

RECRUITMENT AND SELECTION

HRM vs. HRD

HRM

- Leadership
- Recruiting
- Performance
- Training
- Research
- Skill
- Employee
- Potential

HRD

- Staffing
- Development
- Compensation
- Safety and Health
- Labour Relations

COMPENSATION AND BENEFITS

- Compensation
- - monetary payment given to employees in exchange for their work, typically in the form of
- wages or salaries.

Benefits

- Non-monetary rewards or provisions offered to employees in addition to their compensation, such as health insurance, retirement plans, and paid time off.
- Together, compensation and benefits address both employees' immediate financial needs and
- long-term wellbeing.

COMPENSATION SYSTEM

Indirect compensation

- Protection
- Programs
- Medical insurance
- Life insurance
- • Disability income
- Pension
- • Social Security

Pay for Time Not Worked

Vacations

Holidays

Sick leave

- Jury duty

Services and

Perquisites

- Recreational facilities
- Car

- Financial planning
- Low-cost or free meals

Direct compensation

- Base pay
- Salary and Wage

Merit pay

Incentive pay

Bonus

Commission

Piece rate

- Profit sharing

Stock option

Shift differential

Deferred pay

Stock purchase

-savings plan

- annuity

RECRUITMENT

- Process of attracting employees (*people with right qualifications*) to an organization

Objectives of Recruitment

Develop and maintain adequate supply of labor force according to the need of the organization

- Facilitate the maximum pool of candidate with minimum cost
- Meet the organization's legal and social obligation regarding the composition of its workforce
- Hire the right kind of candidate on the right job
- Reduce the probability that job applicants once recruited and selected will leave the organization only after a short period of time

Process of Recruitment

Recruitment is a two-way process: While the recruiting organization is attempting to attract and later evaluate prospective employees, job applicants are evaluating various potential employers.

- Characteristics of an organization's recruitment program and of recruiters can influence applicants' decisions to accept or reject offers of employment.
- It is important for organizations to make a favorable impression on a prospective employee to encourage the individual to want to take the job offer.

Process of Recruitment

- However, there is a tendency that many companies will "oversell" a particular job or their organization.

Realistic Job Preview (RJP) - an accurate presentation (can be face-to-face or written) of the prospective job and organization made to applicants.

- Another important goal for any recruitment program is to avoid intentional or unintentional discrimination.

Sources of Recruitment

1. Internal Sources

- sources *within* the organization itself

1.External Sources

- sources *other than those within* the organization

Internal Recruitment

Promotions

2.Demotion

3.Transfers

4.Retired Employees

5.Retrenched Employees

6.Dependents of Deceased Employees

7.Supervisor Recommendations

Promotion

Employees are promoted from one department to another, or from a lower rank position to a higher one, with more benefits and greater responsibility based on efficiency and experience of a particular employee

Demotion

Employees are demoted according to their performance which was assigned to him/her

Transfers

Employees are transferred from one department to another according to their performance and experience with little or no benefits

Retired Employees

Retired employees may be recruited once again in case of shortage of qualified human resources or increase in workload.

Save time and cost in training

Retrenched Employees

Employees who were previously laid off can be called back to the organization

Dependents of Deceased Employees

Dependents or relatives of deceased and disabled employees can also be recruited

Supervisors Recommendations

Supervisors nominate internal candidates

1. Media Advertisements (Print, Electronic, Internet)
2. Placement Agencies/Consultancy
3. Campus or University Recruitment
4. Employees Referrals and Recommendation
5. Direct Mail
6. Walk-ins and Unsolicited Applicants
7. Job Fairs and Open House
8. Poaching/Raiding

Media Advertisements (Print, electronic, internet)

- Advertising the vacancy through media (print, radio, television, internet/web)

**Blind ads*– ads that do not reveal the identity of the company, instead they give box number where resume or pertinent papers will be forwarded

Placement Agencies/Consultancy

- Employment Agency**

- An organization that specializes in finding jobs for applicants and finding applicants for organizations looking for employees

- Executive Search Firms/Head hunters**

- Employment agencies that specialize in placing applicants in high paying jobs

- Public Employment Agency**

- An employment service operated by a local government, designed to match applicants with job openings

Campus or University Recruitment

Recruiters are sent to colleges or universities

Employee Referrals and Recommendation

A current employee refers a friend or family member for a job

Direct Mail

A method of recruitment in which an organization sends out mass mailings of information about job openings to potential applicants

Walk-ins and Unsolicited Applicants

Applicant's hand-in applications with or without prior notice of job vacancy

Job Fairs

A recruitment method in which several employers are available at

one location so that many applicants can obtain information at one time

Poaching/Raiding

“buying talent” “pirating”

Writing a Job Advertisement

Include the following:

- **Company emblem** and **creative illustrations** = greatest *number* of applicants; **Salary range** and **company number** = *highest-quality* applicants

(Kaplan, Aamodt, & Wilk, 1991)

- ***Realistic information*** about the job (Thorsteinson, Palmer, Wulff, & Anderson, 2004)

- ***Detailed descriptions*** of the job and organization (Roberson, Collins, & Oreg, 2005)

Selection

- To determine whether an **applicant meets the qualification** for a specific job;
- To choose the applicant who is **most likely to perform well** in that job

Psychological Test

- Consider **what** kind of psychological test should be given to the candidate to measure his or her *behavior, performance, or attitude*.

Commonly used test:

•Intelligence Tests

-Measure an individual's ability in **relatively global areas**

(verbal comprehension, perceptual organization, reasoning, arithmetic)

•Aptitude Tests (*future performance*)

-Measure capability for **relatively specific** task or skill

•Achievement Tests (*monitor past learning*)

-Measure degree of learning, success, **accomplishment** in a subject/task

•Personality Tests

-Measure **traits, qualities or behaviors** that determine a person's individuality (*objective/projective*)

Common Tests Used

Area to Test	Description/Definition	Examples
Cognitive Ability	"Intelligence test"	Otis-Lennon Ability Test; Kuhlmann Anderson Test; WISC-R; WAIS
Aptitudes	Measures the person's capacity to learn a given job, provided there is adequate	Occupational Aptitude Survey and Interest (OASIS)

	training (clerical/administrative)	Differential Aptitude Test
		16PF Comrey Personality Scales <i>Edward Personal Preference Schedule</i>
Personality Test	To test personality; emotional maturity (supervisory/managerial)	Minnesota Multiphasic Personality Inventory California Test of Personality The Hand Test House Tree Person Sach Sentence Completion

Predicting Performance Using Applicant Ability

Job knowledge test

A test that measures the amount of job-related knowledge an applicant possesses.

Psychomotor ability

Measure of facility with such processes as finger dexterity and motor coordination.

Physical ability tests

Tests that measure an applicant's level of physical ability required for a job.

Predicting Performance Using Applicant Skill

Work Samples

With a work sample, the applicant performs actual job-related tasks.

Assessment center

A method of selecting employees in which applicants participate in several job-related activities, at least one of which must be a simulation, and are rated by several trained evaluators.

In-basket technique

An assessment center exercise designed to simulate the types of information that daily come across a manager's or employee's desk in order to observe the applicant's responses to such information.

Predicting Performance Using Applicant Skill

Simulation

An exercise designed to place an applicant in a situation that is similar to the one that will be encountered on the job.

Work sample

A method of selecting employees in which an applicant is asked to perform samples of actual job-related tasks.

Business games

These are exercises that allow the applicant to demonstrate such attributes as creativity, decision making, and ability to work with others.

Others

- Using past work experience
- Limitations due to medical conditions

Interview

- Face to face interaction** between the interviewer and interviewee
 - One-on-one interview
 - Serial interview – series of *single* interviews
 - Panel or Round table interview – usually done for managerial and supervisory interview; *multiple interviewers*
- Structured interview – follow a *set of procedures* and the interviewer set the lead
- Unstructured interview – provides *no specific* reference and the applicant is given a *free hand in talking* about himself and the interviewer makes an assessment

Problems with unstructured interview:

- 1.Poor intuitive ability – interviewers base decision on *gut reactions*
- 2.Lack of job relatedness
- 3.Primacy effects – “*first impression*”/ *information* presented early in an interview *carries more weight* than information presented later
- 4.Contrast effect – performance of *one applicant affects* the perception of the performance of *next applicant*
- 5.Interviewer-Applicants similarities – applicants will receive higher scores if they are *similar to the interviewer*
- 6.Interviewee appearance – *attractiveness* bias

7. Non-verbal communication – *appropriate* non-verbal communication is highly correlated with interview scores
8. Halo Effect – forming an *overall favorable impression* of a candidate based upon his/her responses to *only one or two questions*

Problems with unstructured interview:

1. Leniency Effect or Stringency/Strictness Effect – tendency to give all candidates a *high (leniency)* or *low (strictness)* rating.
2. Central Tendency Effect – tendency to rate all candidates in the *middle of the rating scale*.
3. Warm Body Syndrome – tendency to hire someone, anyone, *as soon as possible*.
4. Oversell – tendency to *enhance the realities* of the job to snag a well-qualified candidate.
5. Memory Fade – recollection of the *first candidate and the rest seem like a blur*.
6. Talking Too Much (80/20 rule) – tendency of the *interviewer(s) to talk more than the candidate*; the interviewer(s) should talk no more than **20%** of the time; the candidate should talk at least **80%** of the time.
7. Recency Effect

Types of Interview Questions

1. Clarifier – to *clarify information* in the resume; fill in gaps and obtain other necessary information
2. Disqualifiers – questions with a *wrong answer will disqualify* a person from further consideration

3. Past focus (*behavioural description*) – focus on what the applicant has *done* rather than what they can do

4. Skill or knowledge focus:

1. *Definitional* questions

2. *Knowledge* questions

3. *Causal* questions

4. *Explanatory* questions

5. Future focus (*situational questions*) – can tap applicant's knowledge, problem-solving ability, experience, commonsense

Reference Checking

- To *countercheck* or *verify* the candidate's character, qualification, experiences

Final Selection by Interviewers

- Done by the *interviewers*

Medical Test/Physical Examination

- Assess the *physical qualities* of the candidate which are *significant* for his/her *efficient job performance*

Evaluating References

Reference check - The process of confirming the accuracy of a resume and the information provided by the applicant.

Reference – expression of an opinion either orally or through a written checklist, regarding an applicant's ability, previous performance, work habits, character, or potential for future success.

Letter of Recommendation – letter expressing an opinion regarding an applicant; poor relation to actual job performance

Evaluating References

Fear of Ramification – person providing references can be charged with defamation of character

Slender – if the reference is oral

Libel – written

Conditional Privilege – means that they have the right to express their opinion provided that they believe what they say is true and has reasonable grounds for this belief

Placement

- *Hiring* the applicant

How do we decide who to hire?

1. **Top-Down Selection** – selecting applicants in *straight rank order* of their test scores
2. **“Rule of Three”** – names of the *top 3 applicants* are given to a *hiring authority* who can *select* any of the three
3. **Cut-off / Multiple cut-off scores**
4. **Passing score** – means of *reducing the impact* and *increasing flexibility*

Rejection Letter

- A personally addressed and signed letter

- The company's appreciation to the applicant for applying for a position with the company
- A compliment about the applicant's qualifications
- A comment about the high qualifications possessed by the other applicants
- Information about the individual who was actually hired
- A wish of good luck in future endeavors
- A promise to keep the applicant's résumé on file

Application in the PH Context

Attraction-Selection-Attrition Framework

Organizational Attractiveness

- Symbolic Attributes (characteristics)*
- Instrumental Attributes (job value & security)*

APPLICATION LETTER AND CV

Application letter

- Letter written to apply for *employment*
- Can be in different forms:*
 - Semi-blocked*
 - Blocked*
 - Full-blocked*

Open your letter by stating how you have *learned about the vacancy, introducing yourself*, and expressing *what you are applying for*

- Include a brief statement as to why you are *interested* and why you *qualify* (*experience, qualifications, accomplishment, and goals*)
 - Identify the *response* you would like to your letter or *request* for a personal interview
 - Include information about *where, when* and *how* you can be *reached*
- Close letter *pleasantly* (“*Thank you,*” “*Hoping for your favorable response*”)

Resume

professional job power report,” “employment proposal,” “qualifications brief”

- *Presents you* to prospective employers
- Should *summarize* and *organize* your *life information* and *employment history* in a way that the reader understands that *you are qualified for the job*
- *One- or two-page* summary

All Resumes should include:

- Name, address, and contact number (*email address*)
- Educational background
- A listing of all previous employment
 - Date, job title, and organization
 - A brief description of your job
 - *NOT* salary
- Information about your current job

- Skills you have acquired
- Your responsibilities

Resume/Curriculum Vitae

Optionally, Resumes can also contain:

- A *Job objective*
 - Should be *tailored to each job* for which you apply
 - State the *reason* you are submitting your resume for a particular job
 - Your *responsibilities*

Optionally, Resumes can also contain:

- Special skills*, such as:
 - Software* packages you've used
 - Languages* you speak, read, and/or write
 - Professional association *memberships*
 - Honors* and *awards*

DO NOT include:

- References*
 - Instead, state that "*References are available upon request.*"
 - Unless asked by the employer*

More tips:

- Use *verbs* to describe your skills
- Emphasize different *skills* required for different jobs
- Emphasize your *experience* for various job possibilities

TRAINING AND DEVELOPMENT

TRAINING

A learning experience or systematic acquisition of:

- *Skills*
- *Rules*
- *Concepts*
- *Attitude*
- *Knowledge*

that will improve his/ her ability to perform on the job.

Training refers to a planned effort by a company to facilitate employees' learning of job-related competencies.

- Short term process
- Not all employees need training

- The goal of training is for employees to
 - master the knowledge, skill, and behaviors emphasized in training programs, and
 - apply them to their day-to-day activities

Development

- More future oriented and more concerned with education than is training.
- More long term in nature
- More general and non-tangible than specific
- It focuses on the personal growth

Training vs. Development

TRAINING

Increases job skills- specific skills

- Short term perspective
- Job centered
- The role of a trainer is very important

DEVELOPMENT

It shapes attitude – overall growth

- Long term perspective
- Career Centered
- Internally motivated for self development

Importance of T&D

- Optimum Utilization of Human Resources
- Development of Human Resources and Employee Skills
- Development of Productivity
- Team Spirit
- Improving Organizational Culture
- Improved quality of work
- Healthy work environment
- Improved health and safety
- Better morale
- Better corporate image
- Improved profitability

Training Needs Analysis

- determine which employees need training and what the content of their training should be

- ensure that training resources are wisely spent on areas in which there is a demonstrated training need
- focus on three levels: organization, job, and person

Organizational Analysis

- Determine those organizational factors that either facilitates or inhibits training effectiveness

Job Level Analysis

- necessary KSAOs for each task

Person Analysis

- Determining which employees need training and in which areas
- Determine the individual training needs for each employee
- Uses performance appraisal scores, surveys, interviews, skill and knowledge tests, or critical incidents

Trainee Characteristics Not everyone is equally able to learn specific tasks.

- Not everyone has the same ability to learn a given task, and training needs to recognize these differences.
- Attitudes and motivation can affect outcomes both in training and on the job.
- One of the most important factors that must be considered is how to motivate employees to do their best in a training situation.
- People also differ in the best way to learn new material.

Design Factors

Feedback

Feedback should be built into the training as appropriate so that the trainee can tell if he or she is learning the correct material

- **General Principles**

General principles mean that training should teach why something is done as well as how it should be done.

The purpose of teaching the general principles is that it provides a framework for learning.

Identical Elements

The responses in the training situation are identical to those in the job situation.

- **Overlearning**

Overlearning refers to giving the trainee practice beyond that necessary to reach a criterion for success in training.

Overlearning can be built into training through practice and repetition. Information and knowledge training can include repetition of important concepts to ensure that the person rehearses the information.

Examinations can also allow the person to rehearse, thus helping to consolidate what has been learned.

Sequencing of Training Sessions

Part training refers to breaking a task into components, which are learned one at a time. After the components are learned, the entire task is taught as a whole.

Whole training occurs when the entire task is taught at one time rather than breaking it into individual components.

Massed training means that the training sessions are long in duration and take place over a relatively short period of time.

Spaced training means that training sessions are relatively short and are spread out over time.

Work Environment

Supportive environments where supervisors and other people encourage the application of learned principles produce employee motivation to learn and increased transfer of training.

- People should not receive training in an area that they will not encounter on the job.

Training Methods

The best training programs are flexible and can adapt to the demands of what and who are being trained.

- Methods can be used in combination because a good training program may need to take advantage of the strengths of different methods for different aspects of training.

Classroom Setting

- Lecture
- Case study
- Simulation
- Role play
- Behavior modeling

Lecture

- goal is for employees to obtain knowledge, but unless they are accompanied by such techniques as simulations and role-plays, they are not usually effective at teaching skills
- trainer must research a topic, develop a training outline, create visuals (e.g., PowerPoint slides), create handouts, and obtain or create supporting materials

Case Study

- A training technique in which employees, usually in a group, are presented with a real or hypothetical workplace problem and are asked to propose the best solution.
- **Living case** - A case study based on a real situation rather than a hypothetical one.
- trainees should first be taught the principles involved in solving a particular type of problem, helped to use those principles in discussing the case, and then have the principles reinforced after reading the case study

Simulation

- An exercise designed to place an applicant in a situation that is similar to the one that will be encountered on the job.
- advantage of allowing the trainee to work with equipment under actual working conditions without the consequences of mistakes
- a simulation exercise can be effective only if it physically and psychologically simulates actual job conditions

Role Play

- A training technique in which employees act out simulated roles.

- Though role-plays allow employees to practice what is being taught, they are not for everyone.

Behavior Modeling

- A training technique in which employees observe correct behavior, practice that behavior, and then receive feedback about their performance.
- similar to role-play except that trainees role-play ideal behavior rather than the behavior they might normally perform

learning points

- rules to follow in solving a problem
- Example: training for flight stewardess

Motivating employees to attend training

- Providing incentives
- Feedback

How do we make our training interesting?

- Ice-breakers & energizers
- Humor
- Stories & experiences
- Use different materials
- Engage

Distance Learning

- Programmed Instruction
- Computer-based Training and E-learning
- Teleconference
- Interactive video
- Podcast

- Webinar
- Webcast

Categories of Distance Learning

● Asynchronous

Distance learning programs in which employees can complete the training at their own pace and at a time of their choosing.

● Synchronous

Distance learning programs that require employees to complete the training at the same time and at the same pace although they may be in different physical locations.

Programmed Instruction

- A training method in which employees learn information at their own pace.
- trainee is *actively involved* in the learning
- presents information in *small units* or chunks

Computer-based Training and E-learning (web based)

- Employees can choose from a variety of training programs offered on-site, through the internet or through an organization's internet and complete the training programs at their own pace

Teleconference

- trainees are sent a PowerPoint presentation that they view on their computer while the trainer conducts the audio portion of the training over the phone

Interactive Video

- A training technique in which an employee is presented with a videotaped situation and is asked to respond to the situation and then receives feedback based on the response.

Webinar and Webcast

- **Webinar**

Short for “web seminar,” an interactive training method in which training is transmitted over the Internet.

- **Webcast**

A noninteractive training method in which the trainer transmits training information over the Internet.

The difference between the two is that a webinar is interactive whereas a webcast involves one-way communication from the trainer.

On-the-Job Learning

- Modeling
- Job rotation
- Apprentice training
- Coaching
- Mentoring

Modeling

- Learning through watching and imitating the behavior of others.
- Learning by modeling others or social learning

- employees learn by watching how other employees perform, or model, a behavior

1.Attention to the behavior of other employees

2.Retain information that is being modeled

3.Reproduce the behavior that is seen

Job Rotation

- A system in which employees are given the opportunity to perform several different jobs in an organization.

- **Cross-training**

Teaching employees how to perform tasks traditionally performed by other employees.

Apprentice Training

- A training program, usually found in the craft and building trades, in which employees combine formal coursework with formal on-the-job training.

Coaching

- experienced employees working with new employees
- professional coaches who work with all employees; corporate coaches

- **Pass-through programs**

A formal method of coaching in which excellent employees spend a period of time in the training department learning training techniques and training employees.

Mentoring

- An experienced employee who advises and looks out for a new employee.

Evaluation of Training Results

- Pretest

A measure of job performance or knowledge taken before the implementation of a training program.

- Posttest

A measure of job performance or knowledge taken after a training program has been completed.

- Solomon four-groups design

An extensive method of evaluating the effectiveness of training with the use of pretests, posttests, and control groups.

- Employee reactions

A method of evaluating training in which employees are asked about their opinions of a training program.

Employee learning

Evaluating the effectiveness of a training program by measuring how much employees learned from it.

- Application of training

Measurement of the effectiveness of training by determining the extent to which employees apply the material taught in a training program.

- **Business impact**

A method of evaluating the effectiveness of training by determining whether the goals of the training were met.

- **Return on investment (ROI)**

The amount of money an organization makes after subtracting the cost of training or other interventions.

Forces Influencing the Workplace and Training

- Globalization and new technology
- Need for leadership
- Increased value placed on knowledge
- Attracting and winning talent
- Quality emphasis
- Changing demographics and diversity of the work force

The Filipino Worker

- Learning and Development in the PH Context
 - How do adults learn?
 - Experiential learning
 - Andragogy of adult learning
 - Learning Styles
 - Strategic L&D
 - Developing Learning Organizations
 - Implications

Learning

Detecting error and correcting it

- Process of acquiring knowledge, skill, or both
- What you acquire & how you apply the information that makes something “learned”

How about adult learning?

- People learn in different ways
- Experiential learning
- Andragogy or adult learning

Experiential Learning Theory by David Kolb

- how humans process experience
- holistic or “meta-view” of learning that is a combination of experience, perception, cognition, and behavior
- experience, which serves as the main driving force in learning, as knowledge is constructed through the transformative reflection on one's experience
- making meaning
- “learning from experience”

Learning Styles

Individual differences are unique characteristics of individuals that have an impact on how they learn. These differences are caused by several factors that all has to do with our own backgrounds and experiences. Because we all experience the same things differently, we all have different outlooks in life.

Some factors that cause individual differences are:

Race

Sex

Heredity

Maturity

Social and economic status

Learning styles and preferences are an approach to address individual differences. Research has found that recognizing the most effective way someone can learn, or the best way someone receives input can create a big impact on the quality of learning.

Neil Fleming's VARK Learning Styles

The VARK learning styles model suggests that most people can be divided into one of four preferred styles of learning.

Strong preferences vs. multimodal preferences

Someone with a Visual learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

Note: Visual strategies do NOT include videos & photos showing real life.

These are more helpful to those with a Kinesthetic or Aural preference.

Someone with a Read/Writing learning style has a preference for information to be displayed in words – text based information, reports, manuals, essays and assignments.

These people will use words such as let me read the instructions, let me write you a report, I will do my presentation on a PowerPoint. These are the people who will like to read about a subject, follow written instructions and write their responses.

Performance Appraisal

Indicator	Performance Management	Performance Appraisal
Occurrence and initiation	More frequent intervals by supervisor or by a subordinate	Once a year by a request from HR
Development	Developed jointly by managers and employees	Developed by HR & handed to Managers
Feedback	Whenever a supervisor or subordinate feels the need for a discussion about expectations & performance	Occurs once a year

Appraiser's role	Supervisor & employee are attempting to come to some shared meaning about expectations and the strategic value of those expectations	Reach agreement with the employee appraised about the level of effectiveness displayed and identify areas for improvement
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Appraisee's role	Identical to the role of the appraiser	Accept or reject the evaluation and acknowledge the areas that need improvement
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Functions of Performance Appraisal

Performance Appraisal

- To give employees *feedback* on performance
- To identify the employee's *developmental needs*
- To make *promotion* and *reward decisions*
- To make *demotion* and *termination decisions*
- To develop information about the organization's *selection and placement decisions*

