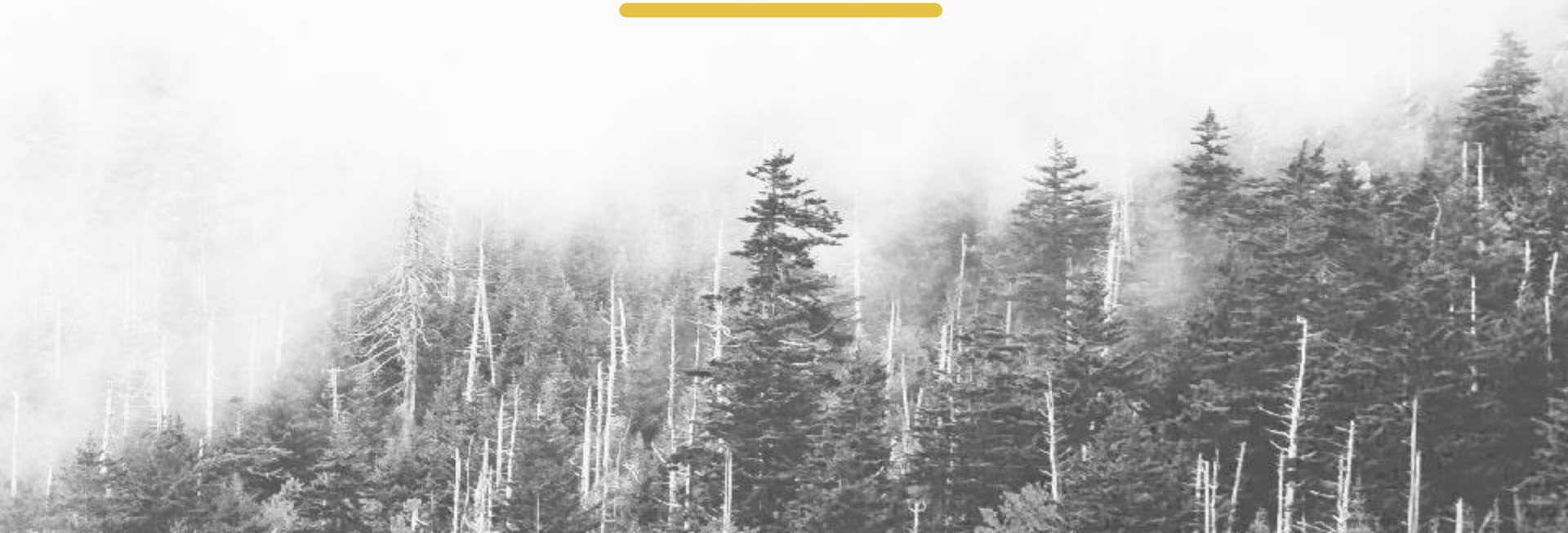




UKRIDA
Universitas Kristen Krida Wacana

HIRING TEAM MEMBERS

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What is a hiring team?

Venkatesh & Jyothi (2009:83) use what might be an even more useful definition of recruitment that is about the art of discovering and procuring potential applicants for actual and anticipated vacancies in the organization

A process to obtain individuals who will work well with existing team members, in other words people who know how to work together, collaborate, and work for company or group goals.



Why Hiring Is Important

- Hiring the right employees for your business is important no matter what kind of work you're in. Having quality employees will help your company run and grow. However, it can be a daunting task to recruit and keep top talent.
- Reviewing resumes and browsing profiles is only part of the job. Hiring managers need to have strategies in place to help weed out candidates who aren't a good fit, and determine who the best people are to help lead the company to success.

Hiring Team Members Process

Recruitment can be regarded as the process of attracting candidates in sufficient numbers and with appropriate skill-sets and encouraging them to apply for vacancies within the organisation (Byars and Rue 1987:141; Cascio 1998:170; Carrell et al. 1999:138)

- Identifying the Hiring Needs
- Preparing the Job Description
- Talent Search
- Screening and Shortlisting
- Interviewing
- Evaluation and Offer of Employment
- Introduction and Induction of the New Employee

Job Requirement and Selection Dimension

Recruitment is the process of finding and engaging the people the organization needs. Selection is that part of the recruitment process concerned with deciding which applicants or candidates should be appointed to jobs. (Armstrong, 2014:225)

The recruitment and selection process

The four stages of recruitment and selection are as follows.

Recruitment and selection stages

1. Defining requirements – preparing role profiles and person specifications; deciding terms and conditions of employment.
2. Planning recruitment campaigns.
3. Attracting candidates – reviewing and evaluating alternative sources of applicants, inside and outside the company: advertising, e-recruiting, agencies and consultants.
4. Selecting candidates – sifting applications, interviewing, testing, assessing candidates, assessment centres, offering employment, obtaining references; preparing contracts of employment.

JOB TITLE: Telesales Representative	JOB CODE: 100001
RECOMMENDED SALARY GRADE:	EXEMPT/NONEXEMPT STATUS: Nonexempt
JOB FAMILY: Sales	EEOC: Sales Workers
DIVISION: Higher Education	REPORTS TO: District Sales Manager
DEPARTMENT: In-House Sales	LOCATION: Boston
	DATE: April 2013

SUMMARY (Write a brief summary of job.)

The person in 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, the individual in 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)

The person in 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%)

(Continued)

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 the most sales.

Submitted By: Jim Smith, District Sales Manager	Date: April 10, 2013
Approval:	Date:
Human Resources:	Date:
Corporate Compensation:	Date:

Job Description

Level 6	6	6	6	6	6
Level 5	5	5	5	5	5
Level 4	4	4	4	4	4
Level 3	3	3	3	3	3
Level 2	2	2	2	2	2
Level 1	1	1	1	1	1
	Technical Expertise/Skills	Decision Making and Problem Solving Skills	Interpersonal Skills	Leadership Skills	Commercial Awareness Skills

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Skills Matrix

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 U.S. 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](#).

<https://www.onetonline.org/>

Character as Fundamental Requirement

To manage people effectively, it is necessary to take into account the factors that affect how they behave at work. This means understanding the significance of individual differences, the characteristics of people that explain how they act and the types of behaviour that feature in organizational life.

(Armstrong, 2014:300)

- Personal characteristics
The personal characteristics that affect people's behaviour at work are their ability, intelligence, personality, attitudes, emotions and emotional intelligence.

Variations in personal characteristics, Mischel (1968)

- Competencies – abilities and skills.
- Constructs – the conceptual framework that governs how people perceive their environment.
- Expectations – what people have learnt to expect about their own and others' behaviour.
- Values – what people believe to be important.
- Self-regulatory plans – the goals people set themselves and the plans they make to achieve them.

Personal Characteristics Mischel (1968)

The Basic of Testing and Selecting Employees

- **Reliability**
- **Validity**
 - **Criterion validity**
 - **Content validity**
 - **Construct validity**



TESTING



Note: Steps may vary. An applicant may be rejected after any step in the process.

Figure 1-1 Steps in the Selection Process

Assessment Center and Interviewing Members

The assessment center method involves multiple evaluation techniques, including various types of job-related simulations, and sometimes interviews and psychological tests. Common job simulations used in assessment centers are:

- In-basket exercises
- Group discussions
- Simulations of interviews with “subordinates” or “clients”
- Fact-finding exercises
- Analysis/decision-making problems
- Oral presentation exercises
- Written communication exercises

(WILLIAM C. BYHAM, PH.D.)



Managers use several interviews at work, such as performance appraisal interviews and exit interviews.

- A *selection interview* (the focus of this chapter) is a selection procedure designed to predict future job performance based on applicants' oral responses to oral inquiries. Many techniques in this chapter also apply to appraisal and exit interviews. However, we'll postpone discussions of those two interviews until later chapters.

There are several ways to conduct selection interviews. For example, we can classify selection interviews according to the following:

1. How ***structured*** they are.
2. Their “**content**” – the *types of questions* they contain.
3. How the firm ***administers*** the interviews (for instance, one-on-one or via a committee).

U.S. Department of Homeland Security CG-5527 (06-04)		Officer Programs Applicant Interview Form			1. Date:	
2. Name of Applicant (Last, First, MI)						
3. Overall Impression: Compare this applicant to others you have interviewed or known. (Note: Scores of 4 through 7 constitute a recommendation for selection.)						
NOT RECOMMENDED			RECOMMENDED			
Unsatisfactory 1 <input type="checkbox"/>	Limited Potential 2 <input type="checkbox"/>	Fair Performer 3 <input type="checkbox"/>	Good Performer 4 <input type="checkbox"/>	Excellent Performer 5 <input type="checkbox"/>	Exceptional Performer 6 <input type="checkbox"/>	Distinguished Performer 7 <input type="checkbox"/>
Comments:						
4. Performance of Duties: Measures an applicant's ability to manage and to get things done.						
Unsatisfactory 1 <input type="checkbox"/>	Limited Potential 2 <input type="checkbox"/>	Fair Performer 3 <input type="checkbox"/>	Good Performer 4 <input type="checkbox"/>	Excellent Performer 5 <input type="checkbox"/>	Exceptional Performer 6 <input type="checkbox"/>	Distinguished Performer 7 <input type="checkbox"/>
Comments:						
5. Communication Skills: Measures an applicant's ability to communicate in a positive, clear, and convincing manner.						
Unsatisfactory 1 <input type="checkbox"/>	Limited Potential 2 <input type="checkbox"/>	Fair Performer 3 <input type="checkbox"/>	Good Performer 4 <input type="checkbox"/>	Excellent Performer 5 <input type="checkbox"/>	Exceptional Performer 6 <input type="checkbox"/>	Distinguished Performer 7 <input type="checkbox"/>
Comments:						
6. Names of Board Members		7. Rank	8. Command/Unit	9. Signature	10. Career Total of Interviews Conducted	

PREVIOUS EDITIONS ARE OBSOLETE

CONTINUED ON REVERSE

Reset

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11. Leadership Skills: Measures an applicant's ability to support, develop, direct, and influence others in performing work.							
Unsatisfactory 1 <input type="checkbox"/>	Limited Potential 2 <input type="checkbox"/>	Fair Performer 3 <input type="checkbox"/>	Good Performer 4 <input type="checkbox"/>	Excellent Performer 5 <input type="checkbox"/>	Exceptional Performer 6 <input type="checkbox"/>	Distinguished Performer 7 <input type="checkbox"/>	
Comments:							
12. Personal and Professional Qualities: Measures qualities which illustrate the applicant's character.							
Unsatisfactory 1 <input type="checkbox"/>	Limited Potential 2 <input type="checkbox"/>	Fair Performer 3 <input type="checkbox"/>	Good Performer 4 <input type="checkbox"/>	Excellent Performer 5 <input type="checkbox"/>	Exceptional Performer 6 <input type="checkbox"/>	Distinguished Performer 7 <input type="checkbox"/>	
Comments:							

Reset

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Officer Programs Applicant Interview Form

Job Knowledge Questions

1. What steps would you follow in changing the fan belt on a Toyota Camry?
2. What factors would you consider in choosing a computer to use for work?

Experience Questions

3. What experience have you had actually repairing automobile engines?
4. What experience have you had creating marketing programs for consumer products?

Behavioral (Past Behavior) Questions

5. Tell me about a time when you had to deal with a particularly obnoxious person. What was the situation, and how did you handle it?
6. Tell me about a time when you were under a great deal of stress. What was the situation, and how did you handle it?

Situational (What Would You Do) Questions

7. Suppose your boss insisted that a presentation had to be finished by tonight, but your subordinate said she has to get home early to attend an online class, so she is unable to help you. What would you do?
8. The CEO just told you that he's planning on firing your boss, with whom you are very close, and replacing him with you. What would you do?

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Examples of Question That Provide Interview Structure

Organization and Planning Skills

1. Describe a specific situation which illustrates how you set objectives to reach a goal.
2. Tell me about a time when you had to choose between two or more important opportunities. How did you go about deciding which was most important to you?
3. Tell me how you normally schedule your time in order to accomplish your day-to-day tasks.
4. Describe a situation where you had a major role in organizing an important event. How did you do it?
5. Think about a lengthy term paper or report that you have written. Describe how you organized, researched, and wrote that report.
6. Give an example of how you organized notes and other materials in order to study for an important exam.
7. Describe a time when you reorganized something to be more efficient. How did you do it?
8. Think of a time when you made important plans that were fouled up. How did you react? What did you do?

Interaction and Leadership

1. Tell me about an event in your past which has greatly influenced the way you relate to people.
2. Give a specific example that best illustrates your ability to deal with an uncooperative person.
3. Some people have the ability to "roll with the punches." Describe a time when you demonstrated this skill.
4. Tell me when you had to work with someone who had a negative opinion of you. How did you overcome this?
5. Recall a time when you participated on a team. Tell me an important lesson you learned that is useful to you today.
6. Describe an instance when you reversed a negative situation at school, work, or home. How did you do it?
7. Describe a situation which best illustrates your leadership ability.
8. Think about someone whose leadership you admire. What qualities impress you?

Assertiveness and Motivation

1. Describe several work standards that you have set for yourself in past jobs. Why are these important to you?
2. Tell me a time when you have experienced a lack of motivation. What caused this? What did you do about it?
3. Describe a situation where you had to deal with someone whom you felt was dishonest. How did you handle it?
4. Describe a situation that made you extremely angry. How did you react?
5. Tell me about a time that best illustrates your ability to "stick things out" in a tough situation.
6. Describe a time when you motivated an unmotivated person to do something you wanted them to do.
7. Give me an example of a time when you were affected by organizational politics. How did you react?
8. Give me an example of when someone tried to take advantage of you. How did you react?

Decision Making and Problem Solving

1. Give an example that illustrates your ability to make a tough decision.
2. Tell me about a decision you made even though you did not have all the facts.
3. Describe a situation where you have had to "stand up" for a decision you made, even though it was unpopular.
4. Describe a situation where you changed your mind, even after you publicly committed to a decision.
5. Describe a situation that illustrates your ability to analyze and solve a problem.
6. Tell me about a time where you acted as a mediator to solve a problem between two other people.
7. Describe a problem that seemed almost overwhelming to you. How did you handle it?
8. Tell me about a time where you have used a creative or unique approach to solve a tough problem.

The following general questions will also help you prepare for employment interviews:

1. Tell me a little about yourself.
2. Why did you attend Indiana State University?
3. What led you to choose your major or career field?
4. What college subjects did you like best/least? What did you like/dislike about them?
5. What has been your greatest challenge in college?
6. Describe your most rewarding college experience.
7. Do you think that your grades are a good indication of your academic abilities?
8. If you could change a decision you made while at college, what would you change? Why?
9. What campus involvements did you choose? What did you gain/contribute?
10. What are your plans for continued or graduate study?
11. What interests you about this job? What challenges are you looking for in a position?
12. How have your educational and work experiences prepared you for this position?
13. What work experiences have been most valuable to you and why?
14. Why are you interested in our organization? In what way do you think you can contribute to our company?
15. How would you describe yourself?
16. What do you consider to be your greatest strengths? Weaknesses? Give examples.
17. If I asked the people who know you for one reason why I shouldn't hire you, what would they say?
18. What accomplishments have given you the most satisfaction? Why?
19. What are your long-range career objectives? How do you plan to achieve these?
20. How would you describe your ideal job?
21. What two or three things are most important to you in your job?
22. Do you have a geographical preference? Why?

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Supplementary Question for Interviewing Applicants



Thank You!