective our recruiting methods are, we can look at the yield ratio figure. A **yield ratio** is the percentage of applicants from one source who make it to the next stage in the selection process (e.g., they get an interview). For example, if you received two hundred résumés from a professional organization ad you placed, fifty-two make it to the interview stage, meaning a 26 percent yield ($52 \div 200$). Using these calculations, we can determine the best place to recruit for a particular position. Note, too, that some yield ratios may vary for particular jobs, and a higher yield ratio must also consider the cost of that method. Sometimes, you get what you pay for! For an entry-level job, corporate recruiters may yield a better ratio than using social media, but it likely has a much higher cost per hire.

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"Use of Social Networking Sites for Recruiting and Selecting in the Hiring Process" from Vol. 12, No. 3 (2019), International Business Research by Marysol Villeda and Randy McCamey is licensed under a Creative Commons Attribution 4.0 License, except where otherwise noted.—Modifications: Used section 6. *Advantages, risks, and other considerations of SNS in the hiring process*.

4.9 Attracting Job Applicants

Recruitment somewhat resembles marketing as a process, as its objective is to raise the level of interest of customers (i.e., prospective employees) in what the company has to offer (i.e., jobs). The job posting may be vital in getting the position noticed by your target applicant pool!

Creating a compelling job advertisement is similar to writing a persuasive marketing pitch. It's no surprise that one of the best practices for recruiting is for an organization to cultivate a strong employment brand.

Company Branding

The image an employer portrays to its employees and job applicants can affect the overall brand image and, as a result, either benefit or hurt it when attracting and retaining employees.

The concept of company branding is relatively new in HRM. This marketing concept focuses on how organizations differentiate themselves from each other. This can be in logo design, name selection or messaging. These marketing efforts tell a story to attract and retain customers. Today, branding is also essential for companies in their competition for talent. The rise of social media platforms has accentuated the importance of HR to manage companies' public image. For example, Glassdoor is a site that allows current and former employees to review companies and provide salary information anonymously. Most job seekers aged 18-44 look at Glassdoor reviews when deciding to accept a job offer and sign at a new company. Reviewing sites and social pages that collect ratings (like Facebook) is more important than one would think.

Hiring managers must clearly define their employment brand to attract the best candidates. Here are a few specific recommendations to help you do so:

1. Clarify your corporate culture
2. Understand your market position
3. Set performance expectations
4. Help candidates determine whether they would be a good fit before applying.

Companies in Canada can enhance their identity in the marketplace by being known as one of the best 100 employers in Canada.



Photo by Janne Simoes, Unsplash License)

Watch Air Canada: Moments of Service — Let Your Career Take Flight at <https://www.youtube.com/watch?v=4yGhZukonN8>

Realistic Job Preview (RJP)

Recruitment programs should be designed to give job candidates realistic expectations about the job and the organization. A **realistic job preview (RJP)** is the presentation of positive and negative information about the job and the organization to the prospective employee. The goal is to offer a balanced view that includes both positive aspects and potential challenges of the role, thereby helping candidates make informed decisions about whether they would be a good fit for the job and the organization (Bilal & Bashir, 2016).

In this way, candidates who discover a mismatch will self-select out, removing themselves from the competition. This saves them from making a bad decision and the organization from the cost of hiring and training them. Research indicates that there is a significant positive relationship between the degree of realistic information provided to the employees at the time of recruitment and job satisfaction. This is why organizations should always provide detailed and accurate job descriptions in job postings and recruitment materials (Bilal & Bashir, 2016).

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4.10 Recruitment Importance

In today's workplace, recruitment impacts an organization's competitive success. Hiring the wrong person for a job can be costly to organizations. Therefore, highly talented and motivated employees offer a **competitive advantage**: a firm's ability to add value to the company through its assets (one being its human resources) and can lower its costs. Companies' success is at risk when poorly hired employees have the wrong skills and/or experience.

Employers also recognize a diverse workforce leads to success. Some companies introduce **employment equity** programs to correct an imbalance of a diversified

employee workforce. Human Resources departments monitor their recruitment plans to proactively ensure they increase their employee pool with workers from varied cultures, religions, genders, capabilities, etc. Choosing a pool of applicants from various backgrounds expands the pool of talent and offers employers a great choice of applicants. It also can improve the employer's image as a credible and diversified employer.



"hiring", Mike Cohen, CC BY 2.0

After we have finished the recruiting process, we can begin the selection process!

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4.11 Key Terms



Key Terms

Applicant Pool: A group of individuals who have applied for a particular job opening and are considered for selection. 4.1

Campus Recruiting: The process of recruiting recent graduates or students from colleges and universities for entry-level positions. 4.8

Competitive Advantage: An organization's unique advantage over its competitors, often through a highly talented and motivated workforce. 4.11

Corporate Recruiter: An in-house recruiter who focuses on filling positions within their company, often through networking and social media. 4.8

Employee Referrals: A recruitment strategy where current employees recommend qualified candidates from their network for open positions. 4.8

Employment Equity: Programs and policies aimed at promoting equal opportunities and diversity in the workplace by addressing imbalances in employment. 4.11

Executive Search Firm: A specialized recruitment agency focused on filling high-level executive positions, often charging a percentage of the first-year salary. 4.8

Forecasting: Predicting future hiring needs and labour market trends to align recruitment efforts with organizational goals. 4.1

Gap Analysis: The process of comparing the current workforce with future needs to identify gaps in skills, experience, or number of employees. 4.2

Human Resource Planning: The process of systematically forecasting an organization's future demand for and supply of employees and ensuring the right number of employees with the right skills are available when needed. 4.2

Internal Candidates are people who are already working for the company. 4.6

Person-Organization Fit: The degree to which an individual's values, personality, and goals align with the culture and values of the organization. 4.10

Professional Associations: Organizations that represent the interests of professionals in a specific industry, often providing job boards and career resources. 4.8

Realistic Job Preview: Providing potential candidates with a balanced view of a job's positive aspects and challenges to help them make informed decisions. 4.9

Recruitment: Identifying, attracting, interviewing, selecting, hiring, and onboarding employees. 4.1

Recruitment Methods: Various strategies and techniques are used to attract and select job candidates, such as job postings, social media, campus recruiting, etc. 4.4

Recruitment Pipeline: A continuous process of attracting, screening, and nurturing potential job candidates to ensure a steady supply of qualified applicants. 4.5

Recruitment Plan: A detailed strategy outlining how an organization will attract and hire the best candidates for open positions. 4.4

Strategic HR Plan: A plan that outlines the steps an organization will take to ensure it has the necessary human resources to achieve its strategic goals. 4.2

Supply and Demand: The balance between the number of available job candidates (supply) and the number of job openings (demand). 4.1

Temporary Recruitment (staffing firm) is a business that supplies you with qualified candidates who will work on short-term contracts. 4.8

Trend Analysis: A method of predicting future staffing needs by examining historical employment data and business variables. 4.2

Yield Ratio: A performance metric that indicates the percentage of candidates from a specific recruitment source that proceed to the next stage of the selection process. 4.5

4.12 Chapter Summary



Key Takeaways

Chapter 4 focuses on the recruitment process as an essential function within human resource management. It starts by highlighting the importance of recruitment as the first step in the selection process, emphasizing the need for HR managers to provide a pool of qualified job candidates while balancing the supply and demand of labour through effective forecasting. The chapter discusses various methods and strategies for recruitment, including internal and external recruitment approaches. It explains the advantages and disadvantages of each method, such as the cost-effectiveness and morale benefits of internal recruitment versus the fresh perspectives brought by external candidates.

Furthermore, the chapter delves into the detailed steps of human resource planning, including evaluating organizational goals, identifying factors affecting HR plans, establishing the current talent landscape, and conducting gap analysis. It also outlines the importance of creating a recruitment plan, utilizing trend analysis, and understanding the yield ratio to measure the effectiveness of recruitment strategies. The chapter concludes with a discussion on the role of company branding in attracting job applicants and the significance of finding the right fit between candidates and organizational culture, ultimately underscoring the strategic importance of recruitment in achieving competitive success.

OpenAI. (2024, June 12). *ChatGPT*. [Large language model]. <https://chat.openai.com/chat>

Prompt: Create a summary of the chapter content in the attached file in no more than two paragraphs.



Knowledge Check

This interactive content can be found in Chapter Knowledge Checks – Text Only at the end of this book.

4.13 References

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CHAPTER 5: SELECTION

Chapter Outline

- 5.0 Learning Objectives
- 5.1 Introduction
- 5.2 Importance of Selection in the Recruitment Process
- 5.3 Selection Criteria and Job Analysis
- 5.4 Person-Organization Fit and Person-Job Fit
- 5.5 Principles of Selection
- 5.6 Overview of Main Selection Method
- 5.7 Validity And Reliability
- 5.8 Final Checks in Selection
- 5.9 Making the Offer
- 5.10 Final Thoughts on Effective Selection Practices
- 5.11 Key Terms
- 5.12 Chapter Summary
- 5.13 References

5.0 Learning Objectives



Learning Objectives

- Explain the purpose of the selection process in human resource management.
- Describe the six main steps in the selection process.
- Discuss how selection criteria are developed.
- Analyze the concepts of person-organization fit and person-job fit and discuss their importance in the selection process.
- Identify the key principles in the selection process.
- Compare and contrast the selection methods.
- Define validity and reliability in the context of selection methods and explain their importance in ensuring effective hiring decisions.
- Describe the final steps in the selection process, including background checks.
- List the components that should be included in a job offer.

5.1 Introduction

Recruiting gets people to apply for positions, but once you've received applications, you still have to select the best candidate—another complicated process!

Selection is the choice of job candidates from a previously generated applicant pool.

The selection process entails gathering information on candidates, evaluating their qualifications, and choosing the right one. The process can be time-consuming—particularly when you're filling a high-level position. Screening resumes, weighing the applications, conducting interviews and possibly testing can be extensive and take time and money away from other organizational priority activities.

The Selection Process

The **selection process** refers to the steps in choosing people with the right qualifications to fill a current or future job opening. Usually, managers and supervisors, along with the HR manager, are involved in the hiring process. The role of human resource management (HRM) is to define and guide managers in this process.

There are six main steps in the selection process.

1

Develop Selection Criteria

Selection criteria are developed to determine how the applicant will be chosen. Criteria development determines which sources of information will be used and how those sources will be scored during the selection process. The criteria should be related directly to the job description and specification, which the HR manager develops from a **job analysis**. Personality and cultural fit are often included in the development of selection criteria. Determining which skills, abilities, and personal characteristics are required to succeed at any job is essential. By developing the criteria before reviewing any résumés, the HR manager or manager will know which applicants to interview. Some organizations will also create an application form. Most of these are completed online and should include information about the candidate, education, and previous job experience.

2

Applicant Screening

Applications can be reviewed once the selection criteria have been developed (step one). People have different methods of going through this screening process. Sometimes, the field is narrowed even further with a quick screening interview by phone or virtually. There are also computer programs, such as Applicant Tracking Systems (ATSs), that can search for keywords in résumés and narrow down the number of résumés that must be reviewed.

3

Testing and Assessments

Any number of tests may be administered before a hiring decision is made. These include cognitive tests, physical tests, personality tests, and even drug tests (for example, in the trucking industry). Some organizations also perform references, credit reports, and background checks. Depending on the cost of the testing, some organizations may choose to do some tests or checks after the in-depth interview when the number of candidates has been narrowed down.

4

In-depth Interviews

After the HR manager and manager have determined which applications meet the minimum qualifications, he or she will select those applicants to be interviewed.

5

Selection

At this point, the hiring manager(s) should have the information to select the most suitable applicant for the position. All information gathered throughout the selection process is reviewed, and a decision is made. Once the ideal candidate is selected, organizations perform background, reference, and credit report checks to confirm final suitability.

6

Making the Offer

The last step in the selection process is to offer a position to the chosen candidate. Developing an offer via e-mail or letter is a formal part of the process and requires careful articulation of all elements and conditions of the offer. The offer will define Compensation and benefits, as will any unique legal considerations.

Selection Process at Metro

The selection process for candidates at Metro includes the following steps:

- Step 1: Job postings
- Step 2: Receipt of application
- Step 3: Telephone interview
 - Step 4: Interview

- Step 5: Background check and assessment
 - Step 6: Offer!
 - Step 7: Follow-up
- Step 8: Welcome and Orientation

See more at Metro Selection Process.
(Metro, n.d.)



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5.2 Importance of Selection in the Recruitment Process

Why is employee selection important? Selecting the best candidates leads to higher productivity and better performance, benefiting the organization's bottom line. When candidates are well suited to their jobs, they are more likely to be satisfied with their jobs and stay with the organization long-term, reducing turnover.

Effective selection reduces the costs associated with bad hires, including recruitment expenses, training costs, and lost productivity. Selecting candidates who fit well with the existing team can improve team dynamics and collaboration. The success of any organization depends on the quality of the selected applicant!

Goals of the Selection Process

The selection process typically involves various stages, such as resume screening, pre-employment assessments, interviews, background checks, and reference checks. By investing time and resources into developing a well-structured comprehensive selection process, organizations can make informed hiring decisions leading to positive economic outcomes.

An Outline of the Selection Process

| Step | Description |
|----------------------------|--|
| Develop Selection Criteria | <ul style="list-style-type: none">• Conduct a Job Analysis to determine the essential duties, responsibilities, skills, and qualifications needed.• Based on the job analysis, develop objective selection criteria that will be used to evaluate candidates. |
| Applicant Screening | <ul style="list-style-type: none">• Review applications and resumes to shortlist candidates who meet the minimum qualifications and selection criteria. |
| Testing and Assessments | <ul style="list-style-type: none">• Perform testing as outlined in criteria development, including reviewing work samples, drug testing or cognitive and personality tests. |
| In-depth Interviews | <ul style="list-style-type: none">• Conduct structured, in-depth Interviews using standardized questions. |
| Selection | <ul style="list-style-type: none">• Select the best candidate for the position based on their overall fit with the job and organization. |
| Making the Offer | <ul style="list-style-type: none">• Use negotiation techniques.• Write the offer letter or employment agreement. |

5.3 Selection Criteria and Job Analysis

HR managers must be knowledgeable about the jobs performed within the organization before they can develop the selection criteria for hiring. These criteria are used to evaluate candidates during the selection process to determine who is the best fit for the job.

A job analysis is performed to gather the information about a given job. The job analysis identifies the tasks, responsibilities, and skills that the job entails and the knowledge and abilities needed to perform it. Think of the analysis as “everything an employee is required and expected to do.” Managers use the information collected to prepare two documents:

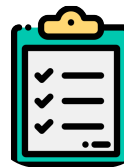
- A **job description** which lists the tasks, duties and responsibilities of a position and
- A **job specification** lists the qualifications, called KSAOs, or knowledge, skills, abilities and other personal characteristics that make a person successful.

HR Managers can now create a list of selection criteria directly related to the ability to perform the job duties using the job description. The job specification details the minimum qualifications needed, such as education level and years of experience. Additional selection criteria might include the attitude of the potential hire, the ability to take the initiative, and other important personal characteristics and professional abilities.

Selection Criteria Example

Selection criteria for a project management job might include the following:

- Two years of experience managing a \$1 million or more project budget
 - A bachelor's degree in business or closely related field
 - Ability to work on multiple projects at once
 - Problem-solving ability
 - Conflict-management ability
 - Ability to manage a team of five to six diverse workers
 - A score of at least 70 on the cognitive ability test



Checklist icon,
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By setting criteria ahead of time, the hiring team has a clear picture of exactly what qualifications they are looking for. As a result, it is easier to determine who should move forward in the selection process. For example, given this criterion, if someone does not have a bachelor's degree, their application materials can be filed away,

perhaps for another job opening. Likewise, the HR manager can include those résumés with two or more years of experience and a bachelor's degree in the interview pile.

Selection criteria may not always be demonstrated in an application form or resume. A specific score on a personality test, quality of work samples, and other tools to determine qualifications should be included as part of the criteria. The selection criteria are also used to develop interview questions that show the candidate's problem-solving, multitasking, and conflict-management abilities.

In other words, selection criteria outline exactly what you are looking for in an applicant before you begin screening through résumés, testing and conducting interviews. This allows for a streamlined selection process with specific guidelines already set! When organizations develop selection criteria that are accurate, reliable, and legally defensible, it leads to better selection decisions and improved organizational performance.



Your Perspective: Why is criteria development important to the selection process? Give examples of types of criteria that can be developed.

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5.4 Person-Organization Fit and Person-Job Fit

The first step in recruiting is to find qualified candidates. Companies must assess a candidate's ability to perform the job duties and whether he or she is a good “fit” for the company– i.e., how well the candidate's values and interpersonal style align with the company's values and culture.

Person-Organization Fit

Person-organization fit refers to the degree to which a person's personality, values, goals, and other characteristics match those of the organization.

Person-job fit is the degree to which a person's knowledge, skills, abilities, and other characteristics match the job demands.

When people fit into their organization, they tend to be more satisfied with their jobs, more committed to their companies, more influential in their companies, and remain longer in their companies (Anderson et al., 2008; Cable & DeRue, 2002; Kristof-Brown et al., 2005; O'Reilly et al., 1991; Saks & Ashforth, 2002). One area of controversy is whether these people perform better. Some studies found a positive relationship between person-organization fit and job performance. Still, this finding was not present in all studies, so it appears that fitting with a company's culture is not necessarily a strong predictor of job performance (Arthur et al., 2006). In today's organizations, most people are required to work within teams. As a result, fit within a team is as vital as company culture fit.

Arc'teryx

78% of employees say Arc'teryx is a great place to work. Arc'teryx is a high-performance apparel company in North Vancouver with a 'Live it' company culture. 'Live it' is a shared understanding amongst employees (teammates) that time spent outside doing sports is crucial. A staple program is gathering to share their 'Live it' experiences! (Great Place to Work, n.d.)



Arc'teryx logo by Olgierd, Wikimedia CC BY 2.0

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5.5 Principles of Selection

Before reviewing resumes and applications, a company must know who they want to hire. The job specifications derived from the job analysis will help to understand the qualifications (KSAOs), such as education level and years of experience. However, in addition to knowing what KSAOs are needed, deciding how these will be assessed is also important. HR managers have access to a wide variety of tools to evaluate candidates' KSAOs, and when structuring the selection process, there are a few principles to keep in mind.

Sequencing Based on Cost

Some KSAOs are objective and very easy to measure. For example, whether someone has a bachelor's degree in Biology or a truck driver's license is easy to determine by looking at the resumes. Whether someone is a team player or can handle stress is not as straightforward. This KSAO could be measured with an interview or a simulation, two relatively costly processes. To efficiently narrow down a list of applicants, HR managers will begin by screening for those more objective, easier-to-assess KSAOs and leave the expensive tests and checks for later.

Similar to the recruitment process, the selection process is expensive. The time it takes for all involved to review résumés and applications and interview the best candidate takes away time (and costs money) that those individuals could spend on other activities. In addition, there are costs associated with testing candidates.

According to a 2015 report by the Society for Human Resources Management (SHRM) (2016), the average cost of hiring is \$4,129.

Because of the high cost, hiring the right person is essential to ensuring your selection process is fair, effective, and aligns with the organization's needs. Hiring the wrong person or someone with the wrong set of skills can lead to significant negative consequences for both the person and the organization.



Check out the infographic on the cost of a bad hire.

A bad hire can affect your organization's financial success. The loss is not just the cost of recruitment fees and money spent on training. A bad hire can hurt staff morale and performance, along with a loss of productivity. It may even affect the organization's reputation. These costs are not as easy to calculate, but research suggests that the costs of a bad hire can reach as much as three times the recruit's annual salary (Recruitment and Employment Confederation, 2017). Ensuring appropriate selection methods will reduce the risk of a bad hire and help businesses select and retain the best person for every job!

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5.6 Overview of Main Selection Method

By setting selection criteria ahead of time, the hiring team now has a clear picture of precisely which minimum qualifications they are looking for. We are ready to start the selection process to choose the most suitable candidates for job openings.

The three main selection methods are:

1. Applicant screening
2. Testing
3. In-depth Interviews

Each of these selection methods is covered in detailed chapters in this textbook. A review is provided here. As stated earlier, this may not be the order in which all organizations conduct their selection process. Due to cost, some organizations prefer to do all or some testing after interviews.

Applicant screening

Job applications and/or resumes are reviewed to shortlist candidates by identifying those who meet the minimum qualifications. This step is essential as reducing the number of applicants speeds up the overall selection process and reduces costs.

Testing and Assessments

Testing is often used with interviewing, as interviewing can be subjective, and bias can influence the interviewer. Testing is much more objective and standardized. Some standard tests are cognitive ability, aptitude, personality, and physical ability tests. Work samples are also commonly used. A candidate would be requested to present a portfolio of their work or to complete tasks related to the job. For example, a candidate may be asked to do an oral presentation to assess his/her oral communication skills.

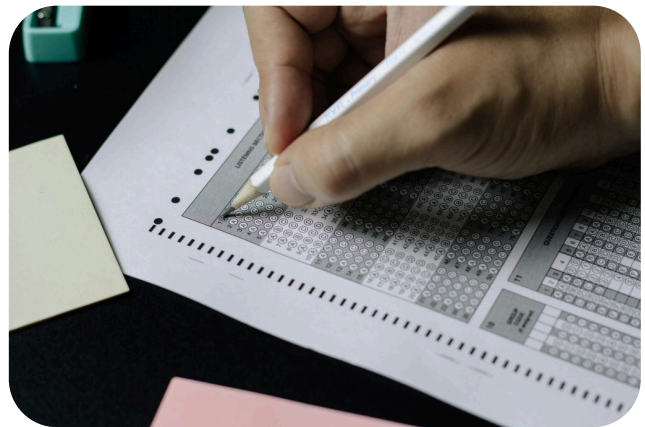


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Interviews

It is important to use trained interviewers to increase the chances of selecting the right candidate. To ensure consistency and objectivity, it is best to use structured interviews. The candidates are asked a set of standardized, pre-determined questions based on a job analysis to assess their suitability, competency, and cultural fit.

5.7 Validity And Reliability

The validity and reliability of assessment methods are the two most important characteristics of the assessment procedure.

Validity

Validity: The degree to which a test accurately measures what it is intended to measure.

Validity is arguably the most important criterion for a test's quality. The term **validity** refers to whether or not the test measures what it claims to measure. On a test with high validity, the items will be closely linked to the test's intended focus. For example, if you are interested in measuring intelligence, the test you are using must demonstrate that those who score high are more intelligent than those who score low.

Validity refers to how useful the selection tool is in measuring a person's attributes for a specific job opening. A selection tool may include any of the following:

- Résumé-scanning software
- Reference checks
- Cognitive ability tests
- Work samples
- Credit reports
- Weighted application forms
- Personality tests
- Interview Questions

Reliability

Reliability: The dependability of assessment methods used in the hiring process, ensuring consistent results over time.

Reliability, however, refers to whether a selection tool gives the same results each time used in the same setting with the same subjects. Reliability essentially means consistent or dependable results. For example, if you ask every applicant for the project management position the same interview question, and the “right” answer always yields similar, positive results, such as hiring a successful employee every time, the question would be considered reliable.

An example of an unreliable test might occur with reference checks. Most candidates would not include a reference on their resume, which might give them a poor review, making this a less reliable method for

determining the skills and abilities of applicants. To compensate for this potential bias, most organizations request 3 to 5 references and stipulate references must include at least one direct report, one or two immediate supervisors, and colleagues.

Weighted application blanks (WABs)

A **weighted application blank** (WAB) is a great way to add more objectivity and reliability to the screening process of applicants' application forms. The hiring manager uses personal judgment and experience to evaluate the applicant's information as he/she screens their application form. So, instead of an organization using standardized employment application forms, they can create weighted application blanks. This involves selecting an employee characteristic needed to perform the job and then identifying which questions on the application form predict the desired behaviour. Then, scores, a numerical value, are assigned to each characteristic. The term "weighted" refers to the fact that different items or questions on the application form may be assigned different weights or scores based on their importance to the job.

An applicant without a marketing diploma will be given a score of zero. In contrast, those with a marketing diploma will receive a one, those with five years of work experience will receive a one, and those with fewer years will receive a zero. Adding up all the assigned weights together produces a total score for each applicant. By assigning weights to different qualifications, the influence of personal biases is minimized. They are low-cost and easy to use, especially with online job application software, which can quickly add up the weighted results. WABs can be tailored to the specific requirements of the job. This helps ensure that the selection process is based on job-related criteria. Using WABs helps to keep your selection process fair and consistent.

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5.8 Final Checks in Selection

Once the interview is completed and testing has taken place, a few final checks, such as background checks, may or may not be performed. Some examples of background checks are Police Information Checks (PICs), previously known as Criminal Record Checks and Credit Checks.

Police Information Checks (PICs)

PICs are checked against the RCMP's Canadian Police Information Centre (CPIC) system. They consist of a check of the National Repository of Criminal Records based on a person's name and date of birth. Name-based checks have an inherent weakness in verifying a person's identity due to intentionally changing names in an attempt to evade a criminal history record. PICs may be used for employees working in positions of trust. Since criminal background checks can easily breach human rights law and privacy issues, employers should demonstrate that there is a bona fide occupational requirement for conducting one. Employers must receive written consent from their prospective employees before performing any criminal background check.

Did You Know?

Conducting a vulnerable sector check is an offence if the position does not meet the requirements of the Criminal Records Act. The hiring organization must request a vulnerable sector check.

People who volunteer or have jobs where they are in positions of trust or authority over vulnerable persons such as the young, old, or disabled can be asked to obtain a vulnerable sector check. Organizations are responsible for determining their unique requirements for hiring people. Many organizations require people to get PICs or vulnerable sector checks for different reasons, some of which include employment, volunteer work, adoption, immigration or foreign travel, or name change.

Credit Checks

A credit check may be required if the position requires the handling of money, although a written notice must be given to the candidate before the credit check is carried out. In addition, written permission must be provided to the credit agency, and the applicants must receive a copy of the report and a copy of their rights under the Consumer Credit Reporting Reform Act (CCRRA). All these types of tests can be used to determine if someone has been honest about their past employment.



Your Perspective: What components are included in the selection process? Which one do you think is the most important?

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5.9 Making the Offer

A formal job offer is extended to the selected candidate, including compensation, benefits, and start date details. Once the decision is made to hire a candidate, HR professionals may feel their job is finished. However, making an offer to the chosen candidate can be equally important as the interview process. If the offer is not handled correctly, you can lose the candidate, or if the candidate accepts the offer, he or she could start on the wrong foot.



Photo by Cytonn Photography Unsplash License

Constructing a formal written offer is often preceded by one or more discussions between the HR professional, the hiring manager, and the selected candidate. Try to aim for a negotiation that benefits both parties during this stage. A trading technique can be used. For example, “I cannot offer you the salary you are requesting right now, but what if we were able to review salary at your six-month performance review, assuming ____ objectives are met?” These discussions should involve confirmation of the total compensation, such as salary, benefits and bonuses. It should also include the start day, probationary period (if applicable), working hours, vacation, any special accommodations required, incentives (e.g. signing bonus), and additional considerations such as relocation expenses. Once terms are agreed upon, document them clearly in an offer letter or employment contract. This helps prevent misunderstandings and ensures clarity on both sides. The job offer should include all relevant details, such as:

- Job title
- Responsibilities and any expectations for the role
- Working hours
- Salary, bonuses and other compensation
- Benefits
- Start date,
- Vacation time/paid holidays
- Additional considerations such as relocation expenses.
- Ensure the offer letter complies with all legal requirements and regulations.

It is also essential to establish and document, in the offer, the timeframe for the candidate to accept the offer. It is reasonable to give the candidate some time to decide, but not too long, as this can result in losing other candidates should this candidate reject the job offer.

Finally, the offer step is one that you want to ensure is a positive and efficient process for the selected candidate – making a good impression on behalf of the company is essential. You want to foster positive relationships with candidates and set the stage for successful onboarding and retention!

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5.10 Final Thoughts on Effective Selection Practices

Your meeting with a Human Resources representative is often your first exposure to the company you are applying to work for, and firms should provide good customer service to applicants if they expect to hire the most qualified candidates.

Companies have several opportunities to create a positive impression of their organization during these critical points in the employee selection process. These might include a variety of situations, such as:

- In-person greetings at a job fair or at the interview itself.
- Phone calls to an applicant from an HR professional to set up the interview and any follow-up conversations between human resources and the applicant.
- E-mail correspondence to acknowledge an application receipt and thank the applicants for submitting their job applications.
- A phone call from the employer following the second interview.

It's essential to think about the impression your organization makes on an applicant right from the beginning of the selection process. You want to choose people with the right qualifications to fill a job opening in your organization. Still, you also want the most qualified and suitable candidate to pick your organization!



Your Perspective: Can you name and discuss the steps in the selection process?



New Perspective on Selection

Contingent Workers

Though most people prefer to hold permanent, full-time positions, a growing number of individuals work at temporary or part-time jobs, either by choice or as the only available option. Many of these are contingent workers hired to supplement a company's permanent workforce. Most are independent contractors, consultants, or freelancers paid by the firms that hire them. Others are on-call workers who work only when needed, such as substitute teachers. Still others are temporary workers (or "temps") employed and paid by outside agencies or contract firms that charge fees to client companies.

The Positives and Negatives of Temp Work

The use of contingent workers provides companies with several benefits. Employers can better control labour costs because they can be hired and terminated relatively more streamlined. When things are busy, they can add temps; when business is slow, they can release unneeded workers. Temps are often cheaper than permanent workers because they rarely receive costly benefits. Employers can also bring in people with specialized skills and talents to work on special projects without entering into long-term employment relationships. Finally, companies can “try out” temps: if someone does well, the company can offer permanent employment; if the fit is less than perfect, the employer can quickly terminate the relationship. There are downsides to contingent workers, including increased training costs and decreased loyalty to the company. Also, many employers believe productivity suffers because temps are usually less committed to company goals than permanent workers.

Watch The gig economy: when algorithms decide your pay at <https://www.youtube.com/watch?v=7Yr3Tlub-Qg>

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5.11 Key Terms



Key Terms

Job Analysis: The process of gathering information about the tasks, responsibilities, and skills required for a job, as well as the knowledge and abilities needed to perform it. 5.1

Job Description: A document that lists a position's tasks, duties, and responsibilities. 5.3

Job Specification: A document that lists the qualifications, such as knowledge, skills, abilities, and other characteristics (KSAOs) needed to perform a job successfully. 5.3

Person-Organization Fit: The degree to which a person's personality, values, goals, and other characteristics match the organization's. 5.4

Person-Job Fit: The degree to which a person's knowledge, skills, abilities, and other characteristics match the job demands. 5.4

Reliability: The dependability of assessment methods used in the hiring process, ensuring consistent results over time. 5.7

Selection: Choosing job candidates from a previously generated applicant pool. 5.1

Selection Process: The steps involved in choosing people with the right qualifications to fill a current or future job opening. 5.1

Validity: The degree to which a test accurately measures what it is intended to measure. 5.7

Weighted Application Blank: A selection tool that assigns numerical values to different items or questions on an application form based on their importance to the job. 5.7

5.12 Chapter Summary



Chapter Summary

This chapter provides an overview of the selection process in human resource management, emphasizing its critical role in ensuring organizational success. The selection process involves choosing the best candidate from a pool of applicants to fill a job opening. The selection process consists of several steps, including developing selection criteria, reviewing applications and résumés, administering tests, conducting interviews, deciding, and extending a job offer. Effective selection processes are vital, leading to higher productivity, better performance, and reduced turnover.

HR managers must conduct thorough job analyses to identify the essential duties, responsibilities, skills, and qualifications needed for the job. This analysis helps create job descriptions and specifications, which are then used to develop objective selection criteria. These criteria guide the evaluation of candidates' résumés, test scores, and interview responses, ensuring a fair and consistent selection process.

The importance of fit is highlighted in selecting candidates with the required technical skills that align with the company's culture and team dynamics. Additionally, the chapter covers the principles of validity and reliability in selection methods, ensuring that these methods are both accurate and consistent. The final steps in the selection process, such as background checks and making the job offer, are discussed with a focus on legal and ethical considerations. The chapter concludes by underscoring the importance of creating a positive impression on candidates throughout the selection process to attract and retain the best talent.

OpenAI. (2024, August 2nd). ChatGPT. [Large language model]. <https://chat.openai.com/chat>

Prompt: Create a summary of the chapter content in the attached file in no more than three paragraphs.



Knowledge Check

This interactive content can be found in Chapter Knowledge Checks – Text Only at the end of this book.

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CHAPTER 6: INTERVIEWING

Chapter Outline

- 6.0 Learning Objectives
- 6.1 Introduction
- 6.2 Interview Structure
- 6.3 Types of Interviews
- 6.4 Additional Types of Interviews
- 6.5 Interview Questions
- 6.6 Interview Assessment
- 6.7 Key Terms
- 6.8 Chapter Summary
- 6.9 References

6.0 Learning Objectives



Learning Objectives

- Describe the importance of interviews in the hiring process.
- Differentiate the types of interviews.
- List the strengths and weaknesses of structured and unstructured interviews.
- Identify inappropriate interview etiquette and inappropriate interview questions.
- Evaluate the strengths of responses to interview questions using scoring guides.
- Understand the legal implications of failing to avoid the elimination of biases in the interview process.
- Formulate preparation strategies and craft high-quality answers to common interview questions.

6.1 Introduction

The Interview

Many of us have or will sit in a waiting room wearing our best clothes, awaiting a job (or school) interview. You can feel your palms sweat and thoughts race as you wait for your name to be called. You hope they like you. You tell yourself to remember to smile while recalling all your experiences that make you the perfect person for this job. A moment of self-doubt may occur as you wonder about the abilities of the other people being interviewed, and you hope you have more experience and make a better impression than they do. You hear your name, stand up, and give a firm handshake to the HR manager. The interview has begun.

For the HR manager to get to this interview, she may have reviewed hundreds of résumés and developed criteria she would use for the selection of the right person for the job. She has probably planned a timeline for hiring, developed hiring criteria, determined a compensation package for the job, and enlisted the help of other managers to interview candidates. She may have even performed a number of phone interviews before bringing only a few of the best candidates in for interviews. It is likely she has certain qualities in mind that she is hoping you or another candidate will possess. Much work goes into the process of hiring someone, with selection being an important step in that process. A hiring process done correctly is time-consuming and precise. The interviewer should already have questions determined and should be ready to sell the organization to the candidate as well.



"Man Gets the Job" photo by Tima Miroshnichenko, Pexels License

This chapter will discuss interviewing, an important component of the selection process.

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6.2 Interview Structure

An **employment interview** is an exchange between a candidate and a prospective employer (their HR representative). Employment interviews come in a few shapes and sizes and may not be limited to only one exchange or interaction. Interviews may be used early on as part of the initial applicant screening process, or they can be conducted near the end of the selection process. An applicant may be screened by a quick phone or online interview before he/she ever meets an HR hiring manager or panel of interviewers face-to-face. Sometimes, the selection process includes formal testing, which includes personality tests or reference checks before the selection interview takes place. Depending on the type of job, an applicant can anticipate answering questions, often more than once, to a series of people as they progress through a formal selection process.

The invitation to interview means the applicant has been identified as someone who meets the minimum qualifications and demonstrates potential as a viable candidate. Their cover letter, résumé, or related application materials may demonstrate the connection between their preparation and the job duties, but now comes the moment when they will need to articulate those points out loud. The hiring manager has the opportunity to listen to the candidate and assess their non-cognitive attributes, such as communication skills and interpersonal skills, teamwork, leadership skills and organizational fit. The selection interview is the most widely used assessment tool in making hiring decisions.

Interview Structure – Unstructured vs. Structured Interviews

There are two types of interviews: **unstructured** and **structured**. The traditional unstructured interview is completely unplanned – questions are asked spontaneously, vary across candidates, and responses are not evaluated in any consistent manner. A structured interview, on the other hand, includes questions that are based on a thorough analysis of job requirements and the criteria required to perform the work. All candidates are asked the same questions, and their responses are assessed in a standardized manner against job-relevant criteria using a predetermined rating scheme. These features help to establish a clear link between performance at the interview and performance on the job and minimize the impact of personal bias on the assessment process. The following table presents the characteristics of structured versus unstructured interviews in terms of development, administration, evaluation, and interviewer training.

Table 6.2.1: Structured vs. Unstructured Interviews

| Unstructured | Structured |
|--|---|
| Development | |
| <ul style="list-style-type: none"> • Very little, if any, planning is conducted • The factors evaluated by the interview board are implicit and vary across applicants. • Questioning is spontaneous and not necessarily job-related | <ul style="list-style-type: none"> • Careful planning of interview objectives and their role in the appointment process • Interview questions are predetermined and linked to job-relevant criteria (e.g., knowledge, skills and abilities) |
| Administration | |
| <ul style="list-style-type: none"> • Questions vary from one interview to the next for the same job • Little, if any, control over the type or amount of information collected across applicants • Extraneous information can influence the direction of the interview • Note-taking can be sketchy, disorganized or nonexistent | <ul style="list-style-type: none"> • Each applicant is asked the same questions • Questions and follow-up questions are controlled • Irrelevant information is disregarded • Detailed notes are taken |
| Evaluation | |
| <ul style="list-style-type: none"> • No system guide or basis for evaluating interview responses | <ul style="list-style-type: none"> • Pre-developed, behavioural basis for evaluating interview responses |
| Interviewer Training | |
| <ul style="list-style-type: none"> • No formal training or instruction | <ul style="list-style-type: none"> • Training and preparation provided in conducting interviews |

Benefits of Structured Interviews

Structured interviews provide a number of advantages over unstructured ones, including:



Standardization. By asking the same questions and assessing responses according to the same job-relevant criteria, candidates have an equal opportunity to demonstrate their qualifications and to be assessed fairly.

Validity. Since questions are linked to job-related competencies, a candidate's responses are more likely to predict their on-the-job performance. Research has shown that structured interviews are up to twice as effective at predicting job performance as unstructured ones.



Greater legal defensibility. When structured interviews are developed and administered according to professional guidelines, they are more likely to be legally defensible. To date, the following three components are reviewed by the courts when reviewing the use of interviews:

1. The consistency of applying the interview across applicants;
2. The job-relatedness of the interview questions and

3. The extent to which the interview process was designed to be objective.

Risks associated with Traditional Unstructured Interviews

Research has consistently shown that unstructured interviews can lead to poor hiring decisions because they are at risk of:



Bias and inequity. People are often unaware of their own biases and how these biases unconsciously influence their decisions. Research has shown that attributes such as physical attractiveness, similarity of the applicant to the interviewer, gender, and race can inappropriately influence an interviewer's assessment. Personal beliefs and values may also influence the unstructured interview process so that different questions may be asked of different people, or the same answer provided by different applicants may be interpreted differently.



Low prediction. Research has consistently shown that unstructured interviews are relatively ineffective at predicting job performance. This finding is largely attributed to the use of questions that are not necessarily based on the qualifications required to perform the work. Also, unstructured interviews make it easier for applicants to give answers they think the interviewer is looking for rather than answers that provide accurate information on how they will perform on the job.



Legal vulnerability. Unstructured interviews are more likely than structured ones to be challenged in court based on grounds of illegal discrimination. Unstructured interviews have been challenged in court more often than any other type of selection assessment. As a result of these legal challenges, some unstructured interviews have been found to be discriminatory, whereas this has generally not been the case for structured interviews.

The Structured Interview Process

The model presented in the figure below outlines the key activities that take place before, during, and after the structured interview process. A large part of the interviewing process is planning.

Each of these activities enhances the legal defensibility of the obtained information. The three main interview stages are described below:

Before conducting interviews

The number of applicants to interview and when the interviews will take place during the selection process are discussed.

The job description is reviewed to identify the task requirements and qualifications needed to perform the job successfully.

Interview questions that relate directly to job performance are developed.

Interview guides are created for note-taking and assessing the applicant. The guide includes

descriptions of the qualifications to be assessed and the questions that are linked to them. A scoring guide or sheet is included to rate applicants against job-relevant qualifications. The questions and rating criteria are the same for all candidates to ensure comparability of results. Ample space should be available for notetaking.

Provide information to candidates prior to the interview, such as arranging for a location for the interviews and formally inviting the applicants to the interview.

The HR hiring manager ensures he/she is well-prepared along with any other interviewers. All interviewers have undergone training in skillful interviewing.

During the interview

The interviewers provide a standard introduction to all applicants, including an explanation of the format of the interview, the questions to expect, and how the interviewers will be taking notes during the interview.

Understand the candidate may be nervous and try to put them at ease.

After asking an interview question, the interviewer may need to probe an applicant's answer for greater detail or ask follow-up questions. Ideally, all applicants would receive a similar number of probes or follow-up questions.

The interviewer ends the interview by thanking the candidate and explaining the next steps in the selection process and the approximate time frame. An opportunity for the candidate to ask questions and for the interviewer to respond is provided at this time.

After the interview

The interviewers assess each candidate's performance against the qualifications required to perform the work by reviewing the interview responses and scoring each one.

These interview results are then integrated with those of other assessment tools, such as tests or reference checks, to reach a final assessment for all candidates. The hiring manager then selects the person who is the best "right fit" for the job.

Once the selection process is complete

The effectiveness of the structured interview should be evaluated, especially if it is intended for future use. By identifying the strengths and areas of improvement related to the interview content and process, the structured interview will continue to meet the organization's requirements.

Here is an example of the Public Service Commission of Canada's Structured Interview Process:

The Structured Interview Process

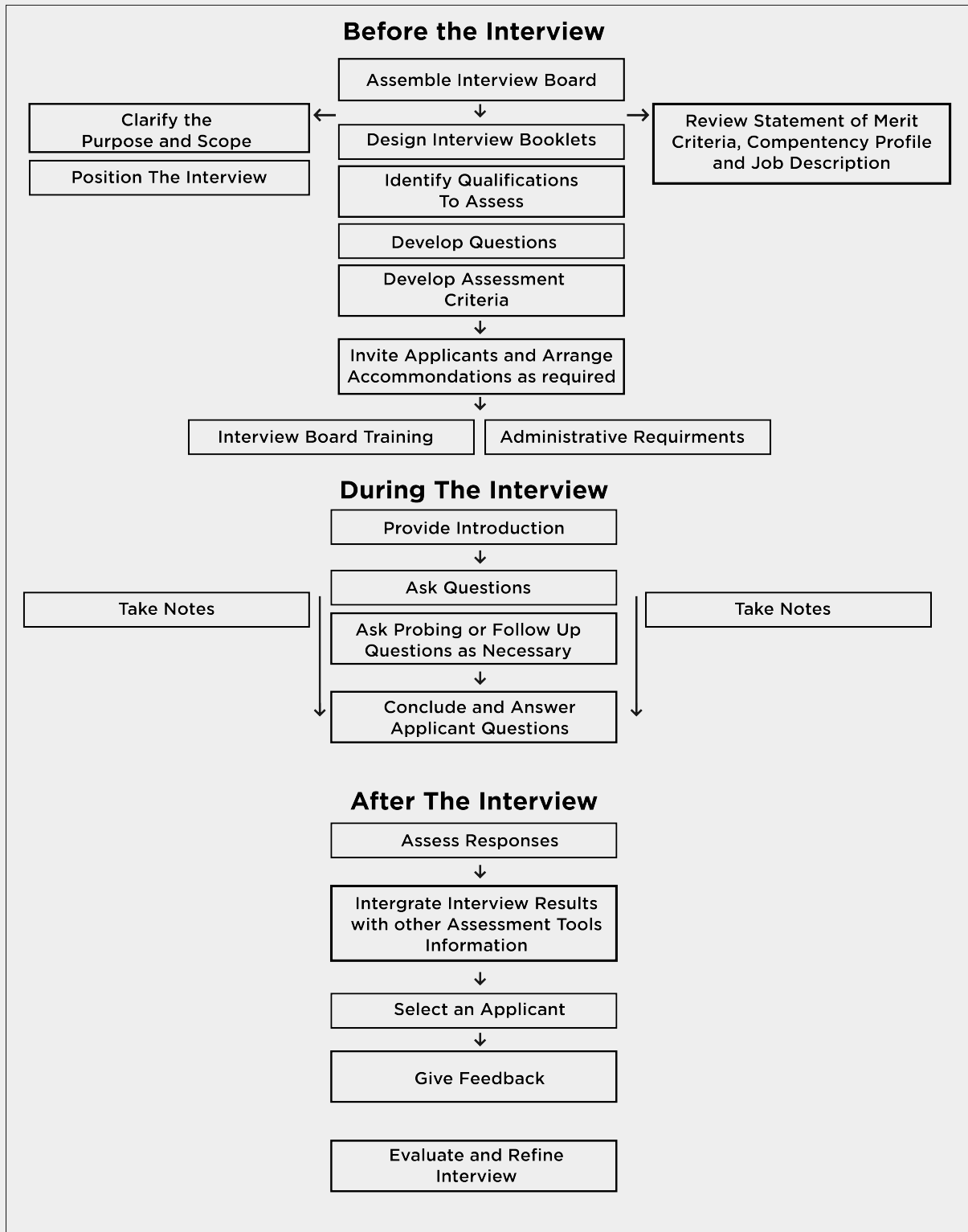


Figure 6.2.1 “The Structured Interview Process” by the Public Service Commission of Canada. Used under the Crown Copyright – NonCommercial Reproduction Licence (Canada). This reproduction is not endorsed by the Government of Canada. [Click to enlarge](#)

Image Description

The image contains a flowchart that details the steps in the structured interview process. The steps are divided into “Before the Interview,” “During the Interview,” and “After the Interview.” The steps before the interview are:

1. Assemble interview board
2. Clarify the purpose and scope/Position the interview
3. Review Statement of Merit criteria, competency profile and job description
4. Design interview booklets
5. Identify qualifications to assess
6. Develop questions
7. Develop assessment criteria
8. Invite applicants and arrange accommodations as required
9. Interview board training/Administrative requirements

The steps during the interview are:

1. Provide introduction
2. Ask Questions
3. Ask probing or follow-up questions as necessary
4. Conclude and answer applicant questions

During the interview the interviewer is also instructed to take notes throughout the process. The steps after the interview are:

1. Assess responses
2. Integrate interview results with other assessment tools and information
3. Select an applicant
4. Give feedback
5. Evaluate and refine the interview

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6.3 Types of Interviews

Interviewing can be time-consuming, so choosing the right type of interview(s) for the individual job makes sense. Some jobs, for example, may require only one interview, while another may require an initial screening telephone interview and at least one or two selection interviews. Remember that there will likely be other methods to evaluate a candidate's potential, such as testing, which may be done before or after the selection interviews.

Here are the different types of interviews:

Traditional Interview

This type of interview is often called an unstructured interview, as discussed earlier. The interview is free-flowing; the interviewer can change questions. The interviewer is able to conduct the interview however he or she thinks is best. They trust their judgement about whether the person is a good candidate for the job, relying more on their 'gut feeling.' Often, interviewers who conduct unstructured interviews fail to identify some high-quality candidates. While this type of interview is still popular, more organizations are using structured interviews, in which interviews are identical and conducted consistently across applicants.



"Man on a Job Interview" by Amttec Photos, CC BY-SA 2.0

Telephone Interview

A telephone interview is used as an initial screening interview to narrow down the list of applicants receiving a selection interview. It can be used to determine information from an applicant that would automatically rule out having them do the selection interview. For example, if you receive two hundred résumés and narrow these down to twenty-five, it is still unrealistic to interview twenty-five people in person. At this point, you may decide to conduct phone interviews with those twenty-five, which could narrow the in-person interviews to a more manageable ten or so people.

Information Interview

Informational interviews are usually used when there is no specific job opening, but the candidate is exploring possibilities in a given career field. The advantage of conducting these types of interviews is the ability to find great people ahead of a job opening.

Meal Interviews

Many organizations offer to take the candidate to lunch or dinner for the interview. This can allow for a more casual meeting where, as the interviewer, you might be able to gather more information about the person, such as their manners and treatment of waitstaff. This type of interview might be considered an unstructured

interview since it would tend to be more of a conversation as opposed to a session consisting of specific questions and answers.

Case Interview

A case interview is an interview form used mostly by management consulting firms and investment banks in which the job applicant is given a question, situation, problem or challenge and asked to resolve the situation. The case problem is often a business situation or a business case that the interviewer has worked on in real life.

Panel Interview

A panel interview involves three or more people, the job candidate, plus at least two people representing the employer (the panel). In this type of interview, panellists take turns asking questions of the candidate and make a note of the candidate's responses. One panellist may ask technical questions, another may ask management questions, another may ask customer service-related questions, etc. The benefits of the panel approach to interviewing include time savings over serial interviewing, more focused interviews as there is often less time spent building rapport with small talk, and an “apples to apples” comparison because each interviewer/panellist gets to hear the answers to the same questions. Having more than one person evaluating a candidate's interview can also decrease the potential for bias.



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6.4 Additional Types of Interviews

There are some additional types of interviews, which include:

Group Interview

In the group interview, multiple applicants are interviewed at one time by one or more interviewers. This type of interview can be used for selection or assessment of team skills. Interviewers may also use a group interview to assess an applicant's stress management skills or assertiveness because, in such a group setting, the applicant will be surrounded by other applicants who also want the job. Group interviews can be less costly than one-on-one or panel interviews, especially when many applicants need to be interviewed in a short amount of time.

Requiring fewer interviewers may be a cost savings, but there are also problems with this interview format. In group interviews, the interviewer has to multitask more than when interviewing one applicant at a time. Interviewers in one-on-one interviews are already busy doing many things. These include attending to what applicants are saying and how they are acting, taking notes, rating applicant responses to questions, and managing what they say and how they act. Interviewing more than one applicant at a time makes it more challenging for the interviewer. This can negatively affect the interviewer and his/her job as an interviewer.

Another problem with group interviews is that applicants who get questioned later in the interview have more of a chance to think about how to answer the questions already asked by the interviewer. This can give those applicants an advantage over those applicants questioned earlier. These problems can make it less likely for group interviews to accurately predict who will perform well on the job.

Technical Interview

This kind of interview focuses on problem-solving and creativity. The questions aim at the interviewee's problem-solving skills and likely show their ability to solve the challenges faced in the job through creativity. Technical interviews are being conducted online at progressive companies before in-person interviews as a way to screen job applicants.

Virtual Interviews

Virtual interviews are becoming increasingly common. They are conducted online via video-conferencing tools such as Skype, Zoom, or Microsoft Teams. Companies utilize technology in interviews due to its lower costs, time-saving benefits, and ease of use. Furthermore, technology enables a company to recruit more applicants from further away. Although they are being utilized more often, it is still not fully understood how technology may affect how well interviewers select the best person when compared to in-person interviews. Applicants are more likely to accept a job after a face-to-face interview than after a telephone or video interview. Companies should weigh the costs and benefits of using technology over face-to-face interviews when deciding on selection methods.



"People Doing Online Interview" photo by Kampus Productions, Pexels License

It is likely you may use one or more of these types of interviews depending on the type of job.



Example

The Canadian government announced that federal departments, agencies, and candidates now have access to integrated video interview systems, making it possible to conduct accurate and fair assessments to ensure the best candidates are selected (Government of Canada, 2020).

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6.5 Interview Questions

Once the qualifications to be covered in the interview have been determined from the job description, the next step is to develop questions that assess these qualifications.



Employers ask interview questions to confirm three things:

1. If you have the abilities and skills to do the job.
2. If you fit well with the team and the organization and
3. If you have enthusiasm and a good work ethic.

Types of Interview Questions

There are two types of structured interview questions: Situational and behavioural.

Situational Questions

These questions present applicants with a hypothetical situation relevant to the position, typical of what is likely encountered on the job. Applicants are asked to describe how he or she might deal with the situation.

Situational questions have been found to be highly valid and applicable to a variety of jobs and qualifications. One advantage of situational questions is that applicants respond to a hypothetical situation rather than describing experiences from their past, thus not placing anyone at a disadvantage. Such questions help gain insight into the candidate's problem-solving skills, as well as determine how well candidates can handle a problem they did not prepare for.

For situational interview questions to be most effective, examples of job-specific events and actual behaviours should be collected from subject matter experts such as supervisors or job incumbents. Research has found that most interviewees tend to prefer situational questions over behavioural questions because they are less memory-dependent and more relevant to the job.

Examples of Situational Questions to Assess Teamwork

"Suppose you had an idea for a change in procedure to enhance work quality, but some members of your work team were against any type of change. What would you do in this situation?"

"Consider a situation where you and a co-worker are working on a project together. You both agreed on how the work was to be divided up. However, your co-worker fails to do their share of the work. What would you do?"

Behavioural Questions

Behavioural questions ask applicants to describe a previous work or life event that is relevant to the position. They are usually about a time when they had to demonstrate a particular qualification that is important for the job. The candidate is asked to recall a specific experience and how they handled it. These questions often begin with 'tell me about a time when you -'. These questions are suitable for most types of positions and are highly valid in predicting job performance. As with situational questions, behavioural questions are developed using on-the-job events collected from subject matter experts.

Examples of Behavioural Questions to Assess Teamwork

"What was the biggest difference of opinion you ever had with a co-worker?"

"Can you give me an example of a time when you worked as part of a team to achieve a common goal?"

Job Knowledge Questions.

These questions typically assess the technical or professional knowledge required to perform the duties of the position. Applicants are asked to demonstrate their knowledge in specific areas, such as basic accounting principles, computer programming, financial management, etc.

Assessing job knowledge in an interview is particularly useful when the position for which you are hiring requires the verbalization of technical information and work procedures. For example, in advisory or consulting jobs, most of the requests for service are verbal.

Assessing job knowledge in the interview would not be recommended if there are a large number of job knowledge questions, especially if the answers are fairly short and routine. In such cases, a written test would be more efficient and usually less expensive to administer and score. It would also not be appropriate in situations where the questions deal with complex behaviours such as diagnosing defects, operating equipment or manipulating data or information. In these situations, job simulations or written knowledge tests are usually more appropriate.

When developing job knowledge questions, the challenge is in deciding how much knowledge one should be expected to have versus what can be learned later on in the job. Such questions should assess knowledge of information that is most essential or important to the performance of the job.

Examples of Job Knowledge Questions

"What steps would you take to develop and implement an employee engagement program in our organization?"

"Can you describe the key elements of a successful employee training program?"

Job Simulations

In simulations, applicants are asked to perform a task they would be required to do on the job. Although simulations have not traditionally been considered to be interview questions, they are often used by managers for this purpose. For example, an applicant could be provided with a budget sheet and asked questions related to the work required to do the job.

However, some caution is warranted with this type of interview question as the artificiality of this type of exercise may make some applicants uncomfortable, i.e. role-playing or simulated scenarios.

Example of Job Simulations

“HR technicians are required to administer written exams. This includes reading exam instructions to the applicants. Please read these exam instructions to us as if you were reading them to a large group of applicants.”

“Can you describe the key elements of a successful employee training program?”

General or Ice-breaker Questions

Interviews can be awkward, particularly at the beginning when tension is high. Icebreaker questions allow the interviewee to become more comfortable, therefore feeling freer to creatively and effectively express themselves during the interview process. The interviewer also gets a better sense of who the applicant is and what type of employee they may be on the job.

Examples of Ice-breaker Questions

“What three words describe you best?”

“What is the hardest class you ever took?”

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6.6 Interview Assessment

Questions to Avoid

Any questions that may discriminate against applicants based on any of the following grounds are prohibited:

- race
- national or ethnic origin
- colour
- religion
- age
- sex (including pregnancy or childbirth)
- sexual orientation
- marital status
- family status
- disability
- convictions for which a person has been granted a pardoned status

Note: Interview questions should always be job-related.

Table 6.6.1: Do's and Don'ts when designing interview questions

| Do | Don't |
|--|--|
| Use language that is clear, straightforward and concise. | Use complex language. |
| Develop questions that are open-ended and call for more than a simple "yes" or "no" answer. | Make questions so specific that applicants who have not experienced particular situations are unable to answer the question. |
| Develop questions that call for job knowledge or present a job-related problem or situation. | Develop questions that discriminate on the prohibited grounds. |
| Ensure questions are realistic and practical and deal with important aspects of the job. | Develop questions that may seem threatening to applicants or could make them feel uncomfortable. |
| Have your questions reviewed by subject matter experts such as managers or consultants who are knowledgeable about the job or job incumbents who are successful in the position. | |

Probing Questions

Applicants' responses will vary in length and level of detail, especially with behavioural questions. For this reason, an interviewer may need to request additional examples or more specific information in order to

accurately score the applicant’s answer. The following example illustrates how probing questions can clarify the applicant’s role in a specific situation.

Example Probing Questions

Interviewer: “Can you describe a time when you had to handle a conflict between two employees?”

Applicant: “Yes, I had to mediate a conflict between two team members who were not getting along because of differing work styles.”

The interviewer has the following three probing questions prepared:

1. “Tell me more about the initial steps you took when you first learned about the conflict.”
2. “Why did you choose the particular conflict resolution strategy that you used?”
3. “What was the result of your mediation efforts?”

Probing questions are generally acceptable in a structured interview as long as the interviewers keep the level of probing as consistent as possible across applicants so that they do not introduce bias into the interview process. You do not want some applicants to have an advantage over others.

The recommended approach is to develop probing questions at the same time as structured interview questions. Spontaneous, unplanned probing could bias the interview. Standardized probes should ensure that enough details of the situation, the applicant’s behaviour in the situation, and the outcome of the behaviour are being described.

Listed below is a series of sample probing questions.

Table 6.6.2: Sample follow-up/probing questions

| Behavioural Questions | Situational Questions |
|-------------------------------------|--------------------------------|
| What was the context and situation? | How could you accomplish that? |
| Who was involved? | Why would you do that? |
| What specifically did you do? | When would you do that? |
| What was the outcome? | Who would you involve? |

Note-taking

Taking detailed notes is an extremely important element of the interview process.

Notes help the interviewer recall the content of the interview and assessment of the applicant’s responses. Without notes, there may be a tendency to simply recall the applicant’s strengths and weaknesses or be unable to recall the responses at all. Notes create a record of the interview process to defend a hiring decision.

Developing an Interview Assessment Guide

The interviewers need to decide in advance how they are going to assess interview responses in a fair and accurate manner. One way is to develop an interview assessment guide for evaluating applicants' performances. When designing the guide, it is important to consider the kinds of responses relevant for each qualification assessed. The use of a rating scale can enable a more precise assessment against the qualifications to determine the "right fit" for the position, and minimizing subjective bias.

Qualifications can be rated against a variety of scale types. The simplest scale provides only "meets/does not meet" choices. Or you may require a scale that makes clear distinctions between applicants and helps determine the 'right fit' for the job.

A sample rating scale: To assess applicants fairly, interviewers should use a common rating scheme and scoring procedure for each applicant. This standardized approach improves the accuracy of judgments made by the interviewer and helps in later comparisons among applicants.

Below is an example of a rating scale:

| Does not meet the qualification | | Meets the qualification | | |
|----------------------------------|------------------------------|--|--------------------------------|---------------------------------|
| 1 Very Poor. Unacceptable. | 2 Poor. Below average. | 3 Moderate. Good. Acceptable. Satisfactory. Average. | 4 Strong. Above average. | 5 Very Strong. Excellent. |

Ratings provided for each qualification should be accompanied by a brief explanation by the interviewer as to why the rating was given.

Behaviourally Anchored Scales

When developing these rating scales, one useful format is to distinguish different points on the rating scale using specific behaviours. This precision will help to ensure that all share a common understanding of what a given qualification means and what kinds of behaviours represent weak, moderate and strong performance on related interview questions. A behavioural rating scale consisting of sample answers to each question is called a **scoring guide**.

The number of points on a rating scale can vary, usually from three to five. When rating qualifications, a five-point scale is typically suitable. The scale may also vary in the level of detail provided in the behavioural description. For instance, the figure below provides a basic description of the expected responses for an applicant to receive a score of 1, 3, or 5 for situational and behavioural questions.

Question Samples

Situational Interview Question

"Suppose you had an idea for a change in procedure to enhance work quality, but some members of your work team were against any type of change..."

Probes

- "What would you do?"
- "What factors would you consider?"
 - "Why?"
- "Who would you involve?"

Rating

- (5) Excellent Answer: Explain the change and try to show the benefits. Discuss it openly in a meeting.
 - (3) Good Answer: Ask them why they are against change. Try to convince them.
 - (1) Unacceptable answer: Tell the supervisor.

Behavioural Interview Question

"What was the biggest difference of opinion you ever had with a co-worker?"

Probes

- "How did you resolve it?"
- "What was the outcome?"

Rating

- (5) Excellent answer: "My co-worker and I looked into the situation, found the problem and resolved the difference. We had an honest conversation."
- (3) Good answer: "Compromised. Resolved the problem by taking turns, or I explained the problem (my side) carefully."
- (1) Unacceptable answer: "I got mad and told the co-worker off, or we got the supervisor to resolve the problem.", or "I never have differences with anyone."

Alternatively, more detailed behaviours can be added into the rating scale. This does not mean simply

“cutting and pasting” the behavioural indicators for the qualification being measured. Rather, it entails outlining specific answers to the questions that define the different levels.

Behavioural Interview Question

“Can you give me an example of a time when you worked as part of a team to achieve a common goal?”

Scoring Guide

1. Unsatisfactory:

- The candidate is unable to provide a relevant example.
- The candidate's behaviour demonstrated poor teamwork and did not contribute to the team's success.

Example Answer: “I usually prefer to work alone, so I can't think of a specific time when I worked in a team.”

3. Satisfactory:

- The candidate provides a specific example with some details.
- The candidate's role was clear, and their contribution was adequate but not outstanding.

Example Answer: “I worked on a team to develop a new marketing strategy. I contributed my ideas during meetings and completed my assigned tasks on time. The strategy was implemented, but there were some communication issues.”

5. Excellent:

- The candidate provided a thorough and highly relevant example.
- The candidate's role was crucial, and their contribution was highly effective, leading to outstanding team performance and goal achievement.

Example Answer: “I led a cross-functional team to launch a new product. I facilitated open communication, delegated tasks based on team members' strengths, and kept everyone motivated and focused. The launch was a huge success, resulting in a 30% increase in sales within the first quarter.”

Examples of More Detailed Scoring Guides

Behavioural Interview Question

“Tell me about a time when you had to manage a conflict between two employees. What steps did you take to resolve the issue, and what was the outcome?”

Scoring Guide

1. Below Expectations:

Example Answer: "Two employees were constantly arguing over minor issues. I told them to sort it out themselves because I didn't have time to get involved. The conflict eventually escalated, and one of the employees started avoiding the other, which affected team productivity."

- Probes:

- "How did you initially become aware of the conflict?"
- "Why did you choose not to intervene directly?"
- "What was the long-term impact on the team, or the employees involved?"

- Behaviour Description:

- The candidate avoided taking responsibility for resolving the conflict.
- There was a lack of proactive intervention, leading to escalation.
- The resolution was ineffective or nonexistent, negatively impacting the work environment.
- The approach suggests poor conflict management skills and a lack of leadership in addressing team dynamics.

3. Meets Expectations:

Example Answer: "When two employees had a disagreement over how to approach a project, I brought them together for a discussion. I allowed each person to explain their perspective and then facilitated a conversation to help them find common ground. We discussed potential solutions, and I encouraged them to compromise on a way forward. They eventually agreed on a plan, and I checked in with them afterwards to ensure things were going smoothly."

- Probes:

- "What specific steps did you take to facilitate the conversation?"
- "How did you ensure both employees felt heard during the discussion?"
- "How did you follow up to confirm the conflict was resolved?"

- Behaviour Description:

- The candidate took a structured approach, involving both parties in a mediated discussion.
- The conflict was resolved satisfactorily, with both employees able to work together afterwards.
- The candidate ensured that both employees felt heard and worked toward a mutually acceptable solution.
- There was follow-up to confirm the resolution was effective, demonstrating thoroughness.

5. Exceeds Expectations:

Example Answer: "Two employees were in conflict over the distribution of responsibilities on a major project, which was starting to affect team morale. I first met with each employee individually to understand their concerns and gather all relevant details. I also spoke with other team members to get a broader

perspective. Then, I brought the two employees together in a neutral setting and used a structured mediation process to guide the conversation. We not only addressed the immediate conflict but also uncovered some underlying issues related to communication styles and workload distribution. I worked with them to develop a long-term plan that included regular check-ins and clearer role definitions. I also facilitated a team workshop on effective communication to prevent similar conflicts in the future. The result was a stronger working relationship between the two employees and improved team dynamics overall."

- Probes:

- "How did you identify the underlying issues beyond the immediate conflict?"
- "What strategies did you use to ensure the conflict wouldn't resurface?"
- "How did your approach affect the broader team or work environment?"

- Behaviour Description:

- The candidate demonstrated deep understanding and empathy by thoroughly investigating the conflict.
- The approach was comprehensive, addressing both the immediate issue and underlying causes.
- The candidate implemented long-term solutions to improve team dynamics and prevent future conflicts.
- The resolution had a positive impact not only on the individuals involved but also on the broader team, reflecting strong leadership and conflict-resolution skills.

Situational Interview Question

"Suppose an employee comes to you with a request to work remotely on a permanent basis. How would you handle their request?"

Scoring Guide

1. Below Expectations:

Example Answer: "I would tell the employee that remote work isn't allowed without checking company policies or discussing it with their manager. I would ask them to continue working as usual and mention that they could reconsider their request in the future."

- Behaviour Description:

- The candidate displays a lack of flexibility and doesn't consider the request seriously.
- There is no attempt to review company policies or discuss the matter with relevant stakeholders.
- The response lacks empathy and does not explore the employee's reasons for the request.
- The candidate's approach may lead to employee dissatisfaction or demotivation.

3. Meets Expectations:

Example Answer: "I would start by discussing the request with the employee to understand their reasons for wanting to work remotely. I would then review the company's remote work policy and consult with their

manager to evaluate whether the request is feasible given their role and responsibilities. If the request aligns with company policy and can be supported by the team, I would work with the employee and their manager to outline a plan for remote work, including expectations, communication, and performance monitoring. If the request isn't feasible, I would explain the reasons to the employee and explore alternative arrangements, such as flexible hours or partial remote work."

- Behaviour Description:

- The candidate takes a balanced approach, considering both the employee's needs and the company's policies.
- The response includes consulting with the manager and evaluating the impact on the team and the employee's role.
- There is an effort to find a solution that works for both the employee and the organization, even if the original request isn't fully granted.
- The candidate shows an understanding of company policies and strives to maintain fairness and flexibility.

5. Exceeds Expectations:

Example Answer: "I would begin by having a detailed conversation with the employee to fully understand their reasons for requesting permanent remote work. I would then thoroughly review the company's remote work policies and assess how this arrangement could benefit both the employee and the organization. I would consult with the employee's manager to discuss potential challenges and how they could be mitigated, such as setting up clear communication channels and performance metrics. If the request seems viable, I would draft a comprehensive remote work agreement that outlines expectations, deliverables, and a plan for regular check-ins to ensure continued alignment with team goals. If the request isn't feasible, I would offer alternative solutions, such as a hybrid work model or other accommodations that could address the employee's needs. Throughout the process, I would ensure transparency, open communication, and a focus on maintaining the employee's engagement and satisfaction."

- Behaviour Description:

- The candidate demonstrates a proactive and thorough approach, considering the request from multiple angles.
- The response includes detailed planning to ensure the remote work arrangement is successful for both the employee and the organization.
 - There is a strong focus on clear communication, ongoing support, and maintaining high performance.
- The candidate shows a commitment to finding a mutually beneficial solution and improving employee satisfaction and retention.
- The approach reflects strategic thinking, with a focus on long-term success and alignment with company goals.

Prompts: “provide a behavioural interview question assessing an HR skill using a detailed behavioural scale of example answers rated as 1, 3 or 5 with probes”, “Provide a situational interview question assessing an HR skill using a detailed behavioural scale of example answers rated as 1, 3 or 5”

The interviewer’s task is to compare the applicant’s answers with the examples on the scoring guide. The ideal answer does not have to be given exactly as written in the scoring guide. As organizations are not all the same, an effective behaviour response in one organization might not be an effective response in another. Accordingly, the scoring guide may differ from one company to another.

Training the Interviewers

Research indicates that skilful interviewing requires training. It is important that all interviewers are properly trained on how to conduct structured interviews.

Interviewer preparation should cover the following topics:

- How to build rapport with applicants and active listening.
- The importance of taking good notes and how to do so.
- Learn how to ask questions, evaluate answers, and use scoring guides.
 - How to use probes and when to probe.
- Assessor biases, common assessment errors and how to minimize them.



For a more detailed explanation of assessment errors, read ahead to Chapter 10.3 Assessment Errors and Probes.

Integrating Interview Results With Other Information

Interviews are not usually the only source of information about an applicant. Customarily, there is the applicant’s résumé, which will include information about previous work experience and educational background. Information may also be collected through additional assessments such as work samples, simulations, written tests, or reference checks. When collecting information from various sources, it is important to combine the information systematically in order to arrive at a final appointment decision. Otherwise, even when using valid selection instruments, combining the information haphazardly may result in poor, inconsistent decision-making.



This topic is explored further in Chapter 10 Decision Making.

Evaluating the Structured Interview Process

Once you have completed the selection process, it is important to review and evaluate the structured interview process and its outcomes to identify strengths and areas for improvement. By evaluating the interview process, you can determine how it may need to be changed to ensure that it continues to result in effective hiring decisions for your organization.

Overview of the Interview Process

The interview process includes the following steps:

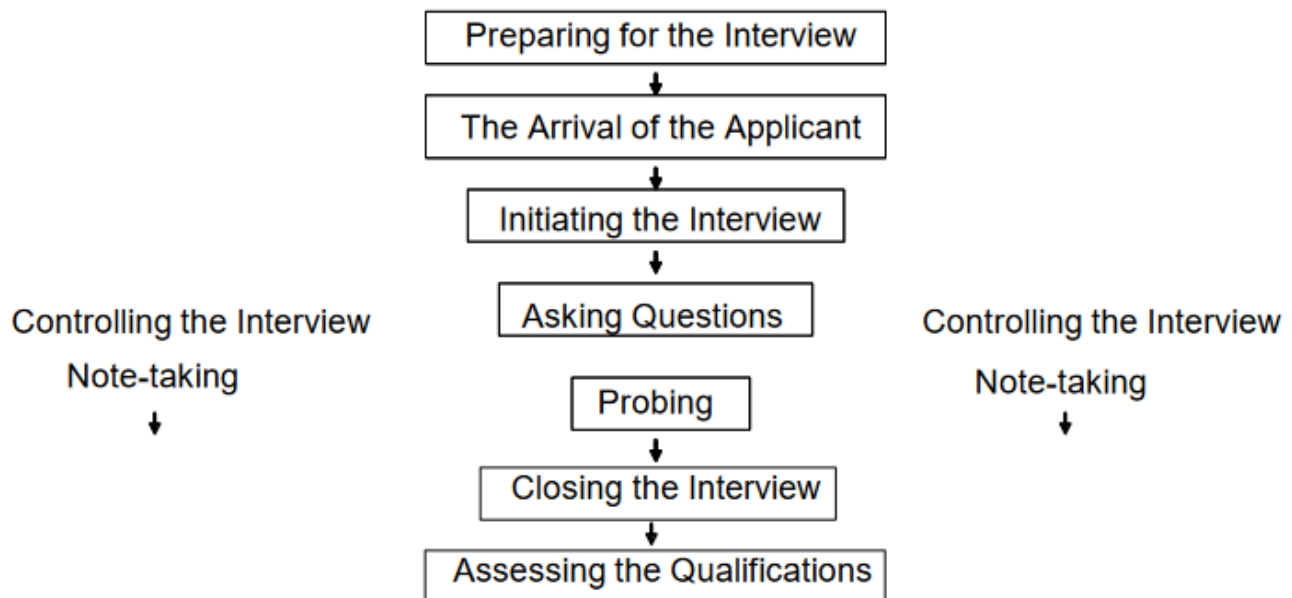


Figure 6.6.1 “Overview of the Interview Process” by the Public Service Commission of Canada. Used under the Crown Copyright – NonCommercial Reproduction Licence (Canada). This reproduction is not endorsed by the Government of Canada.

Image Description

Flow chart moving through the following stages:

- Preparing for the interview
- The arrival of the applicant
- Initiating the interview
- Asking questions
- Probing
- Closing the interview

- Assessing the qualifications

Next to asking questions with an arrow pointing down is Controlling the Interview and Notetaking.

Summary Tips

The following summary will enhance the effectiveness and legal defensibility of an employment interview:

- Ensure that interview questions are job-related and based on the requirements of the target position.
- Avoid questions that are related to prohibited topics.
- Use standardization. This includes asking the same questions of all applicants.
- Enhance the objectivity of the assessment of applicants by having a well-defined and documented scoring system.
- Provide training to ensure interviewers know how to conduct fair and unbiased interviews.
- Use an interview panel rather than individual interviewers whenever possible. Diversity in interviewers is also preferable.
- It is important to use the same interviewers for all applicants whenever possible.

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6.7 Key Terms



Key Terms

- **Employment Interview:** An exchange between a candidate and a prospective employer to determine the candidate's aptitude for a job. 6.2
- **Structured Interview:** A planned interview in which the questions are planned, and the same between candidates, and evaluation metrics are employed to evaluate their aptitude. 6.2
- **Unstructured Interview:** An interview that is unplanned, in which candidates are not evaluated in a structured or consistent manner. 6.2
- **Standardization:** Standardization aims to ensure that each candidate receives the same interview questions and challenges in an effort to eliminate bias. 6.2
- **Bias:** The preference for certain irrelevant candidate traits such as appearance, gender, race, or similarity to the interviewer. 6.2
- **Legal Defensibility:** The ability to defend a business from accusations of discrimination. When structured interviews are used, it is simpler to demonstrate that efforts were made to eliminate biases from the recruitment and selection process. 6.2
- **Legal Vulnerability:** The inability to defend a business from accusations of discrimination. When unstructured interviews are used, it can be more difficult to prove that efforts were made to eliminate sources of bias. 6.2
- **Inequity:** The lack of fairness and appropriate treatment of candidates caused by bias in the interview process. 6.2
- **Prediction:** The ability to guess the quality of job performance. Unstructured interviews have been shown to produce low prediction in comparison to structured interviews. 6.2
- **Traditional Interview:** An interview structure where one interviewer interviews one candidate in person. 6.3
- **Telephone Interview:** An interview which occurs over the phone. 6.3
- **Information Interview:** An interview that is not being done for a particular job opening but rather exploring possibilities within a business. 6.3
- **Meal Interview:** A more informal interview that is conducted alongside a meal in a dining establishment. 6.3
- **Case Interview:** An interview which evaluates the candidate's solution to a provided business situation, often used for consulting firms and investment banks. 6.3
- **Panel Interview:** An interview in which there are multiple interviewers. 6.3
- **Group Interview:** An interview in which there are multiple candidates. 6.3
- **Technical Interview:** An interview in which the questions are tailored to gauge the candidate's problem-solving skills. 6.3
- **Virtual Interview:** An interview which is conducted with video conferencing software. 6.3
- **Situational Questions:** A question that poses a hypothetical situation to a candidate to evaluate how they would respond. 6.4

- **Behavioural Questions:** A question that asks about a candidate's previous work experiences and how they interacted with their peers. 6.4
- **Job Knowledge Questions:** A question that assesses the technical knowledge of the candidate. 6.4
- **Job Simulations:** A hypothetical situation that would occur as part of the job responsibilities that the candidate is tasked with navigating. 6.4
- **Ice-breaker Questions:** An informal question used to ease the interview anxiety of a candidate and give the interviewer a better sense of the candidate's personality. 6.4
- **Scoring Guide:** A behaviourally anchored scale that is used to measure the quality of a candidate's response to an interview question. 6.5

6.8 Chapter Summary



Chapter Summary

This chapter provides an in-depth exploration of the interview process as a critical component of the recruitment and selection process. It begins by describing the typical experiences of candidates and the extensive preparations made by HR managers to ensure a successful hire. The chapter highlights the significance of interviews, which can vary in form and function, ranging from initial screening interviews to more in-depth selection interviews that assess both cognitive and non-cognitive attributes of candidates. The structured interview is presented as a preferred method due to its standardization, validity, and legal defensibility, compared to unstructured interviews that are prone to bias and less predictive of job performance.

The chapter further elaborates on different types of interviews, such as traditional, telephone, case, panel, group, technical, and virtual interviews, emphasizing the need to select the appropriate type based on the job requirements. It also discusses the importance of preparing interview questions that align with the job's qualifications, differentiating between situational and behavioural questions, and the advantages of using job knowledge questions and simulations. Overall, the chapter underscores the importance of a well-structured interview process to ensure fair and effective candidate selection.

OpenAI. (2024, August 21st). ChatGPT. [Large language model]. <https://chat.openai.com/chat>

Prompt: Create a summary of the chapter content in the attached file in no more than two paragraphs.



Knowledge Check

This interactive content can be found in Chapter Knowledge Checks – Text Only at the end of this book.

6.9 References

Government of Canada. (2009). Appointment processes: How to conduct interviews. Public Service Commission of Canada. <https://www.canada.ca/en/public-service-commission/services/public-service-hiring-guides/appointment-processes-how-conduct-interviews.html>

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CHAPTER 7: APPLICANT SCREENING

Chapter Outline

- 7.0 Learning Objectives
- 7.1 Introduction
- 7.2 Screening Methods
- 7.3 Screening Resumes with Applicant Tracking Systems (ATSs)
- 7.4 Reference Checking
- 7.5 Social Media
- 7.6 Key Terms
- 7.7 Chapter Summary
- 7.8 References

7.0 Learning Objectives



Learning Objectives

- Explain the Purpose and Importance of Applicant Screening
- Differentiate Between the Stages of Recruitment, Screening, and Selection
- Apply Various Screening Methods Effectively
- Implementing and Evaluating Screening Criteria
- Creating ATS-Friendly Resumes
- Utilizing Social Media and Reference Checks in the Screening Process

7.1 Introduction

Applicant screening is the process through which employers or recruiters assess job applications to determine which candidates are suitable for a position before conducting more in-depth interviews or testing. Screening is simply a process of elimination. It involves reviewing resumes, cover letters, and other application materials and conducting initial phone/video interviews. Applicants who fall short of the minimum standards will not progress past the screening stage.

Recruitment, Screening, and Selection

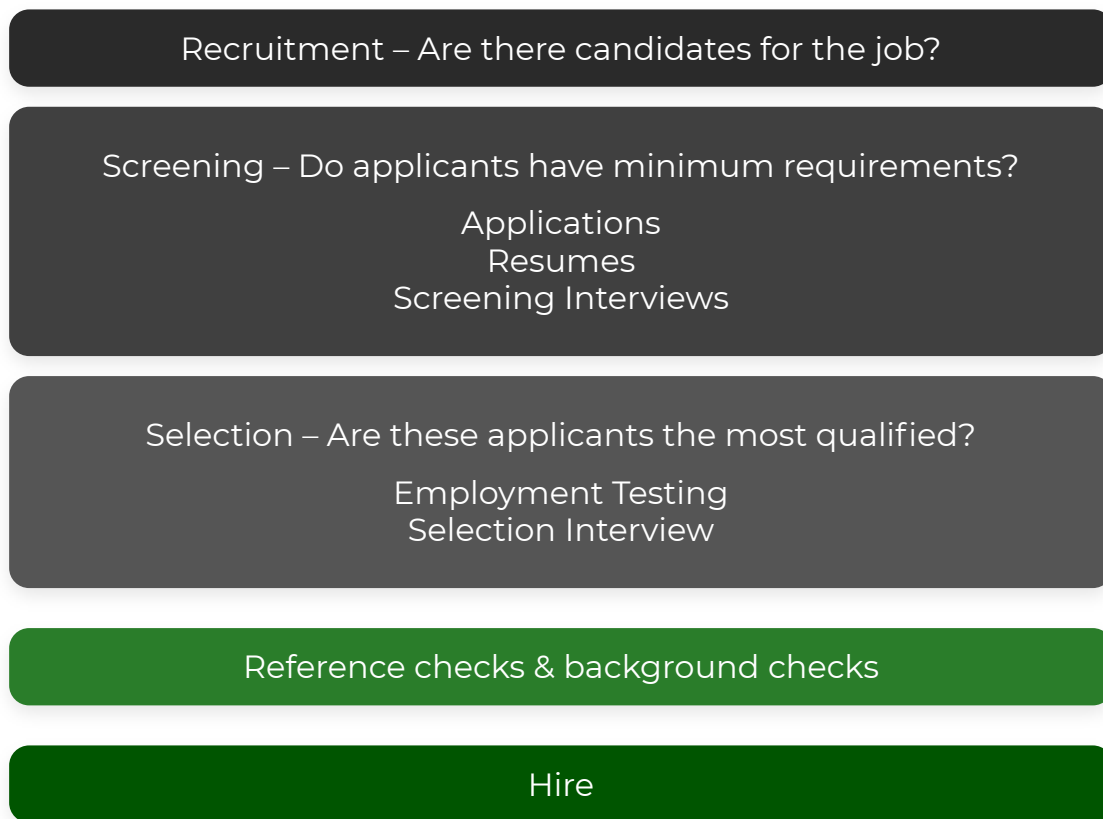


Figure 7.1.1 – “Recruitment process”

Recruitment, screening, and selection are interrelated stages in the hiring process, each playing a role in ensuring that the right candidates are hired for the right positions.

The main goal of recruitment is to create a pool of qualified candidates from which the organization can select the best fit for the job; screening eliminates candidates who fail to meet minimum requirements, while selection identifies and hires the candidate who best fits the job requirements and organizational culture.

7.2 Screening Methods

Minimum Requirements (MQs): The baseline criteria established by employers or hiring managers that applicants must meet to be considered for a position.

Various **screening criteria** are used to identify and eliminate candidates who do not meet the **minimum requirements** (MQs) established for a position. These requirements are established by employers or hiring managers based on the specific needs and expectations of the role. Minimum requirements serve as the baseline criteria against which applicants are evaluated during the screening and selection process. They typically include factors such as education level, years of experience in a related field, specific certifications or licenses, technical skills, and any requirements outlined in the job description. Meeting the minimum requirements does not guarantee employment but ensures that candidates have the qualifications to be considered for the position. The goal of applicant screening is to ensure that candidates invited to participate in a face-to-face interview are, in fact, highly qualified.

Here are the commonly used screening methods, including the review of information obtained from application forms, resumes, cover letters and reference checks. Social network sites will also be considered.

1. **Application:** Conduct an **initial assessment** based on a review of a candidate's cover letter, resume and application. This may also include a review of a candidate's business (i.e., LinkedIn) and/or social networking (i.e., Facebook or Twitter) profiles. Screening application forms, cover letters or resumes involves reviewing the information candidates provide to assess their qualifications, skills, and suitability for a particular job or position. In this phase, the objective is to eliminate candidates who don't meet the basic requirements for the position based on fundamental factors, including minimum experience and education.
2. **Screening Interview:** An initial telephone or online interview is a second level of active screening used to assess the candidate's objective and motivation, relevant education and experience, and to get a sense of the candidate as a person. In approximately twenty to thirty minutes, an interviewer can confirm application and resume details and assess a range of soft skills—for example, active listening and communication—as well as engagement and overall level of poise and professionalism. Both phone and online screening interviews have their unique advantages and drawbacks. The hiring strategy of the organization should guide the choice. Once again, the objective is to eliminate candidates who don't warrant the time and cost of an in-person interview or in-depth skills assessment.
3. **External Verification:** Verify stated educational qualifications and check references.
4. **Reference checks** are typically collected only for applicants who make it through most of the recruitment process, i.e. shortly before a hire decision is confirmed. However, some employers collect them earlier, near the end of the screening process. Screening references involves contacting individuals a job applicant provides to verify their qualifications, experience, and character.

Employers may request a list of references from the applicant. Once provided with the reference list, the employer or hiring manager will contact these individuals via phone or email to request feedback about the candidate.

During the reference check, the employer seeks to verify the information provided by the candidate, such as employment dates, job titles, responsibilities, and accomplishments. They may also inquire about the candidate's interpersonal skills, work ethic, and ability to work within a team. Due to liability, privacy concerns, and organizational restrictions, answers may not be provided for all reference enquiries. This should not necessarily be perceived as a negative reflection on the applicant. Employers need to handle reference checks with discretion and maintain the confidentiality of the information obtained.

Using these screening techniques in combination with an online application system allows companies to reduce the time and costs of a paper-based recruiting and screening process.

Application Forms

When applicants apply for a job, they are sometimes asked to complete an application form, even though they may have already submitted a resume and cover letter. A recent study shows that application forms may be a better way for employers to screen applicants initially. Resumes and application forms are the two most popular initial applicant screening methods (Risavy et al., 2022).

Resumes can misrepresent an applicant as he/she can provide fabricated or embellished information or omit information (Henle et al., 2019), which gives resumes a lack of validity. Using application forms to screen applicants instead of resumes is likely to help organizations defend against claims of discriminatory hiring (Risavy et al., 2022). It can improve their hiring ability in a more diverse, equitable, and inclusive manner. For example, applicants' names on resumes can lead to screening bias against applicants. In contrast, an applicant's name can be quickly and automatically hidden from hiring managers when reviewing application forms (particularly application forms completed online) (Risavy et al., 2022). Each employer customizes application forms, so the items in an application form are directly related to the qualifications of the job being screened for. This makes the application form a valid screening method. Finally, application forms are a lot easier to screen than resumes. Application forms have a standardized format with fields that each applicant must complete. This allows for a standardized comparison of data across the applicants (Risavy et al., 2022).



Your Perspective: What do you think? Why do organizations continue to analyze resumes and cover letters in their screening process instead of just using application forms?

Job Application Information

- *Personal Information:* Employer may contact the person with a full name, address, telephone number, and email address. Employers cannot ask people about marital status, age, ethnic origin, sex, race, religion, or disability. These would be considered discrimination.
- *Employment Status:* The employer may ask about the applicant's employment goals. Other questions might include whether the person can work shifts, weekends, salary expectations, and full-time/part-time. The HR department can match the person's preferences with available jobs. The employer may wish to ask about the applicant's current employment status and the employer's name. Often, there is a box to check whether or not the employer may contact the current employer.
- *Education:* The employer asks about the applicant's education level. Other skills certifications and

diplomas may be included.

- *Work History*: Employers ask for a list of employers, including dates, reasons for leaving, and duties fulfilled at past jobs. Included may be the applicant's job title, starting and ending pay, a supervisor's name, and the address and telephone number of past employers.
- *References*: Employers may ask for references from past employers or personal references such as friends.
- *Applicant Signature*: The application must sign the application that the information is true and accurate. A date is included. The signature also allows the employer to check references or other records deemed necessary to the employer, i.e., working in a bank may require checking a criminal record or credit history (Smith, 2021).

What To Look For When Screening a Resume

Here are red flags to remember during your following resume review.

Cookie-cutter resume – a generic resume shows the applicant did not tailor the resume to the position

Lack of attention to detail– i.e. inconsistencies in dates and spelling

Unexplained employment gaps

Vague job descriptions – skills and work experience should be stated clearly and concisely.

Regressed or plateaued careers – applicants with evidence of career development are typically driven and motivated.

Multiple career changes, especially of short duration – applicants with this track record may leave you in a few months

Figure 7.2.1 – 6 red flags to remember during your following resume review. (Live Assets, 2024)

“Screening Applicants” in *Business Communication Skills for Managers* (Lumen) by Nina Burokas, Lumen Learning is licensed under a Creative Commons Attribution 4.0 International License.—Modifications: edited, reorganized, added reference check example.

“Application Forms” from *Human Resources Management – 3rd Edition* by Debra Patterson is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: Used section *Job application information*.

7.3 Screening Resumes with Applicant Tracking Systems (ATSs)

While many employers, especially smaller ones, manually screen resumes, increasing numbers of organizations use Applicant Tracking Systems (ATSs) to do this task. This involves using software to automate the initial review of job applications based on predefined criteria. The ATS extracts relevant information from resumes, such as contact details, work experience, education, skills, and certifications, and stores it in a structured format for easy analysis. Remember that an ATS often uses a job description or posting as a guide to finding applicants that match keywords/skills. This is why it's essential to include those in your resume. Some ATS are pretty sophisticated, while others are not.

Here's how the process typically works:

- **Keyword Matching:** The ATS searches for specific keywords related to the job requirements.
- **Customized Criteria:** Employers can define customized criteria based on the job description, such as required skills, experience levels, education, and certifications. The ATS filters out resumes that do not meet these criteria, allowing recruiters to focus on qualified candidates. Resumes that meet the criteria are typically flagged for further consideration, while others are filtered out. While using ATSs for candidate screening is efficient, recruiters need to review the ATS criteria to ensure they are not filtering out qualified candidates and to maintain a balance between automation and human judgment in the hiring process.

To ensure your resume is ATS-friendly and increase your chances of getting noticed by recruiters and hiring managers, consider the following tips:

Figure 7.3.1 – Tips to make resumes ATS-friendly

| Tip | Description |
|---|---|
| Use simple formatting. | Use standard fonts (such as Arial, Calibri, or Times New Roman). Avoid fancy formats or fonts that may not be compatible with ATSs. |
| Tailor your resume for each job application. | Incorporate relevant keywords and phrases from the job description. Use industry-specific terminology, skills, qualifications, and job titles to increase the likelihood of matching with the ATS criteria. |
| Clearly label each section. | Use standard headings such as "Work Experience," "Education," and "Skills" to label each section of your resume. |
| Avoid headers and footers. | Some ATSs may have difficulty reading information contained in headers and footers. Include important details such as your name, contact information, and page numbers within the main body of the resume. |
| Save your resume in compatible formats. | Save your resume in Microsoft Word (.doc or .docx) or plain text (.txt). Avoid using PDFs unless specifically requested, as some ATSs may struggle with text from PDF documents. |

"Resumes" from Career and Workforce Readiness Copyright © 2022 Careerspace, Trent University is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License, except where otherwise

noted.—Modifications: Used section *A note on applicant tracking systems (ATS)*, edited, added additional explanation and examples.

7.4 Reference Checking

Phone references and online reference checking are both methods employers use to gather information about job candidates from their references as part of the late stages of the screening process.

Let's look at a comparison between the two:

Phone references – Many employers and managers are reluctant to give references in writing, preferring to provide them over the phone. Phone references involve direct communication between the employer and the reference. It allows for real-time conversations, allowing the employer to gauge the tone and sincerity of the reference's responses. Employers can ask follow-up questions and probe for specific examples. However, scheduling calls can be a time-consuming process of calling and playing phone tag with references.



Online reference checking – While phone reference checks were previously the norm, some employers have opted for modern online reference checking. Online reference checking involves sending requests by email or through specialized AI platforms. References are asked to complete a questionnaire or provide feedback electronically. References can respond conveniently from any device, potentially resulting in faster turnaround times. Online references lack the personal touch of a phone conversation, which may result in more generic responses from references.

"Phone Dialing" by Pieter Ouwerkerk, CC BY-NC 2.0

Ultimately, the choice between phone references and online reference checking depends on the employer.



Your Perspective: Which would you use and why?



Typical Reference Check Questions

Preliminary questions

The following open-ended questions are designed to provide the reference checker with a clear understanding of the referee's working relationship with the applicant and a general overview of the applicant's strengths and areas for development.

1. Please describe your working relationship with the applicant (supervisor, client, peer, etc.), and what was the time frame during which you worked with them?
 - Relationship:
 - # of months/years worked together:
2. What were the applicant's primary responsibilities, and what were they in order of importance?
3. What would you describe as the applicant's key strengths?
4. What areas of development could the applicant focus on?
5. How did the applicant relate to others on the job?
6. Can you briefly describe the applicant's leadership style?
7. What was the applicant's reason for leaving?

Verification questions

The purpose of the following questions is to verify and/or complete information provided by the applicant in previous assessments (e.g., application form, résumé, interview).

1. Are you personally aware of any behaviour that, in your view, may constitute a breach of conduct on the applicant's part (for example, in terms of interpersonal relations, ethical behaviour or business practices)?
2. Please ask any additional questions for verification stemming from the following sources:
 - Application form
 - Résumé
 - Interview
 - Other assessments

"Appendix 1 – Structured Reference Checking Form" by the Government of Canada used under the Crown Copyright – NonCommercial Reproduction Licence (Canada). This reproduction is not endorsed by the Government of Canada.—Modifications: Used *Part 1: Preliminary questions*.

7.5 Social Media

As the use of social networking (e.g., Facebook, Twitter, Instagram, LinkedIn) has grown, employers are accessing these sites, mostly during the screening process.

In Canada, employers are leveraging social media platforms to review the suitability of potential candidates and remove them from the hiring pool. A poll conducted by The Harris Poll “found that more than 60% of Canadian companies (65%) say they screen a candidate’s social media. Among this group, 41% said they had found content on a job candidate’s social media that caused them not to offer the job” (Robitaille, 2023).



Photo by Alexander Shatov, Unsplash License

Many employers check job applicants’ social media profiles to gather information about them beyond their resumes and cover letters. This includes looking at the type of content they post, comments they make, and interests they express. Social media profiles can provide insights into candidates’ professionalism and how they might represent the company. Employers can gauge whether a candidate will fit into the company culture by reviewing their social media activity.

Although **social media screening** provides additional information about candidates, it should be used cautiously. Employers must carefully consider what specific job-related insights they aim to gain that cannot be obtained through traditional interview methods.



Should employers be using social network sites (SNSs) for information on job applicants?
What can social network sites tell us about a candidate?

7.6 Key Terms



Key Terms

- **Applicant Screening:** The process of assessing job applications to determine suitable candidates before in-depth interviews or testing. 7.1
- **Applicant Tracking Systems (ATS):** Software used to automate the initial review of job applications based on predefined criteria such as keywords and customized filters. 7.3
- **External Verification:** The process of verifying stated educational qualifications and checking references provided by the candidate. 7.2
- **Initial Assessment:** Reviewing cover letters, resumes, and applications to eliminate unqualified candidates. 7.2
- **Keyword Matching:** A method ATS uses to search for specific keywords related to job requirements in resumes. 7.3
- **Minimum Requirements (MQs):** The baseline criteria established by employers or hiring managers that applicants must meet to be considered for a position. 7.2
- **Online Reference Checking:** A method of reference checking involving sending reference check requests by email or through specialized AI platforms. 7.4
- **Phone References:** A method of reference checking involving direct communication between the employer and the reference via phone. 7.4
- **Reference Check:** Contacting individuals provided by a job applicant to verify their qualifications, experience, and character. 7.2
- **Screening Criteria:** Baseline criteria such as education, experience, certifications, and technical skills are used to evaluate candidates. 7.2
- **Screening Interview:** An initial telephone or video interview to assess a candidate's objectives, motivation, relevant education and experience, and personal attributes. 7.2
- **Social Media Screening:** The practice of checking job applicants' social media profiles to gather additional information about them beyond their resumes and cover letters. 7.5

7.7 Chapter Summary



Summary

The chapter outlines how employers evaluate job applications to identify the most suitable candidates before conducting in-depth interviews. This process, seen as a method of elimination, involves reviewing resumes, cover letters, other application materials, and initial phone or video interviews. It emphasizes the interconnected stages of recruitment, screening, and selection, highlighting that recruitment aims to create a pool of qualified candidates, screening filters out those who do not meet the minimum requirements, and selection involves choosing the best fit for the job and organizational culture.

Various screening methods are detailed, including the review of application materials, initial screening interviews, and external verification of qualifications and references. Applicant Tracking Systems (ATS) is discussed to automate the initial screening process based on predefined criteria, such as keyword matching and customized filters. The chapter also compares phone and online reference checking, discussing the pros and cons of each. Additionally, it addresses the role of social media in the screening process, noting that while it can provide insights into a candidate's professionalism and cultural fit, it should be used cautiously to avoid biases. The chapter concludes with practical advice on making resumes ATS-friendly and poses reflective questions on the ethical considerations of using social network sites for screening job applicants.

OpenAI. (2024, June 3). *ChatGPT*. [Large language model]. <https://chat.openai.com/chat>

Prompt: Create a summary of the chapter content contained in the attached file in no more than two paragraphs.



Knowledge Check

This interactive content can be found in Chapter Knowledge Checks – Text Only at the end of this book.

7.8 References

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CHAPTER 8: BRANDING YOURSELF AS A CANDIDATE

Chapter Outline

- 8.0 Learning Objectives
- 8.1 Introduction
- 8.2 Communicating Your Skills
- 8.3 Selling Yourself
- 8.4 Mastering Your Interview
- 8.5 Key Terms
- 8.6 Chapter Summary

8.0 Learning Objectives



Learning Objectives

- Identify your personal values and understand how they will influence your job satisfaction.
- Assess your industry-specific and transferable skills and articulate how they will set you apart from other candidates.
- Develop STAR responses and accomplishment statements to respond to common situational interview questions.
- Formulate an elevator pitch that sells your strengths and accomplishments as a worker.
- Utilize social networking and social media platforms to assist in networking.
- Create a job search strategy that seeks positions that align with your values, industry-specific skills, and aligns with your personal brand.
- Engage in professional development to continuously refine your professional appearance and presentation.

8.1 Introduction

Personal Branding is one's story.

**It is who you are,
What you stand for,
The values you embrace,
And the way in which you express those values!**

Wherever you are in your employment and career journey, the path always starts with YOU.

The first step to reaching your ultimate success and job satisfaction begins with a process of self-discovery. By taking the time to explore your own interests, values, skills, work preferences, and accomplishments, you will not only become more self-aware and self-assured in your career decision-making, but you will also be able to articulate your strengths to employers.

What Are Your Interests, Values, Skills, and Accomplishments?

Interests

Throughout your varied life experiences, you have the opportunity to identify and explore your likes and dislikes. Ask yourself:

- What do you enjoy doing?
- What motivates you to get out of bed in the morning?
- What jobs have you enjoyed the most and why?

Values

From an early age, you develop ideas from your family, culture, education, religion, and society as to what you believe is right and wrong, and it is these beliefs that often dictate your behaviours. Our work values are directly correlated to our job satisfaction. Consider the following work values:

Throughout your varied life experiences, you have the opportunity to identify and explore your likes and dislikes. Ask yourself?

Achievement

- Do you like being challenged and doing interesting work?
 - Do you like learning and gaining new skills?

Independence

- Do you enjoy working on your own and making decisions?

Recognition

- Is it important for you to advance and have opportunities for leadership positions?
 - Is it important for you to have a prestigious job?

Relationships

- Do you need to provide service to others and work with co-workers in a friendly environment?

Support

- Is it important for you to have the support of your boss to get your job done?

Working Conditions

- Are job security and good working conditions a priority for you?
- How important is it for you to be paid well and have good benefits?
 - Do you need variety in your daily work tasks?

Skills

Over the course of your life, you will develop many different skills and abilities. Before diving into your job search, you will want to know which skills you have and how to describe them. There are two main types of skills that you should be able to identify:

1. Technical or Industry-Specific Skills (Hard Skills): These skills are specific to your industry and the type

of jobs to which you are applying.

- Identify the industry-specific skills you have learned in college by reviewing the learning outcomes section on your program's website, as well as your course descriptions.
 - Make a list of the tasks that were required in your previous jobs and list the skills that were associated with them.
 - Use the OaSIS Canadian Government database (see below) to research industry-specific skills.
- 2. Essential Employability of Transferable Skills (Soft Skills): These skills are more general and considered essential to succeed in any job or industry and include verbal and written communication, interpersonal, problem-solving, and time management skills. You develop and utilize these skills through a variety of experiences and everyday tasks.
 - Identify these skills by thinking of tasks and responsibilities you performed effectively in your jobs, volunteering, school projects, and extra-curricular activities, and then identify those skills you used to perform them.

Accomplishments

Before writing your resume and cover letter and preparing for interviews, it is helpful to spend some time identifying examples of your past achievements. Start by brainstorming the tasks and activities you performed well from your past or current experience, including work, volunteer, education, academic projects, assignments, and presentations.

- Think of occasions where you recognized a problem or a situation that could have been improved, you acted or responded to it, and it resulted in recognition or a positive outcome.
 - Think about your contributions in individual or group projects, recognition received from a performance review, or from coworkers, team members, customers, professors, and supervisors.Accomplishments can also include awards received or any contributions you made that had a positive impact on your workplace.
- Accomplishment statements are highly favoured by employers because they provide real examples of what you can bring to the workplace. Accomplishment statements will be discussed in *Chapter 8.2 Communicating Your Skills*.



The OaSIS is a great place to research skills that are most important for your specific occupation.

OaSIS is a Canadian government database linking skills and other characteristics to occupations in Canada.

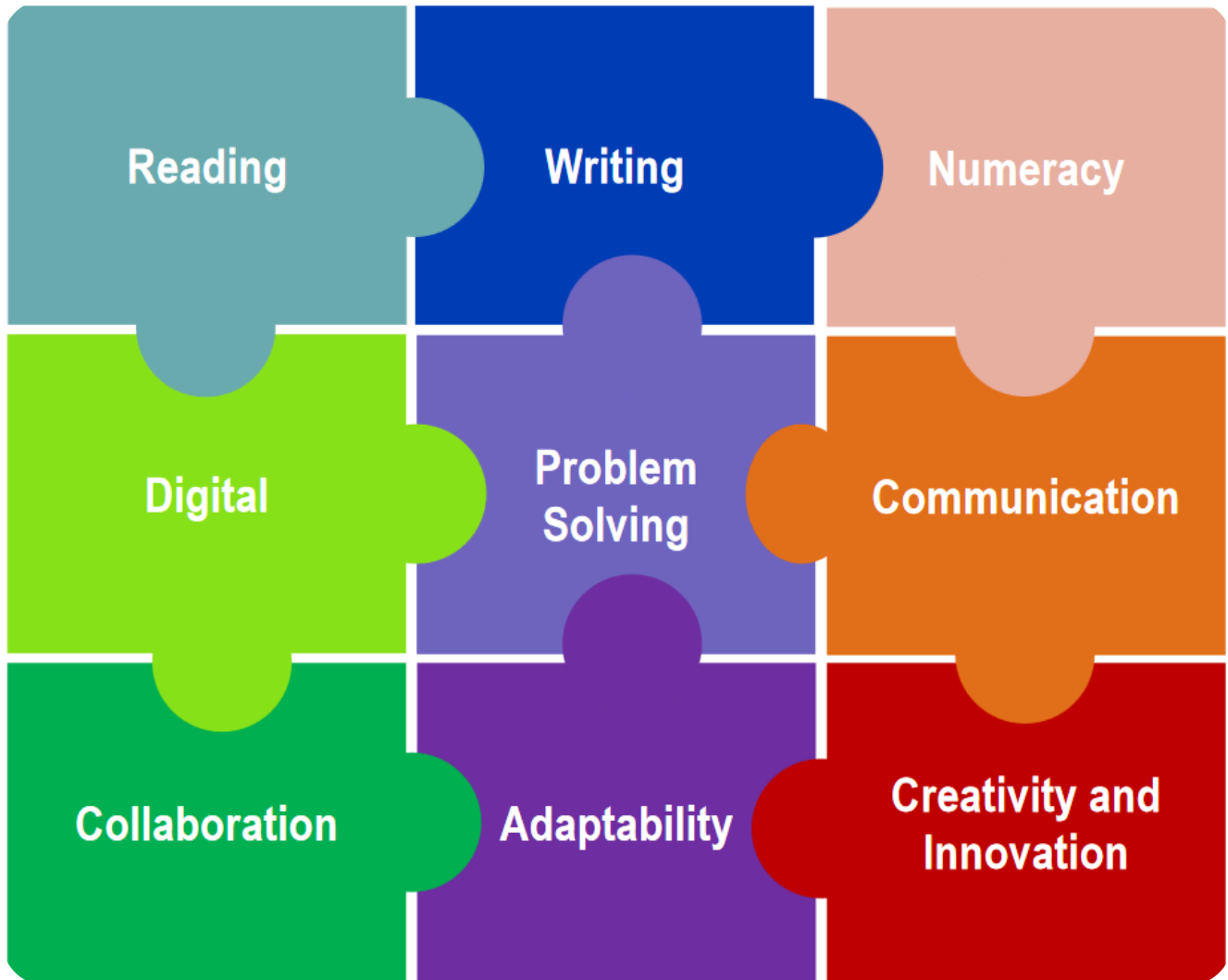


Image by SRDC, used under fair dealing for purposes of education.

Image Description

The image is a flat square divided into differently coloured puzzle piece shapes. Each puzzle piece has a skill for success on it. The skills for success are:

- Reading
- Writing
- Numeracy
- Digital

- Problem-Solving
- Communication
- Collaboration
- Adaptability
- Creativity and Innovation

The Social Research and Development Corporation (SRDC) has launched its skills for success. It outlines nine skills needed to participate and thrive in learning, work and life in the Canadian workplace. Skills for success are for everyone – employers, workers, training providers, governments, and communities.

“Assess” from Be the Boss of Your Career by Lindsay Bortot and Employment Support Centre, Algonquin College is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: edited.

8.2 Communicating Your Skills

So far, you've taken an inventory of your skills and begun to consider the ways in which some of those skills might be transferable. Now, you just need to know how to communicate them!

The STAR Method

Knowing how to best communicate your skills will help you throughout your career, from writing a resume to networking effectively to answering challenging job interview questions. It begins with using the STAR method. You talk about a time when you put your skills to work.

STAR is an acronym that stands for:

Situation

What was the situation? What problem needed to be solved?

Task

What was your task?

Action

What action did you take, step by step?

Result

What was the result? (i.e., what was accomplished, improved or learned)

Using the STAR method ensures that you demonstrate the skills you have in a clear and focused manner. It provides an opportunity to articulate your skills and form a foundation that prepares you to answer behavioural questions during job interviews. Becoming familiar with the STAR method will be especially useful when writing resumes, cover letters, and preparing for interviews.

The STAR method is good to use when responding to behavioural interview questions, where you are asked to talk about an occasion where you faced a certain situation and had to take some action.

Once you have determined the questions you are likely to be asked, prepare scenarios from your experiences – from work, education, placements, volunteering, etc. – where you demonstrated the skills and knowledge

required for the target job. Instead of simply telling the interviewer you have the skills they want, your answers to these questions provide a demonstration of those skills.

Here is an example:

Behavioural Interview Question

“Can you give me an example of a time you resolved a conflict between employees?”

Response Using STAR

Situation

“In my previous HR role, two team members were consistently clashing over project responsibilities, which was affecting their productivity and the team’s morale.”

Task

“My task was to mediate the conflict and help them find a way to collaborate effectively.”

Action

“I met with each employee individually to understand their perspectives, then brought them together for a mediation session. I facilitated a discussion where they could express their concerns and guided them in setting clear expectations for their roles.”

Result

“By the end of the session, they had reached a mutual agreement on how to divide responsibilities, and their working relationship improved. This not only resolved the immediate conflict but also enhanced team collaboration moving forward.”

OpenAI. (2024, August 19). *ChatGPT*. [Large language model]. <https://chat.openai.com/chat>

Prompt: “Example of the STAR technique being used in a behavioural interview question response about an HR situation.”

In summary, the components of STAR are:

- **Situation:** Conflict between employees.
- **Task:** Mediate and resolve the issue.
- **Action:** Individual meeting and a mediation session.
- **Result:** Improved working relationship and team collaboration.

Accomplishment Statements Using the STAR Method

Now that you are familiar with the STAR method let's talk about accomplishment statements. An accomplishment statement is your STAR story distilled down into one phrase. Here is the simple formula for an accomplishment statement:

Verb + Context + Result

In one phrase, an accomplishment statement explains...

- The action you took (Verb),
- Under what circumstances (Context), and
- The positive outcome (Result).

Let's say you want an accomplishment statement to support your organization skills, accuracy, and/or database skills. You think of an example: You had to track employee vacation days (Context), and so you organized (Verb) a database, and you were commended for its accuracy (Result).

Your accomplishment statement could be:

"Organized database to track employee vacation days and was commended for accuracy."

Here are some more examples of accomplishment statements:

"Coordinated recruitment activities, successfully filling 15 open positions within a two-month period."

"Implemented a digital filing system, reducing document retrieval time by 30%."

"Processed employee payroll with 100% accuracy, ensuring timely payments for over 200 staff members."

OpenAI. (2024, August 19). *ChatGPT*. [Large language model]. <https://chat.openai.com/chat>

Prompt: "Simple accomplishment statement for an HR assistant job."

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noted.—Modifications: Used section *The STAR Framework*, edited, added example; Used section *Accomplishment statements*, edited, changed one example, added additional examples.

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8.3 Selling Yourself

Letting the Right People Know About Your Brand

When a company has designed a new product or brand, it is excited to let people know about it. The more enthusiastically it shares the news, the better the payoff. The same should be true of your job search. You are a new brand that is about to go on the market, you know you have unique qualities to offer, and you should be excited to let other people know this about you, too!

Networking

The hidden job market, which, according to Statistics Canada, accounts for 65-80% of available jobs, suggests that an unprecedented number of jobs are no longer being publicly posted. More often than not, positions are being filled internally, by referral, or through direct contacts.

For many of us, just thinking about networking can make us break out into a cold sweat. Even though we know that networking is a necessary component of uncovering **the hidden job market**, many of us still find it uncomfortable and question whether what we are doing is right. However, networking is the simple act of exchanging information, specifically for the purpose of forming and building relationships. When you develop and maintain relationships across many different areas of your life, you increase your chances of those relationships helping you with your career goals. Networking does not lead to a job overnight; Rather, it is an ongoing process, whether you are looking for a job or not. It's about putting yourself out there and getting to know as many people as possible. You will be surprised at how many people are willing to help you because you ask. The fact is people *want* to help you; They want to see you succeed.

Networking is personal, so make a list of all the people you know with whom you can network. Don't disqualify anyone because you think they can't help. You never know who knows someone who might be the link to your next job.

Write down the four Fs – friends, family, friends' families, and family's friends – using a format like the example shown in table 8.3.1, but don't stop there; Include your manicurist, hairstylist, family doctor, massage therapist and anyone else with whom you have a relationship. It's always easier to start networking with people with whom you already have a relationship.

Table 8.3.1: Sample Networking List

| Name | Relationship | E-Mail | Phone | Date of Contact | Follow-Up Date |
|----------------|--|--|--------------|-----------------|---|
| Manny Romeo | Dad's friend at Crane, Inc. | mromeo@craneinc.com | 616-787-9121 | March 4 | Need to touch base again at end of the month. |
| Shalee Johnson | Hairstylist | Not available; will talk to her on my next appointment | 616-765-0120 | April 7 | To be determined based on first contact. |
| Rajesh Sumar | Director of Alumni Relations at school | rajesh.sumar@college.edu | 891-222-5555 | March 12 | To be determined based on first contact. |

Online Professional Social Networking

Online professional social networks such as LinkedIn, Facebook, and Twitter can help you expand your network and build relationships with many people who might be able to help put you in touch with the right people. Your social networking pages represent your personal brand. Be sure all words, pictures, and videos are appropriate for viewing by prospective employers.

LinkedIn

LinkedIn has the largest online professional network in the world, with the fastest-growing demographic being students and recent graduates. LinkedIn provides you with the resources to access various professional networks, recruiters, and learning opportunities that will help you in your search for a job. Just having a LinkedIn account will not guarantee you a job; however, more companies increasingly use professional social networks to identify potential job candidates. LinkedIn can help you grow your professional brand and make a professional online impression.

Use the following tips to create an effective profile that will help you stand out:

- *Come up with a targeted and attractive headline.*
- *Increase your views with a good photo.* Look directly at the camera and smile.
- *Build a conversational and informative summary.* Ask yourself what you want your target audience to know about you.
- *Show your experience.* These can reflect the STAR technique for Accomplishment statements you used to develop your resume descriptions.
 - *Share your accomplishments.*
 - *Showcase your education.* List all of your post-secondary education.
- *Promote your skills.* Start by listing at least five skills you have learned throughout your academic, volunteer, and work experiences.
- *Build your connections by common interests and community.* Don't wait until you graduate to build up

your connections. Spend time increasing your contacts now. Aim for 50 as you're starting out, but the more connections, the better! You can connect with friends, classmates, professors, or people that you've volunteered and worked with.

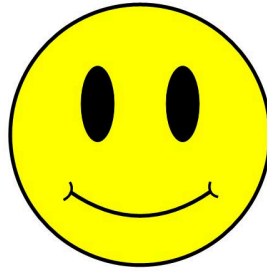
- *Search for jobs.* Follow companies. Search for and follow companies of interest to learn more about a company and the people they employ.
- *Stay active!* Stay active by updating your LinkedIn status often. You can talk about what you're reading, working on, and more.

The Elevator Pitch

One of the first steps in preparing for any networking situation is knowing what you want to say. Your elevator pitch is critical because it tells a prospective employer or someone in your network what you have to offer, what makes you different, and what you want to do. You will use your elevator pitch in many different situations. It's the perfect response to what is commonly the first question that is asked at almost every job interview: 'So tell me about yourself'. It's great to be ready with a clear, concise, and compelling statement. If you think you can wing it, you will probably start your interview off on the wrong foot. On the other hand, a good elevator pitch allows you to direct the conversation to the things you want to talk about (your brand!).

Create a 30-second Elevator Pitch

Remember that your elevator pitch is a reflection of you. That way, you will feel natural saying it and can make adjustments based on how it sounds and feels.



"Smiley Face" by Flyingtigersite, CC BY-SA 3.0

And don't forget to smile!

Let's reflect on the idea behind the elevator pitch. If you were riding in an elevator with someone you were interested in working for, would you be able to effectively convince them of what you can contribute in a way that will make them want to hire you or learn more about you? This is a very strategic way to impress your connections, and it shows that you're prepared by being able to clearly state what you can do, say what you can offer, and describe what your goals are, all in a 20-30 second timeframe.

To prepare your pitch, ask yourself the following questions:

- Who are you? Introduce yourself by first and last name. Provide a brief overview of your present situation, i.e. what program you are taking and what level you are in, or what your current position is.
- What experience and skills do you have? What makes you unique? Explain accomplishments from your experiences and the skills you have. You can draw on examples from your academic, employment, placement, and volunteer experiences.
- What are you looking for or looking to do? Make a connection between your skills and what you can offer the company. Reflect on your career goals.
- What are your next steps? Mention your desire to connect with this person whether it be to email your resume, set up an information interview, or add them as a contact on LinkedIn.

You don't want to sound robotic, so to sound natural, make point-form notes to jog your memory instead of narrating it word by word. Practice your elevator pitch so that you feel comfortable, making you feel more confident about your skills.

Elevator Pitch Example:

“Hi, I’m currently studying Human Resources at Fanshawe College. I’m really passionate about helping people find the right fit in their careers and making workplaces more positive and productive. I’m looking to start my HR career where I can bring my genuine interest in people and my practical knowledge to a team that values growth and collaboration.”

“Hi, I’m currently studying Human Resources at Fanshawe College, where I’m not just learning the basics but also focusing on how to bring a fresh perspective to workplace culture. I’m passionate about using HR to create environments where people thrive, and I’m eager to apply my skills in a real-world setting. Whether it’s enhancing employee engagement or streamlining recruitment, I’m excited to contribute my unique blend of academic knowledge and creativity to a forward-thinking company.”

OpenAI. (2024, August 19). *ChatGPT*. [Large language model]. <https://chat.openai.com/chat>

Prompt: “Create a short elevator pitch for me. I’m in the HR program at a local college and looking for work in the HR field. & again, but added, I want to sound unique.”

Online Job Boards and Company Web Sites

When you apply for positions you find on online job boards or company websites, you should apply using the format they prescribe. Just make sure you include a cover letter when you submit your résumé. Hiring managers are likely to throw away résumés that come in without cover letters because a cover letter is what allows you to personalize your application and it sends a message that you care enough to make an effort in your job search.

Best Practices for Applying for a Job via Email

A job application email is a form of business correspondence, so make a positive, professional impression.

1. Review your resume and cover letter to ensure they are correct and error-free.
2. Name each file in a way that makes it clear what the document is, usually with your name and the job applied for, such as MelanieFanshawe.docx.
3. Unless otherwise directed, save the documents in MS Word format.
4. Enter a clear, short subject line, usually with your name and the job applied for, such as “Melanie Hapke application for VP of Human Resources”.
5. Compose a short message...

Start with a salutation, such as “Dear Greg McCormack” or “Dear Hiring Manager”.

Provide a statement that addresses the job you're applying for and the source where you learned of the position. For example: "I'm writing to express my interest in the Human Resources Assistant position listed on Indeed. My resume and cover letter are attached for your consideration."

Give a short but impactful statement of the qualifications that make you an ideal candidate – you might consider this a highly condensed version of your cover letter. For example: "I am a fast learner, with experience supervising others and recent completion of a graduate certificate in human resources."

Add a statement expressing enthusiasm for further discussion about the job. For example: "I look forward to an opportunity to discuss how I might contribute to your company's ongoing success."

Use a complimentary close, such as "Sincerely".

Provide your full name, email address, and link to your LinkedIn page if applicable.

Add the recipient's email address last! This helps prevent you from sending the message in error before it is ready. Only add the email address once you're sure your message is free of errors and you have the right documents attached. (You might even consider test-sending the email to yourself first to be sure everything is correct.)

You Are What You Write!

You might not think twice about sending a text to your friend. But in the business world, everything you write in an e-mail, text message, letter, or note is a direct reflection of your personal brand.

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"What's Your Elevator Pitch for Your Brand?" from *Selling for Success 2E* by NSCC and Saylor, is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: Used paragraph one of section *Elevator pitch 101: Be prepared*, edited; Used paragraph two of section *When to use your elevator pitch*, edited.

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"Networking" from Be the Boss of Your Career: A Complete Guide for Students & Grads by Lindsay Bortot

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8.4 Mastering Your Interview

You've been invited to an interview – Congratulations! You've already put a lot of work into getting to this point, so now, let's look at some strategies to help you get that job.

Selling Yourself During the Interview

You cannot control the interview's outcome, but you can control the preparation that goes into the interview. Preparing beforehand and knowing what to expect will set you apart from your competitors and put you in the best possible position to let your personal brand shine.

Here are ten steps to guide you through preparation for and follow-up after every job interview:

Be ready to show and tell



Accept and confirm the interview



Research the company



Rehearse your elevator pitch



Prepare your answers to popular interview questions



Prepare your questions about the company



Prepare for the logistics



Prepare your wardrobe



Make a personal connection during the interview



Follow up, follow up, follow up

Step 1: Be Ready to Show and Tell

Build your confidence and reduce your anxiety. Use positive self-talk, and believe in your own awesomeness by repeating to yourself things like, “I’m prepared,” “I’m the best candidate for this job,” and “I can do this.”

Don’t come empty-handed! Here is what you need to bring:

- Interview details, including the address, phone number, and interviewer names.
- The original job posting to review while you’re waiting.
- Additional copies of your resume and cover letter.
- A pen and paper for taking notes.
- A list of prepared questions to ask at the end of your interview.
- Your references, neatly typed on a single sheet of paper.

Step 2: Accept and Confirm the Interview

Do you have the correct day and time written down? Do you know the name, title, and office location of the person with whom you’ll be interviewing? Do you have directions to the company’s location?

Step 3: Research the Company and Your Interviewer

Begin by reviewing the job description on the company website if it’s available. Then spend some time on the website, researching the company’s mission statement, description and operations.

Don't forget to research your interviewer. Chances are, they have a profile on LinkedIn.

Step 4: Rehearse Your Elevator Pitch

Do not be surprised if one of the first questions your interviewer asks is something along the lines of "tell me about yourself."

Step 5: Prepare Your Answers to Popular Interview Questions

While there's no way to know which questions you'll get for sure, you can be relatively certain that your interviewer will ask at least one or two of the common standbys. Preparing answers to popular interview questions beforehand will empower you to respond with clarity and ease. Practice telling your stories out loud to be concise and focused yet sounding natural.

A few pointers for difficult questions and pointers for coming up with a response are below:

What Are Your Salary Expectations

This is a potential problem you should avoid responding to directly if possible. A good response would be to deflect the question: "I would expect compensation that falls in the standard salary range for this industry."

It's a good idea to research salary ranges for your industry so that you will be ready to negotiate when the topic of salary does come up, but let your employer put a figure on the table first. If you feel that you have to respond to this question with a direct answer, just be warned that once you name a figure, you should not expect your employer to offer you more than that if you decide to take the job. It is a good idea to do your research before any job interview by researching current salaries for the position for which you are interviewing.

What Did You Like Least About Your Last Job?

Interviewers often ask this question to get you to reveal conflicts. Avoid going this route. In job hunting, you should never reveal anything negative about a former employer. Whatever you mention in your response, choose something that isn't directly related to the job for which you are applying. And make sure to end your response positively: "I'm ready for the challenges of my new job."

Step 6: Prepare Your Questions

Toward the end of the interview, every interviewer will ask you if you have any questions for them. Make sure you have three to four questions in mind. You can ask these questions even if you already know the answer.

Here are a few questions to consider asking:

- “What skills make the most successful employees here?”
- “What is the top priority of someone who accepts the job?”
- “What is your favourite part about working for this organization?”
- “What would the ideal person for this position look like?”
- “What are the next steps in the hiring process?”

When do I ask About Salary?

Finally, even if you have questions about salary and benefits, don’t ask them now. Always delay a conversation about salary as long as possible. It is best to let your interviewer bring up salary – which might not be until after the second or third interview. Be patient; The longer your prospective employer takes getting to know you, the more opportunities you have to point out why you would be a good candidate for the job. If you sell yourself well throughout the interview process, you might even receive a higher offer.

Step 7: Prepare for the Logistics

Control the things that are in your power to control so that you can focus on your performance during the interview. Double-check that you know where you’ll be going (including building, room, and/or suite number) and allow extra time for travel in case you get stuck in traffic. Ensure you know the position title for which you will be interviewing.

Arrive early and get ready to give a fabulous interview.

Step 8: Professional Image

Your wardrobe is part of your personal branding, so dress like a professional for your interview. Even if you are interviewing in a more casual industry, you can always dress down *after* you get the job.

- Avoid clothing that is too tight, revealing and uncomfortable. Avoid shoes that may be difficult to walk in.
- Choose solid colours and subtle patterns. Avoid distracting patterns or bright colours.
- Dress in clothes that make you feel good: you will project yourself more confidently.
- Avoid noisy or distracting jewellery, watches, and heavy makeup.
- If you have tattoos or body piercings, you may want to ensure they are not visible during the interview.
- Be aware of scent-free policies.
- Lay out your clothes the night before so that you will have one less thing to worry about on the

day of the interview.

Feminine Business Professional



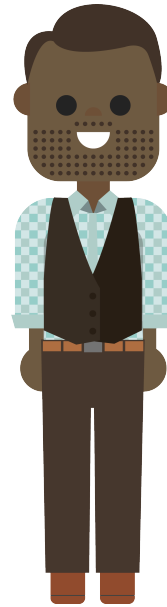
Masculine Business Professional



Feminine Business Casual



Masculine Business Casual



Step 9: Make a Personal Connection During the Interview

Make an effort to connect personally with your interviewer. People want to hire people they like. Smile and make eye contact!

Types of Nonverbal Communication

Be sure you are sending the right nonverbal messages to your interview. Be aware of:

- Handshakes
- Body language
- Gesturing
- Nodding or shaking your head
- Eye contact (or lack of eye contact)
- Facial expressions
- Bad posture
- Dress
- Exuding nervous energy
- Smiling

- Active listening

Step 10: Follow-Up, Follow-Up, Follow-Up

Do not wait to do this! Get in contact while you are still fresh in your interviewer's mind: write a thank-you email the same day.

During your interview, you should ask the interviewer for a time frame so that you will know when to expect a response. If you haven't heard back by the appointed date, follow up with a phone call. Be persistent, but remember there is a fine line between persistence and pestering.

Sometimes, hiring decisions get delayed because of issues that come up at the company, so not hearing back by the date you were expecting is not necessarily an indication that you weren't selected for the position.

Building Your Brand: Becoming a “Careerpreneur”

As fewer permanent jobs become our reality, we need to create our own successes and generate new opportunities. We need to take direction of our futures by being “careerpreneurs.” This is an idea where you manage your own career path like a small business. Instead of waiting for your future to magically fall into your lap, it becomes imperative that you build and maintain a network of contacts, develop your own personal brand, and maintain an active online presence. Graduates today will experience more job changes than past generations; by gaining a broader range of experience through different roles, you will diversify your skill sets while becoming more adaptable to new challenges.

It's time to be the boss of your career!

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8.5 Key Terms



Key Terms

- **Interests:** Your likes and dislikes. 8.1
- **Values:** The facets of your workplace experience that bring you enjoyment and workplace satisfaction. 8.1
- **Skills:** The learned abilities that will assist your job performance. 8.1
- **Accomplishments:** Your workplace successes. 8.1
- **STAR Method:** An acronym of Situation, Task, Action, Result that outlines necessary points to cover in a response to a situational question. 8.2
- **Accomplishment Statement:** A condensed response to a situational question outlining your successes in that situation. 8.2
- **The Hidden Job Market:** The portion of available job positions that are not publicly advertised and only available to candidates who are networked into the positions. 8.3
- **Elevator Pitch:** A statement that summarizes your goals, talents, and other distinguishing traits as a candidate. 8.3
- **Careerpreneur:** The mindset of treating your career path as a business rather than a result of repeated happenstances. 8.4

8.6 Chapter Summary



Summary

The chapter on “Branding Yourself as a Candidate” provides students with practical steps to showcase their personal brand during their job search effectively. It emphasizes the importance of self-discovery, encouraging students to identify their interests, values, skills, and accomplishments. The chapter highlights how these elements collectively form their personal brand, which is essential in standing out to potential employers. Key areas covered include understanding the impact of one’s values on job satisfaction, identifying industry-specific and transferable skills, and crafting accomplishment statements using the STAR method to communicate past achievements clearly.

Additionally, the chapter offers actionable advice on networking, both in-person and online, stressing the significance of maintaining professional relationships and utilizing platforms like LinkedIn to enhance visibility. It also introduces the concept of the elevator pitch, guiding students on how to succinctly and effectively present themselves to potential employers or networking contacts. Through these strategies, the chapter aims to equip students with the tools needed to navigate the job market and build a compelling personal brand that resonates with employers.

OpenAI. (2024, June 3). *ChatGPT*. [Large language model]. <https://chat.openai.com/chat>

Prompt: Create a summary of the chapter content contained in the attached file in no more than two paragraphs.



Knowledge Check

This interactive content can be found in Chapter Knowledge Checks – Text Only at the end of this book.

CHAPTER 9: TESTING

Chapter Outline

- 9.0 Learning Objectives
- 9.1 Introduction
- 9.2 Cognitive Ability and Aptitude Tests
- 9.3 Personality Tests
- 9.4 Emotional Intelligence
- 9.5 Evaluating Job Proficiency and Integrity
- 9.6 Physical/Medical Exams Are the Last Step in Selection
- 9.7 Reliability in Selection Testing
- 9.8 Validity in Selection Testing
- 9.9 Reliability and Validity Confusion
- 9.10 Testing and Selection Interviews
- 9.11 Key Terms
- 9.12 Chapter Summary
- 9.13 References

9.0 Learning Objectives



Learning Objectives

- Identify the different types of employment tests used in the selection process.
- Explain the importance of combining structured interviews with objective testing to evaluate candidates' knowledge, skills, and abilities (KSAs).
- Describe the steps involved in conducting a job analysis and how they inform the selection of appropriate tests.
- Discuss the concepts of reliability and validity and their significance in ensuring the effectiveness and legal defensibility of selection tests.
- Differentiate between various forms of validity, including face, content, construct, and criterion validity.
- Evaluate the practical applications of cognitive ability tests, aptitude tests, personality tests, and other assessment tools in predicting job performance.
- Assess the ethical and legal considerations associated with using employment tests in hiring.
- Outline the advantages and limitations of personality and behavioural tests in the selection process.
- Analyze how emotional intelligence tests can measure candidates' interpersonal skills and fit within an organization's culture.
- Formulate strategies for integrating multiple assessment tools to enhance the accuracy and fairness of hiring decisions.

9.1 Introduction

A structured interview can measure **knowledge, skills, and abilities (KSAs)**. However, in-depth interviews can be time-consuming and costly. Even in the best of cases, they remain subjective, and biases can influence the interviewers. Testing scores are much more objective and relatively inexpensive. Testing is a perfect complement to interviewing. Using both assessments during the selection process helps choose the best candidate for the job.

Choosing a test

Several tests can be administered. The job for which a test is selected should be very similar to the job for which the test was initially developed. Determining the degree of similarity will require a job analysis. Job analysis is a systematic process to identify the tasks, duties, responsibilities (TDRs) and working conditions associated with a job and the knowledge, skills, abilities, and other characteristics (KSAOs) required to perform that job. Job analysis information is central in deciding what to test for and which tests to use.

Employment tests can confirm that the applicant possesses the KSAOs related to the job description and measure an applicant's KSAOs about another applicant. An **aptitude test** measures a person's ability to learn new skills. Personality and behavioural tests can help determine if an applicant's values, work style, and personality align with the company's culture and job demands.

Reliability and validity are essential to the legal defensibility of any selection procedure. Using an employment test with known reliability and validity helps to make your hiring decisions legally defensible. Information on thousands of employment tests can be found on the internet. Any HR manager responsible for choosing employment tests must know the various standards and technical documents related to their use. They need to ensure the tests used are suitable for employee selection. HR professionals need to be able to defend their work.

Selection Testing

This chapter will cover the most common tests used for selection decisions, listed below.

- Cognitive ability tests
- Aptitude tests
- Personality tests
- Emotional intelligence
- Job knowledge tests
- Work sample
- Honesty/integrity test
- Physical ability tests and sensory/perceptual ability tests
- Physical/ medical exams
- Pre-employment drug and alcohol testing

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9.2 Cognitive Ability and Aptitude Tests

Cognitive Ability Tests

A cognitive ability test measures intelligence. The most common type, IQ tests, measure general mental ability. Other tests can specifically focus on verbal ability, math skills, memory, problem-solving, and reasoning.

Wonderlic Personnel Tests are tests of general cognitive ability (GCA). They measure a person's ability to learn, adapt, and solve problems, motivation potential (attitude, behaviour performance, and productivity), and knowledge and skills (math, verbal, data entry, and software proficiency).

Aptitude Tests

Aptitude – is an inborn ability to perform specific types of activities, with or without prior knowledge of what those might entail. It also refers to a person's natural ability or potential to learn (Indeed Editorial Team, n.d.). Aptitude tests are designed to measure an individual's abilities in specific areas. Different aptitude categories include verbal, numerical, spatial, and mechanical.

Some aptitude tests are tailored to assess technical skills relevant to specific fields, such as mechanical aptitude, e.g., the ability to use a particular computer program, or numerical aptitude, e.g., someone who is strong at math and problem-solving. Usually, an aptitude test asks specific questions related to the job's requirements.

Aptitude Tests In The Canadian Forces

Every Canadian Forces applicant must complete the Canadian Forces Aptitude Test (CFAT). An hour-long multiple-choice test scores people on their verbal skills, spatial ability and problem-solving (Department of National Defence, 2017). The Department of National Defence (DND) has recently decided to use the test during basic training instead of during the initial selection process. The DND found that the Aptitude test deterred applicants from applying, even after they had expressed interest in joining the forces. Brig.-Gen.

Krista Brodie, the commander overseeing military recruitment, stated, 'We're changing things and measuring and adjusting as we go' (Burke, 2024).



New Generation of the Royal Regiment of Canada by Can Pac Swire, CC BY-NC 2.0

This is a great example of the need for HR managers and hiring managers to continue to evaluate their selection process and to make the changes needed to achieve the organization's recruitment goals and to keep up with a changing workforce.

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9.3 Personality Tests

Personality Tests

The Big Five personality test examines extroversion, agreeableness, conscientiousness, neuroticism, and openness. Self-assessment statements might include the following:


1. I have an assertive personality.
2. I am generally trusting.
3. I am not always confident in my abilities.
4. I have a hard time dealing with change.

Personality

Personality encompasses a person's relatively stable feelings, thoughts, and behavioural patterns. Each of us has a unique personality that differentiates us from others, and understanding someone's personality gives us clues about how that person is likely to act and feel in various situations. Having this knowledge is also helpful in placing people into jobs and organizations. Personality traits cluster into five main categories, called the Big Five. Personality assessment involving the Big Five should be considered part of the HR selection toolkit for most jobs.

Table 9.3.1 The Big Five Personality Traits

| Trait | Description |
|--------------------------|---|
| Openness | <p>Imaginative, inventive, intellectually curious, and receptive to new experiences.</p>  <p><i>Photo by Tachina Lee, Unsplash License</i></p> |
| Conscientiousness | <p>Methodical, reliable, goal-oriented, detail-focused, and disciplined.</p>  <p><i>Photo by Fábio Lucas, Unsplash License</i></p> |
| Extraversion | <p>Energetic, talkative, outgoing, and enjoys social interactions.</p>  <p><i>Photo by Clay Banks, Unsplash License</i></p> |
| Agreeableness | <p>Compassionate, cooperative, good-natured, trusting, and considerate.</p>  <p><i>Photo by Zac Durant, Unsplash License</i></p> |

| Trait | Description |
|--------------------|---|
| Neuroticism | <p>Prone to stress, emotionally unstable, anxious, and often experiences negative emotions.</p>  <p><i>Photo by ahmad gunnaivi, Unsplash License</i></p> |

The Big Five

Here are the definitions for each of the five dimensions:

Openness: People high in openness seem to thrive in situations that require flexibility and learning new things. They are highly motivated to learn new skills and do well in training settings. They also have an advantage when they enter a new organization. Their open-mindedness leads them to seek a lot of information and feedback about how they are doing and to build relationships, which leads to quicker adjustment to the new job.

Conscientiousness: Refers to the degree to which a person is organized, systematic, punctual, achievement-oriented, and dependable. Conscientiousness is the one personality trait that uniformly predicts how high a person's performance will be across various occupations and jobs. Conscientiousness is the trait most recruiters desire, and highly conscientious applicants tend to succeed in interviews. Once hired, conscientious people not only tend to perform well, but they also have higher levels of motivation to perform, lower levels of turnover, lower levels of absenteeism, and higher levels of safety performance at work. One's conscientiousness is related to career success and career satisfaction over time.

Extraversion: is the degree to which a person is outgoing, talkative, friendly, and enjoys socializing. One established finding is that they tend to be effective in jobs involving sales. They also tend to be effective managers and demonstrate inspirational leadership behaviours. They do not necessarily perform well in all jobs; jobs depriving them of social interaction may be a poor fit. They are not necessarily model employees. For example, they tend to have higher levels of absenteeism at work, potentially because they may miss work to socialize with or attend to the needs of their friends.

Agreeableness: Agreeable people may be valuable to their teams and influential leaders because they create a fair environment in leadership positions. People with agreeableness are also less likely to engage in constructive and change-oriented communication. Disagreeing with the status quo may create conflict, and agreeable people may avoid creating such conflict, thus missing an opportunity for constructive change.

Neuroticism: refers to the degree to which a person is anxious, irritable, temperamental, and moody. It is perhaps the only Big Five dimension where scoring high is undesirable. People with very high Neuroticism typically experience several problems at work. Being high in Neuroticism seems to be harmful to one's career, as these employees have lower levels of career success (measured by income and occupational status achieved in one's job).



Evaluate Yourself on the Big Five Personality Factors

Go to Out of Service's Big Five Personality Test to see how you score on these factors.

Personality tests have become a popular screening tool. Recent Canadian stats show that in 2013, almost 30 percent of small and medium Canadian businesses reported using them. In 2017, Michaels, a North America-wide arts-and-crafts store, asked applicants to complete a personality questionnaire online. Virtually all psychologists accept the Big Five as a legitimate test of personality – conscientiousness, which correlates to success at work. However, one of Michael's applicants, Ashleigh, stated that Michael had asked about her essence as a person. She said, 'It's especially trying if it's for a minimum-wage job, and they're asking if you're always happy.' Michael Lynk, a professor at Western University's Faculty of Law, said employers shouldn't be asking questions that reveal someone's mental health. "Asking if you're happy all the time, asking if your moods swing a lot, are just red flags that no employer should ask," he said. Decades of research into how employees think and behave have gone into personality testing. So, while there is a place for personality tests in HR employee selection, we must be mindful of the questions and the candidates' experience in answering them (Field, 2018).

Aside from the Big Five personality traits, perhaps the most well-known and most often used personality assessment is the **Myers-Briggs Type Indicator (MBTI)**. Unlike the Big Five, which assesses traits, MBTI measures types. MBTI was developed in 1943 by a mother-daughter team, Isabel Myers and Katherine Cook Briggs. One distinguishing characteristic of this test is that it is explicitly designed for learning, not for employee selection purposes. The Myers & Briggs Foundation has strict guidelines against using the test for employee selection. However, organizations do find it helpful for training and team-building purposes.

"Personality and Values" from Principles of Management II by Anonymous is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International, except where otherwise noted.—Modifications: Used paragraph one of section *Personality*, edited; Used section *Big five personality traits*, edited.

"2.3 Individual Differences: Values and Personality" from NSCC Organizational Behaviour by NSCC is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: Used section *Myers-Briggs type indicator*, edited, summarized.

9.4 Emotional Intelligence

Emotional intelligence is a person's awareness of their emotions and the emotions of others and how well they can control and express themselves and read those of others. Emotionally intelligent people can maintain interpersonal relationships with thoughtful consideration and rational insights.

Emotional intelligence is not simply whether or not someone is emotional but rather how well they handle their interpersonal skills and the emotions of others. It is extremely important in the workplace to reduce conflict and create a more stable and effective workplace environment.

According to psychologists Peter Salovey and John D. Mayer, there are four levels of emotional intelligence—perceiving, reasoning, understanding, and managing emotions. Perception, reason, understanding, and management are all essential skills to be considered when determining emotional intelligence. Being able to navigate these four levels is indicative of a person with high emotional intelligence. Often, people think of intelligence and emotion as mutually exclusive skills; however, emotional intelligence is an essential form of intelligence that determines a person's interpersonal skills and ability to work well with others, problem-solve, and build relationships. Each skill is highly effective and valuable in the workplace and helps foster a productive and engaged work environment.

The typical workday requires a large number of decisions to be made. Many of these decisions are emotionally charged in some way, with passion and opinions behind them. Employees with vital emotional intelligence are likelier to make rational and well-thought-out decisions. Emotional intelligence is a highly desirable trait for new and tenured employees alike. Many companies ask behavioural-based interview questions to assess emotional intelligence and make better-informed hiring decisions.

“Emotional Intelligence” from Human Resources Management by Nina Burokas is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.—Modifications: Edited; Removed video.

9.5 Evaluating Job Proficiency and Integrity

Job Knowledge Test

A **job knowledge test** measures the candidate's level of understanding about a particular job. For example, it may require an engineer to write code in a given period or ask candidates to solve a case study problem related to the job.

Work Samples

Work samples are commonly used in selection to assess skills and competencies. Oral communication skills may be assessed through an oral presentation. Work sample tests ask candidates to show examples of work they have already done or to produce a new work (product) sample. In the advertising business, this may include a portfolio of designs, or for a project manager, it can consist of past project plans or budgets. Work sample tests can be a helpful way to test for KSAOs. These work samples can often be a good indicator of someone's abilities in a specific area. As always, before looking at samples and simulations, the interviewer should develop particular criteria or expectations so each candidate can be measured relatively.

Honesty/Integrity

Honesty and integrity tests measure an applicant's propensity toward undesirable behaviours such as lying, stealing, taking illegal drugs or abusing alcohol. Two types of tests assess honesty and integrity. Overt integrity tests ask explicit questions about honesty, including attitudes and behaviour regarding theft. Personality-oriented (covert) integrity tests use psychological concepts such as dependability and respect for authority. Critics have said these tools may invade privacy and generate self-incrimination. They also claim that candidates can interpret the questions' intent and provide answers that are considered correct but not characteristic of the candidate. However, many organizations are motivated to use them because the behaviours these tests attempt to capture can harm their bottom line. For example, in the retail industry, employee theft is an issue that can significantly impact a retailer. Thus, retail companies commonly use these tests in their selection process.

"Test Administration" in Human Resources Management – 3rd Edition by Debra Patterson is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: Used section *Honesty and integrity tests*; Used section *Job knowledge test*; Used section *Work sample test*, edited.

9.6 Physical/Medical Exams Are the Last Step in Selection

Physical Ability and Sensory/Perceptual Ability Tests

For specific jobs, some organizations require **physical ability tests**; for example, to earn a position in a fire department, you may have to be able to carry one hundred pounds up three flights of stairs. As part of its selection procedures, the Royal Canadian Mounted Police (RCMP) tests all applicants for physical ability. Suppose you use physical tests in your hiring processes. In that case, the key to making them useful is to determine a minimum standard or expectation specifically related to the job requirements. An HR manager should also consider the legality of such tests, perhaps in the context of strength; for example, they run the risk of discriminating against female applicants or those with physical disabilities. In Canada, human rights acts require medical or physical examinations of job candidates to be job-related (Ontario Human Rights Commission, n.d.).

Physical/Medical Exams

Fitness testing and physical or medical examinations to verify or determine a person's ability to perform essential job duties should only occur after a conditional employment offer, preferably in writing. This allows an applicant with a disability to be considered exclusively on her or his merits during the selection process.

Information on medical tests may hurt people with disabilities. Therefore, employers should only get information from medical testing on the applicant's ability to perform the essential job duties and any restrictions that may limit this ability. The applicant must give the employer enough information to help them provide any required accommodation.

The following checklist sets out an employer's obligations when putting medical testing in place:

- *Have job applicants been notified of testing before they start the job?*
 - Where medical testing is appropriate, the employer should notify job applicants of this requirement when the job offer is made. Make clear to the applicant when and why such testing might be needed.
- *Is there an objective basis for testing?*
 - The employer should make sure that the medical testing is necessary and appropriate. To decide when testing is needed, employers, where applicable, should consider the following questions, among others:
 - a. Is the testing justified objectively in terms of job performance? Is there a rational connection between testing and job performance?
 - b. Is there an objective basis to believe that the degree, nature, scope and probability of risk caused by a disability will adversely affect the safety of the candidate, co-workers or members of the public?



Initial Screening



Employment Testing



Selection Interview



Background and Reference Checks



Physical Examination



Decision to Hire

Figure 9.6.1 The steps in employee selection.

Pre-Employment Drug and Alcohol Testing

Pre-employment drug or alcohol testing is permitted only in limited circumstances. For example, commercial bus and truck operations can subject drivers to pre-employment testing. As testing for alcohol or drugs is a form of medical examination, the test can only be administered following a conditional offer of employment. However, an employer cannot automatically withdraw offers of employment from prospective employees who fail their drug or alcohol test without first addressing the issue of accommodation. The Canadian Human Rights Act and provincial human rights codes protect individuals from discrimination based on disabilities, which can include addictions (Canadian Human Rights Commission, 2009).

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“6. Requesting job-related sensitive information” in Human Rights at Work 2008, Third Edition by the Ontario Human Rights Commission, used under the Crown Copyright – NonCommercial Reproduction Licence (Canada). This reproduction is not endorsed by the Government of Ontario.—Modifications: Used section *Medical tests*, abridged.

“Employee Selection” from Introduction to Business by LibreTexts is licensed under a Creative Commons Attribution 4.0 International, except where otherwise noted.—Used *Steps of the employee selection process*, redesigned.

9.7 Reliability in Selection Testing

Both reliability and validity have been discussed in this book, but this chapter will take a deeper look at each. A hiring manager cannot use a test in the hiring process without first confirming the reliability and validity of the test. Tests used must be consistent and measure what they are intended to measure. Professionally developed tests should come with reports on validity evidence, including detailed explanations of how validation studies were conducted.

Reliability

Reliability refers to how dependably or consistently a test measures a characteristic. It means that we expect a test to provide approximately the same information each time it is given to the same person. Think of it as the test's dependability or consistency. If you took a multiple choice test on this chapter, it would be expected that your score would be approximately the same if you were to redo the test, provided you did not do any additional studying—the smaller the difference between the scores, the more reliable the test.

There are two ways to estimate a test's reliability:

1. Consistency over time (test-retest reliability)
2. Consistency among different raters (inter-rater reliability).

Test-retest reliability: If you take the same test multiple times under the same conditions, you should get similar scores each time.

Intelligence is generally thought to be consistent across time. A person who is highly intelligent today will be knowledgeable next week. This means that any reasonable measure of intelligence should produce roughly the identical scores for this individual next week as today.

Assessing test-retest reliability requires using the test on a group of people at one time, using it again on the same group of people later, and then looking at the test-retest correlation between the two sets of scores. In general, a test-retest correlation of $+0.80$ or greater is considered to indicate good reliability.

Inter-rater reliability: Many behavioural measures involve significant judgment by an observer or a rater. Inter-rater reliability is how different raters are consistent in their decisions. If other people are scoring the test, they should give similar scores. This is called inter-rater reliability.

Example

Imagine you and a friend are grading an essay. If you both give similar scores, the grading method is reliable. Reliable tests give both employers and candidates confidence in the selection process. If you know

a test is trustworthy, you can be confident the score accurately reflects the candidate's abilities, and it ensures all candidates are evaluated consistently.



Photo by Emma Dau, Unsplash License

“Reliability and Validity of Measurement” from Research Methods in Psychology – 2nd Canadian Edition Copyright © 2015 by Paul C. Price, Rajiv Jhangiani, & I-Chant A. Chiang is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: Used *Test-retest reliability*, edited, summarized; Used first two sentences of *Interrater reliability*, added example.

9.8 Validity in Selection Testing

Validity

Validity is the extent to which the scores from a measure represent the characteristic they are intended to measure. A measure can be highly reliable but has no validity whatsoever. As an oversimplified example, imagine someone who believes that index finger length reflects self-esteem and thus tries to measure self-esteem by holding a ruler up to the index finger. Although this measure would have excellent test-retest reliability, it would have no validity. The fact that one person's index finger is a centimetre longer than another's would indicate nothing about which one had higher self-esteem. Simply stated, a test is valid if it measures what it is supposed to measure.

Types of validity

Here, we consider three primary kinds: face validity, content validity, and criterion validity.

Face Validity

Face validity is the extent to which test takers view the content of the test as appropriate for its intended purpose.

Most people would expect a self-esteem questionnaire to include items about whether they see themselves as a person of worth and whether they think they have good qualities. Accordingly, a questionnaire that included these items would have good face validity. On the other hand, the finger-length method of measuring self-esteem seems to have nothing to do with self-esteem and, therefore, has poor face validity. Face validity is fragile evidence that a measurement method is measuring what it is supposed to, as it is based on the opinions of the test taker and not those of experts.

In content validity, which we discuss next, subject matter experts judge the content of the test as appropriate for its intended purpose.

Content Validity

Content validity is the extent to which a measure “covers” the characteristic of interest. Is the test fully representative of what it aims to measure?

Imagine you're taking a final exam in a history class. For the exam to have high content validity, it should include questions about all the essential topics covered in the course, not just one chapter. Think of content validity as a buffet. A buffet with high content validity would offer a variety of dishes that represent all the major food groups, not just desserts.

Content validity answers the question, does the test cover all the relevant parts of the subject or skill it's supposed to measure? Test items should be appropriate to and measure directly the essential requirements and qualifications for the job.

Construct Validity

Construct validity ensures that a test measures what it's supposed to measure. It ensures that the test truly assesses the concept or trait it claims to assess and that this characteristic is essential to successful job performance.

Suppose you have a test designed to measure creativity. To have high construct validity, the tasks or questions should assess creativity, not something else like memory or vocabulary.

A concept or construct is what you want to measure. It could be intelligence, motivation, leadership ability or job-specific skills. So, if you have a test to measure creativity, the concept (or construct) is creativity.

Criterion Validity

Criterion validity measures how well a test predicts or matches real-life success, such as job performance or academic success. It shows whether the test is useful for making accurate decisions about people.

Criterion validity is the extent to which scores on a measure correlate with other variables (known as criteria) to which one would expect them to be correlated.

Employees' scores on a new sales aptitude test should positively correlate with their monthly sales figures. If the scores positively correlate with their sales performance, then this would prove that they accurately represent people's sales aptitudes. But if it were found that people scored equally well on the sales aptitude test regardless of their monthly sales figures, then this would cast doubt on the measure's validity.

A criterion can be any variable one has reason to think should be correlated with the measured construct, and there will usually be many of them. For example, one would expect sales aptitude test scores to be positively correlated with high customer satisfaction ratings and the number of new clients acquired and negatively correlated with low-performance reviews by supervisors.

Concurrent Validity

Concurrent validity determines how well a test correlates with current outcomes or performances. For example, if employees who score high on a sales aptitude test are already high-performing sales representatives, the test has high concurrent validity.

Suppose applicants who scored high on the sales aptitude test become high-performing sales representatives later. In that case, the test has high predictive validity (because scores on the measure have "predicted" a future outcome or performance).

High criterion validity gives employers confidence that the test results can be trusted and used to make better hiring decisions.

“Reliability and Validity of Measurement” from Research Methods in Psychology – 2nd Canadian Edition
Copyright © 2015 by Paul C. Price, Rajiv Jhangiani, & I-Chant A. Chiang is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: Used section *Validity*, edited, summarized; Changed Content validity & Criterion validity examples; Added Construct validity and example for Concurrent validity; Removed *Discriminant validity*.

9.9 Reliability and Validity Confusion

The archery targets below are the classic examples many statistics textbooks use to explain validity and reliability.

There are three different targets and three archers. The first archer fires all their arrows, and none of them hit the bullseye they were aiming for, but they are pretty consistent in where they hit the target. They cannot be considered valid since they do not hit the mark they strive for. But, since they are consistent, they can be regarded as reliable. This means that we could be bad at something but be bad consistently, and we would be considered trustworthy.

Let's take a look at the second target. Here, the archer hits the bullseye once but is pretty spread out with the rest of the arrows. They likely hit the bullseye once by chance alone, and since the arrows are pretty spread out, we can't say they are reliable. If they aren't trustworthy, they aren't valid either.

On the 3rd target, the archer hit the bullseye with every arrow. Since they consistently did this, they are reliable. Since they hit the mark they were aiming for, they are trustworthy and valid.



Figure 9.9.1 – Three archery targets with three different arrow strike patterns. “Targets” by Davin Chiupka, CC BY-NC-SA 4.0

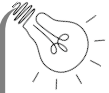
Using valid and reliable selection tests will help you make better hiring decisions when properly applied.

By using various assessment tools as part of your selection process, you can more fully assess the skills and capabilities of your applicants while reducing the effects of errors associated with any tool on your decision-making.

“Reliability and Validity” from Quantitative Analysis in Exercise and Sport Science by Chris Bailey, PhD, CSCS, RSCC is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License, except where otherwise noted.—Modifications: Used section *Reliability and validity confusion*, edited, added HR application.

9.10 Testing and Selection Interviews

Next, we will look at selection interviews.



What do you think?

Many argue that employees can learn new technical skills, but changing interpersonal work attitudes can be more difficult. Hiring managers can learn how individuals will interact with their coworkers, customers, and supervisors through behavioural assessments and personality profiles. Many organizations use assessment tools, such as the Big Five, to predict candidates' performance in jobs requiring interpersonal interactions.

- Should employers hire candidates based on their work attitudes rather than their skills?
- What does the Big Five personality test tell us about an applicant?

Elizabeth D. De Armond, a professor of legal research and writing at Chicago-Kent College of Law, likens personality tests (in hiring selections) to an “MRIscan of the soul” and suggests banning them, except in cases where a business can convincingly argue that hiring for a specific personality is essential (for example, police officers must be able to handle highly stressful situations) (Leck, 2019).

“Selecting the Right People” from Human Resource Management by Saylor Academy is licensed under a Creative Commons Attribution-ShareAlike 4.0, except where otherwise noted.—Modifications: Used section *Selection tests*; Added additional content.

9.11 Key Terms



Key Terms

- **Aptitude Test:** Measures a person's ability to learn new skills. It can evaluate specific skills relevant to a job and help determine if an individual's abilities match job requirements. 9.1
- **Big Five Personality Traits:** A model assessing five dimensions of personality: openness, conscientiousness, extraversion, agreeableness, and neuroticism. 9.3
- **Construct Validity:** Ensures a test measures the concept it claims to assess, reflecting the true nature of the characteristic. 9.8
- **Content Validity:** The extent to which a test covers the relevant aspects of the subject or skill it aims to measure. 9.8
- **Criterion Validity:** The extent to which a test predicts or correlates with real-life success or performance. 9.8
- **Emotional Intelligence:** Awareness and management of one's own emotions and the emotions of others, crucial for interpersonal skills and workplace relations. 9.4
- **Face Validity:** The degree to which test takers perceive a test as appropriate for its intended purpose. 9.8
- **Honesty/Integrity Test:** Assesses an applicant's propensity toward undesirable behaviours such as lying or stealing. 9.5
- **Inter-Rater Reliability:** Consistency of test results among different raters, ensuring similar scores are given by various evaluators. 9.7
- **Job Knowledge Test:** Measures a candidate's understanding and knowledge about a specific job. 9.5
- **Knowledge, Skills, and Abilities (KSAs):** Attributes that can be measured by interviews or tests, representing a candidate's capacity to perform job tasks. 9.1
- **Myers-Briggs Type Indicator (MBTI):** A personality assessment measuring types rather than traits used for learning and team-building purposes. 9.3
- **Physical Ability Test:** Assesses physical capabilities necessary for specific job requirements, ensuring candidates meet minimum standards. 9.6
- **Pre-Employment Drug and Alcohol Testing:** Tests administered after a conditional job offer to ensure compliance with workplace standards. 9.6
- **Reliability:** Refers to how dependably or consistently a test measures a characteristic, ensuring consistent results over time and among different raters. 9.7
- **Test-Retest Reliability:** Consistency of test scores over time, showing stable results for the same individuals under similar conditions. 9.7
- **Validity:** The extent to which the scores from a test represent the characteristic they are intended to measure, ensuring the test measures what it is supposed to. 9.8
- **Wonderlic Personnel Test:** A cognitive ability test that measures general cognitive ability, including problem-solving and learning potential. 9.2

- **Work Samples:** Tasks or examples of previous work used to assess a candidate's skills and competencies. 9.5

9.12 Chapter Summary



Key Takeaways

Chapter 9 of the text explores the critical role of testing in the employee selection process. It begins by highlighting the importance of combining structured interviews with objective testing to measure candidates' knowledge, skills, and abilities (KSAs). Structured interviews, while useful, can be subjective and costly. Tests, on the other hand, are objective, less expensive, and, when used alongside interviews, ensure a comprehensive evaluation of candidates. The chapter stresses the necessity of conducting a thorough job analysis to identify relevant tasks and KSAs, which informs the selection of appropriate tests. Tests like cognitive ability, aptitude, personality, and emotional intelligence assessments, among others, are detailed as tools to measure a candidate's suitability for a job. These tests help confirm whether applicants possess the required KSAs and align with the company's culture and job demands.

Reliability and validity are essential for selection tests' legal defensibility and effectiveness. The chapter explains different types of reliability, such as test-retest and inter-rater reliability, and various forms of validity, including face, content, construct and criterion validity. Employment tests must consistently measure what they are intended to, and their results should correlate with job performance or other relevant criteria. The chapter also discusses practical applications of various tests, like cognitive ability, aptitude, personality, and more, highlighting their use in predicting job performance and ensuring fair and defensible hiring decisions. In conclusion, it underscores the importance of using a combination of assessment tools to make well-informed and legally sound hiring decisions.

OpenAI. (2024, July 19th). ChatGPT. [Large language model]. <https://chat.openai.com/chat>

Prompt: Create a summary of the chapter content in the attached file in no more than two paragraphs.



Knowledge Check

This interactive content can be found in Chapter Knowledge Checks – Text Only at the end of this book.

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CHAPTER 10: DECISION MAKING

Chapter Outline

- 10.0 Learning Objectives
- 10.1 Decision Making in Recruitment and Selection
- 10.2 Humans are Imperfect Decision Makers
- 10.3 Assessment Errors and Personal Bias
- 10.4 Methods of Collecting and Combining Information to Make a Decision
- 10.5 Common Decision-Making Models
- 10.6 Setting Cut-off Scores: A Matter of Judgement
- 10.7 A Practical Approach to Setting Cut-off Scores
- 10.8 The Importance of Selection Decisions
- 10.9 Group Decision Making
- 10.10 Key Terms
- 10.11 Chapter Summary
- 10.12 References

10.0 Learning Objectives



Learning Objectives

- Discuss the importance of effective decision-making and how to make informed hiring choices.
- Recognize implicit biases and common assessment errors in hiring and learn strategies to reduce their influence.
- Differentiate between objective and subjective data in recruitment and explore methods to combine these data types effectively.
- Apply compensatory, multiple cutoff, and multiple hurdle models to improve the fairness and accuracy of the selection process.
- Establish appropriate cut-off scores based on job performance requirements and external factors.
- Identify and implement methods to reduce Type I and Type II errors in hiring, ensuring better candidate selection outcomes.
- List the advantages and challenges of group decision-making in recruitment and develop strategies to enhance collaborative hiring.

10.1 Decision Making in Recruitment and Selection

Decision-making is an important part of the recruitment and selection process. This chapter explores the various aspects of decision-making that HR professionals and hiring managers need to understand to make effective hiring choices!

The Importance of Effective Decision-Making

Effective decision-making greatly influences the success of any organization. Decisions about candidates can impact a company's culture, performance and growth. Poor hiring decisions regarding time, resources, and potential legal issues can be expensive. Hiring the right people can positively affect existing team structures and workplace culture. Selecting smart, skilled, capable candidates can give companies an edge.

Making “Good Enough” Decisions

Employers strive to make the best hiring decisions but sometimes face constraints. Often, time pressures limit how long the search for the ideal candidate can continue, so they tend to be satisfied. Coined by Nobel laureate Herbert Simon in 1956, “**satisficing**” is a form of decision-making where individuals choose an acceptable rather than an optimal option. Employers often engage in satisficing when making hiring decisions due to several reasons. Sometimes, positions must be filled quickly, so the first applicant who meets the minimum qualifications is selected. Budget constraints may make evaluating every candidate difficult for a small hiring team, so satisfaction helps speed up the costly hiring process. Suppose there are a limited number of suitable applicants. In that case, satisficing allows hiring managers to make a ‘good enough’ decision rather than spending more time and money searching for the ideal candidate.

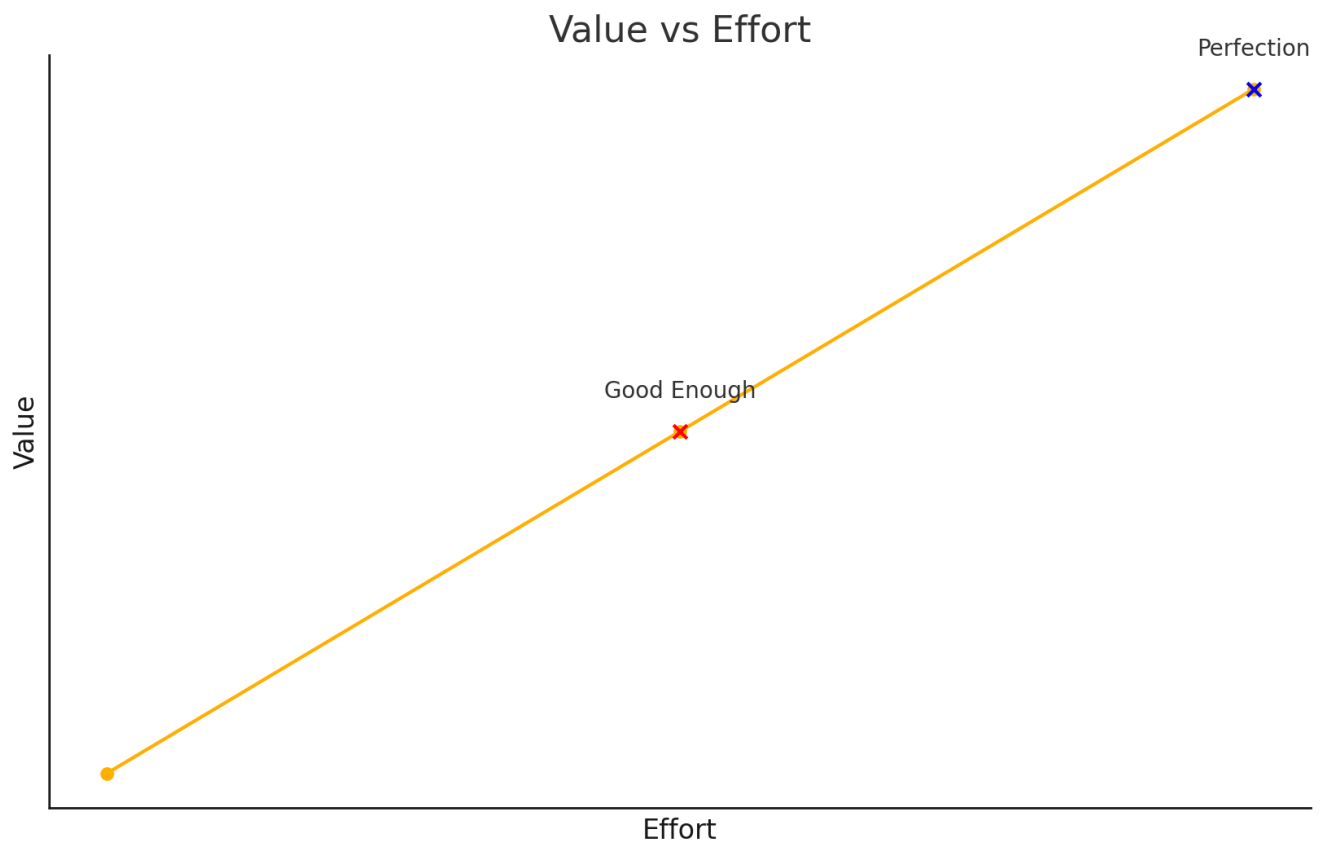


Figure 10.1.1 The chart illustrates the relationship between effort and value, depicted on the x and y axes. A diagonal line traverses the chart, with two key points marked: *Good Enough*: This point is situated midway along the line, marked in red, indicating an average level of effort and value. *Perfection*: This point is at the upper right corner, marked in blue, representing the maximum effort and value achievable (Open AI, 2024).

"7.2 Decision-making Models" from Psychology, Communication, and the Canadian Workplace © 2022 by Laura Westmaas, BA, MSc is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: Used section *Bounded rationality: Making "good enough" decisions*, edited, changed example to be HR related.

OpenAI. (2024, April 29). *ChatGPT*. [Large language model]. <https://chat.openai.com/chat>

Prompt: Create a chart with value on the y-axis and effort on the x with a line traversing through it and a point midway that says good enough, and the maximum effort and value provide a point called perfection. Remove any value labels and provide alternative text.

10.2 Humans are Imperfect Decision Makers

Implicit Theories

We all have beliefs about what types of people are suitable or unsuitable for particular jobs. Many employers believe they have a knack for making good selection decisions. Some look for eye contact, confidence, enthusiasm and, before the Pandemic, a firm handshake. Most employers hold implicit theories. **Implicit theories** refer to the beliefs, assumptions and mental models that hiring managers or decision-makers hold about what makes a successful candidate. Our **biases** (rather than objective facts) affect our decisions and judgements without conscious awareness (Canadian Public Service Commission, n.d.).

Examples

For example, a job interviewer might have two qualified applicants: a man and a woman. Although the interviewer may not be “blatantly biased,” their “implicit biases” may harm one of the applicants. For example, the interviewer might believe a man would be better suited for the position and, without even realizing it, act distant and withdrawn while interviewing the female candidate. This sends subtle cues to the applicant that he/she is not being taken seriously, is not a good fit for the job, or is not likely to get hired. These small interactions can devastate the hopeful interviewee’s ability to perform well.



Photo by Rebrand Cities, Pexels License

“We all like to think that we are objective scholars who judge people solely on their credentials and achievements, but copious research shows that every one of us has a lifetime of experience and cultural history that shapes the review process “ (Fine & Handelsman, 2006).

“Prejudice, Discrimination, and Stereotyping” by Susan T. Fiske is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.—Modifications: Used paragraph five of section *Automatic Biases*.

10.3 Assessment Errors and Personal Bias

HR and hiring managers must minimize the potential for assessment errors and personal biases to influence their decision-making throughout the selection process. Implicit bias can play a role in deciding who to interview and who to hire. Special attention needs to be given to interviewing the candidates. One major downside of interviews is that they can be very subjective and fraught with conscious and unconscious biases. The interesting aspect of unconscious biases is that they are greatly reduced by raising awareness of their existence, as most people unintentionally make these errors. Awareness can help inform decision-makers on how to make successful hiring decisions. Thus, knowing they can exist and what form they take helps eliminate them from the hiring process. Research has shown that interviewer training is a very effective way to reduce bias (Posthuma et al., 2002).

Assessment errors occur when an interviewer's evaluation is influenced by something other than the behavioural evidence provided by the candidate. Here is a list of common biases that can cloud an interviewer's judgment.

Common Biases



Leniency and stringency. This is the general tendency to assess applicants consistently high (leniency effect) or low (stringency effect). Interviewers need to be aware that they might have a different understanding of the job requirements and the qualifications assessed, but they also need to be fair in assessing applicants. The result is that the interviewer consistently rates all applicants either higher or lower than warranted.



Central tendency. This tendency involves using only the middle points on the interview scoring guide while avoiding the extreme points. Interviewers may be reluctant to rate applicants high or low; therefore, they should rate all applicants as average.



“Halo” and “Horn” effects. Sometimes, interviewers tend to allow one good (“halo”) or bad (“horn”) characteristic or qualification to influence the evaluation of all the other qualifications of an applicant. For example, a candidate has a degree from a prestigious university, so you think he/she must be highly competent and is therefore looked upon favourably. Interviewers need to be aware that they might be so impressed by an applicant on one qualification that they may falsely attribute positive qualities for all other criteria regardless of the evidence provided. Conversely, when applicants do poorly in one area, they may be under-rated in other areas assessed.



Fatigue. This is the tendency for interviewers to become fatigued during a lengthy assessment process and become less consistent or less vigilant in applying the assessment criteria.



Stereotypes. Sometimes, an interviewer's biases and preconceptions of a desirable employee can influence the evaluation. Stereotyping is often based on demographics such as gender, race, ethnicity, or age, but it can also involve other variables such as degree of education, politics, or interests. Interviewers must be aware that their personal beliefs and perceptions of what is needed for the job may impact their evaluation of applicants.



Similar-to-me. This error occurs when an applicant is given more favourable evaluations than warranted because of a similarity to the interviewer in some way (e.g., gender, race, age, attitudes or background). Unlike me, the reverse can also occur where an applicant is given a less favourable evaluation than warranted.



Confirmation Bias: Interviewers may seek out information that confirms their initial perception about the candidate based on their resume, cover letter or application form while discounting or ignoring any information that is not supportive. Essentially, the interviewer wants to believe they are correct.



Contrast Bias: Interviewers may unintentionally compare candidates against each other rather than against the job requirements. It can result in one person looking stronger in a desired skill when, in fact, they merely look strong compared to the other candidates.



Nonverbal behaviour bias occurs when an interviewer likes an answer and smiles and nods, making the candidate think they are on the right track when answering a question. HR professionals and managers should know their body language in an interview. The interviewer may also evaluate the candidate based on his or her body language, such as a handshake, a smile, and his or her posture. During a stressful interview, candidates will be judged on their skills and experience, not their body language.



A **gut feeling bias** is when an interviewer relies on an intuitive feeling about a candidate.



Generalization bias can occur when an interviewer assumes that someone behaves in an interview is how they always behave. For example, if a candidate is very nervous and stutters while talking, an assumption may be made that he or she typically stutters.



Finally, **recency bias** occurs when the interviewer remembers candidates interviewed most recently, more so than the other candidates. When many candidates are interviewed in a day, they may seem to merge together from the interviewer's perspective. An interviewer may subconsciously favour a candidate at the end of the interview process, but the best candidate for the job may have been the first candidate interviewed!

Be mindful of these errors and biases throughout the interview, and always take detailed notes to document the applicants' comments.

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10.4 Methods of Collecting and Combining Information to Make a Decision

Before a selection decision can be made, information about the applicants must be collected from various sources. HR managers collect information on application forms, resumes, and cover letters from scoring guides on interviews and through reference checks. Some employers also have test scores.

Sometimes, all collected selection information is ideal, and the decision can be straightforward. However, sometimes the information is unclear; perhaps the candidate did well in the interview but poorly on the cognitive ability test or did not receive good recommendations from their references. The HR manager will have to decide how to combine all this data to make a decision.

Statistical Data versus Judgemental Data

Two types of data are collected throughout the selection process:

1. Objective/statistical data
2. Subjective/judgemental data

Information collected from some sources, such as test scores, tends to be more **objective**; applicants' numerical test results can easily be compared. As no human judgment is involved, this information/data is called statistical. Other information, such as resumes, unstructured interviews and reference checks, are from much more **subjective sources**. We refer to these methods of collecting applicant information or data as judgemental.

Just as applicant data can be collected statistically or judgmentally, the data can be combined using statistical and judgemental methods. So, several possible methods of data collection and combinations can be used.

In a pure judgment approach, subjective data such as unstructured interviews, resumes, and reference checks are collected and combined in a judgmental manner. A judgemental manner is when the HR manager or hiring manager decides to hire the candidate based on a gut feeling. This method is prone to biases as the selection decision is based on an overall, subjective impression of the candidate's job ability.

Under a purely statistical approach, objective data, such as test scores and weighted application blanks, are collected and combined statistically. Combining statistically means totalling the test scores or scores from other sources and hiring the top scorer. Using a statistical method in hiring is a way to limit personal stereotypes and perceptions of the interviewers.

Judgemental Composite

The most common method HR managers use to make selection decisions is a judgemental composite—judgemental and statistical data are collected and combined in a judgmental manner. The HR

manager or hiring manager then considers, for example, the test scores and the interview and forms an overall impression of which candidate to hire.



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10.5 Common Decision-Making Models

HR managers have access to many tools to guide their hiring choices. In most cases, multiple tools will be used, and the HR manager will have to decide how to combine the results of these different tools to make a decision. In this section, we discuss three decision-making models that can be used to arrive at that final decision.

The decision-making models we are going to discuss are:

- Compensatory decision-making model
- Multiple cutoff model, and
- Multiple hurdle model.

Each of these models uses a statistical approach to combine applicant information. We can make better decisions when we make use of statistically based decision-making models.

In the **compensatory model**, the applicant information is weighted. We need to weigh the scores of the various selection tools according to their importance. The best way to do this would be to have the managers logically determine the appropriate weights based on their experience.

Compensatory Model Example

For some jobs, the ability to work in a team might be more important, while in others, knowledge of a specific computer program is more important. In this case, a weight can be assigned to each job criterion listed.

For example, if the job is a project manager, the ability to work with the client might be more important than how someone dresses for the interview. In the example shown in Figure 10.5.1, “Sample Selection Model, with Sample Scores and Weighting Filled In,” the dress is weighted 1, while being able to give bad news to a client is weighted 5. In the example, the rating is multiplied by the weight to get the score for the particular job criteria. This model permits a high score in an important area to compensate for a lower score in another area.



Photo by Rodeo Project Management Software, Unsplash License

A compensatory approach may work like this: you and the hiring team review the job analysis and job

description and then determine the criteria for the job that are important for the decision-maker. For example, hiring could include experience, education, skills, and cultural fit. You assign weights for each area and score ranges for each aspect of the criteria, rate candidates on each area as they interview, and then score tests or examine work samples. Once each hiring manager has scored each candidate, the hiring team can compare scores in each area and hopefully hire the best person in the best way.

A sample candidate selection model is included in Figure 10.5.1

Figure 10.5.1: Sample Selection Model, with Sample Scores and Weighting Filled In

| Job Criteria | Rating* | Weight** | Total | Comments |
|--|---------|----------|-------|--|
| Dress | 4 | 1 | 4 | The candidate dressed appropriately. |
| Personality | 2 | 5 | 10 | Did not seem excited about the job. |
| Give an example of a time you showed leadership. | 3 | 3 | 9 | Descriptive but didn't seem to have the experience required. |
| Give an example of when you had to give bad news to a client. | 0 | 5 | 0 | Has never had to do this. |
| Tell us how you have worked well in a team | 5 | 4 | 20 | A great example of teamwork was given. |
| Score on cognitive ability test. | 78 | 5 | 390 | Meets minimum required score of 70 |
| | | | 458 | |

- *Rating system of 1-5, with five being the highest
- **Weighting of 1-5, with five being the most important

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10.6 Setting Cut-off Scores: A Matter of Judgement

The next two decision-making models, *Multiple Cutoff* and *Multiple Hurdle*, use a cutoff score, so it is important to understand cutoff scores before we discuss these models.

Cut-off scores are set to identify the most qualified candidates for a position. There is no such thing as a cut-off score that is applicable to all situations, so judgment is required when setting cut-off scores.

A cut-off score represents a standard of performance set in a selection process to identify the most qualified candidate(s). In setting a cut-off score, you are deciding on the level of performance that a candidate must display to be considered further in the selection process. Often, the objective of identifying the most qualified candidate(s) will be achieved most efficiently by setting a standard of performance above the minimally acceptable level.

Higher scores on selection criteria are usually associated with higher levels of job performance, so the hiring manager will likely want to consider only those candidates showing higher scores. Whatever the initial preference of the manager, he/she will want to consider several factors before making a cut-off score decision.

Setting Cut-Off Scores

In setting a cut-off score, it is crucial to consider the level of competence required to perform the job. Regardless of other factors, a cut-off score should not be set below what would correspond to an acceptable level of job performance.

Other factors typically must also be considered in setting appropriate cut-off scores, for example:

- the anticipated or actual size of the applicant pool
- the labour market conditions
- the number of positions to be filled

If labour market conditions are such that there are many well-qualified candidates, it would be reasonable to require a very high performance standard.

Cut-off scores should be set by people with a good understanding of the position and the required level of job performance. Awareness of labour market conditions is also beneficial. Normally, the position manager to be staffed is the most appropriate person to set cut-off scores. The opinions of others knowledgeable in the area are also useful in making the final decision.

Cut-off Score Types

Setting cut-off scores may be divided into two major types: *performance-related* and *group-related*.

Performance-related cut-off scores

Performance-related cut-off scores are set by making a judgement about the test score or the qualification level corresponding to the desired level of job performance as outlined in the job description.

For example

- On a knowledge test: 80 correct answers out of 100 questions.
- On a test of lifting strength: lifting a weight of 20 kg.

Group-related cut-off scores

Group-related cut-off scores are set relative to the performance of the applicants in a reference group. This reference group may be the present group of candidates, last year's group of applicants, or some other appropriate reference group.

For example

- On a test of managerial knowledge: a score in the top 5 percent of the applicant group.
- On a rating scale for interpersonal relations: the top 10 candidates.

The hiring manager will determine the most appropriate type, given the circumstances.

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10.7 A Practical Approach to Setting Cut-off Scores

The following describes two basic steps to determine a cut-off score.

Job Performance Assessment Steps

Step #1

Consider the required level of job performance
Make a judgement as to the assessment score corresponding to the level of job performance that you consider acceptable (i.e., the lowest level of job performance that you consider satisfactory).
When making this judgment, you consider various information sources, such as the performance of the current employee and the opinion of coworkers familiar with the position.

Step #2

Determine whether a higher cut-off score can be justified based on external factors.
Having established the minimum level you are willing to accept, determine whether a higher cut-off score can be justified based on external factors, such as the pool of candidates, the present labour market conditions, the importance of the work to be done, etc.

Example 1: Knowledge about filing systems

Job Performance Assessment Steps

Step #1

A manager has developed a test to assess filing qualifications, including ability to file and knowledge of filing systems. The pass mark is 75%, which is the minimum level considered satisfactory.

Step #2

However, the manager expects a new filing system to be set up in their area, and the candidate will be responsible for converting old files. Therefore, he/she may require candidates to possess a better ability to file, more general knowledge of filing systems, and specific knowledge of the new filing system. Consequently, it was determined that a cut-off score of 85% would be more appropriate given this information.

Job Performance Assessment Steps

Step #1

In this case, management abilities are assessed using a Middle Management Simulation exercise. A five-point rating scale is used to assess the candidates' performance: "very poor," "poor," "adequate," "very good," and "excellent." Behavioural descriptions are developed for each of these ratings. In this case, the manager decides that the level of performance corresponding to the "adequate" rating will be the lowest level of performance that can be accepted.

Step #2

Based on the results of similar competitions held in the previous year, which used the same simulation, the manager expects that most candidates will obtain ratings of "adequate" or better. He/she decides, therefore, to require a rating of "very good" as the cut-off score for the simulation.

Although you may not always have to justify the cut-off score you have set, you should be prepared to explain why you put it where you did. It would be a good idea to write down your reasons while they are still fresh in your mind. A clear explanation for your decision is also the best way to verify its reasonableness.

Now that we have set our cutoff scores, we can use the Multiple Cutoff model or the Multiple Hurdle model to help us make decisions. These models are non-compensatory, so applicants are rejected if their scores on any of the predictors fall below the cutoff scores.

Multiple Cut-off Model

The **multiple cut-off model** requires a candidate to receive a minimum score on all selection criteria. For example, a candidate for a firefighter position may be required to have a score of at least 3 out of 5 on each of the requirements. If the candidate scored low on a "physical ability" test, he /she wouldn't get the job in a multiple cutoff model regardless of how well he/she did in the other tests.

Take, for example, in Figure 10.5.1, the candidate may be required to have a score of at least 2 out of 5 on each of the criteria. If this was the case, the candidate in Figure 10.5.1 scored low on "bad news to a client," meaning he/she wouldn't get the job in a multiple-cutoff model.

Multiple Hurdle Model

The **multiple hurdle model** is similar to the Multiple Cutoff model. Still, instead of having all the candidates complete all the tests, only those candidates with high scores go to the next stage of the selection process. When a candidate fails to meet the cutoff score on a given predictor (i.e., tests, interviews, and reference checks), the applicant ceases to be a candidate for the job. This reduces the number of candidates as the process progresses.

For example, the expectation might be to score a four on at least three items in Figure 10.5.1, “Sample Selection Model, with Sample Scores and Weighting Filled In.” If this were the case, this candidate might make it to the next level of the selection process since he/she scored at least a four on three criteria areas.

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10.8 The Importance of Selection Decisions

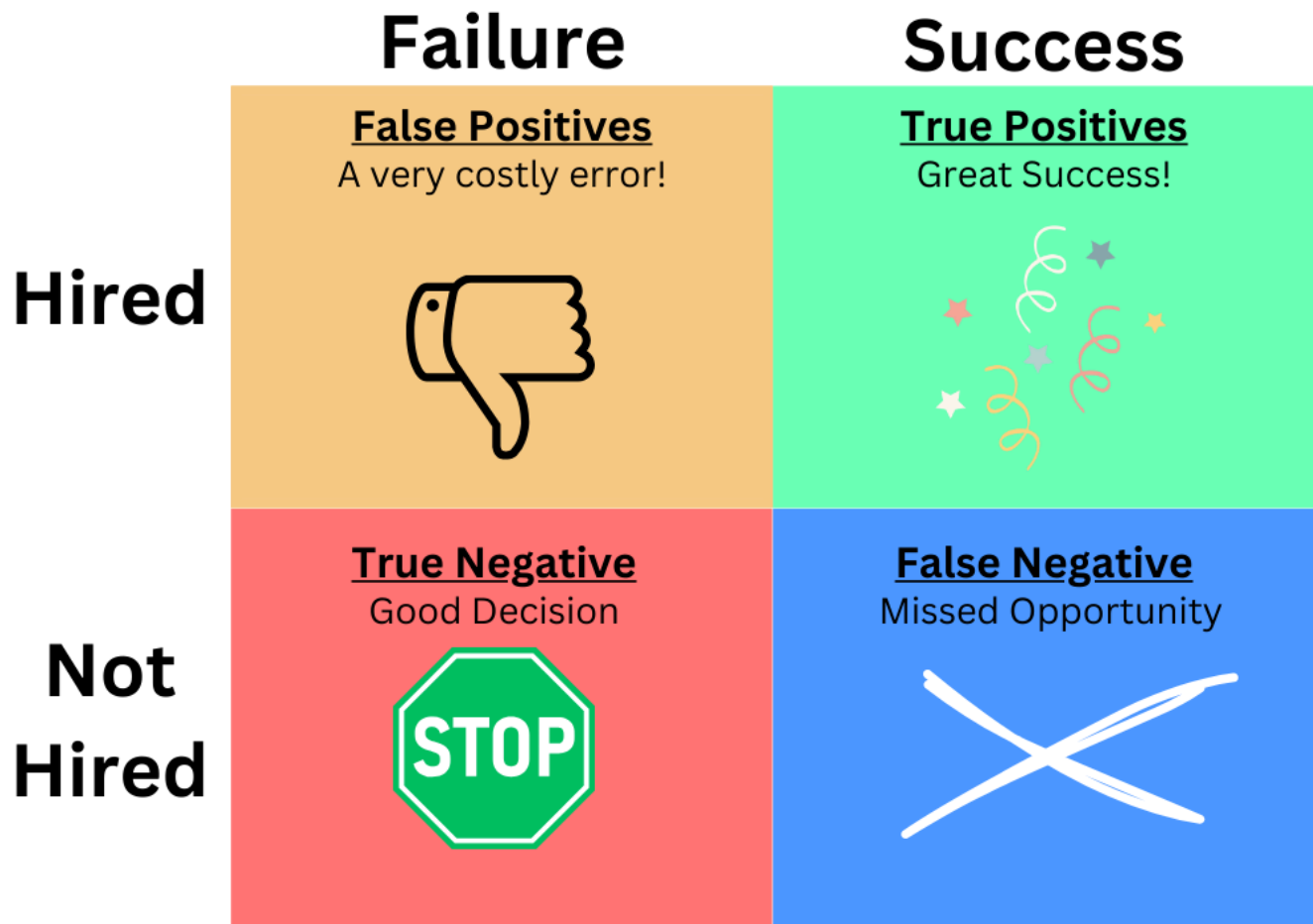


Figure 10.8.1 – “False Negative and False Positive Chart” by Davin Chiupka, CC BY NC SA 4.0

Image Description

A chart with four grid areas showing false negatives and false positives.

A False Positive is a hired failure – a costly error

A True Positive is a hired success

A True Negative is a not hired failure – a good decision

A False Negative is a not hired success – a missed opportunity

The principle of employee selection is relatively simple: HR managers collect current information on candidates

to predict the future (i.e., how well they will perform a job). However, predicting future human behaviour is known to be very difficult. People are complex, and their behaviour is not as predictable as we would like to think. As a result, perfection in an employee is impossible to achieve. The mistakes or errors can be put in two separate categories, Type I or Type II; the objective is to minimize these errors.

- **Type 1 error:** This error occurs when you select someone who turns out to be a poor performer. Type 1 errors, or 'false positive' errors¹, are relatively easy to detect, and we all have examples of people who obtain jobs for which they are ill-suited. These errors are costly for organizations in terms of production or profit losses, damaged public relations or company reputation, accidents due to ineptitude or negligence, absenteeism, etc. Another type of cost is associated with training, transfer, or terminating the employee. The third type of cost of replacing the employee includes the costs of recruiting, selecting, and training a replacement—generally, the more important the job, the greater the costs of type 1 errors.
- **Type 2 error:** this may be even more costly. It occurs when a selection process fails to detect a potentially good performer. Type 2 errors are harder to detect (i.e., the person is never allowed to perform). As a result, costs associated with 'false negative' errors, as they are also referred to, are generally difficult to estimate. Of course, the applicant you didn't hire may start their own business or join a competing organization!

Organizations want to minimize these selection errors as much as possible or try to make fewer of them than their competitors!

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1. The terms 'false positive' and 'false negative' are used in any contexts in which testing occurs. We are now all very familiar with these terms in the context of testing for COVID-19.

10.9 Group Decision Making

Research shows that groups tend to make better decisions than individuals. Collaborative hiring or collaborative recruiting can best set you up to choose the right candidate. This critical decision impacts all areas of your business (Shuster, 2023).

Involving more people in the decision-making process can greatly improve the quality of hiring decisions and outcomes. However, involving more people can increase conflict, be more time-consuming and generate other challenges.

Here are some of the advantages and disadvantages of group decision-making.



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Advantages of Group Decisions

An advantage of involving groups in decision-making is that you can incorporate different perspectives and ideas. Different group members will each tend to have different preferences, opinions, biases, and stereotypes. One of the most significant benefits of collaborative hiring is its ability to reduce potential biases. When one person is responsible for hiring, their decision is more likely to be influenced by some form of bias (conscious or unconscious). Panel members are more likely to be careful in their assessments when they justify their ratings to other team members. For example, a hiring committee made up entirely of men might hire a larger proportion of male applicants (simply because they tend to prefer people who are more similar to themselves). However, with a hiring committee made up of men and women, the bias should be cancelled.

Numerous Canadian human rights tribunals have cited selection panels as an important factor in defending against discrimination suits (Hackett et al., 2009). A selection team or panel typically includes the HR manager, the supervisor and a support staff member. The more people you have reviewing the applicants' information, the less likely information will be overlooked. These factors can lead to better hiring outcomes when a panel is involved in hiring.

Disadvantages of Group Decisions

Group decision-making is not without challenges. Some groups get bogged down by conflict, while others go to the opposite extreme and push for expedited agreement at the expense of quality discussions. **Groupthink** occurs when group members choose not to voice their concerns or objections as they would rather conform to the majority opinion to keep the peace and not annoy their coworkers.

Often, one individual in the group has more power or exerts more influence than others and discourages those with differing opinions from speaking up. If group members do not contribute their perspectives, the group will not benefit from group decision-making in the hiring process.

“Group Decision-Making” from Organizational Behavior by J. Stewart Black, David S. Bright, Donald G. Gardner,

Eva Hartmann, Jason Lambert, Laura M. Leduc, Joy Leopold, James S. O'Rourke, Jon L. Pierce, Richard M. Steers, Siri Terjesen, Joseph Weiss is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.—Modifications: Used paragraph one of *Advantages of group decisions*, edited; Used section *Disadvantages of group decisions*, edited.

10.10 Key Terms



Key Terms

- **Biases:** Systematic errors in thinking that affect the decisions and judgments that people make. 10.2
- **Central Tendency:** The tendency to avoid extreme ratings and to rate most items or individuals as average. 10.3
- **Compensatory Model:** A decision-making model in which a high score in one area can compensate for a low score in another area. 10.5
- **Confirmation Bias:** The tendency to search for, interpret, and remember information that confirms one's preconceptions. 10.3
- **Contrast Bias:** The tendency to compare candidates to each other rather than to an objective standard. 10.3
- **Cut-off Scores:** Specific point scores used to determine whether an applicant has passed or failed a selection test. 10.6
- **Fatigue:** The impact of tiredness on an evaluator's ability to make accurate judgments. 10.3
- **Generalization Bias:** The tendency to apply generalizations about a group to individual members. 10.3
- **Groupthink:** A phenomenon where the desire for group consensus overrides people's common sense desire to present alternatives, critique a position, or express an unpopular opinion. 10.8
- **Gut Feeling Bias:** The reliance on intuitive feelings and immediate perceptions rather than objective analysis. 10.3
- **"Halo" and "Horn" Effects:** Cognitive biases where one's overall impression of a person influences specific evaluations of their traits (positive for Halo, negative for Horn). 10.3
- **Implicit Theories:** Unconscious beliefs or assumptions about how certain characteristics or traits are related to each other. 10.2
- **Leniency and Stringency:** Tendencies to be either overly lenient or overly strict in evaluations. 10.3
- **Multiple Cut-Off Model:** A model where candidates must meet or exceed cut-off scores for each selection test. 10.6
- **Multiple Hurdle Model:** A model where candidates must pass each selection test in sequence before moving to the next one. 10.6
- **Nonverbal Behaviour Bias:** The tendency to be influenced by nonverbal cues in a manner that biases evaluations. 10.3
- **Objective Sources:** Sources of information that are factual and free from personal feelings or biases. 10.4
- **Recency Bias:** The tendency to weigh recent events more heavily than earlier events. 10.3
- **Satisficing:** A decision-making strategy that aims for a satisfactory or adequate result rather than the optimal solution. 10.1
- **Similar-to-Me:** The tendency to favour individuals who are similar to oneself. 10.3

- **Stereotypes:** Oversimplified generalizations about a group of people that can influence decision-making and evaluations. 10.3
- **Subjective Sources:** Sources of information that are based on personal opinions, interpretations, points of view, emotions, and judgment. 10.4
- **Type 1 Error:** Incorrectly rejecting a true null hypothesis (a false positive). 10.7
- **Type 2 Error:** Incorrectly accepting a false null hypothesis (a false negative). 10.7

10.11 Chapter Summary



Chapter Summary

Chapter 10 focuses on the intricacies of decision-making within the recruitment and selection processes in organizations. The chapter begins by highlighting the importance of effective decision-making, which significantly influences organizational success. Poor hiring decisions can be costly, leading to resource wastage and potential legal issues, whereas good hiring decisions enhance team structures and workplace culture. The concept of “satisficing,” coined by Herbert Simon, is introduced, explaining that employers often settle for “good enough” candidates due to time pressures and budget constraints.

The chapter further delves into the imperfections of human decision-making, particularly focusing on implicit theories and biases that influence hiring decisions. Various biases such as leniency, stringency, central tendency, and confirmation bias are discussed, along with their impact on the recruitment process. The document also explores different methods for collecting and combining information, differentiating between statistical and judgmental data. Decision-making models like the compensatory model, multiple cutoff model, and multiple hurdle model are explained to illustrate how HR managers can systematically evaluate and select candidates. The chapter concludes by emphasizing the importance of group decision-making in reducing biases and improving the quality of hiring decisions despite the potential for conflicts and the challenges of group dynamics.

OpenAI. (2024, June 12). ChatGPT. [Large language model]. <https://chat.openai.com/chat>

Prompt: Create a summary of the chapter content in the attached file in no more than two paragraphs.



Knowledge Check

This interactive content can be found in Chapter Knowledge Checks – Text Only at the end of this book.





Activity

We all harbour stereotypes of which types of people are suitable or unsuitable for particular jobs, and everyone will complete the table differently. However, let's look at a couple of examples.

This simple exercise aims to make you aware of the stereotypes and expectations that may exist about people associated with particular jobs. When recruiting for any job, take care that you are not simply looking for a specific type of person because they are generally related to the work of the vacant position.

This interactive content can be found at: <https://ecampusontario.pressbooks.pub/recruitmentselection/chapter/10-11-chapter-summary/>

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Chapter Knowledge Checks - Text Only

Chapter 1: Introduction to Recruitment and Selection

1. What is the primary goal of the recruitment process?
 - A. To generate a large quantity of applicants.
 - B. To attract a pool of qualified candidates.
 - C. To fill job openings as quickly as possible.
 - D. To minimize the cost of hiring.
2. Which of the following is NOT considered an external factor affecting recruitment and selection
 - A. Globalization
 - B. Employee expectations
 - C. Job analysis and design
 - D. Changes to employment law
3. Why is selective hiring critical for organizations?
 - A. It increases the quantity of job applicants.
 - B. It reduces future staff turnovers.
 - C. It allows managers to rely on gut feelings.
 - D. It eliminates the need for job analysis.
4. What is the role of Human Resources Information Systems (HRIS) in HR management?
 - A. To collect and organize people-related data.
 - B. To replace human resource managers with automated systems.
 - C. To evaluate employee performance directly.
 - D. To manage employee benefits and compensation only.
5. Which of the following strategies is recommended for improving recruitment in Indigenous communities in remote Canada?
 - A. Hiring Southern workers who have the required skills.
 - B. Conducting recruitment campaigns without community involvement.
 - C. Offering only technical skills training.
 - D. Excluding non-essential job requirements.

Answers:¹

1. 1. B, 2. C, 3. B, 4. A, 5. D

Chapter 2: Job Analysis

1. Which of the following is NOT a key contribution of job analysis to human resource functions?
 - A. Developing compensation structures
 - B. Creating job descriptions
 - C. Improving employee motivation
 - D. Supporting legal compliance
2. Which component of a job analysis focuses on the theoretical understanding required for a job?
 - A. Tasks
 - B. Duties
 - C. Knowledge
 - D. Abilities
3. Task-based job analysis is best suited for:
 - A. Roles requiring leadership and strategic thinking
 - B. Jobs with clearly defined duties and measurable actions
 - C. Positions requiring adaptability and creativity
 - D. High-level management positions
4. What is the first step in the job analysis process?
 - A. Determining information needed
 - B. Selecting jobs to study
 - C. Evaluating and verifying data
 - D. Writing the job description
5. Which method of data collection involves observing employees as they perform their job tasks?
 - A. Interviews
 - B. Questionnaires
 - C. Work diaries
 - D. Observation

Answers:²

Chapter 3: Legal Considerations

1. What is the primary focus of the Canadian Charter of Rights and Freedoms in the context of employment law?
 - A. Guaranteeing minimum wage standards
2. 1. C, 2. C, 3. B, 4. B, 5. D

- B. Ensuring freedom of speech in the workplace
- C. Protecting fundamental rights such as equality and non-discrimination in employment
- D. Regulating hours of work and overtime policies

2. Which of the following is NOT a designated group under the Employment Equity Act?

- A. Women
- B. Indigenous people
- C. Senior citizens
- D. Persons with disabilities

3. What is the role of the Canadian Human Rights Commission in relation to the CHRA?

- A. Setting minimum wage standards
- B. Handling complaints and mediating disputes regarding discrimination
- C. Monitoring workplace safety regulations
- D. Establishing working hours and overtime policies

4. Which law allows organizations to use criteria that might lead to discrimination if they can show it is a business necessity or job-related?

- A. The Canadian Charter of Rights and Freedoms
- B. The Canadian Human Rights Act (CHRA)
- C. The Employment Equity Act
- D. Bona Fide Occupational Requirement (BFOR)

5. What is the key distinction of indirect discrimination in employment practices?

- A. It is a blatant and clear form of discrimination.
- B. It occurs when a neutral policy or practice negatively impacts a protected group.
- C. It involves discrimination based on job performance.
- D. It is legally permissible under the Canadian Charter of Rights and Freedoms.

Answers:³

Chapter 4: Recruitment

1. What is the primary goal of the recruitment process?

- A. To increase company profits
- B. To attract and select qualified job candidates
- C. To develop training programs for employees
- D. To manage employee benefits

2. Which recruitment method involves filling job vacancies with current employees?

3. 1. C, 2. C, 3. B, 4. D, 5. B

- A. External recruitment
- B. Internal recruitment
- C. Campus recruiting
- D. Temporary recruitment

3. What is a key benefit of conducting a trend analysis in HR planning?

- A. It helps in designing employee benefits packages
- B. It predicts future staffing needs based on historical data
- C. It improves employee morale
- D. It increases the number of job applicants

4. What does a 'realistic job preview' aim to provide to prospective employees?

- A. Only the positive aspects of the job
- B. A detailed job description and company history
- C. Both positive aspects and potential challenges of the job
- D. A summary of the company's financial performance

5. Which of the following is NOT considered an external recruitment method?

- A. Job websites
- B. Social media
- C. Employee referrals
- D. Internal job boards

Answers:⁴

Chapter 5: Selection

1. Which step is the first in the selection process as outlined in the chapter?

- A. Test administration
- B. Application and résumé review
- C. Criteria development
- D. Making the offer

2. Why is effective employee selection important for an organization?

- A. It reduces the need for training.
- B. It ensures compliance with labour laws.
- C. It leads to higher productivity, better performance, and lower turnover.
- D. It speeds up the hiring process.

3. What does a job analysis help HR managers to develop?

4. 1. B, 2. B, 3. B, 4. C, 5. D

- A. Selection criteria and job analysis
- B. Job descriptions and job specifications
- C. Interview questions and test materials
- D. Training programs and performance reviews

4. What is meant by 'person-organization fit'?

- A. The degree to which a person's knowledge, skills, abilities, and other characteristics match the job demands.
- B. The degree to which a person's personality, values, goals, and other characteristics match those of the organization.
- C. The compatibility of a person's work style with their immediate team.
- D. The alignment of a person's career goals with the company's strategic goals.

5. Which of the following is a key principle in the selection process related to cost?

- A. Conducting interviews first to save on testing costs.
- B. Screening for easily measurable KSAOs early to save on more expensive assessments later.
- C. Using personality tests exclusively to save on the cost of cognitive tests.
- D. Performing background checks before any other step to avoid unnecessary expenses.

Answers:⁵

Chapter 6: Interviewing

1. Which of the following is a key advantage of structured interviews over unstructured interviews?

- A. They allow for spontaneous and flexible questioning.
- B. They are more legally defensible and reduce bias.
- C. They are quicker to administer than unstructured interviews.
- D. They rely on the interviewer's intuition and gut feelings.

2. What is the main purpose of situational interview questions?

- A. To assess a candidate's past job performance.
- B. To evaluate a candidate's technical knowledge.
- C. To understand how a candidate might handle hypothetical situations.
- D. To assess a candidate's educational background.

3. Which of the following types of interviews involves multiple applicants being interviewed at the same time?

- A. Panel Interview
- B. Group Interview
- C. Case Interview
- D. Technical Interview

5. 1. C, 2. C, 3. B, 4. B, 5. B

4. What should be avoided when designing interview questions?

- A. Using clear and concise language.
- B. Asking open-ended questions that require detailed responses.
- C. Developing questions related to prohibited topics like race or religion.
- D. Creating job-related problem-solving questions.

5. Why is it important to take detailed notes during an interview?

- A. To ensure the interview stays within the allocated time.
- B. To provide a record of the interview process for defending hiring decisions.
- C. To create a casual atmosphere for the candidate.
- D. To help the interviewer remember the candidate's name.

Answers:⁶

Chapter 7: Applicant Screening

1. What is the primary goal of applicant screening?

- A. To conduct in-depth interviews with all applicants
- B. To eliminate candidates who do not meet minimum requirements
- C. To finalize hiring decisions
- D. To create a large pool of applicants

2. Which of the following is NOT typically considered a minimum requirement (MQ) in applicant screening

- A. Education level
- B. Years of experience
- C. Personal hobbies
- D. Specific certifications or licenses

3. What is an Applicant Tracking System (ATS) primarily used for?

- A. Conducting face-to-face interviews
- B. Automating the initial review of job applications
- C. Providing job training to new employees
- D. Creating job postings on social media

4. Which method involves sending reference check requests by email or through specialized AI platforms?

- A. Phone references
- B. Online reference checking
- C. Screening interviews
- D. Social media screening

6. 1. B, 2. C, 3. B, 4. C, 5. B

5. Why should social media screening be used cautiously in the hiring process?

- A. It always provides accurate information
- B. It can introduce biases and may not be job-related
- C. It is the most reliable screening method
- D. It is cheaper than other screening methods

Answers:⁷

Chapter 8: Branding Yourself as a Candidate

1. What is the first step in reaching ultimate success and job satisfaction according to the document

- A. Networking
- B. Self-discovery
- C. Building a resume
- D. Learning new skills

2. Which of the following is NOT listed as a work value in the document?

- A. Independence
- B. Achievement
- C. Recognition
- D. Flexibility

3. What does the STAR acronym stand for in the context of job interviews?

- A. Situation, Task, Action, Result
- B. Situation, Task, Approach, Result
- C. Strategy, Task, Action, Response
- D. Skill, Task, Action, Response

4. According to the document, what is the purpose of an elevator pitch?

- A. To summarize your resume
- B. To introduce yourself and highlight what you have to offer
- C. To negotiate salary expectations
- D. To provide your contact details

5. Which of the following is suggested as a best practice when applying for jobs via email?

- A. Sending your resume only
- B. Including a cover letter
- C. Using informal language
- D. Attaching references

7. 1. B, 2. C, 3. B, 4. B, 5. B

Answers:⁸

Chapter 9: Testing

1. Which of the following is a key purpose of an aptitude test in the selection process?

- A. To assess a candidate's honesty and integrity
- B. To evaluate a candidate's natural ability to learn new skills
- C. To measure a candidate's knowledge about a specific job
- D. To determine a candidate's emotional intelligence

2. Which personality assessment model includes the dimensions of openness, conscientiousness, extraversion, agreeableness, and neuroticism?

- A. Myers-Briggs Type Indicator (MBTI)
- B. Wonderlic Personnel Test
- C. Big Five Personality Traits
- D. Emotional Intelligence Model

3. What is the primary focus of a job knowledge test?

- A. Assessing physical capabilities necessary for job requirements
- B. Measuring an applicant's honesty and integrity
- C. Evaluating a candidate's understanding and knowledge about a specific job
- D. Determining a candidate's emotional intelligence

4. What is inter-rater reliability?

- A. The consistency of test scores over time for the same individuals
- B. The degree to which test takers perceive a test as appropriate
- C. The consistency of test results among different raters
- D. The extent to which a test predicts real-life success

5. Which type of validity ensures that a test measures the concept it claims to assess?

- A. Content Validity
- B. Criterion Validity
- C. Construct Validity
- D. Face Validity

Answers:⁹

8. 1. B, 2. D, 3. A, 4. B, 5. B

9. 1. B, 2. C, 3. C, 4. C, 5. C

Chapter 10: Decision Making

1. What is “satisficing” in the context of hiring decisions?

- A. Choosing the best possible candidate after an extensive search
- B. Selecting the first applicant who meets the minimum qualifications
- C. Firing employees who do not meet performance standards
- D. Using only statistical data to make hiring decisions

2. Which bias occurs when an interviewer rates all candidates as average to avoid using extreme points

- A. Leniency bias
- B. Halo effect
- C. Central tendency
- D. Contrast bias

3. What is a common method used by HR managers to combine statistical and judgmental data in decision-making?

- A. Pure statistical approach
- B. Pure judgmental approach
- C. Judgmental composite approach
- D. Intuitive approach

4. Which decision-making model requires that a candidate receives a minimum score on all selection criteria to be considered?

- A. Compensatory model
- B. Multiple cutoff model
- C. Multiple hurdle model
- D. Pure statistical approach

5. How can unconscious biases in the hiring process be greatly reduced according to the document?

- A. By eliminating interviews
- B. Through interviewer training and raising awareness of biases
- C. By using only resumes for candidate evaluation
- D. By setting very high cutoff scores

Answers:¹⁰

Version History

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve a number of changes, the version number increases to the next full number.

The files posted alongside this book always reflect the most recent version.

| Version | Date | Change | Affected Web Page |
|---------|-----------------|-------------------|-------------------|
| 1.0 | August 30, 2024 | First Publication | N/A |