MyLab Management Talk About It 3

If your professor has assigned this, go to the Assignments section of **www.pearson.com/mylab/management** to complete these discussion questions. Go to one or more sites like these. If you were a programming manager for a company, could you use the site to find and hire a new employee directly? If not, what else might you need?

Management Assessment Centers

management assessment center
A simulation in which management candidates are asked to perform realistic tasks in hypothetical situations and are scored on their performance. It usually also involves testing and the use of management games.

A **management assessment center** is a 2- to 3-day simulation in which 10 to 12 candidates perform realistic management tasks (like making presentations) under the observation of experts who appraise each candidate's leadership potential. For example, The Cheesecake Factory created its Professional Assessment and Development Center to help select promotable managers. Candidates undergo 2 days of exercises, simulations, and classroom learning to see if they have the skills for key management positions.[86]

Typical simulated tasks include

- ***The in-basket.*** The candidate gets reports, memos, notes of incoming phone calls, e-mails, and other materials collected in the actual or computerized in-basket of the simulated job he or she is about to start. The candidate must take appropriate action on each item. Trained evaluators review the candidate's efforts.
- ***Leaderless group discussion.*** Trainers give a leaderless group a discussion question and tell members to arrive at a group decision. They then evaluate each group member's interpersonal skills, acceptance by the group, leadership ability, and individual influence.
- ***Management games.*** Participants solve realistic problems as members of simulated companies competing in a marketplace.
- ***Individual oral presentations.*** Here trainers evaluate each participant's communication skills and persuasiveness.
- ***Testing.*** These may include tests of personality, mental ability, interests, and achievements.
- ***The interview.*** Most require an interview with a trainer to assess interests, past performance, and motivation.

Supervisor recommendations usually play a big role in choosing center participants. Line managers usually act as assessors and arrive at their ratings through consensus.[87] Assessment centers are expensive to develop, take longer than conventional tests, require managers acting as assessors, and often require psychologists. However, studies suggest they are worth it.[88] For many years, studies suggested that cognitive ability tests did a better job of predicting job performance then did assessment centers. A recent study found assessment centers were superior.[89]

Situational Testing and Video-Based Situational Testing

situational test
A test that requires examinees to respond to situations representative of the job.

video-based simulation
A situational test in which examinees respond to video simulations of realistic job situations.

Situational tests require examinees to respond to situations representative of the job. Work sampling (discussed earlier) and some assessment center tasks (such as in-baskets) are "situational," as are miniature job training (described next) and the situational interviews we address in Chapter 7.[90]

The **video-based simulation** presents the candidate with several online or computer video situations, each followed by one or more multiple-choice questions. For example, the scenario might depict an employee handling a situation on the job. At a critical moment, the scenario ends, and the video asks the candidate to choose from several courses of action. For example:

> (*A manager is upset about the condition of the department and takes it out on one of the department's employees.*)
>
> MANAGER: Well, I'm glad you're here.
>
> ASSOCIATE: Why?

MANAGER: I take a day off and come back to find the department in a mess. You should know better.

ASSOCIATE: But I didn't work late last night.

MANAGER: But there have been plenty of times before when you've left this department in a mess.

(*The scenario stops here.*)

If you were this associate, what would you do?

a. Let the other associates responsible for the mess know that you took the heat.
b. Straighten up the department, and try to reason with the manager later.
c. Suggest to the manager that he talk to the other associates who made the mess.
d. Take it up with the manager's boss.[91]

The Miniature Job Training and Evaluation Approach

miniature job training and evaluation
Training candidates to perform several of the job's tasks, and then evaluating the candidates' performance prior to hire.

Miniature job training and evaluation involves training candidates to perform several of the job's tasks, and then evaluating their performance prior to hire. Like work sampling, *miniature job training and evaluation* tests applicants with actual samples of the job, so it is inherently content relevant and valid.

For example, when Honda built an auto plant in Lincoln, Alabama, it had to hire thousands of new employees. Working with an Alabama industrial development training agency, Honda began running help wanted ads.

Honda and the agency first eliminated those applicants who lacked the education or experience, and then gave preference to applicants near the plant. About 340 applicants per 6-week session received special training at a new facility about 15 miles south of the plant. It included classroom instruction, watching videos of current Honda employees in action, and actually practicing particular jobs. Some candidates who watched the videos simply dropped out when they saw the work's pace and repetitiveness.

The training sessions served two purposes. First, job candidates learned the actual skills they'll need to do the Honda jobs. Second, the training sessions enabled special assessors from the Alabama state agency to scrutinize the trainees' work and to rate them. They then invited those who graduated to apply for jobs at the plants. Honda teams, consisting of employees from HR and departmental representatives, did the final screening.[92]

Realistic Job Previews

Sometimes, a dose of realism makes the best screening tool. For example, when Walmart began explicitly explaining and asking about work schedules and work preferences, turnover improved.[93] In general, applicants who receive realistic job previews are more likely to turn down job offers, but their employers are more likely to have less turnover and be more resilient.[94] The Strategic Context feature illustrates this principle.

IMPROVING PERFORMANCE: *THE STRATEGIC CONTEXT*

"Speed Dating" Employee Selection at Zulily

With guiding values like "we work for mom," and "take ownership," Zulily must carefully select employees who fit its culture and adhere to its values. How does Zulily do that?[95] By ensuring that candidates actually experience what it's like to work there. For example, Zulily holds periodic online candidate screening events. At these events, prospective candidates meet the teammates they might be working with at the company, and participate in speed dating–type interviews; some candidates then may get job offers right there.

The speed dating format might seem a bit impersonal, but it's effective for Zulily. To paraphrase a manager there, the speed dating interviews give candidates a chance to experience the fast-paced way we do business, and to see firsthand our employees' commitment to customers, and to embracing change, and working in teams. For Zulily, a realistic exposure to what it's like to work there has proven to be an effective way to select candidates who fit, and therefore to executing its strategy.[96]

MyLab Management Talk About It 4

If your professor has assigned this, go to the Assignments section of **www.pearson.com/mylab/management** to complete these discussion questions. Do you think it would really go counter to the sort of culture Zulily is trying to nurture to have a central HR department simply test candidates and assign them to work teams with just an interview with the team supervisor? Why?

Choosing a Selection Method

The employer should consider several things before choosing a particular selection tool (or tools). These include the tool's reliability and validity, its practicality (in terms of utility analysis), applicant reactions, adverse impact, cost, and the tool's *selection ratio* (does it screen out, as it should, a high percentage of applicants or admit virtually all?).[97] Table 6-1 summarizes the validity, potential adverse impact, and cost of several assessment methods. The HR Tools discussion shows how line managers may devise their own tests.

IMPROVING PERFORMANCE: *HR TOOLS FOR LINE MANAGERS AND SMALL BUSINESSES*

Employers such as Honda first train and then have applicants perform several of the job tasks, and then evaluate the candidates before hiring them.

Anday Sacks/Getty Images

Employee Testing and Selection

One of the ironies of being a line manager in even the largest of companies is that, when it comes to screening employees, you're often on your own. Some large firms' HR departments may work with the hiring manager to design and administer the sorts of screening tools we discussed in this chapter. But in many of these firms, the HR departments do little more than some preliminary prescreening (for instance, arithmetic tests for clerical applicants), and then follow up with background checks and drug and physical exams.

What should you do if you are, say, a marketing manager, and want to screen some of your job applicants more formally? It is possible to devise your own test battery, but caution is required. Purchasing and then using packaged intelligence tests or psychological tests or even tests of marketing ability could be problematical. Doing so may violate company policy, raise validity questions, and expose your employer to EEO liability if problems arise.

A preferred approach is to devise and use screening tools, the face validity of which is obvious. The work sampling test we discussed is one example. It's not unreasonable, for instance, for the marketing manager to ask an advertising applicant to spend half an hour designing an ad, or to ask a marketing research applicant to quickly outline a marketing research program for a hypothetical product. Similarly, a production manager might reasonably ask an inventory control applicant to spend a few minutes using a standard inventory control model to solve an inventory problem.

For small business owners, some tests' ease of use makes them particularly good for small firms. One is the *Wonderlic Personnel Test*; it measures general mental ability in about 15 minutes. The tester reads the instructions, and then keeps time as the candidate works through the 50 short problems on two pages. The tester scores the test by totaling the number of correct answers. Comparing the person's score with the minimum scores recommended for various occupations

TABLE 6-1 Evaluation of Selected Assessment Methods

Assessment Method	Validity	Adverse Impact	Costs (Develop/Administer)
Cognitive ability tests	High	High (against minorities)	Low/low
Job knowledge test	High	High (against minorities)	Low/low
Personality tests	Low to moderate	Low	Low/low
Integrity tests	Moderate to high	Low	Low/low
Structured interviews	High	Low	High/high
Situational judgment tests	Moderate	Moderate (against minorities)	High/low
Work samples	High	Low	High/high
Assessment centers	Moderate to high	Low to moderate, depending on exercise	High/high
Physical ability tests	Moderate to high	High (against females and older workers)	High/high

Source: From Selection Assessment Methods, SHRM Foundation, 2005. Reprinted by permission from SHRM Foundation.

shows whether the person achieved the minimally acceptable score for the type of job in question. The *Predictive Index* measures work-related personality traits on a two-sided sheet. For example, there is the "social interest" pattern for a person who is generally unselfish, congenial, and unassuming. This person would be a good personnel interviewer, for instance. A template makes scoring simple.

Finally, for some jobs past performance is a more useful predictor of performance than are formal selection tests. For example, one study of prospective NFL players concluded that collegiate performance was a significantly better predictor of NFL performance than were physical ability tests.[98] ■

MyLab Management Talk About It 5

If your professor has assigned this, go to the Assignments section of **www.pearson.com/mylab/management** to complete this discussion. You own a small ladies' dress shop in a mall and want to hire a salesperson. Create a test for doing so.

KNOWLEDGE BASE

Background Investigations and Other Selection Methods

Testing is only part of an employer's selection process. Other tools may include background investigations and reference checks, preemployment information services, honesty testing, and substance abuse screening.

LEARNING OBJECTIVE 6-5

Describe four ways to improve an employer's background checking process.

Why Perform Background Investigations and Reference Checks?

One major company was about to announce a new CEO until they discovered he had a wife and two children in one state as well as a wife and two children in another state.[99] More mundanely, the recruiter HireRight found that of the over 600,000 educational verifications they did in one 12-month period, 32% had discrepancies.[100]

One of the easiest ways to avoid hiring mistakes is to check the candidate's background thoroughly. Doing so is inexpensive and (if done right) useful. There's usually no reason why even supervisors in large companies can't check the references of someone they're about to hire, as long as they know the rules.

Most employers check and verify the job applicant's background information and references. In one survey of about 700 human resource managers, 87% said they conduct reference checks, 69% conduct background employment checks, 61% check employee criminal records, 56% check employees' driving records, and 35% sometimes or always check credit.[101] Commonly verified data include legal eligibility for employment (in compliance with immigration laws), dates of prior employment, military service (including discharge status), education, identification (including date of birth and address to confirm identity), county criminal records (current residence, last residence), motor vehicle record, credit, licensing verification, Social Security number, and reference checks.[102] Some employers check executive candidates' civil litigation records, with the candidate's prior approval.[103] Some states prohibit private employers from asking about criminal records on initial written applications.[104] Some employers also do ongoing due diligence background checks for current employees.[105]

There are two main reasons to check backgrounds—to verify the applicant's information (name and so forth) and to uncover damaging information.[106] Lying on one's application isn't unusual. A survey found that 23% of 7,000 executive résumés contained exaggerated or false information.[107]

How deeply you search depends on the position. For example, a credit check is more important for hiring an accountant than a groundskeeper. In any case, also periodically check the credit ratings of employees (like cashiers) who have easy access to company assets, and the driving records of employees who use company cars.

Yet most managers don't view references as very useful. Few employers will talk freely about former employees. For example, in one poll, the Society for Human Resource Management found that 98% of 433 responding members said their organizations would verify dates of employment for current or former employees. However, 68% said they wouldn't discuss work performance; 82% said they wouldn't discuss character or personality; and 87% said they wouldn't disclose a disciplinary action.[108]

Many supervisors don't want to damage a former employee's chances for a job; others might prefer giving an incompetent employee good reviews to get rid of him or her.

Another reason is legal. Employers providing references generally can't be successfully sued for defamation unless the employee can show "malice"—that is, ill will, culpable recklessness, or disregard of the employee's rights.[109] But many managers and companies understandably still don't want the grief.

KNOW YOUR EMPLOYMENT LAW

Giving References

Federal laws that affect references include the Privacy Act of 1974, the Fair Credit Reporting Act of 1970, the Family Education Rights and Privacy Act of 1974 (and Buckley Amendment of 1974), and the Freedom of Information Act of 1966. They give people the right to know the nature and substance of information in their credit files and files with government agencies, and (Privacy Act) to review records pertaining to them from any private business that contracts with a federal agency. The person may thus see your comments.[110] The employer must also adhere to the Fair Credit Reporting Act's requirements. For instance, make sure applicants consent to having their credit checked.[111]

Beyond that, common law (and in particular the tort of defamation) applies to any information you supply. Communication is defamatory if it is false and tends to harm the reputation of another by lowering the person in the estimation of the community or by deterring other persons from dealing with him or her.

Truth is not always a defense. In some states, employees can sue employers for disclosing to a large number of people true but embarrassing private facts about the employee. One older case involved a supervisor shouting that the employee's wife had been having sexual relations with certain people. The jury found the employer liable for invasion of the couple's privacy and for intentional infliction of emotional distress.[112]

Although the risk of suit may be low,[113] the net result is that most employers and managers restrict who can give references and what they can say. (One study found a "culture of silence" among hospitals regarding sharing such information.)[114] As a rule, only authorized managers should provide information. Other suggestions include "Don't volunteer information," "Avoid vague statements," and "Do not answer trap questions such as, 'Would you rehire this person?'" In practice, many firms have a policy of not providing any information about former employees except for their dates of employment, last salary, and position titles.[115]

(However, *not* disclosing relevant information can be dangerous, too. In one case, a company fired an employee for allegedly bringing a handgun to work. After his next employer fired him for absenteeism, he returned to that company and shot several employees. The injured parties and their relatives sued the previous employer, who had provided the employee with a clean letter of recommendation.)

The person alleging defamation has various legal remedies, including suing the source of the reference for defamation, invasion of privacy, interference with contract, and discrimination.[116] In one case, a court awarded a man $56,000 after a company turned him down for a job after the former employer called him a "character." Many firms will check references for a small fee (Google *reference checking service*).[117] One supervisor hired such a firm. It found that someone at the supervisor's previous company suggested that the employee was ". . . not comfortable with taking risks, or making big decisions." The former employee sued, demanding an end to defamation and $45,000 in compensation.[118]

There are several things managers and employers can do to get better information.

Most employers still at least try to verify an applicant's current (or former) position and salary with his or her current (or former) employer by phone (assuming you cleared doing so with the candidate). Others call the applicant's current and previous supervisors to try to discover more about the person's motivation, technical competence, and ability to work with others (although, again, many employers have policies against providing such information). Figure 6-8 shows one form for phone references. ■

Automated online reference checking can improve the results. With a system such as Skill Survey's Pre-Hire 360 (www.skillsurvey.com/reference-checking-solution/), the hiring employer inputs the applicant's name and e-mail address. Then the person's preselected references rate the applicant's skills anonymously, using a survey. The system then compiles these references into a report for the employer.[119]

TRENDS SHAPING HR: *DIGITAL AND SOCIAL MEDIA*

Digital tools are changing the background-checking process. Employers are Googling applicants or checking Facebook and LinkedIn, and what they're finding isn't always pretty. One candidate described his interests on Facebook as smoking pot and shooting people. The student may have been kidding, but didn't get the job.[120] An article called "Funny, They Don't Look Like My References" notes that the LinkedIn premium service "Reference Search" lets employers identify people in their own networks who worked for the same company when a job candidate did, and to thus use them to get references on the candidate.[121] According to LinkedIn, you just select Reference Search, then enter a company name, candidate's name, and the timeframe, and click search. Employers are integrating such tools with software solutions such as Oracle's Taleo system, to facilitate obtaining such information and then integrating it into the candidate's dashboard-accessible profile.

Web and social media background searches can be problematical. Although applicants usually don't list race, age, disability or ethnic origin on their résumés, their Facebook pages may reveal such information, setting the stage for possible EEOC claims. Or, an overeager supervisor might conduct his or her own Facebook page "background check."[122]

In any case, it's probably best to get the candidate's prior approval for a social networking search.[123] And do not use a pretext or fabricate an identity.[124] Maryland law restricts employer demands for applicant usernames and passwords.[125] Other states will undoubtedly follow.

The solution isn't necessarily to prohibit the legitimate use of social media–based information (unless perusing such information is illegal under the law, as in Maryland). Instead, follow intelligent social media staffing policies and procedures. For example, inform employees and prospective employees ahead of time regarding what information the employer plans to review. Assign one or two specially trained human resource professionals to search social media sites. And warn unauthorized employees (such as prospective supervisors) about accessing such information.[126] ■

MyLab Management Talk About It 6

If your professor has assigned this, go to the Assignments section of **www.pearson.com/mylab/management** to complete this discussion question. Review your Facebook or other social media site. How do you think a prospective employer would react to what you've posted there?

FIGURE 6-8 Reference Checking Form

Source: Reprinted with permission of the Society for Human Resource Management (www.shrm.org), Alexandria, VA 22314.

(Verify that the applicant has provided permission before conducting reference checks.)

Candidate Name ______________________________

Reference Name ______________________________

Company Name ______________________________

Dates of Employment
From: ______________ To: ______________

Position(s) Held ______________________________

Salary History ______________________________

Reason for Leaving ______________________________

Explain the reason for your call and verify the above information with the supervisor (including the reason for leaving)

____

1. Please describe the type of work for which the candidate was responsible.

____

2. How would you describe the applicant's relationships with coworkers, subordinates (if applicable), and with superiors?

____

3. Did the candidate have a positive or negative work attitude? Please elaborate.

____

4. How would you describe the quantity and quality of output generated by the former employee?

____

5. What were his/her strengths on the job?

____

6. What were his/her weaknesses on the job?

____

7. What is your overall assessment of the candidate?

____

8. Would you recommend him/her for this position? Why or why not?

____

9. Would this individual be eligible for rehire? Why or why not?

____

Other comments?

____

Using Preemployment Information Services

It is easy to have employment screening services check out applicants. Big providers include Accurate Background (accuratebackground.com), First Advantage (FADV.com), HireRight LLC (hireright.com), and Sterling Talent Solutions (https://www.sterlingtalentsolutions.com/).[127] They use databases to access information about matters such as workers' compensation, credit histories, and conviction and driving records. For example, retail employers use First Advantage Corporation's Esteem Database to see if their job candidates have previously been involved in suspected retail thefts.[128] Another firm advertises that for less than $50 it will do a criminal history report, motor vehicle/driver's record report, and (after the person is hired) a workers' compensation claims report history, plus confirm identity, name, and Social Security number. There are thousands of databases, including sex offender registries and criminal and educational histories. Blockchain technology expedites checking applicants' credentials. For example, when a university issues a digital diploma, the *blockcerts* mobile app creates a unique "fingerprint" of it. This facilitates quickly confirming the degree's legitimacy.[129]

There are three reasons to use caution with background checking services.[130] First, EEO laws apply. For example, many states have "Ban the Box" laws prohibiting prospective employers from questioning applicants about convictions until late in the hiring process.[131] So be careful not to use the product of an unreasonable investigation.

Second, various federal and state laws govern how employers acquire and use applicants' and employees' background information. At the federal level, the Fair Credit Reporting Act is the main directive. In addition, at least 21 states impose their own requirements. Authorizing background reports while complying with these laws requires four steps, as follows:

Step 1: ***Disclosure and authorization.*** Before requesting reports, the employer must disclose to the applicant or employee that a report will be requested and that the employee/applicant may receive a copy. (Do this on the application form.)

Step 2: ***Certification.*** The employer must certify to the background checking firm that the employer will comply with the federal and state legal requirements—for example, that the employer obtained written consent from the employee/applicant.

Step 3: ***Providing copies of reports.*** Under federal law, the employer must provide copies of the report to the applicant or employee if adverse action (such as withdrawing a job offer) is contemplated.[132]

Step 4: ***Notice after adverse action.*** If the employer anticipates taking an adverse action, the employee/applicant must get an *adverse action notice*. The employee/applicant then has various remedies under the law.[133]

Finally, the criminal background information may be flawed. Many return "possible matches" for the wrong person (who happens to be a criminal).[134] One such firm paid a $2.6 million penalty after the Federal Trade Commission sued it for such erroneous reporting.[135]

Steps for Making the Background Check More Valuable

There are steps one can take to improve the usefulness of the background information being sought. Specifically:

- Include on the application form a statement for applicants to sign explicitly authorizing a background check, such as:

  I hereby certify that the facts set forth in the above employment application are true and complete to the best of my knowledge. I understand that falsified statements or misrepresentation of information on this application or omission of any information sought may be cause for dismissal, if employed, or may lead to refusal to make an offer and/or to withdrawal of an offer. I also authorize investigation of credit, employment record, driving record, and, once a job offer is made or during employment, workers' compensation background if required.

- Phone references tend to produce more candid assessments. Use a form, such as Figure 6-8. Remember that you can get relatively accurate information regarding dates of employment, eligibility for rehire, and job qualifications. It's more difficult to get other background information (such as reasons for leaving a previous job).[136]
- Persistence and attentiveness to possible red flags improve results. For example, if the former employer hesitates or seems to qualify his or her answer, don't go on to the next question. Try to unearth what the applicant did to make the former employer pause. If he says, "Joe requires some special care," say, "Special care?"
- Compare the application to the résumé; people tend to be more creative on their résumés than on their application forms, where they must certify the information.
- Try to ask open-ended questions (such as, "How much structure does the applicant need in his/her work?") to get the references to talk more about the candidate. But keep in mind:[137] Stick to information that you're going to use; using arrest information is highly problematical; use information that is specific and job related; many states and municipalities prohibit asking about salary history; and keep information confidential.
- Ask the references supplied by the applicant to suggest other references. You might ask each of the applicant's references, "Could you give me the name of another person who might be familiar with the applicant's performance?" Then you begin getting information from references that may be more objective, because they did not come directly from the applicant (or use LinkedIn's Reference Search service).
- Aim for "360" reference checking: A full picture requires contacting the person's former supervisors, colleagues, and subordinates.[138]

The Polygraph and Honesty Testing

polygraph
A device that measures physiological changes like increased perspiration, on the assumption that such changes reflect lying.

The **polygraph** is a device that measures physiological changes like increased perspiration. The assumption is that such changes reflect changes in emotional state that accompany lying.

Complaints about offensiveness plus grave doubts about the polygraph's accuracy culminated in the Employee Polygraph Protection Act of 1988.[139] With a few exceptions, the law prohibits employers from conducting polygraph examinations of all job applicants and most employees.[140] Federal laws don't prohibit paper-and-pencil honesty tests or chemical testing, as for drugs.

Local, state, and federal government employers (including the FBI) can use polygraphs for selection screening and other purposes, but state laws restrict many local and state governments. Private employers can use polygraph testing, but only under strictly limited circumstances.[141] These include firms with national defense or security contracts, and private businesses (1) hiring private security personnel, (2) hiring persons with access to drugs, or (3) some doing ongoing investigations, such as a theft.

WRITTEN HONESTY TESTS Paper-and-pencil (or computerized or online) honesty tests are special types of personality tests designed to predict job applicants' proneness to dishonesty and other forms of counterproductivity.[142] Most measure attitudes regarding things like tolerance of others who steal and admission of theft-related activities. They include the MINT test of integrity, published by Assessio (www.assessio.com/).[143]

Studies support such tests' validity.[144] One study involved 111 employees hired by a convenience store chain to work at store or gas station counters.[145] The firm estimated that "shrinkage" equaled 3% of sales, and believed that internal theft accounted for much of this. Scores on an honesty test successfully predicted theft here (as measured by termination for theft).

graphology
The use of handwriting analysis to determine the writer's personality characteristics and moods, and even illnesses, such as depression.

Graphology is the use of handwriting analysis to determine the writer's personality characteristics and moods, and even illnesses, such as depression.[146] It thus bears some resemblance to projective personality tests, although graphology's validity is highly suspect. The handwriting analyst studies an applicant's handwriting and signature to discover the person's needs, desires, and psychological makeup. In one typical example, the graphologist notes that a writing sample has small handwriting, a vertical stance, and narrow letters (among other things) and so is indicative of someone with uptight tendencies. One recent study reports successfully identifying writers' genders through graphology.[147] There are computerized systems for expediting graphology analyses.[148]

Most scientific studies suggest graphology has little or no validity, or that when graphologists do accurately size up candidates, it's because they were also privy to other background information. Yet some firms have embraced it.[149] Given the practical need to validate selection tools, most experts shun it.

"HUMAN LIE DETECTORS" Some employers use so-called human lie detectors, experts who may (or may not) be able to identify lying just by watching candidates.[150] One Wall Street firm uses a former FBI agent. He sits in on interviews and watches for signs of candidate deceptiveness. Signs include pupils changing size (fear), irregular breathing (nervousness), crossing legs ("liars distance themselves from an untruth"), and quick verbal responses (scripted statements).

TESTING FOR HONESTY: PRACTICAL GUIDELINES With or without testing, there's a lot a manager can do to screen out dishonest applicants or employees. Specifically:

- Ask blunt questions.[151] Says one expert, there is nothing wrong with asking the applicant direct questions, such as, "Have you ever stolen anything from an employer?" "Have you recently held jobs other than those listed on your application?" "Is any information on your application misrepresented or falsified?"
- Listen carefully. Thus liars may try to answer direct questions somewhat evasively. For example, ask them if they've ever used drugs, and they might say, "I don't take drugs."[152]
- Watch for telltale body signals. For example, someone who is not telling the truth may move his or her body slightly away from you.[153] Establish a baseline by seeing how the person's body is positioned when he or she is undoubtedly telling the truth. Know that it is *not* true that adult liars won't look you in the eye when they're lying; polished liars may actually do so excessively.[154]
- Do a credit check. Include a clause in your application giving you the right to conduct background checks, including credit checks and motor vehicle reports.
- Check all employment and personal references.
- Use written honesty tests and psychological tests.
- Test for drugs. Devise a drug-testing program and give each applicant a copy of the policy.
- Establish a search-and-seizure policy, and conduct searches. Give each applicant a copy of the policy and require each to return a signed copy. The policy should state, "All lockers, desks, and similar property remain the property of the company and may be inspected routinely."

Honesty testing requires caution. Having just taken and "failed" what is fairly obviously an "honesty test," the candidate may leave the premises feeling mistreated. Some "honesty" questions also pose invasion-of-privacy issues. And some states such as Massachusetts and Rhode Island limit paper-and-pencil honesty testing.

Physical Exams

Once the employer extends the person a job offer, a medical exam is often the next step in selection (although it may also occur after the new employee starts work).

There are several reasons for preemployment medical exams: to verify that the applicant meets the job's physical requirements, to discover any medical limitations you should consider in placement, and to establish a baseline for future workers' compensation claims. Exams can also reduce absenteeism and accidents and detect communicable diseases.

Under the Americans with Disabilities Act, an employer cannot reject someone with a disability if he or she is otherwise qualified and can perform the essential job functions with reasonable accommodation. Recall that the ADA permits a medical exam during the period between the job offer and commencement of work if such exams are standard practice for all applicants for that job category.[155]

Substance Abuse Screening

Most employers conduct drug screenings, and many applicants are flunking the tests.[156] The most common practice is to test candidates just before they're formally hired. Many also test current employees when there is reason to believe they've been using drugs—after a work accident, or with obvious behavioral symptoms such as chronic lateness. Some firms routinely administer drug tests on a random or periodic basis, while others require drug tests when they transfer or promote employees to new positions. Most employers that conduct such tests use urine sampling. Numerous vendors provide workplace drug-testing services.[157] Employers may use urine testing to test for illicit drugs, breath alcohol tests to determine amount of alcohol in the blood, blood tests to measure alcohol or drugs in the blood at the time of the test, hair analyses to reveal drug history, saliva tests for substances such as marijuana and cocaine, and skin patches to determine drug use.[158] It is more difficult recently to find applicants who can pass a drug test.[159] As a result, more employers today are relaxing their standards about hiring those who fail tests, particularly for marijuana.[160]

Drug testing, while ubiquitous, is neither as simple nor as effective as it might appear. First, no drug test is foolproof. Some urine sample tests can't distinguish between legal and illegal substances; for example, Advil can produce positive results for marijuana. Furthermore, there's a cottage industry offering products that purportedly help applicants pass drug tests (Google *products for beating drug tests*).[161] (Employers should view the presence of adulterants in a sample as a positive test.) One alternative, hair follicle testing, requires a small sample of hair, which the lab analyzes.[162] But here, too, classified ads advertise chemicals to rub on the scalp to fool the test. Employers should choose the lab they engage for testing with care.

There's also the question of what is the point. Unlike roadside breathalyzers for DUI drivers, tests for drugs show only whether drug residues are present; they do not indicate impairment (or, for that matter, habituation or addiction). To paraphrase one pundit, "Do you really want to fire someone for using marijuana at home?"[163] Some therefore argue that testing is not justifiable on the grounds of boosting workplace safety.[164] Many feel the testing procedures themselves are degrading and intrusive. Many employers reasonably counter that they don't want drug-prone employees on their premises.

Drug Testing Legal Issues

Drug testing raises numerous legal issues. Employees may claim drug tests violate their rights to privacy. Hair follicle testing is less intrusive than urinalysis but can actually produce more personal information: A short hair segment could record months of drug use.[165] The National Labor Relations Board upheld a union member's right to have representation after failing a drug test; this may "severely disrupt and limit" unionized employers' ability to test and deal with employees who are under the influence.[166] Courts require that employers who administer drug tests to employees who have accidents focus on recent drug use.[167]

Several federal laws affect workplace drug testing, and multistate employers must ensure they also comply with state laws (some states permit medical marijuana use, for instance).[168] Under the Americans with Disabilities Act, a court would probably consider a former drug user (who no longer uses illegal drugs and has successfully completed or is participating in a rehabilitation program) as a qualified applicant with a disability.[169] Under the Drug Free Workplace Act of 1988, federal contractors must maintain a workplace free from illegal drugs. While this doesn't require contractors to conduct drug testing or rehabilitate affected employees, many do. Under the U.S. Department of Transportation workplace regulations, firms with over 50 eligible employees in transportation industries must conduct alcohol testing on workers with sensitive or safety-related jobs. These include mass transit workers, air traffic controllers, train crews, and school bus drivers.[170] Other laws, including the Federal Rehabilitation Act of 1973 and various state laws, protect rehabilitating drug users or those who have a physical or mental addiction.

What should an employer do when a job candidate tests positive? As a rule, most companies won't hire such candidates, but current employees have more legal recourse. Most must be told the reason for dismissal if the reason is a positive drug test. And again, there are industry-specific and state-specific requirements. For example, certain transportation companies and federal contractors must comply with federal drug-testing rules for their industries. Similarly, state laws vary. For example, in several states you cannot fire someone for a first failed drug test if he or she agrees to rehabilitation.[171]

Particularly where sensitive jobs are concerned, courts tend to side with employers. In one classic case, a U.S. Court of Appeals ruled that Exxon acted properly in firing a truck driver who failed a drug test. Exxon requires random testing of employees in safety-sensitive jobs. The employee drove a tractor-trailer carrying 12,000 gallons of flammable motor fuel and tested positive for cocaine. The union representing the employee challenged the firing. An arbitrator reduced the penalty to a 2-month suspension, but the appeals court ruled that the employer acted properly in firing the truck driver.[172]

KNOWLEDGE BASE

Complying with Immigration Law

Employees hired in the United States must prove they are eligible to work here. The requirement to verify eligibility does not provide any basis to reject an applicant just because he or she is a foreigner, not a U.S. citizen, or an alien residing in the United States, as long as that person can prove his or her identity and employment eligibility. To comply with this law, employers should follow procedures outlined in the so-called I-9 Employment Eligibility Verification form. Recently the federal government has been tightening its oversight.[173] Many employers are using the federal government's voluntary electronic employment verification program, E-Verify.[174] Federal contractors must use it.[175] There is no charge to use E-Verify.[176] Many employers now use automated I-9 verification systems with drop-down menus to electronically compile and submit applicants' I-9 data.[177] The I-9 forms contain a prominent "antidiscrimination notice."[178]

Applicants can prove their eligibility for employment in two ways. One is to show a document (such as a U.S. passport or alien registration card with photograph) that proves both identity and employment eligibility. The other is to show a document that proves the person's identity, along with a second document showing his or her employment eligibility, such as a work permit.[179] In any case, it's always advisable to get two forms of proof of identity.

Identity theft—undocumented workers stealing and using an authorized worker's identity—is a problem even with E-Verify.[180] The federal government is tightening restrictions on hiring undocumented workers. Realizing that many documents are fakes, the government is putting the onus on employers to make sure whom they're hiring.

You can verify Social Security numbers by calling the Social Security Administration. Employers can avoid accusations of discrimination by verifying the documents of all applicants, not just those they may think are suspicious.[181]

Chapter Review

Chapter Section Summaries

6-1. Careful **employee selection is important** for several reasons. Your own performance always depends on your subordinates; it is costly to recruit and hire employees; and mismanaging the hiring process has various legal implications including equal employment, negligent hiring, and defamation.

6-2. Whether you are administering tests or making decisions based on test results, managers need to understand several **basic testing concepts.** Reliability refers to a test's consistency, while validity tells you whether the test is measuring what you think it's supposed to be measuring. Criterion validity means demonstrating that those who do well on the test also do well on the job while content validity means showing that the test constitutes a fair sample of the job's content. Validating a test involves analyzing the job, choosing the tests, administering the test, relating your test scores and criteria, and cross-validating and revalidating. Test takers have rights to privacy and feedback as well as to confidentiality.

6-3. Whether they are administered via paper and pencil, by computer, or online, we discussed several main **types of tests.** Tests of cognitive abilities measure things like reasoning ability and include intelligence tests and tests of specific cognitive abilities such as mechanical comprehension. There are also tests of motor and physical abilities, and measures of personality and interests. With respect to personality, psychologists often focus on the "big five" personality dimensions: extroversion, emotional stability/neuroticism, agreeableness, conscientiousness, and openness to experience. Achievement tests measure what someone has learned.

6-4. With **work samples and simulations,** you present examinees with situations representative of the jobs for which they are applying. One example is the management assessment center, a 2- to 3-day simulation in which 10 to 12 candidates perform realistic management tasks under the observation of experts who appraise each candidate's leadership potential. Video-based situational testing and the miniature job training and evaluation approach are two other examples.

6-5. Testing is only part of an employer's selection process; you also want to conduct **background investigations and other selection procedures.**

- The main point of doing a background check is to verify the applicant's information and to uncover potentially damaging information. However, care must be taken, particularly when giving a reference, that the employee not be defamed and that his or her privacy rights are maintained.
- Given former employers' reluctance to provide a comprehensive report, those checking references need to do several things. Make sure the applicant explicitly authorizes a background check, use a checklist or form for obtaining telephone references, and be persistent and attentive to potential red flags.
- Given the growing popularity of computerized employment background databases, many or most employers use preemployment information services to obtain background information.
- For many types of jobs, honesty testing is essential, and paper-and-pencil tests have proven useful.
- Most employers also require that new hires, before actually coming on board, take physical exams and substance abuse screening. It's essential to comply with immigration law, in particular by having the candidate complete an I-9 Employment Eligibility Verification Form and submit proof of eligibility.

Discussion Questions

6-1. What is the difference between reliability and validity?

6-2. Explain why you think a certified psychologist who is specifically trained in test construction should (or should not) be used by a small business that needs an employment test.

6-3. Why is it important to conduct preemployment background investigations? How would you do so?

6-4. Explain how you would get around the problem of former employers being unwilling to give bad references on their former employees.

6-5. How can employers protect themselves against negligent hiring claims?

Individual and Group Activities

6-6. Write a short essay discussing some of the ethical and legal considerations in testing.

6-7. Working individually or in groups, develop a list of specific selection techniques that you would suggest your dean use to hire the next HR professor at your school. Explain why you chose each selection technique.

6-8. Working individually or in groups, contact the publisher of a standardized test such as the Scholastic Assessment Test, and obtain from it written information regarding the test's validity and reliability. Present a short report in class discussing what the test is supposed to measure and the degree to which you think the test does what it is supposed to do, based on the reported validity and reliability scores.

6-9. Appendices A and B at the end of this book (pages 614–634) list the knowledge someone studying for the HRCI (Appendix A) or SHRM (Appendix B) certification exam needs to have in each area of human resource management (such as in Strategic Management and Workforce Planning). In groups of several students, do four things: (1) review Appendix A and/or B; (2) identify the material in this chapter that relates to the Appendix A and/or B required knowledge lists; (3) write four multiple-choice exam questions on this material that you believe would be suitable for inclusion in the HRCI exam and/or the SHRM exam; and (4) if time permits, have someone from your team post your team's questions in front of the class, so that students in all teams can answer the exam questions created by the other teams.

Experiential Exercise

A Test for a Reservation Clerk

Written and copyrighted by Gary Dessler, PhD.

Purpose: The purpose of this exercise is to give you practice in developing a test to measure *one specific ability* for the job of airline reservation clerk for a major airline. If time permits, you'll be able to combine your tests into a test battery.

Required Understanding: Your airline has decided to outsource its reservation jobs to Asia. You should be fully acquainted with the procedure for developing a personnel test and should read the following description of an airline reservation clerk's duties:

> Customers contact our airline reservation clerks to obtain flight schedules, prices, and itineraries. The reservation clerks look up the requested information on our airline's online flight schedule systems, which are updated continuously. The reservation clerk must speak clearly, deal courteously and expeditiously with the customer, and be able to find quickly alternative flight arrangements in order to provide the customer with the itinerary that fits his or her needs. Alternative flights and prices must be found quickly, so that the customer is not kept waiting, and so that our reservations operations group maintains its efficiency standards. There may be a dozen or more alternative routes between the customer's starting point and destination.

You may assume that we will hire about one-third of the applicants as airline reservation clerks. Therefore, your objective is to create a test that is useful in selecting a third of those available.

How to Set Up the Exercise/Instructions: Divide the class into teams of five or six students. The ideal candidate will need to have a number of skills to perform this job well. Your job is to select a single skill and to develop a test to measure that skill. Please use only the materials available in the room. The test should permit quantitative scoring and may be an individual or a group test.

Please go to your assigned groups. As per our discussion of test development in this chapter, each group should make a list of the skills relevant to success in the airline reservation clerk's job. Each group should then rate the importance of these skills on a 5-point scale. Then, develop a test to measure what you believe to be the top-ranked skill. If time permits, the groups should combine the various tests from each group into a test battery. If possible, leave time for a group of students to take the test battery.

Application Case

The Insider

Written and copyrighted by Gary Dessler, PhD.

A federal jury convicted a stock trader who worked for a well-known investment firm, along with two alleged accomplices, of insider trading. According to the indictment, the trader got inside information about pending mergers from lawyers. The lawyers allegedly browsed around their law firm picking up information about corporate deals others in the firm were working on. The lawyers would then allegedly pass their information on to a friend, who in turn passed it on to the trader. Such "inside" information reportedly helped the trader (and his investment firm) earn millions of dollars. The trader would then allegedly thank the lawyers, for instance, with envelopes filled with cash.

Things like that are not supposed to happen. Federal and state laws prohibit them. And investment firms have their own compliance procedures to identify and head off shady trades. The problem is that controlling such behavior once the firm has someone working for it who may be prone to engage in inside trading isn't easy. "Better to avoid hiring such people in the first place," said one pundit.

Over lunch at Bouley restaurant in Manhattan's TriBeCa area, the heads of several investment firms were discussing the conviction, and what they could do to make sure something like that didn't occur in their firms. "It's not just compliance," said one. "We've got to keep out the bad apples." They ask you for your advice.

Questions

6-10. We want you to design an employee selection program for hiring stock traders. We already know what to look for as far as technical skills are concerned—accounting courses, economics, and so on. What we want is a program for screening out potential bad apples. To that end, please let us know the following: What screening test(s) would you suggest, and why? What questions should we add to our application form? Specifically how should we check candidates' backgrounds, and what questions should we ask previous employers and references?

6-11. What else (if anything) would you suggest?

Continuing Case

Carter Cleaning Company

Written and copyrighted by Gary Dessler, PhD.

Honesty Testing

Jennifer Carter, of the Carter Cleaning Centers, and her father have what the latter describes as an easy but hard job when it comes to screening job applicants. It is easy because for two important jobs—the people who actually do the pressing and those who do the cleaning/spotting—the applicants are easily screened with about 20 minutes of on-the-job testing. As with typists, Jennifer points out, "Applicants either know how to press clothes fast or how to use cleaning chemicals and machines, or they don't, and we find out very quickly by just trying them out on the job." On the other hand, applicant screening for the stores can also be frustratingly hard because of the nature of some of the other qualities that Jennifer would like to screen for. Two of the most critical problems facing her company are employee turnover and employee honesty. Jennifer and her father sorely need to implement practices that will reduce the rate of employee turnover. If there is a way to do this through employee testing and screening techniques, Jennifer would like to know about it because of the management time and money that are now being wasted by the never-ending need to recruit and hire new employees. Of even greater concern to Jennifer and her father is the need to institute new practices to screen out those employees who may be predisposed to steal from the company.

Employee theft is an enormous problem for the Carter Cleaning Centers, and not just cash. For example, the cleaner/spotter often opens the store without a manager present, to get the day's work started, and it is not unusual for that person to "run a route." Running a route means that an employee canvasses his or her neighborhood to pick up people's clothes for cleaning and then secretly cleans and presses them in the Carter store, using the company's supplies, gas, and power. It would also not be unusual for an unsupervised person (or his or her supervisor, for that matter) to accept a 1-hour rush order for cleaning or laundering, quickly clean and press the item, and return it to the customer for payment without making out a proper ticket for the item posting the sale. The money, of course, goes into the worker's pocket instead of into the cash register.

The more serious problem concerns the store manager and the counter workers who actually handle the cash. According to Jack Carter, "You would not believe the creativity employees use to get around the management controls we set up to cut down on employee theft." As one extreme example of this felonious creativity, Jack tells the following story: "To cut down on the amount of money my employees were stealing, I had a small sign painted and placed in front of all our cash registers. The sign said: YOUR ENTIRE ORDER FREE IF WE DON'T GIVE YOU A CASH REGISTER RECEIPT WHEN YOU PAY. CALL 552–0235. It was my intention with this sign to force all our cash-handling employees to give receipts so the cash register would record them for my accountants. After all, if all the cash that comes in is recorded in the cash register, then we should have a much better handle on stealing in our stores. Well, one of our managers found a way around this. I came into the store one night and noticed that the cash register this particular manager was using just didn't look right, although the sign was placed in front of it. It turned out that every afternoon at about 5:00 p.m. when the other employees left, this character would pull his own cash register out of a box that he hid underneath our supplies. Customers coming in would notice the sign and, of course, the fact that he was meticulous in ringing up every sale. But unknown to them, for about 5 months the sales that came in for about an hour every day went into his cash register, not mine. It took us that long to figure out where our cash for that store was going."

Here is what Jennifer would like you to answer:

Questions

6-12. What would be the advantages and disadvantages to Jennifer's company of routinely administering honesty tests to all its employees?

6-13. Specifically, what other screening techniques could the company use to screen out theft-prone and turnover-prone employees, and how exactly could these be used?

6-14. How should her company terminate employees caught stealing, and what kind of procedure should be set up for handling reference calls about these employees when they go to other companies looking for jobs?

Translating Strategy into HR Policies and Practices Case*,§

**The accompanying strategy map for this chapter is in MyLab Management; the overall map on the inside back cover of this text outlines the relationships involved.*

Improving Performance at the Hotel Paris

The New Employee Testing Program

The Hotel Paris's competitive strategy is "To use superior guest service to differentiate the Hotel Paris properties, and to thereby increase the length of stay and return rate of guests, and thus boost revenues and profitability." HR manager Lisa Cruz must now formulate functional policies and activities that support this competitive strategy and boost performance, by eliciting the required employee behaviors and competencies.

As she considered what to do next, Lisa Cruz, the Hotel Paris's HR director, knew that employee selection had to play a role. The Hotel Paris currently had an informal screening process in which local hotel managers obtained application forms, interviewed applicants, and checked their references. However, a pilot project using an employment test for service people at the Chicago hotel had produced startling results. Lisa found consistent, significant relationships between test performance and a range of employee competencies and behaviors such as speed of check-in/out, employee turnover, and percentage of calls answered with the required greeting. She knew that such employee capabilities and behaviors translated into the improved guest service performance the Hotel Paris needed to execute its strategy. She therefore had to decide what selection procedures would be best.

Lisa's team, working with an industrial psychologist, designs a test battery that they believe will produce the sorts of high-morale, patient, people-oriented employees they are looking for. It includes a preliminary, computerized test in which applicants for the positions of front-desk clerk, door person, assistant manager, and security guard must deal with an apparently irate guest; a work sample in which front-desk clerk candidates spend 10 minutes processing an incoming "guest"; a personality test aimed at weeding out applicants who lack emotional stability; the Wonderlic test of mental ability; and the Phase II Profile for assessing candidate honesty. Their subsequent validity analysis shows that scores on the test batteries predict scores on the hotel's employee capabilities and behavior metrics. A second analysis confirmed that, as the percentage of employees hired after testing rose, so too did the hotel's employee capabilities and behaviors scores, for instance (see the strategy map), in terms of speed of check-in/out, and the percent of guests receiving the Hotel Paris required greeting.

Lisa and the CFO also found other measurable improvements apparently resulting from the new testing process. For example, it took less time to fill an open position, and cost per hire diminished, so the HR department became more efficient. The new testing program thus did not only contribute to the hotel's performance by improving employee capabilities and behaviors. It also did so by directly improving profit margins and profits.

Questions

6-15. Provide a detailed example of a security guard work "sampletest."

6-16. Provide a detailed example of two personality test items you would suggest they use, and why you would suggest using them.

6-17. Based on what you read here in this Dessler *Human Resource Management* chapter, what other tests would you suggest to Lisa, and why would you suggest them?

6-18. How would you suggest Lisa try to confirm that it is indeed the testing and not some other change that accounts for the improved performance.

§Written and copyrighted by Gary Dessler, PhD.

MyLab Management

Go to **www.pearson.com/mylab/management** for Auto-graded writing questions as well as the following Assisted-graded writing questions:

6-19. Explain how you would go about validating a test. How can this information be useful to a manager?

6-20. Explain how digital and social media have changed the employee selection process, and the advice you would give an employer about avoiding problems with using such tools for selection.

6-21. MyLab Management only—comprehensive writing assignment for this chapter.

MyLab Management Try It!

How would you apply the concepts and skills you learned in this chapter? If your professor has assigned this activity, go to the Assignments section of **www.pearson.com/mylab/management** to complete the simulation.

PERSONAL INVENTORY ASSESSMENTS

PERSONAL INVENTORY ASSESSMENT

Personality plays a big role in selection and employee performance. Go to **www.pearson.com/mylab/management** to complete the Personal Inventory Assessment related to this chapter.

Key Terms

negligent hiring, 171
reliability, 171
test validity, 172
criterion validity, 172
content validity, 173
construct validity, 173
expectancy chart, 175
interest inventory, 180
analytics, 181
machine learning, 182
artificial intelligence, 182
work samples, 182
work sampling technique, 182
management assessment center, 184
situational test, 184
video-based simulation, 184
miniature job training and evaluation, 185
polygraph, 192
graphology, 193

Endnotes

1. https://a248.e.akamai.net/media.zulily.com/images/careers/landing/zulily_values_update_03.20.2017_150dpi.pdf, accessed February 23, 2018.
2. https://a248.e.akamai.net/media.zulily.com/images/careers/landing/zulily_values_update_03.20.2017_150dpi.pdf, accessed February 23, 2018.
3. Psychologists have called selection and recruitment the "supreme problem." Robert Ployhart et al., "Solving the Supreme Problem: 100 Years of Selection and Recruitment at the Journal of Applied Psychology," *Journal of Applied Psychology* 102, no. 3 (2017), pp. 291–304.
4. See, for example, Jean Phillips and Stanley Gully, *Strategic Staffing* (Upper Saddle River, NJ: Pearson Education, 2012), pp. 234–235.
5. www.pwc.com/us/en/hr, accessed February 24, 2018.
6. "Regret That Bad Hire? It's an Expensive Global Problem," *Bloomberg BNA Bulletin to Management*, June 4, 2013, p. 179. Note that in one survey, about 16% of HR professionals said their firms were less rigorous about checking the backgrounds of executive candidates then nonexecutives. This is a dubious practice, given the high cost of hiring the wrong executive. Genevieve Douglas, "Employers Beware Potential Skeletons in Executives' Closets," *Bloomberg BNA Bulletin to Management*, May 9, 2017.
7. Lauren Weber, "To Get a Job, New Hires Are Put to the Test," *The Wall Street Journal*, April 15, 2015, pp. A1, A10.
8. Even if they use a third party to prepare an employment test, contractors are "ultimately responsible" for ensuring the tests' job relatedness and EEO compliance. "DOL Officials Discuss Contractors' Duties on Validating Tests," *BNA Bulletin to Management*, September 4, 2007, p. 287. Furthermore, enforcement units are increasing their scrutiny of employers who rely on tests and screening. See "Litigation Increasing with Employer Reliance on Tests, Screening," *Bloomberg BNA Bulletin to Management*, April 8, 2008, p. 119. However, see also C. Tuna et al., "Job-Test Ruling Cheers Employers," *The Wall Street Journal*, July 1, 2009, p. B1–B2.
9. See, for example, Ann Marie Ryan and Marja Lasek, "Negligent Hiring and Defamation: Areas of Liability Related to Pre-Employment Inquiries," *Personnel Psychology* 44, no. 2 (Summer 1991), pp. 293–319. See also Jay Stuller, "Fatal Attraction," *Across the Board* 42, no. 6 (November–December 2005), pp. 18–23.
10. For example, Ryan Zimmerman, "Wal-Mart to Toughen Job Screening," *The Wall Street Journal*, July 12, 2004, pp. B1–B8. See also Michael Tucker, "Show and Tell," *HR Magazine*, January 2012, pp. 51–52.
11. Negligent hiring highlights the need to think through what the job's human requirements really are. For example, "nonrapist" isn't likely to appear as a required knowledge, skill, or ability in a job analysis of an apartment manager, but in situations like this, screening for such tendencies is obviously required. To avoid negligent hiring claims, "make a systematic effort to gain relevant information about the applicant, verify documentation, follow up on missing records or gaps in employment, and keep a detailed log of all attempts to obtain information, including the names and dates for phone calls or other requests." Fay Hansen, "Taking 'Reasonable' Action to Avoid Negligent Hiring Claims," *Workforce Management*, September 11, 2006, p. 31. Similarly, the Employers Liability Act of 1969 holds employers responsible for their employees' health and safety at work. Because personality traits may predict problems such as unsafe behaviors and bullying, this act makes careful employee selection even more advisable.
12. Martin Berman-Gorvine, "Employee Background Checks Have Companies Caught in the Middle," *Bloomberg BNA Bulletin to Management*, June 27, 2017.
13. Kevin Murphy and Charles Davidshofer, *Psychological Testing: Principles and Applications* (Upper Saddle River, NJ: Prentice Hall, 2001), p. 73.
14. Ibid., pp. 116–119.
15. W. Bruce Walsh and Nancy Betz, *Tests and Assessment* (Upper Saddle River, NJ: Prentice Hall, 2001); see also, https://www.eeoc.gov/policy/docs/qanda_clarify_procedures.html, accessed February 26, 2018.
16. Murphy and Davidshofer, *Psychological Testing*, p. 74.
17. Ibid.
18. See James Ledvinka, *Federal Regulation of Personnel and Human Resource Management* (Boston: Kent, 1982), p. 113; and Murphy and Davidshofer, *Psychological Testing*, pp. 154–165.
19. www.siop.org/workplace/employment%20testing/information_to_consider_when_cre.aspx, accessed March 22, 2009.
20. The procedure you would use to demonstrate content validity differs from that used to demonstrate criterion validity (as described in steps 1 through 5). Content validity tends to emphasize judgment. Here, you first do a careful job analysis to identify the work behaviors required. Then combine several samples of those behaviors into a test. A typing and computer skills test for a clerk would be an example. The fact that the test is a comprehensive sample of actual, observable, on-the-job behaviors is what lends the test its content validity.
21. Murphy and Davidshofer, *Psychological Testing*, p. 73. See also Chad Van Iddekinge and Robert Ployhart, "Developments in the Criterion-Related Validation of Selection Procedures: A Critical Review and Recommendations for Practice," *Personnel Psychology* 60, no. 1 (2008), pp. 871–925.
22. Psychological Assessment Resources, Inc., in Odessa, Florida, is typical.
23. Experts sometimes have to develop separate expectancy charts and cutting points for minorities and nonminorities if the validation studies indicate that high performers from either group (minority or nonminority) score lower (or higher) on the test.
24. In employment testing, bias has a precise meaning. Specifically, "bias is said to exist when a test makes systematic errors in measurement or prediction." Murphy and Davidshofer, *Psychological Testing*, p. 303.
25. Ibid., p. 305.
26. Herman Aguinis, Steven Culpepper, and Charles Pierce, "Revival of Test Bias Research in Preemployment Testing," *Journal of Applied Psychology* 95, no. 4 (2010), p. 648.
27. Robert Gatewood and Hubert Feild, *Human Resource Selection* (Mason, OH: South-Western, Cengage Learning, 2008), p. 243.
28. This is based on Dave Zielinski, "Effective Assessments," *HR Magazine*, January 2011, pp. 61–64.

29. The Uniform Guidelines say, "Employers should ensure that tests and selection procedures are not adopted casually by managers who know little about these processes . . . no test or selection procedure should be implemented without an understanding of its effectiveness and limitations for the organization, its appropriateness for a specific job, and whether it can be appropriately administered and scored."
30. Phillips and Gully, *Strategic Staffing*, p. 220.
31. Ibid., p. 220.
32. www.uniformguidelines.com/qandaprint.html, accessed July 19, 2013. Conversely, validating a test that suffers from adverse impact may not be enough. Under the Uniform Guidelines, the employer should also find an equally valid *but less adversely impacting* alternative.
33. For a recent discussion, see, for example, Jonathan Cottrell, Daniel Newman, and Glenn Roisman, "Explaining the Black–White Gap in Cognitive Test Scores: Toward a Theory of Adverse Impact," *Journal of Applied Psychology* 100, no. 6 (2015), pp. 1713–1736.
34. A complete discussion of the APA's "Ethical Principles of Psychologists and Code of Conduct" is beyond this text's scope. But points it addresses include competence, integrity, respect for people's dignity, nondiscrimination, and sexual harassment. From "Ethical Principles of Psychologists and Code of Conduct," *American Psychologist* 47 (1992), pp. 1597–1611; and www.apa.org/ethics/code/index.aspx, accessed September 9, 2011.
35. Susan R. Mendelsohn and Kathryn K. Morrison, "The Right to Privacy in the Work Place," *Personnel* 65, no. 7 (July 1998), p. 22.
36. Kenneth Sovereign, *Personnel Law* (Upper Saddle River, NJ: Prentice Hall, 1999), pp. 204–206.
37. Weber, "To Get a Job, New Hires Are Put to the Test."
38. Steffanie Wilk and Peter Capelli, "Understanding the Determinants of Employer Use of Selection Methods," *Personnel Psychology* 56 (2003), p. 117. For an example of tests for top managers, see, for example, https://www.criteriacorp.com/solution/pre_employment_testing_for_general_and_operations_managers.php, accessed February 26, 2018.
39. Kevin Hart, "Not Wanted: Thieves," *HR Magazine*, April 2008, p. 119.
40. Sarah Needleman, "Businesses Say Theft by Their Workers Is Up," *The Wall Street Journal*, December 11, 2008, p. B8.
41. Except as noted, this is based on Laurence Siegel and Irving Lane, *Personnel and Organizational Psychology* (Burr Ridge, IL: McGraw-Hill, 1982), pp. 170–185. See also Cabot Jaffee, "Measurement of Human Potential," *Employment Relations Today* 17, no. 2 (Summer 2000), pp. 15–27; Maureen Patterson, "Overcoming the Hiring Crunch; Tests Deliver Informed Choices," *Employment Relations Today* 27, no. 3 (Fall 2000), pp. 77–88; Kathryn Tyler, "Put Applicants' Skills to the Test," *HR Magazine*, January 2000, p. 74; Murphy and Davidshofer, *Psychological Testing*, pp. 215–403; Elizabeth Schoenfelt and Leslie Pedigo, "A Review of Court Decisions on Cognitive Ability Testing, 1992–2004," *Review of Public Personnel Administration* 25, no. 3 (2005), pp. 271–287.
42. See, for example, Paul Agnello, Rachel Ryan, and Kenneth Yusko, "Implications of Modern Intelligence Research for Assessing Intelligence in the Workplace," *Human Resource Management Review* 25, no. 1 (2015), pp. 47–55; and C. A. Scherbaum and H. W. Goldstein, "Intelligence and the Modern World of Work," *Human Resource Management Review* 25, no. 1, March 2015, pp. 1–3.
43. Norman Henderson, "Predicting Long-Term Firefighter Performance from Cognitive and Physical Ability Measures," *Personnel Psychology* 60, no. 3 (2010), pp. 999–1039. Things are not always straightforward. For example, for a mid-management job, the peak IQ for leadership behavior was about 120–124 in one study after which leader behavior dropped off. John Antonakis, Robert J. House, and Dean Simonton, "Can Supersmart Leaders Suffer from Too Much of a Good Thing? The Curvilinear Effect of Intelligence on Perceived Leadership Behavior," *Journal of Applied Psychology* 102, no. 7 (2017), pp. 1003–1021.
44. As an example, results of meta-analyses in one study indicated that isometric strength tests were valid predictors of both supervisory ratings of physical performance and performance on work simulations. See Barry R. Blakley, Miguel Quinones, Marnie Swerdlin Crawford, and I. Ann Jago, "The Validity of Isometric Strength Tests," *Personnel Psychology* 47 (1994), pp. 247–274; and www.military.com/military-fitness/marine-corps-fitness-requirements/marine-corps-fitness-test, accessed October 4, 2011.
45. William Wagner, "All Skill, No Finesse," *Workforce*, June 2000, pp. 108–116. See also, for example, James Diefendorff and Kajal Mehta, "The Relations of Motivational Traits with Workplace Deviance," *Journal of Applied Psychology* 92, no. 4 (2007), pp. 967–977. The relationship between personality and job performance isn't necessarily one way. One study found that success on the job looped back and influenced workers' personalities. Bart Wille and Filip De Fruyt, "Vocations as a Source of Identity: Reciprocal Relations between Big Five Personality Traits and RIASEC Characteristics over 15 Years," *Journal of Applied Psychology* 99, no. 2 (2014), pp. 262–281.
46. See, for example, Joyce Hogan et al., "Personality Measurement, Faking, and Employee Selection," *Journal of Applied Psychology* 92, no. 5 (2007), pp. 1270–1285; Colin Gill and Gerard Hodgkinson, "Development and Validation of the Five Factor Model Questionnaire (FFMQ): An Adjectival-Based Personality Inventory for Use in Occupational Settings," *Personnel Psychology* 60 (2007), pp. 731–766; and Lisa Penney and Emily Witt, "A Review of Personality and Performance: Identifying Boundaries, Contingencies, and Future Research Directions," *Human Resource Management Review* 20, no. 1 (2011), pp. 297–310.
47. Timothy Judge et al., "Personality and Leadership: A Qualitative and Quantitative Review," *Journal of Applied Psychology* 87, no. 4 (2002), p. 765.
48. www.myersbriggs.org/my-mbti-personality-type/, accessed July 10, 2018.
49. www.discprofileusa.com/the-difference-between-myers-briggs-and-disc/, accessed July 10, 2018.
50. L. A. Witt et al., "The Interactive Effects of Conscientiousness and Agreeableness on Job Performance," *Journal of Applied Psychology* 87, no. 1 (2002), pp. 164–169. There are many other examples, for instance, Nailah Ayub et al., "Personality Traits and Conflict Management Styles in Predicting Job Performance and Conflict," *International Journal of Conflict Management* 28, no. 5 (2017), pp. 671–694.
51. Timothy Judge and Remus Ilies, "Relationship of Personality to Performance Motivation: A Meta Analytic Review," *Journal of Applied Psychology* 87, no. 4 (2002), pp. 797–807; Gil Sharoni et al., "Job Engagement: Antecedents and Outcomes," *Journal of Organizational Psychology* 15, no. 1 (May 2015), pp. 34–48.
52. Murray Barrick et al., "Personality and Job Performance: Test of the Immediate Effects of Motivation Among Sales Representatives," *Journal of Applied Psychology* 87, no. 1 (2002), p. 43; Awais Bhatti Muhammad and Sharan Kaur, "Effects of Individual Characteristics on Expatriates' Adjustment and Job Performance," *European Journal of Training and Development* 37, no. 6 (2013), pp. 544–563.
53. Paula Caligiuri, "The Big Five Personality Characteristics as Predictors of Expatriate Desire to Terminate the Assignment and Supervisor Rated Performance," *Personnel Psychology* 53 (2000), pp. 67–68. For some other examples, see Ryan Zimmerman, "Understanding the Impact of Personality Traits on Individuals' Turnover Decisions: A Meta-Analytic Path Model," *Personnel Psychology* 60, no. 1 (2008), pp. 309–348.
54. Adapted from www.kozaigroup.com/-inventories.php, accessed March 3, 2008; and https://www.kozaigroup.com/global-competencies-inventory-gci/, accessed February 26, 2018.
55. Adapted from www.kozaigroup.com/-inventories.php, accessed March 3, 2008; and https://www.kozaigroup.com/global-competencies-inventory-gci/, accessed February 26, 2018.
56. For example, one court held that the Minnesota Multiphasic Personality Inventory (MMPI) is a medical test (because it can screen out applicants with psychological impairments) and so might violate the ADA. Diane Cadrain, "Reassess Personality Tests after Court Case," *HR Magazine* 50, no. 9 (September 2005), p. 30.
57. Frederick Morgeson et al., "Reconsidering the Use of Personality Tests in Personnel Selection Contexts," *Personnel Psychology* 60 (2007), p. 683; and Frederick Morgeson et al., "Are We Getting Fooled Again? Coming to Terms with Limitations in the Use of Personality Tests for Personnel Selection," *Personnel Psychology* 60 (2007), p. 1046; Robert Tett and Neil Christiansen, "Personality Tests at the Crossroads: A Response to Morgeson, Campion, Dipboye, Hollenbeck, Murphy, and Schmitt," *Personnel Psychology* 60 (2007), p. 967. See also Deniz Ones et al., "In Support of Personality Assessment in Organizational Settings," *Personnel Psychology* 60 (2007), pp. 995–1027.
58. See also Edwin A. J. van Hoot and Marise Ph. Born, "Intentional Response Distortion on Personality Tests: Using Eye Tracking to Understand Response Processes When

Thinking," *Journal of Applied Psychology* 97, no. 2 (2012), pp. 301–316.
59. Chad H. Van Iddeking et al., "Are You Interested? A Meta-Analysis of Relations between Vocational Interests and Employee Performance and Turnover," *Journal of Applied Psychology* 96, no 6 (2011), pp. 1167–1194.
60. Dracos Iliescu et al., "Vocational Fit and Counterproductive Work Behaviors: A Self-Regulation Perspective," *Journal of Applied Psychology* 100, no. 1 (2015), pp. 21–39.
61. Ed Frauenheim, "More Companies Go with Online Test to Fill in the Blanks," *Workforce Management*, May 2011, p. 12. See also, John Bateson et al., "When Hiring, First Test, and Then Interview," *Harvard Business Review*, November 2013, p. 34.
62. Requiring job seekers to complete prescreening questionnaires and screening selected applicants out on this basis carries legal and business consequences. See, for example, Lisa Harpe, "Designing an Effective Employment Prescreening Program," *Employment Relations Today* 32, no. 3 (Fall 2005), pp. 41–43.
63. See, for example, Meg Breslin, "Can You Handle Rejection?" *Workforce Management*, October 2012, pp. 32–36.
64. www.iphonetypingtest.com, accessed March 23, 2009.
65. Except as noted, this is based on Dave Zielinski, "Effective Assessments," *HR Magazine*, January 2011, pp. 61–64.
66. Ed Frauenheim, "Personality Tests Adapt to the Times," *Workforce Management*, February 2010, p. 4.
67. Michael C. Campion, Michael A. Campion, Emily D. Campion, and Matthew Reider, "Initial Investigation into Computer Scoring of Candidate Essays for Personnel Selection," *Journal of Applied Psychology* 101, no. 7 (2016), pp. 958–975.
68. Jackei Wong, "Data Analytics versus Artificial Intelligence," February 6, 2017, www.linkedin.com/pulse/data-analytics-vs-artificial-intelligence-jackei-wong/, accessed February 24, 2018.
69. Based on Joseph Walker, "Meet the New Boss: Big Data," *The Wall Street Journal*, September 20, 2012, p. B1. Also see Josh Bersin, "Big Data in Human Resources: Talent Analytics (People Analytics) Comes of Age," www.forbes.com/sites/joshbersin/2013/02/17/bigdata-in-human-resources-talent-analytics-comes-of-age, accessed March 29, 2015.
70. Josh Bersin, "Big Data in Human Resources: Talent Analytics (People Analytics) Comes of Age" February 17, 2013, www.Forbes.com/sites/Joshbersin/2013/02/17/, accessed February 24, 2018.
71. Bill Roberts, "Hire Intelligence," *HR Magazine*, May 2011, p. 64.
72. Scott Steinberg, "What Is the Difference between Machine Learning and AI?" https://mobilebusinessinsights.com, accessed February 24, 2018.
73. Andrew Ng, "What Artificial Intelligence Can and Can't Do Right Now," November 9, 2016, https://hbr.org/2016/11/, accessed February 24, 2018.
74. The machine learning software "learns" what it is about employees that make some high performers and can then translate that knowledge into screening job candidates. "How to Leverage AI for Talent Management," *HR*, April 28, 2017, www.HRtechnologist.com/articles, accessed February 24, 2018.
75. Jennifer Alsever, "Where Does the Algorithm See You in 10 Years?" *Fortune*, June 1, 2017, pp. 74–79.
76. http://www.skillsurvey.com/reference-checking-scientific-approach/, accessed February 24, 2018.
77. https://www.joinkoru.com/, accessed February 24, 2018.
78. Ji-A Min, "How Artificial Intelligence Is Changing Talent Acquisition," www.tlnt.com, accessed February 24, 2018.
79. Bernard Marr, "What Is the Difference between Artificial Intelligence and Machine Learning?" December 6, 2016, www.forbes.com/sites/bernardmarr/2016/12/06/what-is-the-difference-between-artificial-intelligence-and-machine-learning/#483645472742, accessed July 10, 2018.
80. Jeff Weekley and Casey Jones, "Video-Based Situational Testing," *Personnel Psychology* 50 (1997), p. 25.
81. Elaine Pulakos, *Selection Assessment Methods*, SHRM Foundation, 2005, p. 14.
82. However, studies suggest that blacks may be somewhat less likely to do well on work sample tests than are whites. See, for example, Philip Roth, Philip Bobko, and Lynn McFarland, "A Meta-Analysis of Work Sample Test Validity: Updating and Integrating Some Classic Literature," *Personnel Psychology* 58, no. 4 (Winter 2005), pp. 1009–1037; and Philip Roth et al., "Work Sample Tests in Personnel Selection: A Meta-Analysis of Black–White Differences in Overall and Exercise Scores," *Personnel Psychology* 60, no. 1 (2008), pp. 637–662.
83. Siegel and Lane, *Personnel and Organizational Psychology*, pp. 182–183.
84. Quoted from Deborah Whetzel and Michael McDaniel, "Situational Judgment Tests: An Overview of Current Research," *Human Resource Management Review* 19 (2009), pp. 188–202.
85. Steve Bates, "Freelance Nation," *HR Magazine*, July/August 2015, p. 47.
86. "Help Wanted—and Found," *Fortune*, October 2, 2006, p. 40. See also Brian Hoffman et al., "Exercises and Dimensions Are the Currency of Assessment Centers," *Personnel Psychology* 60, no. 4 (2011), pp. 351–395.
87. Annette Spychalski, Miguel Quinones, Barbara Gaugler, and Katja Pohley, "A Survey of Assessment Center Practices in Organizations in the United States," *Personnel Psychology* 50, no. 1 (Spring 1997), pp. 71–90. See also Winfred Arthur Jr. et al., "A Meta Analysis of the Criterion Related Validity of Assessment Center Data Dimensions," *Personnel Psychology* 56 (2003), pp. 124–154; and Brian Hoffman et al., "Exercises and Dimensions Are the Currency of Assessment Centers," *Personnel Psychology* 60, no. 4 (2011), pp. 351–395.
88. See, for example, John Meriac et al., "Further Evidence for the Validity of Assessment Center Dimensions: A Meta-Analysis of the Incremental Criterion-Related Validity of Dimension Ratings," *Journal of Applied Psychology* 93, no. 5 (2008), pp. 1042–1052.
89. Earlier conclusions may have been clouded by the fact that participants in assessment centers had already been previously screened for cognitive ability. Paul Sackett, Lauren Shawach, and Heidi Keiser, "Assessment Centers versus Cognitive Ability Test: Challenging the Conventional Wisdom on Criterion Related Validity," *Journal of Applied Psychology* 102, no. 10 (2017), pp. 1435–1447.
90. Weekley and Jones, "Video-Based Situational Testing," p. 26. Some employers, such as Knack, use video games to determine candidates' creativity and ability to multitask. Catherine Rampell, "Your Next Job Application Could Involve a Video Game," *The New York Times*, January 25, 2014.
91. Rampell, "Your Next Job Application Could Involve a Video Game."
92. Robert Grossman, "Made from Scratch," *HR Magazine*, April 2002, pp. 44–53.
93. Coleman Peterson, "Employee Retention, the Secrets behind Wal-Mart's Successful Hiring Policies," *Human Resource Management* 44, no. 1 (Spring 2005), pp. 85–88. See also Murray Barrick and Ryan Zimmerman, "Reducing Voluntary, Avoidable Turnover through Selection," *Journal of Applied Psychology* 90, no. 1 (2005), pp. 159–166.
94. James Breaugh, "Employee Recruitment: Current Knowledge and Important Areas for Future Research," *Human Resource Management Review* 18 (2008), pp. 106–107; J Kevin Eschleman and W. Chris Wright, "(Mis)Steps for Attracting High Resilience Workers," *Industrial and Organizational Psychology* 9, no. 2 (June 2016), pp. 429–435.
95. Geri Coleman, "HR in the Age of Disruption," *HR Magazine* 61, no. 7 (September 2016), pp. 68–73.
96. Op. cit.
97. Phillips and Gully, *Strategic Staffing*, p. 223.
98. Brian J. Hoffman, John W. Michel, and Kevin J. Williams, "On the Predictive Efficiency of Past Performance and Physical Ability: The Case of the National Football League," *Human Performance* 24, no. 2 (2011), pp. 158–172.
99. Lara Walsh, "To Tell the Truth: Catching Tall Tales on Résumés," *Workforce*, December 2014, p. 10.
100. "Resume Fakery Is Rampant, Global; Employer Caution Needed, *Bloomberg BNA Bulletin to Management*, November 4, 2014, p. 351.
101. "Internet, E-Mail Monitoring Common at Most Workplaces," *BNA Bulletin to Management*, February 1, 2001, p. 34. See also "Are Your Background Checks Balanced? Experts Identify Concerns over Verifications," *BNA Bulletin to Management*, May 13, 2004, p. 153; Julia Levashina et al., "Don't Select until You Check: Expected Background Checking Practices," *Employee Responsibilities and Rights Journal* 29, no. 3 (September 2017), pp. 127–148; "Background Checking—The Use of Credit Background Checks in Hiring Decisions," July 19, 2012, www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/pages/creditbackgroundchecks.aspx, accessed July 10, 2018.
102. Merry Mayer, "Background Checks in Focus," *HR Magazine*, January 2002, pp. 59–62; and Carroll Lachnit, "Protecting People and Profits with Background Checks," *Workforce*, February 2002, p. 52; SHRM, "Background Checks: Background Check Policy and Procedure," September 22, 2016, https://www.shrm.org/ResourcesAndTools/tools-and-samples/policies/Pages/backgroundcheck.aspx, accessed February 26, 2018.

103. Matthew Heller, "Special Report: Background Checking," *Workforce Management*, March 3, 2008, pp. 35–54.
104. Bill Roberts, "Close-up on Screening," *HR Magazine*, February 2011, pp. 23–29.
105. Roy Maurer, "Making Every Check Count," *HR Magazine*, October 2016, p. 69.
106. Seymour Adler, "Verifying a Job Candidate's Background: The State of Practice in a Vital Human Resources Activity," *Review of Business* 15, no. 2 (Winter 1993), p. 6; Michael G. Aamodt, "Conducting Background Checks for Employee Selection," http://www.siop.org/SIOP-SHRM/SHRM-SIOP_Background_Checks.pdf, accessed February 26, 2018.
107. Heller, "Special Report: Background Checking," p. 35.
108. Dori Meinert, "Seeing behind the Mask," *HR Magazine* 56, no. 2 (February 2011), www.shrm.org/Publications/ hrmagazine/Editorial Content/2011/0211/Pages/0211meinert.aspx, accessed August 20, 2011.
109. Ibid., p. 55.
110. For example, one U.S. Court of Appeals found that bad references might be grounds for a suit when they are retaliations for the employee having previously filed an EEOC claim. "Negative Reference Leads to Charge of Retaliation," *BNA Bulletin to Management*, October 21, 2004, p. 344.
111. Martin Berman-Gorvine, "Employee Background Checks Have Companies Caught in the Middle."
112. *Kehr v. Consolidated Freightways of Delaware*, Docket No. 86–2126, July 15, 1987, U.S. Seventh Circuit Court of Appeals. Discussed in *Commerce Clearing House, Ideas and Trends*, October 16, 1987, p. 165.
113. For example, Todd Humber, "Open Season on References . . . Finally," *Canadian HR Reporter* 30, no. 10 (May 29, 2017), p. 18.
114. Donna Malvey et al., "The Fear Factor in Healthcare: Employee Information Sharing," *Journal of Healthcare Management* 58, no. 3 (May/Jun 2013), pp. 225–237.
115. James Bell, James Castagnera, and Jane Patterson Young, "Employment References: Do You Know the Law?" *Personnel Journal* 63, no. 2 (February 1984), pp. 32–36. In order to demonstrate defamation, several elements must be present: (a) the defamatory statement must have been communicated to another party; (b) the statement must be a false statement of fact; (c) injury to reputation must have occurred; and (d) the employer must not be protected under qualified or absolute privilege. For a discussion, see Ryan and Lasek, "Negligent Hiring and Defamation," p. 307. See also James Burns Jr., "Employment References: Is There a Better Way?" *Employee Relations Law Journal* 23, no. 2 (Fall 1997), pp. 157–168; Humber, "Open Season on References."
116. For additional information, see Lawrence E. Dube Jr., "Employment References and the Law," *Personnel Journal* 65, no. 2 (February 1986), pp. 87–91. See also Mickey Veich, "Uncover the Resume Ruse," *Security Management*, October 1994, pp. 75–76; and "Avoiding Defamation in the Workplace, Giving References and Disciplining Employees While Avoiding Liability," http://corporate.findlaw.com/litigation-disputes/avoiding-defamation-in-the-workplace-giving-references-and.html, accessed February 26, 2018.
117. "Undercover Callers Tip Off Job Seekers to Former Employers' Negative References," *BNA Bulletin to Management*, May 27, 1999, p. 161, https://www.google.com/search?client=firefox-b-1&source=hp&ei=526UWu3KJqaC5wKbx5bgAg&q=reference+checking+service&oq=reference+checking+&gs_l=psy-ab.1.0.0l10.2284.9425.0.13218.19.19.0.0.0.0.275.2318.7j6j4.17.0....0...1.1.64.psy-ab..2.17.2306...0i131k1.0.b9ngHHAu_aM, accessed February 26, 2018.
118. Eileen Zimmerman, "A Subtle Reference Trap for Unwary Employers," *Workforce*, April 2003, p. 22.
119. Michelle Goodman, "Reference Checks Go Tech," *Workforce Management*, May 2012, pp. 26–28; www.skillsurvey.com/reference-checking-solution/, accessed September 2, 2018.
120. Alan Finder, "When a Risqué Online Persona Undermines a Chance for a Job," *The New York Times*, June 11, 2006, p. 1.
121. Natasha Singer, "Funny, They Don't Look Like My References," *The New York Times*, November 9, 2014, p. 4.
122. "Practitioners Discuss Various Pitfalls of Using Social Media to Vet Job Applicants," *Bloomberg BNA Bulletin to Management*, November 1, 2011, pp. 345–346.
123. Rita Zeidner, "How Deep Can You Probe?" *HR Magazine*, October 1, 2007, pp. 57–62.
124. "Web Searches on Applicants Are Potentially Perilous for Employers," *Bloomberg BNA Bulletin to Management*, October 14, 2008, p. 335.
125. "Maryland Is First State to Restrict Employer Demands for Employee, Applicant Passwords," *Bloomberg BNA Bulletin to Management*, May 8, 2012, p. 145.
126. "Practitioners Discuss Various Pitfalls of Using Social Media to Vet Job Applicants," www.bna.com/practitioners-discuss-various-n12884904116/, accessed July 4, 2014.
127. "Background checking providers," *Workforce*, July/August 2017, p. 47.
128. Stephanie Clifford and Jessica Silver-Greenberg, "Retailers Track Employee Thefts in Vast Databases," *The New York Times*, April 4, 2013, pp. A1, A16.
129. Jasmine Ye Han, "Blockchain Verified Credentials Could Change the Game of Hiring," *Bloomberg BNA Bulletin to Management*, November 7, 2017.
130. Jeffrey M. Hahn,"Pre-Employment Information Services: Employers Beware?" *Employee Relations Law Journal* 17, no. 1 (Summer 1991), pp. 45–69. See also "Pre-Employment Background Screenings Have Evolved, but So Have Liability Risks," *BNA Bulletin to Management*, November 1, 2005, p. 345.
131. "Employer Concerns about Liability Loom as Push for Ban the Box Policies Spread," *Bloomberg BNA Bulletin to Management*, August 19, 2014, pp. 257–258.
132. Under California law, applicants or employees must have the option of requesting a copy of the report regardless of action.
133. Teresa Butler Stivarius, "Background Checks: Steps to Basic Compliance in a Multistate Environment," *Society for Human Resource Management Legal Report*, March–April 2003, pp. 1–8.
134. See, for example, Dori Meinert, "Search and Verify," *HR Magazine*, December 2012, pp. 37–41.
135. "Background Check Firm Pays $2.6 Million Penalty," *Workforce Management*, October 2012, p. 12.
136. See Paul Taylor et al., "Dimensionality and the Validity of a Structured Telephone Reference Check Procedure," *Personnel Psychology* 57 (2004), pp. 745–772, for a discussion of checking other work habits and traits.
137. "Getting Applicant Information Difficult but Still Necessary," *BNA Bulletin to Management*, February 5, 1999, p. 63. See also Robert Howie and Laurence Shapiro, "Pre-Employment Criminal Background Checks: Why Employers Should Look Before They Leap," *Employee Relations Law Journal*, Summer 2002, pp. 63–77; Joyce Cutler, "Cities, States Lead Sway to Barring Salary History Queries," *Bloomberg BNA Bulletin to Management*, August 4, 2017; Martin Berman-Gorvine, "Tech Giants Stop Asking for Salary History, Everywhere in the US," *Bloomberg BNA Bulletin to Management*, January 2, 2018.
138. Michael Wier, "Dishonest References Test Recruitment," *Canadian HR Reporter* 31, no. 1 (January 2018), p. 7.
139. Polygraphs are still widely used in law enforcement and reportedly are quite useful. See, for example, Laurie Cohen, "The Polygraph Paradox," *The Wall Street Journal*, March 22, 2008, p. A1.
140. Also prohibited are other mechanical or electrical devices that attempt to measure honesty or dishonesty, including voice stress analyzers.
141. After a tragedy in Manhattan several years ago, more parents began turning to private investigators and industrial psychologists to conduct checks, including polygraph tests, on prospective nannies. Gabrielle Birkner, "Nanny Interviews Get More Aggressive," *The Wall Street Journal*, December 15–16, 2012, pp. A19, A21.
142. See, for example, "Assessment & Selection: Other Assessment Methods," https://www.opm.gov/policy-data-oversight/assessment-and-selection/other-assessment-methods/integrityhonesty-tests/, accessed February 26, 2018.
143. Norma Fritz, "In Focus: Honest Answers—Post Polygraph," *Personnel*, April 1989, p. 8. See also Richard White Jr., "Ask Me No Questions, Tell Me No Lies: Examining the Uses and Misuses of the Polygraph," *Public Personnel Management* 30, no. 4 (Winter 2001), pp. 483–493; http://www.assessio.com/, accessed February 26, 2018.
144. A meta-analysis concluded that "relations between integrity tests and measures of job performance tend to be rather weak." Chad H. Van Iddeking et al., "The Criterion Related Validity of Integrity Tests: An Updated Meta-Analysis," *Journal of Applied Psychology* 97, no. 3 (2012), pp. 499–530, a point disputed by a panel of test publishers. William G. Harris et al., "Test Publishers' Perspective on 'An Updated Meta-Analysis': Comment on Van Iddeking, Ross, Raymark, and Odle-Dusseau (2012)," *Journal of Applied Psychology* 97, no. 3 (2012), pp. 531–536.
145. John Bernardin and Donna Cooke, "Validity of an Honesty Test in Predicting Theft Among Convenience Store Employees," *Academy of Management Journal* 36, no. 5 (1993), pp. 1097–1108. There are many

such examples. See, for example, Bill Roberts, "Your Cheating Heart," *HR Magazine*, June 2011, pp. 55–57.

146. Murat Topaloglu and Sehar Ekmekci, "Gender Detection and Identifying One's Handwriting with Handwriting Analysis," *Expert Systems with Applications* 79 (August 15, 2017), p. 236; Marco Giannini et al., "Is Graphology Useful in Assessing Major Depression?" *National Library of Medicine. Psychological Reports* (January 1, 2018): 33294118759667.
147. Topaloglu and Ekmekci, "Gender Detection and Identifying One's Handwriting."
148. Afnan Garoot et al., "A Comprehensive Survey on Handwriting and Computerized Graphology," The Institute of Electrical and Electronics Engineers, Inc. (IEEE) Conference Proceedings, Vol. 01, (2017).
149. Bill Leonard, "Reading Employees," *HR Magazine*, April 1999, pp. 67–73. On the other hand some recent studies suggest graphology may be of use: Anupam Varshney and ShaliniPuri, "A Survey on Human Personality Identification on the Basis of Handwriting Using ANN," The Institute of Electrical and Electronics Engineers, Inc. (IEEE) Conference Proceedings; Piscataway (2017).
150. This is based on Kyle Stock, "Wary Investors Turn to Lie Pros," *The Wall Street Journal*, December 29, 2010, p. C3.
151. These are based on "Divining Integrity through Interviews," *BNA Bulletin to Management*, June 4, 1987, p. 184; and *Commerce Clearing House*, Ideas and Trends, December 29, 1998, pp. 222–223. See also Bridget A. Styers and Kenneth S. Shultz, "Perceived Reasonableness of Employment Testing Accommodations for Persons with Disabilities," *Public Personnel Management* 38, no. 3 (Fall 2009), pp. 71–91.
152. Ibid.
153. www.clearfit.com/resource-center/hiring-process/how-to-spot-someone-lying-in-an-interview/, accessed February 19, 2014.
154. www.forbes.com/sites/carolkinseygoman/2013/05/20/7-tips-for-spotting-liars-at-work/, accessed February 19, 2014.
155. Mick Haus, "Pre-Employment Physicals and the ADA," *Safety and Health*, February 1992, pp. 64–65. See also Styers and Shultz, "Perceived Reasonableness of Employment Testing Accommodations."
156. Lisa Nagele-Piazza, "Failed Workplace Drug Tests Reach 12-Year High," May 24, 2017, https://www.shrm.org/resourcesandtools/legal-and-compliance/employment-law/pages/positive-drug-test-rates-climb.aspx, accessed February 26, 2018.
157. For example, www.questdiagnostics.com/home/companies/employer/drug-screening/testing-reasons/pre-employment.html, accessed August 22, 2014.
158. Rita Zeidner, "Putting Drug Screening to the Test," *HR Magazine*, November 2010, p. 26.
159. Jackie Calmes, "One Step Short of Hired," *The New York Times*, May 18, 2016, pp. B1, B3; Lauren Weber, "Tests Show More American Workers Using Drugs," *The Wall Street Journal*, May 17, 2017.
160. Steve Bates, "Rethinking Zero Tolerance on Drugs in the Workplace: Some Employers Relax Pre-employment Drug Standards in Order to Fill Jobs," December 5, 2017, https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/rethinking-zero-tolerance-drugs-workplace.aspx, accessed February 26, 2018.
161. https://www.google.com/search?client=firefox-b-1&ei=7pGUWqu4GoPJ5gKbgIXADg&q=products+for+beating+drug+tests&oq=products+for+beating+drug+tests&gs_l=psy-ab.12..0i22i30k1.2256.10183.0.13610.31.31.0.0.0.0.293.3793.3j17j6.26.0..2..0...1.1.64.psy-ab..5.26.3775...0j0i131k1j0i67k1j0i22i10i30k1j0i13k1j0i13i30k1j0i13i5i30k1j33i22i29i30k1j0i8i13i30k1.0.Ed8lZTAYYek, accessed February 26, 2018.
162. Chris Berka and Courtney Poignand, "Hair Follicle Testing—An Alternative to Urinalysis for Drug Abuse Screening," *Employee Relations Today*, Winter 1991–1992, pp. 405–409; for an example, see www.americanscreeningcorp.com/default.aspx, accessed October 8, 2011.
163. R. J. McCunney, "Drug Testing: Technical Complications of a Complex Social Issue," *American Journal of Industrial Medicine* 15, no. 5 (1989), pp. 589–600; discussed in Scott Macdonald, Samantha Wells, and Richard Fry "The Limitations of Drug Screening in the Workplace," *International Labour Review* 132, no. 1 (1993), p. 102; and, "United States: Should a Worker Be Fired for Using Medical Marijuana at Home?" *Asia News Monitor*, October 15, 2015.
164. MacDonald et al., "The Limitations of Drug Screening," p. 103.
165. Ann M. O'Neill, "Legal Issues Presented by Hair Follicle Testing," *Employee Relations Today*, Winter 1991–1992, pp. 411–415; R. M. White, "Drugs in Hair. Part I. Metabolisms of Major Drug Classes," *Forensic Science Review* 29, no. 1 (Jan 2017), pp. 23–55.
166. Daniel Johns, "The National Labor Relations Board's Misapplication of Weingarten Rights to Employer Substance Abuse Testing Programs," *Labor Law Journal* 67, no. 1 (Spring 2016), pp. 285–297.
167. Lee Dryden, "OSHA Will Require Employers to Report Injuries, Illnesses," *Michigan Lawyers Weekly*, August 2016.
168. Lisa Nagele-Piazza, "How Can Multistate Employers Develop Solid Drug-Testing Policies?" July 10, 2017, https://www.shrm.org/resourcesandtools/legal-and-compliance/state-and-local-updates/pages/multistate-employer-drug-testing-policies.aspx, accessed February 26, 2018.
169. "The Americans with Disabilities Act and 'Current' Illegal Drug Use," http://corporate.findlaw.com/litigation-disputes/the-americans-with-disabilities-act-and-current-illegal-drug.html, accessed February 26, 2018.
170. Richard Lisko, "A Manager's Guide to Drug Testing," *Security Management* 38, no. 8 (August 1994), p. 92. See also "Office of Drug & Alcohol Policy & Compliance," https://www.transportation.gov/odapc, accessed February 26, 2018; "Overview of Drug and Alcohol Rules," https://www.fmcsa.dot.gov/regulations/drug-alcohol-testing/overview-drug-and-alcohol-rules, accessed February 26, 2018.
171. Lisa Nagele-Piazza, "Workplace Drug-Testing Rules Vary from State to State," August 21, 2017, https://www.shrm.org/resourcesandtools/legal-and-compliance/state-and-local-updates/pages/an-employee-failed-a-drug-test-.aspx, accessed February 26, 2018.
172. *Exxon Corp. v. Esso Workers Union, Inc.*, CA1#96–2241, 7/8/97; discussed in *BNA Bulletin to Management*, August 7, 1997, p. 249.
173. For the form, see www.uscis.gov/files/form/i-9.pdf, accessed October 4, 2011. California recently advised local employers that the federal government's ICE officers could not enter facilities without a warrant. Laura Mahoney, "California to Employers: ICE Needs a Warrant to Enter," *Bloomberg BNA Bulletin to Management*, February 20, 2018.
174. "More Than 500,000 Employers Are Now Enrolled in E-Verify Program," *Bloomberg BNA Bulletin to Management*, January 28, 2014, p. 27.
175. "President Bush Signs Executive Order: Federal Contractors Must Use E-Verify," *Bloomberg BNA Bulletin to Management*, June 17, 2008, p. 193.
176. www.dhs.gov/files/programs/gc_1185221678150.shtm, accessed February 21, 2010. Many small business owners in particular find that the new E-Verify system makes it more difficult to fill open positions. Angus Loten, Sarah Needleman, and Adam Janofsky, "Small Business Has a Beef with E-Verify," *The Wall Street Journal*, July 25, 2013, p. B6.
177. Davis Zielinski, "Automating I-9 Verification," *HR Magazine*, May 2011, pp. 57–60. Employees themselves can use E-Verify to confirm their U.S. work authorization status. "New Tools Will Aid Employers during Verification Process," *Bloomberg BNA Bulletin to Management*, March 15, 2011, and Matthew Orso and Susan Rodriguez, "The Compliance Risks of I-9 Software," *HR Magazine*, September 2016, pp. 83–84.
178. "As E-Verify, No Match Rules, I-9 Evolve, Employers Need to Stay on Top of Issues," *Bloomberg BNA Bulletin Management*, April 15, 2008, p. 121. For the latest I-9 form see www.uscis.gov/files/form/i-9.pdf, accessed September 7, 2013. In 2017, the Republican administration said it was moving toward requiring use of E-verify by all employers. Laura Francis, "Mandatory E-Verify, More Enforcement Spending in Trump Budget," *Bloomberg BNA Bulletin to Management*, March 21, 2017.
179. Note that the acceptable documents on page 3 of the previous I-9 form did not reflect the most current list of acceptable documents for confirming identity and eligibility. For the latest I-9 form see www.uscis.gov/files/form/i-9.pdf, accessed September 7, 2013.
180. "Identity Theft Remains Top Challenge for E-Verify," *Bloomberg BNA Bulletin to Management*, April 19, 2011, p. 121.
181. Russell Gerbman, "License to Work," *HR Magazine*, June 2000, pp. 151–160; the I-9 form clearly states that the employer may not discriminate. See www.uscis.gov/i-9, accessed September 2, 2018.

BravoKiloVideo/Shutterstock

7 Interviewing Candidates

LEARNING OBJECTIVES

When you finish studying this chapter, you should be able to:

7-1 **Give** examples of the main types of selection interviews.

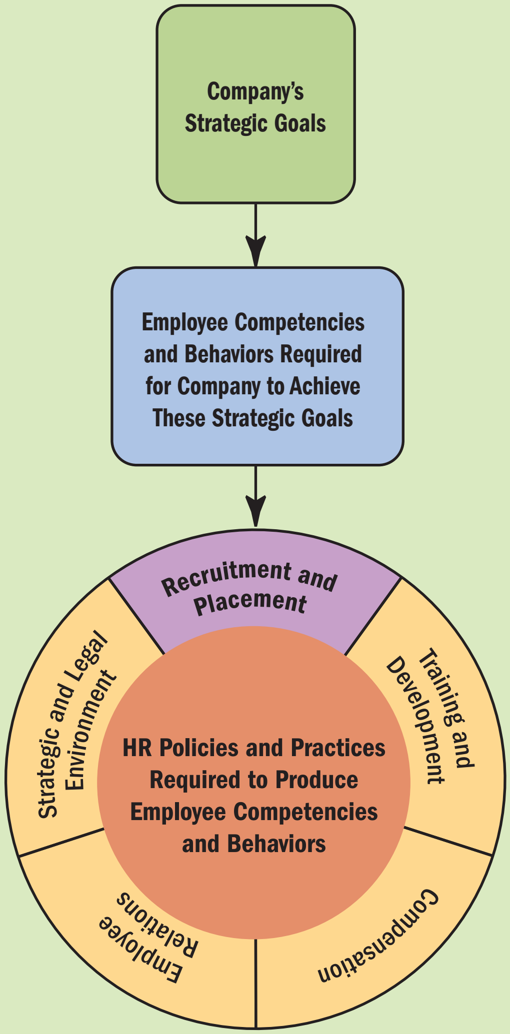
7-2 **Give** examples of the main errors that can undermine an interview's usefulness.

7-3 **Define** a structured situational interview and explain how to conduct effective selection interviews.

7-4 **Give** examples of how to use employee selection to improve employee engagement.

7-5 **List** the main points in developing and extending the actual job offer.

When it comes to hiring, Urban Outfitters knows just what it's looking for.[2] The lifestyle retailer, with over 200 stores in the United States, Canada, and Europe, built its strategy around fostering a culture of creativity and individuality within its stores. Its managers know that maintaining this unique store environment requires employees that match its core values of community, pride, creativity, and respect. The question is, how do you find and attract such applicants, while controlling hiring costs in the competitive retail industry?



WHERE ARE WE NOW . . .

Chapter 6 discussed important tools managers use to select employees. Now we'll turn to one of these tools—the employment interview. The main topics we'll cover include **Types of Interviews**, **Things That Undermine Interviewing's Usefulness**, **Designing and Conducting Effective Selection Interviews**, **Using a Total Selection Process to Improve Employee Engagement**, and **Making the Offer**. In Chapter 8, we'll turn to training the new employee.

If the interview is just one of several selection tools, why devote a whole chapter to it? Because interviews are the most widely used selection procedure, and most people aren't nearly as good at interviewing as they think they are.[1]

Basic Types of Interviews

LEARNING OBJECTIVE 7-1

Give examples of the main types of selection interviews.

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.[3] 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

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)

Each has pros and cons. We'll look at each.

Structured versus Unstructured Interviews

unstructured (or nondirective) interview
An unstructured conversational-style interview in which the interviewer pursues points of interest as they come up in response to questions.

structured (or directive) interview
An interview following a set sequence of questions.

First, most interviews vary in the degree to which the interviewer structures the interview process.[4] In **unstructured (or nondirective) interviews**, the manager follows no set format. A few questions might be specified in advance, but they're usually not, and there is seldom a formal guide for scoring "right" or "wrong" answers. Typical questions here might include, for instance, "Tell me about yourself," "Why do you think you'd do a good job here?" and "What would you say are your main strengths and weaknesses?" Some describe this as little more than a general conversation.[5]

At the other extreme, in **structured (or directive) interviews**, the employer lists questions ahead of time, and may even weight possible alternative answers for appropriateness.[6] McMurray's Patterned Interview was one early example. The interviewer followed a printed form to ask a series of questions, such as "How was the person's present job obtained?" Comments printed beneath the questions (such as "Has he/she shown self-reliance in getting his/her jobs?") then guide the interviewer in evaluating the answers. Some experts still restrict the term "structured interview" to interviews like these, which are based on carefully selected job-related questions with predetermined answers.

But in practice, interview structure is a matter of degree. Sometimes the manager may just want to ensure he or she has a list of questions to ask so as to avoid skipping any questions. Here, he or she might choose questions from a list like that in Figure 7-3 (page 219). The structured interview guide in Figure 7A-1 (pages 231–233) illustrates a more structured approach. As another example, the Department of Homeland Security uses the structured guide in Figure 7-1 (pages 208–209) to help screen Coast Guard officer candidates. It contains a formal candidate rating procedure, and enables geographically dispersed interviewers to complete the form via the Web.[7]

Structured interviews are generally best.[8] In such interviews, all interviewers generally ask all applicants the same questions. Partly because of this, these interviews tend to be more consistent, reliable, and valid. Having a standardized list of questions can also help less talented interviewers conduct better interviews. Standardizing the interview also enhances job relatedness (the questions chosen tend to provide insights into how the person will actually do the job), reduces overall subjectivity and thus the potential for bias, and may "enhance the ability to withstand legal challenge."[9] However, blindly following a structured format may not provide enough opportunity to pursue points of interest. The interviewer should always be able to ask follow-up questions and pursue points of interest as they develop. We'll see how to create a structured interview later in this chapter.

Interview Content (What Types of Questions to Ask)

We can also classify interviews based on the "content" or the types of questions interviewers ask. Many interviewers ask relatively unfocused questions, such as "What do you want to be doing in 5 years?" Questions like these usually don't provide much insight into how the person will do on the job. That is why *situational, behavioral*, and *job-related* questions are best.

In a **situational interview,** you ask the candidate what his or her behavior *would be* in a given situation.[10] For example, ask a supervisory candidate how he or she would act in response to a subordinate coming to work late 3 days in a row.

Whereas situational interviews ask applicants to describe how they *would* react to a hypothetical situation today or tomorrow, **behavioral interviews** ask applicants to describe *how they reacted* to actual situations in the past.[11] *Situational* questions start with phrases such as, "Suppose you were faced with the following situation. . . . What would you do?" *Behavioral* questions start with phrases like, "Can you think of a time when. . . . What did you do?"[12] In one variant, Vanguard uses an interviewing

situational interview
A series of job-related questions that focus on how the candidate would behave in a given situation.

behavioral interview
A series of job-related questions that focus on how the candidate reacted to actual situations in the past.

FIGURE 7-1 Officer Programs Applicant Interview Form

Source: From Officer Programs Applicant Interview Form CG_5527, http://www.uscg.mil/forms/cg/CG_5527.pdf accessed August 29, 2015.

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☐	Limited Potential 2☐	Fair Performer 3☐	Good Performer 4☐	Excellent Performer 5☐	Exceptional Performer 6☐	Distinguished Performer 7☐

Comments:

4. **Performance of Duties:** Measures an applicant's ability to manage and to get things done.

Unsatisfactory	Limited Potential	Fair Performer	Good Performer	Excellent Performer	Exceptional Performer	Distinguished Performer
1☐	2☐	3☐	4☐	5☐	6☐	7☐

Comments:

5. **Communication Skills:** Measures an applicant's ability to communicate in a positive, clear, and convincing manner.

Unsatisfactory	Limited Potential	Fair Performer	Good Performer	Excellent Performer	Exceptional Performer	Distinguished Performer
1☐	2☐	3☐	4☐	5☐	6☐	7☐

Comments:

6. **Names of Board Members**	7. **Rank**	8. **Command/Unit**	9. **Signature**	10. **Career Total of Interviews Conducted**

PREVIEWS EDITIONS ARE OBSOLETE *CONTINUED ON REVERSE*

Reset

FIGURE 7-1 ***Continued***

Page 2 - CG-5527 (06-04)

11. **Leadership Skills:** Measures an applicant's ability to support, develop, direct, and influence others in performing work.

Unsatisfactory	Limited Potential	Fair Performer	Good Performer	Excellent Performer	Exceptional Performer	Distinguished Performer
1☐	2☐	3☐	4☐	5☐	6☐	7☐

Comments:

12. **Personal and Professional Qualities:** Measures qualities which illustrate the applicant's character.

Unsatisfactory	Limited Potential	Fair Performer	Good Performer	Excellent Performer	Exceptional Performer	Distinguished Performer
1☐	2☐	3☐	4☐	5☐	6☐	7☐

Comments:

Reset

technique it calls STAR. Vanguard managers ask interviewees about a particular situation (S) or task (T) they faced to uncover the actions (A) the candidates took, and the results (R) of their actions.[13]

Behavioral interviews are increasingly popular.[14] When Citizen's Banking Corporation in Flint, Michigan, found that 31 of the 50 people in its call center quit in one year, the center's head switched to behavioral interviews. Many who left did so because they didn't enjoy irate questions from clients. So she no longer tries to predict how candidates will act based on asking them if they want to work with angry clients. Instead, she asks behavioral questions like, "Tell me about a time you were speaking with an irate person, and how you turned the situation around." This makes it harder to fool the interviewer; only four people left in the following year.[15]

Bain & Company uses case interviews as part of its candidate selection process. By having candidates explain how they would address the case "client's" problems, the case interview combines elements of behavioral and situational questioning to provide a more realistic assessment of the candidate's consulting skills.

job-related interview
A series of job-related questions that focus on relevant past job-related behaviors.

OTHER TYPES OF QUESTIONS In a **job-related interview,** the interviewer asks applicants questions about job-relevant past experiences. The questions here don't revolve around hypothetical or actual situations or scenarios. Instead, the interviewer asks questions such as, "Which courses did you like best in business school?" The aim is to draw conclusions about, say, the candidate's ability to handle the job's financial aspects.

stress interview
An interview in which the applicant is made uncomfortable by a series of often rude questions. This technique helps identify hypersensitive applicants and those with low or high stress tolerance.

There are other, lesser-used types of questions. In a **stress interview,** the interviewer seeks to make the applicant uncomfortable with occasionally rude questions. The aim is supposedly to spot sensitive applicants and those with low (or high) stress tolerance. Thus, a candidate for a customer relations manager position who obligingly mentions having had four jobs in the past 2 years might be told that frequent job changes reflect irresponsible and immature behavior. If the applicant then responds with a reasonable explanation of why the job changes were necessary, the interviewer might pursue another topic. On the other hand, if the formerly tranquil applicant reacts explosively, the interviewer might deduce that the person has a low tolerance for stress.

The stress interview's invasive and ethically dubious nature demands that the interviewer be both skilled in its use and sure the job really requires handling stress. This is definitely not an approach for amateur interrogators or for those without the skills to keep the interview under control.

Puzzle questions are popular. Recruiters see how candidates think under pressure. For example, an interviewer at Microsoft asked a tech service applicant this: "Mike and Todd have $21 between them. Mike has $20 more than Todd does. How much money has Mike, and how much money has Todd?"[16] (The answer is two paragraphs below.)

HR in Action at the Hotel Paris As an experienced HR professional, Lisa knew that the company's new testing program would go only so far. To see how the Hotel Paris created a new interview process, see the case on page 226.

How Should We Conduct the Interview?

Employers also administer interviews in various ways: *one-on-one or by a panel of interviewers, sequentially or all at once, computerized or personally,* or *online.*

Most selection interviews are probably still *one-on-one* and *sequential.* In a one-on-one interview, two people meet alone, and one interviews the other by seeking oral responses to oral inquiries. Employers tend to schedule these interviews *sequentially.* In a *sequential (or serial) interview*, several persons interview the applicant, in sequence, one-on-one, and then make their hiring decision. In an **unstructured sequential interview,** each interviewer generally just asks questions as they come to mind. In a **structured sequential interview,** each interviewer rates the candidates on a standard evaluation form, using standardized questions. The hiring manager then reviews these ratings before deciding whom to hire.[17] (Answer: Mike had $20.50, Todd $0.50.)

unstructured sequential interview
An interview in which each interviewer forms an independent opinion after asking different questions.

structured sequential interview
An interview in which the applicant is interviewed sequentially by several persons; each rates the applicant on a standard form.

panel interview
An interview in which a group of interviewers questions the applicant.

mass interview
A panel interviews several candidates simultaneously.

A **panel interview,** also known as a board interview, is an interview conducted by a team of interviewers (usually two to three), who together question each candidate and then combine their ratings of each candidate's answers into a final panel score. This contrasts with the *one-on-one interview* (in which one interviewer meets one candidate) and a *serial interview* (where several interviewers assess a single candidate one-on-one, sequentially).[18]

The panel format enables interviewers to ask follow-up questions, much as reporters do in press conferences. This may elicit more meaningful responses than a series of one-on-one interviews. On the other hand, some candidates find panel interviews more stressful, so they may actually inhibit responses. (An even more stressful variant is the **mass interview.** Here a panel interviews several candidates simultaneously. The panel might pose a problem, and then watches to see which candidate takes the lead in formulating an answer.)

Whether panel interviews are more or less reliable and valid than sequential interviews depends on how the employer actually does the panel interview. For example, *structured* panel interviews in which members use scoring sheets with descriptive scoring examples for "good" and "bad" sample answers are more reliable and valid than those that don't. Training panel interviewers may boost interview reliability.[19]

For better or worse, some employers use "speed dating" interviewing. One sent e-mails to all applicants for an advertised position. Four hundred (of 800 applicants) showed up. Over several hours, applicants first mingled with employees, and then (in a so-called speed dating area) had one-on-one contacts with employees for a few minutes each. Based on this, the recruiting team chose 68 candidates for follow-up interviews.[20]

PHONE INTERVIEWS Employers also conduct interviews via phone. Somewhat counterintuitively, these can actually be more useful than face-to-face interviews for judging one's conscientiousness, intelligence, and interpersonal skills. Because they needn't worry about appearance or handshakes, each party can focus on answers. And perhaps candidates—somewhat surprised by an unplanned call from the recruiter—give more spontaneous answers.[21] In one study, interviewers tended to evaluate applicants more favorably in telephone versus face-to-face interviews, particularly where interviewees were less physically attractive. The applicants preferred the face-to-face interviews.[22]

COMPUTER-BASED JOB INTERVIEWS A *computerized selection interview* is one in which a job candidate's oral and/or keyed replies are obtained in response to computerized oral, visual, or written questions and/or situations. Most such interviews present a series of multiple-choice questions regarding background, experience, education, skills, knowledge, and work attitudes. Some confront candidates with realistic scenarios (such as irate customers) to which they must respond.[23]

ONLINE VIDEO INTERVIEWS With phone and tablet video functionalities like FaceTime™ and Skype™, Web-based "in-person" interview use is widespread; about 18% of candidates took such interviews in one study.[24] College career centers and outplacement firms use the InterviewStream 360 Video Practice Interview System, to have students or job seekers record interviews for their own development and for prospective employers.[25] InterviewStream, Inc. (www.InterviewStream.com) offers employer clients prerecorded and live video interview management systems for prescreening candidates and interviewing remote talent. Or, the client and candidate can use InterviewStream's live video conference platform for a live interview.[26] Employers including Microsoft use the virtual community Second Life to conduct job interviews. Job seekers create avatars to represent themselves.[27] And as explained in Chapter 6, HireVue's software analyzes its clients' past video employment interviews for signs like facial expressions and voice modulation to determine which predict applicants' suitability for jobs.

Hilton Worldwide recruits in 94 countries, so distances often make in-person interviews impractical. Now, online video interviews make it easy for Hilton to do initial screening interviews.[28] Another firm's CEO conducts initial screening interviews via text-only chats or instant messaging because, he says, it reduces potential distractions like gender, ethnicity, and body language.[29]

An online video interview requires little special preparation for employers, but Career FAQs (www.careerfaqs.com.au) lists things that *interviewees* should keep in mind. It's often the obvious things people overlook (for more on how to take interviews, see Appendix 2 to this chapter, page 234):[30]

- ***Look presentable.*** It might seem strange sitting at home in a suit, but it could make a difference.
- ***Clean up the room.*** Do not let the interviewer see clutter.
- ***Test first.*** As Career FAQs says, "Five minutes before the video interview is not a good time to realize that your Internet is down . . ."
- ***Do a dry run.*** Record yourself before the interview to see how you're "coming across."
- ***Relax.*** The golden rule with such interviews is to treat them like face-to-face meetings. Smile, look confident and enthusiastic, make eye contact, and don't shout, but do speak clearly.

IMPROVING PERFORMANCE: *THE STRATEGIC CONTEXT*

Asynchronous Interviews at Urban Outfitters

Asynchronous mobile device–based interviews let interviewees "do" the interview at their leisure from wherever they are, and the hiring managers to review the interviews at their leisure.[31]

For example, Urban Outfitters wants store employees who share its core values of Community, Pride, Creativity, and Respect.[32] The question is, how does it find and attract such applicants, while controlling hiring costs in the competitive retail industry? Because it receives so many applications, the company first used group interviews for selecting sales associates. Retail managers would interview six to eight candidates at once, in a group interview. Store managers didn't think this was a good fit for Urban Outfitter's culture, though.

Urban Outfitters switched to HireVue on-demand interviews in its 200 retail stores. The HireVue system enabled applicants to watch videos about Urban Outfitters and the job, and then to respond in writing and by video to Urban's interview questions and instructions, at their leisure, "on demand." The hiring managers then reviewed the recorded interviews, usually outside of peak business hours when the stores weren't as busy.

The new system reportedly has been a boon to Urban Outfitters. It reduced screening time by 80%, lets store managers process many more applicants, and is preferred by applicants, 90% of whom can do their interviews after hours. The HireVue system also supports Urban Outfitters' strategy. As it says:

> Moving to digital interviewing has transformed our hiring process into a true reflection of the Urban Outfitters culture. Our value in creativity and community and our nonconformist approach now begins with our candidate experience. No other initiative has impacted our hiring teams like digital recruiting has.[33]

MyLab Management Talk About It 1

If your professor has assigned this, go to the Assignments section of **www.pearson.com/mylab/management** to complete this discussion. You have to hire dozens of waitstaff every year for a new restaurant on Miami Beach. Explain how you would use a HireVue interview, including questions and tasks for candidates.

LEARNING OBJECTIVE 7-2

Give examples of the main errors that can undermine an interview's usefulness.

Avoiding Errors That Can Undermine an Interview's Usefulness

Interviews hold an ironic place in the hiring process: Everyone uses them, but they're generally not particularly valid. The key is to do them properly. If you do, then the interview is generally a good predictor of performance and is comparable with many other selection techniques.[34] Keep three things in mind—use structured interviews, know what to ask, and avoid the common interviewing errors.

First, *structure the interview.*[35] Structured interviews (particularly structured interviews using situational questions) are more valid than unstructured interviews for predicting job performance. They are more valid partly because they are more reliable—for example, the same interviewer administers the interview more consistently from candidate to candidate.[36] Situational structured interviews yield a higher mean validity than do job-related (or behavioral) interviews, which in turn yield a higher mean validity than do "psychological" interviews (which focus more on motives and interests).[37]

Second, interviews are better at revealing some things than others, so know what to focus on. In one study, interviewers were able to size up the interviewee's extroversion and agreeableness. What they could *not* assess accurately were important traits like conscientiousness and emotional stability.[38] Interview questions such as "Describe the work environment or culture in which you are most productive and happy" may help unearth cultural fit.[39] One implication seems to be, focus more on situational and job knowledge questions that help you assess how the candidate will actually respond to typical situations on that job.

Third, whether the interview is in person or online, effective employment interviewers understand and avoid the following common interview errors.[40]

First Impressions (Snap Judgments)

Interviewers tend to jump to conclusions—make snap judgments—about candidates during the first few minutes of the interview (or even before it starts, based on test scores or résumés). One researcher estimates that in 85% of the cases, interviewers had made up their minds before the interview even began, based on first impressions gleaned from candidates' applications and personal appearance.[41] In one study, giving interviewers the candidates' test scores biased the candidates' ultimate assessments. In another study, interviewers judged candidates who they were told once suffered from depression more negatively.[42] Even structured interviews are usually preceded by a brief discussion, and the impressions one makes here can contaminate even a structured interview's results.[43]

First impressions are especially damaging when the prior information is negative. In one study, interviewers who previously received unfavorable reference letters about applicants gave those applicants less credit for past successes and held them more responsible for past failures after the interview. And the interviewers' final decisions (to accept or reject those applicants) *always* reflected what they expected of the applicants based on the references, quite aside from the applicants' actual interview performance.[44]

Add to this two more interviewing facts. First, interviewers are more influenced by unfavorable than favorable information about the candidate. Second, their impressions are much more likely to change from favorable to unfavorable than from unfavorable to favorable. Indeed, many interviewers mostly search for negative information, often without realizing it.

The bottom line is that most interviews are loaded against applicants. One who starts well could easily end up with a low rating because unfavorable information predominates. And for the interviewee who starts out poorly, it's almost impossible to overcome that first bad impression.[45] One psychologist interviewed CEOs of 80 top companies. She concluded that you "don't even get to open your mouth."[46] Instead, the interviewer will size up your posture, handshake, smile, and "captivating aura." It's difficult to overcome that first impression.

Not Clarifying What the Job Requires

Interviewers who don't have an accurate picture of what the job entails and the sort of candidate that's best for it usually make their decisions based on incorrect stereotypes of what a good applicant is. They then erroneously match interviewees with their incorrect stereotypes. You should clarify what sorts of traits you're looking for, and why, before starting the interview.

One classic study involved 30 professional interviewers.[47] Half got just this brief job description: "the eight applicants here represented by their application blanks are applying for the position of secretary." The other interviewers got much more explicit job information, including bilingual ability, for instance.

More job knowledge translated into better interviews. The 15 interviewers with more job information generally all agreed about each candidate's potential; those without it did not. The latter also didn't discriminate as well among applicants—they tended to give them all high ratings. (What screeners actually look for is another matter. A researcher spoke with 120 hiring decision makers. She found that most of them were actually looking for "personal chemistry," in terms of having things like backgrounds and hobbies that matched their own.)[48]

Candidate-Order (Contrast) Error and Pressure to Hire

candidate-order (or contrast) error
An error of judgment on the part of the interviewer due to interviewing one or more very good or very bad candidates just before the interview in question.

Candidate-order (or contrast) error means that the order in which you see applicants affects how you rate them. In one study, managers had to evaluate a sample candidate who was "just average" after first evaluating several "unfavorable" candidates. They scored the average candidate more favorably than they might otherwise because, in contrast to the unfavorable candidates, the average one looked better than he actually was. This contrast effect can be huge: In some early studies, evaluators based only a small part of the applicant's rating on his or her actual potential.[49]

Pressure to hire accentuates this problem. Researchers told one group of managers to assume they were behind in their recruiting quota. They told a second group they were ahead. Those "behind" rated the same recruits more highly.[50]

Nonverbal Behavior and Impression Management

The applicant's nonverbal behavior (smiling, avoiding your gaze, and so on) can affect his or her rating. In one study, 52 human resource specialists watched videotaped job interviews in which *the applicants' verbal content was identical*, but their nonverbal behavior differed markedly. Researchers told applicants in one group to exhibit minimal eye contact, a low energy level, and low voice modulation. Those in a second group demonstrated the opposite behavior. Twenty-three of the 26 personnel specialists who saw the high-eye-contact, high-energy candidate would have invited him or her for a second interview. None who saw the low-eye-contact, low-energy candidate would have recommended a second interview.[51] So, it pays interviewees to "look alive."

Nonverbal behaviors are probably so important because interviewers infer your personality from how you behave in the interview. In one study, 99 graduating college seniors completed questionnaires that included measures of personality, among other things. The students then reported their success in generating follow-up interviews and job offers. The interviewee's personality, particularly his or her level of extroversion, had a pronounced influence on whether he or she received follow-up interviews and job offers.[52] In turn, extroverted applicants seem particularly prone to self-promotion, and self-promotion is strongly related to the interviewer's perceptions of candidate–job fit.[53] Even structuring the interview doesn't cancel out such effects;[54] as one study concludes, "No matter how much an interview is structured, nonverbal cues cause interviewers to make attributions about candidates."[55]

IMPRESSION MANAGEMENT Clever candidates capitalize on that fact. One study found that some used ingratiation to persuade interviewers to like them. For instance, the candidates praised the interviewers or appeared to agree with their opinions, thus signaling they shared similar beliefs. Sensing that a perceived similarity in attitudes may influence how the interviewer rates them, some interviewees try to emphasize (or fabricate) such similarities.[56] Others make self-promoting comments about their accomplishments.[57] Self-promotion means promoting one's own skills and abilities to create the impression of competence.[58] Psychologists call using techniques like ingratiation and self-promotion "impression management." Most interviewers aren't likely to know they're being misled.[59] Self-promotion can be an effective tactic, but faking or lying generally backfires.[60]

Effect of Personal Characteristics: Attractiveness, Gender, Race

Unfortunately, physical attributes also distort assessments.[61] For example, people usually ascribe more favorable traits and more successful life outcomes to attractive people.[62] Similarly, race can play a role, depending on how you conduct the interview. In one study, the white members of a racially balanced interview panel rated white candidates higher, while the black interviewers rated black candidates higher. But in all cases, *structured* interviews produced less of a difference between minority and white interviewees than did unstructured ones.[63] One study concludes, ". . . structured interviews can minimize or eliminate potential bias with respect to demographic similarity between applicants and interviewers."[64]

The use of employment discrimination "testers" makes nondiscriminatory interviewing even more important. The EEOC says testers are "individuals who apply for employment which they do not intend to accept, for the sole purpose of uncovering unlawful discriminatory hiring practices."[65] Although not really seeking employment, testers have legal standing with the courts and EEOC.[66]

One civil rights group sent four university students—two white, two black—to an employment agency, supposedly in pursuit of a job. The civil rights group gave the four "testers" backgrounds and training to make their qualifications appear almost identical. The white tester/applicants got interviews and job offers. The black tester/applicants got neither interviews nor offers.[67] The HR Practices feature (page 215) shows why care is required abroad too.

Diversity Counts: Applicant Disability and the Employment Interview

In general, candidates evidencing various attributes and disabilities (such as child-care demands, HIV-positive status, or being wheelchair-bound) have less chance of obtaining a positive decision, even when they perform well in a structured interview.[68] In one study, the researchers manipulated the candidates' appearance, for instance "by placing scar-like marks on the cheeks of some of the applicants for some interviews, but not for others." Results revealed that managers who interviewed a facially stigmatized applicant (versus a nonstigmatized applicant) "rated the applicant lower [and] recalled less information about the interview" (in part, apparently, because staring at the "scars" distracted the interviewers).[69] One study found interviewers to be more lenient toward those with disabilities, however.[70]

Another study surveyed 40 disabled people from various occupations. The disabled people felt that interviewers tend to avoid directly addressing the disability, and therefore make their decisions without all the facts.[71]

What the disabled people prefer is a discussion that lets the employer address his or her concerns and reach a knowledgeable conclusion. Among the questions they said they would like interviewers to ask were these: Is there any kind of setting or special equipment that will facilitate the interview process for you? Is there any specific technology that you currently use or have used that assists the way you work? What other kind of support did you have in previous jobs? Is there anything that would benefit you? Discuss a barrier or obstacle, if any, that you have encountered in any of your previous jobs. How was that addressed? And, do you anticipate any transportation or scheduling issues with the position's work schedule? ■

IMPROVING PERFORMANCE: *HR PRACTICES AROUND THE GLOBE*

Selection Practices Abroad[72]

In choosing selection criteria abroad, the manager walks a thin line between using the parent company's selection process and adapting it to local cultural differences. One study focused on Bangladesh.[73] Traditional selection practices there are different from the United States. For example, "age is considered synonymous to wisdom." Therefore, job advertisements for mid- and senior-level positions often set a *minimum* age as a selection criteria. But managers of multinational subsidiaries there are slowly implementing their corporate headquarters' prescribed HRM practices. As a result, the multinationals are influencing local recruitment and selection practices. That said, the manager should still factor in a country's unique cultural needs before holding an interview there.

MyLab Management Talk About It 2

If your professor has assigned this, go to the Assignments section of **www.pearson.com/mylab/management** to complete this discussion. You are interviewing candidates in Bangladesh, and you have a great candidate who unfortunately is 25 years old, when the job calls for someone at least 40. List three interview questions you would ask to see if the person is still qualified.

Interviewer Behavior

Finally, the list of ways in which *interviewers* themselves wreck interviews is boundless. For example, some interviewers inadvertently telegraph the expected answers, as in: "This job involves a lot of stress. You can handle that, can't you?" Even subtle cues (like a smile or nod) can telegraph the desired answer.[74] Some interviewers talk so much that applicants can't answer questions. At the other extreme, some interviewers let the applicant dominate the interview. When interviewers have favorable preinterview impressions of the applicant, they tend to act more positively toward that person (smiling more, for instance).[75] Other interviewers play interrogator, gleefully pouncing on inconsistencies. Some interviewers play amateur psychologist, unprofessionally probing for hidden meanings in what the applicant says. Others ask discriminatory questions."[76]

In summary, interviewing errors to avoid include:

- First impressions (snap judgments)
- Not clarifying what the job involves and requires
- Candidate-order error and pressure to hire
- Nonverbal behavior and impression management
- The effects of interviewees' personal characteristics
- The interviewer's inadvertent behaviors

We'll address what *interviewees* can do to apply these findings and to excel in the interview in Appendix 2 to this chapter.

LEARNING OBJECTIVE 7-3

Define a structured situational interview and explain how to conduct effective selection interviews.

structured situational interview
A series of job-relevant questions with predetermined answers that interviewers ask of all applicants for the job.

How to Design and Conduct an Effective Interview

There is little doubt that the **structured situational interview**—a series of job-relevant questions with predetermined answers that interviewers ask of all applicants for the job—produces superior results.[77] The basic idea is to (1) write situational (what would you do), behavioral (what did you do), or job knowledge questions, *and* (2) have job experts (like those supervising the job) write several answers for each of these questions, rating the answers from good to poor. (A knowledge question for a social media marketing job would be: "How would you measure the success of your social campaigns?" A situational question would be, "There's a crisis on one of our social media channels. How do you handle it?" A behavioral question is, "Tell me about a successful social campaign you've run.")[78] The people (usually a panel of two to three) who interview the applicants then use rating sheets anchored with examples of good or bad answers to rate interviewees' answers.

Designing a Structured Situational Interview

The procedure is as follows.[79]

Step 1. **Analyze the job.** Write a job description including: a list of job duties; required knowledge, skills, and abilities; and other worker qualifications.

Step 2. **Rate the job's main duties.** Rate each job duty, say from 1 to 5, based on how important it is to the job.

Step 3. **Create interview questions.** Create situational, behavioral, and job knowledge interview questions for each job duty, with more questions for the important duties. The people who create the questions usually write them as critical incidents. For example, to probe for conscientiousness, the interviewer might ask this situational question:

> Your spouse and two teenage children are sick in bed with colds. There are no relatives or friends available to look in on them. Your shift starts in 3 hours. What would you do?

Step 4. **Create benchmark answers.** Next, *for each question*, develop ideal (benchmark) answers for good (a 5 rating), marginal (a 3 rating), and poor (a 1 rating) answers. The structured interview guide (pages 231–233) presents an example. Three benchmark answers (from low to high) for the example question in step 3 might be, "I'd stay home—my spouse and family come first" (1); "I'd phone my supervisor and explain my situation" (3); and "Because they only have colds, I'd come to work" (5).

Step 5. **Appoint the interview panel and conduct interviews.** Employers generally conduct structured situational interviews using a panel, rather than one-on-one. Panels usually consist of two or three members, preferably those who wrote the questions and answers. They may also include the job's supervisor and/or incumbent, and an HR representative. The same panel interviews all candidates for the job.[80]

The panel members review the job description, questions, and benchmark answers before the interview. One panel member introduces the applicant, and asks all questions of all applicants in this and succeeding candidates' interviews (to ensure consistency). However, all panel members record and rate the applicant's answers on the rating sheet (as on pages 232–233), by indicating where the candidate's answer to each question falls relative to the benchmark poor, marginal, or good answers. At the end of the interview, someone answers any questions the applicant has.[81]

Web-based programs help interviewers design and organize behaviorally based selection interviews. For example, SelectPro (www.selectpro.net) enables interviewers to create behavior-based selection interviews, custom interview guides, and automated online interviews. The following summarizes how to conduct an effective interview.

IMPROVING PERFORMANCE: *HR TOOLS FOR LINE MANAGERS AND SMALL BUSINESSES*

In Summary: How to Conduct an Effective Interview

You may not have the time or inclination to create a structured situational interview. However, there is still much you can do to make your interviews systematic.

Step 1: First, know the job. Don't start the interview unless you understand the job's duties and what human skills you're looking for. Study the job description.

Step 2: Structure the interview. *Any* structuring is better than none. If pressed for time, you can still do several things to ask more consistent and job-relevant questions, without developing a full-blown structured interview.[82] For example:[83]

- Base questions on *actual job duties.* This will minimize irrelevant questions.
- Use *job knowledge, situational, or behavioral questions*. Questions that simply ask for opinions and attitudes, goals and aspirations, and self-evaluations allow candidates to present themselves in an overly favorable manner or avoid revealing weaknesses.[84] Figure 7-2 illustrates structured questions.
- *Use the same questions* with all candidates. This improves reliability. It also reduces bias by giving all candidates the same opportunity.
- For each question, if possible, *have several ideal answers* and a score for each. Then rate each candidate's answers against this scale.
- If possible, use an *interview form.* Interviews based on structured guides like the ones in Figure 7-1 (pages 208–209) or Figure 7A-1, the "structured interview guide" on pages 232–233, usually result in better interviews.[85] At least list your questions before the interview.

Step 3: Get organized. Hold the interview in a private place to minimize interruptions. Prior to the interview, review the candidate's application and résumé. Note any areas that are vague or that may indicate strengths or weaknesses.

Step 4: Establish rapport. The main reason for the interview is to find out about the applicant. Start by putting the person at ease. Greet the candidate, and start the interview by asking a noncontroversial question, perhaps about the weather that day.

Step 5: Ask questions. Try to follow the situational, behavioral, and job knowledge questions you wrote out ahead of time. (That notwithstanding,

FIGURE 7-2 Examples of Questions That Provide Interview Structure

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?

glassdoor.com says that "What are your strengths" is still the top [of 50] job interview questions asked.)[86] Figure 7-3 contains the list of 50 questions glassdoor.com found were most popular (such as "Why do you want to leave your current company?"). And remember that many states and municipalities now ban asking about job applicant pay history.[87] Also, in asking your questions:

Don't telegraph the desired answer.
Don't interrogate the applicant as if the person is on trial.
Don't monopolize the interview, nor let the applicant do so.
Do ask open-ended questions.
Do encourage the applicant to express thoughts fully.
Do draw out the applicant's opinions and feelings by repeating the person's last comment as a question (e.g., "You didn't like your last job?").
Do ask for examples.[88]
Do ask, "If I were to arrange for an interview with your boss, what would he or she say are your strengths, weaker points, and overall performance?"[89]

Step 6: Take brief, unobtrusive notes during the interview. This helps avoid making a snap decision early in the interview, and may help jog your memory once the interview is over. Jot down the key points of what the interviewee says.[90]

Step 7: Close the interview. Leave time to answer any questions the candidate may have and, if appropriate, to advocate your firm to the candidate.

Try to end the interview on a positive note. Tell the applicant whether there's any interest and, if so, what the next step will be. Make rejections diplomatically—"Although your background is impressive, there are other candidates whose experience is closer to our requirements." Remember, as one recruiter says, "An interview experience should leave a lasting, positive impression of the company, whether the candidate receives and accepts an offer or not."[91] If the applicant is still under consideration but you can't reach a decision now, say so.

Step 8: Review the interview. Once the candidate leaves, review your interview notes, score the interview answers (if you used a guide), and make a decision.

Go into the interview with an accurate picture of the traits of an ideal candidate, know what you're going to ask, and be prepared to keep an open mind about the candidate.

Chris Ryan/Caiaimage/Gettyimage

1. What are your strengths?
2. What are your weaknesses?
3. Why are you interested in working for *[insert company name here]*?
4. Where do you see yourself in five years? Ten years?
5. Why do you want to leave your current company?
6. Why was there a gap in your employment between *[insert date]* and *[insert date]*?
7. What can you offer us that someone else can not?
8. What are three things your former manager would like you to improve on?
9. Are you willing to relocate?
10. Are you willing to travel?
11. Tell me about an accomplishment you are most proud of.
12. Tell me about a time you made a mistake.
13. What is your dream job?
14. How did you hear about this position?
15. What would you look to accomplish in the first 30 days/60 days/90 days on the job?
16. Discuss your résumé.
17. Discuss your educational background.
18. Describe yourself.
19. Tell me how you handled a difficult situation.
20. Why should we hire you?
21. Why are you looking for a new job?
22. Would you work holidays/weekends?
23. How would you deal with an angry or irate customer?
24. What are your salary requirements? *(Hint: If you're not sure what's a fair salary range and compensation package, research the job title and/or company on Glassdoor.)*
25. Give a time when you went above and beyond the requirements for a project.
26. Who are our competitors?
27. What was your biggest failure?
28. What motivates you?
29. What's your availability?
30. Who's your mentor?
31. Tell me about a time when you disagreed with your boss.
32. How do you handle pressure?
33. What is the name of our CEO?
34. What are your career goals?
35. What gets you up in the morning?
36. What would your direct reports say about you?
37. What were your bosses' strengths/weaknesses?
38. If I called your boss right now and asked him/her what is an area that you could improve on, what would he/she say?
39. Are you a leader or a follower?
40. What was the last book you've read for fun?
41. What are your co-worker pet peeves?
42. What are your hobbies?
43. What is your favorite Web site?
44. What makes you uncomfortable?
45. What are some of your leadership experiences?
46. How would you fire someone?
47. What do you like the most and least about working in this industry?
48. Would you work 40+ hours a week?
49. What questions haven't I asked you?
50. What questions do you have for me?

FIGURE 7-3 Suggested Supplementary Questions for Interviewing Applicants

Source: www.glassdoor.com/blog/common-interview-questions.

In rejecting a candidate, one perennial question is, should you provide an explanation or not? In one study, rejected candidates who received an explanation felt that the rejection process was fairer. Unfortunately, doing so may not be practical. Most employers say little, to avoid pushback and legal problems.[92] Templates for rejections letters are available from SHRM and others.[93] ■

MyLab Management Talk About It 3

If your professor has assigned this, go to the Assignments section of **www.pearson.com/mylab/management** to complete this discussion. Write a one-paragraph (single-spaced) memo to the people who do your company's recruiting on the topic, "The five most important things an interviewer can do to have a useful selection interview."

Competency Profiles and Employee Interviews

We've seen that many companies use competency models or profiles for recruiting, selecting, training, appraising, and compensating employees. Employers can use such a profile for formulating job-related situational, behavioral, and knowledge interview questions. Table 7-1 summarizes this, for chemical engineer candidates, with sample interview questions.

MyLab Management Apply It!

What do you think of how Zipcar conducts its interviewing candidates program? If your professor has assigned this activity, go to the Assignments section of **www.pearson.com/mylab/management** to complete the video exercise.

LEARNING OBJECTIVE 7-4

Give examples of how to use employee selection to improve employee engagement.

Employee Engagement Guide for Managers

Building Engagement: A Total Selection Program

Many employers create a *total selection program* aimed at selecting candidates whose totality of attributes best fits the employer's total requirements. The program Toyota Motor uses to select employees for auto assembly team jobs illustrates this.

Toyota looks for several things. It wants employees with good interpersonal skills, due to the job's emphasis on teamwork. Toyota's emphasis on *kaizen*—on having the workers improve job processes through worker commitment to top quality—helps explain its emphasis on reasoning and problem-solving skills and on hiring intelligent, educated, and engaged workers.[94] Quality is a Toyota core value, so Toyota wants a history of quality commitment in those it hires. Toyota holds group interviews. By asking candidates about what they are proudest of, Toyota gets a better insight into the person's values regarding quality and doing things right. Toyota also wants employees with an eagerness to learn, and who are willing to try things Toyota's way or the team's way. Toyota's production system relies on consensus decision making, job rotation, and flexible career paths, which in turn require open-minded, flexible team players, not dogmatists.

TABLE 7-1 Asking Competency Profile-Oriented Interview Questions

Profile Competency	Example of Competency	Sample Interview Question
Skill	Able to use computer drafting software	Tell me about a time you used CAD Pro computerized design software.
Knowledge	How extreme heat affects hydrochloric acid (HCl)	Suppose you have an application where HCl is heated to 400 degrees Fahrenheit at 2 atmospheres of pressure; what happens to the HCl?
Trait	Willing to travel abroad at least 4 months per year visiting facilities	Suppose you had a family meeting to attend next week and we informed you that you had to leave for a job abroad immediately. How would you handle that?
Experience	Designed pollution filter for acid-cleaning facility	Tell me about a time when you designed a pollution filter for an acid-cleaning facility. How did it work? What particular problems did you encounter?

The Toyota Way

Toyota's hiring process aims to identify such assembler candidates. The process takes about 20 hours and six phases over several days:[95]

Step 1: an in-depth online application (20–30 minutes)
Step 2: a 2- to 5-hour computer-based assessment
Step 3: a 6- to 8-hour work simulation assessment
Step 4: a face-to-face interview
Step 5: a background check, drug screen, and medical check
Step 6: job offer

For example, in step 1, applicants complete applications summarizing their experience and skills, and often view a video describing Toyota's work environment and selection system. This provides a realistic preview of the work and of the hiring process's extensiveness. Many applicants drop out here.

Step 2 assesses the applicant's technical knowledge and potential. Here applicants take tests that help identify problem-solving skills, learning potential, and occupational preferences. Skilled trade applicants (experienced mechanics, for instance) also take tool and die or general maintenance tests. Vendors offer practice Toyota tests.[96]

In step 3, applicants engage in simulated realistic production activities in Toyota's assessment center, under the observation of Toyota screening experts. The production (work sample) test assesses how well each candidate does on an actual assembler task. Also here, group discussion exercises help show how each applicant interacts with others in their group and solves problems.

In one simulation, candidates play the roles of the management and the workers of a firm making electrical circuits. During one scenario, the team must decide which circuit should be manufactured and how to effectively assign people, materials, and money to produce them. In another, participants role-play a team responsible for choosing new features for next year's car. Team members first individually rank 12 features based upon market appeal and then suggest one feature not included on the list. They must then come to a consensus on the best rank ordering. As one candidate who went through this process said, "There are three workstations in which you will be required to spend 2 hours at each one. You then have to get in a group and problem-solve a special project with them for another hour or so. I left my house at 5 A.M. and did not return until 6:30 P.M.; it was a very long day."[97]

The time and effort applicants must invest in their Toyota visits are no accident. Toyota seeks engaged, flexible, quality-oriented team players, and those who lack these traits tend not to make it through the screening process. The rigorousness of the process tends to screen out the less engaged.

In summary, Toyota uses a total hiring process to identify and select engaged employees. Four common themes are apparent from Toyota's process. First, *value-based hiring* means it clarifies its own values before it embarks on an employee selection program. Whether based on excellence, kaizen/continuous improvement, integrity, or some other, value-based hiring begins with clarifying what your firm's values are and what you're looking for in employees.

Second, high-engagement firms such as Toyota commit the time and effort for an *exhaustive screening process*. Eight to ten hours of interviewing even for entry-level employees is not unusual, and firms like this will often spend 20 hours or more with someone before deciding to hire. Many are rejected.

Third, the screening process doesn't just identify knowledge and technical skills. Instead, it seeks candidates whose *values and skills match* the needs of the firm. Teamwork, kaizen, problem solving, engagement, and flexibility are essential values at Toyota, so problem-solving skills, interpersonal skills, and engagement with the firm's commitment to quality are crucial human requirements.

Fourth, *self-selection* is important. In some firms this just means realistic previews. At others, practices such as long probationary periods in entry-level jobs help screen out those who don't fit. At Toyota, the long screening process itself demands a sacrifice in terms of time and effort.

TRENDS SHAPING HR: *SCIENCE IN TALENT MANAGEMENT*

As another example, Google takes a scientific, evidence-based approach to its selection (and other HR) practices.

In its hiring process, Google starts (as explained in Chapter 4) with strong candidates. For example, its internal recruiting group proactively identifies candidates, rather than using job boards to attract unscreened résumés.

The main elements in Google's selection process include work samples, testing, and interviewing. Virtually all of Google's technical hires take work sample tests, such as actually writing algorithms. Work samples are combined with testing of cognitive ability (similar to IQ tests), and of conscientiousness. Early in its evolution Google put candidates through a dozen or more interviews. However, Google's analysis showed that after the first four interviews the amount of useful information it got was small. It therefore now generally makes hiring decisions after the fourth interview.

The interviews emphasize situational and behavioral questions. For specific questions, Google provides its interviewers with its QDroid system; this e-mails each interviewer specific questions to ask the candidate for the specific job. Google interviewers were once known for trick questions, but the emphasis now is on using validated questions (from the QDroid system). The questions aim to assess the candidate's cognitive ability, leadership (particularly willingness to lead projects), "Googleyness" (values such as fun-loving and conscientious), and role-related knowledge (such as in computer science).

Who actually does the interviewing? Here Google believes in the "wisdom of crowds": the interviewing "crowd" includes not just the prospective boss but also prospective subordinates and representatives of other unrelated departments. Google then averages all the interviewers' interview ratings on a candidate to get a score. Finally, the hiring committee reviews the file, as does a Google senior manager, and then the CEO, before an offer is made.[98]

Google is continually analyzing and improving its selection process. For example, it periodically runs experiments that identify common keywords so as to analyze résumés of successful Google employees in particular jobs. Google then looks for these keywords in applicants who it *rejected* over the past year, and reevaluates these rejected applicants for these keywords, hiring many of these former "rejects" as a result. Similarly, interviewers get printouts showing how effective they've been as interviewers in terms of candidates hired or not hired. The process is thus analytical, evidence-based, and scientific. ■

KNOWLEDGE BASE

Developing and Extending the Job Offer

LEARNING OBJECTIVE 7-5

List the main points in developing and extending the actual job offer.

After all the interviews, background checks, and tests, the employer decides to whom to make an offer, using one or more approaches. The *judgmental* approach subjectively weighs all the evidence about the candidate. The *statistical* approach quantifies all the evidence and perhaps uses a formula to predict job success. The *hybrid* approach combines statistical results with judgment. Statistical and hybrid are more defensible; judgmental is better than nothing.

The employer will base the details of the actual offer on, for instance, the candidate's apparent attractiveness as a prospective employee, the level of the position, and pay rates for similar positions. Next the employer extends an actual job offer to the candidate verbally. Here, the employer's point person (who might be the person to whom the new employee will report, or the human resource director, for instance) discusses the offer's main parameters. These include, for instance, pay rates, benefits, and actual job duties. There may be some negotiations. Then, once agreement is reached, the employer will extend a written job offer to the candidate.

There are several issues to consider with the written offer. Perhaps most important, understand the difference between a job offer letter and a contract. In a job offer letter, the employer lists the offer's basic information. This typically starts with a welcome sentence. It then includes job-specific information (such as details on salary and pay), benefits information, paid leave information, and terms of employment (including, for instance, successful completion of physical exams). There should be a strong statement that the employment relationship is "at will." There is then a closing statement. This again welcomes the employee, mentions who the employer's point person is if any questions arise, and instructs the candidate to sign the letter of offer if it is acceptable. It is prudent to have an attorney review the offer before extending it.[99]

For many positions (such as executive) a contract is in order. Unlike a letter of offer (which should always be "at will"), an employment contract may have a duration (such as 3 years). Therefore, the contract will also describe grounds for termination or resignation, and severance provisions. The contract will almost always also include terms regarding confidentiality, nondisclosure requirements, and covenants not to compete (some *job offer letters* for positions such as engineer may include such provisions as well). See www.shrm.org/template-tools/toolkits for more information.

Depending upon the position, the employment contract (and, occasionally, the offer letter) may include a relocation provision. This lays out what the employer is willing to pay the new employee to relocate, for instance, in terms of moving expenses. State law generally governs enforcement of individual employment contracts. Letter of offer and employment contract samples are available online.[100]

Chapter Review

Chapter Section Summaries

7-1. A selection interview is a selection procedure designed to predict future job performance based on applicants' oral responses to oral inquiries; we discussed several **basic types of interviews.** There are structured versus unstructured interviews. We also distinguished between interviews based on the types of questions and on how you administer the interview.

7-2. One reason selection interviews are often less useful than they should be is that managers make predictable **errors that undermine an interview's usefulness.** They jump to conclusions or make snap judgments based on preliminary information, they don't clarify what the job really requires, they succumb to candidate-order error and pressure to hire, and they let a variety of nonverbal behaviors and personal characteristics undermine the validity of the interview.

7-3. The manager should know how to **design and conduct an effective interview.** The structured situational interview is a series of job-related questions with predetermined answers that interviewers ask of all applicants for the job. Steps in creating a structured situational interview include analyzing the job, rating the job's main duties, creating interview questions, creating benchmark answers, and appointing the interview panel and conducting interviews.

7-4. **High-engagement firms** like Toyota use total hiring programs to select employees. Activities include clarifying the firm's values, committing the time and effort, matching the applicant's values with the firm's, having realistic previews, and encouraging self-selection.

7-5. Finally the employer turns to **developing and extending the job offer.** Distinguish between a job offer letter and a contract. The former lists the offer's basic information, including details on salary and pay, benefits information, paid leave information, and terms of employment. There should be a strong statement specifying that the employment relationship is "at will." In contrast to a letter of offer, it is not unusual for an employment contract to have a duration (such as 3 years).

Discussion Questions

7-1. There are several ways to conduct a selection interview. Explain and illustrate the basic ways in which you can classify selection interviews.

7-2. Briefly describe each of the following types of interviews: unstructured panel interviews, structured sequential interviews, job-related structured interviews.

7-3. For what sorts of jobs do you think unstructured interviews might be most appropriate? Why?

7-4. How would you explain the fact that structured interviews, regardless of content, are generally more valid than unstructured interviews for predicting job performance?

7-5. Briefly discuss what an interviewer can do to improve his or her interviewing performance.

7-6. What items should a letter of offer definitely contain?

7-7. What parallels do you see between the Toyota and Google total selection processes? What differences?

Individual and Group Activities

7-8. Prepare and give a short presentation titled "How to Be Effective as a Selection Interviewer."

7-9. Use the Internet to find employers who now do preliminary selection interviews via the Web. Do you think these interviews are useful? Why? How would you improve them?

7-10. In groups, discuss and compile examples of "the worst interview I ever had." What was it about these interviews that made them so bad? If time permits, discuss as a class.

7-11. In groups, prepare an interview (including a sequence of at least 20 questions) you'll use to interview candidates for the job of teaching a course in human resource management. Each group should present its interview questions in class.

7-12. Several years ago, Lockheed Martin Corp. sued the Boeing Corp., accusing it of using Lockheed's trade secrets to help win a multibillion-dollar government contract. Among other things, Lockheed claimed that Boeing had obtained those trade secrets from a former Lockheed employee who switched to Boeing.[101] But of the methods companies use to commit corporate espionage, one writer says that hiring away the competitor's employees is just the most obvious method companies use. One writer says, "One of the more unusual scams—sometimes referred to as 'help wanted'—uses a person posing as a corporate headhunter who approaches an employee of the target company with a potentially lucrative job offer. During the interview, the employee is quizzed about his responsibilities, accomplishments, and current projects. The goal is to extract information without the employee realizing there is no job."[102]

Assume you own a small high-tech company. What would you do (in terms of employee training, or a letter from you, for instance) to try to minimize the chance that one of your employees will fall into that kind of a trap? Also, compile a list of 10 questions that you think such a corporate spy might ask one of your employees.

7-13. Appendices A and B at the end of this book (pages 614–634) list the knowledge someone studying for the HRCI (Appendix A) or SHRM (Appendix B) certification exam needs to have in each area of human resource management (such as in Strategic Management and Workforce Planning). In groups of several students, do four things: (1) review Appendix A and/or B; (2) identify the material in this chapter that relates to the Appendix A and/or B required knowledge lists; (3) write four multiple-choice exam questions on this material that you believe would be suitable for inclusion in the HRCI exam and/or the SHRM exam; and (4) if time permits, have someone from your team post your team's questions in front of the class, so that students in all teams can answer the exam questions created by the other teams.

Experiential Exercise

The Most Important Person You'll Ever Hire

Written and copyrighted by Gary Dessler, PhD.

Purpose: The purpose of this exercise is to give you practice using some of the interview techniques you learned from this chapter.

Required Understanding: You should be familiar with the information presented in this chapter, and read this: For parents, children are precious. It's therefore interesting that parents who hire "nannies" to take care of their children usually do little more than ask several interview questions and conduct what is often, at best, a perfunctory reference check. Given the often questionable validity of interviews, and the (often) relative inexperience of the father or mother doing the interviewing, it's not surprising that many of these arrangements end in disappointment. You know from this chapter that it is difficult to conduct a valid interview unless you know exactly what you're looking for and, preferably, structure the interview. Most parents simply aren't trained to do this.

How to Set Up the Exercise/Instructions: Set up groups of five or six students. Two students will be the interviewees, while the other students in the group will serve as panel interviewers. The interviewees will develop an interviewer assessment form, and the panel interviewers will develop a structured situational interview for a "nanny."

7-14. Instructions for the interviewees: The interviewees should leave the room for about 20 minutes. While out of the room, the interviewees should develop an "interviewer assessment form" based on the information presented in this chapter regarding factors that can undermine the usefulness of an interview. During the panel interview, the interviewees should assess the interviewers using the interviewer assessment form. After the panel interviewers have conducted the interview, the interviewees should leave the room to discuss their notes. Did the interviewers exhibit any of the factors that can undermine the usefulness of an interview? If so, which ones? What suggestions would you (the interviewees) make to the interviewers on how to improve the usefulness of the interview?

7-15. Instructions for the interviewers: While the interviewees are out of the room, the panel interviewers will have 20 minutes to develop a short structured situational interview form for a "nanny." The panel interview team will interview two candidates for the position. During the panel interview, each interviewer should be taking notes on a copy of the structured situational interview form. After the panel interview, the panel interviewers should discuss their notes. What were your first impressions of each interviewee? Were your impressions similar? Which candidate would you all select for the position, and why?

Application Case

The Out-of-Control Interview

Written and copyrighted by Gary Dessler, PhD.

Maria Fernandez is a bright, popular, and well-informed mechanical engineer who graduated with an engineering degree from State University in June 2018. During the spring preceding her graduation, she went out on many job interviews, most of which she thought were conducted courteously and were reasonably useful in giving both her and the prospective employer a good impression of where each of them stood on matters of importance to both of them. It was, therefore, with great anticipation that she looked forward to an interview with the one firm in which she most wanted to work: Apex Environmental. She had always had a strong interest in the environment and believed that the best use of her training and skills lay in working for a firm like Apex, where she thought she could have a successful career while making the world a better place.

The interview, however, was a disaster. Maria walked into a room where five men—the president of the company, two vice presidents, the marketing director, and another engineer—began throwing questions at her that she felt were aimed primarily at tripping her up rather than finding out what she could offer through her engineering skills. The questions ranged from being unnecessarily discourteous ("Why would you take a job as a waitress in college if you're such an intelligent person?") to being irrelevant and sexist ("Are you planning on starting a family anytime soon?"). Then, after the interview, she met with two of the gentlemen individually (including the president), and the discussions focused on her technical expertise. She thought that these later discussions went fairly well. However, given the apparent aimlessness and even mean-spiritedness of the panel interview, she was astonished when several days later the firm made her a job offer.

The offer forced her to consider several matters. From her point of view, the job itself was perfect. She liked what she would be doing, the industry, and the firm's location. And in fact, the president had been quite courteous in subsequent discussions. She was left wondering whether the panel interview had been intentionally tense to see how she'd stand up under pressure, and, if so, why they would do such a thing.

Questions

7-16. How would you explain the nature of the panel interview Maria had to endure? Specifically, do you think it reflected a well-thought-out interviewing strategy on the part of the firm or carelessness on the part of the firm's management? If it were carelessness, what would you do to improve the interview process at Apex Environmental?

7-17. Would you take the job offer if you were Maria? If you're not sure, what additional information would help you make your decision?

7-18. The job of applications engineer for which Maria was applying requires (a) excellent technical skills with respect to mechanical engineering, (b) a commitment to working in the area of pollution control, (c) the ability to deal well and confidently with customers who have engineering problems, (d) a willingness to travel worldwide, and (e) a very intelligent and well-balanced personality. List 10 questions you would ask when interviewing applicants for the job.

Continuing Case

Carter Cleaning Company

Written and copyrighted by Gary Dessler, PhD.

The Better Interview

Like virtually all the other HR-related activities at Carter Cleaning Centers, the company currently has no organized approach to interviewing job candidates. Store managers, who do almost all the hiring, have a few of their own favorite questions that they ask. But in the absence of any guidance from management, they all admit their interview performance leaves something to be desired. Similarly, Jack Carter himself is admittedly most comfortable dealing with what he calls the "nuts and bolts" machinery aspect of his business and has never felt particularly comfortable having to interview management or other job applicants. Jennifer is sure that this lack of formal interviewing practices, procedures, and training account for some of the employee turnover and theft problems. Therefore, she wants to do something to improve her company's performance in this important area.

Questions

7-19. In general, what can Jennifer do to improve her employee interviewing practices? Should she develop interview forms that list questions for management and nonmanagement jobs? If so, how should these look, and what questions should be included? Should she initiate a computer-based interview approach? If so, why and how?

7-20. Should she implement an interview training program for her managers, and if so, specifically what should be the content of such a training program? In other words, if she did decide to start training her management people to be better interviewers, what should she tell them, and how should she tell it to them?

Translating Strategy into HR Policies and Practices Case[*,§]

* *The accompanying strategy map for this chapter is in MyLab Management; the overall map on the inside back cover of this text outlines the relationships involved.*

Improving Performance at the Hotel Paris

The New Interviewing Program

The Hotel Paris's competitive strategy is "To use superior guest service to differentiate the Hotel Paris properties, and to thereby increase the length of stay and return rate of guests, and thus boost revenues and profitability." HR manager Lisa Cruz must now formulate functional policies and activities that support this competitive strategy, by eliciting the required employee behaviors and competencies.

As an experienced HR professional, Lisa knew that the company's new testing program would go only so far. She knew that, at best, employment tests accounted for perhaps 30% of employee performance. It was essential that she and her team design a package of interviews that her hotel managers could use to assess—on an interactive and personal basis—candidates for various positions. It was only in that way that the hotel could hire the sorts of employees whose competencies and behaviors would translate into the kinds of outcomes—such as improved guest services—that the hotel required to achieve its strategic goals.

Lisa received budgetary approval to design a new employee interview system. She and her team started by reviewing the job descriptions and job specifications for the positions of front-desk clerk, assistant manager, security guard, valet, door person, and housekeeper. Focusing on developing structured interviews for each position, the team set about devising interview questions. For example, for the front-desk clerk and assistant manager, they formulated several *behavioral questions*, including, "Tell me about a time when you had to deal with an irate person, and what you did," and "Tell me about a time when you had to deal with several conflicting demands at once, such as having to study for several final exams at the same time, while working. How did you handle the situation?" They also developed a number of *situational questions*, including "Suppose you have a very pushy incoming guest who insists on being checked in at once, while at the same time you're trying to process the check-out for another guest who must be at the airport in 10 minutes. How would you handle the situation?" For these and other positions, they also developed several *job knowledge* questions. For example, for security guard applicants, one question her team created was, "What are the local legal restrictions, if any, regarding using products like Mace if confronted by an unruly person on the hotel grounds?" The team combined the questions into structured interviews for each job, and turned to testing, fine-tuning, and finally using the new system.

Questions

7-21. For the jobs of security guard and valet, develop five additional situational, five behavioral, and five job knowledge questions, with descriptive good/average/poor answers.

7-22. Combine, (based on what you read in this Dessler, *Human Resource Management* chapter) your questions into a complete interview that you would give to someone who must interview candidates for these jobs.

[§] Written and copyrighted by Gary Dessler, PhD.

MyLab Management

Go to **www.pearson.com/mylab/management** for Auto-graded writing questions as well as the following Assisted-graded writing questions:

7-23. Briefly discuss and give examples of at least five common interviewing mistakes. What recommendations would you give for avoiding these interviewing mistakes?

7-24. What parallels do you see between the Toyota and Google total selection processes? What differences?

7-25. MyLab Management only—comprehensive writing assignment for this chapter.

PERSONAL INVENTORY ASSESSMENTS

PIA PERSONAL INVENTORY ASSESSMENT

Motivation plays a big role in any job. Go to **www.pearson.com/mylab/management** to complete the Personal Inventory Assessment related to this chapter.

Key Terms

unstructured (or nondirective) interview, 207
structured (or directive) interview, 207
situational interview, 208
behavioral interview, 208
job-related interview, 209
stress interview, 209
unstructured sequential interview, 210
structured sequential interview, 210
panel interview, 210
mass interview, 210
candidate-order (or contrast) error, 213
structured situational interview, 216

Endnotes

1. Derek Chapman and David Zweig, "Developing a Nomological Network for Interview Structure: Antecedents and Consequences of the Structured Selection Interview," *Personnel Psychology* 58 (2005), pp. 673– 702; Jason Dana, "The Utter Uselessness of Job Interviews," *The New York Times*, April 8, 2017, https://www.nytimes.com/2017/04/08/opinion/sunday/the-utter-uselessness-of-job-interviews.html, accessed February 5, 2018.
2. This is adapted from http://learn.hirevue.com/urbanoutfitters-casestudy, accessed February 4, 2018.
3. Michael McDaniel et al., "The Validity of Employment Interviews: A Comprehensive Review and Meta-Analysis," *Journal of Applied Psychology* 79, no. 4 (1994), p. 599. See also Laura Graves and Ronald Karren, "The Employee Selection Interview: A Fresh Look at an Old Problem," *Human Resource Management* 35, no. 2 (Summer 1996), pp. 163–180. For an argument against holding selection interviews, see D. Heath et al., "Hold the Interview," *Fast Company*, no. 136 (June 2009), pp. 51–52.
4. Therese Macan, "The Employment Interview: A Review of Current Studies and Directions for Future Research," *Human Resource Management Review* 19 (2009), pp. 203–218. See also, Rebecca Knight, "How to Conduct an Effective Job Interview," *Harvard Business Review*, January 23, 2015, https://hbr.org/2015/01/how-to-conduct-an-effective-job-interview, accessed February 2, 2018.
5. Duane Schultz and Sydney Schultz, *Psychology and Work Today* (Upper Saddle River, NJ: Prentice Hall, 1998), p. 830. A study found that interview structure "was best described by four dimensions: questioning consistency, evaluation standardization, question sophistication, and rapport building." Chapman and Zweig, "Developing a Nomological Network."
6. McDaniel et al., "The Validity of Employment Interviews," p. 602.
7. We'll see later in this chapter that there are other ways to "structure" selection interviews. Many of them have nothing to do with using structured guides like these.
8. See also Julia Levashina, Christopher Hartwell, Frederick Morageson, and Michael Campion, "The Structured Employment Interview: Narrative and Quantitative Review of the Research Literature," *Personnel Psychology* 67 (2014), pp. 241–293.
9. Laura Gollub Williamson et al., "Employment Interview on Trial: Linking Interview Structure with Litigation Outcomes," *Journal of Applied Psychology* 82, no. 6 (1996), p. 908. As an example, the findings of one study "demonstrate the value of using highly structured interviews to minimize the potential influence of applicant demographic characteristics on selection decisions." Julie McCarthy, Chad Van Iddekinge, and Michael Campion, "Are Highly Structured Job Interviews Resistant to Demographic Similarity Effects?" *Personnel Psychology* 60, no. 3 (2010), pp. 325–359.
10. Williamson et al., "Employment Interview on Trial."
11. McDaniel et al., "The Validity of Employment Interviews," p. 602.
12. Paul Taylor and Bruce Small, "Asking Applicants What They Would Do versus What They Did: A Meta-Analytic Comparison of Situational and Past Behavior Employment Interview Questions," *Journal of Occupational and Organizational Psychology* 75, no. 3 (September 2002), pp. 277–295.
13. Margery Weinstein, "You're Hired!" *Training* 48, no. 4, pp. 34–37; www.trainingmag.com/article/you%E2%80%99re-hired, accessed July 19, 2013.
14. Aparna Nancherla, "Anticipated Growth in Behavioral Interviewing," *TD*, April 2008, p. 20.
15. Bill Stoneman, "Matching Personalities with Jobs Made Easier with Behavioral Interviews," *American Banker*, November 30, 2000, p. 8a. For suggestions on improving behavioral interviewing see, for example, "4 Tips for Conducting an Effective Behavioral Interview." Glassdoor.com, November 10, 2016, https://www.glassdoor.com/employers/blog/4-tips-for-conducting-an-effective-behavioral-interview/, accessed February 4, 2018.
16. Martha Frase-Blunt, "Games Interviewers Play," *HR Magazine*, January 2001, pp. 104–114. For a selection of more actual puzzle questions, see, for example, https://www.glassdoor.com/Interview/puzzle-interview-questions-SRCH_KT0,6.htm, accessed February 5, 2018.
17. Kevin Murphy and Charles Davidshofer, *Psychological Testing* (Upper Saddle River, NJ: Prentice Hall, 2001), pp. 430–431.
18. Marlene Dixon et al., "The Panel Interview: A Review of Empirical Research and Guidelines for Practice," *Public Personnel Management* 31, no. 3 (Fall 2002), pp. 397–429. For detailed instructions for conducting panel interviews see, for example, "Structured Interviews: A Practical Guide," Office of Personnel Management, 2008, pp. 25–26, https://www.opm.gov/policy-data-oversight/assessment-and-selection/structured-interviews/guide.pdf, accessed February 5, 2018.
19. Ibid. See also M. Ronald Buckley, Katherine A. Jackson, and Mark C. Bolino, "The Influence of Relational Demography on Panel Interview Ratings: A Field Experiment," *Personnel Psychology* 60, no. 3 (Autumn 2007), pp. 627–646.
20. Emily Maltby, "To Find the Best Hires, Firms Become Creative," *The Wall Street Journal*, November 17, 2009, p. B6.
21. "Phone Interviews Might Be the Most Telling, Study Finds," *BNA Bulletin to Management*, September 1998, p. 273; and Lisa M. Moynihan et al., "A Longitudinal Study of the Relationships Among Job Search Self-Efficacy, Job Interviews, and Employment Outcomes," *Journal of Business and Psychology* 18, no. 2 (Winter 2003), pp. 207–233. For phone interview job search suggestions, see, for example, Janet Wagner, "Can You Succeed in a Phone Interview?" *Strategic*

Finance 91, no. 10 (April 2010), pp. 22, 61.

22. Susan Strauss et al., "The Effects of Videoconference, Telephone, and Face-to-Face Media on Interviewer and Applicant Judgments in Employment Interviews," *Journal of Management* 27, no. 3 (2001), pp. 363–381. If the employer records a video interview with the intention of sharing it with hiring managers who don't participate in the interview, it's advisable to first obtain the candidate's written permission. Matt Bolch, "Lights, Camera . . . Interview!" *HR Magazine,* March 2007, pp. 99–102.
23. Douglas Rodgers, "Computer-Aided Interviewing Overcomes First Impressions," *Personnel Journal*, April 1987, pp. 148–152; see also Linda Thornburg, "Computer-Assisted Interviewing Shortens Hiring Cycle," *HR Magazine*, February 1998, p. 73ff; and http://interviewstream.com/demorequest?gclid=COyxjOqd36sCFUbs7QodMziuOw, accessed August 22, 2014.
24. "LinkedIn Isn't Just for Hiring Anymore; Useful for Branding, Career Growth as Well," *Bloomberg BNA Bulletin to Management*, August 27, 2013, p. 275.
25. http://interviewstream.com/About, accessed August 22, 2014.
26. Job interviewing apps are also available through Apple's App Store. One is from *Martin's iPhone Apps*. For people seeking technical jobs, this app includes hundreds of potential interview questions, such as brain teasers and algorithms. www.martinreddy.net/iphone/interview, accessed August 21, 2014.
27. Anjali Athavaley, "A Job Interview You Don't Have to Show Up For," *The Wall Street Journal*, June 20, 2007, http://online.wsj.com/article/SB118229876637841321.html, accessed April 8, 2011.
28. "Video Interviews Used to Connect with Candidates, Reduce Cost," *Bloomberg BNA Bulletin to Management*, March 11, 2014, p. 78.
29. Matt Mullenweg, "The CEO of Automattic on Holding 'Auditions' to Build a Strong Team," *Harvard Business Review*, April 2014, pp. 39–42.
30. These are quoted or adapted from www.careerfaqs.com.au/getthatjob_video_interview.asp, accessed March 2, 2009.
31. Similarly, Goldman Sachs used to conduct first-round on-campus interviews, but recently changed its process. Now undergraduates seeking summer internships or jobs first take a HireVue online interview using standardized questions. ("Goldman Sachs Is Making a Change to the Way It Hires," http://www.cnbc.com/2016/06/23/goldman-sachs-is-making-a-change-to-the-way-it-hires.html; see also Dahlia Bazzaz, "Job Seekers Face Virtual Interviews," *The Wall Street Journal*, August 17, 2016, p. B6.
32. Urban Outfitters faces a challenging retail environment. In 2017 it filed for bankruptcy protection and closed several stores, while planning new store openings for 2018. Tonya Garcia, "Urban Outfitters' Problem Isn't Too Many Stores—It's That Women Don't Want the Clothes It's Selling," *Market Watch*, March 11, 2017, https://www.marketwatch.com/story/urban-outfitters-problem-isnt-too-many-stores-its-that-women-dont-want-their-clothes-2017-03-08, accessed February 4, 2018.
33. http://learn.hirevue.com/urbanoutfitters-casestudy, accessed February 4, 2018. Similarly, a recruitment system from Breezy HR (https://breezy.hr/features/candidate-management) includes an asynchronous video assessment interview tool. The candidate video-records his or her answers to a set of questions at the person's convenience; then the recruiter watches and assesses the video answers when time permits. https://breezy.hr/features/candidate-management, accessed February 4, 2018.
34. For example, structured employment interviews using either situational questions or behavioral questions tend to yield high criterion-related validities (.63 versus .47). This is particularly so where the raters can use descriptively anchored rating scale answer sheets; these use short descriptors to illustrate good, average, or poor performance. Taylor and Small, "Asking Applicants What They Would Do Versus What They Did." See also McCarthy et al., "Are Highly Structured Job Interviews Resistant to Demographic Similarity Effects?" Some suggest using construct validity to validate employment interviews. Doing so involves showing which constructs (such as conscientiousness) explain interview ratings variations, explaining how these items may relate to job performance, and then testing the statistical relationships. Maria Ambani, Sorin Valcea, and M. Ronald Buckley, "The Relentless Pursuit of Construct Validity in the Design of Employment Interviews," *Human Resource Management Review* 24 (2014), pp. 160–175.
35. Williamson et al., "Employment Interview on Trial," p. 900.
36. Frank Schmidt and Ryan Zimmerman, "A Counter-intuitive Hypothesis about Employment Interview Validity and Some Supporting Evidence," *Journal of Applied Psychology* 89, no. 3 (2004), pp. 553–561. See also, "Structured Interviews: A Practical Guide," Office of Personnel Management, op. cit.
37. This validity discussion and these findings are based on McDaniel et al., "The Validity of Employment Interviews," pp. 607–610; the validities for situational, job-related, and psychological interviews were (.50), (.39), and (.29), respectively.
38. Murray Barrick et al., "Accuracy of Interviewer Judgments of Job Applicant Personality Traits," *Personnel Psychology* 53 (2000), pp. 925–951.
39. Susan Heathfield, "Applicant Answers to Interview Questions about Cultural Fit," *The Balance*, September 9, 2016, https://www.thebalance.com/interview-questions-cultural-fit-1918480, accessed February 5, 2018.
40. Christopher Hartwell and Michael A. Campion, "Getting on the Same Page: The Effect of Normative Feedback Interventions on Structured Interview Ratings," *Journal of Applied Psychology* 101, no. 6 (2016), pp. 757–778.
41. McDaniel et al., "The Validity of Employment Interviews," p. 608.
42. Anthony Dalessio and Todd Silverhart, "Combining Biodata Test and Interview Information: Predicting Decisions and Performance Criteria," *Personnel Psychology* 47 (1994), p. 313; and Nora Reilly et al., "Benchmarks Affect Perceptions of Prior Disability in a Structured Interview," *Journal of Business & Psychology* 20, no. 4 (Summer 2006), pp. 489–500.
43. Brian Swider, Murray Barrick, and T. Brad Harris, "Initial Impressions: What They Are, What They Are Not, and How They Influence Structured Interview Outcomes," *Journal of Applied Psychology* 101, no. 5 (2016), pp. 625–638.
44. S. W. Constantin, "An Investigation of Information Favorability in the Employment Interview," *Journal of Applied Psychology* 61 (1976), pp. 743–749. It should be noted that a number of the studies discussed in this chapter involve having interviewers evaluate interviews based on written transcripts (rather than face-to-face) and that a study suggests that this procedure may not be equivalent to having interviewers interview applicants directly. See Charles Gorman, William Glover, and Michael Doherty, "Can We Learn Anything about Interviewing Real People from 'Interviews' of Paper People? A Study of the External Validity Paradigm," *Organizational Behavior and Human Performance* 22, no. 2 (October 1978), pp. 165–192; and Frederick P. Morgeson, Matthew H. Reider, Michael A. Campion, and Rebecca A. Bull, "Review of Research on Age Discrimination in the Employment Interview," *Journal of Business Psychology* 22 (2008), pp. 223–232.
45. David Tucker and Patricia Rowe, "Relationship between Expectancy, Causal Attribution, and Final Hiring Decisions in the Employment Interview," *Journal of Applied Psychology* 64, no. 1 (February 1979), pp. 27–34. See also Robert Dipboye, Gail Fontenelle, and Kathleen Garner, "Effect of Previewing the Application on Interview Process and Outcomes," *Journal of Applied Psychology* 69, no. 1 (February 1984), pp. 118–128; Reilly et al., "Benchmarks Affect Perceptions of Prior Disability in a Structured Interview"; and Che-jen Su, Nicolas Lorgnier, Jin-hsing Yang, and Seung HeeHow Oh, "Does the Interview Change the Importance of Résumé Information in Acceptance Decisions? An Experimental Study in the Hotel Industry," *Service Business* 9, no. 4 (December 2015), pp. 711–732.
46. Anita Chaudhuri, "Beat the Clock: Applying for Job? A New Study Shows That Interviewers Will Make Up Their Minds About You Within a Minute," *The Guardian*, June 14, 2000, pp. 2–6. Further illustrating the problem here, another study concluded that it's more difficult to make a good impression on a pessimist than on an optimist: Leilani Goodmon et al., "Jumping to Negative Impressions Again: The Role of Pessimism, Information Valence, and Need for Cognitive Closure in Impression Formation," *North American Journal of Psychology* 19, no. 3 (December 2017), pp. 745–768.
47. John Langdale and Joseph Weitz, "Estimating the Influence of Job Information on Interviewer Agreement," *Journal of Applied Psychology* 57 (1973), pp. 23–27. See also, Brian Kleiner, "How to Hire Employees Effectively," *Management Research News* 22, no. 4 (1999), pp. 10–13. There have been roughly related studies more recently, although not focusing on the same design, predictors, and criteria: See, for example, Pia Ingold et al., "Why Do Situational Interviews

Predict Job Performance? The Role of Interviewees' Ability to Identify Criteria," *Journal of Business and Psychology* 30, no. 2 (June 2015), pp. 387–398.
48. Lauren Rivera, "Guess Who Doesn't Fit in at Work," *The New York Times*, May 31, 2015, p. SR 5.
49. R. E. Carlson, "Effect of Applicant Sample on Ratings of Valid Information in an Employment Setting," *Journal of Applied Psychology* 54 (1970), pp. 217–222. See also, Richard Posthuma, Frederick Morgeson, and Michael Campion, "Beyond Employment Interview Validity: A Comprehensive Narrative Review of Recent Research and Trends Over Time," *Personnel Psychology* 55 (2002), pp. 1–87.
50. R. E. Carlson, "Selection Interview Decisions: The Effect of Interviewer Experience, Relative Quota Situation, and Applicant Sample on Interview Decisions," *Personnel Psychology* 20 (1967), pp. 259–280. See also, Posthuma et al., "Beyond Employment Interview Validity."
51. See, for example, Scott T. Fleischmann, "The Messages of Body Language in Job Interviews," *Employee Relations* 18, no. 2 (Summer 1991), pp. 161–166; James Westphal and Ithai Stern, "Flattery Will Get You Everywhere (Especially If You're a Male Caucasian): How Ingratiation, Board Room Behavior, and a Demographic Minority Status Affect Additional Board Appointments at U.S. Companies," *Academy of Management Journal* 50, no. 2 (2007), pp. 267–288.
52. David Caldwell and Jerry Burger, "Personality Characteristics of Job Applicants and Success in Screening Interviews," *Personnel Psychology* 51 (1998), pp. 119–136. See also, Timothy DeGroot and Janaki Gooty, "Can Nonverbal Cues Be Used to Make Meaningful Personality Attributions in Employment Interviews?" *Journal of Business Psychology* 24 (2009), p. 179.
53. Amy Kristof-Brown et al., "Applicant Impression Management: Dispositional Influences and Consequences for Recruiter Perceptions of Fit and Similarity," *Journal of Management* 28, no. 1 (2002), pp. 27–46. See also Lynn McFarland et al., "Impression Management Use and Effectiveness across Assessment Methods," *Journal of Management* 29, no. 5 (2003), pp. 641–661.
54. Timothy DeGroot and Janaki Gooty, "Can Nonverbal Cues Be Used to Make Meaningful Personality Attributions in Employment Interviews?" Tattoos and/or piercings result in lower hireability ratings for applicants, particularly for customer facing jobs. Andrew Timming, Dennis Nickson, Daniel Re, and David Perett, "What Do You Think of My Ink? Assessing the Effects of Body Art on Employment Chances," *Human Resource Management* 56, no. 1 (January–February 2017), pp. 133–149.
55. Timothy Degroot and Janaki Gooty "Can Nonverbal Cues Be Used to Make Meaningful Personality Attributions in Employment Interviews?" *Journal of Business and Psychology* 24, no. 2 (June 2009), pp. 179–192.
56. Richard Posthuma, Frederick Morgeson, and Michael Campion, "Beyond Employment Interview Validity: A Comprehensive Narrative Review of Recent Research and Trends Over Time," *Personnel Psychology* 55 (2002), pp. 1–87.
57. C. K. Stevens and A. L. Kristof, "Making the Right Impression: A Field Study of Applicant Impression Management during Interviews," *Journal of Applied Psychology* 80 (1995), pp. 587– 606; Schultz and Schultz, *Psychology and Work Today*, p. 82. See also Jay Stuller, "Fatal Attraction," *Across the Board* 42, no. 6 (November/December 2005), pp. 18–23. See also Allen Huffcutt et al., "Understanding Applicant Behavior in Employment Interviews: A Theoretical Model of Interviewee Performance," *Human Resource Management Review* 20, no. 1 (2011), pp. 350–367.
58. Chad Higgins and Timothy Judge, "The Effect of Applicant Influence Tactics on Recruiter Perceptions of Fit and Hiring Recommendations: A Field Study," *Journal of Applied Psychology* 89, no. 4 (2004), pp. 622–632. Some researchers in this area question results like these. The problem is that much of the interviewing research uses students as raters and hypothetical jobs, so it's not clear that we can apply the findings to the real world. For example, see Frederick P. Morgeson, Matthew H. Reider, Michael A. Campion, and Rebecca A. Bull, "Review of Research on Age Discrimination in the Employment Interview," *Journal of Business Psychology* 22 (2008), pp. 223–232.
59. Nicolas Roulin, et al., "Interviewers' Perceptions of Impression Management in Employment Interviews," *Journal of Managerial Psychology* 29, no. 2 (2014), pp. 141–163.
60. Brian Swider et al., "Managing and Creating an Image in the Interview: The Role of Interviewee Initial Impressions," *Journal of Applied Psychology* 96, no. 6 (2011), pp. 1275–1288.
61. See, for example, Madeline Heilmann and Lois Saruwatari, "When Beauty Is Beastly: The Effects of Appearance and Sex on Evaluations of Job Applicants for Managerial and Nonmanagerial Jobs," *Organizational Behavior and Human Performance* 23 (June 1979), pp. 360–372; Cynthia Marlowe, Sandra Schneider, and Carnot Nelson, "Gender and Attractiveness Biases in Hiring Decisions: Are More Experienced Managers Less Biased?" *Journal of Applied Psychology* 81, no. 1 (1996), pp. 11–21; and Timothy DeGroot and Janaki Gooty, "Can Nonverbal Cues Be Used to Make Meaningful Personality Attributions in Employment Interviews?"
62. Marlowe et al., "Gender and Attractiveness Biases," p. 11. Another study came to similar results in China: Margaret Maurer-Fazio and Lei Lei, "As Rare as a Panda: How Facial Attractiveness, Gender, and Occupation Affect Interview Callbacks at Chinese Firms," *International Journal of Manpower* 36, no. 1 (2015), pp. 68–85.
63. Allen Huffcutt and Philip Roth, "Racial Group Differences in Employment Interview Evaluations," *Journal of Applied Psychology* 83, no. 2 (1998), pp. 179–189.
64. Julie M. McCarthy et al., "Are Highly Structured Job Interviews Resistant to Demographic Similarity Effects?" *Personnel Psychology* 63, no. 2 (Summer 2010), pp. 325–359.
65. This is based on John F. Wymer III and Deborah A. Sudbury, "Employment Discrimination: 'Testers'—Will Your Hiring Practices 'Pass'?" *Employee Relations Law Journal* 17, no. 4 (Spring 1992), pp. 623–633. Similar conclusions have been obtained, for example: Devah Pager et al., "Discrimination in a Low-Wage Labor Market: A Field Experiment," *American Sociological Review* 74, no. 5 (October 2009), pp. 777–799.
66. See for example, https://www.eeoc.gov/eeoc/meetings/6-22-11/bendick.cfm, accessed February 5, 2018.
67. Wymer and Sudbury, "Employment Discrimination," p. 629.
68. N. S. Miceli et al., "Potential Discrimination in Structured Employment Interviews," *Employee Responsibilities and Rights* 13, no. 1 (March 2001), pp. 15–38.
69. Juan Madera and Michele Hebl, "Discrimination against Facially Stigmatized Applicants in Interviews: An Eye Tracking and Face-to-Face Investigation," *Journal of Applied Psychology* 97, no. 2 (2012), pp. 317–330.
70. Ellyn Brecher et al., "The Structured Interview: Reducing Biases Toward Job Applicants with Physical Disabilities," *Employee Responsibilities and Rights Journal* 18 (2006), pp. 155–170.
71. Andrea Rodriguez and Fran Prezant, "Better Interviews for People with Disabilities," *Workforce*, www.workforce. com, accessed November 14, 2003. Remember that under the Americans with Disabilities Act, the interviewer must limit his or her questions to whether the applicant has any physical or mental impairment that may interfere with his or her ability to perform the job's essential tasks.
72. Based on Monowar Mahmood, "National Culture vs Corporate Culture: Employee Recruitment and Selection Practices of Multinationals in a Developing Country Context," *Journal of International Management Studies* 11, no.1 (Jan. 2011), p. 110. Published by International Academy of Business and Economics, from www. iabe. org/domains/iabe/journal.aspx?journalid.
73. Monowar Mahmood, "National Culture versus Corporate Culture: Employee Recruitment and Selection Practices of Multinationals in a Developing Country Context," *Journal of International Management Studies* 11, no. 1 (January 2011), p. 110. Published by International Academy of Business and Economics, www. iabe.org/domains/iabeX/journal.aspx?journalid=16, accessed July 19, 2013.
74. Thomas Dougherty, Daniel Turban, and John Callender, "Confirming First Impressions in the Employment Interview: A Field Study of Interviewer Behavior," *Journal of Applied Psychology* 79, no. 5 (1994), p. 663. See also, Nikoletta Bika, "9 Common Interviewer Mistakes That Put Off Candidates," https://resources.workable.com/tutorial/common-interviewer-mistakes, accessed February 5, 2018.
75. Posthuma, Morgeson, and Campion, "Beyond Employment Interview Validity," pp. 1–87.
76. Arthur Pell, "Nine Interviewing Pitfalls," *Managers Magazine*, January 1994, p. 20; quote from Alan M. Saks and Julie M. McCarthy, "Effects of Discriminatory Interview

Questions and Gender on Applicant Reactions," *Journal of Business and Psychology* 21, no. 2 (Winter 2006), p. 175.

77. This section is based on Elliot Pursell et al., "Structured Interviewing," *Personnel Journal* 59 (November 1980), pp. 907–912; and G. Latham et al., "The Situational Interview," *Journal of Applied Psychology* 65 (1980), pp. 422–427. See also Michael Campion, Elliott Pursell, and Barbara Brown, "Structured Interviewing: Raising the Psychometric Properties of the Employment Interview," *Personnel Psychology* 41 (1988), pp. 25–42; and Paul R. Bernthal, "Recruitment and Selection," www.ddiworld.com/DDIWorld/media/trend-research/recruitment-and-selection_ere_es_ddi. pdf?ext=. pdf, accessed October 10, 2011. See also K. G. Melchers et al., "Is More Structure Really Better? A Comparison of Frame-of-Reference Training and Descriptively Anchored Rating Scales to Improve Interviewers' Rating Quality," *Personnel Psychology* 64, no. 1 (2011), pp. 53–87.
78. "10 Social Media Marketing Interview Questions and Answers," https://www.upwork.com/i/interview-questions/social-media-marketing/, accessed February 1, 2018.
79. See Phillip Lowry, "The Structured Interview: An Alternative to the Assessment Center?" *Public Personnel Management* 23, no. 2 (Summer 1994), pp. 201–215. See also Todd Maurer and Jerry Solamon, "The Science and Practice of a Structured Employment Interview Coaching Program," *Personnel Psychology* 59, no. 2 (Summer 2006), pp. 433–456.
80. Pursell et al., "Structured Interviewing," p. 910.
81. From a speech by industrial psychologist Paul Green and contained in *BNA Bulletin to Management*, June 20, 1985, pp. 2–3. For additional practical guidance see, for example, www. state.gov/documents/organization/107843.pdf, accessed October 10, 2012.
82. Williamson et al., "Employment Interview on Trial," p. 901; Michael Campion, David Palmer, and James Campion, "A Review of Structure in the Selection Interview," *Personnel Psychology* 50 (1997), pp. 655–702. See also Maurer and Solamon, "The Science and Practice of a Structured Employment Interview," and, Posthuma, Morgeson, and Campion, "Beyond Employment Interview Validity," pp. 1–87.
83. Unless otherwise specified, the following are based on Williamson et al., "Employment Interview on Trial," pp. 901–902.
84. Campion, Palmer, and Campion, "A Review of Structure," p. 668.
85. Carlson, "Selection Interview Decisions."
86. https://www.glassdoor.com/blog/common-interview-questions/accessed February 4, 2018.
87. Genevieve Douglas, "Pay Inquiry Bans Give some Employers Compliance Headaches," *Bloomberg BNA Bulletin to Management*, February 20, 2018.
88. Pamela Kaul, "Interviewing Is Your Business," *Association Management*, November 1992, p. 29. See also Rebecca Knight, "How to Conduct an Effective Job Interview," *Harvard Business Review*.
89. Edwin Walley, "Successful Interviewing Techniques," *The CPA Journal* 63 (September 1993), p. 70; and Randy Myers, "Interviewing Techniques: Tips from the Pros," *Journal of Accountancy* 202, no. 2 (August 2006), pp. 53–55.
90. Catherine Middendorf and Therese Macan, "Note Taking in the Employment Interview: Effects on Recall and Judgment," *Journal of Applied Psychology* 87, no. 2 (2002), pp. 293–303.
91. Kristen Weirick, "The Perfect Interview," *HR Magazine*, April 1, 2008, p. 85.
92. Stephen Gilliland et al., "Improving Applicants' Reactions to Rejection Letters: An Application of Fairness Theory," *Personnel Psychology* 54 (2001), pp. 669–703.
93. https://www.shrm.org/resourcesandtools/tools-and-samples/hr-forms/pages/interview_rejectionletter-positionfilled.aspx, accessed February 5, 2018.
94. See, for example, Gary Dessler, *Winning Commitment* (New York: McGraw-Hill, 1993).
95. "Toyota Looking for 1,500 Outstanding Mississippians from All Backgrounds," www.Mississippi.org/press-room/Toyota-looking-for-1500, accessed February 17, 2014.
96. See, for example, https://www.practiceaptitudetests.com/top-employer-profiles/toyota-assessments/, https://www.jobtestprep.com/toyota-test-prep, and https://www.graduatesfirst.com/portfolio-items/toyota/, accessed February 4, 2018.
97. "Toyota Hiring Process," www. indeed.com/forum/cmp/Toyota/Toyota-Hiring-Process/t31886, accessed August 22, 2014; https://www.indeed.com/forum/cmp/Toyota/Toyota-Hiring-Process/t31886, accessed February 4, 2018.
98. Bock, *Work Rules!* pp. 87–127.
99. www.Shrm.org/template-tools/how-to-guides, accessed March 3, 2012.
100. See, for example, http://jobsearchtech.about.com/od/jobofferletters/a/jobofferletter.htm, https://templates.office.com/en-us/Search/results?query=letter+of+offer, https://www.rocketlawyer.com/document/employment-contract.rl#/, and https://www.pandadoc.com/free-employment-contract-template/, all accessed February 4, 2018.
101. Tim Barker, "Corporate Espionage Takes Center Stage with Boeing Revelation," *Knight Ridder/Tribune Business News*, June 15, 2003.
102. Ibid.
103. See particularly the classic but still excellent discussion of job hunting and interviewing in Richard Payne, *How to Get a Better Job Quickly* (New York: New American Library, 1979). For a sampling of other advice, see, for example, Alison Doyle, "Job Interview Do's and Don'ts," *The Balance*, https://www. thebalance.com/job-interview-do-s-and-don-ts-2061313, and Bernard Marr, "Job Interview: The All Time Classic Do's And Don'ts," https://www.linkedin.com/pulse/job-interview-all-time-classic-dos-donts-bernard-marr, both accessed February 5, 2018.
104. Tony Lee, "10 Classic Interview Questions to Ask . . . And the Responses You Want to Hear," *HR Magazine*, December 2017/January 2018, pp. 57–61.
105. Celia Moore, Sun Young Lee, Kawon Kim, and Daniel Cable, "The Advantage of Being Oneself: The Role of Applicant Self-Verification in Organizational Hiring Decisions," *Journal of Applied Psychology* 102, no. 11 (2017), pp. 1493–1513.

Appendix 1 for Chapter 7

Structured Interview Guide

STEP 1—Create a Structured Interview Guide

Instructions:
First, here in step 1, create a structured interview guide like this one (including a competency definition, a lead question, and benchmark examples and answers, for instance) ***for each of the job's required competencies***:

Competency: Interpersonal Skills

Definition:
Shows understanding, courtesy, tact, empathy, concern; develops and maintains relationships; may deal with people who are difficult, hostile, distressed; relates well to people from varied backgrounds and situations; is sensitive to individual differences.

Lead Questions:
Describe a situation in which you had to deal with people who were upset about a problem. What specific actions did you take? What was the outcome or result?

Benchmark Level	Level Definition	Level Examples
5	Establishes and maintains ongoing working relationships with management, other employees, internal or external stakeholders, or customers. Remains courteous when discussing information or eliciting highly sensitive or controversial information from people who are reluctant to give it. Effectively handles situations involving a high degree of tension or discomfort involving people who are demonstrating a high degree of hostility or distress.	Presents controversial findings tactfully to irate organization senior management officials regarding shortcomings of a newly installed computer system, software programs, and associated equipment.
4		Mediates disputes concerning system design/architecture, the nature and capacity of data management systems, system resources allocations, or other equally controversial/sensitive matters.
3	Cooperates and works well with management, other employees, or customers, on short-term assignments. Remains courteous when discussing information or eliciting moderately sensitive or controversial information from people who are hesitant to give it. Effectively handles situations involving a moderate degree of tension or discomfort involving people who are demonstrating a moderate degree of hostility or distress.	Courteously and tactfully delivers effective instruction to frustrated customers. Provides technical advice to customers and the public on various types of IT such as communication or security systems, data management procedures or analysis.
2		Familiarizes new employees with administrative procedures and office systems.
1	Cooperates and works well with management, other employees, or customers during brief interactions. Remains courteous when discussing information or eliciting non-sensitive or non-controversial information from people who are willing to give it. Effectively handles situations involving little or no tension, discomfort, hostility, or distress.	Responds courteously to customers' general inquiries. Greets and assists visitors attending a meeting within own organization.

FIGURE 7A-1 Structured Interview Guide

Source: From Conducting Effective Structured Interviews Resource Guide for Hiring Managers and Supervisors, 2005, United States Department of State Bureau of Human Resources.

STEP 2—INDIVIDUAL EVALUATION FORM

Instructions:
Next, in step 2, create a form for evaluating each job candidate on each of the job's competencies:

Candidate to be assessed: ______________________________

Date of Interview: ______________________________

Competency: Problem Solving
Definition: Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and to make the recommendations.
Question: Describe a situation in which you identified a problem and evaluated the alternatives to make a recommendation or decision. What was the problem and who was affected?
Probes: How did you generate and evaluate your alternatives? What was the outcome?
Describe specific behaviors observed: (Use back of sheet, if necessary)

1-Low	2	3-Average	4	5-Outstanding
Uses logic to identify alternatives to solve routine problems. Reacts to and solves problems by gathering and applying information from standard materials or sources that provide a limited number of alternatives.		Uses logic to identify alternatives to solve moderately difficult problems. Identifies and solves problems by gathering and applying information from a variety of materials or sources that provide several alternatives.		Uses logic to identify alternatives to solve complex or sensitive problems. Anticipates problems and identifies and evaluates potential sources of information and generates alternatives to solve problems where standards do not exist.

Final Evaluation:	Printed Name:	Signature:

FIGURE 7A-1 *Continued*

STEP 3—PANEL CONSENSUS EVALUATION FORM

Instructions:
Finally, in step 3, create a panel consensus evaluation form like this one, which the members of the panel who interviewed the candidate will use to evaluate his or her interview performance.

Candidate: ______________________________

Date: ______________________________

Panel Consensus Evaluation Form

Instructions:
Translate each individual evaluation for each competency onto this form. If all of the individual competency evaluations are within one rating scale point, enter the average of the evaluations in the column labeled Group Evaluation. If more than one point separates any two raters, a consensus discussion must occur with each party justifying his/her evaluation. The lead interviewer or his/her designee should take notes on the consensus discussion in the space provided. Any changes in evaluation should be initialed and a final evaluation entered for each competency.

Competency	Final Individual Evaluations			Group Evaluation
	(1)	(2)	(3)	
Interpersonal Skills				
Self-Management				
Reasoning				
Decision Making				
Problem Solving				
Oral Communication				
Total Score				

Consensus Discussion Notes:

Signature Panel Member 1: ______________________________

Signature Panel Member 2: ______________________________

Signature Panel Member 3: ______________________________

FIGURE 7A-1 *Continued*

Appendix 2 for Chapter 7

Interview Guide for Interviewees

Before managers move into positions where they have to interview others, they usually must navigate some interviews themselves. It's therefore useful to apply some of what we discussed in this chapter to navigating one's own interviews.

Beyond trying to determine how you would perform the technical parts of the job, interviewers will try to discover what you are like as a person. In other words, how you get along with other people and your desire to work. They will look here at how you behave. For example, they will note whether you respond concisely, cooperate fully in answering questions, state personal opinions when relevant, and keep to the subject at hand; these are very important elements in influencing the interviewer's decision.

Getting an Extra Edge

There are six things to do to get an extra edge in the interview.[103]

1. ***Preparation is essential.*** Before the interview, learn all you can about the employer, the job, and the people doing the recruiting. On the Web, using social media, or looking through business periodicals, find out what is happening in the employer's field. Try to unearth the employer's problems. Be ready to explain why you think you would be able to solve such problems, citing some of your *specific accomplishments* to make your case.
2. ***Uncover the interviewer's real needs.*** Spend as little time as possible briefly answering your interviewer's first questions and as much time as possible getting him or her to describe his or her needs. Determine what the person is expecting to accomplish, and the type of person he or she feels is needed. Use open-ended questions such as, "Could you tell me more about that?"
3. ***Relate yourself to the interviewer's needs.*** Once you know the type of person your interviewer is looking for and the sorts of problems he or she wants solved, you are in a good position to describe your own accomplishments *in terms of the interviewer's needs.* Start by saying something like, "One of the problem areas you've said is important to you is similar to a problem I once faced." Then state the problem, describe your solution, and reveal the results.
4. ***Think before answering.*** Answering a question should be a three-step process: Pause—Think—Speak. *Pause* to make sure you understand what the interviewer is driving at, *think* about how to structure your answer, and then *speak.* In your answer, try to emphasize how hiring you will help the interviewer solve his or her problem.
5. ***Remember that appearance and enthusiasm are important.*** Appropriate clothing, good grooming, a firm handshake, and energy are important. Maintain eye contact. In addition, speak with enthusiasm, nod agreement, and remember to take a moment to frame your answer (pause, think, speak) so that you sound articulate and fluent. Remember that many interviewers seek "chemistry" in terms of similarity of experiences when they're interviewing.
6. ***Make a good first impression.*** Remember that in most cases interviewers make up their minds about the applicant early in the interview. A good first impression may turn to bad during the interview, but it's unlikely. Bad first impressions are almost impossible to overcome. Experts suggest paying attention to the following key interviewing considerations:
   - Appropriate clothing
   - Good grooming
   - A firm handshake
   - The appearance of controlled energy
   - Pertinent humor and readiness to smile
   - A genuine interest in the employer's operation and alert attention when the interviewer speaks
   - Pride in past performance
   - An understanding of the employer's needs and a desire to serve them

Tackling the "Standard" Questions

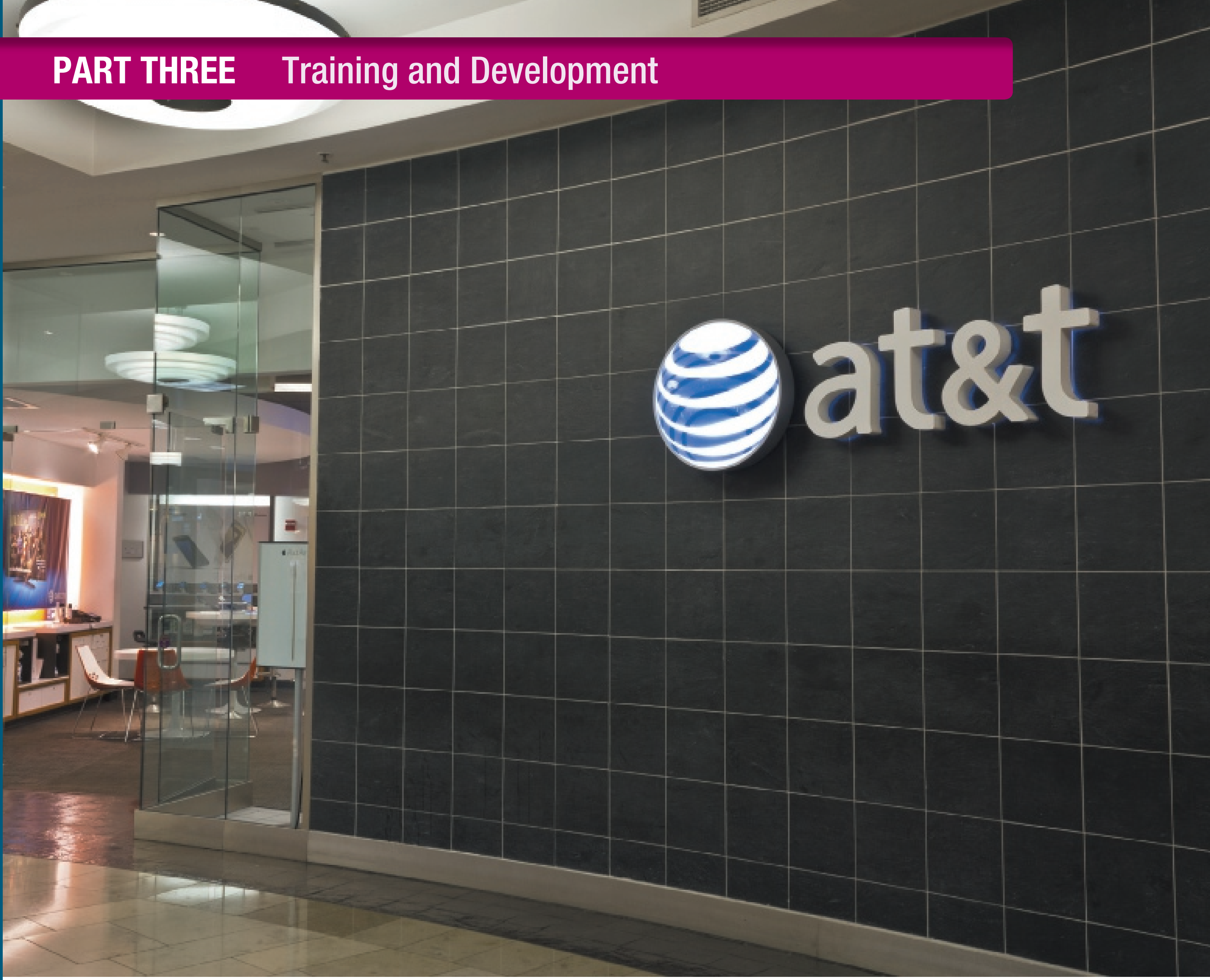
Be vigilant in answering familiar, standard questions such as "tell me about yourself."[104] For example, know that asking "tell me about yourself" helps recruiters size up your poise and communication skills. A good answer to "What are your greatest strengths?" should focus on the strengths related to the job you're interviewing for. Good answers to "What are your weaknesses?" include what you're doing to improve yourself. Interviewees who can't answer "What can you tell me about our company and industry?" may lack conscientiousness. Answering "What you like most and least about your most recent job?" should touch on liking the same values, activities, and culture that the job at hand involves. And someone who says "no" when asked "Do you have any questions?" may have thought too little about the job.

Should You Be Forthright?

Imagine a job candidate who by experience and education is highly qualified for a job, but who lacks some important trait(s): for example, he or she doesn't dress stylishly for an interview with an upscale department store. How forthright should you be if asked why you didn't dress up more?

Based on a recent study, otherwise top-notch candidates should be forthright.[105] This study found that a strong drive to "self-verify"—to "present oneself accurately so that others understand you as you understand yourself"—may help differentiate you from the other top candidates. The researchers measured self-verification with items such as "I like to be myself rather than trying to act like someone I'm not."

So, if you like being authentic and presenting yourself accurately to others, do so, as long as for the job at hand you're an otherwise top-notch candidate. (Doing this backfired for inferior candidates.)



Jonathan Weiss/Shutterstock

8 Training and Developing Employees

LEARNING OBJECTIVES

When you finish studying this chapter, you should be able to:

8-1 **Summarize** the purpose and process of employee orientation.

8-2 **Give** an example of how to design onboarding to improve employee engagement.

8-3 **List and briefly explain** each of the steps in the training process.

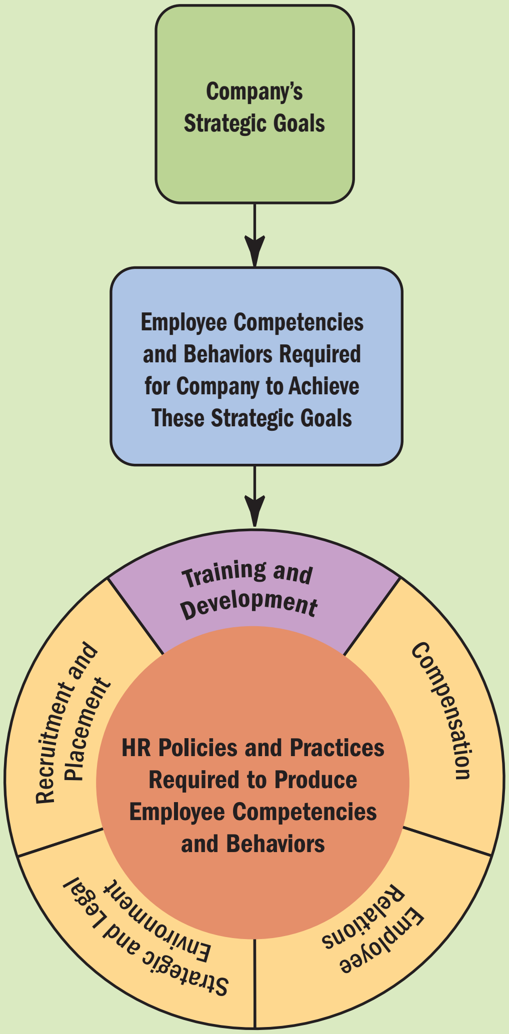
8-4 **Explain** how to use five training techniques.

8-5 **List and briefly discuss** four management development methods.

8-6 **List and briefly discuss** the importance of the steps in leading organizational change.

8-7 **Explain** why a controlled study may be superior for evaluating the training program's effects.

For a century AT&T was America's "phone company," but it has changed dramatically in the past few years. In 2000, its wireless network data traffic was negligible.[1] The part of its business depending on software was similarly negligible, but by 2020 it will have risen to 75%. Like competitors such as Comcast, AT&T's strategy is to drive the company toward a new digital future, one in which telecommunications, media, and entertainment converge, and customers can get the information, access, and entertainment they need, anywhere, on whatever digital device they choose to use. That's exciting for AT&T's customers and shareholders. But what do you do with the 150,000 or so AT&T employees who were hired by a phone company years ago to do very different, nondigital, nonsoftware jobs? We'll see what AT&T did.



WHERE ARE WE NOW . . .

Chapters 6 and 7 focused on the methods managers use to interview and select employees. Once employees are on board, the employer must train them. The purpose of this chapter is to increase your effectiveness in training employees. The main topics we'll cover include **Orienting and Onboarding New Employees**, **Designing Onboarding to Improve Employee Engagement**, **The Training Process**, **Implementing Training Programs**, **Management Development Methods**, **Leading Organizational Change**, and **Evaluating the Training Effort**. Then, in Chapter 9, we'll turn to appraising employees.

KNOWLEDGE BASE

LEARNING OBJECTIVE 8-1
Summarize the purpose and process of employee orientation.

Orienting and Onboarding New Employees

Carefully selecting employees doesn't guarantee they'll perform effectively. Even high-potential employees can't do their jobs if they don't know what to do or how to do it. Making sure your employees do know what to do and how to do it is the purpose of orientation and training. The human resources department usually designs the orientation and training programs, but the supervisor does most of the day-to-day orienting and training. Every manager therefore should know how to orient and train employees. We will start with orientation.

The Purposes of Employee Orientation/Onboarding

employee orientation
A procedure for providing new employees with basic background information about the firm.

Employee orientation (or *onboarding*) provides new employees with the basic background information (such as computer passwords and company rules) they need to do their jobs; ideally it should also help them start becoming emotionally attached to and engaged in the firm.[2] The manager wants to accomplish four things when orienting new employees:

1. Make the new employee feel welcome and at home and part of the team.
2. Make sure the new employee has the basic information to function effectively, such as e-mail access, personnel policies and benefits, and work behavior expectations.
3. Help the new employee understand the organization in a broad sense (its past, present, culture, and strategies and vision of the future).
4. Start socializing the person into the firm's culture and ways of doing things.[3] For example, the Mayo Clinic's "heritage and culture" program emphasizes Mayo Clinic values such as teamwork, integrity, customer service, and mutual respect.[4]

The Orientation Process

Onboarding ideally begins before the person's first day, with a welcome note, orientation schedule, and list of documents (such as tax documents) needed the first day. On the first day, make sure colleagues know the new employee is starting, and arrange for one or more of them to take the person to lunch. On subsequent days, the new employee should meet colleagues in other departments. After about two weeks, speak with the employee to identify any concerns.[5]

The length of the onboarding program depends on what you cover. Some take several hours. The human resource specialist (or, in smaller firms, the office manager) performs the first part of the orientation by explaining basic matters like working hours and benefits. Then the supervisor continues by explaining the department's organization, introducing the person to his or her new colleagues, familiarizing him or her with the workplace, and reducing first-day jitters. At a minimum, the orientation should provide information on matters such as employee benefits, personnel policies, safety measures and regulations, and a facilities tour; making the new employee feel special and proud about working for the company is advisable;[6] new employees should receive (and sign for) print or Internet-based employee handbooks covering such matters. You'll find a variety of orientation checklists online.[7]

At the other extreme, L'Oréal's onboarding program extends about 2 years. It includes roundtable discussions, meetings with key insiders, on-the-job learning, individual mentoring, and experiences such as site visits.[8]

Supervisors should be vigilant. Follow up on and encourage new employees to engage in activities (such as taking breaks with colleagues) that will enable them to "learn the ropes." Especially for new employees with disabilities, integration and socialization are highly influenced by coworkers' and supervisors' behavior.[9]

Those *being* oriented should show they're involved. Two things seem to show managers that the people they're orienting are engaged. First, show you're trying to master and perform the tasks at hand (such as learning about the new job and company). Second, show you're trying to assimilate socially, for instance by interacting with new colleagues.[10]

Employers should onboard new executives too. In one survey "poor grasp of how the organization works" was a problem for 69% of new senior executives. This onboarding should include the firm's operational plans and key business areas, key team members' career histories, key external stakeholders, and briefings on the firm's culture and how it "gets things done."[11]

THE EMPLOYEE HANDBOOK Employers should assume that their employee handbook's contents are legally binding commitments. Even apparently sensible handbook policies (such as "the company will not retaliate against employees who raise concerns about important issues in the workplace") can backfire without proper disclaimers. The handbook should include a disclaimer stating "nothing in this handbook should be taken as creating a binding contract between employer and employees, and all employment is on an at will basis."[12] Say that statements of company policies, benefits, and regulations do not constitute the terms and conditions of an employment contract, either expressed or implied. Do not insert statements such as "No employee will be fired without just cause" or statements that imply or state that employees have tenure. The firm's handbook policies may then evolve, as the prevailing political climate—for instance in terms of EEOC and union–management relations guidelines—change.[13]

ORIENTATION TECHNOLOGY Employers use technology to support orientation. For example, at the University of Cincinnati, new employees spend about 45 minutes online learning about their new employer's mission, organization, and policies and procedures. ION Geophysical uses an online onboarding portal solution called RedCarpet. It includes a streaming video welcome message, and photos and profiles of new colleagues.[14] With Workday's iPhone app, users can search their company's directory for names, images, and contact information; call or e-mail coworkers directly; and view physical addresses on Google Maps.[15] Some employers place scannable QR codes along the orientation tour's stops, to provide information about each department and its role.[16] Employers use team activities and gamification (awarding points for completing parts of the program, for instance) to energize their onboarding programs.[17]

LEARNING OBJECTIVE 8-2
Give an example of how to design onboarding to improve employee engagement.

Employee Engagement Guide for Managers: Onboarding at Toyota

In many firms today, orientation goes well beyond providing basic information about things like work hours.[18] Onboarding at Toyota Motor Manufacturing USA illustrates this. While it does cover routine topics such as company benefits, its main aim is to engage Toyota's new employees in the firm's ideology of quality, teamwork, personal development, open communication, and mutual respect.[19] The initial program takes about 4 days:[20]

Day 1: The first day begins early and includes an overview of the program, a welcome to the company, and a discussion of the firm's organizational structure and human resource department by the firm's human resources vice president. He or she devotes about an hour and a half to discussing Toyota history and culture, and about 2 hours to employee benefits. Managers then spend several hours discussing Toyota's commitment to quality and teamwork.

Day 2: A typical second day focuses first on the importance of mutual respect, teamwork, and open communication at Toyota. The rest of the day covers topics such as safety, environmental affairs, and the Toyota production system.

Day 3: Given the importance of working in teams at Toyota, this day begins with 2½ to 3 hours devoted to communication training, such as "making requests and giving feedback." The rest of the day covers matters such as

Toyota's problem-solving methods, quality assurance, hazard communications, and safety.

Day 4: Topics today include teamwork training and the Toyota suggestion system. This session also covers what work teams are responsible for and how to work together as a team. The afternoon session covers fire prevention and fire extinguisher training. By the end of day 4, new employees should be well on their way to being engaged in Toyota's ideology, in particular its mission of quality and its values of teamwork, continuous improvement, and problem solving.[21]

The bottom line is that there's more to orienting employees than introducing them to new coworkers. Even without a program like Toyota's, use the onboarding opportunity to start instilling in the new employee the company values and traditions in which you expect the person to become engaged.

LEARNING OBJECTIVE 8-3

List and briefly explain each of the steps in the training process.

Overview of the Training Process

training
The process of teaching new or current employees the basic skills they need to perform their jobs.

Directly after orientation, training should begin. **Training** means giving new or current employees the skills that they need to perform their jobs, such as showing new salespeople how to sell your product. Training might involve having the current jobholder explain the job to the new hire, or multiweek classroom or Internet classes. In one recent year, employers spent about $1,300 per employee on training.[22]

Training is important.[23] If even high-potential employees don't know what to do and how to do it, they will improvise or do nothing useful at all. Furthermore, high achievers often begin looking for new positions due to dissatisfaction with inadequate training.[24] Employers also know that training fosters engagement. For example, Coca-Cola UK uses employee development plans, training, and leadership development to attract and retain the best employees and inspire their engagement.[25]

KNOW YOUR EMPLOYMENT LAW

Training and the Law

Managers should understand training's legal implications. With respect to *discrimination*, Title VII of the Civil Rights Act of 1964 and related legislation requires that the employer avoid discriminatory actions in all aspects of its human resource management process, and that applies to selecting which employees to train. Employers face much the same consequences for discriminating against protected individuals when selecting candidates for training as they would in selecting candidates for jobs or for promotion.

negligent training
A situation where an employer fails to train adequately, and the employee subsequently harms a third party.

Inadequate training can also expose the employer to liability for **negligent training.** As one expert puts it, "It's clear from the case law that where an employer fails to train adequately and an employee subsequently does harm to third parties, the court will find the employer liable." Among other things, the employer should confirm the applicant/employee's claims of skill and experience, provide adequate training (particularly where employees work with dangerous equipment), and evaluate the training to ensure that it is actually reducing risks.[26] ■

Aligning Strategy and Training

The employer's strategic plans should guide its long-range training goals.[27] In essence, the task is to identify the employee behaviors the firm will need in order to execute its strategy, and then to deduce what skills and knowledge employees will need. Then, put in place training goals and programs to instill these competencies. For example, with the health-care landscape changing, the Walgreens chain had to reformulate its strategy. It broadened its offerings, and today is the second-largest dispenser of flu shots in the United States. Its in-store health clinics provide medical care. It purchased drugstore.com.

The strategic changes affected the skills that Walgreens employees required, and therefore its training and other staffing policies. For example, Walgreens established Walgreens University. It offers more than 400 programs Walgreens employees can take to build their skills (and even get college credit in pharmacy-related topics). For example, some programs develop assistant store manager skills, and Walgreens in-store health clinic nurse practitioners can take courses to expand their medical care expertise. Thus, Walgreens reformulated its training (and other) HR policies to produce the employee skills the company needed to support its new strategy.[28] The accompanying Strategic Context feature provides another example.

IMPROVING PERFORMANCE: *THE STRATEGIC CONTEXT*

Supporting AT&T's Strategy for a Digital Future

AT&T's strategy is to drive the company toward a new digital future ("from cables to the cloud," to paraphrase a top manager). But what do you do with the employees hired years ago to do very different jobs?[29]

AT&T embarked on a massive retraining program, called Workforce 2020. It had three main pillars: *Skill needs identification, training and development,* and *evaluation.*

First, AT&T's managers *identified the skills* its employees would need for its new digital future, along with the current skills gaps, and what it called "future role profiles." These individual profiles itemized the skills the company and therefore each of its employees would need.

Second, AT&T helped employees identify and obtain the required *training and development*. For example, it created an online employee career platform. This contains tools such as for assessing one's aptitudes against the jobs AT&T would need. It also contains online courses, ultra-short "nanodegree" training programs (on coding, for instance), and access to special online graduate and undergraduate degree programs.

Third, AT&T *evaluates the effectiveness* of its Workforce 2020 program in terms of *Activity, Hydraulics, Business Outcomes,* and *Sentiment*. *Activity* means measuring things such as skills gaps. *Hydraulics* means people actually moving into new roles throughout AT&T. *Business outcomes* means tangible organizational improvements, for instance in efficiency. And, *sentiment* refers to measuring attitudes such as employees' inclination to recommend AT&T as a place to work.

AT&T's Worforce 2020 program enabled its current employees to develop the skills AT&T's digital convergence strategy required. Over 140,000 employees were recently pursuing the learning they need to fill AT&T's new jobs and roles.

MyLab Management Talk About It 1

If your professor has assigned this, go to the Assignments section of **www.pearson.com/mylab/management** to complete this discussion question. What other human resource management steps should AT&T take in order to help it achieve its digital futures strategy?

KNOWLEDGE BASE

The ADDIE Five-Step Training Process

The employer should use a rational training process. The gold standard here is still the basic analysis-design-develop-implement-evaluate (ADDIE) training process model that training experts have used for years.[30] As an example, one training vendor describes its training process as follows:[31]

- *Analyze* the training need.
- *Design* the overall training program.
- *Develop* the course (actually assembling/creating the training materials).
- *Implement* training, by actually training the targeted employee group using methods such as on-the-job or online training.
- *Evaluate* the course's effectiveness.

We'll look at each step next.

Analyzing the Training Needs

The training needs analysis may address the employer's *strategic/longer-term* training needs and/or its *current* training needs.

STRATEGIC TRAINING NEEDS ANALYSIS Strategic goals (perhaps to enter new lines of business or to expand abroad) often mean the firm will have to fill new jobs. *Strategic training needs analysis* identifies the training employees will need to fill these future jobs. For example, when Wisconsin-based Signicast Corp. decided to build a new high-tech plant, its top managers knew the plant's employees would need new skills to run the computerized machines. They worked closely with their HR team to formulate hiring and training programs to ensure the firm would have the people required to populate the new plant.

CURRENT EMLPLOYEES' TRAINING NEEDS ANALYSIS Most training efforts aim to improve current performance—specifically training new employees, and those whose performance is deficient.

How you analyze current training needs depends on whether you're training new or current employees. The main task for *new* employees is to determine what the job entails and to break it down into subtasks, each of which you then teach to the new employee.

Analyzing *current* employees' training needs is more complex, because you must also ascertain whether training is the solution. For example, performance may be down due to poor motivation. Managers use *task analysis* to identify new employees' training needs, and *performance analysis* to identify current employees' training needs.

***NEW* EMPLOYEES: TASK ANALYSIS FOR ANALYZING TRAINING NEEDS** Particularly with lower-level workers, it's customary to hire inexperienced personnel and train them. The aim here is to give these new employees the skills and knowledge they need to do the job. **Task analysis** is a detailed study of the job to determine what specific skills (like reading spreadsheets) the job requires. Here job descriptions and job specifications are essential. They list the job's specific duties and skills, which are the basic reference points in determining the training required. Managers also uncover training needs by reviewing performance standards, performing the job, and questioning current jobholders and supervisors.[32]

task analysis
A detailed study of a job to identify the specific skills required.

Some managers supplement the job description and specification with a *task analysis record form*. This form (see Table 8-1) consolidates information regarding required tasks and skills. As it illustrates, the form contains six columns of information, such as "Skills or knowledge required."

***CURRENT* EMPLOYEES: PERFORMANCE ANALYSIS OF TRAINING NEEDS** For underperforming current employees, you can't assume that training is the solution. In other words, is it lack of training, or something else? **Performance analysis** is the process of verifying that there is a performance deficiency and determining whether the employer should correct such deficiencies through training or some other means (like transferring the employee).

performance analysis
Verifying that there is a performance deficiency and determining whether that deficiency should be corrected through training or through some other means (such as transferring the employee).

Performance analysis begins with comparing the person's actual performance to what it should be. Doing so helps to confirm that there is a performance deficiency, and (hopefully) helps the manager to identify its cause. Examples of performance deficiencies might be:

I expect each salesperson to make 10 new contracts per week, but John averages only six.

Other plants our size average no more than two serious accidents per month; we're averaging five.

TABLE 8-1 Sample Task Analysis Record Form

	Task List	When and How Often Performed	Quantity and Quality of Performance	Conditions Under Which Performed	Skills or Knowledge Required	Where Best Learned
1.	Operate paper cutter	4 times per day		Noisy pressroom: distractions		
1.1	Start motor	4 times per day				On the job
1.2	Set cutting distance		±tolerance of 0.007 in.		Read gauge	On the job
1.3	Place paper on cutting table		Must be completely even to prevent uneven cut		Lift paper correctly	On the job
1.4	Push paper up to cutter				Must be even	On the job
1.5	Grasp safety release with left hand		100% of time, for safety		Essential for safety	On the job but practice first with no distractions
1.6	Grasp cutter release with right hand				Must keep both hands on releases	On the job but practice first with no distractions
1.7	Simultaneously pull safety release with left hand and cutter release with right hand				Must keep both hands on releases	On the job but practice first with no distractions
1.8	Wait for cutter to retract		100% of time, for safety		Must keep both hands on releases	On the job but practice first with no distractions
1.9	Retract paper				Wait until cutter retracts	On the job but practice first with no distractions
1.10	Shut off		100% of time, for safety			On the job but practice first with no distractions
2.	Operate printing press					
2.1	Start motor					

Note: Task analysis record form showing some of the tasks and subtasks performed by a printing press operator.

Ways to identify how a current employee is doing include

- Performance appraisals
- Job-related performance data (including productivity, absenteeism and tardiness, grievances, waste, late deliveries, product quality, repairs, and customer complaints)
- Observations by supervisors or other specialists
- Interviews with the employee or his or her supervisor
- Tests of things like job knowledge, skills, and attendance
- Attitude surveys
- Individual employee daily diaries
- Assessment center results
- Special performance gap analytical software, such as from Saba Software, Inc.

CAN'T DO/WON'T DO Uncovering *why* performance is down is the heart of performance analysis. The aim here is to distinguish between can't-do and won't-do problems. First, determine whether it is a *can't-do* problem and, if so, its specific causes.

For example: The employees don't know what to do or what your standards are; there are obstacles such as lack of tools or supplies; there are no job aids (such as color-coded wires that show assemblers which wire goes where); you've hired people who haven't the required skills; or training is inadequate.

Or, it might be a *won't-do* problem. Here employees could do a good job if they wanted to. One expert says, "Perhaps the biggest trap that trainers fall into is [developing] training for problems that training just won't fix."[33] For instance, the better solution might be to change the incentives.

COMPETENCY PROFILES AND MODELS IN TRAINING AND DEVELOPMENT Employers often focus on building work-related competencies or skills.[34] The **competency model** consolidates, usually in one diagram, a precise overview of the competencies someone would need to do the job well. Figure 4-10 (on page 122) was one example. For example, the Association for Talent Development (ATD) built a competencies model for the job of training and development professional. It includes 10 core trainer competencies, including *being able to achieve performance improvement, instructional design*, and *training delivery*. As one competency example, the model describes *instructional design* as "designing, creating, and developing formal learning solutions to meet organizational needs; analyzing and selecting the most appropriate strategy, methodologies, and technologies to maximize the learning experience and impact."[35] Training a trainer would thus require, for instance, making sure he or she could, once training is complete, exhibit these skills and knowledge (competencies).[36]

competency model
A graphic model that consolidates, usually in one diagram, a precise overview of the competencies (the knowledge, skills, and behaviors) someone would need to do a job well.

Competencies-oriented training is similar to other training. Trainees often learn through a mix of real-world exercises, teamwork, classes, and online resources, under a learning coach; the aim is to show mastery of particular competencies.[37] This often involves starting with a list of competencies to be learned, criteria for assessing competencies mastery, and examples of the competencies (such as using a spreadsheet). Students then complete their projects and assessors evaluate their competencies.

Designing the Training Program

Armed with the needs analysis results, the manager next designs the training program. *Design* means planning the overall training program including training objectives, delivery methods, and program evaluation. Substeps include setting performance objectives, creating a detailed training outline (all training program steps from start to finish), choosing a program delivery method (such as lectures or Web), and verifying the overall program design with management.

Most employers can build training programs based on existing online and offline content offered by training content providers.

Tinpixels/Getty Images

The design should include summaries of how you plan to set a training environment that motivates your trainees both to learn and to transfer what they learn to the job. It is also here that the manager reviews possible training program content (including workbooks, exercises, and activities), and estimates a training program budget.[38] If the program will use technology, the manager should include a review of the technology as part of the analysis.[39] We'll look more closely next at several specific design issues.

SETTING LEARNING OBJECTIVES[40] At the outset, the trainer should clearly define the program's desired learning outcomes.[41] "Clients" will usually phrase their training requests in broad terms, such as "we need sales training." It's the trainer's job to unearth the reasons behind the request, so as to formulate tangible program outcomes (such as "improved product knowledge").

Training, development, learning, or (more generally) *instructional objectives* should specify in measurable terms what the trainee should be able to do after successfully completing the training program.[42] For example:

> *The technical service representative will be able to adjust the color guidelines on this HP Officejet All-in-One printer copier within 10 minutes according to the device's specifications.*

The learning objectives should first address any performance deficiencies that you identified. Thus, if the sales team's sales are 40% too low, the objectives should focus on ensuring that the team members get the product knowledge they need to boost sales. But at the same time, the learning objectives must be practical, given the constraints.

One constraint is financial. The employer will generally want to see and approve a *training budget* for the program. Typical costs include the development costs (of having, say, a human resource specialist working on the program for a week or two), the direct and indirect (overhead) costs of the trainers' time, participant compensation (for the time they're actually being trained), and the cost of evaluating the program. There are algorithms for estimating training program costs, for instance, in terms of labor hours and direct costs.[43] The question, of course, isn't just "Can we afford this program?" but "Does it pay to spend this much, given the benefits we'll receive—will it improve performance, and if so by how much?" Therefore, prepare to defend the program on a benefits-versus-costs basis.

There are also other constraints to consider. For example, time constraints may require reducing three or four desirable learning objectives to one or two.

CREATING A MOTIVATIONAL LEARNING ENVIRONMENT Municipalities running programs for traffic violators know there's often no better way to get someone's attention than to present a terrifying video accident. They know the best training starts not with a lecture but by making the material meaningful.

The same is true at work. Learning requires both ability and motivation, and the training program's design should accommodate both. In terms of *ability*, the learner–trainee needs (among other things) the required reading, writing, and mathematics skills. Trainees are rarely homogeneous, for instance, in terms of intellectual capacity. In setting the learning environment, the manager therefore should address several trainee-ability issues. For example, how will our program accommodate differences in trainee abilities? Do we need to provide remedial training?

Second, the learner must also be motivated. No manager should waste his or her time showing a disinterested employee how to do something (even if he or she has the requisite ability).

Many books exist on how to motivate employees, but several specific observations are pertinent here.[44] The training program's effects will be diminished if trainees return to their jobs to snide comments such as, "I hope you liked your little vacation" from colleagues. Therefore, the low-hanging fruit in motivating trainees is to make sure the trainee's peers and supervisor support the training effort. Ideally, particularly for larger programs, top management should visibly support the program. Beyond that, various motivation theories provide useful guidance. From behavior modification, we know that the training should provide opportunities for positive reinforcement. "Expectancy theory" shows us that the trainees need to know they have the ability to succeed in the program, and that the value to them of completing the program is high. Self-efficacy is crucial—trainees must believe they have the capacity to succeed. We can summarize such motivational points as follows.

MAKE THE LEARNING MEANINGFUL Learners are more motivated to learn something that has meaning for them. Therefore:

1. Provide a bird's-eye view of the material that you are going to present. For example, show why it's important, and provide an overview.[45]
2. Use familiar examples.
3. Organize the information so you can present it logically.
4. Use familiar terms and concepts.
5. Use visual aids.
6. Create a perceived training need in trainees' minds.[46] In one study, pilots who experienced pretraining accident-related events subsequently learned more from an accident-reduction training program than did those experiencing fewer such events.[47] Similarly, "before the training, managers need to sit down and talk with the trainee about why they are enrolled in the class, what they are expected to learn, and how they can use it on the job." Creating "a desire to learn is crucial."[48]
7. Goal setting is important. In one study, some trainees set goals at the start of the program for the skills they were being taught. After training, they were rated more highly on these skills than were those who hadn't set goals.[49]

MAKE SKILLS TRANSFER OBVIOUS AND EASY Make it easy to transfer new skills and behaviors from the training site to the job site:

1. Maximize the similarity between the training situation and the work situation.
2. Provide adequate practice.
3. Label or identify each feature of the machine and/or step in the process.
4. Direct the trainees' attention to important aspects of the job. For example, if you're training a customer service rep to handle calls, explain the different types of calls he or she will encounter.[50]
5. Provide "heads-up" information. For example, supervisors often face stressful conditions. You can reduce the negative impact by letting supervisory trainees know they might occur.[51]
6. Trainees learn best at their own pace. If possible, let them pace themselves.
7. Intermingle opportunities for trainees to use their new skills or knowledge throughout the training.[52]

REINFORCE THE LEARNING Make sure the learner gets plenty of feedback. In particular:

1. Trainees learn best when the trainers immediately reinforce correct responses, perhaps with a quick "well done."
2. Learning diminishes late in the day. Partial-day training is generally superior to full-day training.
3. Provide follow-up assignments at the close of training, so trainees are reinforced by applying back on the job what they've learned.[53]
4. Incentivize. For example, Hudson Trail Outfitters offers trainees incentives of outdoor gear for completing training program segments.[54]

ENSURE TRANSFER OF LEARNING TO THE JOB Less than 35% of trainees seem to be transferring what they learned to their jobs a year after training. Improving on that requires steps at each training stage. *Prior to training*, get trainee and supervisor input in designing the program, institute a training attendance policy, and encourage employees to participate.

During training, provide trainees with training experiences and conditions (surroundings, equipment) that resemble the actual work environment.

After training, reinforce what trainees learned, for instance, reward employees for using new skills.[55]

TRENDS SHAPING HR: *DIGITAL AND SOCIAL MEDIA*

the cloud
Refers to placing software programs and services on vendors' remote servers, from which they can then deliver these programs and services seamlessly to employees' digital devices.

When designing the program, a key question is how to deliver it. Increasingly, this occurs via "the cloud." Basically, **the cloud** refers to placing software programs and services on vendors' remote servers, from which they can then deliver these programs and services seamlessly to employees' digital devices.

Cloud-based training revolutionized training, by enabling employers to outsource much or all of their training activities. Because the vendor hosts both the courses and the overall learning management system, the employer need not concern itself with setting up or updating the programs on its own computers; the vendor manages the software. Furthermore, the more advanced cloud-based learning management systems let trainees access the training software and courses from wherever they are, using a variety of mobile devices. This not only improves convenience, but also facilitates collaboration among employees when, for instance, they're working together on a training project. ■

Developing the Program

Program development means actually assembling the program's training content and materials. It means choosing the specific content the program will present, as well as designing/choosing the specific instructional methods (lectures, cases, Web-based, and so on) you will use. Training equipment and materials include (for example) iPads, workbooks, lectures, PowerPoint slides, Web- and computer-based activities, course activities, and trainer resources (manuals, for instance).

Some employers create their own training content, but there's also a vast selection of online and offline content. The Association for Talent Development's Web site (www.td.org) illustrates the many off-the-shelf training and development offerings available. It includes certificate programs on topics such as coaching, consulting skills, and presentation skills, as well as online workshops on hundreds of topics such as game design, survey design, and developing a mentoring program. (Trainers Warehouse and HRdirect are among many other suppliers.)[56]

MyLab Management Apply It!

What do you think of how Wilson Learning conducts its training programs? If your professor has assigned this activity, go to the Assignments section of **www.pearson.com/mylab/management** to complete the video exercise.

HR in Action at the Hotel Paris As Lisa and the CFO reviewed measures of the Hotel Paris's current training efforts, it was clear that some changes were in order. Most other service companies provided at least 40 hours of training per employee per year, while the Hotel Paris offered, on average, no more than five or six. To see how they handled this, see the case on pages 271–272.

LEARNING OBJECTIVE 8-4
Explain how to use five training techniques.

Implementing the Training Program

Once you design and develop the training program, management can implement and then evaluate it. *Implement* means actually provide the training, using one or more of the instructional methods we discuss next.

Note first that there are several practical steps one can take before, during, and after the actual training to improve trainees' learning and engagement:

Before the actual training, send announcements far in advance, provide directions, provide a contact, and make sure participants have pretraining materials.

During training, make sure all participants have a point of contact in case they have questions or need guidance.

After training, remember training does *not* end when the program ends. Instead, periodically ascertain that trainees are transferring their learning to the job.[57]

On-the-Job Training

We'll see that much training today takes place online or uses other digital tools such as iPhones or iPads. However, much training is still in-person and interpersonal, as on-the-job training notably illustrates.

on-the-job training (OJT)
Training a person to learn a job while working on it.

On-the-job training (OJT) means having a person learn a job by actually doing it. Every employee, from mailroom clerk to CEO, should get on-the-job training when he or she joins a firm. In many firms, OJT is the only training available.[58]

TYPES OF ON-THE-JOB TRAINING The most familiar on-the-job training is the *coaching or understudy method*. Here, an experienced worker or the trainee's supervisor trains the employee. This may involve simply observing the supervisor, or (preferably) having the supervisor or job expert show the new employee the ropes, step-by-step. On-the-job training was part of multifaceted training at Men's Wearhouse, which combined on-the-job training with comprehensive initiation programs and continuing-education seminars. Every manager was accountable for developing his or her subordinates.[59] *Job rotation*, in which an employee (usually a management trainee) moves from job to job at planned intervals, is another OJT technique. *Special assignments* similarly give lower-level executives firsthand experience in working on actual problems.

Do not take the on-the-job training effort for granted. Instead, plan out and structure the OJT experience. Train the trainers themselves (often the employees' supervisors), and provide training materials. (They should know, for instance, how to motivate learners). Because low expectations may translate into poor trainee performance, supervisor/trainers should emphasize their high expectations. Effective coaching is essential. In one study of pharmaceuticals sales representatives, supervisors' coaching skills were associated with significant differences in goal attainment between sales districts.[60]

Many firms use *peer training* for OJT.[61] For example, some adopt "peer-to-peer development." The employer selects several employees who spend several days per week over several months learning what the technology or change will entail, and then spread the new skills and values to their colleagues back on the job.[62] Others use employee teams to analyze jobs and prepare training materials. Some teams reportedly conduct task analyses more quickly and effectively than did training experts. Figure 8-1 presents steps to help ensure OJT success.[63]

Apprenticeship Training

apprenticeship training
A structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training.

Apprenticeship training is a process by which people become skilled workers, usually through a combination of formal learning and long-term on-the-job training, often under a master craftsperson's tutelage. When steelmaker Dofasco (now part of ArcelorMittal) discovered that many of its employees would be retiring within 5 to 10 years, it revived its apprenticeship program. New recruits spent about 32 months learning various jobs under the tutelage of experienced employees.[64]

Many apprenticeships pay well. For example, at the Tennessee Valley Authority, starting apprentices earn about $40,000 a year and can earn up to $65,000, before moving onto $75,000 jobs as linemen.[65] The Manufacturing Institute provides a step-by-step manual for creating apprenticeship programs.[66]

The U.S. Department of Labor promotes apprenticeship programs. More than 460,000 apprentices participate in 28,000 programs, and registered programs can receive federal and state contracts and other assistance.[67] The Trump administration recently proposed boosting government spending on its Apprenticeship USA program, to encourage more employers to offer apprenticeships.[68]

Figure 8-2 lists popular apprenticeships.

FIGURE 8-1 Steps in On-the-Job Training

Step 1: Prepare the learner

1. Put the learner at ease.
2. Explain why he or she is being taught.
3. Create interest and find out what the learner already knows about the job.
4. Explain the whole job and relate it to some job the worker already knows.
5. Place the learner as close to the normal working position as possible.
6. Familiarize the worker with equipment, materials, tools, and trade terms.

Step 2: Present the operation

1. Explain quantity and quality requirements.
2. Go through the job at the normal work pace.
3. Go through the job at a slow pace several times, explaining each step. Between operations, explain the difficult parts, or those in which errors are likely to be made.
4. Again, go through the job at a slow pace several times; explain the key points.
5. Have the learner explain the steps as you go through the job at a slow pace.

Step 3: Do a tryout

1. Have the learner go through the job several times, slowly, explaining each step to you. Correct mistakes and, if necessary, do some of the complicated steps the first few times.
2. Run the job at the normal pace.
3. Have the learner do the job, gradually building up skill and speed.
4. Once the learner can do the job, let the work begin, but don't abandon him or her.

Step 4: Follow-up

1. Designate to whom the learner should go for help.
2. Gradually decrease supervision, checking work from time to time.
3. Correct faulty work patterns before they become a habit. Show why the method you suggest is superior.
4. Compliment good work.

Informal Learning

Training experts use the notation "70/20/10" to show that as a rule, 70% of job learning occurs informally on or off the job, 20% reflects social interactions (for instance, among employees on the job), and only 10% is actual formal training.[69] A sampling of what would constitute informal training would include participating in meetings, coaching other people, attending conferences, searching the Internet for information, working with customers, job rotation, reading books and journals, playing video games, and watching TV.[70]

FIGURE 8-2 Some Popular Apprenticeships

Source: From Available Occupations, www.doleta.gov/OA/occupations.cfm, accessed March 4, 2018. This lists apprenticeships by city and state.

The U.S. Department of Labor's Registered Apprenticeship program offers access to more than 1,000 occupations, such as the following:

- Able seaman
- Carpenter
- Chef
- Child care development specialist
- Construction craft laborer
- Dental assistant
- Electrician
- Elevator constructor
- Fire medic
- Law enforcement agent
- Over-the-road truck driver
- Pipefitter

Employers facilitate informal learning. For example, one Siemens plant places tools in cafeteria areas to take advantage of the work-related discussions taking place. Even installing whiteboards with markers can facilitate informal learning.[71] Google supports on-site cafeterias, with free or subsidized food. Employees eat together, and through their interactions learn new ideas and build stronger relationships.[72]

Job Instruction Training

job instruction training (JIT)
Listing each job's basic tasks, along with key points, in order to provide step-by-step training for employees.

Many jobs consist of a sequence of steps best learned step-by-step. Such step-by-step training is called **job instruction training (JIT).** First, list the job's required steps (let's say for using a mechanical paper cutter) each in its proper sequence. Then list a corresponding "key point" (if any) beside each step. The steps in such a *job instruction training sheet* show trainees what to do, and the key points show how it's to be done—and why, as follows:

Steps	Key Points
1. Start motor	None
2. Set cutting distance	Carefully read scale—to prevent wrong-sized cut
3. Place paper on cutting table	Make sure paper is even—to prevent uneven cut
4. Push paper up to cutter	Make sure paper is tight—to prevent uneven cut
5. Grasp safety release with left hand	Do not release left hand—to prevent hand from being caught in cutter
6. Grasp cutter release with right hand	Do not release right hand—to prevent hand from being caught in cutter
7. Simultaneously pull cutter and safety releases	Keep both hands on corresponding releases—avoid hands being on cutting table
8. Wait for cutter to retract	Keep both hands on releases—to avoid having hands on cutting table
9. Retract paper	Make sure cutter is retracted; keep both hands away from releases
10. Shut off motor	None

As another example, the "van exit" steps UPS teaches drivers include: Shift into the lowest gear or into park; turn off the ignition; apply the parking brake; release the seatbelt with left hand; open the door; place the key on your ring finger.[73]

Lectures

Lecturing is a quick and simple way to present knowledge to large groups of trainees, as when the sales force needs to learn a new product's features.[74] Here are some guidelines for presenting a lecture:[75]

- Don't start out on the wrong foot, for instance, with an irrelevant joke.
- Speak only about what you know well.
- Remember that clarity is king: make sure your audience is clear about what you're saying.
- Give your listeners signals. For instance, if you have a list of items, start by saying something like, "There are four reasons why the sales reports are necessary. . . . The first. . . ."
- Use anecdotes and stories to show rather than tell.
- Be alert to your audience. Watch body language for negative signals like fidgeting or boredom.
- Maintain eye contact with the audience.
- Make sure everyone can hear. Repeat questions that you get from trainees.
- Leave hands hanging naturally at your sides.
- Talk from notes or PowerPoint slides, rather than from a script.

- Break a long talk into a series of short talks. Don't give a short overview and then spend a 1-hour presentation going point by point through the material. Break the long talk into a series of 10-minute talks, each with its own introduction. Write brief PowerPoint slides, and spend about a minute on each. Each introduction highlights what you'll discuss, why it's important to the audience members, and why they should listen to you.[76]
- Practice. If possible, rehearse under conditions similar to those under which you will actually give your presentation.

Programmed Learning

programmed learning
A systematic method for teaching job skills, involving presenting questions or facts, allowing the person to respond, and giving the learner immediate feedback on the accuracy of his or her answers.

Whether the medium is a textbook, iPad, or the Internet, **programmed learning** is a step-by-step, self-learning method that consists of three parts:

1. Presenting questions, facts, or problems to the learner
2. Allowing the person to respond
3. Providing feedback on the accuracy of answers, with instructions on what to do next

Generally, programmed learning presents facts and follow-up questions frame by frame. What the next question is often depends on how the learner answers the previous question. The built-in feedback from the answers provides reinforcement.

Programmed learning reduces training time. It also facilitates learning by letting trainees learn at their own pace, get immediate feedback, and reduce their risk of error. Some argue that trainees do not learn much more from programmed learning than from a textbook. Yet studies generally support programmed learning's effectiveness.[77] In addition to the usual programmed learning, computerized *intelligent tutoring systems* learn what questions and approaches worked and did not work for the learner, and then adjust the instructional sequence to the trainee's unique needs.

Behavior Modeling

behavior modeling
A training technique in which trainees are first shown good management techniques in a film, are asked to play roles in a simulated situation, and are then given feedback and praise by their supervisor.

Behavior modeling involves (1) showing trainees the right (or "model") way of doing something, (2) letting trainees practice that way, and then (3) giving feedback on the trainees' performance. Behavior modeling is one of the most widely used, well-researched, and highly regarded psychologically based training interventions.[78] The basic procedure is as follows:

1. ***Modeling.*** First, trainees watch live or video examples showing models behaving effectively in a problem situation. Thus, the video might show a supervisor effectively disciplining a subordinate, if teaching "how to discipline" is the aim of the training program.
2. ***Role-playing.*** Next, the trainees get roles to play in a simulated situation; here they are to practice the effective behaviors demonstrated by the models.
3. ***Social reinforcement.*** The trainer provides reinforcement in the form of praise and constructive feedback.
4. ***Transfer of training.*** Finally, trainees are encouraged to apply their new skills when they are back on their jobs.

Audiovisual-Based Training

Although increasingly replaced by Web-based methods, audiovisual-based training techniques like DVDs, films, PowerPoint, and audiotapes are still used.[79] The Ford Motor Company uses videos in its dealer training sessions to simulate problems and reactions to various customer complaints, for example.

Vestibule Training

With vestibule training, trainees learn on the actual or simulated equipment but are trained off the job (perhaps in a separate room or *vestibule*). Vestibule training is necessary when it's too costly or dangerous to train employees on the job. Putting new assembly-line workers right to work could slow production, for instance, and when safety is a concern—as with pilots—simulated training may be the only practical alternative. As an example, UPS uses a life-size learning lab to provide a 40-hour, 5-day realistic training program for driver candidates.[80]

Electronic Performance Support Systems (EPSS)

electronic performance support systems (EPSS)
Sets of computerized tools and displays that automate training, documentation, and phone support; integrate this automation into applications; and provide support that's faster, cheaper, and more effective than traditional methods.

job aid
A set of instructions, diagrams, or similar methods available at the job site to guide the worker.

Electronic performance support systems (EPSS) are computerized tools and displays that automate training, documentation, and phone support.[81] When you call a Dell service rep, he or she is probably asking questions prompted by an EPSS; it takes you both, step-by-step, through an analytical sequence. Without the EPSS, Dell would have to train its service reps to memorize an unrealistically large number of solutions. Clients such as Oracle, HP, and L'Oréal use customized EPSS solutions from Whatfix (https://whatfix.com/reviews/).[82]

Performance support systems are modern job aids. **Job aids** are sets of instructions, diagrams, or similar methods available at the job site to guide the worker.[83] Job aids work particularly well on complex jobs that require multiple steps, or where it's dangerous to forget a step. For example, airline pilots use job aids (a checklist of things to do prior to takeoff).

Videoconferencing

Videoconferencing involves delivering programs over broadband lines, the Internet, or satellite. Vendors such as Cisco offer videoconference products such as Webex and TelePresence.[84] Cisco's Unified Video Conferencing (CUVC) product line combines Cisco group collaboration and decision-making software with videoconferencing, video telephony, and realistic "TelePresence" capabilities.[85]

Computer-Based Training

Computer-based training (CBT) uses interactive computer-based systems to increase knowledge or skills. For example, employers use CBT to teach employees safe methods for avoiding falls. The system lets trainees replay the lessons and answer questions and is especially effective when paired with actual practice under a trainer.[86]

Computer-based training is increasingly realistic. For example, *interactive multimedia training* integrates text, video, graphics, photos, animation, and sound to create a complex training environment with which the trainee interacts.[87] In training a physician, for instance, such systems let medical students take a hypothetical patient's medical history, conduct an examination, and analyze lab tests. The students can then interpret the data and make a diagnosis.

SIMULATED LEARNING AND GAMING "Simulated learning" means different things to different people. A survey asked training professionals what experiences qualified as simulated learning experiences. Answers included "virtual reality-type games," "step-by-step animated guide," "scenarios with questions and decision trees overlaying animation," and "online role-play with photos and videos."[88]

The U.S. Armed Forces use simulation-based training programs. For example, the army developed video game–type training programs called Full-Spectrum Command and Full-Spectrum Warrior for training troops in urban warfare. They offer realistic "you are there" features and cultivate real-time leadership and decision-making skills.[89]

Many employers use computerized simulations (sometimes called *interactive learning*) to inject realism into their training. Orlando-based Environmental Tectonics Corporation created an Advanced Disaster Management simulation for emergency medical response trainees. One simulated scenario involves a plane crash. So realistic that it's "unsettling," trainees including firefighters and airport officials respond to the simulated crash's sights and sounds via pointing devices and radios.[90] The Cheesecake Factory uses a simulation that shows employees how to build the "perfect hamburger."[91]

Specialist multimedia companies such as Simulation Development Group (www.simstudios.com) produce programs like these. They produce custom titles as well as generic programs, for instance for leadership development.

Virtual reality puts the trainee in an artificial three-dimensional environment that simulates events and situations experienced on the job.

Egor Kotenko/123RF

Virtual reality (VR) puts the trainee in an artificial three-dimensional environment that simulates events and situations experienced on the job.[92] Sensory devices transmit how the trainee is responding to the computer, and the trainee "sees, feels, and hears" what is going on, assisted by special goggles and sensory devices.[93] Several National Football League teams use VR to train their quarterbacks in going through plays, and thousands of students have taken virtual field trips via Google's VR pioneer expeditions program.[94] Facebook's purchase of virtual reality glasses maker Oculus VR Inc. highlights virtual reality's growing potential.[95]

Training games needn't be complicated. For example, the trainers at Korea Ginseng Corporation (a leader in health-foods) wrote games accessible through app interfaces. Each round of each game is comprised of five multiple-choice quizzes. The more answers the employees get right and the quicker they give their answers, the more points they earn. The trainee/players compete against each other, with the top trainees profiled publicly with their names and pictures.[96]

Online/Internet-Based Training

Most employers are moving from classroom-based to online-based learning because of the efficiencies involved. For example, until recently, Utah-based Clearlink's employee training was classroom based. Sales agents often returned to the field without being tested on what they learned, and in general the training was less than effective. Clearlink switched to online learning. Its trainers turned from classroom training to creating new online e-learning courses and monitoring training results. The agents were relieved to be able to get their training on demand without interfering with their daily duties. The company estimates it saved almost $800,000 in one recent year by digitizing its training.[97]

Employers use online learning to deliver almost all the types of training we've discussed to this point. For example, China's state-owned postal service, China Post, created a center to manage its online training college, which now delivers about 9,000 hours of training annually, offering over 600 programs.[98] ADP trains new salespeople online, using a Blackboard learning management system similar to one used by college students.[99]

Learning management systems (LMS) are special software tools that support online training by helping employers identify training needs and to schedule, deliver, assess, and manage the online training itself. GM uses an LMS to help dealers deliver training. The LMS includes a course catalog, supervisor-approved self-enrollment, and pre- and postcourse tests.[100] Other typical LMS features include a course library, quizzes, reports and dashboards (for monitoring training performance), gamification elements (such as points and badges), messaging and notification systems, and a facility for scheduling and delivering both virtual and classroom training.[101]

Online learning doesn't necessarily teach individuals faster or better.[102] But, of course, the need to teach large numbers of students remotely, or to enable trainees to study at their leisure, often makes e-learning attractive.[103] Some employers opt for *blended learning*. Here, trainees use multiple delivery methods (such as manuals, in-class lectures, and Web-based seminars or "webinars") to learn the material.[104] Thus, the tool manufacturer Stihl offers prospective tool and die makers online learning combined with hands-on technical training classes.[105] We'll look closer at some online learning elements.

LEARNING PORTALS A learning portal offers employees online access to training courses. Many employers arrange to have an online training vendor make its courses available via the employer's portal. Most often, the employer contracts with application service providers (ASPs). When employees go to their firm's learning portal, they actually link to the menu of training courses that the ASP offers for the employer.

Suppliers of learning portals include Pathgather (www.pathgather.com), and PwC's L&D app.[106] Skillsoft (www.skillsoft.com) offers access to thousands of cases, courses, webinars, and other education content. Grovo (www.grovo.com/content) offers short, micro learning content. Open Sesame (www.opensesame.com) combines and curates thousands of online courses from various sources, in Business Skills, Safety, Compliance, Technology, Industry, and Specific Certifications.[107] Employers such as L'Oréal, Marks & Spencer, and AT&T help their employees enroll in moocs (massive open online courses), widely available through platforms such as Coursera and EDX.

virtual classroom
Teaching method that uses special collaboration software to enable multiple remote learners, using their PCs or laptops, to participate in live audio and visual discussions, communicate via written text, and learn via content such as PowerPoint slides.

THE VIRTUAL CLASSROOM A **virtual classroom** uses collaboration software to enable multiple remote learners, using their PCs, tablets, or laptops, to participate remotely in live audio and visual discussions, communicate via written text, and learn via content such as PowerPoint slides.

The virtual classroom combines the best of online learning offered by systems like Blackboard with live video and audio.[108] Thus, Elluminate Live! lets learners view video, collaborate with colleagues, and learn with shared PowerPoint slides.[109]

MOBILE AND MICRO LEARNING More and more learning and development is being "microsized" and delivered through mobile devices.[110]

Mobile learning (or "on-demand learning") means delivering learning content on the learner's demand, via mobile devices like smart phones, laptops, and tablets, wherever and whenever the learner has the time and desire to access it.[111] For example, trainees can take full online courses using dominKnow's (www.dominknow.com) iPhone-optimized Touch Learning Center Portal.[112]

Most large employers distribute internal communications and training via mobile devices.[113] Employees at CompuCom Systems Inc. access instruction manuals through mobile devices; the company subsidizes employee purchases of smart phones or tablets to facilitate this. J. P. Morgan encourages employees to use instant messaging, for instance, to update colleagues about new products quickly. Natural user interfaces such as Apple's Siri facilitate such training.[114]

The essential requirement here is to link desired outcomes (such as quickly brushing up on "how to close a sale") with concise and targeted micro lessons.[115] IBM uses mobile learning to deliver just-in-time information (for instance, about new product features) to its sales force. To facilitate this, its training department often breaks up, say, an hour program into "micro" 10-minute pieces. Such "micro learning" training requires "stripping down" the message to its essentials.[116] Graphics and videos improve the learning experience.

Employers also use social media such as LinkedIn, Facebook, and Twitter, and virtual worlds like Second Life to communicate company news and messages and to provide training.[117] For example, British Petroleum (BP) uses Second Life to train new gas station employees. The aim here is to show new gas station employees how to use the safety features of gasoline storage tanks. BP built three-dimensional renderings of the tank

Web 2.0 learning
Training that uses online technologies such as social networks, virtual worlds (such as Second Life), and systems that blend synchronous and asynchronous delivery with blogs, chat rooms, bookmark sharing, and tools such as 3-D simulations.

systems in Second Life. Trainees use these to "see" underground and observe the effects of using the safety devices.[118]

Web 2.0 learning is learning that utilizes online technologies such as social networks, virtual worlds (such as Second Life), and systems blending synchronous and asynchronous delivery with blogs, chat rooms, bookmark sharing, and tools like 3-D simulations.[119] *Collaborative peer forums* require trainee teams to virtually "sell" their sales solution to an executive.[120] *Scenario-based e-learning* involves inserting realistic problems ("work scenarios") into trainees' e-learning lessons.[121]

Diversity Counts: Online Accessibility

Various laws and initiatives require that individuals with handicaps have full access to online training courses and content.[122] For example, the Web Content Accessibility Guidelines 2.0[123] requires that educational and training content be *perceivable*, *operable*, *understandable*, and *robust* for people with handicaps. *Perceivable* means, for instance, that the program provides captions for multimedia and enables them to see and hear content. *Operable* means, for instance, that users have enough time to use the content. *Understandable* means the text is readable and understandable. *Robust* means the program is compatible with browsers and user tools. ■

HR AND THE GIG ECONOMY: *ON-DEMAND MICRO LEARNING AT UBER*[124]

If you think all those Uber drivers simply go on the road with no formal training, you're wrong. There are hundreds of things those drivers must know about driving for Uber—from how to use the Uber app and driving systems, to how to greet and deal with customers—and Uber needs to train more than 30,000 new drivers every week. How do they do it?

Uber's training challenge is similar to that of most firms that rely on gig workers. The main problems are (1) the trainees aren't permanent employees but largely just "passing through," so you must carefully control what you invest in their training; and (2) the workers are all working on their own schedules, so training must be available when each worker wants it, on demand.

So, the short answer to "How does Uber do it?" is that driver training is online, on-demand, and delivered in microparcels. Uber uses a learning management system called MindFlash, which offers its clients around the globe thousands of courses, often focused on training gig workers like Uber's.[125] Among other benefits, the MindFlash system provides real-time reporting of trainees' results, so Uber knows if a driver is ready to go to work.

Gig-friendly training programs like Uber's have several characteristics. First, everyone involved—management, HR, and especially the gig workers—submit detailed "blueprints" of the workers' daily activities, from which workers' (in this case drivers') duties, skills and knowledge, and required training can be ascertained. Then, the courses are split into short digestible microcourses, stored on the vendor's cloud, and delivered on demand to each worker's mobile device when he or she wants it.

Lifelong and Literacy Training Techniques

lifelong learning
Provides employees with continuing learning experiences over their tenure with the firm, with the aims of ensuring they have the opportunity to learn the skills they need to do their jobs and to expand their occupational horizons.

Lifelong learning means providing employees with continuing learning experiences over their time with the firm, with the aim of ensuring they have the opportunity to learn the skills they need to do their jobs and to expand their horizons. Lifelong learning may thus range from basic remedial skills (for instance, English as a second language) to college degrees. So, for example, a restaurant server might work during the day and pursue a college degree at night, through an employer-subsidized lifelong learning program. Some states support lifelong learning with tax credits. For example, Washington State's Workforce Board offers state employers a lifelong learning account (LiLA) program. Somewhat similar to 401(k) plans, LiLA plans accept employer and employee contributions (without the tax advantages of 401(k) plans), and the employee can use these funds to better himself or herself.[126]

LITERACY TRAINING By one estimate, about one in seven workers can't read their employers' manuals.[127]

Employers often turn to private firms like Education Management Corporation to provide the requisite education.[128] Another simple approach is to have supervisors teach basic skills by giving employees writing and speaking exercises.[129] For example, if an employee needs to use a manual to find out how to change a part, teach that person how to use the index to locate the relevant section. Some call in teachers from a local high school. The National Center for Literacy Education provides source material and suggestions for literacy training.[130]

DIVERSITY TRAINING Diversity training aims to improve cross-cultural sensitivity, so as to foster more harmonious working relationships among a firm's employees. It typically includes improving interpersonal skills, understanding and valuing cultural differences, improving technical skills, socializing employees into the corporate culture, indoctrinating new workers into the U.S. work ethic, improving English proficiency and basic math skills, and improving bilingual skills for English-speaking employees.[131]

Most employers opt for an off-the-shelf diversity training program such as Just Be F.A.I.R. from Sollah Interactive. It includes full video, audible narration, user interactions, and pre- and postassessments. Vignettes illustrate such things as the potential pitfalls of stereotyping people.[132] Prism (www.prismdiversity.com/) offers employers diversity and inclusion courses such as "Choosing Respectful Behaviors for All Employees" and "Inclusion and Diversity Training for Executives."[133]

Team Training

Teamwork doesn't always come naturally. Companies devote many hours to training new employees to listen to each other and to cooperate. For example, a plant suffered from high turnover and absenteeism.[134] The plant manager addressed these in part through team training to improve team functioning. Team training focused on technical, interpersonal, and team management issues. In terms of *technical training*, for instance, management encouraged team employees to learn each other's jobs, to encourage flexible team assignments. **Cross training** means training employees to do different tasks or jobs than their own; doing so facilitates job rotation, as when you expect team members to occasionally share jobs or parts of jobs. Thus, some auto dealerships cross train sales and finance employees, so they each learn more about the challenges and details of selling and financing cars.[135]

cross training
Training employees to do different tasks or jobs than their own; doing so facilitates flexibility and job rotation.

Interpersonal problems often undermine teamwork. Team training therefore typically includes *interpersonal skills* training such as in listening, communicating, handling conflict, and negotiating. Effective teams also require *team management* skills, for instance, in problem solving, meetings management, consensus decision making, and team leadership.

Many employers use team training to build more cohesive management teams. Some use outdoor "adventure" training for this. This involves taking the management team out into rugged terrain, perhaps to learn "survival" skills and thereby foster trust and cooperation. App builder RealScout used the California Survival School for one program. Coders, marketing executives, and others spent several days in the mountains surviving—building their own shelters and learning to forage for food and start fires without matches. The reasonable assumption is that the teamwork learned surviving in the field will carry over once the team is back in the office.[136]

The accompanying HR Tools discussion shows how managers can create their own training programs.

IMPROVING PERFORMANCE: *HR TOOLS FOR LINE MANAGERS AND SMALL BUSINESSES*

Creating Your Own Training Program

While it would be nice if supervisors in even the largest firms could expect their firms to provide packaged training programs to train the new people they hire, many times they cannot. However, you still have many options.

Create Your Own Five-Step Training Program

Remember ADDIE—analyze (is training the problem?), design (including learning objectives, and motivating the trainee), develop (what specific materials and methods will we use?), implement (train the person), and evaluate. For many types of jobs, start by *setting training objectives*—be specific about what your employee should be able to do after training. Write a job description—list of the job's duties—if not already available. Write (see Table 8-1, page 243) a *task analysis record form* showing the steps in each of the employee's tasks. Write a *job instruction training form*; here list a key point (such as "carefully read scale") for each step (such as "set cutting distance"). Finally, compile the objectives, job description, task analysis form, and job instruction form in a *training manual*. Also, include an introduction to the job and an explanation of how the job relates to other jobs in the company.

Use Private Vendors

The small business owner can tap hundreds of suppliers of prepackaged training solutions. These range from self-study programs from the American Management Association (www.amanet.org) and SHRM (www.shrm.org), to specialized programs. For example, the employer might arrange with PureSafety to have its employees take occupational safety courses from www.puresafety.com.

SkillSoft.com is another example.[137] Its courses include software development, business strategy and operations, professional effectiveness, and desktop computer skills. The buyer's guide from the Association for Talent Development (www.td.org) is a good place to start to find a vendor (check under "Resources and Tools").[138]

Check the SBA

The government's Small Business Administration (see www.SBA.gov/training) provides a virtual campus that offers online courses, workshops, publications, and learning tools aimed at supporting small businesses.[139] For example, the small business owner can link under "Small Business Planner" to "Writing Effective Job Descriptions," and "The Interview Process: How to Select the Right Person." See the site map at www.sba.gov/sitemap for examples of what it offers.

Check NAM

The National Association of Manufacturers (NAM) is the largest industrial trade organization in the United States. It represents about 14,000 member manufacturers, including 10,000 small and midsized companies.

NAM helps employees maintain and upgrade their work skills and continue their professional development. It offers courses and a skills certification process.[140] There are no long-term contracts to sign. Employers simply pay about $10–$30 per course taken by each employee. The catalog includes OSHA, quality, and technical training as well as courses in areas like customer service. ■

> **MyLab Management Talk About It 2**
>
> If your professor has assigned this, go to the Assignments section of **www.pearson.com/mylab/management** to complete this discussion question. What would you tell the owner of a small restaurant whose employees haven't been trained properly to do?

KNOWLEDGE BASE

Implementing Management Development Programs

> LEARNING OBJECTIVE 8-5
>
> **List and briefly discuss** four management development methods.

Management development is any attempt to improve managerial performance by imparting knowledge, changing attitudes, or increasing skills. It thus includes in-house programs like courses, coaching, and rotational assignments; professional programs like those given by SHRM; online programs from various sources; and university programs like MBAs.

Management development is important for several reasons. For one thing, promotion from within is a major source of management talent, and virtually all promoted managers require development to prepare them for their new jobs. Furthermore, management development facilitates organizational continuity, by preparing employees and current managers to smoothly assume higher-level positions.