Recruitment and Selection

INTRODUCTION

The recruitment and selection of highly motivated employees with applicable knowledge, skills, abilities, and other attributes, remains critical to the success of any organization. Equally important is the ongoing monitoring and evaluation of employee performance to ensure the ongoing profitability and growth of their respective organizations. Organizations can gain a substantial competitive advantage by ensuring that the correct competencies are duly identified and that employees are appropriately rewarded for their contributions through the many human resources programs that are available to employees.

This course will provide students with the appropriate tools needed to recruit and select employees, identify related competencies, identify performance appraisal methods, and evaluate the effectiveness of these programs within the context of our Canadian legal framework.

COURSE OBJECTIVES

This course enables students to identify the appropriate recruiting methods for locating and attracting different types of candidates, explains the key steps in the selection process, evaluates the validity of various selection techniques, and describes various performance appraisal methods. We will consider the strategies and problems in personnel decisions in the context of the Canadian environment. More specifically, topics include job analysis and manpower planning, recruitment and selection tools, human rights legislation in Canada, the practice of recruitment and selection in Canada, decision-making strategies in personnel recruitment and selection, and many means of assessing performance once a person is actually on the job.

(a) Provide an appreciation of the legislative constraints associated with staffing and performance assessment.
(b) Understand the importance of validation.
(c) Develop the critical ability necessary to evaluate HR systems
(d) Develop the expertise necessary to develop behaviorally-based selection and appraisal tools.
(e) Provide opportunities for students to improve their interpersonal skills, through ongoing discussions within and across teams.
(f) Provide students with opportunity to critically assess recruitment and selection systems within an organizational setting.
LEARNING OUTCOMES

Upon successful completion of this course, participants will be able to:

1. Describe the socioeconomic context under which recruitment and selection occur in Canada, and the internal and external constraints that exist for these programs.

Enabling Objectives:

1. Explain the importance and relevance of recruitment and selection to Canadian organizations.
2. Describe the impact of the global economy, technology, and a changing workforce on recruitment and selection. Recruitment and selection may be affected by:
   - Diversity
   - Education
   - Workplace adjustments
   - Job displacement
   - Organizational restructuring
   - Contingent Employment
3. Describe the economic context in which recruitment and selection take place.
4. Describe recruitment and selection within the context of a large organizational system, and the human resources management system in particular.
5. Explain which professional associations and groups in Canada have a stake in recruitment and selection.
6. Describe the basic ethical issues found in recruitment and selection.

Chapter 1-An Introduction to Recruitment and Selection

2. Effectively assess tools used in recruitment and selection through scientific methods.

Enabling Objectives:

1. Explain the difference between information discovered through scientific and non-scientific ways of knowing (Non-scientific methods, method of authority, method of rationalization and Intuition).
2. Describe the scientific method and several different types of research strategies (observational/correlational designs, quasi-experimental designs and experimental designs).
3. Explain the important role that measurement plays in the scientific process and in describing differences between individuals.
4. Describe the concept of correlation and regression (correlation coefficients, coefficient of determination, simple and multiple regression).
5. Explain the importance and necessity of establishing the reliability and validity of measures used in personnel selection.
6. Identify and explain the common strategies that are used to provide evidence on the reliability and validity of measures used in personnel selection (test and retest, alternate forms, internal consistency, inter-rater reliability, predictive evidence, concurrent evidence, validity generalization).
7. Describe the requirement for measures used in personnel selection to evaluate applicants fairly and in an unbiased fashion.
Chapter 2: Measurement, Reliability and Validity

3. **Understand recruitment and selection within the Canadian legal framework, and within a societal context that is highly diverse with regards to race, gender and disabilities.**

**Enabling Objectives:**

1. Explain the major legal issues affecting recruitment and selection.
2. Explain how constitutional law is related to recruitment and selection.
3. Explain how relevant human rights and employment equity legislation, and policies affect recruitment and selection.
4. Explain how federal and provincial legislation are both related to recruitment and selection decisions in unionized and non-unionized organizations.
5. Explain how legal concerns translate into recruitment and selection.
6. Describe the key legal concepts that have had an impact on recruitment and selection in Canada.
   - Adverse effect discrimination
   - Adverse impact
   - Bona Fide Occupational Requirement
   - Reasonable accommodation
   - Individual accommodation
   - Reasonable alternative
   - Sufficient risk
7. List prohibited questions that are common in interviews and application forms.
8. Explain the major landmark cases that have set precedence for key recruitment and selection issues.
9. Describe the issues related to testing (psychological and other) in selection.
10. Review a legal requirements model to help in determining whether a selection system is legally defensible with respect to important legal concepts that apply to selection.

Chapter 3- Foundations of Recruitment and Selection: Legal Issues

4. **Effectively conduct an organization and job analysis**

**Enabling Objectives**

1. Describe the purposes of organizational analysis and its relations to human resources recruitment and selection.
2. Describe organizational structures and the evolution of organizations from hierarchical to vertical process-based structures.
3. Explain the three levels of analysis (organization, process and job) in any organization.
4. Describe some useful tools for conducting organizational process, and job analyses.
5. Describe guidelines for conducting analyses employing a variety of job analysis techniques.
6. Explain processes for identifying personnel specifications to be used in recruitment and selection of human resources.
7. Discuss the future of job analysis in the context of changing forms of work.
5. **Discuss job-related performance and its relationship to competency-based human resources systems.**

**Enabling Objectives:**

1. Discuss the concept of competencies.
2. Explain the role competencies play in recruitment and selection.
3. Describe and contrast competency-based human resources models from those based on job analysis.
4. Describe the process for identifying competencies.
5. Distinguish between core, specific and functional competencies.
6. Explain the need to validate competency-based systems.
7. Explain the importance of job performance in selection and assessment.
8. Describe how organizational goals influence individual and group performance.

Chapter 5- Recruitment, Selection and Job Performance

6. **Effectively measure job performance.**

**Enabling Objectives:**

1. Explain the importance of developing and using scientifically sound measures of job performance in selection and assessment.
2. Describe the relationship between individual performance measures, criteria, and performance dimensions related to a job.
3. Explain the technical aspects of measuring job performance.
4. Describe the strengths and weaknesses of different types of performance rating systems as it relates to design or rater error.
6. Explain the features that a performance appraisal system should have in place to satisfy human rights concerns.
7. Use SPSS to further describe the predictor-criterion relationship.

Chapter 5- Recruitment, Selection and Job Performance

7. **Effectively implement a recruitment program.**

**Enabling Objectives:**

1. Describe the link between recruitment and selection.
2. Describe the strategies used by job seekers to investigate jobs and organizations.
3. Explain how a job seeker's interests and values influence job search strategies.
4. Explain how job candidates use characteristics of the job and organization in choosing among jobs.
5. Explain the role of expectancy theory in a candidate's decision to join an organization.
6. Describe the role that accurate expectations play to improve the fit between a person and an organization.
7. Explain why a realistic job preview may benefit both the job seeker and the organization.
8. Define the internal and external factors that influence an organization's recruitment strategy.
9. Describe the legal implications as they relate to recruitment in Canada.
10. Describe the linkage of recruitment to job and organization analysis.
11. Design and implement a recruitment action plan.
12. Explain how different methods can be used to recruit internal and external job applicants (job postings, replacement charts, HRIS and nominations; job advertisements, newspapers, periodicals, agencies, educational institutions, Internet).
13. Describe the role of Internet recruiting and its impact on the process.
14. Evaluate an organization's recruitment efforts.

Chapter 6- Recruitment: The first Step in the Selection Process

8. **Design effective screening interviews.**

**Enabling Objectives:**

1. Define the role that human resources planning, organization analysis and job analysis play in selection.
2. Describe the relationship between job analysis and the predictor and criterion measures that are used in selection.
3. Design a selection model based on job analysis.
4. Explain the difference between employee screening and employee selection.
5. Describe the advantages and disadvantages of using five common screen devices: biographical data, application forms, résumés, interviews and reference checks.
6. Describe the psychometric properties of each of the common screening procedures along with any legal considerations pertinent to their use in making employment decisions.
7. Explain the importance of considering different aspects of work experience in the screening and selection process.

Chapter 7- Selection 1: Applicant Screening

8. **Implement testing in personnel selection that is based on technical, ethical and legal requirements.**

**Enabling Objectives**

1. Explain the use of psychological tests in selection.
2. Describe the professional and legal standards that govern the use of employment tests. Specifically explain the code of ethics associated with the use of such tests, as well as issues related to privacy and confidentiality of test results.
3. Describe the advantages and disadvantages of using some of the more popular selection testing procedures, including personality and ability testing.
4. Explain the issues associated with controversial testing methods related to honesty or integrity, physical fitness and drug use.
5. Explain the potential of work samples, simulation and assessment centres as selection tools.
6. Explain how both test validity and test utility can be used to evaluate testing effectiveness.
7. Describe the issues related to legal requirements and landmark cases regarding the use of certain tests in the workplace.

Chapter 8- Section 11: Testing
9. **Design effective behavioral interview techniques.**

**Enabling Objectives:**

1. Define the purposes and uses of employment interviews.
2. Describe the selection errors associated with traditional approaches to employment interviewing.
3. Explain the elements of employment interviewing structuring.
4. Describe the different structured interviewing techniques and their relative advantages and disadvantages.
5. Describe the legal and predictive advantages of structured employment interviewing methods.
6. Begin developing competence in the design of effective interview questions and scoring guidelines.
7. Demonstrate effective interviewing techniques.
8. Describe innovations and future directions in interview research and practice.
9. Describe the role of employment interviews in the changing organizational environment.

Chapter 9- Selection 11: Interviewing

10. **Design appropriate decision-making tools for selection using scientific methods to maximize selection effectiveness and efficiency.**

**Enabling Objectives:**

1. Describe the complexity of decision making in the employee selection context.
2. Describe the sources of common decision-making errors in employee selection.
3. Explain the distinction between judgmental and statistical collection and judgmental and statistical combination of applicant information.
4. Describe the advantages and disadvantages of various decision-making models.
5. Define issues involved with group-decision making.
6. Describe basic principles in the application of cutoff scores.
7. Describe basic principles involved in to-down selection processes.
8. Explain principles and issues involved in banding.
9. Explain the use of utility analysis in the evaluation of personnel selection systems such as Taylor-Russell Utility Model and the Brogden, Cronbach, Gleser Utility Models.
10. Describe how to make an offer of employment, or contract, to a successful candidate.

Chapter 10- Decision Making

**COURSE TEXTBOOKS**


Hari Das, Recruitment, Selection and Deployment of Human Resources, 2006
ISBN 0-13-127178-4
MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

1. Best practices in recruitment and selection must be
   a. legally defensible.
   b. systematic.
   c. measurable through the use of employment testing.
   d. scientific and use rigorous measures.

2. In human resource system leadership, occupational health and safety and labour relations are all important elements of
   a. performance management.
   b. strategic objectives.
   c. organization requirements.
   d. work environment.

3. An awareness of one’s values and the organization’s values and culture are components of
   a. organization vision.
   b. ethics.
   c. conflict of interest.
   d. culture.

4. The *Meiorin* decision illustrated
   a. the inaccuracy and unfairness of employment testing.
   b. that a completed job analysis will guarantee that legal standards are met.
   c. the need for the validation of selection procedures.
   d. the need for the reliability of selection procedures.

5. What are the main components of a systematic formal selection process?
   a. application, testing, behavioural interview, reference check, and hiring decision
   b. recruitment, selection criteria evaluation, and employment offer
   c. minimum qualifications, job tasks, and competencies
   d. job analysis, KSAOs, and performance measures

6. Systematic errors in measurement, or inferences made from those measurements, that are related to different identifiable group membership characteristics such as age, sex, or race is referred to as
   a. discrimination.
   b. unfairness.
   c. bias.
   d. validity.

7. In reference to recruitment and selection, what legislation has precedence over all other legislations?
   a. constitutional law
   b. human rights law
   c. Canada labour law
   d. employment equity legislation
8. A school teacher has HIV and the parents of many of the students have asked that their children be transferred to another teacher or school. The school board has told the teacher that he must transfer to a position where he is not in contact with the children. What legal protected ground may be violated in this situation?
   a. It is not discrimination because there is a safety concern for employees and students.
   b. It is not discrimination because the teacher would not be able to do his job.
   c. It is a violation of human rights legislation, based on physical disability.
   d. It is a violation of human rights legislation, based on sex.

9. A dispute between the public service employees and the federal government alleged that the work being performed by predominately female employees was of equal value to the work being done predominately by male groups but that the female employees were being paid lower wages. What is this situation an example of?
   a. equal pay for equal work
   b. employment equity
   c. pay equity
   d. labour inequity

10. What process can you use to ensure the job analysis is anchored into the context of an organization’s mission and goals?
    a. person analysis
    b. needs analysis
    c. organizational analysis
    d. human resource planning

11. What data would need to be included in a job analysis?
    a. job tasks and KSAOs
    b. NOC job profiles and competencies
    c. job predictor criteria and data
    d. job evaluation compensable factors

12. What job analysis technique emphasizes work outcomes and descriptions of various tasks performed to accomplish those outcomes?
    a. worker-oriented analysis
    b. work-oriented analysis
    c. self-monitoring analysis
    d. structured analysis

13. What measures of job performance attempt to capture individual differences among employees with respect to job-related behaviours?
    a. attributes
    b. behaviour
    c. criteria
    d. performance indicators

14. In Campbell’s theory of work performance, the degree to which individuals are committed to performing all job tasks, to working at a high level of intensity, and to working under adverse conditions is known as
    a. maintaining personal discipline.
    b. supervision/leadership.
    c. demonstrating effort.
    d. job-specific proficiency.
15. What rating error occurs when a rater tends to assign only average ratings regardless of the true level of performance?
   a. severity errors
   b. central tendency errors
   c. leniency errors
   d. halo effect

16. What is the initial step in the selection process?
   a. recruiting
   b. screening
   c. testing
   d. advertising

17. Which best defines advertising designed to raise an organization’s profile in a positive manner in order to attract interest from job seekers?
   a. image advertising
   b. realistic job preview
   c. promotional recruitment
   d. branding

18. Which factor defines a situation when there is no intention to discriminate but discrimination occurs nonetheless?
   a. direct discrimination
   b. systemic discrimination
   c. unplanned discrimination
   d. bona fide occupational qualification

19. Which defines statements of education, experience, and personal attributes required to perform a job satisfactorily that are used to screen applicants?
   a. job postings
   b. job requirements
   c. minimum qualifications
   d. qualifications

20. What screening methods could an organization consider?
   a. application forms, résumés, and employment interview
   b. application forms, employment testing, and employment interview
   c. application forms, résumés, cover letters, and reference checks
   d. application forms, résumés, and employment testing

21. Which of the following methods determines if an applicant meets the minimum requirements for the job?
   a. employment testing
   b. employment interview
   c. application form
   d. job advertisement

22. Psychological testing is used for all of the following EXCEPT
   a. to hire applicants.
   b. to classify applicants selected into the most appropriate positions.
   c. to assist in screening applicants.
   d. to identify applicant needs for training.
23. Which defines test reliability?
   a. the degree to which test results can be compared with actual job-relevant performance or criteria
   b. the degree to which test results measure the job applicants’ KSAOs related to the job
   c. the accurate measure of specific human abilities and aptitudes
   d. the degree to which tests yield comparable data over time and alternative measures

24. Cognitive abilities include all of the following EXCEPT
   a. reasoning.
   b. finger dexterity.
   c. problem solving.
   d. numerical ability.

25. What is the employment interview best suited to assess?
   a. knowledge
   b. skills
   c. abilities
   d. personal characteristics

26. In the last part of the interview, the *post-interview phase*, the interviewer evaluates the applicant’s qualifications and then makes a final decision about the applicant. The evaluation of the applicant’s qualifications is dominated by what obtained in the interview?
   a. preconceived biases
   b. global impressions
   c. the candidate’s performance
   d. initial impressions

27. What defines interviews conducted by two or more interviewers separately or in sequence?
   a. serial or sequential interviews
   b. panel or board interviews
   c. selection committees
   d. scheduled interviews

28. Organizations that select candidates for the organization as opposed to specific jobs include all of the following EXCEPT
   a. selecting for organizational fit.
   b. having strong external hiring policies.
   c. possessing flexible job descriptions.
   d. hiring to fill dynamic and changing jobs.

29. Which best defines an approach to collecting and combining applicant information where the decision maker forms an overall impression of the applicant based on gut feelings or implicit theories rather than explicit, objective criteria?
   a. pure judgment approach
   b. trait rating approach
   c. profile interpretation
   d. judgmental composite

30. What best defines an approach to collecting and combining applicant information in which judgmental and statistical data are combined statistically?
   a. trait rating approach
   b. pure statistical approach
   c. judgmental composite
   d. statistical composite
## ANSWERS

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