Manage recruitment selection and induction processes

BSBHRM506A

Notes Pack

TAFE Hunter Institute
Manage recruitment selection and induction processes

BSBMGT505A

“Recruiting is the process of attempting to locate and encourage potential applicants to apply for existing or anticipated job openings” (Nankervis et.al 2002)

A Model of Management Career Status:

<table>
<thead>
<tr>
<th>Likelihood of future Promotion</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Solid Citizens (Effective Plateauees)</td>
<td>Stars</td>
</tr>
<tr>
<td></td>
<td>Organisationally Plateaued</td>
<td>Personally Plateaued</td>
</tr>
<tr>
<td>Low</td>
<td>Deadwood (Ineffective Plateauees)</td>
<td>Learners</td>
</tr>
</tbody>
</table>

Nankervis et.al (2002)

Four basic questions in job analysis are:
1. What is to be done?
2. How should it be done?
3. Why is to be done?
4. What skills are required?
5. What type of person is required?

The following process will provide the answer:
1. What are the individual tasks that comprise the job?
2. What skills are required to perform the tasks?
3. What are particular tasks completed?
4. What are the main duties in order of sequence?
5. What are the key areas of responsibility in terms of management?
6. What are the working conditions, physical, mental, environmental, hours, social?
7. What personal characteristics are required to effectively do the job in terms of skills, knowledge, experience and personal attributes?

1.1 Link strategic and operational plans to human resource planning

Suggested Key Points for Discussion – LO 1.1

- Initial discussions could focus on how an organisation's strategic and operational plans can determine:
  - The number of employees required
  - The employment relationships required and how flexible these relationships need to be. For example, the mix of casual, permanent and contracting relationships
  - The knowledge, skills and attribute mix required to enable strategy to be executed
  - The knowledge, skills and attribute mix required to enable the maintenance or development of a culture that will assist the organisation meet these strategic goals
Students could then discuss the four phases of Workforce Planning

- Forecasting likely demand for labour (the number & skills mix of employees required in the future taking into account turnover, impact of promotions, transfers etc)
- Predicting potential supply (internal and external)
- Comparing the likely demand with likely supply (gap analysis)
- Formulating Human Resource Strategies to match organisational strategies and in line with budgets (recruitment plus other strategies such as learning & development, job redesign etc)

Stone (2002) provides a useful graphical illustration of key factors

```
HR Planning
- Determine number & type of jobs to be filled
- Match HR availability with job openings

Human Resource Demand

Human Resource Requirements
- Numbers
- Skills
- Qualifications
- Occupations
- Performance
- Experiences

Human Resource Supply

Human Resource Inventory
- Numbers
- Skills
- Qualifications
- Occupations
- Performance
- Experiences

Variance

If Surplus
- Stop recruiting
- Reduce casual & part time employment
- Start early retirements
- Start retrenching
- Reduce working hours

If Shortage
- Increase overtime
- Increase casual & part time employment
- Postpone retirements
- Start recruitment
- Accelerate Learning & Development
- Use Outsourcing

Nil

No Action
```
**Task**
Research various organisations of different industries on the web and locate the company’s vision, mission and strategic direction and conduct a brain storm activity using the white board and list differences and similarities between each organisation. Many organisations such as McDonald, Shell, UTS, TAFE, and Woolworths have great web page with this information.
Working in a group align recruitment strategies to meet organisational goals

**Job Analysis**

- Who would be involved in this identification of recruitment needs (line managers, previous incumbents, key customers?),
- How would they conduct an initial job analysis (job briefing meeting, site inspection etc) and
- How they would move through the process of defining the job (tasks and responsibilities) to identifying the underlying competencies (job and organisation).

**Practice - Interview a Colleague**
Conduct a job analysis interview with the intended outcome of being able define the job (job description) and the competency requirements (person specification).

**Methods of Gathering Information:**
- observation
- interviews with incumbents
- conferences with job analysts
- observations by job analysts
- diaries kept by incumbents
- structured and unstructured questionnaires
- critical incidents
- mechanical devices
Checklist for Managerial Job Analysis:
1. product, market and financial information
2. co-ordination of other units and personnel
3. internal business control
4. products and services responsibility
5. public and customer relations
6. advanced consulting
7. autonomy of action
8. approval of financial statements
9. staff service
10. supervision
11. complexity and stress
12. advanced financial responsibility
13. broad personnel responsibility

The Hay Plan:
⇒ how position fits into the organisation
⇒ general composition of supporting staff
⇒ general nature of the technical, managerial and human relationship ‘know how’ required
⇒ nature of problem solving skills required
⇒ nature and source of control or freedom to act

Position Analysis Questionnaire
* information input
* mental processes
* work output
* relationships with other people
* job context
* other job characteristics
Physical Abilities Analysis

⇒ dynamic strength
⇒ trunk strength
⇒ static strength
⇒ explosive strength
⇒ extent flexibility
⇒ dynamic flexibility
⇒ gross body co-ordination
⇒ gross body equilibrium
⇒ stamina
Job Analysis – The Framework

Job Analysis - A “Framework”

The following is a general outline of the areas that could be covered in the job analysis, position description and person specification phase of the recruitment and selection process.

- Position
- Main tasks – management responsibilities
- Primary objectives of the job
- Limits of authority
- Reporting Structure – Chain of command
- Interacts with! For the purpose of! List
- Description of duties
  
  (a) Regular
  
  (b) Periodical
  
  (c) Incidental
  
  General explanation of the work
  
  (a) General purpose of the work
  
  (b) General purpose of section
  
  (c) Sketch the organisational chart

- Qualifications required
  
  (a) Experience required
  
  (b) Desirable abilities and qualities required

- Mental and physical requirements
  
  (a) Mental skills required
  
  (b) Physical demand
  
  (c) Physical skills

- Working conditions

1. Hours required
2. Overtime
3. Heat, dust
   - Machines, tools and equipment
1. Trades
2. Office administration
3. Operators
4. Transport
5. Safety considerations
   - Extent of supervision, autonomy
   - Need to exercise independent judgement, decision-making
   - Additional remark or comments

**Group discussion**

**Challenge – why is a criteria deemed essential as opposed to desirable.**

For example do you really need an MBA to be a HR manager, or are you really looking for a broader competency eg strong business/commercial acumen (which would be developed using other means)

Discuss this in small group

Consider your workplace environment and the jobs there.

**Task**

Use blank templates of job descriptions and person specifications and complete necessary information on roles that they are familiar with
The Legal and Cultural Factors Affecting Recruitment and Selection

Discussion

On employment based legislation relating to the processes of developing person specification/selection criteria.

For example do you require someone without a young family (a discriminatory selection criteria) or are you really looking for someone who will be available to work flexible hours, including working late (an acceptable criteria).

Discussions to cover responsibilities under EEO and Anti Discrimination legislation.

Discrimination

Remember we are looking at discrimination in terms of its implications for Recruitment and Selection:

“DISCRIMINATION IS TREATING ONE PERSON DISADVANTAGEOUSLY TO ANOTHER”

Discrimination does not have to be a conscious act. It can be the result of beliefs and attitudes. Some of the ways discrimination can take place in are the following:

1. Less favourable treatment
2. Assumptions about a persons characteristics
3. Setting unreasonable conditions or requirements
4. Indirect discrimination
(CCH 1998:104)

Equal Employment Opportunity

“EQUAL EMPLOYMENT OPPORTUNITY (EEO) IS A POLICY STATING THAT ALL PERSONNEL ACTIVITIES WILL BE CONDUCTED TO ENSURE … PEOPLE WITH EQUAL PROBABILITY OF JOB SUCCESS HAVE EQUAL PROBABILITY OF BEING HIRED FOR OR PROMOTED TO THE JOB”
**Legislation - Federal**

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Disability Discrimination Act 1992

**State - NSW**

- New South Wales Anti-Discrimination Act 1977

Note - The federal legislation takes precedence over state legislation to the extent of any contradiction

**Why Have and EEO Policy**

- economic efficiency
- effectiveness of administration
- social justice
- freedom of choice
- to meet legislative requirements

**Affirmative Action**

“AFFIRMATIVE ACTION IS THE DEVELOPMENT OF MANAGEMENT PROGRAMS AND INITIATIVES, ASSISTED BY LEGISLATIVE REFORM, DESIGNED TO ACHIEVE DEMONSTRABLE PROGRESS TOWARDS EQUAL EMPLOYMENT OPPORTUNITY”
Case Study 1: The New Teacher

Personnel Selection is a leading executive recruitment firm. Long established, it has built a network of blue chip clients. Although not a major part of its business, it has developed a niche as a successful recruiter for the non-government school sector. Helen Moskowitz, a senior consultant with Personnel Selection is currently handling an assignment to recruit a live-in house master and senior history teacher for the Blue Mountains Catholic Boys College. An old school, it has produced many leading figures in business, politics and sport. Highly-regarded for its academic standards and traditional Christian Education, the college is a very popular choice among Catholic professionals and business people for educating their sons.

After interviewing nine candidates, Moskowitz has shortlisted three- Patrick O'Malley, Samuel Mann and Angelo Napoli. All are highly qualified and well capable of doing the job.

After completing the standard personnel selection reference check, Moskowitz is somewhat concerned.

Her investigations have found that O'Malley is gay, Mann is not Catholic and is divorced; and Napoli is a former member of the Communist Party.

Questions:

1. What would you do if you were Helen Moskowitz?
2. Is any of the personal information relevant? Is it any business of the school?
3. In cases such as this, should employers be allowed to discriminate?
4. Who would you choose and why?
5. If the rejected candidates were to challenge your decision under EEO legislation, how would you justify your decision?
The Legal and Cultural Factors Affecting Recruitment and Selection

Privacy Guidelines

- data collected by employers and employment agents should be strictly relevant for the purposes of the job and should not be misused
- data collected should be current and be validated wherever possible with applicant or employee
- information about successful job applicants should be destroyed or stored in such a way as to provide complete confidentiality

Occupational Requirements which Justify Discriminatory Recruitment

- where the nature of the job requires one sex for reasons of physiology or authenticity in dramatic performance or entertainment
- in order to preserve privacy or decency
- in a job which requires body searches of one sex
- for a job requiring the employee to live in premises provided by the employer which are not equipped with facilities for both sexes, and where it is unreasonable to expect the employer to provide such facilities

EEO Issues in Interviews

- do not patronise
- ask only job related questions
- avoid stereotyped assumptions
- use culturally inclusive language
- accommodate applicants with disabilities

Employee Privacy Considerations in Recruitment and Selection

- information on application forms
- accessing information on application forms
- references from previous employers
- psychological and psychometric testing results
- medical results
- medical information
Direct Discrimination
Obvious requirements based on race, gender or religious conviction etc. which exclude certain groups from employment opportunity.

Indirect Discrimination
Practices that appear neutral but which result in a particular person or group being adversely affected. Eg. Employer may decide only to employ people over 170 cm tall.

Stereotyping
Attributing certain characteristics such as personality type or personal interests to be associated with the idea of an ideal employee for a particular position. Stereotyping could take the form of race, gender, and religious background or in the form of interest groups and personality.

Case Study 2:
Rick Ackley, as manager of the Sydney sales office of Limits Ltd, was responsible for the recruitment, selection and hiring of sales staff. Sources included recruitment direct from universities and colleges. The company had about 20-30 recruits from around Australia per year, ten of whom were recruited in Sydney.
Limits followed the same procedures of recruitment, information sessions followed by individual interviews. Preference was given to candidates in computing science, mathematics, statistics or quantitative based subjects, but others came from business, accounting and law. Ackley usually conducted the interviews and the information sessions. But due to the creation of a new human resource position, the role of interviewing, and the shortlisting was now conducted by Jon Smith. Ackley was still responsible for the final selection.
Ackley was proud of his ability to pick people with potential in sales and marketing areas. He demanded that the candidates possessed good academic results, with a smattering of credits and distinctions, though he did not look for the academically outstanding student. (The occasional failure in a subject did not worry him). He also sought two important personal qualities for his marketers - empathy and drive. 'Empathy' he defined as 'being able to see the
other person's point of view. 'Drive' he saw as 'the need to reach a successful outcome', for instance to find a way to make the sale. Both of these characteristics had to be present.

Smith created a short-list of thirteen candidates for five positions. He sent the application forms, academic records and interviewer's notes and recommendations to Ackley. Eight were male and five were female. Interviews were scheduled for one hour sessions over the next three days. Ackley made his selections, noted them and sent a memo to Smith requesting that he check referees, and provided these checks were satisfactory arrange medical examinations and make offers to the selected candidates.

Smith was surprised to find that Ackley had chosen all male candidates, even though his two top recommendations were females. When he looked further, he noted that even though there were some women working in the Sydney office, none of them held executive positions, and over the past three years Ackley had not recruited one female as part of the graduate recruitment program.

Smith was unsure of how to handle the situation. Should he tackle Ackley directly, or discuss it first with his immediate supervisor, the company's Human Resource Manager.

Questions:
1. How should Smith deal with the matter?
2. How could you determine whether prohibited discrimination was taking place?
3. What policies and procedures should a company such as Limits institute to ensure that selection decisions are based on merit?
4. What details would you include in a university/college recruiting system to ensure only the best candidates were selected?

TASK
Research various legislations and summarise main points in relation to recruitment, selection and induction policy in the classroom or at the library.
The Purpose and Importance of Recruitment

→ to increase the pool of job applicants with minimum cost to the organisation
→ help reduce the number of obviously under qualified or over qualified job applicants
→ help reduce the possibility that new recruits will leave the organisation after only a short time
→ start identifying and preparing potential job applicants who will be appropriate candidates
→ meet the organisations responsibility to EEO programs

Differences in Recruitment Practices between Government and Private Sector

<table>
<thead>
<tr>
<th>Government Sector</th>
<th>Private Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Limited flexibility with advertising</td>
<td>1. Flexible advertising</td>
</tr>
<tr>
<td>2. Culling to strong, generally well defined selection criteria</td>
<td>2. Culling to limited or often poorly defined selection criteria</td>
</tr>
<tr>
<td>3. Long time lags between advertising and final decision to recruit</td>
<td>3. Generally fairly quick to respond</td>
</tr>
<tr>
<td>4. Committee / Panel Interviews</td>
<td>4. Normally two or more, one on one interviews</td>
</tr>
<tr>
<td>5. Rarely any other form of evaluation</td>
<td>5. Increasing use of other forms of evaluation - ie. Psych. Testing, references</td>
</tr>
<tr>
<td>6. Strong orientation to EEO principles</td>
<td>6. Growing orientation to EEO principles</td>
</tr>
<tr>
<td>7. Limited use of recruitment specialists or consultants to assist in the recruitment and selection process</td>
<td>7. Extensive use of recruitment and select specialists or external recruitment consultancies</td>
</tr>
</tbody>
</table>

Issues to Consider before Recruitment

♦ What is really the job? Is its purpose clear?
♦ What sort of person should do it?
♦ How can it be improved?
♦ Does the previous incumbents work record offer any lessons?
Results of exit interview with previous incumbent.

Sources of Recruits

- newspapers / (national v local)
- agencies / consultants
- professional bodies
- professional journals
- educational institutions
- search
- CES
- immigration
- referral from exiting employees
- direct mail campaign
- unions
- web
- network

The recruitment process flow outlined by Nankervis, Compton, & McCarthy (1999)
Discuss the recruitment strategy options

Overview of Recruitment Process

Dynamic Environment
Internal/External factors affecting organisation

The Organisation
Vision
Strategic Business Plan
Key Stakeholders

Dynamic Environment
Internal/External factors affecting organisation

Recruitment Requisition

Competency or Job Analysis

Position Description

Budget Check

Sourcing Strategies
- In/External
- Advertising strategy
- Use of Agencies
- Sources

Culling applicants

Selection Procedures
- Application forms
- Interviews
- Testing
- References

Hiring
- Letter of Offer
- Unsuccessful Candidates

Induction

Nankervis, Compton, & McCarthy (1999)
What Makes a Good Advertisement?

- The applicant should recognise what the job is, especially its basic functions
- It should attract and maintain the reader’s interest and present a favourable image of the organisation
- It should be clear what requirements are so unsuitable applicants will not apply
- Applicants should see the job as an improvement on their present position

What Should Advertisements Contain

- job title
- location (this is not always possible)
- brief job description
- reporting relationship of the job
- description of the organisation
- minimum experience, qualifications and knowledge required
- any unusual features if the job
- clear instructions on how to apply

Discrimination in Advertising

1. Wording specific to gender should be avoided
2. Stating preferences to race or colour is illegal
3. Qualities that are unnecessary for the work to be performed should be avoided

Tips for successful advertising

- seek candidates that really exist
- write attractive advertising copy
- Place your advertisement in the most suitable media
- make your advertisement look attractive
- choose the best time
- decide who will handle the first stage
- make contact easy
- choose a style that will appeal to the applicant group
- use short sentences
use plain language
be accurate and honest
use positive sounding words
balance the layout
give an assurance of confidentiality
use the **AIDA** technique

- Attention
- Interest
- Desire
- Action

**Details requested on a job application form**
- personal particulars, including name, address, telephone number, title
- education level including qualification, special skills, training
- previous and present employment details
- references
- availability

**Details that cannot be asked for on a job application form**
- marital information
- height & weight
- partner’s name, age, occupation
- parent’s, next of kin’s name, age and occupation
- numbers, names, ages, occupation of children and bothers and sisters
- religion
- nationality
- war service
- criminal convictions
- home ownership, financial transactions, bankruptcy, assets, spending habits, smoking, drinking, traffic accidents, garnishee orders, legal and civil actions
- identification
- health
→ health of partner / family

**Information often collected from third parties**

→ past employers
→ current employers
→ character references
→ credit reports
→ criminal records
→ traffic convictions
→ security checks
→ medical examination

**Recruitment Strategies**

Develop strategy in relation to sourcing, advertising, selection techniques (processes and people involved)

- A vacancy may be filled by internal recruitment, external recruitment or a combination of both. The choice of these options will normally based on:
  - A deliberate organisational strategy
  - HR policies
  - Financial considerations
  - An organisation’s overall strategy and recruitment policy often have a direct impact on its sourcing decisions. For example an organisation which is trying to challenge and/or renew its culture may choose an external recruitment strategy for strategic positions, while an organisation trying to reinforce employee commitment and career development may choose an internal promotion or recruitment option.
  - An organisation will often use a combination of internal and external sourcing strategies, depending on where they are at and the actual position characteristics.
<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>• Easier to assess candidates ability</td>
<td>• May become too internally focused</td>
</tr>
<tr>
<td></td>
<td>• Succession planning</td>
<td>• Discontentment of those internals not selected</td>
</tr>
<tr>
<td></td>
<td>• Employee morale</td>
<td>• Political infighting for promotion</td>
</tr>
<tr>
<td></td>
<td>• Rewards performance</td>
<td>• Market of the best candidate is narrower</td>
</tr>
<tr>
<td></td>
<td>• Hire may be at lower level than original vacancy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Less costly</td>
<td></td>
</tr>
<tr>
<td>External</td>
<td>• New blood – new ideas/ previous exposure to alternatives/fresh team</td>
<td>• May not fit into culture</td>
</tr>
<tr>
<td></td>
<td>dynamics</td>
<td>• Morale of internals of being passed over</td>
</tr>
<tr>
<td></td>
<td>• Avoids internal issues of non selection (may create alternate resentment</td>
<td>• Will require a longer settle time &amp; perhaps training</td>
</tr>
<tr>
<td></td>
<td>however)</td>
<td>• Can be expensive</td>
</tr>
<tr>
<td></td>
<td>• May raise standards for job – creating inspiration for internals</td>
<td></td>
</tr>
</tbody>
</table>

- Recruitment strategy also involves determining what methods/process of selection will be used – the number of interviews, use of selection tests etc and who will be involved in the process
The strategy should of course be based on the position requirements, the level of the position, market conditions, budget and the selection skills of the various parties.
Reliable and Valid Selection

**Culling**

- Applicants need to be able to meet the job specifications
- A decision must be made as to who has the responsibility for the culling process
- Risks associated with the culling process when the advertisement is inadequate or poorly prepared

**A Definition** (Nankervis et.al 1996:227)

An employment test is an objective and standardised measure of a sample of behaviour that is used to measure a person’s ability, aptitudes, interests or personality in relation to the other individuals. The BASIC ASSUMPTION behind such testing is that differences between individuals can be measures and related to future job success

**Testing – Why use Tests**

- To cull large numbers of applicants down to a suitable number to interview
- To provide objective assessment of applicants abilities and aptitudes
- To provide additional information not provided by the interview
- To increase the effectiveness of the selection process
- To avoid hiring someone who is not suitable for the job
- The possibility of law suits for poor selection process

**Types of Tests**

- General ability tests – measure verbal, numerical, speed, spatial and perceptual skills
- Skills or specific aptitude tests – test typing, language, clerical, or other technical skills
- Personality or temperament tests – test overall personality characteristics
Characteristics of a good test

- RELIABILITY
  The test must give consistent (or near consistent) results each time it is used

- VALIDITY
  “The test must measure what it claims to be measuring”

- STANDARDISATION
  On each testing occasion, the same items will be administered in the same order with the same time limit. Answers and results will be scored and interpreted in the same way

Evaluating a Psychological/ Aptitude test

(Compton & Nankervis 1998:174)

- usage
- validity/reliability
- ethical issues – EEO, confidentiality, credibility
- administering the test
- professional interpretation of the test results

(Nankervis et.al 1996:229)
<table>
<thead>
<tr>
<th>TYPE OF TEST</th>
<th>WHAT IS MEASURED</th>
<th>TYPICAL USES</th>
</tr>
</thead>
<tbody>
<tr>
<td>General mental aptitude</td>
<td>Academic intelligence, scholastic aptitude</td>
<td>Managerial &amp; executive jobs, technical and clerical jobs</td>
</tr>
<tr>
<td>Multi aptitude</td>
<td>Several, different aptitude areas such as verbal etc.</td>
<td>Wide variety of jobs from unskilled to executive</td>
</tr>
<tr>
<td>Dexterity</td>
<td>Finger dexterity, tweezers dexterity, assembly</td>
<td>Watch repairers, precision electronic assemblers, telephone installers</td>
</tr>
<tr>
<td>Clerical aptitude</td>
<td>Verbal aptitude, numerical and perceptual speed</td>
<td>Clerics, inspectors, checkers, packers</td>
</tr>
<tr>
<td>Mechanical aptitude</td>
<td>Mechanical comprehension, spatial relationships</td>
<td>Variety of engineering and mechanical jobs</td>
</tr>
<tr>
<td>Personality</td>
<td>Range of personality characteristics including emotional adjustment, self confidence, perseverance etc</td>
<td>Sales persons, managers and supervisors</td>
</tr>
<tr>
<td>Supervisory and managerial abilities</td>
<td>Attitudes and perceptions, administrative skills, decision making abilities</td>
<td>Managerial and supervisory jobs</td>
</tr>
<tr>
<td>Interest inventories</td>
<td>Major interest areas such as scientific, literary, investigative, computational</td>
<td>Career planning</td>
</tr>
</tbody>
</table>
Reliable and Valid Selection

Interviews

Types of Interviews
- One to one
- Panel to one
- Panel to more than one
- Group interviews
- Assessment interviews

1. One to One Interviews
- Commonly used by consultants and private organisations

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>More personal</td>
<td>Interview bias</td>
</tr>
<tr>
<td>Good for sensitive information</td>
<td>More subjective</td>
</tr>
<tr>
<td>Cost effective</td>
<td>Personality differences</td>
</tr>
</tbody>
</table>

2. Panel to One Interviews
- Generally used in the Public Service

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less interviewer error</td>
<td>Can be impersonal</td>
</tr>
<tr>
<td>Less interviewer bias</td>
<td>May not flow well</td>
</tr>
<tr>
<td>Recommended by research</td>
<td>More expensive and difficult to</td>
</tr>
<tr>
<td></td>
<td>organise</td>
</tr>
</tbody>
</table>
3. Group Interviews

Advantages | Disadvantages
--- | ---
Cost effective for large numbers | Part assessment only
Include other activities | Lack of privacy
Excellent for providing information | General in nature
Often fairer than culling written applications | Useful for a large group in a common classification

4. Assessment Centres

Advantages | Disadvantages
--- | ---
Wide range of activities | Very high cost
Can cover interviewing and testing in the one period | Time consuming
High velocity | Difficult to organise

Table 1 shows the selection methods considered first, second and third most important by employers. Although it seems that some organisations use only interviews, these figures show that many support these with other methods, notably psychometric tests.

Additional information on interviewing approaches is given in Table 2 which shows a direct relationship between the seniority of the position, the number of interviews the candidate will attend and the number of interviewers involved (Goss 1994:43).
Table 1 - Most Important Selection Methods (Goss 1994:43)

<table>
<thead>
<tr>
<th></th>
<th>Interview</th>
<th>Assessment Centre</th>
<th>Psychometric testing</th>
<th>Application form</th>
<th>References</th>
<th>N/%</th>
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<tbody>
<tr>
<td>Most important</td>
<td>85</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>178/10</td>
</tr>
<tr>
<td>selection method</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>percent</td>
<td></td>
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<tr>
<td>Second most</td>
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<td>1</td>
<td>35</td>
<td>32</td>
<td>17</td>
<td>148/10</td>
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<td>selection method</td>
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<td>percent</td>
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</tr>
</tbody>
</table>
Despite their widespread pattern of use interviews have been subject to wide spread criticism as a selection tool in terms of both validity and reliability (Goss 1994:44).

**TASK**

Discuss different selection methods these may include group interviews; conduct role plays in classroom.

---

**Table 2 - Number of Interviews and Interviewers (Goss 1994:44)**

<table>
<thead>
<tr>
<th>Interviews</th>
<th>Managerial (%)</th>
<th>Graduate (%)</th>
<th>Clerical (%)</th>
<th>Manual (%)</th>
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<td>Three +</td>
<td>32</td>
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<tr>
<td>Varies</td>
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<table>
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<th>Four +</th>
<th>Varies</th>
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</tr>
<tr>
<td>Varies</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
1. **Principles of the Assessment Sheet**

- The Dimensions of the job should be carefully defined, weighted and made specific to facilitate interviewer reliability.
- Judgements should be made as predictions of how an interviewee would actually do the job.
- The form should be easy to complete and use.

![Image](image-url)

2. **Purpose of Interview Assessment Sheets**

- To record the evaluation of each interview.
- To interviewer agreement by having the same standard of judgement.
- To validate the interview process. The completed form can be compared with the job specifications and evaluated against the interview performance of other candidates.

A weighted scoresheet can then be completed. This sheet provides the selection criteria in order of their critical importance to the job (agreed by the panel in advance). Candidates responses (from the assessment sheet) are then scored out of 10. Scores are then multiplied by the weighting.
factor to give a final adjusted score. In the following example by Cooke (1998:41), Applicant C has the highest overall score and should be offered the job based on merit against the criteria.

<table>
<thead>
<tr>
<th>Selection criteria</th>
<th>Applicant A</th>
<th>Applicant B</th>
<th>Applicant C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Qualifications</td>
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<tr>
<td>2. Experience</td>
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<td>3. Mobility</td>
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<td>4. Job knowledge</td>
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<td>5. Personal qualities</td>
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<td>6. Commitment to safety</td>
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<td>7. Appearance</td>
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<td>8 Interpersonal skills</td>
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<td>6</td>
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<tr>
<td>Total weighted score</td>
<td>388</td>
<td>483</td>
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Interview Strategies

1. The **STRESS** interview
2. The **FRANK and FRIENDLY** strategy
3. The **CONSPIRATORIAL** strategy
4. The **SWEET and SOUR** strategy
5. The **SELL and TELL** strategy
6. The **TELL and LISTEN** strategy

**The Stress Interview**

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows the applicant reaction under stress</td>
<td>Requires highly skilled interviewer</td>
</tr>
<tr>
<td>Can be suited to high pressure jobs</td>
<td>May alienate the applicant</td>
</tr>
<tr>
<td>High validity</td>
<td>Is not relevant to many positions</td>
</tr>
<tr>
<td></td>
<td>May give a company a poor image</td>
</tr>
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</table>

**The Structured Interview**

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistency</td>
<td>Can lack flexibility</td>
</tr>
<tr>
<td>Reliability</td>
<td>Interviewer may dominate</td>
</tr>
<tr>
<td>Time efficient</td>
<td>Applicant may be overwhelmed by questions</td>
</tr>
<tr>
<td>Easier applicant comparison</td>
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All areas covered

### The Unstructured Interview

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant may be more relaxed</td>
<td>Harder to control</td>
</tr>
<tr>
<td>Can be tailored to the individual</td>
<td>May miss important areas</td>
</tr>
<tr>
<td>Easier to probe leads</td>
<td>Harder to compare applicants</td>
</tr>
</tbody>
</table>

(Nankervis et.al 1996:219)

<table>
<thead>
<tr>
<th>Type of Interview</th>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patterned</td>
<td>Consistent</td>
<td>Can lack flexibility</td>
</tr>
<tr>
<td></td>
<td>Usually more reliable</td>
<td>Some areas ignored which should be followed up</td>
</tr>
<tr>
<td></td>
<td>Time efficient</td>
<td>Interviewer may dominate</td>
</tr>
<tr>
<td></td>
<td>Easier to compare applicants</td>
<td>Applicant may be overwhelmed by the questions</td>
</tr>
<tr>
<td>Unpatterned</td>
<td>Easier to explore leads in different areas</td>
<td>Harder to control the interview</td>
</tr>
<tr>
<td></td>
<td>Applicant may be relaxed</td>
<td>May miss important areas</td>
</tr>
<tr>
<td></td>
<td>Can be tailored to individual situation</td>
<td>Harder to compare different applicants</td>
</tr>
<tr>
<td>Panel</td>
<td>More impartial</td>
<td>Cost</td>
</tr>
<tr>
<td></td>
<td>Applicant closely observed</td>
<td>Applicant may feel outnumbered and/or intimidated</td>
</tr>
<tr>
<td></td>
<td>One panel member may thinks of something missed by other interviewers</td>
<td>Panel may talk or argue amongst themselves</td>
</tr>
<tr>
<td>Stress</td>
<td>Suited to higher level applicants</td>
<td>Less chance of establishing rapport</td>
</tr>
<tr>
<td>--------------</td>
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<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Shows applicants behaviour</td>
<td>Requires very skilled interviewer</td>
</tr>
<tr>
<td></td>
<td>under conditions of emotional strain</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can be suited to some high</td>
<td>May alienate and lose certain</td>
</tr>
<tr>
<td></td>
<td>pressure or unpleasant jobs</td>
<td>applicants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May affect company image</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relevant to only a few positions</td>
</tr>
<tr>
<td>Group</td>
<td>Easier to compare applicants</td>
<td>Expensive</td>
</tr>
<tr>
<td></td>
<td>Represents a work situation</td>
<td>Hard to assess</td>
</tr>
<tr>
<td></td>
<td>For to positions requiring</td>
<td>May not always relate to the job</td>
</tr>
<tr>
<td></td>
<td>managerial, verbal or</td>
<td>in question</td>
</tr>
<tr>
<td></td>
<td>interpersonal skills</td>
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</tr>
</tbody>
</table>
**Targeted Selection or Behavioural Interviews**

The features are:

- Past behaviour can be used as a toll to predict the candidates future performance
- Critical competencies associated with a position can be assessed, ranked and comparisons made between individuals
- Behavioural questions can be standardised
- Practical rather than theoretical questions can be used

**Effective Interviewing**

- Know the job
- Know the
  - Personal attributes
  - Experience
  - Skills
  - Qualifications needed
- Review the resume or application form
- Set specific objectives
- Create a good interview environment
- Plan the interview procedure
- Beware of prejudices
- Don’t make snap decisions
- Follow up the interview

**Behavioural Questioning:**

The concept of behaviour-based questions stems from an interview technique known as "behavioural interviewing". Behavioural interviewing is based on the premise that
past behaviour can predict future behaviour. Real life examples are elicited from the applicant and used to determine the presence or absence of job-related skills and to make performance predictions.

Interviewers ask specific questions relating to the applicant’s recollection of how they handled a particular situation. Applicants are asked to provide as much detail as possible about relevant experiences, citing dates, times and locations.

A typical example of a behaviour-based question to test customer service skills might be as follows: "Give me an example of a time when you had to deal with a difficult person."

If the applicant is not currently employed, the applicant will need to be encouraged to provide relevant examples of transferable skills, for example: "Give me an instance if a time when you had to rely on your organising skills at home/when dealing with social or sporting activities."

Generally, follow-up questions designed to elicit detail would then be asked until the panel is satisfied that they have all the information they need. For example:

- "Who was involved?"
- "How did this occur?"
- "What was your role?"
- "What was the outcome?"

### Behavioural interview questions – TARGETED SELECTION RECOMMENDED

**Be a STAR**

You can use the STAR model below to answer most behavioural questions:

- **S** is for 'situation' - introduce the occasion you are about to describe
- **T** is for 'task' - describe your responsibilities and what you were required to do
- **A** is for 'action' - describe what you did to fulfil your responsibilities
- **R** is for 'results' - summarise the outcomes
Examples

You are asked: 'Can you tell me about a time when you had to organise a major event?'
Using the STAR model, your answer might be something like this:

**Situation**  'Yes - earlier this year I had to organise the 2001 UTS Careers Fair.

**Task**  'To do this, I was required to market and advertise the Fair to both students and employers. I also had to organise venue hire, catering and booth construction, and exhibition equipment.

**Action**  'To market the Fair to students, we had a postcard designed and mailed out to our target audience. We also used banners, flyers and posters to advertise. In the week leading up to the Fair, we used a video wall for the first time.... [Describe succinctly each of the other tasks for which you were responsible.

**Results**  'We had 65 employers at the fair, which was the largest number of employers to attend to date. And there were over 2500 students, which was also a record number.'

"Give me an example of a time when you had to work with someone who was difficult to get along with? In what way was this person difficult? How did the relationship progress? What did you learn from the experience?"

The Simulated job interview

It is essential to use appropriate questioning, listening, empathy, note taking and non-verbal skills in effectively opening, managing, closing and evaluating a job interview.

**Questioning**

Questions are the means by which the selection panel is able to elicit information about the skills, abilities, experience and potential of the applicant not available from other
sources. Further, they can be used to assess the extent of communication and interpersonal skills which are best assessed at interview.

To be effective, interview questions must be short, unambiguous and closely related to the selection criteria. Ideally, they should be open, and focus on the past experiences and behaviour of the applicant. All applicants must be asked a common set of questions, in addition to others that arise in each individual assessment.

Some panels allow applicants to view the questions up to 30 minutes before the interview. Applicants need to be invited to be in attendance earlier, and be provided with pen and paper.

**Questioning Style:**

- questioning technique should allow a logical flow, which links subject areas and builds a comprehensive picture of the applicant
- a mix of questions should be used, giving each applicant the opportunity to demonstrate his/her suitability for the position
- all questions should be relevant to the selection criteria
- questions should be short and unambiguous so as to encourage the applicant to do most of the talking
- the panel should concentrate as much on strengths as on weaknesses
- questions designed to exert pressure on or stress an applicant are not acceptable. Such questions usually take the form of aggression or bullying, and attempt to show the applicant's ability to handle themselves when under pressure. This type of stress is not relevant to the stress experienced on the job. This is therefore not the way to assess the capacity to cope with stress

(Note: Questions would be expected to match the level of communication skill expected in the position.)

**Another useful technique** is to ask for **contrary evidence** in order to gain a balanced view of the applicant. The panel may have asked a behaviour-based question, followed by a contrary question, such as:
"What has been your most positive experience with a customer?"
"What has been your most negative experience with a customer?"

Provided they are anchored in the requirements for the position, behaviour-based questions are a useful tool. They ask applicants to back up their assertions with descriptions of their past behaviour. This being the case, applicants may need prompting and some thinking time to come up with their examples. The panel needs to be both patient and persistent in encouraging the applicant to answer.

One effective approach for delivering questions is to allow applicants a few minutes before the interview to look at the written schedule of questions. This gives them the time to organise their thoughts and be more at ease, since they know what to expect.

**Questions to Avoid in Interviews:**

The following types of questions tend not to provide useful data for selection decisions:

Hypothetical questions propose a hypothetical situation and ask how the applicant would respond. They tend to elicit slick, textbook answers. For example: "If you were in our position, what qualities would you be looking for in an applicant. Why?" A behaviour-based question or a more extensive case study may be more appropriate.

Leading questions that indicate an expected answer do not allow for demonstration of original thought. For example: "You do believe that service is of paramount importance, don't you?"

Double-barrelled questions (questions where two or more parts require an answer) and heavily prefaced questions (those that have a long preamble) confuse applicants, causing them to forget parts of the question.
Interviewers must ensure that they do not prompt the applicant by suggesting responses. Instead, probe by asking for further details or clarification of points raised by the applicant.

**Closed Questioning**

**CLOSED** questions elicit **YES/NO** or brief factual answers

- Do you have a driver’s licence?
- Where were you born?

**Interviewing and Selection Techniques**

**Probing Questions**

As a counter to closed or general question, probing questions can be used to elicit further information

First question eg.

“How did you react to the takeover?”

First Answer

“Fine”

Probing question

“How did the organisational changes affect your work responsibilities”
**Questioning Strategy**

- Decide on the order of questions in advance
- Pace the interview and maintain control
- Start with easier questions
- Focus on areas of interest
- Move from the general to the specific
- Complete one subject at a time
- Take notes

**Interview Techniques**

- Ask open questions
- Avoid closed questions
- Ask clear questions
- Avoid ambiguous or leading questions
- Ask relevant questions
- Ask one question at a time

**Common Interview Problems**

- Lack of organisation
- Lack of foresight
- Illogicality
- Inability to select what is relevant
The Great Distracters

- Outside disturbances
- Concentrating on what to say rather than listening
- Selective attention (we choose to hear something we don’t want to
- Underdeveloped listening skills

Blockers to Effective Listening

- “I already know what you are going to say”
- I’ll get my response ready”
- I’m waiting to get my next question in”
- “Hurry up, I don’t have much time’
- I’m not going to change my mind”
- “this is what you should say”
- “I have no interest in what your saying”
- “What impression am I making here”
- Pseudo-listening

Non Verbal Communication

- Repeating
- Substituting
- Complimenting
- Accenting
- Regulating
- Contradicting
Referees

Referees' comments can provide a valuable component of the assessment strategy, but for this to be effective it may be necessary to have an additional panel meeting to fully consider the information obtained from referees. The time that is available for this full process of assessment is a practical issue which will have to be decided upon by the selection panel. However, the acquisition of referees' comments as part of the assessment process should be regarded as normal practice, and exceptions made only in limited circumstances.

Panels have the option of requesting a written referee report or seeking referee comments by telephone. This could be in the form of a faxed list of questions relating directly to the selection criteria. The referee would then be asked to fax the reply. This may be easier for some people to do. Where the panel needs to explore particular features of each applicant's background, work performance, skills, or attitude, which the selection process, particularly the interview, may have revealed as warranting further enquiry, telephone contact will generally elicit more relevant information.

A supervisor should not be both a referee and a member of the selection panel. This may represent a conflict of interest for the supervisor and/or be perceived as possibly favouring the applicant who nominated the supervisor as referee.

Referee comments should be written up as part of the assessment report. Written referee reports may be attached to the assessment report. Relevant comments obtained over the telephone should be recorded in the context of the details of information requested. In making recommendations in relation to applicants, appropriate reference should be
made to referee comments which have been taken into consideration by the panel.

How to Conduct a Reference Check -- 3 Basic Steps

Preparing Information

- prepare list of qualifications and facts to be verified including relationship of referee to candidate, how long they worked together, duties and reporting relationship
- review Statement of Qualifications
- prepare questions that are relevant to the qualifications of the job being filled
- aim for facts, specific relevant incidents and not opinions
- review candidate's file and resume

Gathering Information

- explain to referee your purpose and the time the check will take
- follow your prepared questions to stay on track
- use follow-up questions to clarify events and get details
- keep to the facts and ask for specific examples of incidents
- be prepared for silence while the referee thinks
- take notes and evaluate later
- be alert to unusual hesitations, evasive responses and overly enthusiastic responses
- do not forget to ask the "sum up" question. It is very difficult to cover all areas of an individual's past during a reference check. Always ask, "Are there any concerns or performance issues that a potential employer should be aware of?"
- do not ask questions that are directly or indirectly discriminatory (remember your EEO obligations!)
Using Information

Do not accept all information gathered at face value. Be cautious of personality conflicts and different work environments. Try to use information derived from several methods to make an overall assessment of a qualification, e.g., interviews, written tests, reference checks. When in doubt about a person's qualifications, check other references if necessary.

Letters of offer and rejection:

Offer of employment (award/agreement employees)

There is considerable benefit in your business making an offer of employment in the form of a written agreement.

A written agreement states the situation clearly and any questions relating to terms and conditions may be referred back to the written document. Having a written document puts you on sure ground should a dispute arise with your employee about the job offer. Your new employee will be presented with a job offer that is both professional and clear. It makes for a good start to a new job.

In the case of an award/agreement job, it is generally appropriate to have a written agreement in the form of a letter of appointment with a standard set of basic conditions. Reference may also be made to any appropriate award/agreement.

An offer of employment may be made verbally and then followed up in writing with more details. Note that there must be an unconditional acceptance by the person receiving the offer before a contract of employment exists.

As a minimum a job offer should comprise the following information:
- the position and job title
- starting date
- wage/salary
- legal coverage (for example, award)
- status of employment (for example, full time, part time)
- termination of employment provisions
- entitlements (for example, leave provisions)
- any special terms or conditions of employment
The following is one example of an offer of appointment:

**HOTSHOTS**

Pty Ltd

Name:
Address:
Town  State  Postcode

Dear  F/Name

Hotshots Pty Ltd would like to confirm our offer of appointment to the position of {Position, Classification & Grade} with a commencing salary of {$??} per annum. Your employment will start on {date}. This position is important to us and through it you will make a valuable contribution to our services and programs.

Permanent appointment depends on your satisfactory conduct and performance during a probationary period of three months. Continued employment with us also depends on your satisfactory conduct and work performance.

Your appointment depends on you signing a copy of this letter to show you accept the salary that Hotshotz is offering you. Further, the following attached forms must be received by us prior to commencing your employment. Please return these forms to the address shown above. You must also show us these documents:

- your birth certificate
- evidence of your name change, if it applies to you
- your Australian citizenship/permanent residence status, if it applies to you
- your educational qualifications, if it applies to you

You will have to return your signed copy of this letter, the documents listed above and your bank/building society/credit union account number so we can deposit your salary. We will also need your tax file number if you want to fill in a tax declaration form.

Congratulations on your success. If you have any more enquiries, please call me on (067) 632 162.

Yours sincerely

JIM STEWART
HUMAN RESOURCES UNIT
HOTSHOTS
7 January 1997
Rejection of employment

The following is one example of a letter of rejection:

HOTSHOTS

Pty Ltd

Our Ref.: 
Date: 

[Name of recipient] 
[Address] 

Dear [name] 

RE: APPLICATION FOR POSITION - [Position details] 

Thank you for your application for the above position. The standard of applicants interviewed for this position has been very high. I am sorry to advise you that on this occasion, you were unsuccessful. If you have no objection, we will maintain your application on file for reference should a suitable position become available in the future.

If you have any queries regarding the above, please don’t hesitate to call me on the following number(s): [contact number].

Thank you for the interest that you have shown in joining Hot Shots.

Regards,

JIM STEWART
HUMAN RESOURCES UNIT
HOTSHOTS PTY LTD
Induction

The Role of Induction

The role of induction could focus on induction as means to:

- Introduce the employee to the organisation
- Communicate organisations goals, values, business drivers
- Orientate employee to conditions of employment and job
- Build of esteem and confidence
- Research (Ivancevich 2001) also shows that unplanned turnover (particularly at operator level) occurs in the first six months, students should therefore be encouraged to think of the costs benefits associated with induction programs. Contents of Induction.

Induction Content

Stone(2005) provides a useful checklist covering the following points:

<table>
<thead>
<tr>
<th>Induction Components</th>
<th>Areas for Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Overview</td>
<td><strong>Organisational values, objectives, goals, product range, key business drivers</strong></td>
</tr>
<tr>
<td>OH &amp; S</td>
<td><strong>Key policies relating to OH&amp;S</strong></td>
</tr>
<tr>
<td>Employee Relations</td>
<td><strong>Terms &amp; conditions of employment</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Probation period,</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Key people management policies (L&amp;D, grievance, performance development etc)</strong></td>
</tr>
<tr>
<td>Benefits</td>
<td><strong>Pay,</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Leave provisions,</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Share scheme etc</strong></td>
</tr>
<tr>
<td>Facilities</td>
<td><strong>Location tour, rest rooms, fire exits, car parking etc</strong></td>
</tr>
<tr>
<td>Job Orientation</td>
<td><strong>Team goals and relationship to organisational goals,</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Introduction to team members, key managers &amp; internal customers, HR</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Introduction to work station, use of equipment etc,</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Day to day operations, start times, lunch arrangements etc</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Arranging of buddy system</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Arranging check points for guidance, initial performance goals, setting agenda for the first week</strong></td>
</tr>
</tbody>
</table>
Methodology/Implementation Issues

Consider the following issues:

- Who will conduct the induction process? Will it all be conducted by HR the Line Manager, or it can be shared?
- When will induction be scheduled – Research has shown the first day is crucial for new employees (Starcke, 1996)
- How will it be structured – Research suggests induction should be over a period of time and uses a mix of learning styles (theoretical, practical, active, reflective)
- Who will be accountable for the administration/organisation of the process
- How they would ensure the quality of induction? Mechanisms for new employee and line manager feedback (on induction and recruitment process)

TASKS

- Group discussion on the benefits of ongoing training and development
- Case studies of organisation that implemented good induction programs
- Develop questionnaires that organisation can use to evaluate the effectiveness of recruitment, selection and induction processes

WHAT IS INDUCTION?

Definition - Induction is the guided adjustment of a new employee to the organisation and the work environment.

WHY IS INDUCTION OFTEN NEGLECTED?

- Lack of support by senior management
- Lack of clearly defined policy and induction procedure
- Lack of management appreciation that a new employee needs assurance
Failure to realize the beneficial effect of personal contact through induction
Lack of appreciation by line supervisors of the part they must play
Haste due to other work – too busy to induct a new employee
Failure to make time available to carry out the induction
The possible repetitive nature of induction courses could affect the presentations made by managers

Buddy systems
Buddy systems are a low cost and highly effective method of introducing and socialising new staff. The crucial step is picking the correct buddy. When selecting a buddy for the new recruit, Davies suggests that you select an existing employee who is friendly, patient and has a good record of one-to-one training. Training skills seem to improve the induction process, and the buddy can take on training in job skills as well as the social role.

A ‘buddy’ is simply a peer of the new recruit, someone of approximately the same job classification and hierarchical level. This is important, for the recruit should view the ‘buddy’ as an equal. Davies (1996) also suggests that the perfect buddy has been with the organisation one to two years, in a similar job as the new starter. This time span is stated as being long enough to have grasped a good understanding of the systems and politics of the business, yet not so long that they have forgotten what it was like to be new. Other characteristics include a friendly and welcoming attitude and good communication skills.

The ‘buddy’ must be involved in induction programs for the system to work. They need to be briefed about the new recruit, their previous experience and personal attributes. The buddy should work with either yourself, or the immediate supervisor, on tailoring an induction program to the specific needs of the new starter. Once again, success depends upon adequate preparation.
Rabey (1990:100 adapted) suggests that we have done a good job of induction if our new recruit:

- ☐ is relaxed and demonstrating satisfaction with the job
- ☐ has been placed on work suitable to current capacity
- ☐ realises their importance to work group/team
- ☐ is showing signs of integration
- ☐ knows where to get help, and is asking for it
- ☐ realises the importance of quality work and is demonstrating it
- ☐ appears motivated and/or keen to learn in preparation for more advanced work

Designing an induction checklist.

- Nankervis et al remind us that the use of induction checklists focuses the new recruit's supervisor and HR officer on the specific information that requires transfer, discussion and acknowledgement between the organisation and new employee. This process aids in meeting both parties' needs. Information packages may have to be put together or designed to cover the areas required. This too, may involve management as well as the HR unit/department.

Let’s look at the types of information that could be found in an induction checklist. While they are not in any particular order here, the design of the checklist should be such that related information is grouped and discussed together and that the information flow is as logical as possible.

- ☐ introductions - supervisor and co-workers
- ☐ explanation of function - procedures, duties, responsibilities
- ☐ explanation of organisations' aims and purpose
- ☐ conditions of employment
- ☐ location of toilets, locker room, amenities etc
rest and lunch break times
- security arrangements
- chain of command for reporting
- explanation of organisational structure and where the recruit fits in
- physical layout and work flow
- organisational policies
- rules and regulations
- safety procedures
- performance standards and measurements (for appraisal)
- introduction to ‘buddy’ and explanation of their role
- expectations – punctuality, dress, code of conduct
- follow up process


Once you have designed your checklist, evaluate it. Criteria you may use include but is not limited to:

- does it allow both parties' to meet their needs?
- does it allow you to meet any legislative requirements? (ie OH&S)
- does it provide for a logical flow of information?
- is related information grouped?
- does it allow for feedback/questioning/acknowledgement by the recruit?
- is information in the form of brochures/flyers etc available to give to new recruits covering the topics you will talk about (remember that nerves usually mean that information goes in one ear and out the other!)?

**TYPE 1 CHECKLIST FOR INDUCTION**
1. This consists of a list the main items to be covered and the person conducting that particular part of the induction signs each of these.

2. It is left to those conducting the induction to decide what topics are covered

**TYPE 2 CHECKLIST FOR INDUCTION**

This list all items which must be covered and states who is responsible for carrying out each function. eg. Under OH&S the Safety Officer may be listed to carry out this function.

The areas that may be covered by the Safety Officer will be listed and may include:

1. Reporting of accidents
2. First aid
3. Workers compensation
4. Fire regulations
5. Special hazards

The first step in the training process is induction. Some of the recognised benefits of induction are:

- Lower turnover
- Increased productivity
- Improved employee morale
- Lower recruiting and training costs
- Facilitation of learning
- Reduction in the new employee’s level of anxiety (associated benefits)
- Follow up and evaluation
The purpose of probation

The primary purpose of probation is to allow an employer to assess an employee’s suitability for employment. It is an important tool available to help employers manage the risk that the person they chose to engage may not, in fact, be up to the job. It is particularly important for ongoing employment where the implication of getting it wrong may be greatest, but it may also be useful for non-ongoing engagement depending on the length and nature of the engagement.

The Workplace Relations Act 1996 (WR Act) also facilitates employers who wish to use probationary arrangements before confirming an employment decision. Where an employee’s services are terminated during the ‘qualifying period’ under the WR Act, the employee cannot seek a remedy in the Australian Industrial Relations Commission (AIRC) for unfair dismissal. The ‘qualifying period’ is usually the first three months of employment, but can be a longer or shorter period.

Much of the probationary process is focused on an assessment of the employee’s performance against the set of duties for the position. It may also relate to the broader requirement of people at that level in an agency or specific tasks set out in the agency’s performance management arrangements.

For the probationary process to work properly, however, it is necessary for the employee to be fully aware of the expectations against which performance will be measured (both job specific and more generally) before they take up the employment.

A probation period is a period of time, at the beginning of a person’s employment with an organisation, during which both the staff member and the organisation have an opportunity to assess whether the person and the role are compatible.

In a technical/industrial sense, probation periods work because a person who is employed pursuant to a probation period does not have the right to seek reinstatement or compensation through the Australian Industrial Relations Commission (AIRC) if
that employment is terminated by the employer during the probation period (except if the termination is unlawful e.g. arises from discrimination).

The Workplace Relations Act (WRA) sets 3 months as the standard probation period for all employees, however an employer can set a longer period, provided that the period is “valid”. A probation period of longer than three months will be valid if it is:

- determined prior to the commencement of employment;
- determined by written agreement; AND,
- is of a reasonable duration.

A reasonable duration is when the length of the probation period truly reflects the period of time that it is necessary to assess whether the person is right for the job. A number of factors should be considered in making this assessment.

A number of factors will be considered for a probation period is valid including (but not limited to):

- The nature of the job
- Complexity of the work
- How much supervisory/management responsibility
- The level of organisational knowledge needed to fulfil the requirements of the job
- The former experience of the incumbent
- The size of the organisation
- The level of supervision over the incumbent

Only fixed term and standard appointments can have probation periods. An invalid probation period does not annul the validity of the contract of employment. Instead, it means that there is effectively no probation period.

The staff member’s agreement to the duration (in writing and before the commencement of the employment) is only one of the factors determining validity for the purposes of the WRA. The other aspect of validity is the reasonableness of the duration. Therefore, even if the staff member has signed the contract agreeing to the duration, the AIRC could determine that the probation period is invalid if the duration is unreasonably long.