



**human**

**Gary Dessler**

tenth edition

# **resource management**

**Chapter 4**

**Part 2 Recruitment and Placement**

## **Job Analysis**

# The Nature of Job Analysis

## ➤ *Job analysis*

- The procedure for determining the duties and skill requirements of a job and the kind of person who should be hired for it.

## ➤ *Job description*

- A list of a job's duties, responsibilities, reporting relationships, working conditions, and supervisory responsibilities—one product of a job analysis.

## ➤ *Job specifications*

- A list of a job's "human requirements," that is, the requisite education, skills, personality, and so on—another product of a job analysis.

# Types of Information Collected

- *Work activities*
- *Human behaviors*
- *Machines, tools, equipment, and work aids*
- *Performance standards*
- *Job context*
- *Human requirements*

# Uses of Job Analysis Information

- *Recruitment and Selection*
- *Compensation*
- *Performance Appraisal*
- *Training*
- *Discovering Unassigned Duties*
- *EEO Compliance*

# Uses of Job Analysis Information

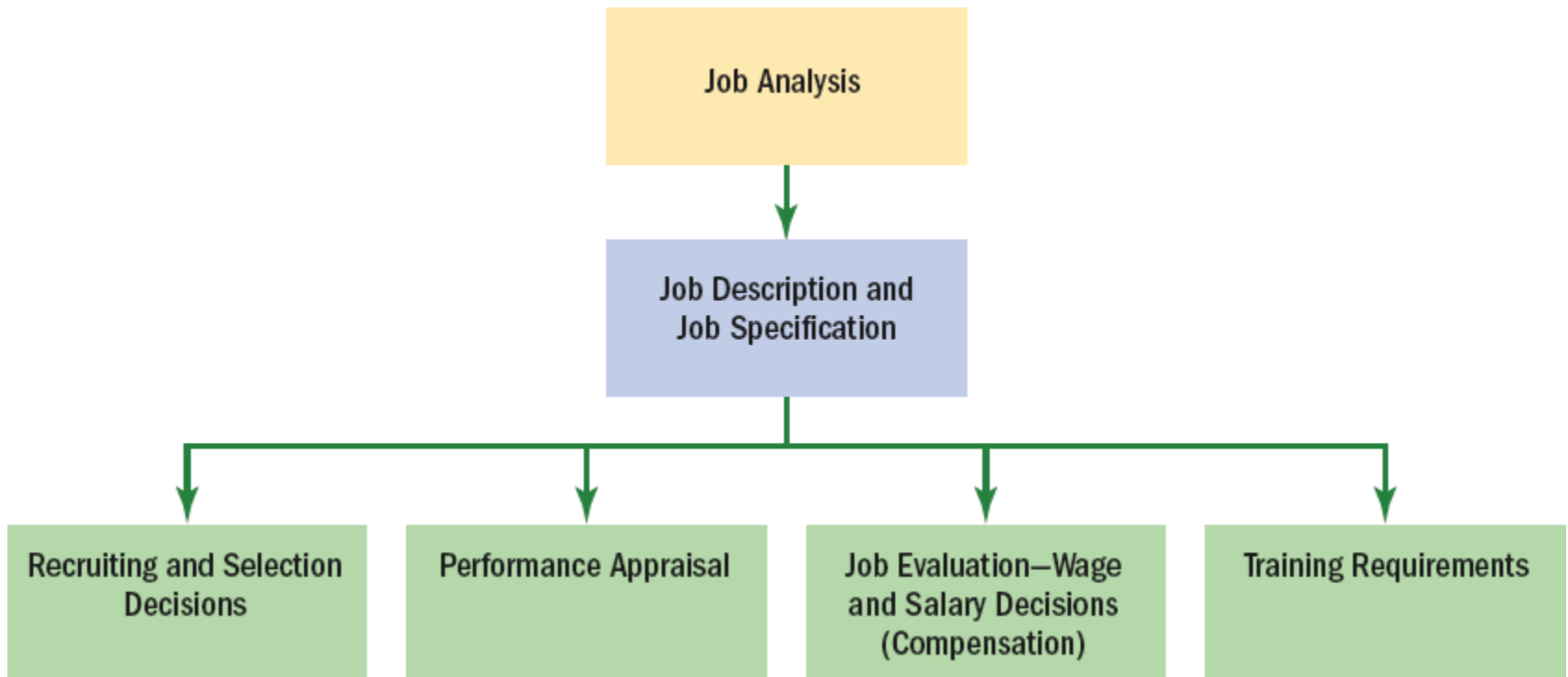


Figure 4–1

# Steps in Job Analysis

- **Step 1:** Decide how you'll use the information.
- **Step 2:** Review relevant background information.
- **Step 3:** Select representative positions.
- **Step 4:** Actually analyze the job.
- **Step 5:** Verify the job analysis information.
- **Step 6:** Develop a job description and job specification.

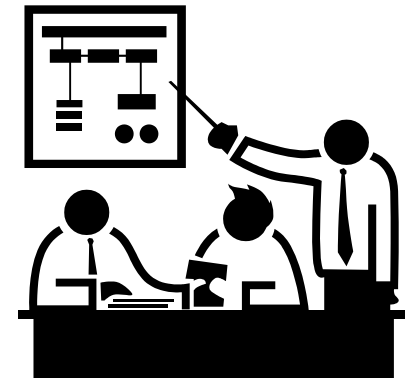
# Charting the Organization

## ➤ *Organization chart*

- A chart that shows the organizationwide distribution of work, with titles of each position and interconnecting lines that show who reports to and communicates to whom.

## ➤ *Process chart*

- A work flow chart that shows the flow of inputs to and outputs from a particular job.



# Process Chart for Analyzing a Job's Workflow

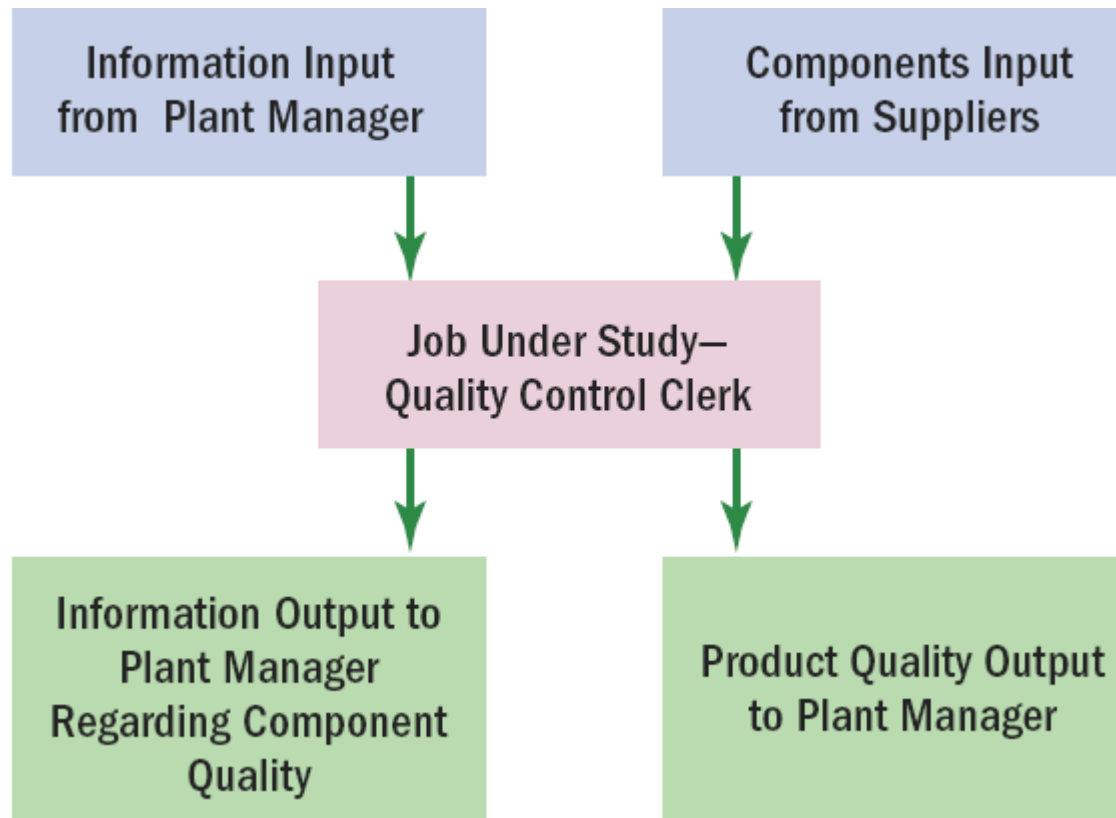


Figure 4–2



# Methods of Collecting Job Analysis Information: The Interview

## ➤ *Information sources*

- Individual employees
- Groups of employees
- Supervisors with knowledge of the job

## ➤ *Advantages*

- Quick, direct way to find overlooked information.

## ➤ *Disadvantages*

- Distorted information

## ➤ *Interview formats*

- Structured (Checklist)
- Unstructured



# Interview Guidelines

- *The job analyst and supervisor should work together to identify the workers who know the job best.*
- *Quickly establish rapport with the interviewee.*
- *Follow a structured guide or checklist, one that lists open-ended questions and provides space for answers.*
- *Ask the worker to list his or her duties in order of importance and frequency of occurrence.*
- *After completing the interview, review and verify the data.*

# Methods of Collecting Job Analysis Information: Questionnaires

## ➤ *Information source*

- Have employees fill out questionnaires to describe their job-related duties and responsibilities.

## ➤ *Questionnaire formats*

- Structured checklists
- Opened-ended questions

## ➤ *Advantages*

- Quick and efficient way to gather information from large numbers of employees

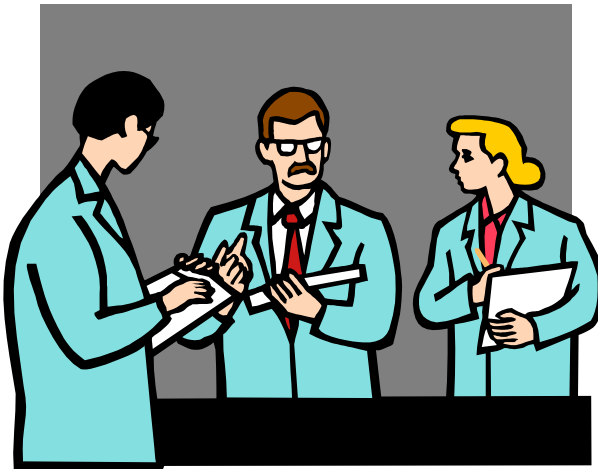
## ➤ *Disadvantages*

- Expense and time consumed in preparing and testing the questionnaire

# Methods of Collecting Job Analysis Information: Observation

## ➤ *Information source*

- Observing and noting the physical activities of employees as they go about their jobs.



## ➤ *Advantages*

- Provides first-hand information
- Reduces distortion of information

## ➤ *Disadvantages*

- Time consuming
- Difficulty in capturing entire job cycle
- Of little use if job involves a high level of mental activity.

# Methods of Collecting Job Analysis Information: Participant Diary/Logs

## ➤ *Information source*

- Workers keep a chronological diary/ log of what they do and the time spent in each activity.



## ➤ *Advantages*

- Produces a more complete picture of the job
- Employee participation

## ➤ *Disadvantages*

- Distortion of information
- Depends upon employees to accurately recall their activities

# Quantitative Job Analysis Techniques

- *The position analysis questionnaire (PAQ)*
  - A questionnaire used to collect quantifiable data concerning the duties and responsibilities of various jobs.
- *The Department of Labor (DOL) procedure*
  - A standardized method by which different jobs can be quantitatively rated, classified, and compared.
- *Functional job analysis*
  - Takes into account the extent to which instructions, reasoning, judgment, and mathematical and verbal ability are necessary for performing job tasks.

# Sample Report Based on Department of Labor Job Analysis Technique

<b>Job Analysis Schedule</b>															
1. Established Job Title	<u>DOUGH MIXER</u>														
2. Ind. Assign	<u>(bake prod.)</u>														
3. SIC Code(s) and Title(s)	<u>2051 Bread and other bakery products</u>														
	<p><b>4. JOB SUMMARY:</b></p> <p>Operates mixing machine to mix ingredients for straight and sponge (yeast) doughs according to established formulas, directs other workers in fermentation of dough, and curls dough into pieces with hand cutter.</p>														
	<p><b>5. WORK PERFORMED RATINGS:</b></p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;"></td> <td style="text-align: center; padding: 5px;">D</td> <td style="text-align: center; padding: 5px;">P</td> <td style="text-align: center; padding: 5px;">(T)</td> </tr> <tr> <td style="padding: 5px;">Worker Functions</td> <td style="border: 1px solid black; text-align: center; padding: 5px;">Data</td> <td style="border: 1px solid black; text-align: center; padding: 5px;">People</td> <td style="border: 1px solid black; text-align: center; padding: 5px;">Things</td> </tr> <tr> <td></td> <td style="border: 1px solid black; text-align: center; padding: 5px;">5</td> <td style="border: 1px solid black; text-align: center; padding: 5px;">6</td> <td style="border: 1px solid black; text-align: center; padding: 5px;">2</td> </tr> </table> <p style="margin-top: 10px;">Work Field <u>Cooking, Food Preparing</u></p>				D	P	(T)	Worker Functions	Data	People	Things		5	6	2
	D	P	(T)												
Worker Functions	Data	People	Things												
	5	6	2												
	<p><b>6. WORKER TRAITS RATING: (To be filled in by analyst)</b></p> <p>Training time required</p> <p>Aptitudes</p> <p>Temperaments</p> <p>Interests</p> <p>Physical Demands</p> <p>Environment Conditions</p>														

**Figure 4–6**

# Writing Job Descriptions

## ➤ *A job description*

- A written statement of what the worker actually does, how he or she does it, and what the job's working conditions are.

## ➤ *Sections of a typical job description*

- Job identification
- Job summary
- Responsibilities and duties
- Authority of incumbent
- Standards of performance
- Working conditions
- Job specifications



# Sample Job Description, Pearson Education

<b>JOB TITLE:</b> Telesales Representative	<b>JOB CODE:</b> 100001
<b>RECOMMENDED SALARY GRADE:</b>	<b>EXEMPT/NON-EXEMPT STATUS:</b> NonExempt
<b>JOB FAMILY:</b> Sales	<b>EEOC:</b> Sales Workers
<b>DIVISION:</b> Higher Education	<b>REPORTS TO:</b> District Sales Manager
<b>DEPARTMENT:</b> In-House Sales	<b>LOCATION:</b> Boston
	<b>DATE:</b> April 2004

## **SUMMARY** (Write a brief summary of job)

This position is responsible for selling College textbooks, software, and multimedia products to professors, via incoming and outgoing telephone calls, and to carry out selling strategies to meet sales goals in assigned territories of smaller colleges and universities. In addition, this position will be responsible for generating a designated amount of editorial leads, and communicating to the publishing groups product feedback and market trends observed in the assigned territory.

## **SCOPE AND IMPACT OF JOB**

### Dollar responsibilities (budget and/or revenue)

This position is responsible for generating approximately \$2 million in revenue, for meeting operating expense budget of approximately \$4000, and a sampling budget of approximately 10,000 units.

### Supervisory responsibilities (direct and indirect)

None

### Other

## **REQUIRED KNOWLEDGE AND EXPERIENCE** (Knowledge and experience necessary to do job)

### Related work experience

Prior sales or publishing experience preferred. One year of company experience in a customer service or marketing function with broad knowledge of company products and services is desirable.

### Formal education or equivalent

Bachelor's degree with strong academic performance or work equivalent experience.

### Skills

Must have strong organizational and persuasive skills. Must have excellent verbal and written communications skills and must be PC proficient.

### Other

Limited travel required (approx 5%)

Source: Courtesy of HR Department, Pearson Education.

**Figure 4–7a**

## **PRIMARY RESPONSIBILITIES** (List in order of importance and list amount of time spent on task)

### Driving Sales (60%)

- Achieve quantitative sales goal for assigned territory of smaller colleges and universities.
- Determine sales priorities and strategies for territory and develop a plan for implementing those strategies.
- Conduct 15–20 professor interviews per day during the academic sales year that accomplishes those priorities.
- Conduct product presentations (including texts, software, and web-site); effectively articulate author's central vision of key titles; conduct sales interviews using the PSS model; conduct walk-through of books and technology.
- Employ telephone selling techniques and strategies.
- Sample products to appropriate faculty making strategic use of assigned sampling budgets.
- Close class test adoptions for first edition products.
- Negotiate custom publishing and special packaging agreements within company guidelines.
- Initiate and conduct in-person faculty presentations and selling trips as appropriate to maximize sales with the strategic use of travel budget. Also use internal resources to support the territory sales goals.
- Plan and execute in-territory special selling events and book-fairs
- Develop and implement in-territory promotional campaigns and targeted email campaigns.

### Publishing (editorial/marketing) 25%

- Report, track, and sign editorial projects.
- Gather and communicate significant market feedback and information to publishing groups.

### Territory Management 15%

- Track and report all pending and closed business in assigned database.
- Maintain records of customer sales interviews and adoption situations in assigned database.
- Manage operating budget strategically.
- Submit territory itineraries, sales plans, and sales forecasts as assigned.
- Provide superior customer service and maintain professional bookstore relations in assigned territory.

### Decision-Making Responsibilities for this position:

Determine the strategic use of assigned sampling budget to most effectively generate sales revenue to exceed sales goals.

Determine the priority of customer and account contacts to achieve maximum sales potential.

Determine where in-person presentations and special selling events would be most effective to generate most sales.

## Sample Job Description, Pearson Education

*Source:* Courtesy of HR  
Department, Pearson  
Education.

**Figure 4–7b**

# “Marketing Manager” Description from Standard Occupational Classification

## **20. 11-2021 Marketing Managers**

**Abstract:** 11-2021 Marketing Managers. Determine the demand for products and services offered by a firm and its competitors and identify potential customers. Develop pricing strategies with the goal of maximizing the firm's profits or share of the market while ensuring the firm's customers are satisfied.

# The Job Description

## ➤ *Job identification*

- Job title: name of job
- FLSA status section: Exempt or nonexempt
- Preparation date: when the description was written
- Prepared by: who wrote the description

## ➤ *Job summary*

- Describes the general nature of the job
- Lists the major functions or activities

# The Job Description (cont'd)

## ➤ *Relationships (chain of command)*

- Reports to: employee's immediate supervisor
- Supervises: employees that the job incumbent directly supervises
- Works with: others with whom the job holder will be expected to work and come into contact with internally.
- Outside the company: others with whom the job holder is expected to work and come into contact with externally.

# The Job Description (cont'd)

## ➤ *Responsibilities and duties*

- A listing of the job's major responsibilities and duties (essential functions)
- Defines limits of jobholder's decision-making authority, direct supervision, and budgetary limitations.

## ➤ *Standard Occupational Classification*

- Classifies all workers into one of 23 major groups of jobs which are subdivided into 96 minor groups of jobs and detailed occupations.

# SOC's Major Groups of Jobs

11-0000	<b>Management Occupations</b>
13-0000	<b>Business and Financial Operations Occupations</b>
15-0000	<b>Computer and Mathematical Occupations</b>
17-0000	<b>Architecture and Engineering Occupations</b>
19-0000	<b>Life, Physical, and Social Science Occupations</b>
21-0000	<b>Community and Social Services Occupations</b>
23-0000	<b>Legal Occupations</b>
25-0000	<b>Education, Training, and Library Occupations</b>
27-0000	<b>Arts, Design, Entertainment, Sports, and Media Occupations</b>
29-0000	<b>Healthcare Practitioners and Technical Occupations</b>
31-0000	<b>Healthcare Support Occupations</b>
33-0000	<b>Protective Service Occupations</b>
35-0000	<b>Food Preparation and Serving-Related Occupations</b>
37-0000	<b>Building and Grounds Cleaning and Maintenance Occupations</b>
39-0000	<b>Personal Care and Service Occupations</b>
41-0000	<b>Sales and Related Occupations</b>
43-0000	<b>Office and Administrative Support Occupations</b>
45-0000	<b>Farming, Fishing, and Forestry Occupations</b>
47-0000	<b>Construction and Extraction Occupations</b>
49-0000	<b>Installation, Maintenance, and Repair Occupations</b>
51-0000	<b>Production Occupations</b>
53-0000	<b>Transportation and Material Moving Occupations</b>
55-0000	<b>Military Specific Occupations</b>

*Note:* Within these major groups are 96 minor groups, 449 broad occupations, and 821 detailed occupations.

**Table 4–2**

# Is the Job Function Essential?

- *What three or four main activities actually constitute the job? Is each really necessary?*
- *What is the relationship between each task? Is there a special sequence which the tasks must follow?*
- *Do the tasks necessitate sitting, standing, crawling, walking, climbing, running, stooping, kneeling, lifting, carrying, digging, writing, operating, pushing, pulling, fingering, talking, listening, interpreting, analyzing, seeing, coordinating, etc.?*
- *How many employees are available to perform the job function? Can the job function be distributed among other employees?*
- *How much time is spent on the job performing each particular function? Are infrequent tasks less important to success?*
- *Would removing a function fundamentally alter the job?*



# Is the Job Function Essential? (cont'd)

- *What happens if a task is not completed on time?*
- *Does the position exist to perform that function?*
- *Are employees in the position actually required to perform the function?*
- *Is there a limited number of other employees available to perform the function?*
- *What is the degree of expertise or skill required to perform the function?*
- *What is the actual work experience of present or past employees in the job?*
- *What is the amount of time an individual actually spends performing the function?*
- *What are the consequences of not requiring the performance of the function?*

# The Job Description (cont'd)

- *Standards of performance and working conditions*
  - Lists the standards the employee is expected to achieve under each of the job description's main duties and responsibilities.



# Writing Job Specifications

- *Specifications for trained personnel*
  - Focus on traits like length of previous service, quality of relevant training, and previous job performance.
- *Specifications for untrained personnel*
  - Focus on physical traits, personality, interests, or sensory skills that imply some potential for performing or for being trained to do the job.

# Writing Job Specifications (cont'd)

## ➤ *Specifications Based on Judgment*

- Self-created judgments (common sense)
- List of competencies in Web-based job descriptions (e.g., [www.jobdescription.com](http://www.jobdescription.com))
- O\*NET online
- Standard Occupational Classification

## ➤ *Specifications Based on Statistical Analysis*

- Attempts to determine statistically the relationship between a predictor or human trait and an indicator or criterion of job effectiveness.

# Writing Job Specifications (cont'd)

## ➤ *Steps in the Statistical Approach*

- Analyze the job and decide how to measure job performance.
- Select personal traits that you believe should predict successful performance.
- Test candidates for these traits.
- Measure the candidates' subsequent job performance.
- Statistically analyze the relationship between the human trait and job performance.

# Writing Job Descriptions

- Step 1. Decide on a Plan
- Step 2. Develop an Organization Chart
- Step 3. Use a Job Analysis/Description Questionnaire
- Step 4. Obtain Lists of Job Duties from O\*NET
- Step 5. Compile the Job's Human Requirements from O\*NET
- Step 6. Complete Your Job Description

# Job Analysis in a “Jobless” World

## ➤ *Job*

- Generally defined as “a set of closely related activities carried out for pay.”



# From Specialized to Enlarged Jobs

## ➤ *Job enlargement*

- Assigning workers additional same level activities, thus increasing the number of activities they perform.

## ➤ *Job enrichment*

- Redesigning jobs in a way that increases the opportunities for the worker to experience feelings of responsibility, achievement, growth, and recognition.



# From Specialized to Enlarged Jobs (cont'd)

## ➤ *Job rotation*

- Moving a trainee from department to department to broaden his or her experience and identify strong and weak points to prepare the person for an enhanced role with the company
- Systematically moving workers from one job to another to enhance work team performance.

# Why Managers Are Dejobbing Their Companies

## ➤ *Dejobbing*

- Broadening the responsibilities of the company's jobs
- Encouraging employee initiative.

## ➤ *Internal factors leading to dejobbing*

- Flatter organizations
- Work teams

## ➤ *External factors leading to dejobbing.*

- Rapid product and technological change
- Global competition
- Deregulation,
- Political instability,
- Demographic changes
- Rise of a service economy.

# Competency-Based Job Analysis

## ➤ *Competencies*

- Demonstrable characteristics of a person that enable performance of a job.

## ➤ *Competency-based job analysis*

- Describing a job in terms of the measurable, observable, behavioral competencies (knowledge, skills, and/or behaviors) an employee must exhibit to do a job well.

# Why Use Competency Analysis?

## ➤ *To support HPWS*

- Traditional job descriptions (with their lists of specific duties) may actually backfire if a high-performance work system is the goal.

## ➤ *Maintain a strategic focus*

- Describing the job in terms of the skills, knowledge, and competencies the worker needs is more strategic.

## ➤ *Measuring performance*

- Measurable skills, knowledge, and competencies are the heart of any company's performance management process.

# Performance Management

## ➤ *Performance management*

- Managing all elements of the organizational process that affect how well employees perform.

## ➤ *Types of competencies*

- General competencies
  - reading, writing, and mathematical reasoning.
- Leadership competencies
  - leadership, strategic thinking, and teaching others.
- Technical competencies
  - specific technical competencies required for specific types of jobs and/or occupations.

# Background Data for Examples

**Example of Job Title:** Customer Service Clerk

**Example of Job Summary:**

Answers inquiries and gives directions to customers, authorizes cashing of customers' checks, records and returns lost charge cards, sorts and reviews new credit applications, works at customer service desk in department store.

**Example of One Job Duty:**

Authorizes cashing of checks: authorizes cashing of personal or payroll checks (up to a specified amount) by customers desiring to make payment by check. Requests identification—such as driver's license—from customers and examines check to verify date, amount, signature, and endorsement. Initials check and sends customer to cashier.

Figure 4–10

## Welcome to O\*NET™ OnLine!

*Making occupational information interactive and accessible for all...*

### About New Data in OnLine

#### ➤ [Find Occupations](#)

Find occupations using keywords, O\*NET-SOC codes, Job Families, or by viewing a complete list.

#### ➤ [Skills Search](#)

Use a list of your skills to find matching O\*NET-SOC occupations.

#### ➤ [Crosswalk](#)

Use other classification systems (DOT, SOC, MOC, and RAIS) to find matching O\*NET-SOC occupations.

If your search identifies occupations that require skills or abilities that may be difficult to use because of a health problem or disability, please consider [job accommodations](#). Accommodations may involve a change in the work environment, the way a specific job is performed, or the use of special equipment.

For assistance in identifying accommodation options, contact the [Job Accommodation Network \(JAN\)](#), a service of the U.S. DOL Office of Disability Employment Policy, or go directly to [SOAR \(Searchable Online Accommodation Resource\)](#).

The Occupational Information Network (O\*NET) and O\*NET OnLine were developed for the US Department of Labor by the National O\*NET Consortium. For more information about O\*NET and the O\*NET Consortium, please visit the [O\\*NET Consortium Website](#).

## Job Family Search Results for:

Sales and Related (30 matches)



O*NET-SOC Code	O*NET-SOC Title	Reports <a href="#">(help)</a>		
41-1011.00	First-Line Supervisors/Managers of Retail Sales Workers	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-1012.00	First-Line Supervisors/Managers of Non-Retail Sales Workers	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-2011.00	Cashiers	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-2012.00	Gaming Change Persons and Booth Cashiers	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-2021.00	Counter and Rental Clerks	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-2022.00	Parts Salespersons	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-2031.00	Retail Salespersons	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-3011.00	Advertising Sales Agents	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-3021.00	Insurance Sales Agents	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-3031.00	Securities, Commodities, and Financial Services Sales Agents	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-3031.01	Sales Agents, Securities and Commodities	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-3031.02	Sales Agents, Financial Services	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-3041.00	Travel Agents	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-3099.99	Sales Representatives, Services, All Other	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-4011.00	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-4011.01	Sales Representatives, Agricultural	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-4011.02	Sales Representatives, Chemical and Pharmaceutical	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>
41-4011.03	Sales Representatives, Electrical/Electronic	<a href="#">Summary</a>	<a href="#">Detail</a>	<a href="#">Custom</a>



## Summary Report for: 41-2031.00 - Retail Salespersons

Sell merchandise, such as furniture, motor vehicles, appliances, or apparel in a retail establishment.

[Tasks](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Wages & Employment](#)

### Tasks

- Greet customers and ascertain what each customer wants or needs.
- Open and close cash registers, performing tasks such as counting money, separating charge slips, coupons, and vouchers, balancing cash drawers, and making deposits.
- Maintain knowledge of current sales and promotions, policies regarding payment and exchanges, and security practices.
- Compute sales prices, total purchases and receive and process cash or credit payment.
- Maintain records related to sales.
- Watch for and recognize security risks and thefts, and know how to prevent or handle these situations.
- Recommend, select, and help locate or obtain merchandise based on customer needs and desires.
- Answer questions regarding the store and its merchandise.
- Describe merchandise and explain use, operation, and care of merchandise to customers.
- Ticket, arrange and display merchandise to promote sales.

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### Knowledge

**Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

**Sales and Marketing** — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

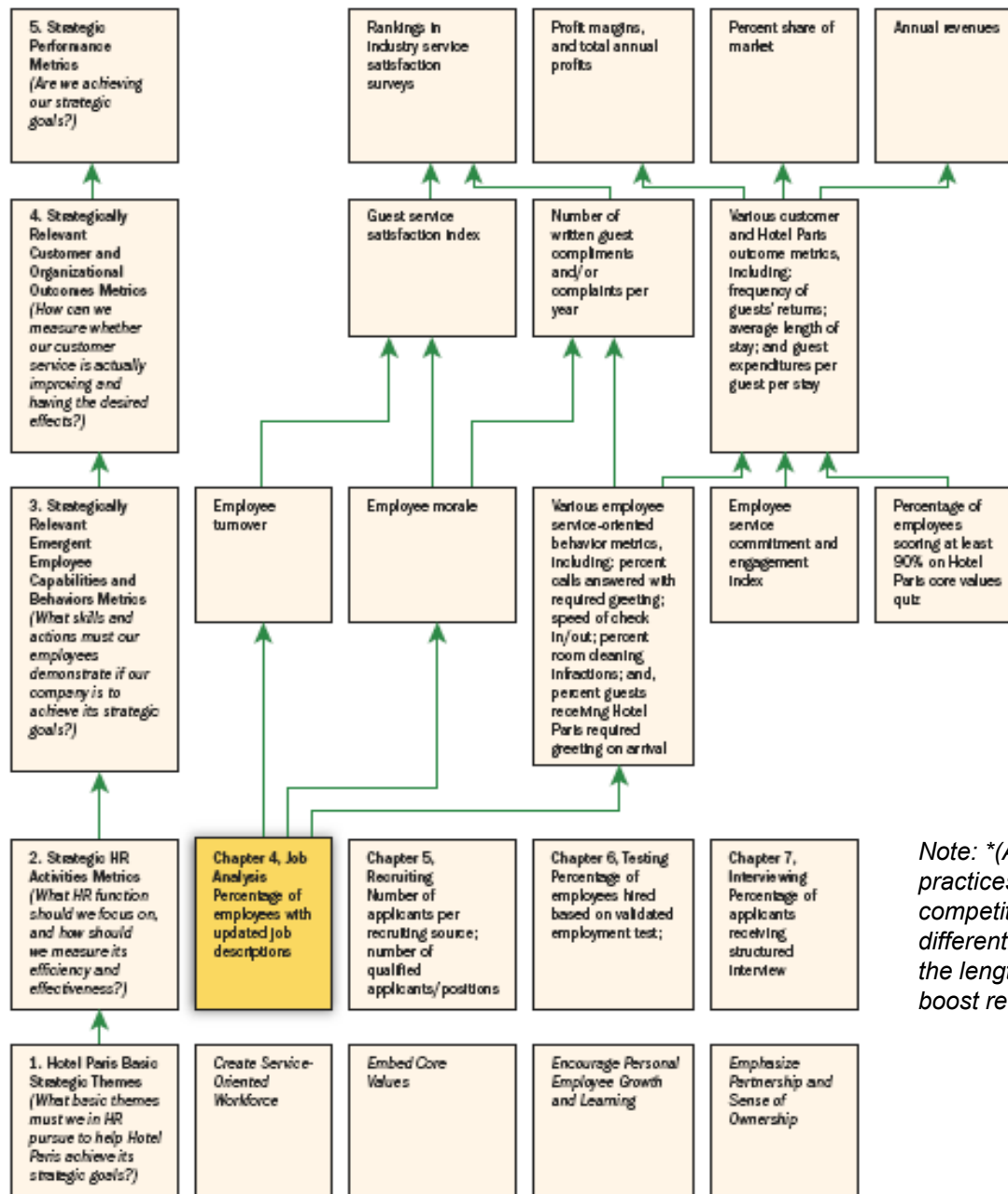
**Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

**Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

**Mathematics** — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

**English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

# HR Scorecard for Hotel Paris International Corporation\*



Note: \*(An abbreviated example showing selected HR practices and outcomes aimed at implementing the competitive strategy, "To use superior guest services to differentiate the Hotel Paris properties and thus increase the length of stays and the return rate of guests and thus boost revenues and profitability")

Figure 4-11

# The Skills Matrix for One Job at BP

H	H	H	H	H	H	H
G	G	G	G	G	G	G
F	F	F	F	F	F	F
E	E	E	E	E	E	E
D	D	D	D	D	D	D
C	C	C	C	C	C	C
B	B	B	B	B	B	B
A	A	A	A	A	A	A
Technical Expertise	Business Awareness	Communication and Interpersonal	Decision Making and Initiative	Leadership and Guidance	Planning and Organizational Ability	Problem Solving

*Note: The light blue boxes indicate the minimum level of skill required for the job.*

**Figure 4–12**

# Key Terms

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**job analysis**

**job description**

**job specifications**

**organization chart**

**process chart**

**diary/log**

**position analysis**

**questionnaire (PAQ)**

**U.S. Department of Labor  
(DOL)**

**job analysis procedure**

**functional job analysis**

**Standard Occupational  
Classification (SOC)**

**job enlargement**

**job rotation**

**job enrichment**

**dejobbing**

**boundaryless organization**

**reengineering**

**competencies**

**competency-based job  
analysis**

**performance management**



**human**

**Gary Dessler**

tenth edition

# **resource management**

**Chapter 5**

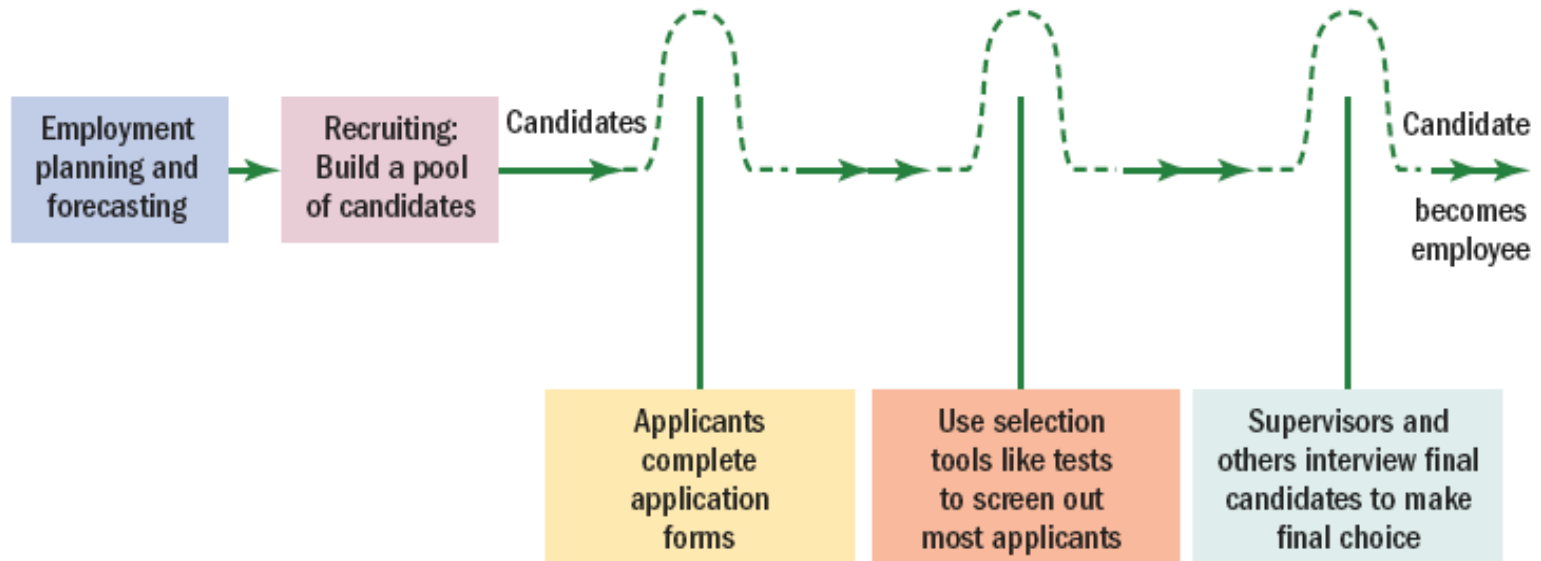
**Part 2 Recruitment and Placement**

## **Personnel Planning and Recruiting**

# The Recruitment and Selection Process

1. *Decide what positions you'll have to fill through personnel planning and forecasting.*
2. *Build a pool of candidates for these jobs by recruiting internal or external candidates.*
3. *Have candidates complete application forms and perhaps undergo an initial screening interview.*
4. *Use selection techniques like tests, background investigations, and physical exams to identify viable candidates.*
5. *Decide who to make an offer to, by having the supervisor and perhaps others on the team interview the candidates.*

# Steps in Recruitment and Selection Process



**The recruitment and selection process is a series of hurdles aimed at selecting the best candidate for the job.**

Figure 5–1

# Planning and Forecasting

## ➤ *Employment or personnel planning*

- The process of deciding what positions the firm will have to fill, and how to fill them.

## ➤ *Succession planning*

- The process of deciding how to fill the company's most important executive jobs.

## ➤ *What to forecast?*

- Overall personnel needs
- The supply of inside candidates
- The supply of outside candidates



# Linking Employer's Strategy to Plans

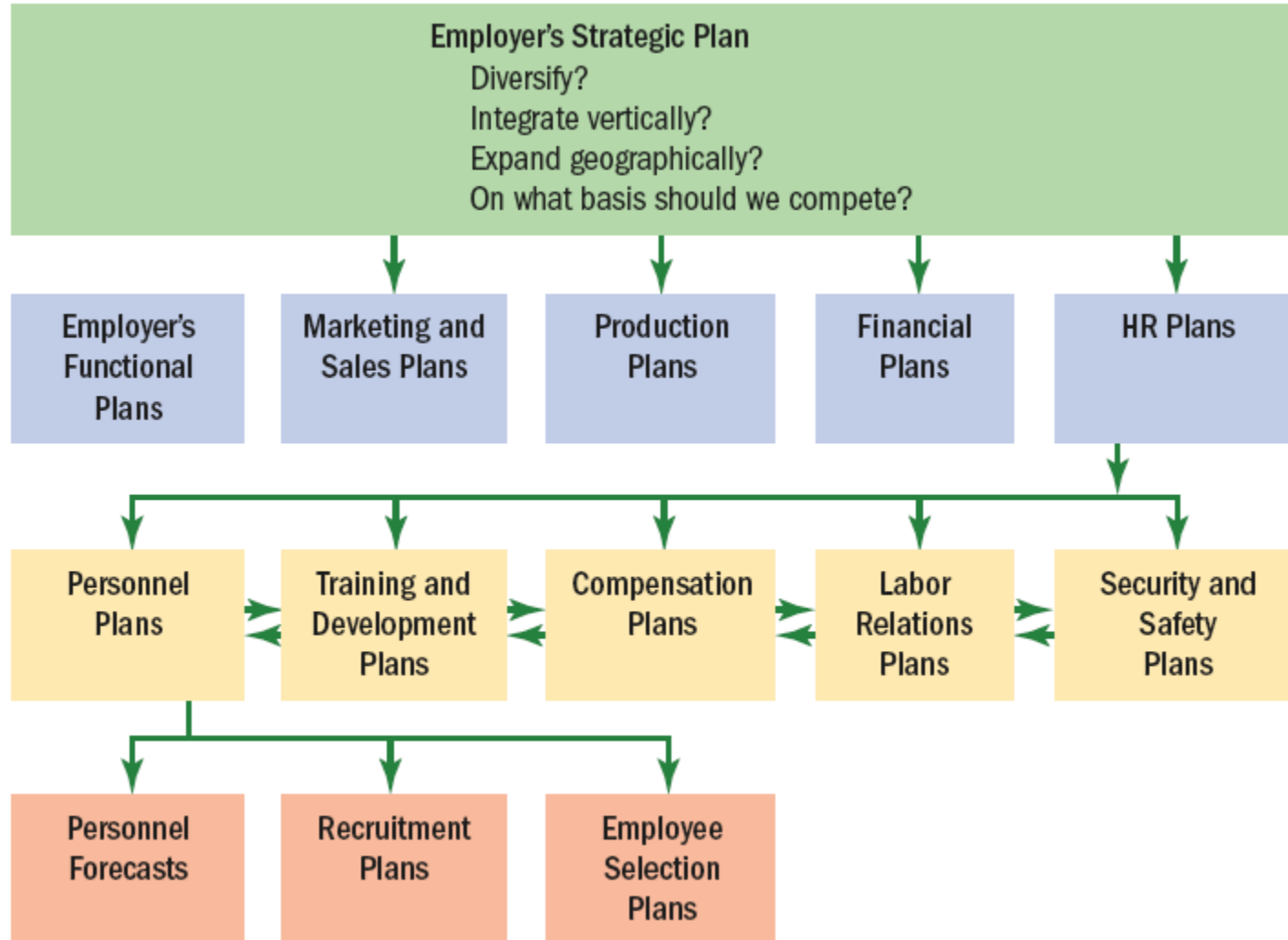
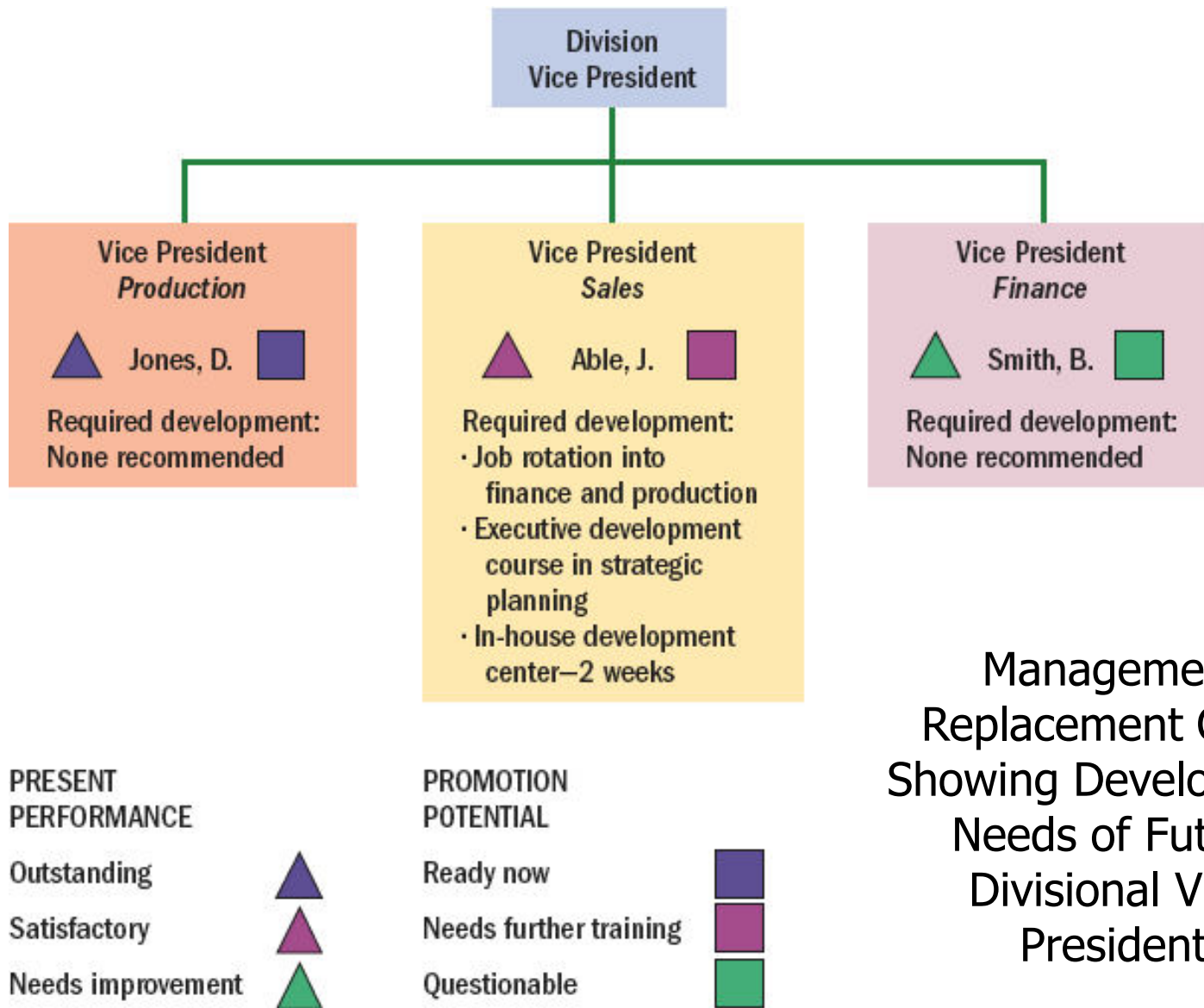


Figure 5–2



Management Replacement Chart Showing Development Needs of Future Divisional Vice President

Figure 5-4

# Computerized Information Systems

- *Human Resource Information System (HRIS)*
  - Computerized inventory of information that can be accessed to determine employees' background, experience, and skills that may include:
    - Work experience codes
    - Product or service knowledge
    - Industry experience
    - Formal education

# The Matter of Privacy of HR Information

- *The need to ensure the security of HR information*
  - There is a lot of HR information to keep secure.
  - Control of HR information can be established through the use of access matrices that limit users.
  - Legal considerations: The Federal Privacy Act of 1974 gives employees rights regarding who has access to information about their work history and job performance.

# Forecasting the Supply of Outside Candidates

## ➤ *Factors impacting the supply of outside candidates*

- General economic conditions
- Expected unemployment rate

## ➤ *Sources of information*

- Periodic forecasts in business publications
- Online economic projections
  - U.S. Congressional Budget Office (CBO)
  - Bureau of Labor Statistics
  - U.S. Department of Labor: O\*Net
  - Other federal agencies

# Effective Recruiting

- *External factors affecting recruiting:*
  - Looming undersupply of workers
  - Lessening of the trend in outsourcing of jobs
  - Increasingly fewer “qualified” candidates
- *Internal factors affecting recruiting:*
  - The consistency of the firm’s recruitment efforts with its strategic goals
  - The available resources, types of jobs to be recruited and choice of recruiting methods
  - Nonrecruitment HR issues and policies
  - Line and staff coordination and cooperation

# Effective Recruiting (cont'd)

## ➤ *Advantages of centralizing recruitment*

- Strengthens employment brand
- Ease in applying strategic principles
- Reduces duplication of HR activities
- Reduces the cost of new HR technologies
- Builds teams of HR experts
- Provides for better measurement of HR performance
- Allows for the sharing of applicant pools

# Sample Acceptable Questions Once A Conditional Offer Is Made

1. Do you have any responsibilities that conflict with the job vacancy?
2. How long have you lived at your present address?
3. Do you have any relatives working for this company?
4. Do you have any physical defects that would prevent you from performing certain jobs where, to your knowledge, vacancies exist?
5. Do you have adequate means of transportation to get to work?
6. Have you had any major illness (treated or untreated) in the past 10 years?
7. Have you ever been convicted of a felony or do you have a history of being a violent person? (This is a very important question to avoid a negligent hiring or retention charge.)
8. Educational background. (The information required here would depend on the job-related requirements of the position.)



# Measuring Recruiting Effectiveness

- *What to measure and how to measure*
  - How many *qualified* applicants were attracted from each recruitment source?
    - Assessing both the quantity and the quality of the applicants produced by a source.
- *High performance recruiting*
  - Applying best-practices management techniques to recruiting.
    - Using a benchmarks-oriented approach to analyzing and measuring the effectiveness of recruiting efforts such as employee referrals.

# Internal Sources of Candidates: Hiring from Within

## ➤ *Advantages*

- Foreknowledge of candidates' strengths and weaknesses
- More accurate view of candidate's skills
- Candidates have a stronger commitment to the company
- Increases employee morale
- Less training and orientation required

## ➤ *Disadvantages*

- Failed applicants become discontented
- Time wasted interviewing inside candidates who will not be considered
- Inbreeding of the status quo

# Finding Internal Candidates

## ➤ *Job posting*

- Publicizing an open job to employees (often by literally posting it on bulletin boards) and listing its attributes.

## ➤ *Rehiring former employees*

### – Advantages:

- They are known quantities.
- They know the firm and its culture.

### – Disadvantages:

- They may have less-than positive attitudes.
- Rehiring may sent the wrong message to current employees about how to get ahead.

# Finding Internal Candidates (cont'd)

## ➤ *Succession planning*

- The process of ensuring a suitable supply of successors for current and future senior or key jobs.

## ➤ *Succession planning steps:*

- Identifying and analyzing key jobs.
- Creating and assessing candidates.
- Selecting those who will fill the key positions.

# Outside Sources of Candidates

## ➤ *Advertising*

- The Media: selection of the best medium depends on the positions for which the firm is recruiting.
  - Newspapers (local and specific labor markets)
  - Trade and professional journals
  - Internet job sites
  - Marketing programs

## ➤ *Constructing an effective ad*

- Wording related to job interest factors should evoke the applicant's attention, interest, desire, and action (AIDA) and create a positive impression of the firm.

# Outside Sources of Candidates (cont'd)

## ➤ *Types of employment agencies:*

- Public agencies operated by federal, state, or local governments
- Agencies associated with nonprofit organizations
- Privately owned agencies

# Outside Sources of Candidates (cont'd)

## ➤ *Reasons for using a private employment agency:*

- When a firm doesn't have an HR department and is not geared to doing recruiting and screening.
- The firm has found it difficult in the past to generate a pool of qualified applicants.
- The firm must fill a particular opening quickly.
- There is a perceived need to attract a greater number of minority or female applicants.
- The firm wants to reach currently employed individuals, who might feel more comfortable dealing with agencies than with competing companies.
- The firm wants to cut down on the time it's devoting to recruiting.

# Outside Sources of Candidates (cont'd)

## ➤ *Avoiding problems with employment agencies:*

- Give the agency an accurate and complete job description.
- Make sure tests, application blanks, and interviews are part of the agency's selection process.
- Periodically review data on candidates accepted or rejected by your firm, and by the agency. Check on the effectiveness and fairness of the agency's screening process.
- Screen the agency. Check with other managers or HR people to find out which agencies have been the most effective at filling the sorts of positions needed to be filled.
- Review the Internet and a few back issues of the Sunday classified ads to discover the agencies that handle the positions to be filled.



# Temp Agencies and Alternative Staffing

## ➤ *Benefits of Temps*

- Paid only when working
- More productive
- No recruitment, screening, and payroll administration costs

## ➤ *Costs of Temps*

- Fees paid to temp agencies
- Lack of commitment to firm

# Concerns of Temp Employees

- *Treatment by employers in a dehumanizing, impersonal, and ultimately discouraging way.*
- *Insecurity about their employment and pessimistic about the future.*
- *Worry about their lack of insurance and pension benefits.*
- *Being misled about their job assignments and in particular about whether temporary assignments were likely to become full-time positions.*
- *Being “underemployed” (particularly those trying to return to the full-time labor market).*
- *In general they were angry toward the corporate world and its values; participants repeatedly expressed feelings of alienation and disenchantment.*

# Guidelines for Using Temporary Employees

- 1. Do not train your contingent workers.**
- 2. Do not negotiate the pay rate of your contingent workers.**
- 3. Do not coach or counsel a contingent worker on his/her job performance.**
- 4. Do not negotiate a contingent worker's vacations or personal time off.**
- 5. Do not routinely include contingent workers in your company's employee functions.**
- 6. Do not allow contingent workers to utilize facilities intended for employees.**
- 7. Do not let managers issue company business cards, nameplates, or employee badges to contingent workers without HR and legal approval.**
- 8. Do not let managers discuss harassment or discrimination issues with contingent workers.**
- 9. Do not discuss job opportunities and the contingent worker's suitability for them directly.**
- 10. Do not terminate a contingent worker directly.**

Source: Adapted from Bohner and Selasco, "Beware the Legal Risks of Hiring Temps," *Workforce*, October 2000, p. 53.

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**Figure 5–8**

**5–23**

# Working with a Temp Agency

- *Invoicing. Get a sample copy of the agency's invoice. Make sure it fits your company's needs.*
- *Time sheets. With temps, the time sheet is not just a verification of hours worked. Once the worker's supervisor signs it, it's usually an agreement to pay the agency's fees.*
- *Temp-to-perm policy. What is the policy if the client wants to hire one of the agency's temps as a permanent employee?*
- *Recruitment of and benefits for temp employees. Find out how the agency plans to recruit what sorts of benefits it pays.*
- *Dress code. Specify the attire at each of your offices or plants.*
- *Equal employment opportunity statement. Get a statement from the agency that it is not discriminating when filling temp orders.*
- *Job description information. Have a procedure whereby you can ensure the agency understands the job to be filled and the sort of person you want to fill it.*

# Offshoring/Outsourcing White-Collar and Other Jobs

- *Specific issues in outsourcing jobs abroad*
  - Political and military instability
  - Likelihood of cultural misunderstandings
  - Customers' security and privacy concerns
  - Foreign contracts, liability, and legal concerns
  - Special training of foreign employees
  - Costs associated with companies supplying foreign workers

# Outside Sources of Candidates (cont'd)

## ➤ *Executive recruiters (headhunters)*

- Special employment agencies retained by employers to seek out top-management talent for their clients.
  - Contingent-based recruiters collect a fee for their services when a successful hire is completed.
  - Retained executive searchers are paid regardless of the outcome of the recruitment process.
- Internet technology and specialization trends are changing how candidates are attracted and how searches are conducted.

# Outside Sources of Candidates (cont'd)

## ➤ *College recruiting*

### — Recruiting goals

- To determine if the candidate is worthy of further consideration
- To attract good candidates

### — On-site visits

- Invitation letters
- Assigned hosts
- Information package
- Planned interviews
- Timely employment offer
- Follow-up

### — Internships

# Outside Sources of Candidates (cont'd)

## ➤ *Employee referrals*

- Applicants who are referred to the organization by current employees
  - Referring employees become stakeholders.
  - Referral is a cost-effective recruitment program.
  - Referral can speed up diversifying the workforce

## ➤ *Walk-ins*

- Direct applicants who seek employment with or without encouragement from other sources.
- Courteous treatment of any applicant is a good business practice.



# Outside Sources of Candidates (cont'd)

## ➤ *Recruiting via the Internet*

- More firms and applicants are utilizing the Internet in the job search process.

## ➤ *Advantages of Internet recruiting*

- Cost-effective way to publicize job openings
- More applicants attracted over a longer period
- Immediate applicant responses
- Online prescreening of applicants
- Links to other job search sites
- Automation of applicant tracking and evaluation

# Selected Recruitment Web Sites



**CareerBuilder.com**

8420 W. Bryn Mawr Avenue

Chicago, IL 60631

877-235-8978

Fax: 773-399-6313

carrie.moon@careerbuilder.com

www.careerbuilder.com

Use CareerBuilder.com's smarter search tools to target, find, and hire top-quality candidates quickly and cost-effectively. Access over 9 million candidates, expose your jobs to 2.5 million searches daily and get the exposure on 350 exceptional partner sites, including the nation's leading newspaper's Web sites. The smarter way to find better candidates.



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Maynard, MA 01754

1-888-MONSTER

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At Monster, we're all about matching the right candidate with the right job. So we've developed hiring tools that make it fast and easy. You type in what you're looking for and we'll send the candidates who match those qualifications right to your desktop. Call 1-888-Monster for more information.

# Issues in Recruiting a More Diverse Workforce

## ➤ *Single parents*

- Providing work schedule flexibility.

## ➤ *Older workers*

- Revising policies that make it difficult or unattractive for older workers to remain employed.

## ➤ *Recruiting minorities and women*

- Understanding recruitment barriers.
- Formulating recruitment plans.
- Instituting specific day-to-day programs.

# Issues in Recruiting a More Diverse Workforce (cont'd)

## ➤ *Welfare-to-work*

- Developing pre-training programs to overcome difficulties in hiring and assimilating persons previously on welfare.

## ➤ *The disabled*

- Developing resources and policies to recruit and integrate disable persons into the workforce.

# Developing and Using Application Forms

## ➤ *Application form*

- The form that provides information on education, prior work record, and skills.

## ➤ *Uses of information from applications*

- Judgments about the applicant's educational and experience qualifications
- Conclusions about the applicant's previous progress and growth
- Indications of the applicant's employment stability
- Predictions about which candidate is likely to succeed on the job