



STAFFING MANAGEMENT
INSTRUCTOR NOTES AND ACTIVITIES

SHRMTM

SOCIETY FOR HUMAN
RESOURCE MANAGEMENT

Recruitment and Selection: Hiring the Right Person

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For more information, please contact:
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Recruitment and Selection: Hiring the Right Person

MODULE SUMMARY

This module covers employee hiring and selection. It addresses recruitment and selection from the perspective of an organization, particularly the human resource department. It also includes information necessary for non-HR team members who may participate in the selection process. The module is designed to be comprehensive and includes the necessary text. At the instructor's discretion, it could be used as a stand-alone curriculum or as a teaching plan and supplemental reading in combination with a college-level introduction to human resource management text.

AUDIENCE

Undergraduate, introductory class.

LENGTH

Two 50-minute class periods.

LEARNING OUTCOMES

At the completion of the module, the student will:

1. Understand the process necessary to recruit and select new employees.
2. Understand the role of HR managers and non-HR team members who may participate in the recruitment and selection process.
3. Demonstrate learning through a variety of in-class activities and outside class assignments.

LEARNING MODULE OUTLINE

Class 1: Recruitment

- I. **Recruitment issues:**
 - a. Alternatives to recruitment.
 - b. Recruitment and selection costs.

- II. **Internal environment:**
 - a. Promotion from within:
 - i. Advantages.
 - ii. Disadvantages.
 - b. Nepotism.
- III. **External environment:**
 - a. Labor market.
 - b. Legal issues and discrimination.
- IV. **Internal recruitment:**
 - a. Job posting.
 - b. Referrals.
 - c. Promotion policies.
- V. **External recruiting:**
 - a. Sources of candidates.
 - b. Recruiting methods.
- VI. **Internet recruiting:**
 - a. Advantages.
 - b. Disadvantages.
- VII. **Recruiting for diversity.**

Class 2: Selection

- I. **The application:**
 - a. The application form.
 - b. Items to avoid.
 - c. Review of applications.
- II. **Screening interview.**
- III. **Selection testing:**
 - a. Selection test design/applicable tests.
 - b. Standardization.
 - c. Reliability.
 - d. Validity.
- IV. **Employment interview:**
 - a. Structured, unstructured, behavioral.
 - b. Preparing for the interview.
 - c. Group or individual interview.
 - d. Concluding the interview.
 - e. Interview problems.

- V. **Pre-employment screening:**
 - a. Background check.
 - b. Reference check.

- VI. **Legal liability:**
 - a. Defamation.
 - b. Negligent referral.
 - c. Negligent hiring.

- VII. **Selection decision:**
 - a. Job offer.
 - b. Medical exam and drug testing.
 - c. Realistic job preview.
 - d. Employment verification/I-9 form.
 - e. Notification of candidates.

- VIII. **Evaluating the recruitment/selection process:**
 - a. Budget.
 - b. Time.
 - c. Selection and acceptance rates.
 - d. Retention.

TEXT

Text is provided with the module material, allowing the module to be used as a stand-alone curriculum. At the instructor's discretion, the text could be supplemented with the suggested readings or used in conjunction with an introductory human resource textbook. The text is written in an informal style designed to relate to the intended audience of undergraduate introductory HR students and non-HR majors. It is suggested that the text be made available to students either as a handout or posted on a class web site. The articles listed at the end of the text can be assigned to students for further reading or for research projects.

POWERPOINT SLIDES

The PowerPoint slides follow the material in the text, and each slide includes instructor's notes and comments. There are two HR Dilemma slides (slides 12 and 21) that present a short scenario to generate class discussion.

It is suggested that the slides be made available as handouts to students with the deletion of the two HR Dilemma slides. The simplest way to make them available is to post the slides online for students to download. Students who have a copy of the slides in class during the lecture find that it facilitates note-taking and serves as a useful review tool when class is over.

CLASSROOM ACTIVITIES AND EXERCISES

Activities provided in these notes may be used for in-class activity, homework or assessment material.

Application for Employment: There is an employment application that can be copied and distributed to students for this activity. The application includes inappropriate and illegal entries. Students can work alone or in teams to try to find all the incorrect material on the application. This usually generates much discussion, as many students will have real-world experience completing application forms that ask for inappropriate information. An answer key indicating in red the incorrect material is included.

True or False Quiz: There is a 10-question true or false quiz for each module segment—one for recruitment and one for selection. The questions are not difficult and are based on the text. These quizzes could be used as assessment at the end of the class, but they may be more useful if used at the beginning of the session as a pretest to generate interest in the topic and to discuss students' misperceptions regarding recruitment and selection.

Design a Recruitment Plan: This is suggested as a homework or assessment activity. It is based on the fictitious XYZ Company, an organization that is growing and will be hiring additional employees. As HR department members, students are asked to design a recruitment and hiring plan for the organization. At the instructor's discretion and as time allows, this could be assigned as a team or an individual project with a written or an oral presentation.

Cost-of-Turnover Worksheet: This is a fairly lengthy document supplied by the U.S. Department of Labor. It can be found [here](#) if you log in with your SHRM member number. It is designed to help employers calculate all costs associated with recruiting and hiring. It is suggested that students research this site outside of class and then discuss the real costs associated with employee turnover. It is usually a real eye-opener for students who are generally not aware of the indirect costs of turnover, such as lost production, stress, etc.

Quiz/Discussion Questions: There are four questions that could be used for assessment or as class discussion items at the discretion of the instructor.

Recruitment and Selection Activities

QUIZ/DISCUSSION QUESTIONS

1. Identify the advantages and disadvantages of conducting a team interview versus an interview by a single individual.
2. Why don't we quote the annual salary when offering a job?
3. When is it best to recruit internal candidates as opposed to external candidates?
4. How are closed interview questions different from open questions?

DESIGN A RECRUITMENT PLAN

Great news! Just as expected, XYZ Company is growing! Sales are at record high levels, and the CEO has approved hiring five new production team members. Your job is to design a recruitment and hiring plan. Your plan should include:

1. A brief job description of the position (information obtained from the job analysis you have already completed).
2. The plan and activities for recruitment. Where will you find the applicants?
3. Discussion of how you will sort the applicants to determine who and how many will get an interview.
4. A plan for the interview process. Who will interview? What is your interview format? Include some sample interview questions.
5. Selection. How will you make your selection decision?

RESEARCH WEB SITES

Cost-of-Turnover Worksheet: Available on [SHRM's web site](#).

Department of Labor: www.dol.gov

Equal Employment Opportunity Commission: www.eeoc.gov

APPLICATION FOR EMPLOYMENT

We are an equal opportunity employer dedicated to a policy of non-discrimination in employment on any basis, including race, creed, color, age, sex, religion or national origin.

.....

Date

Social Security Number

Personal Information

Name Last First Middle

Present Address

Permanent Address

Phone # Referred By

Date of Birth Height Weight Race

Married Single Widowed Divorced Separated

Employment Desired

Position Date you can start Salary Desired

Are you employed now? If so, may we inquire of your present employer?

Ever applied to this company before? Where? When?

Education

Name of School Years* Attended Date* Graduated Subjects Studied

Grammar School

High School

College

Trade School

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

General

Subjects of special study or research

Do you have any physical disabilities? If yes, explain

What foreign languages do you speak? Read Write

Military Service? Rank? Membership in National Guard?

Have you ever been arrested? If so, for what reason?

Illegal information or inappropriate information is identified in **red**.

APPLICATION FOR EMPLOYMENT

We are an equal opportunity employer dedicated to a policy of non-discrimination in employment on any basis, including race, **creed**, color, age, sex, religion or national origin.

.....

_____ Date

_____ Social Security Number

Personal Information

_____ Name Last First Middle

_____ Present Address

_____ Permanent Address

_____ Phone # Referred By

_____ Date of Birth Height Weight Race

Married Single Widowed Divorced Separated

Employment Desired

_____ Position Date you can start Salary Desired

_____ Are you employed now? If so, may we inquire of your present employer?

_____ Ever applied to this company before? Where? When?

Education

_____ Name of School Years* Attended Date* Graduated Subjects Studied

_____ Grammar School

_____ High School

_____ College

_____ Trade School

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

General

_____ Subjects of special study or research

_____ Do you have any physical disabilities? If yes, explain

_____ What foreign languages do you speak? Read Write

_____ Military Service? Rank? Membership in National Guard?

_____ Have you ever been arrested? If so, for what reason?

Do You Know?

RECRUITMENT: TRUE OR FALSE

1. ___ It is estimated that replacing a full-time private-sector employee costs at least 25 percent of that employee's total annual compensation.
2. ___ When the economy in your area is down and there is significant unemployment, you may have to offer increased compensation or benefits incentives to attract quality applicants as you will be in stiff competition with other employers to attract qualified applicants.
3. ___ The ADA requires accommodation by employers so that a disabled applicant has equal opportunity to apply for job openings, regardless of the nature of the accommodation.
4. ___ You must be aware of all civil rights requirements regarding applicant recruiting because many states and local communities have passed legislation that extends discrimination protection beyond the scope of federal laws.
5. ___ It would seem prudent to use employee referral programs sparingly because the EEOC warns that relying on word-of-mouth recruiting may be discriminatory.
6. ___ Even though Internet recruiting may speed up the application process, it still requires trained HR staff to screen all applications and administer selection tests.
7. ___ In spite of all the new innovations in recruitment, newspaper ads are still the one best method to generate a pool of qualified applicants.
8. ___ Many organizations use promotion from within as a motivation tool and a reward for good work or longevity with the organization.
9. ___ The most common method to find qualified applicants from inside the organization is the grapevine.
10. ___ Generally, the more technically specific the job, the broader the geographic area of recruitment.

Do You Know?

RECRUITMENT: TRUE OR FALSE ANSWER KEY

1. **True.**
2. **False.** When the economy in your area is down and there is significant unemployment, you may be overwhelmed with applicants and will not need to offer incentives.
3. **False.** The ADA requires the employer to provide “reasonable” accommodation for a disabled applicant. Certainly, if the necessary accommodation creates a business hardship, it is not required of the employer.
4. **True.**
5. **True.**
6. **False.** Online processes can screen applications and administer some selection tests, thereby significantly reducing the amount of required HR time.
7. **False.** There are as many different methods of recruiting as there are organizations, and there is no one method that is the best for recruiting job applicants.
8. **True.**
9. **False.** The most common method used to find qualified applicants from inside the organization is job posting.
10. **True.**

Do You Know?

SELECTION: TRUE OR FALSE

1. ___ The most commonly found inappropriate questions on application forms include questions involving past salary levels, age, driver's license information and Social Security numbers.
2. ___ The demographic information required for affirmative action should be included in the application form.
3. ___ Selection tests are used to identify applicant skills that cannot be determined in an interview process.
4. ___ It is recommended that candidates be interviewed before administering selection tests.
5. ___ An interview is really a verbal test of the candidate, with no clear right or wrong answers.
6. ___ Unstructured interviews require candidates to give real examples of past actions and results and are based on the theory that past behavior is a good predictor of future behavior.
7. ___ As much as 40 percent of applicants lie about their work histories and educational backgrounds and about 20 percent present false credentials and licenses.
8. ___ A past employer may be guilty of negligent referral when failing to warn about an employee's known propensity to violence.
9. ___ It is best to avoid quoting the annual salary when extending a job offer.
10. ___ Eligibility for employment must be verified for all new hires within seven days of starting work.

Do You Know?

SELECTION: TRUE OR FALSE ANSWER KEY

1. **True.**
2. **False.** Demographic data for affirmative action records must be collected separately from the application form and stored anonymously and separately from the application information.
3. **True.**
4. **False.** The sequence of the selection process will vary from one organization to the next, with most conducting the preliminary interview first; second, administering the selection tests; and last, conducting the final interview.
5. **True.**
6. **False.** This statement describes a structured, behavioral interview, not an unstructured interview.
7. **True.** Shocking, isn't it!
8. **True.**
9. **True.**
10. **False.** The verification of eligibility to work in the United States and signing the I-9 form must be completed within three days of starting work.

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