# Instructor Manual

Mike Aamodt, Industrial/Organizational Psychology: An Applied Approach, 9e, 2023, 9780357658345; Chapter 4: Lecture Guide Employee Selection: Recruiting and Interviewing

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## Purpose and Perspective of the Chapter

This chapter is designed to introduce a student to the concept of recruitment methods. Students will learn how to recruit applicants, review interview types, and perform well in an interview.

## Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

* Transition Guide (provides information about what’s new from edition to edition)
* Instructor Manual (contains outlines, suggested activities, and resources for instructor use in the course)
* PowerPoint (provides text and image-based lectures with active learning activities)
* Test Bank (contains assessment questions and problems)
* Guide to Teaching Online (provides technological and pedagogical considerations and resources for teaching online)
* Workbook (contains exercises to help students apply what they’ve learned)
* Stats Primer (brief guide on understanding statistics)

## Chapter Objectives

The following objectives are addressed in this chapter:

04.01 Know how to recruit applicants.

04.02 Explain why the traditional, unstructured interview doesn’t work.

04.03 Construct a valid, structured interview.

04.04 Perform well when being interviewed.

04.05 Write a resume and a cover letter.

## Complete List of Chapter Activities and Assessments

For additional guidance refer to the Teaching Online Guide.

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration |
| 04.01 Know how to recruit applicants. | 4-37  30  Workbook  Workbook  Workbook | Activity: Discussion  Exercise 4.1  Writing Help-Wanted Advertisements  Exercise 4.2  Point of Purchase Recruitment  Exercise 4.3  Employee Recruitment | 5 minutes  20 minutes  20 minutes  20 minutes |
| 04.02 Explain why the traditional, unstructured interview doesn’t work. | 38-43  41-42  43 | Activity: Discussion  Activity: Discussion | 5 minutes  5 minutes |
| 04.03 Construct a valid, structured interview. | 44-61  Workbook  Workbook  Workbook | Exercise 4.4  Identifying KSAOs  Exercise 4.5  Developing Interview Questions  Exercise 4.6  Scoring Interview Questions | 20 minutes  20 minutes  20 minutes |
| 04.04 Perform well when being interviewed. | 62-64  Workbook | Exercise 4.8  Surviving the Employment Interview | 20 minutes |
| 04.05 Write a resume and a cover letter. | 65-73  Workbook | Exercise 4.7  Finding Career Resources | 20 minutes |
| All objectives | 2  74  75  76 | Icebreaker  Case Study  Discussion  Self-Assessment | 10 minutes  10 minutes  10 minutes  10 minutes |

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## Key Terms

**Recruitment:** The process of attracting employees to an organization.

**External recruitment:** Recruiting employees from outside the organization.

**Internal recruitment:** Recruiting employees already employed by the organization.

**Virtual job fair:** A job fair held on campus in which students can “tour” a company online, ask questions of recruiters, and electronically send resumes.

**Executive search firms:** Employment agencies, often also called headhunters, that specialize in placing applicants in high-paying jobs.

**Employment agency:** An organization that specializes in finding jobs for applicants and finding applicants for organizations looking for employees.

**Public employment agency:** An employment service operated by a state or local government, designed to match applicants with job openings.

**Employee referral:** A method of recruitment in which 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.

**Job fair:** A recruitment method in which several employers are available at one location so that many applicants can obtain information at one time.

**Cost per applicant:** The amount of money spent on a recruitment campaign divided by the number of people that subsequently apply for jobs as a result of the recruitment campaign.

**Cost per qualified applicant:** The amount of money spent on a recruitment campaign divided by the number of qualified people that subsequently apply for jobs as a result of the recruitment campaign.

**Realistic job preview (RJP):** A method of recruitment in which job applicants are told both the positive and the negative aspects of a job.

**Expectation-lowering procedure (ELP):** A form of RJP that lowers an applicant’s expectations about the various aspects of the job.

**Employment interview:** A method of selecting employees in which an interviewer asks questions of an applicant and then makes an employment decision based on the answers to the questions as well as the way in which the questions were answered.

**Structured interview:** An interview in which questions are based on a job analysis, every applicant is asked the same questions, and there is a standardized scoring system so that identical answers are given identical scores.

**Unstructured interview:** An interview in which applicants are not asked the same questions and in which there is no standard scoring system to score applicant answers.

**Primacy effects:** The fact that information presented early in an interview carries more weight than information presented later.

**Contrast effect:** When the performance of one applicant affects the perception of the performance of the next applicant.

**Negative-information bias:** The fact that negative information receives more weight in an employment decision than does positive information.

**Nonverbal communication:** Factors such as eye contact and posture that are not associated with actual words spoken.

**Clarifier:** A type of structured interview question that clarifies information on the resume or application.

**Disqualifier:** A type of structured interview question in which a wrong answer will disqualify the applicant from further consideration.

**Skill-level determiner:** A type of structured interview question designed to tap an applicant’s knowledge or skill.

**Future-focused question:** A type of structured interview question in which applicants are given a situation and asked how they would handle it.

**Situational question:** A structured interview technique in which applicants are presented with a series of situations and asked how they would handle each one.

**Past-focused question:** A type of structured interview question that taps an applicant’s experience.

**Patterned-behavior description interviews (PBDIs):** A structured interview in which the questions focus on behavior in previous jobs.

**Organizational-fit questions:** A type of structured interview question that taps how well an applicant’s personality and values will fit with the organizational culture.

**Typical-answer approach:** A method of scoring interview answers that compares an applicant’s answer with benchmark answers.

**Benchmark answers:** Standard answers to interview questions, the quality of which has been agreed on by job experts.

**Key-issues approach:** A method of scoring interview answers that provides points for each part of an answer that matches the scoring key.

**Cover letter:** A letter that accompanies a resume or job application.

**Resume:** A formal summary of an applicant’s professional and educational background.

**Averaging versus adding model:** A model proposed by Anderson that postulates that our impressions are based more on the average value of each impression than on the sum of the values for each impression.

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## What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

* Reduced discussion of newspaper ads
* Updated discussion of recruitment through electronic media
* Changed topic of career workshop to job fairs
* Updated surveys on recruitment methods
* Updated section on Internet-based recruiting
* Updated information on virtual interviews
* Reduced discussion on résumés

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## Chapter Outline

*In the outline below, each element includes references (in parentheses) to related content. "CH.##” refers to the chapter objective; “PPT Slide #” refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 4. (PPT Slide 3).*

1. Student engagement prior to class
   1. Have your students complete Exercise 4.1 and bring this to class.
2. Student engagement at the beginning of class
   1. Have your students discuss how they found out about their current jobs.
3. Knowing how to recruit applicants (04.01, PPT Slide 4)
   1. Recruitment methods (PPT Slide 5-8)
      * External recruitment vs. internal recruitment (competitive and noncompetitive)
      * Media advertisements, point of purchase, recruiters, employment agencies and search firms, employee referrals, direct mail, Internet, social media, job marketplaces, job fairs
      * Media ads
   2. Writing recruitment ads (PPT Slide 9)
   3. **Workbook Exercise 4.1:** Writing Help-Wanted Advertisements (PPT Slide 10)
   4. Electronic media ads (PPT Slide 11)
   5. Point of purchase methods (PPT Slide 12)
   6. **Workbook Exercise 4.2:** Point of Purchase Recruitment (PPT Slide 13)
   7. Recruiters (PPT Slide 14)
   8. **Workbook Exercise 4.3:** Employee Recruitment (PPT Slide 15)
   9. Employee referrals (PPT Slide 16-18)
      * Incentive for referrals and considerations
   10. Direct mail recruiting (PPT Slide 19-20)
   11. Internet recruiting (PPT Slide 21-22)
   12. Job fairs (PPT Slide 23)
   13. Special populations and nontraditional sources (PPT Slide 24-25)
   14. Recruiting passive applicants (PPT Slide 26)
   15. Evaluating recruitment strategy effectiveness (PPT Slide 27)
       * Different ways to evaluate effectiveness: number of applicants, cost per applicant, cost per qualified applicant, number of individuals from underrepresented groups and women applicants
       * Visualization: evaluating recruitment effectiveness (PPT Slide 28)
   16. Theories about why internal recruitment is superior (PPT Slide 29)
   17. **Activity**: Discussion (PPT Slide 30, 5 minutes)
   18. Realistic job preview (PPT Slide 31-32)
   19. Characteristics of effective employee selection techniques (PPT Slide 33-34)
       * Valid, reduce the chance of legal challenge, and cost effective
   20. Employee interviews (PPT Slide 35)
       * Differ in three ways: structure, style, and medium (PPT Slide 36)
       * Advantages of structured interviews (PPT Slide 37)
4. Explaining why the traditional, unstructured interview doesn’t work (04.02, PPT Slide 38)
   1. Unreliable, not valid, and are legally problematic
   2. Suffer from common rating problems (PPT Slide 39)
   3. **Example**: Common unstructured interview questions (PPT Slide 40)
   4. **Activity**: Discussion (PPT Slide 41-42, 5 minutes)
   5. **Activity**:Discussion (PPT Slide 43, 5 minutes)
5. Constructing a valid, structured interview (04.03, PPT Slide 44)
   1. Structured interviews are optimal because they are reliable, valid, and not as prone to legal challenge
   2. Steps to creating the structured interview (PPT Slide 45):
      * Determine KSAOs to tap (PPT Slide 46)
        1. Complete a thorough job analysis
      * **Workbook Exercise 4.4:** Identifying KSAOs (PPT Slide 47)
      * Create interview questions (PPT Slide 48)
        1. Six types of interview questions: clarifiers, disqualifiers, skill-level determiners, future-focused questions/situational questions, past-focused questions/patterned-behavior description interviews (PBDIs), organizational-fit questions
        2. **Workbook Exercise 4.5:** Developing Interview Questions (PPT Slide 49)
        3. **Example:** Types of interview questions (PPT Slide 50-55)
      * Create a scoring key for interview answers (PPT Slide 56)
        1. Right/wrong approach, typical answer approach, key issues approach
        2. **Workbook Exercise 4.6:** Scoring Interview Questions (PPT Slide 57)
        3. **Example:** Types of scoring keys (PPT Slide 58-60)
   3. Conducting the structured interview (PPT Slide 61)
6. Performing well when being interviewed (04.04, PPT Slide 62)
   1. Surviving the interview process (PPT Slide 63)
      * How to schedule the interview
      * What to do before the interview
      * What to do during the interview
      * What to do after the interview
   2. **Workbook Exercise 4.8:** Surviving the Employment Interview (PPT Slide 64)
7. Writing a resume and a cover letter (04.05, PPT Slide 65)
   1. Cover letter includes a salutation, paragraphs, and a signature
   2. Cover letter general points (PPT Slide 66)
   3. **Example**: Cover letter (PPT Slide 67-68)
   4. Writing a resume (PPT Slide 69-70)
      * Characteristics of an effective resume: attractive and easy to read, does not contain typing, spelling, or factual mistakes, makes the applicant look as good as possible
   5. Important psychological principles to keep in mind when writing a resume (PPT Slide 71)
      * Primacy, priming, short-term memory, relevancy, negative information bias, unusualness, Anderson’s adding versus averaging principle
      * **Example**: Anderson’s averaging versus adding principle (PPT Slide 72)
   6. **Workbook Exercise 4.7:** Finding Career Resources (PPT Slide 73)
   7. **Activity**: Applied case study (PPT Slide 74, 10 minutes)
   8. **Activity**: Focus on ethics (PPT Slide 75, 10 minutes)

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## Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. **Discussion:** Recruitment methods (PPT Slide 30, 5 minutes)
   1. Question: What are the most effective recruitment methods you have seen?
2. **Discussion:** Employee interviews (PPT Slide 43, 5 minutes)
   1. Question: What interview horror stories have you heard about?
3. **Discussion:** Ethics of recruiting and hiring based on physical appearance (PPT Slide 75, 10 minutes)
   1. Students will discuss questions listed concerning ethics of recruitment and hiring.
4. **Applied Case Study:** Recruitment at the Borgata Hotel Casino and Spa
   1. Case study can be used as supplemental in-class discussion.
5. **Career Workshop:** How to Be Successful at a Job Fair.
   1. Career workshop can be used as supplemental in-class discussion.

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## Additional Activities and Assignments

1. **Workbook Exercise 4.1**: Writing Help-Wanted Advertisements
   1. Exercise asks students to develop a help**-**wanted advertisement for a new fast-food chain.
2. **Workbook Exercise 4.2**: Point of Purchase Recruitment
   1. Exercise asks students to note examples of point of purchase recruiting methods that they see at the mall, driving down the road, or eating at restaurants.
3. **Workbook Exercise 4.3**: Employee Recruitment
   1. Exercise asks students to develop a practical and creative recruitment program, including a discussion of strategy and examples of the ads and innovative creations.
4. **Workbook Exercise 4.4**: Identifying KSAOs
   1. Exercise asks students to use a job description to list essential KSAOs for the job and identify which of the KSAOs would be best tapped in an interview.
5. **Workbook Exercise 4.5**: Developing Interview Questions
   1. Exercise asks students to identify types of structured interview questions based on examples given.
6. **Workbook Exercise 4.6**: Scoring Interview Questions
   1. Exercise asks students to develop a key for scoring interview questions using the typical answers approach and key issues approach.
7. **Workbook Exercise 4.7**: Finding Career Resources
   1. Exercise asks students to stop by their Career Services Center at their university and find specific information.
8. **Workbook Exercise 4.8**: Surviving the Employment Interview
   1. Exercise asks students to complete a few activities to improve their chances of performing well in their future employment interviews.

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## Additional Resources

### Internet Resources

* <https://www.ioatwork.com/interviewing/>  
  I/O At Work publications on the topic of interviewing.

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## Appendix

### Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students’ work through timely and detailed feedback.

Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

### Standard Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Content | The assignment clearly and comprehensively addresses all questions in the assignment.  15 points | The assignment partially addresses some or all questions in the assignment.  8 points | The assignment does not address the questions in the assignment.  0 points |
| Organization and Clarity | The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent.  10 points | The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent.  7 points | The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent.  0 points |
| Research | The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.  5 points | The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.  3 points | The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.  0 points |
| Research | The assignment follows the required citation guidelines.  5 points | The assignment follows some of the required citation guidelines.  3 points | The assignment does not follow the required citation guidelines.  0 points |
| Grammar and Spelling | The assignment has two or fewer grammatical and spelling errors.  5 points | The assignment has three to five grammatical and spelling errors.  3 points | The assignment is incomplete or unintelligible.  0 points |

### Standard Discussion Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Participation | Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses.  5 points | Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses.  3 points | Does not participate in discussion.  0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond.  20 points | Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond.  10 points | Does not participate in discussion.  0 points |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback.  5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback.    3 points | Does not participate in discussion.  0 points |