

# Recruitment

# Recruitment

- Advertisement
- Employment Exchange and Agencies
- Present Employees
- Deputation
- Campus Recruitment
- Word-of-Mouth

# Selection

Selection refers to the process of offering jobs to one or more applicants from the applications.

## *Pseudo-Scientific Methods of Selection*

### Phrenology

One of the most popular doctrines of the early nineteenth century was the phrenology of Gall, Spurzheim, and Coombe. It assumed that the strength of each faculty was indicated by the prominent bumps on certain parts of the skull.

### Physiognomy

Lavater's Essays on Physiognomy suggested a definite correlation between facial features and psychological functions and behaviour.

## *Pseudo-Scientific Methods of Selection ...*

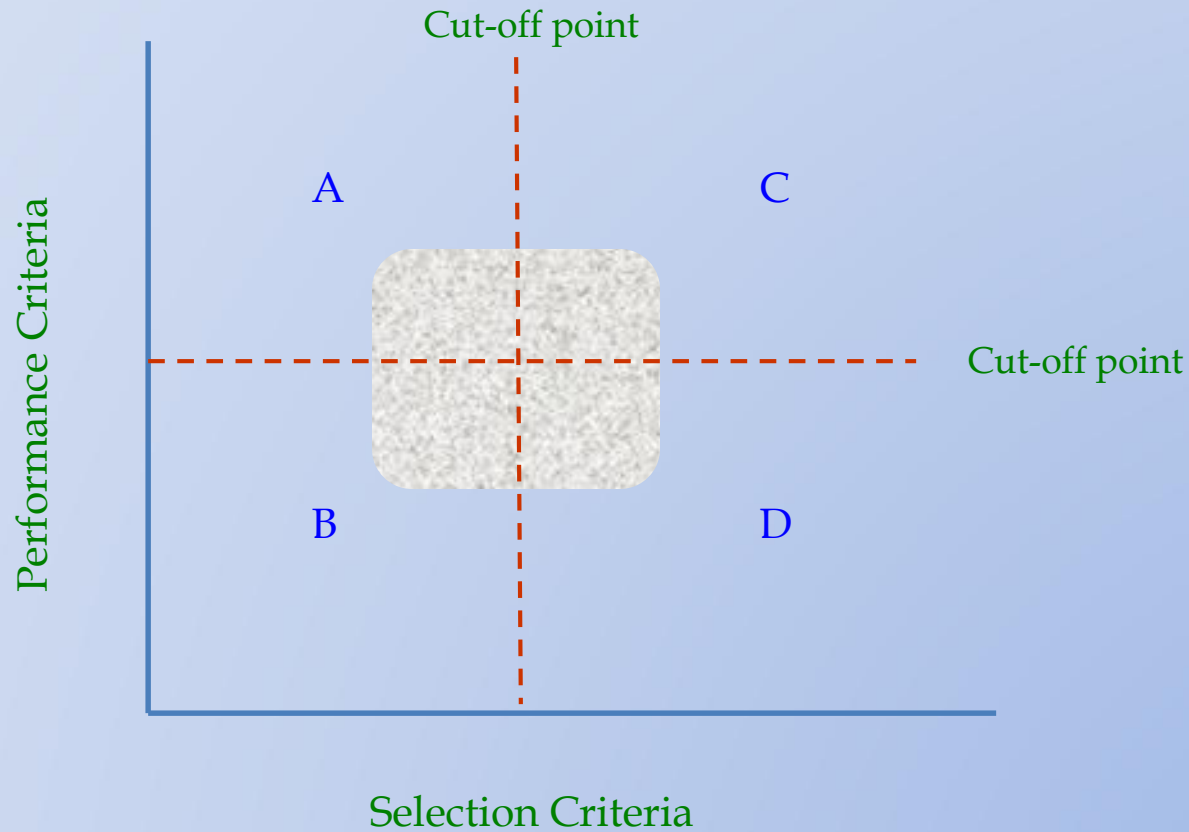
### Graphology

Started with Chinese tradition and was used during nineteenth century to provide information about person's personality characteristics through his handwriting.

## Need for Scientific Selection System

No matter how scientific the method of selection, some margin of error will always prevail. The purpose is to reduce this as much as possible, and this means selecting those who will, by and large, perform well in the organization and reject those who will not. However, in attempting to do so, some mistakes invariably occur.

## *Need for Scientific Selection System*



A = False Negative; D = False Positive ; B = True Negative; C = True Positive

## *Need for Scientific Selection System ...*

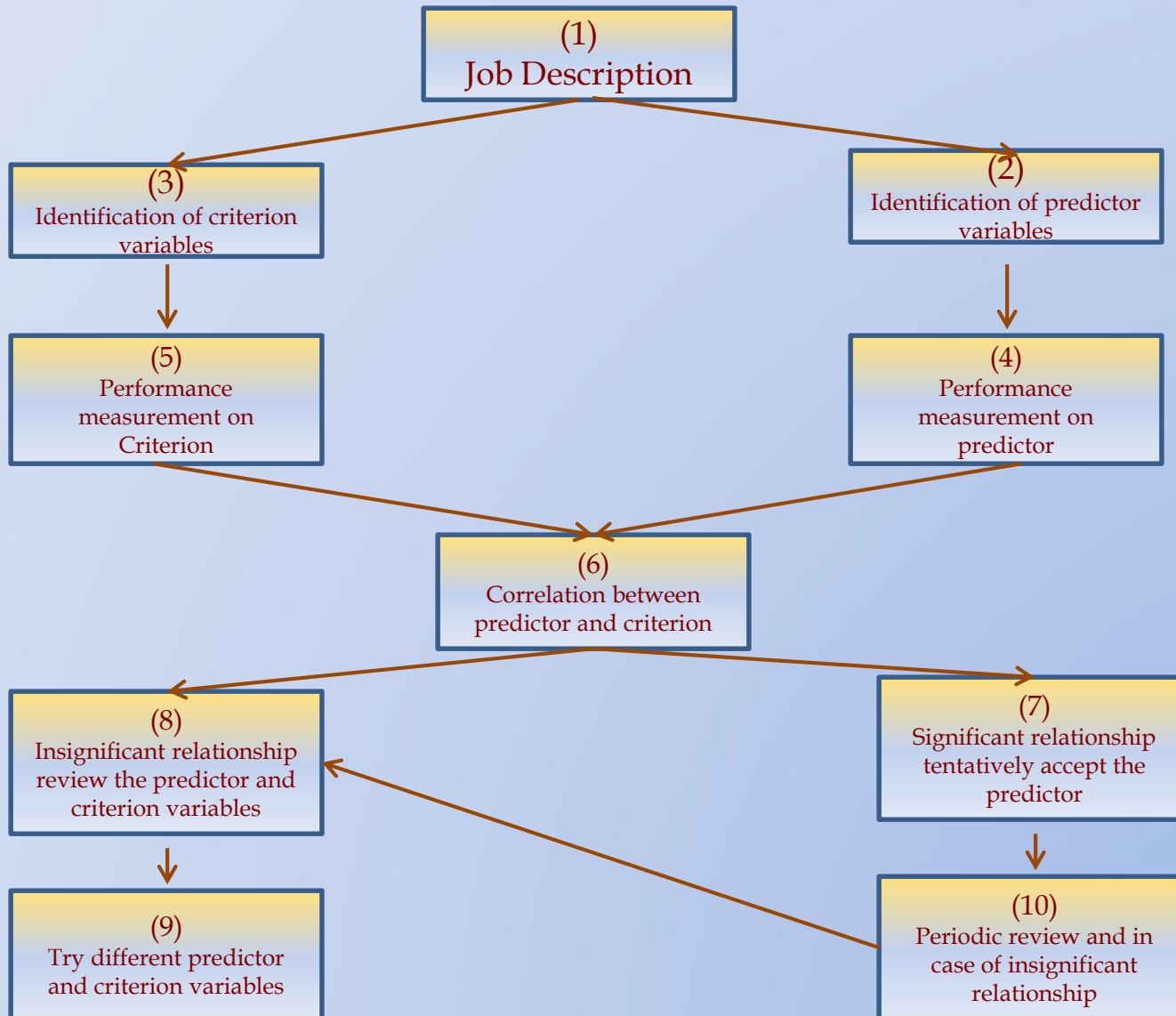
The cost of selection and training is considerably quite high. Rough estimates suggest that as much as 20 to 25 per cent of the time of personnel managers and the personnel department is spent on this activity. Wrong selection might result in financial loss to the company.

A fair and sound selection system goes a long way in establishing an image of impartiality and helps attract the most qualified candidates for vacancies. Article 16 (1) and (2) of Constitution very clearly lays down the guidelines for opportunity in public employment:

*There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state (Article 16, clause 1).*

*No citizen shall, on grounds only on religion, race, caste, sex, descent, place or birth, residence or any or them, be ineligible for or discriminated against in respect of any employment or office under the state (Article 16, Clause 2).*

# Basic Selection Model



## **Job Description**

The most important aspect of any selection model is a description of the various components of the job through job analysis. Information about job description can be obtained through various methods, such as checklist method, interviews and questionnaire replies from the persons involved in jobs, simple observation of how a certain job is performed.

A well – thought – out job description has several advantages, and serves various important functions. Some of these are discussed below:

It helps to indicate very clearly the nature and content of the job to the applicant and hence remove uncertainties.

Rewards and punishments can be easily legitimized.

Job descriptions serve as an important basis for wage and salary administration.

It helps in identifying training needs in the organization.



## Job Description

Zegra concluded from an analysis of 401 articles on job description that a job description has several uses.

1. Job grading and classification
2. Transfer and promotion
3. Adjustment of grievances
4. Defining and outlining promotional steps
5. Stabilizing a common understanding of the job between employers and employees
6. Investigating incidents
7. Indicating faulty work procedures or duplication of papers
8. Maintaining, operating and adjusting machinery
9. Time and motion studies
10. Defining limits of authority
11. Indicating cases of personal merit
12. Facilitating job placement
13. Studies of health and fatigue
14. Scientific guidance
15. Provisions of hiring specifications
16. Provisions of performance indicators

### *Identification of predictor variables*

Item 16 in the list is the natural outcome of a job description. Once a job is clearly identified, determining the skills required to perform a single or several components of the job, and how to measure them, is easy. Predictor variables refer to the selection tools and techniques that can predict successful performance on the job. *For example, the major components of a stenographer's job are typing, shorthand, filing, etc. Shorthand dictation, a typing speed test, and some indicators of filing abilities, can identify their skill and measure their proficiency. A good job description helps in identifying the predictors.*

### *Identification of criterion variables*

Another important advantage of job description is the identification of indicators of performance (criteria) for evaluating success on the job. It is important to establish *reliability* and *validity* of predictor and criterion variables. *[Some statistical method can be used to establish reliability and validity, e.g., Cronbach's Alpha.]*

### *Performance measurement on predictor and criterion*

After identifying the predictor and criterion variables, the next logical step is, how to utilize them. In most cases, a quantitative score is usually possible on both predictor and criterion. This can be a test score, an interview assessment score, or scale value on one and/or several performance measures, all of which indicate the relative strength and merit on an applicant/employee.

### *Correlation between predictor and criterion*

To establish a degree of relationship between predictor and criterion scores, a statistical method of coefficient is used to see if predictor scores really predict the performance on the job.

### *Decision to accept or reject a predictor*

Depending upon the degree of relationship between predictor and criterion, a decision is made to accept or reject the predictor

### *Follow-up*

Having decided to reject a given predictor, the next step is to look for another predictor. We can start working from [stage 2](#) downwards. On the other hand, if the predictor is accepted, it should not be taken to valid and reliable for a lifetime; the people who apply might change, larger changes in the organization might necessitate changes in job, and hence the necessity to review the predictor continuously.

# Selection with Multiple Predictors

## *Profile Matching*

A profile of a typically successful employee is developed on the various predictors which measure job success. This procedure entail administering various predictors on known successful employees of given level and job. Their average scores on the predictors are calculated, and these are then used as a standard to judge the scores of applicants of the same predictors. The assumption here is that while developing the ideal profile, predictors have been tested for their reliability and validity.

There are two methods to match the profiles: 1. Correlation, and 2. Computing similarity or dissimilarity by taking the difference (**D**) between ideal and obtained scores on each predictor, squaring them, and then adding them to get an index of similarity. The larger the value of addition, the greater the dissimilarity, and *vice versa*.

## *Multiple cut-off*

In the multiple cut-off model, a cut-off point is established separately of each predictor. Unless an applicant scores *above the cut-off point on all predictors*, he will not be considered for selection. The cut-off point is usually determined through trial and error. Usually it is the performance of successful employees on predictors that forms the initial basis for determining the cut-off point. However, continuous review and updating is a necessary condition in this model.

## *Multiple regression*

In the multiple cut-off model, a minimum score is required on all the predictors. This model doesn't provide a single score for each applicant though this would make it simple. A simple addition of scores for each one who is above all the minimum cut-off scores, doesn't help in ranking them in the order of merit.

The multiple regression model taken into account some of these problems and provides information on relative contribution of various input factors to output.

## *Multiple hurdle*

This model has some elements of the multiple cut-off model. The important difference is that in the multiple cut-off model, the decision is “one shot” in the sense that if an applicant has secured points above the minimum cut-off score in all the predictors, he can be selected. In the multiple hurdle model selection is sequential. An applicant must score above the given minimum score on a predictor before he is considered for the next stage. Thus each stage is a hurdle that he must clear to reach the final stage where he is considered for selection.

# SELECTION METHODS

## **Application Blank**

In a sense the application blank is a highly structured interview in which the questions are standardized and determined in advance. Besides, it tests the applicant's ability to write, organize his thoughts, and present facts. It also provides interview leads.

## **Biographic data**

This is concerned with such variables as age, sex, marital status and number of dependents. There is very little empirical evidence to suggest that this information can be helpful in predicting on-the-job behaviour. Nylor and Vincent (1959) found that though age and marital status did not make a significant difference, the number of dependents was found to be significantly related to absenteeism.



## SELECTION METHODS ...

### Education and past experience

Employers often look at grade point, average, division and percentage of marks as prerequisites for a job. Insufficient information is available concerning the predictive power of previous educational background on job performance. A selection report on two batches of MBA graduates from the IIM, Ahmedabad shows a significant positive correlation between previous education and grades in college for one batch of students, but not the other.

### References

References are letters of recommendation written by previous employers or teachers. The general format is a paragraph or so on the person. However, checklists, rating scales and specific questions are not uncommon either. The main difficulty is ascertaining the accuracy of information given.

A series of studies (Goheen & Mosel, 1958) spread over two years reported a very slight relationship between references and performance measures.

## SELECTION METHODS ...

Some issues that concern application blanks are:

- ❑ Very little is known about the validity of items on them. To what extent the various items predict success is not thoroughly investigated.
- ❑ What items should be included in the application blank and what weightage should be assigned to them is a constant problem and little has been done to objectify the procedure.
- ❑ Some ethical issues are also involved. Not all the information contained in application blank is used to make decision. The question is: What right do companies have to seek that information?

# SELECTION TESTS

The basic assumption underlying the use of tests in personnel selection is that individuals are different in their job-related abilities and skills, and these skills can be adequately and accurately measured for comparison. Moreover, human abilities have to be understood in association with each other.

Psychological tests are essentially an *objective* and *standardized* measure of *a sample of behaviour*.

Objective



Reliability and Validity

Standardized



Uniformity of procedure

Sample of behaviour



Correspondence between test items and actual behaviour

# Kinds of Tests

*Achievement tests* measure a person's potential in a given area. One example is the trade test which involves the performance of sample operation requiring specialized skills, and believed to be satisfactorily answered by those who have some knowledge of the occupation and trade. For college admissions, grades in previous examination are often used as indicators of achievement and potential for learning.

*Aptitude tests* measure ability and skills. Specific aptitude tests have been designed for jobs that require clerical, mechanical, spatial relationships and manual dexterity, ability and skills. Aptitude tests do not measure motivation. On-the-job motivation is often found to be more important than aptitude for the job.

## Kinds of Tests ....

**Interest tests** have been designed to discover a person's area of interest, and to identify the kind of work that will satisfy him. The two most widely used interest tests are the "Kuder Preference Record" and "Strong Vocational Interest Blanks".

**Personality tests** assess individual motivation, predisposition and other patterns of behaviour. The personality tests, more often than the intelligence, achievement or aptitude tests, predict performance success for jobs that require dealing with people, or jobs that are essentially supervisory or managerial in character. Dimensions of personality such as interpersonal competence, dominance-submission, extroversions-introversions, self-confidence, ability to lead, patience and ambition are more suitably measured by the personality test than any other.

# BIG 5 Personality Inventory

Big 5 Personality Inventory

## BIG 5 Dimensions

Extraversion  
Conscientiousness  
Agreeableness  
Neuroticism  
Openness

## Big 5 Scoring

Extraversion	Agreeableness	Conscientiousness	Emotional Stability	Openness
1, 6R, 11, 16, 21R, 26, 31R, 36	2R, 7, 12R, 17, 22, 27R, 32, 37R, 42	3, 8R, 13, 18R, 23R, 28, 33, 38, 43R	4R, 9, 14R, 19R, 24, 29R, 34, 39R	5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44

- a) *Extraversion* – those who score high on Extraversion tend to be sociable, talkative, assertive, and active while those who score low tend to be reserved, cautious, etc.;
- b) *Agreeableness* – individuals who score high on Agreeableness tend to be good-natured, modest, gentle and cooperative while those who score low on this dimension tend to be irritable, ruthless, suspicious and inflexible;
- c) *Openness to Experience* – subjects who score high on this dimension tend to be intellectual, imaginative, sensitive, and open-minded while those who score low tend to be down-to-earth, insensitive, and conventional;
- d) *Conscientiousness* – individuals high in Conscientiousness tend to be careful, thorough, and responsible while those low on this dimension tend to be irresponsible, disorganized, and deceitful; and
- e) *Neuroticism* – those who are high on Neuroticism tend to be anxious, depressed, angry, and insecure while those low on this dimension tend to be calm, balanced and emotionally stable.



## Kinds of Tests ...

*Intelligence test* – The scores on intelligence test usually expressed as Intelligence Quotient (IQ), which are calculated by the following formula:

$$IQ = \frac{MentalAge}{ActualAge} * 100$$

# Dimensions of tests

- Performance vs paper-pencil test
- Individual vs group test
- Time bound vs free test
- Objective vs floating-answers test

Test development and administration

Advantage of selection tests

Limitation of selection tests

Precautions in using selection tests

**Essay vs Objective Type test**

# Interview

Interview is one of the most widely used selections methods.

Four kinds of interviews for selection have been identified. These are:

Preliminary interview

Stress interview

Depth interview

Patterned interview – It is combination of direct and indirect questioning of the applicant. What is to be asked is already structured. After the patterned interview is complete, the interviewer should evaluate the candidate on the basis of practical experience. McMurry and others (1955) have found that a successful evaluation of certain factors leads to accurate predictions of the candidate's suitability for particular position. The factors are: (1) basic character traits, (2) motivation, and (3) emotional maturity. One definite advantage of a patterned interview is that systematic and chronological information is obtained, and hence this yields itself to statistical analysis.

# Interview process

## *Characteristics of good interviewers*

*Knowledge of the job or other things which interviews are concerned.*

*Emotional maturity and stable personality.*

*Sensitivity to the interviewee's feeling and a sympathetic attitude.*

*Extrovert behaviour and considerable physical stamina.*

HS-305 : HRM  
**Mid-Semester Examination**

Total Number of Students	:	123
Appeared	:	123
Mean	:	19.40
SD	:	4.25
Minimum	:	2.5
Maximum	:	28.50