Recruitment and Selection

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Abstract: Better recruitment and selection strategies result in improved organizational outcomes. With reference to this context, the research paper entitled Recruitment and Selection has been prepared to put a light on Recruitment and Selection process. The main objective is to identify general practices that organizations use to recruit and select employees and, to determine how the recruitment and selection practices affect organizational outcomes. Recruitment and selection of job applicants when job-seekers have private, noisy assessments of their firm-specific productivity and the firm performs imperfect (i.e. noisy) evaluations of applicants ("interviews").

Keywords: Recruitment, Selection, Reference, Interview, Hiring, Performance

INTRODUCTION

Recruitment is understood as the process of searching for and obtaining applicants for jobs, from among them the right people can be selected. Though theoretically recruitment process is said to end with the receipt of applications, in practice the activity extends to the screening of applications so as to eliminate those who are not qualified for the job. Recruitment refers to the process of attracting, screening, selecting, and on boarding a qualified person for a job. At the strategic level it may involve the development of an employer brand which includes an "employee offering". The stages of the recruitment process includes job analysis and developing some person specification; the sourcing of candidates by networking, advertising, and other search methods.

Matching candidates to job requirements and screening individuals using testing assessment of candidates’ motivations and their fit with organizational requirements by interviewing and other assessment techniques. The recruitment process also includes the making and finalizing of job offers and the induction and on boarding of new employees. Depending on the size and culture of the organization, recruitment may be undertaken in-house by managers, human resource generalists or recruitment specialists. Alternatively, parts of the process may be undertaken by either public-sector employment agencies, commercial recruitment agencies, or specialist search consultancies.

INTERNAL RECRUITMENT

The assessment of an employer's current staff to ascertain if any current employees are sufficiently skilled or qualified to perform required job vacancies. When a business engages in internal recruitment, a current employee might be reassigned to the new position by giving them either a promotion or an internal transfer.

EXTERNAL RECRUITMENT

External recruitment makes it possible to draw upon a wider range of talent, and provides the opportunity to bring new experience and ideas in to the business. Disadvantages are that it is more costly and the company may end up with someone who proves to be less effective in practice than they did on paper and in the interview situation. There are a number of stages, which can be used to define and set out the nature of particular jobs for recruitment purposes. Job analysis is the process of examining jobs in order to identify the key requirements of each job. A number of important questions need to be explored.

GUIDELINES FOR RECRUITMENT AND SELECTION

1. Submit Recruiting Documents
2. Selection Process
3. Search Committee/Interview Panel
4. Interviewing
5. During the Interview
6. Reference Checks
7. Making Hiring Decision
8. Documentations’

SUBMIT RECRUITING DOCUMENTS

The Employment Manager in Human Resources coordinates the hiring process for classified employees;
to initiate a search, you must submit a Request to hire form and an updated position description. The Employment Manager will prepare a job posting and a newspaper ad for your review based on information from the job description, and can advise you on other parts of the recruitment and selection process.

**SELECTION PROCESS**

Once you have identified the technical skills and job attributes you are seeking in a new employee, you should consider the most effective way to identify and assess these in candidates. Go over the position description, point by point, and ask yourself, "How best can I learn about the applicant's ability to perform this function?"

The job interview will be a primary source of information about applicants. However, it may not be the best source for some information. A job reference may be the most effective way to learn about dependability, follow through, and ability to get along with co-workers. Written application materials may provide insight into educational background and general written communication skills.

Consider using work samples to ascertain specific job skills. For an office position, applicants can be asked to complete a word processing exercise in which they prepare, edit, and/or print documents. The supervisor evaluates and documents the quality and quantity of work completed in the time allotted. Other examples include setting up a spreadsheet, creating a database, preparing correspondence, or prioritizing a list of tasks to complete a project. For maintenance positions, applicants could be asked to identify repairs needed in a room or to actually perform a repair. One supervisor, hiring a Plasterer, asked applicants to mix and apply plaster to a wall. The supervisor evaluated and documented the results and used this information in determining the most qualified candidate.

**SEARCH COMMITTEE OR INTERVIEW PANEL**

The academic appointment process requires the use of a search committee. For classified searches, it is optional, but recommended. Supervisors may ask a committee to participate in the overall process including evaluating written materials and serving on an interview panel, or they may choose to evaluate written materials themselves and convene a panel to participate in interviews only. Panel members are valuable because they can provide different perspectives on the qualifications of candidates. The search committee/interview panel could be comprised of other staff members, managers in other departments on campus, or "customers" from campus departments.

**INTERVIEWING**

The purpose of an interview is to elicit information from an applicant to determine his or her ability to perform the job. Successful interviewers learn how to ask the right kind of questions, how to keep the applicant talking about relevant information, and how to listen.

Much of what is learned about applicants in an interview is based on their past experience. Past performance is our best indicator of future performance. This does not mean that someone who had performed poorly in the past cannot improve in skills and attitude. Generally, however, you can see a trend in performance through several jobs or assignments. Sometimes interviewers assume that a candidate who has done something has done it well or that longevity on a position is a sign of success. These are not well founded assumptions! A reference check can verify the quality of the work performance.

**NON-DIRECTIVE AND DIRECTIVE QUESTIONS**

How you phrase a question can affect the type and amount of information you get from the candidate. The main characteristic of non-directive questions is that they do not give the applicant any indication of the desired answer. Structurally, the questions are in the news reporter's style of who, what, when, where and how. Often they begin with the words "describe" or "explain". Examples of non-directive questions include:

**SPECIAL QUESTIONS**

There are several types of questions that can elicit important information as well as add interest and variety to your interview.

A good technique to learn about an applicant's problems solving skills and judgment is to ask "situation-problem" questions. Create a scenario that is common on the job, and ask the applicant how they would handle it. As a follow up, ask if they ever faced this situation on a job before. An example of this type of question:

... Assume you are hired as a receptionist in our department. Our front desk is very busy with walk-in traffic and phone calls. There are several people waiting at your desk for assistance and you are on the phone with someone who is very upset because of an error on her transcript. This phone conversation seems to be going on and on. How would you handle this situation? Have you faced this situation on a previous job?

Another type of information that is frequently asked of applicants is self-evaluative information. One type of question asks about the applicant's likes and dislikes. Self-evaluation questions are also a good way to learn about an applicant's perception of their strengths and weaknesses. Keep in mind, however, that the answers are highly susceptible to different interpretations.

"Behaviour description" questions can be a powerful tool in an interview. This type of question asks the applicant to describe as closely as possible the actual behaviour that went on in a particular situation. The use of superlative adjectives tends to stimulate specific events in the mind of the interviewee and therefore makes it easier to respond. As with other types of questions, these should be based on essential functions.
of the job you are filling. An example of a behaviour description question would be:

1. Tell me about your best accomplishment in your last job. Start with where you got the idea, how you implemented the plan, and how you dealt with any obstacles to your idea.

It is imperative to evaluate the same criteria for each of the candidates, however, this does not mean that you have to rigidly stick to the same control questions. Some applicants may be forthcoming with information but you may need to ask follow-up or directive questions of others. Some candidates may provide information that raises concerns or issues that should be investigated more fully in your questioning.

DURING THE INTERVIEW

After you have developed the questions you will ask of each applicant, it is recommended that you develop a form that includes the questions, interviewer name, date, name of applicant, position being filled. The form should have plenty of room for noting responses to questions, follow-up questions, and space for additional comments. Each interviewer should have an interview form for each applicant.

Some interviewers find that they spend a lot of time in interviews describing the position and providing general information for applicants. Think about what you want applicants to know about the job, your department, the University as a whole, UO benefits, and so forth. Instead of sharing information verbally in each interview, it may be more efficient to provide written materials for applicants. The focus of the interview can then be on the applicant and their qualifications.

When calling applicants to schedule interviews, let them know who will be present during the interview and the approximate duration. Schedule the interview in a room that is accessible to people with disabilities and free of interruptions or other distractions.

The first step of a successful interview includes building rapport with the applicant. Introduce interview panel members including their title and relationship to the position being filled. Let the applicant know that they will be given the opportunity to ask questions at the end of the interview. Give a time frame

REINFORCEMENT

A good interviewer will be an active listener and use both verbal and nonverbal cues to encourage the applicant to divulge pertinent information. Nonverbal skills include smiling, nodding your head, or leaning forward in your chair. Another nonverbal cue is silence. It is an effective tool to indicate to the candidate that more information is desired. If the candidate does not offer additional information, you should provide verbal cues or ask for the information directly.

Verbal cues can be interjected when you wish the applicant to continue a discussion of a particular subject. Positive verbal cues can also be used to assist an applicant in talking about matters that may be embarrassing or produce other emotional responses. Examples are: "Oh, I see," "Of course." The tone of voice used should be appropriate for the situation. In an embarrassing or emotional situation, your tone should be supportive and understanding and the voice low-keyed. If additional information is desired, your voice should be lighter and the tone interested or quizzical.

CONTROLLING THE INTERVIEW

Sometimes an applicant may digress in their response or may start to repeat what they have said previously. In these instances, it is important for the interviewer to take control of the interview. When an applicant starts to digress, it is generally a good idea not to cut them off immediately. The applicant may be using this time to relax. In addition, this rambling may provide valuable data by giving some indication of the person's ability to organize his or her thoughts or communicate effectively. If the candidate strays too far afield, or begins repeating, it is your responsibility to bring them back on course. This should be done when the rambling is no longer job-related; this is especially true if the applicant divulges personal information. A good way to handle this situation is to acknowledge the applicant's comments and direct the conversation back to the original question.

An example of this technique:

An applicant is complaining about the disorganization of a previous employer and is beginning to repeat information. Wait for a slight pause and interject something like, "I understand that that can be a frustrating environment. However, I would be more interested in learning more about your experience with"

Sometimes an applicant is so interested in the position that he or she begins to interview you. If the applicant begins asking questions and interrupts the flow of the interview, an effective response is to acknowledge their interest, indicate there will be time for questions at the end of the interview, and return to the original question.

LISTENING

Good listening skills are an essential part of good communication and thus are very important in interviewing. Since the purpose of an interview is to determine the applicant's knowledge, skills and abilities as they related to the essential functions of the job, it is important for the applicant to do most of the talking; you cannot listen while you are talking. There are several techniques to enhance your listening abilities.

REFERENCE CHECKS

Completing reference checks is a critical part of the selection process. Information you have received in an interview is biased and typically includes only what the applicant wishes you to know. A thorough reference check may produce additional information to help insure that the most suitable candidate is hired. It is a way to clarify, verify and add data to what has been learned in
the interview and from other portions of the selection process. Never reveal the information received from a previous employer to the candidate. This information should be kept confidential or your sources for references will dry up quickly.

LEGALITY OF REFERENCE CHECKS
In Oregon, in most instances employers who provide employment reference information about current or former employees are protected from liability for their comments. Employers are protected if the information they provide is offered in response to a request by the former employee or a prospective employer and is not knowingly false or misleading and is not biased by prohibited discrimination, including prohibited retaliation.

It is legal and important for a prospective supervisor to consider job-related information learned from a reference check. However, as in all employment decisions, information related to race, marital status, age, disability, religion, colour, national origin, veteran status, citizenship, sexual orientation and sex may not be considered and should not be requested. Also, federal law establishes requirements for employers using outside parties to conduct reference checks on their behalf. If you are considering using an outside entity to conduct reference checks, you will need to comply with those laws.

TYPE OF REFERENCES
Your best source of information on any candidate is a former employer. On-the-job performance is the most useful predictor of future success. Personal generally have limited value. Information available from a human resource office is usually limited to dates of employment and reason for leaving. HR people generally do not have enough day-to-day contact with employees to rate their on-the-job performance and ability. The supervisor can specify the quality and quantity of work, reliability, potential problem areas and job behaviour. Do not rely on written references presented to you by candidates. Many are written at the time of termination and some employers may over-inflate the applicant's qualifications.

The primary reference may have felt sorry for the well-liked, but inept, former employee and might be willing to do anything to help that person land a good job. Realizing that, it pays to be prudent and exercise some caution.

Don't be overly anxious to hire. Sometimes there is a tremendous anxiety to fill a job and prospective employers may disregard anything negative said by the interviewee. Sometimes references may be checked using questions that are unconsciously created to encourage the kind of answer the manager wants to hear. For example: "Do you think he could handle the job?" or, "Is she a hard worker, loyal and honest?" The way these questions are worded encourages only "yes" answers. It is to your advantage to avoid putting words in the mouth of a reference.

PLANNING: A KEY PART OF REFERENCE CHECKING
As with other stages of the selection process, it is important that the solicited information relates directly to the applicant's ability to carry out the responsibilities of the position. If you check the reference of more than one finalist, it is important to plan the general questions you will ask of the references of each applicant; however, you should also include specific questions that will help clarify possible problems you perceive with each of the different candidates.

QUESTIONING TECHNIQUES
To begin a reference check, identify yourself and the applicant and briefly describe the position. Assure the reference that the information they provide you will be held in confidence. Ask the reference if he or she is willing to talk with you and if this is a good time. Use good questioning techniques to make sure you are getting complete and accurate information. A key to good reference checking is the ability to identify and utilize any verbal cues during the conversation. The tone of voice and delivery may indicate that additional questioning is necessary. Your objective is to obtain more than superficial opinions.

Ask questions as you would in an employment interview. Identify key responsibilities of the position and ask questions related to the applicant's ability and/or experience in that area. Ask about their scope of responsibility, quality of performance, general output, and their ability to get along with supervisors, subordinates, and co-workers. Keep in mind that the purpose is to elicit information from the past employer about the applicant's ability to perform the essential functions of the job. Non-directive questioning should encourage this type of information. Use directive questions to follow up, especially if the response is vague. Often a former employer will not disclose negative information unless asked directly.

HOW TO EVALUATE REFERENCES EFFECTIVELY
Whether the initial reference is favourable or unfavourable, always get a second opinion.

Be objective. Neither longevity on the job, nor promotions and raises, are necessarily proof that an employee was much more than adequate. Sometimes incompetent people who were very well-liked have been known to not only survive on the job, but also to advance.

MAKING HIRING DECISION
After completing the selection process including evaluation of written materials, interview, work samples and reference checking, it is now time to review all information gathered about your applicants. It is your
task to rate job-related skills and the candidate's fit with your department. Match applicant data with the skills and qualities identified at the beginning of the selection process. In most cases, the basis for selection decision should be guided by the candidate's predicted skill in doing the job. As you review applicant qualifications, eligible veteran and disabled veteran applicants as defined in ORS 408.225 must be given a 5% (veterans) or 10% (disabled veterans) preference. If two candidates are equally qualified, affirmative action should be considered.

If it is impossible to make a selection at this point, you may want to consider scheduling an additional interview or conducting additional reference checks. If you feel none of the applicants are qualified, you may choose to re-recruit. The Employment Manager is available for consultation.

DOCUMENTATION
Once you have selected a top candidate for a classified position, you should notify the Employment Manager. If hiring an academic position, a compliance statement should be completed and submitted to the Office of Affirmative Action & Equal Opportunity for approval.

Supervisors are responsible for maintaining all documentation related to a job search. Under current UO archive rules, these records must be maintained for three years. This documentation helps protect the University and your department in cases of complaints or charges of discrimination and also provides the framework for your next search.

JOB-DESCRIPTION.
A job description could be used as a job indicator for applicants for a job. Alternatively, it could be used as a guideline for an employee and/or his or her line manager as to his or her role and responsibility within the organisation.

JOB SPECIFICATION
A job specification goes beyond a mere description - in addition, it highlights the mental and physical attributes required of the job holder. Job analysis, description, and specification can provide useful information to a business in addition to serving as recruitment instruments. For example, staff appraisal is a means of monitoring staff performance and is a feature of promotion in modern companies.

INDUCTION AND TRAINING
New workers in a firm are usually given an induction programme in which they meet other workers and are shown the skills they must learn. Generally, the first few days at work will simply involve observation, with an experienced worker showing the 'new hand' the ropes. Many large firms will have a detailed training scheme, which is done on an 'in-house' basis. This is particularly true of larger public companies such as banks and insurance companies. In conjunction with this, staff may be encouraged to attend college courses to learn new skills and get new qualifications. Induction is the process of introducing new employees to an organisation and to their work responsibilities in that organisation.

CONCLUSION
Thus recruitment is understood as the process of searching for and obtaining applicants for jobs, from among them the right people can be selected. The stages of the recruitment process includes job analysis and developing some person specification; the sourcing of candidates by networking, advertising, and other search methods. Matching candidates to job requirements and screening individuals using testing assessment of candidates' motivations and their fit with organizational requirements by interviewing and other assessment techniques.

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