



SECURING THE RIGHT PEOPLE

Fourth Edition

SOLUS

Pip Hardy &
Dela Jenkins

INSTITUTE OF LEADERSHIP & MANAGEMENT **ilm**
SUPERSERIES

Securing the
Right People

FOURTH EDITION



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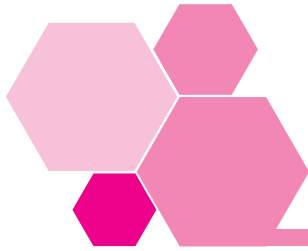
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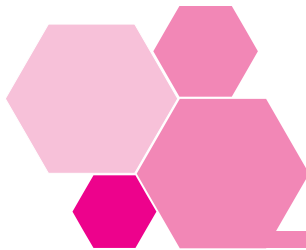
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Workbook introduction



1 ILM Super Series study links

This workbook addresses the issues of *Securing the Right People*. Should you wish to extend your study to other Super Series workbooks covering related or different subject areas, you will find a comprehensive list at the back of this book.



2 Links to ILM Qualifications

This workbook relates to the following learning outcomes in segments from the ILM Level 3 Introductory Certificate in First Line Management and the Level 3 Certificate in First Line Management.

C8.5 Planning to Recruit

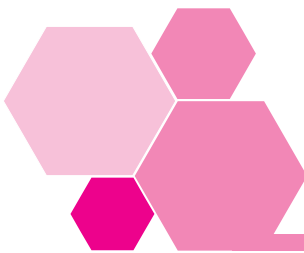
- 1 Understand organisational recruitment policies and procedures.
- 2 Understand the legal aspects of recruitment.
- 3 Carry out a job analysis relevant to own area of responsibility.
- 4 Prepare a job description for a post within own area of responsibility.
- 5 Prepare a person specification for a post within own area of responsibility.
- 6 Select the optimum method to attract suitable applicants for a post within own area of responsibility.

C8.6 Selecting the Right Person

- 1 Appreciate the relative merits of internal and external applications.
- 2 Prepare a shortlist from internal and external applications received for a post within own area of responsibility.
- 3 Contribute to the selection process including interviewing or alternatives.
- 4 Contribute to the final selection decision.

C7.6 Induction

- 1 Recognize the need to integrate new staff effectively to maintain level of operational performance.
- 2 Recognize different phases of induction.
- 3 Prepare an appropriate induction programme and agree with relevant people.
- 4 Deliver induction programme.
- 5 Ensure awareness of health and safety aspects.
- 6 Monitor individual progress and effectiveness of induction.



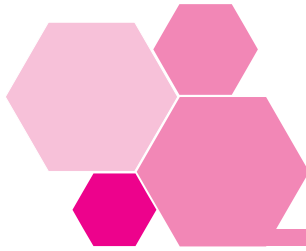
3 Links to S/NVQs in Management

This workbook relates to the following elements of the Management Standards which are used in S/NVQs in Management, as well as a range of other S/NVQs.

- C7.1 Contribute to identifying personnel requirements
- C7.2 Contribute to selecting required personnel.

It will also help you to develop the following Personal Competences:

- behaving ethically
- communicating
- influencing others
- searching for information
- thinking and taking decisions



4 Workbook objectives

'In the following pages I offer nothing more than simple facts, plain arguments and common sense; and have no other preliminaries to settle with the reader, other than that he will divest himself of prejudice and prepossession, and suffer his reason and his feelings to determine for themselves; that he will put on, or rather than he will not put off, the true character of a man, and generously enlarge his views beyond the present day.'

Thomas Paine, *Common Sense*

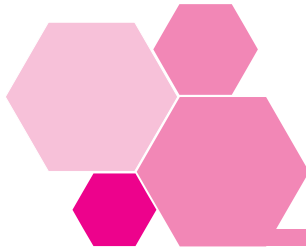
Finding and keeping the right people is one of the most important aspects of a first line manager's job. Without the right people, performing jobs to which they are well suited, the organization would slowly grind to a halt.

You are in the best position to match suitable people to the work for which you are responsible. However, this cannot be done purely by instinct – you need to have a clear understanding of the purpose of the job, how it fits into the organization, and what kind of person might be best suited to do the work. Then you need to become very good at assessing who, among the job applicants, is most likely to fit in and perform the job well, ensuring job satisfaction for the individual and a productive and happy worker for the organization.

4.1 Objectives

When you have completed this workbook, you will be better able to:

- take part in the recruitment and selection process;
- prepare for interviews;
- plan, prepare and carry out an effective selection interview;
- assess the information you obtain during an interview;
- plan and implement good induction schemes for your workteam;
- design and implement policies related to retaining staff.



5 Activity planner

The following Activities require some planning so you may want to look at these now.

Activity 1 Requires you to find out what your organization's formal policy is for recruiting new employees.

Activity 12 Asks you to think about personnel requirements in your organization.

Activity 31 Looks at the way new staff are selected (shortlisted, interviewed and notified) in your organization.



Some or all of these Activities may provide the basis of evidence for your S/NVQ portfolio. All Portfolio activities and the Work-based assignment are signposted with this icon.

The icon states the elements to which the Portfolio Activities and Work-based assignment relate.

The Work-based assignment (on page 77) involves assessing the recruitment process in your organization. It will help you meet some of the performance criteria from element C7.1, Contribute to identifying personnel requirements and element C7.2, Contribute to selecting required personnel.

If this Work-based assignment is being considered as part of the assessment for the ILM Level 3 Certificate in First Line Management, this **must** be agreed in advance with your ILM Centre and external verifier. This is to ensure that the requirements of the qualification are met appropriately and that suitable assessment criteria are provided to you by your ILM Centre.

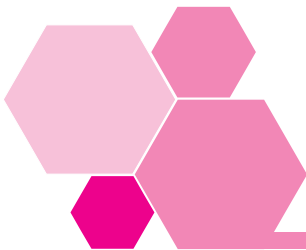


Session A

Filling a vacancy

‘Recruiting a new individual is a chance to shift the balance of the company as a whole, so it is important that you bear in mind where you are trying to take the company.’

John Harvey-Jones

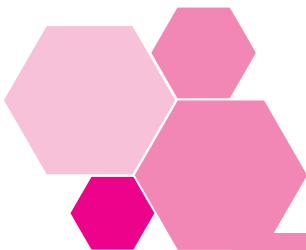


I Introduction

It is a simple fact – you can’t build a successful organization without good people. But good people come and go. Vacancies can arise in all sorts of ways. A new department may be set up as the result of expansion, duties may be re-allocated, or an existing team member may retire, move house or find another job.

But filling those vacancies can be a complicated business. What sort of people do you need? Where do you find them? How do you attract them?

We will begin this session by discussing the ways in which different organizations approach recruitment.



2 Recruitment policies

Most organizations have some sort of policy for recruiting their staff. The nature of that policy depends on the stage in the organization’s growth. Larger organizations will have a formal policy containing compulsory rules on recruitment. For instance, many public bodies require every vacancy to be

advertised in the open market. They are also often prepared to recruit people who do not have the necessary skills or knowledge to do the job, but will be given appropriate training.

At the other extreme, recruitment can be as simple as 'Is there anyone you know who can ...?' – a very informal process, with personal contacts being used to find people with the right skills and personality to fit in with that particular organization. (This approach is often used in industries that are small and highly specialized, and where no large pool of candidates exists in the general marketplace.)

Whether their policy is formal or informal, however, all recruiting organizations must conform with the strict legislation that has developed over the last three decades in regard to equal opportunities and other areas of employment law.

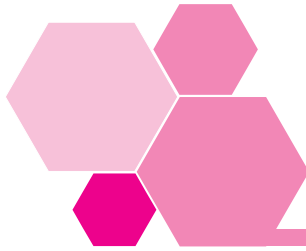
If your organization has a human resources department (HRD), it will guide management in the recruitment and selection of new employees. HRD professionals are able to advise on employment law, the best places to advertise, interviewing techniques and so on, and ensure that the organization's human resources policies and procedures are followed.

If you work for a smaller organization you may have to do the whole job yourself. Even then, the recruitment policy must still be applied and you may have recognized procedures to follow.

Activity I

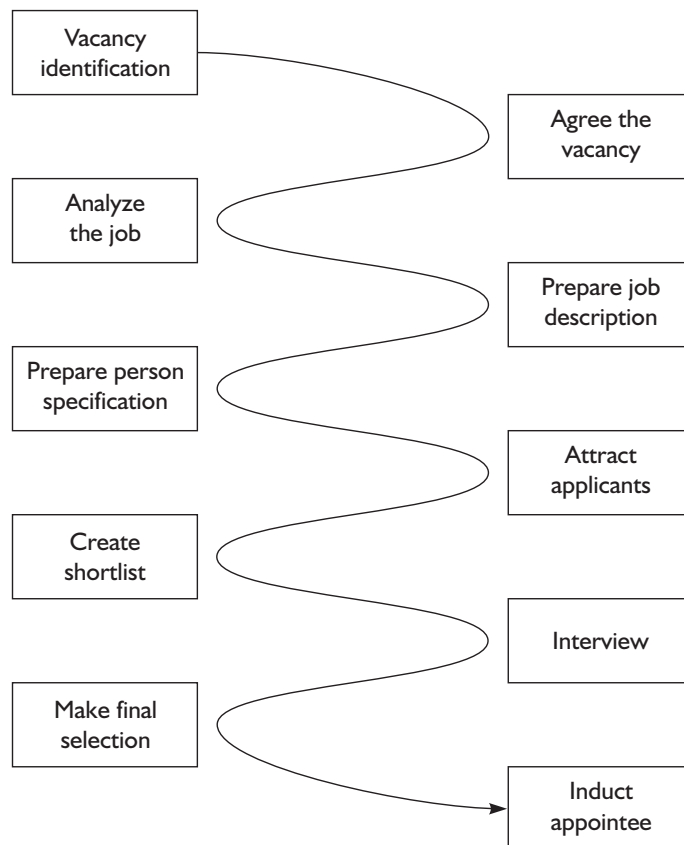
Contact the people in your organization who are responsible for overall recruitment policy. Ask them to give you copies of the recruitment policy documents and details of any recruitment legislation you need to know about. Then write down in the space below the names of the documents, and where you can obtain the latest versions when you need them in future.

You will need the documents you have collected in this activity when you come to Activity 12.



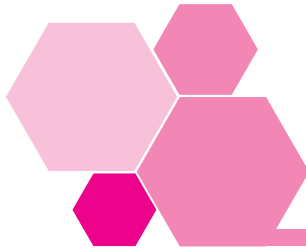
3 The recruitment process

Recruiting the right person for a particular job is complicated and time-consuming. There are a number of stages, including deciding what the actual job is, attracting appropriate candidates, assessing them, and introducing the appointee to the organization and the job (known as 'induction').



Very often the earlier stages are passed over to a recruitment and selection agency that has expertise in selection techniques and access to large databases of potential applicants.

However, assuming that no recruitment and selection agency is involved, we will continue this session by discussing how to begin the recruitment process.



4 A vacancy exists . . .

Let's begin by considering a typical situation. A member of the workteam leaves so a vacancy arises. Or does it? In our examination of the whole question of recruiting people, we need to start one step back from there and think hard about that possible vacancy.

Charmian is the manager of a small pharmaceutical company which sells and markets a number of drugs in the UK. She has a team of ten sales representatives working from home and a staff of three based in the office. Gemma is her full-time PA and Louise and Anna work part time as marketing assistants for the sales team, arranging appointments, sending out literature and so on.

Gemma hands in her notice. Charmian immediately calls her head office in the US to let them know that she will advertise for a new PA. But she is told that the head count in the UK office is being looked into and for the moment she will have to manage with her two part-time staff.

Charmian is livid. So are Louise and Anna who quickly realize that they will be expected to carry out Gemma's duties once she leaves. How are they going to manage?

Louise and Anna are expected to do the PA work as well as their normal jobs and both put in extra hours in a week to keep on top of things. Anna finds that she enjoys the variety of her work and suggests to Charmian that she could take on full-time work and combine the part-time marketing assistant's post with part-time PA work. Charmian had always thought that her PA's post had to be full time, but since Gemma left she has been doing some of the work herself and agrees that it could be a part-time post.

The head of human resources in the US takes some time to agree to the extra half member of staff, but is pleased that she has succeeded in reducing the head count in the UK in the medium term.

You may have had a similar experience. If so, you and your team will have had to reorganize yourselves to get the jobs done – just as a soccer team has to

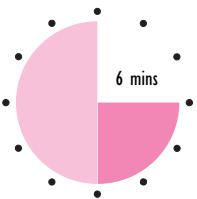
reorganize if one player gets sent off. Some or all of your team members may have to extend their responsibilities to fill the gap. You may find that this makes your team more efficient and cohesive.

So when someone leaves, consider all the options before you assume that you'll just get someone else appointed to fill the vacant post.

'Haste in every business brings failure.' – Herodotus, *The Histories* book VII, ch. 10

It's also worth finding out whether the vacancy can be filled from elsewhere in the organization. If there's a ban on recruitment, it could be that other parts of the organization are being restructured, and you may be able to save someone else from being made redundant.

Activity 2



In general terms, what advantages do you think there might be for organizations to appoint internally?

What advantages might there be in appointing externally?

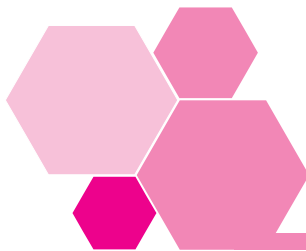
You might have suggested that advantages of appointing internally include the following:

- the new recruits will be familiar with the organization, its culture and way of doing things;
- they will have an existing network of contacts;
- they will understand the needs of other departments they have worked in;
- their current team leader will be able to give you an accurate and fair assessment of their personality and work;

- even though they may not have the precise skills or attributes that you need, they can be brought up to speed through a course of development and training.

Advantages of appointing from external sources include the following:

- it brings 'fresh blood' into the team;
- it provides an opportunity to change the culture of the organization or team;
- it enables you to expand the width of skills and experience within the team.



5 Starting the recruitment and selection process

Now let us turn our attention to selecting a new permanent employee from outside the organization.

We begin with certain assumptions:

- a vacancy does exist;
- it cannot be filled from within the organization;
- your team can't be reorganized to cover the gap in the medium to long term;
- the organization will authorize the request to take on a new employee.



6 Analysing the job

The second step in the process is to analyse the vacancy to be filled.

Jamie Keeler came to the conclusion that his team could not continue to cope without further help. When Damion had retired six months earlier, Jamie's manager had persuaded him to try to operate without a replacement. Although the team had responded well, the workload was now increasing and substantial new sales orders seemed to justify the cost of an extra person.

Jamie went to see his manager, who agreed, 'But I will need to know exactly what this person will do, Jamie. Things have moved on a bit since Damion retired, so there's no point in basing the new post on his job description.'

Back at his office, Jamie sat down with a blank sheet of paper.

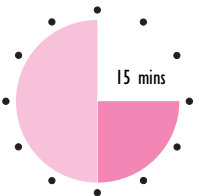
Replacing someone who has left, or creating a new vacancy, is an expensive business. Some of the questions you should ask are as follows.

- Does the vacancy really exist?
- What is the nature of the job?

Both these questions can be answered by carrying out a job analysis. We must begin by asking a few basic questions.

- What is the purpose of the post?
- What are the performance standards that we are looking for?
- What special contribution does the post make to the overall effectiveness of the organization?
- What would happen if the post was not filled?
- Does the post justify its level in terms of seniority or grading?
- Will the post continue to exist in the future? (If yes, for how long?)

Activity 3



It might be uncomfortable to try to answer these six questions about your own job! Instead, take a look at a job carried out by one of your workteam. Be careful not to take anything for granted. The fact that things have always been done a certain way does not mean that they should stay that way.

If you found Activity 3 difficult, one useful approach is to use the 'critical examination' technique. Ask yourself the following questions.

- **What** has to be done?
- **How** is it done?
- **When** is it done?
- **Where** is it done?
- **Who** does it?
- **Why** is it done?

If you can find no reasons why it is done, or only weak ones, you are probably on to something! Go back and ask some slightly different questions.

- **What else** could be done?
- **How else** could it be done?
- **When else** could it be done?
- **Where else** could it be done?
- **Who else** could do it?

By doing this you will have thought about the job in a much deeper way than before.

Perhaps you have proved to yourself that the job really does have to be done as before by a certain kind of person with skills and characteristics very similar to those of the previous job holder.

On the other hand, perhaps you identified that a change is needed and the job could be split, be done in a different way, or be done by someone on a different grade. Maybe the job was, or soon will be, unnecessary. In this case, you could well consider not filling it at all. Indeed, in the current 'slim-line' climate, this is one way of improving efficiency.

Once you've decided what the job is about, you need to write a job description and a person specification to match.



7 Job descriptions

In any well run organization, every employee should have a job description, listing their duties and responsibilities.

We are concerned here with the part you can play in human resource management. Getting your own and your workteam's job descriptions right is an important part of this aspect of management.

Even if the organization you work for is a large one with HRD specialists, you remain the expert about how work is done in your particular area, and so your knowledge is vital in drawing up the job descriptions in your department – and perhaps even more important, in keeping them up to date as the jobs change and new practices are introduced.

Let's look at a couple of examples of job descriptions.

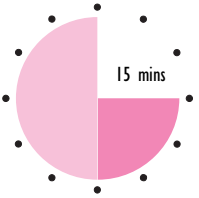
Job Description I	
Job title:	Printing machine operator
Department:	Advertising section
Purpose:	Prepares and operates various types of printing equipment to produce advertising documents to the required standards of finish.
Main tasks:	<ol style="list-style-type: none"> 1 Sets up types of varying size. 2 Sets up and operates various printing machines and ancillary equipment. 3 Prints plates from suitable negatives. 4 Uses camera to photograph artwork for reproduction. 5 Processes film using suitable methods and darkroom equipment. 6 Records job requirements and material used. 7 Maintains and cleans machines.
Areas of difficulty:	<p>Ensuring accuracy in setting type and laying out of work.</p> <p>Using different types of equipment to carry out a variety of printing requirements.</p>
Environment:	Warm, well lit. Clean but some use of chemicals in darkroom.

Another example of a job description, using different headings but designed with the same purpose in mind, is as follows.

Job Description 2	
Job title:	Catering assistant
Reporting to:	Catering supervisor
Function:	Catering assistants are required to carry out general kitchen work under the direction of the catering supervisor, including cooking and cleaning, and to serve food to company staff at meal times.
Duties:	<ul style="list-style-type: none"> (a) To prepare vegetables prior to cooking. (b) To prepare and mix ingredients for pies, cakes and other dishes, according to recipes provided. (c) To attend to food being cooked on hot plates and in ovens. (d) To clean working surfaces and utensils, using equipment provided. (e) To serve dishes to company staff in the canteen servery. (f) To maintain high standards of hygiene at all times.
Working conditions:	Normal kitchen environment. Hours as specified on letter of appointment. Some overtime possible.

A job description gives an overall picture of the job function, and a list of duties to be performed. It provides potential job holders with a good understanding of what they are expected to do. It is also a reference document in case of dispute.

Activity 4



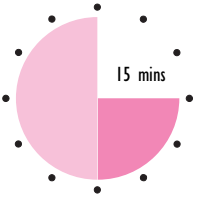
Take a close look at your own job description and see whether it covers the six points listed below. Summarize what it says according to these points. If you don't have a job description, write a brief one now with reference to the six points. This Activity should make you think quite hard about what you actually do.

- 1 Title of post
- 2 To whom accountable
- 3 For what tasks
 - a directly responsible
 - b indirectly responsible
- 4 Resources controlled
 - a human (staff)
 - b financial (budgets, value of output)
 - c physical (plant and equipment)
- 5 Liaison with others
 - a internal
 - b external
- 6 Limits to authority

EXTENSION 1
Look at either of the books given in Extension 1 on page 86 for more about job specifications.

You may have found that your existing job description no longer reflects what you do and you may feel it needs updating now. You should discuss this with your manager and HRD.

Activity 5



Now try your hand at sketching out a job description for the job you looked at in Activity 3. Do this on a separate sheet of paper using the headings given below. Do this activity without referring to an actual job description that may already exist for this post.

Job title

Function

Duties

Working conditions

You may have found this task really makes you think about what the job actually consists of. For a newly created job, it may be harder. Obviously the question then becomes: 'What exactly do I want the new person to do?'



8 Person specifications

Once the job description is drawn up, we know the shape and size of the 'hole'. Now for the 'peg'. We need to convert our picture of the job into a pen portrait of the ideal person to fill it. This is done by writing a person or employee specification, intended to portray the sort of person we would ideally like to fill the post.

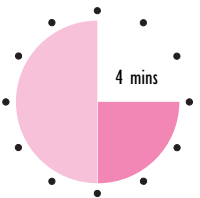
Activity 6



Why do you think it is useful to have a person specification as well as a job description?

The main value of a person specification is that it enables us to compare applicants for the job against an ideal, rather than simply comparing one applicant with another. Both the job description and the person specification provide a fixed standard – something very important where subjective judgements are involved.

Activity 7



List at least four requirements you would expect to find in a person specification which describes 'the ideal candidate'. Here are two to get you started:

Previous experience required.

Standard of education expected.

You might have written down any of the following.

- Knowledge and/or experience required.
- Standard of education and academic qualifications.
- Other qualifications (for example driving licence, first aid certificates).
- Physical abilities/disabilities (for example manual dexterity, strength, suitability for a person with disabilities).
- Specific skills (for example keyboard skills).
- Ability to communicate.
- Social skills.
- Appearance (for example, someone dealing with the public may be expected to dress smartly).

We can group these points under three main headings.

8.1 Knowledge and skills

What does the job holder need to know to be able to do the job? This knowledge may include how to use certain machinery, handle certain materials or follow certain procedures. What skills are required to do the job? For instance: manual dexterity, ability to work with figures.

8.2 Qualifications and experience

Are any formal qualifications required? What occupational training and experience should the job holder already have?

8.3 Personal factors

What sort of person will best fit into the existing workteam? Should the job holder have above-average strength? Might any domestic circumstances be important: for example, no shift work? You might find it useful to check your organization's guidelines on equal opportunities to make sure that any criteria you set are within the rules laid down by the equal opportunities legislation.

Here is a person specification for the catering assistant post you looked at in Job description 2. Together the two documents should give us a job specification and could provide details of what the job involved and the sort of person required to do it.

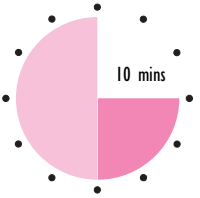
Post of catering assistant: person specification

Knowledge required:	Must know the basics of food preparation and cookery.
Experience required:	Ideally will have worked in similar job elsewhere.
Appearance:	Neat, clean appearance. (Overalls provided.)
Standard of education:	Must be able to read.
Academic qualifications:	City and Guilds General Catering desirable.
Physical abilities:	Must be capable of lifting and carrying heavy pans. Not suitable for person in wheelchair, owing to height of surfaces, etc.
Specific skills:	None required. Training will be given where necessary.
Ability to communicate:	Must be able to communicate verbally with other staff and with canteen customers.
Social skills:	Must be able to work as part of team in confined kitchen atmosphere, and to get on well with other employees when serving in canteen.

You will notice that in some places this person specification uses the words 'must' and at other points 'ideally' or 'desirable'. In other words, some requirements are essential, while others are desirable. Some person specifications make this distinction clear in the way they are laid out – there may be a column for essential points and another column for desirable points.

Although we have a clear idea of the ideal candidate, we acknowledge the fact that we may have to settle for something less. So we set certain minimum requirements, and hope to find someone who has qualities, skills or experience above these minimum levels. This is being realistic, not pessimistic.

Activity 8



Draw up a person specification based on the job description which you prepared in Activity 5. You need only use the headings from the list below that are appropriate to the job.

'The process of selection must be one of the most important exercises in the business calendar.' John Harvey-Jones

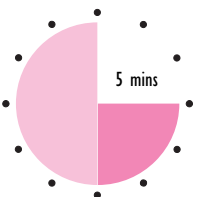
- Knowledge required
- Experience required
- Standard of education
- Academic qualifications
- Other qualifications
- Physical abilities/disabilities
- Specific skills
- Ability to communicate
- Social skills
- Appearance



9 Job specification

The job description and the person specification together form the job specification. This is a complete blueprint of the job itself and the person required to do the job.

Activity 9



Why is it important not to understate the requirements of a job specification?

Why is it important not to overstate the requirements of a job specification?

If we understate what is required the new job holder is unlikely to be effective. If we overstate the requirements, we run the risk of recruiting someone who will quickly lose interest and motivation to do the job.



I0 Getting approval

The next step in the process of filling a vacancy should be an obvious one: it is concerned with obtaining the authorization to recruit a new employee.

Usually only the more senior managers in the organization have the authority to spend money and resources on recruiting new staff. A line manager usually has to persuade their manager (who in turn may need to persuade someone higher up) that this expense can be justified.

Starting the process of hiring somebody is difficult to justify unless the job has first been clearly defined and all other avenues and options have been explored.



I1 Attracting the applicants

We should now have a clear idea about the kind of 'peg' required for the 'hole' in question, so we can move on to the stage of searching for our ideal employee. Will we find him or her inside or outside the organization? How are we likely to make contact?

To recruit internally we could do the following.

- Put up notices on staff notice-boards.
- Circulate to all departments a regular list of jobs available.
- Run the entire payroll through the computer to see if anybody in the organization already fits the bill.

The range of methods to recruit new people from outside the organization may include:

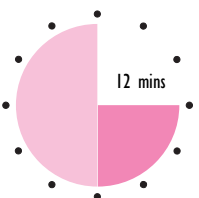
- advertising in a national newspaper;
- advertising in trade magazines that focus on special skills, such as nursing or transport;
- advertising in a local newspaper;
- advertising on commercial radio;
- sending round leaflets to houses in the local area;
- placing the vacancy with one or more recruitment agencies.

The Internet is becoming an increasingly popular meeting place between employers and potential employees. Some websites are focused on a single industry. For example, btinternet.com/donald.mcdonald takes you to the Communications Workers' News, while justengineers.net is a specialist website for the engineering industry. Other websites, such as Fish4jobs.com, cover a much wider spectrum of jobs.

There are certain websites where you can only advertise through a specialist recruitment agency. For example, Jobserve.com is a very popular site used by agencies to advertise jobs in IT, accountancy, engineering, law, office and administration, medicine, sales and marketing, and finance and insurance.

Most large organizations have their own websites that they use not only to promote their products and corporate image, but to also to attract job applicants.

Activity 10



When you have an opportunity, have a look at your own organisation's website to see whether it has a job seekers' section. Consider whether it would be useful to you in your recruitment activities and, if so, find out the procedure for submitting an advertisement.

If the decision about how to advertise is your responsibility, remember that many of these methods can be very expensive indeed, particularly advertising nationally. In general, more highly paid jobs are likely to appeal to people from a wider geographical area and warrant advertisements in national or regional papers, while jobs requiring less experience and paying less are more likely to attract local people and can be advertised in the local media.

Recruitment agencies only charge you when a suitable candidate is found – but then the costs can be very high.

It is important to make clear to potential applicants what you want them to do, for example write a letter of application, send in a CV (curriculum vitae), telephone for further details. And it's crucial to give a contact address or telephone number.

Once you have advertised, you may receive dozens or even hundreds of replies. You need to give some thought as to how the applicants will be dealt with. Most people like to hear something, one way or another, so even if you decide to reject people without offering an interview, it's essential to write a brief letter saying that this is the case.

We will look in more detail at the next stages of the process – shortlisting and interviewing – in Session B.



12 Employment law

The laws relating to employment are a minefield for the unwary, and it is essential for you to be aware of the latest regulations. An excellent source of information is the website of the Equal Opportunities Commission at www.eoc.org.uk. You will also find useful information in *Commitment to Equality* in this series.

Make a mental note to check with your Human Resources Department for the latest legislation relating to recruitment whenever you run a recruitment campaign.

There are two pieces of legislation in particular that you should be familiar with, the Race Relations Act 1976 and the Sex Discrimination Act 1975.

12.1 The Race Relations Act 1976

This Act prohibits any discrimination on the grounds of colour, race or ethnic or national origin. The Race Relations Act 1976 established the Commission for Racial Equality, which is responsible for promoting the objectives of the Act. It also has powers to investigate discriminatory practices, and advises the Government on ways to improve legislation. Individuals who believe they have been discriminated against can take their case to an industrial tribunal.

12.2 The Sex Discrimination Act 1975

This Act makes discrimination on the grounds of sex or marriage unlawful. The Equal Opportunities Commission was set up to promote the objectives of both this Act and the Equal Pay Act 1970. Again, anyone who feels discriminated against may go to an industrial tribunal.

There are certain exceptions to this Act for positions where the sex of a person employed is genuinely a necessary qualification for the job, for example, the role of a man in a theatre production.

Other employment legislation that is relevant to recruitment includes the:

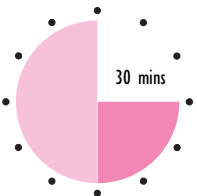
- Equal Pay Act 1970 (EPA);
- Disability Discrimination Act 1995;
- Employment Rights Act 1996;
- National Minimum Wage Act 1998;
- Part-time Workers Regulations 2000;
- Working Time Regulations 1998.



What do you think you can do to make sure that these two laws are upheld when you are filling vacancies?

Many organizations have a policy that all personnel advertisements indicate that they are an equal opportunities employer. It will be important, when considering the kinds of questions you might ask at interview, not to include questions which could be construed as being racist or sexist, or to make assumptions based on sex or race, such as that a young woman will be going off to have a baby as soon as she is trained up to the job.

Activity 12

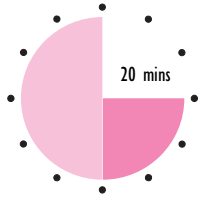


S/NVQ C7.1

This Activity may provide the basis of possible acceptable evidence for your S/NVQ portfolio. If you are intending to take this course of action, it might be better for you to write your answers on separate sheets of paper.

- 1 In your place of work imagine that you are able to create a new post or substantially change an existing post. Consider the needs of the organization and list what advantages and disadvantages there would be in creating this new post or changing the existing one. Take into account the work objectives of the team/department and any constraints. Show how you have completed this critical appraisal process.
- 2 Assuming the post is to be advertised, design a job description and person specification.
- 3 Look at the organizational policy documents you obtained in Activity 1 that relate to employment, and identify who needs to be informed of decisions or intentions to recruit a new member of staff. Is there any part of the documentation that you need to learn more about? If so, make a list of learning objectives for yourself to achieve and a plan to achieve them. Make sure you take into account legal requirements and say how you have done this.

Self-assessment I



- 1 Complete the following five sentences with the suitable word or words chosen from the list.

procedures	document	reference	person
description	policies	job	specification

- a The first step in the process of filling a vacancy is to find out about your organization's _____ and _____.
 - b A _____ sets out the responsibilities and tasks of an employee.
 - c A job specification consists of a job description and a _____.
 - d In cases of dispute, a job description can be a useful _____.
- 2 What headings might you use in a person specification?
 - 3 What questions do you need to ask yourself when beginning to draw up a job description?
 - 4 Before advertising for new employees, what must you do?
 - 5 Give three advantages of recruiting externally.
 - 6 What information should be included in the job advertisement to attract the right kind of people to apply?
 - 7 Which two pieces of legislation are particularly relevant when filling vacancies?

Answers to these questions can be found on pages 87–88.

13 Summary

- When a vacancy arises, you will need to analyse the job by asking the following questions.
 - What is the purpose of the post?
 - What performance standards are required?
 - How does this post contribute to the overall effectiveness of the organization?
- You will then need to prepare a Job Specification consisting of a job description and person specification. A job description helps both managers and job holders to be clear about what is expected.
 - What has to be done.
 - How the job is done.
 - When it is done.
 - Where it is done.
- The person specification considers:
 - education and qualifications;
 - personal characteristics;
 - skills and experience.
- Once you have gained approval to fill the new post, you will need to attract the best possible applicants, which may be the responsibility of the human resources department. It is crucial to remember relevant legislation covering employment, particularly the Race Relations Act and the Sex Discrimination Act.

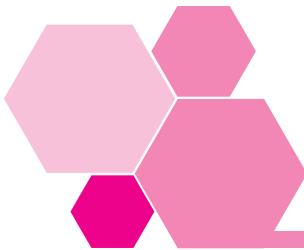
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Session B

Making the right choice

'No matter how systematised selection procedures are, it seems to me that the ability to assess the ultimate potential of individuals after a relatively short exposure to them is a gift.'

Sir John Harvey-Jones, *All Together Now*



I Introduction

Selecting the right person for the job is one of the hardest decisions you may have to make. You can't really get to know how well someone will perform until they've worked in your team for some time. Yet the only opportunity you usually have to choose between applicants for a job is an hour or so in an interview room.

Interviewing has its drawbacks, and few would claim that it is a completely reliable way to ensure that the right person gets the job. Nevertheless, when it is carried out competently, it is still one of the best methods of assessing people.

Some organizations use techniques in addition to interviewing, which are often carried out by professionals in the field. These might include psychological testing (designed to determine whether the person has the right 'mental make-up' for the job), practical skills tests or the use of assessment centres to determine people's suitability for jobs. But even when such methods are used, nearly everyone also carries out an interview.

In this session we examine the interview, how to prepare for it and how to assess the candidates afterwards.

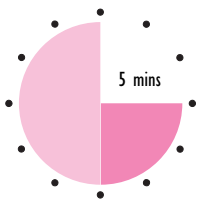


2 Why do we interview?

‘... it is important to be clear about what one is trying to do at the interviewing stage. The object of the exercise is to learn as much about the character, values and potential of the person as possible in a very limited period and in artificial circumstances. In a way the whole thing is a bit like a detective story, where you are looking for elusive clues to follow up, which will reveal more of the plot.’

Sir John Harvey-Jones, *All Together Now*

Activity 13



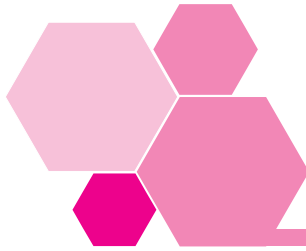
What is the main purpose of the job interview?

EXTENSION 1
The books listed in Extension 1 on page 86 discuss the purposes of a job interview.

You might have said:

- to find out whether the applicant is suitable for the job;
- to find out if the job is suitable for the applicant;
- to assess the applicant;
- to receive information about the applicant, and to give information about the organization.

Here's one definition of a job interview: it is designed to determine the facts about a candidate in terms of knowledge, experience, past achievements and failures, to ascertain whether they are likely to do a specified job well.



3 Preparing for the interview

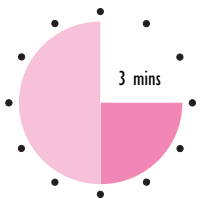
The interview will be a crucial time for you and the candidates. It is worth making the time and effort to prepare well for this important event.

3.1 Shortlisting for interviews

The first thing to do is to sort out which applicants are likely to be suitable. This process is known as shortlisting.

Some organizations use standard application forms when inviting people to apply for jobs, which makes it easier to compare applicants. The usual alternative to the application form is a letter, accompanied by a CV which lists the employment history and personal details of the applicant. The CVs received will be in a variety of formats, styles and presentations, making the selection process more difficult.

Activity 14



When assessing someone's CV, why should you be wary of job titles?

Job titles can be misleading. If someone describes themselves as a senior operator, what does that signify? Your organization may use the same term, but mean something quite different. Many organizations use rather grand titles. For example, a salesperson may be called a sales manager to make them sound more important.

3.2 Interpreting the applications

Let's work out some useful tips for shortlisting applicants.

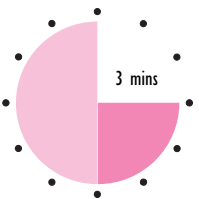
A vacancy for a secretary was advertised with the following three criteria for applicants:

- a shorthand speed of at least 80 words per minute or above;
- a typing speed of 30 words per minute or above;
- a minimum of two years' office experience.

Look at the following checklist, which was compiled from the job specification, and the application forms received from seven potential candidates.

Requirement	Name of applicant						
	Smith	Brown	Sanchez	Heinz	Wester	Peterson	Goldstein
Shorthand speed: min. 80 wpm	100	85	130	65	90	80	85
Typing speed: should be >30 wpm	35	40	45	40	25	35	40
Office experience: min. 2 years	1	3	8	6	4	2	5

Activity 15



Which names would you eliminate from the checklist and why?

You could eliminate Heinz because of the slow shorthand, Wester because of the slow typing, Smith because of insufficient experience, and Sanchez, who seems, on the evidence of his qualifications and experience, to be over-qualified for the job.

If your advertisement is vague, you may get both under- and over-qualified applicants. Someone who is over-qualified may be just as much a misfit in a job as someone who is under-qualified.

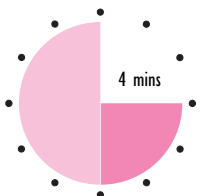
If all applicants have filled out their application forms fully and correctly, you may find yourself in the lucky position of having all the information you need about your prospective recruits. This is a rare situation! But you are likely to find things which aren't clear and need expanding. Make a note at this point on each application form of the points you will need to query.

Once you have drawn up a shortlist of applicants, your next task is to arrange the interviews.

3.3 Setting up the interviews

The interview is the central core of the recruitment process but, as we have already seen, a lot of important decision-making goes on before you get that far. Similarly, the interview itself requires some effective organization if it is to be successful.

Activity 16

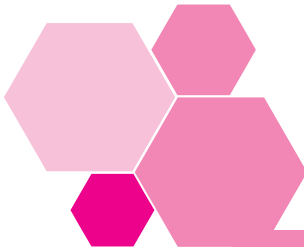


Describe your idea of a perfect interview room.

You may have said:

- private;
- free from interruptions;
- comfortably warm;
- with comfortable (upright) seating;
- quiet;
- with a table to write on.

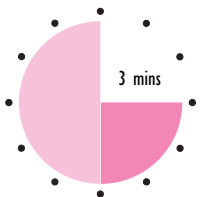
Ideally, you shouldn't put a barrier such as a desk between you and the interviewee. Sitting around a table often seems more natural than having two chairs in the middle of a room, but it is better to sit at right angles to the interviewee than directly opposite. It is also better if all the seating is the same height, so that interviewer and interviewee can speak on equal terms.



4 The functions of the interviewer

The success of an interview, both in terms of enabling interviewees to perform well and employers to make a good appointment, depends largely on the effectiveness of the interviewer.

Activity 17



'It takes a wise man to recognize a wise man.'
Xenophanes (from Diogenes Laertius, *Lives of Eminent Philosophers*, Xenophanes, IX)

Pick out the three most important functions of an interviewer.

- a To describe the job to the interviewee.
- b To ask questions.
- c To prompt candidates into talking about themselves.
- d To explain about the job.
- e To listen.
- f To keep interviewees on their toes.
- g To put interviewees at their ease.
- h To pressurize interviewees into revealing the truth about themselves.

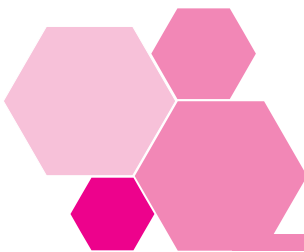
'We can demand that people show up at work on time ... but we cannot demand, ever, that people bring that passion along, or exuberance, or imagination. We must attract the special worker, then tap into his or her curiosity'.
Peter Drucker

The three most important functions of an interviewer are to:

- put interviewees at their ease;
- prompt interviewees into talking about themselves;
- listen.

The reasons should be quite obvious. What an interviewer is trying to establish is whether the interviewee can do the job and whether they have the personality that will fit in with the rest of the team. This can only be done if the candidate speaks freely and openly about past experience, achievements, ambitions, likes, dislikes and so on.

So you need to decide what you want to find out from each candidate. You don't want to wait until the interviews start and then have to search for appropriate questions. This means going through the job specification and all the applications carefully, and picking up on the queries you had already marked. You might decide to ask each candidate the same questions, so that you can compare the replies. But you have to be ready to vary your line of questioning, depending on the replies.



5 Interview format

We can think about the interview as having several stages.

Stage 1: Introduction and opening remarks.

Stage 2: The interviewer explaining what the job is about, and what the organization does.

Stage 3: Some direct questions, to confirm facts given on the application form.

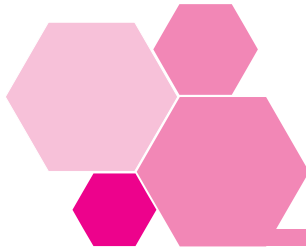
Stage 4: The main part of the interview to establish the background, experience and ability of the candidate.

Stage 5: A request for the interviewee to ask questions.

Stage 6: Rounding off the interview, with the interviewer summarizing the position and stating what the next step is.

Stage 7: Showing the interviewee around the workplace (if appropriate).

You may find it helpful to draw up a standard checklist of questions and issues for each stage – this will help you focus on what needs to be done at any one time.



6 Welcoming the interviewees

Every organization depends a great deal on its image. If a visitor's first impression is of scruffy offices and unenthusiastic staff, the organization's business will ultimately suffer, no matter how good its products are.

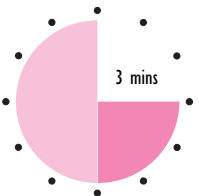
So make sure that:

- each interviewee's first contact on arrival is courteous and friendly;
- the receptionist knows who to expect, and when they're arriving;
- the waiting place is comfortable and bright, preferably with up-to-date literature;
- the waiting time is kept to a minimum.

Part of your task as an interviewer should be to ensure that:

- you show the interviewee that you respect them;
- you let the interviewee know that you are taking the interview seriously.

Activity 18



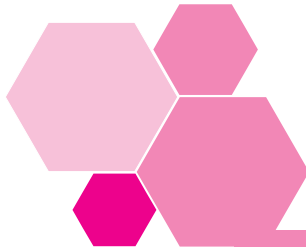
What do you think would be a good way of starting the interview?

One good way would be to begin by starting off with a few 'soft' questions to get them talking before the interview proper begins. Interviewees will only speak freely if they are at their ease. You could then move on by saying, 'I'll start by telling you about the organization and the job. After that, you can tell me more about yourself. Then I'll try to answer any questions you may have.'

Two lessons can be learned here.

- Think about the kind of response you want before you ask a question.
- Ask open questions.

Let's go on to look at questions in more detail.



7 Asking questions

The purpose of questioning is to prompt the interviewee into providing information. This information must be sufficient to allow the interviewer to judge the suitability of the interviewee for the job.

7.1 Open questions

Open questions are designed to allow the interviewees to describe, in their own words, the subject under consideration.

Communication has been compared to an open door, through which the right candidate can join the company.

A question beginning: 'Tell me about ...' followed by some aspect of the interviewee's experience, or some other matter, is a good open question.

Other open questions begin with the words what/why/where/how/which/when. While they are all good starter words, they don't provide a magic formula. You have to put some thought behind what you are asking.

The following are also open questions.

'Do you have any suggestions as to how ...?'

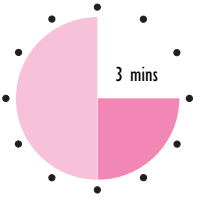
'Can you give me an idea of the sort of problems you met when ...?'

'Could you summarize the situation for me?'

In contrast you should avoid 'closed' questions. These are phrased in such a way that they only allow for short, uninformative answers such as 'Yes' and 'No'. An example of a closed question might be 'Did you enjoy the work you did in Customer Services?' Here the interviewee can only answer 'Yes' or 'No' unless the interviewer prompts further information through a follow-up question.

EXTENSION 2
*Tuning In: A Guide to
Effective Listening* by
Robert Maidment

Activity 19



Read the following few minutes of an interview. What is the interviewer doing quite successfully?

Interviewer: Why did you decide to leave Grundy's?

Interviewee: I had been doing the same job for two years, and I realized that I was missing the contact with people I used to have. I suppose you could say it was job satisfaction – or lack of it.

Interviewer: When you left and went to Brown & Smithson, was that more interesting? Can you expand on that job a bit for me?

Interviewee: Although I was still working in a similar office, the position I had in Brown & Smithson was much more to do with the problems that customers were having. It meant I wasn't shut away with just my files for company.

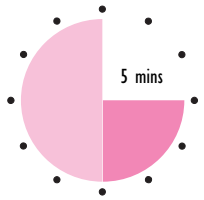
Interviewer: What exactly was that job? Tell me more about it.

You have probably said that the interviewer is using open questions as prompts. He is also taking the candidate's answers on the application form as a starting point, and is phrasing his questions according to the answers of the previous question.

7.2 Getting the interviewee to talk

You will want to know if the interviewee is experienced enough. How can you tell? The application form should tell you a great deal, but what you need to be sure of now is that what is written down is true.

Activity 20



If interviewees say they have line management experience, how would you set about finding out whether they are telling the truth?

The approach you could start with is to ask more about what it's like to be a supervisor. If they are vague in their reply, you might put a question like: 'How do you cope when several members of your team are away at the same time?' Vague replies will tell you that all is not what it seems. But there's no point in confrontation or accusation.

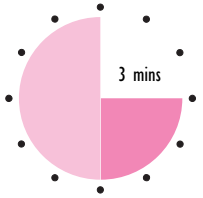
What if the interviewee tries to say too much, and wanders from the point? A good interviewer interrupts as little as possible but sometimes a talkative interviewee may have to be interrupted. It's best not to do this in the middle of a sentence, but to wait until there's a slight pause. Then phrases like the following can be used: 'Good. That gives me some background information. Could you now be more specific about ...' or 'That's very interesting. I'd like now to move on to ...' Beware of making comments that do not elicit information from the interviewee.



8 Keeping to a natural sequence

This sounds like common sense but, given that interviewer and interviewee are probably a bit on edge, it is something which can go awry.

Activity 21



Read the following excerpt from a job interview.

Interviewer: Tell me about your experience in the nursery. What did you do there?

Interviewee: Well, I was there for two and a half years. I started with virtually no experience of young children, but the people there were extremely helpful. By the end, I was more or less running the nursery.

Interviewer: What qualifications did you get when you left school?

Interviewee: I got four 'O' levels in ...

Interviewer: Why did you go to work in a shop in Shipton?

Interviewee: That was a long time before the nursery work. My husband at the time was travelling a lot, and I took the job in the shop because I found I had a lot of spare time and needed to ...

Interviewer: What are your hobbies, Jane?

Interviewee: I read a lot, and I play tennis. I spend a lot of my spare time with handicapped people.

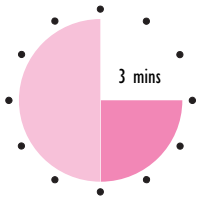
Interviewer: Let's go back to the nursery work ...

Comment on the way this interviewer is putting the questions.

You have probably said that the interviewer interrupted on a couple of occasions and did not seem to put the questions in any logical sequence.

This kind of questioning, usually caused by a lack of concentration on the part of the interviewer, comes over like some kind of 'third-degree' interrogation. It's sensible to ask questions in a natural sequence. This doesn't always have to be a strict chronological order, but a good interviewer will avoid confusing the interviewee by picking on subjects at random.

Activity 22

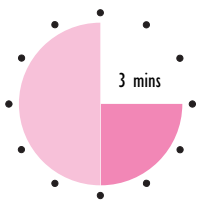


If you want to find out more about an interviewee's last job, which of the following questions is most likely to prompt him or her into talking further?

- 'What did you do in your last job?'
- 'Can you tell me about your last job?'
- 'This last job you did – interesting, was it?'

The second one is the best kind of question to ask at an interview. It is an open question and you have effectively asked the interviewee to describe the previous job, in their own words. The first one is a direct question. All you will do is establish a fact that should already be on the application form. Direct questions tend to get direct replies. The third one is a leading question. You have emphasized one aspect of the work – how interesting it was. A leading question puts words in the mouth of the person being questioned. You are likely to get the reply: 'Yes, it was interesting.' It doesn't get you much further.

Activity 23

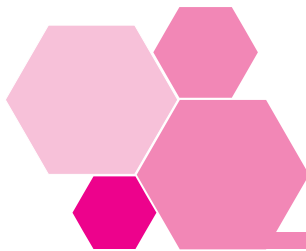


If, in the middle of an interview, you realize that the interviewee is clearly not suitable for the position, what could you say?

The answer to this question depends on how convinced you are about the situation. If you are absolutely certain that the interviewee won't fill the bill, this should be clear to the interviewee as well.

You could say something like: 'It seems from what you have told me that you have not got the amount of experience that my company is demanding for this job. Do you agree with that, or is there anything more you'd like to add?' If they disagree, then give them a further opportunity to prove you wrong. Sooner or later you may have to close the interview by saying something like: 'Well, I'd like to thank you for coming here today and found what you had to say very interesting. I must be frank with you though; your experience and training is not adequate for the position we have to fill ...'

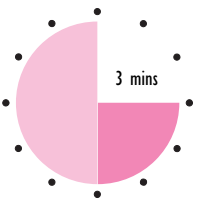
If you aren't sure, though, it is better to complete the interview as you may discover that your initial assessment was wrong.



9 Taking notes

It may seem altogether too much to be expected for you to take notes as well as listen and ask a logical sequence of questions. You may also feel that it looks rather rude if you spend more than a few seconds writing. But note-taking is an important activity for an interviewer.

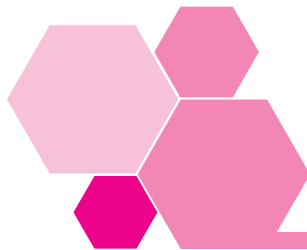
Activity 24



Why do you think note-taking is important at an interview?

You may have said that it reminds you of what was said, what the interviewee was like, what you thought of each person, and so on. You will find this essential if you are holding several interviews on the same day as it's always difficult to remember one particular interview after you've conducted several.

What sort of notes should be taken? There may be times when you feel that your notes must be fairly comprehensive and detailed. In many cases, though, just a line or two will suffice. The important thing is to make notes while the interviewee's details are still fresh in your mind – during the interview or after and before you see the next interviewee. It's a good idea to tell the interviewee that you are going to make notes.



10 Rounding off the interview

The best interviews will make good use of everybody's time. It is very uncomfortable to be in a position where the interview lingers on because no one seems to know how to close it.

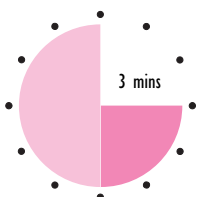
How can the interviewer be sure that important facts will not be forgotten? One way is for the interviewer to give a summary of what has taken place. You could say: 'I've been taking notes of all that you've told me. Perhaps I could now briefly summarize. If I miss out anything important, please let me know.'



11 Assessing the candidates

How do you compare one interviewee with another? Unless you adopt a systematic approach, it can be very difficult.

Activity 25



Read the following account. How might you avoid the kind of difficulty described above?

I was interviewing for a PA. The first candidate was quite impressive. I was satisfied that she would fit in well with the team and seemed to

have the right kind of experience. Of course, I couldn't offer the job at this point, as I had four other candidates to see.

The second interviewee was also very good. She also seemed to be well qualified to do the job and I thought she had a very pleasant personality. Just as I was wondering how to choose between the two, the next interview began. This candidate turned out to have rather special experience which could be extremely useful.

At the end of the five interviews, I'd picked out four people who I felt were very good. I hadn't planned on holding second interviews and I couldn't remember exactly who had said what.

You may have suggested that it would be a good idea to draw up a checklist by referring to the job specification, and to fill it in for each candidate.

Once you have made a decision about appointing someone to a job, it is likely to be a long time before you know whether the selection was the right one. If your decision was a good one, the new member of staff will perform well. If it was a bad one, the new person will perform badly. Selecting a bad candidate is not the only possible mistake, though. The other kind of wrong decision you might make is to reject the best candidate. How can you maximize your chances of getting it right?

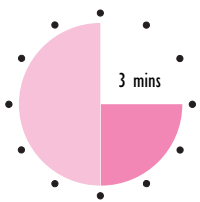
Here are some common methods for comparing candidates.

||| A ranking method

One means of comparing candidates is to rank them against specified attributes. For example, before interviewing five interviewees for the position of PA, you list a number of qualities to be assessed: teamwork, qualifications, amount of experience, and so on. After the interviews, you would rank the candidates in order, against each desired quality, as shown here.

Rank	Teamwork	Qualifications	Experience
1	Hazel	Footsore	Hazel
2	Prince	Caterham	Trinder
3	Footsore	Hazel	Prince
4	Caterham	Trinder	Footsore
5	Trinder	Prince	Caterham

Activity 26



Can you think of any disadvantages of this system?

You may have said that you will have to decide how important each quality is in the overall assessment. If one candidate is outstanding, and comes near the top of every list, there is less difficulty, of course.

The other disadvantage is that the assessment cannot be made until all candidates have been seen. If interviews are spread out over more than one day, it may be difficult to remember what particular interviewees said exactly, let alone how good they were in comparison with another.

One compromise solution to this problem would be to compare the first candidate with the second, for each quality, and then to ask: 'Is the third candidate better than either of the other two?' This process would then have to be repeated for each candidate.

You may agree that the ranking system, on its own, is not an ideal one.

11.2 A scoring system

Another method of assessing prospective employees is to make a list of key points and give each person a mark between 1 and 5 for each point.

Before the interview, draw up your list of key points by deciding which factors about the job are important. The list may look something like this for the post of telephone sales assistant.

Name _____			
<i>Item</i>	<i>Key factors</i>	<i>Score</i>	<i>Comments</i>
Experience:	Should have done this kind of work before		
Verbal skills:	Must be able to talk clearly, and have a pleasant voice		
Telephone manner:	(Simulated test)		
Personality:	Bright, outgoing personality required		
Salary required:			
Availability:	Should be able to start within two weeks		
Overall impression:			

A score for each category should have a specific meaning. For instance, 'verbal skills' might be classified as follows.

1	2	3	4	5
Inarticulate. Very poor projection and vocabulary.	Poor voice quality, projection and vocabulary.	Average voice, reasonably well put over. Fair vocabulary.	Generally a good voice with no real problems. Good vocabulary.	Excellent, well projected, with pleasing effects. Very good vocabulary.

Other categories would be classified in the same way. A simpler scale for all categories is often used.

1	2	3	4	5
Unsatisfactory	Poor	Average	Good	Excellent

No system is perfect and we are all liable to give higher scores to those candidates we take a liking to than to those we don't. It is not easy to be totally objective about assessment.

This is particularly true of personality. It is important to be aware of your own prejudices and try to be as objective as possible by continually bearing in mind the job description and person specification, and thinking about the kind of person who will do a good job, work well with the whole team and contribute to the team effort.

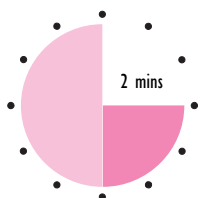
There are several common pitfalls for assessors. It is a common failing for an assessor to be kind or lenient, and not to mark any candidate low in a grading system. The result, of course, is that the task of deciding the best candidate becomes even harder.

'There are a surprisingly large number of people who seem to be interview stars, but in practice are ineffectual.' John Harvey-Jones *All Together Now*

There can also be a tendency for an assessor to give too little thought when marking candidates against a scale. This is particularly true when a number of candidates must be seen. It requires more effort to spend a few minutes giving careful consideration to each item for each candidate.

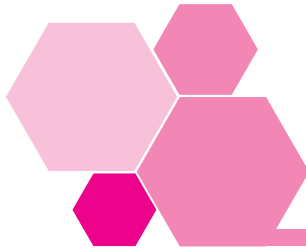
Another pitfall is what is called the 'halo effect'. This is illustrated in the next activity.

Activity 27



You are interviewing two candidates for a job where personality is not all that important. You find you get on really well with the first person. The next candidate is a little harder to get along with, but is much better qualified for the job than the first interviewee. Who would you choose, and why?

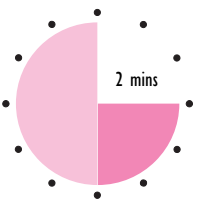
Because of the wording of this leading question, you probably would not have hesitated in choosing the second candidate. In real-life situations, though, it is very easy to be over-enthusiastic about a candidate you get on well with, and overlook any observed faults.



12 Following up the interview

All candidates should be able to provide the names of referees who will be able to back up claims of experience and performance. One of these referees should be the person's present or previous employer. It is important that these companies are approached before the new employee joins. Of course, it has to be done with the permission of the person concerned. Many companies do not contact an interviewee's present employers until the job has been offered ('subject to references'). It is foolish not to do it at all, though.

Activity 28



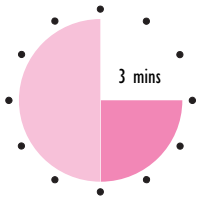
Why do you think it is important to check up on references?

It is important to verify that:

- candidates have had the experience claimed;
- they have a good record of timekeeping, honesty and so on.

It's as well to bear in mind when you are reading references that most people are reluctant to write anything too damning about a former or current employee. It is often more important to take note of what has not been said. For instance, a reference may say that someone is 'willing, pleasant and well-liked' but say very little about competence in the job. Beware of unscrupulous employers who give a glowing reference for somebody they wish to move on.

Activity 29



Assume that you receive a reference that includes the following statements. Think about what might not be being said. What less virtuous meaning might lie behind each statement?

‘She’s very good at following instructions.’

‘She’s a good team worker.’

‘She gets through her work very quickly.’

You might consider the possibility that:

- someone who is good at following instructions may not be very self-motivated;
- someone who is a good team worker may get along very well socially or may rely on other members of the team to carry her;
- someone who gets through work very quickly may be impatient or careless.

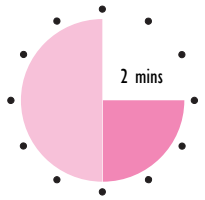
Of course there are not always hidden meanings, and it is important not to be overly suspicious, but it is as well to combine the knowledge of the person you gain from an interview with what other people say – and try to read between the lines.

If you are at all uncertain about a reference, you can always telephone the referee. People are often more willing to give an unguarded response on the telephone than they are to write down what they really think.

The next thing you have to do is to make arrangements for the selected candidate to be sent a formal letter offering the job. Once the chosen candidate has accepted, and a start date has been agreed, unsuccessful interviewees should then be sent a letter informing them of the fact.

It is important not to forget the people you’ve interviewed. Too many companies neglect to notify the ones who don’t get the job within a reasonable time period.

Activity 30



Would you notify the unsuccessful candidates at the same time as the successful ones? Explain your answer.

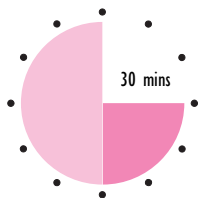
You have probably said that it is sensible to keep one or two 'runners up' in reserve, in case the first person offered the job doesn't accept.

The next step is to look back and learn. It is important to ask yourself the following questions, especially if this was your first experience of interviewing.

What did you learn from the interviews?

- Did they go as planned?
- What would you do differently next time?
- Learn as much as you can from the experience.

Activity 31



S/NVQ C7.2

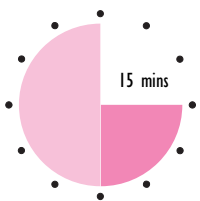
This Activity may provide the basis of appropriate evidence for your S/NVQ portfolio. If you are intending to take this course of action, it might be better to write your answers on separate sheets of paper.

- 1 Make contact with whoever has responsibility for advertising posts. When a vacancy occurs, ask for a chance to work with those responsible to draft an advert for the relevant press. Keep notes of what factors you considered in deciding what to put in the advert and where to advertise.
- 2 Try and gain an opportunity to get involved in shortlisting candidates for interview. Keep notes about:
 - how you compared the application forms against the job description and person specification for the post;

- what influenced your judgement about the candidates at this point in the selection process;
 - which candidates you shortlisted and why.
- 3 You may be able to participate in the interview, ideally from start to finish. Keep notes on:
- how you felt during the interview;
 - what questions you asked and why;
 - how they helped you identify the right candidate for the job.
- Ask for feedback from others in the interview process about your questioning technique. Compose letters inviting the candidates to interview and following up the interview. Keep copies as evidence.
- 4 Find out your organization's policy on considering internal candidates. Consider whether you would like to make greater use of internal candidates in the future.

Include the report of your findings and considerations in your portfolio.

Self-assessment 2



- 1 Which of the following statements is correct?

A good interviewer spends most of the time listening, because:

- a listening is the best way to learn;
- b listening is more professional than talking;
- c listening encourages the interviewee to divulge information;
- d most candidates talk themselves into, or out of, a job.

- 2 Which of the following statements is correct?

Notes are essential because:

- a they remind the interviewer of what was said, and what observations were made;
- b they help when comparing candidates;
- c they give the interviewer something to do during the pauses;
- d they give a candidate a good idea of how well things went.

3 Fill in the missing words from the list below.

facts failures main purpose specified experience

The _____ of a job selection interview is to determine the _____ about a candidate in terms of knowledge, _____, past achievements and _____, in order to ascertain whether they are likely to do a _____ job well.

4 Which of the following questions can be described as open questions?

- a 'Tell me about your last job?'
- b 'Where do you live?'
- c 'Can you describe to me how you first came into marketing?'
- d 'How many children do you have?'

5 Which of the following is **not** a key step to achieving success in an interview?

- a Plan and prepare.
- b Listen.
- c Summarize.
- d Ask plenty of closed questions.
- e Look back and learn.

Fill in the blanks in the following sentences with a suitable word.

6 Open questions give the interviewee the _____ to _____ freely.

7 The task of the interviewer is to prompt, _____ and _____.

8 Which of the following statements about references is true?

- a References often contain lies about candidates.
- b References can provide confirmation of a candidate's statements.
- c References provide a record of a candidate's timekeeping and honesty.
- d References are better given over the phone.

Answers to these questions can be found on pages 88–89.

I3 Summary

- The main functions of an interviewer are to:
 - put candidates at their ease;
 - prompt candidates into talking about themselves and their experience;
 - listen.
- Interview preparation involves:
 - preparing a list of appropriate candidates;
 - making use of the job description and person specification;
 - organizing a suitable place to hold the interview.
- The interview has several stages:
 - opening remarks;
 - the job and the organization;
 - direct questions about facts on the application form;
 - open questions about the background, experience and ability of the candidate;
 - interviewee asking questions;
 - summary and the next step;
 - tour of the workplace.
- A good interviewer:
 - remembers to listen;
 - shows interest;
 - aims to keep the interviewee relaxed;
 - avoids conflict.
- When assessing applications:
 - use the job specification as a checklist;
 - ignore job titles;
 - look at past performance;
 - devise an appropriate ranking or scoring system to help you compare candidates.
- When following up interviews, make sure you:
 - check up on references;
 - notify the successful candidate;
 - notify the unsuccessful candidates;
 - look back and learn.

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Session C

Helping the new employee

'... I've got a new one-dimensional measure of excellence. Would you want your son or daughter to work there? What would such a place be, in order to be good enough for your kids? Ethical? Profitable? Growing? Yes. Yes. Yes. Also, if you ask me, spirited, spunky. And curious. And a place where they're routinely told, 'Do something great!' Maybe the list for your kids is different. Somehow I bet it isn't, or not much.'

Tom Peters, *Crazy Times Call for Crazy Organizations*

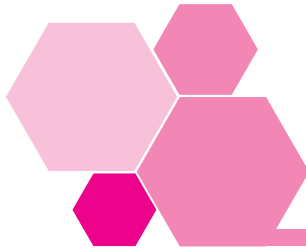


I Introduction

Introducing a new member of staff to your team is an important and time-consuming task for the line manager, requiring a lot of thought and planning. Contrary to popular belief – and common practice – it does not simply consist of a chat on the first day with new recruits, thereafter leaving them to their own devices.

In this session you will be looking at exactly what a proper induction process should involve – possibly more than you thought!

EXTENSION 3
You will find it useful to read about induction in *Supervisory Management* by David Evans.



2 Preparing for the new employee

The interviewing is over. You've selected the person you want and the starting date has been agreed. What now? Let's first think about some matters of administration. You may have to check:

- whether a written contract of employment has to be drawn up and, if so, by whom;
- whether a medical examination will have to be arranged;
- who will arrange to give the new starter the statement of terms and conditions of service that must be given to a new employee within thirteen weeks of starting.

Do you have to do any of these things, or make a contribution? Always check this with HRD or with your manager, so that there is a smooth transition from making the appointment to the new member taking up the post.

You won't want to be as unprepared as the line manager in our next case study was.

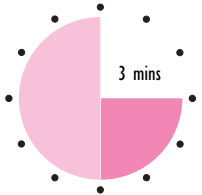
I had advertised for a new sales manager and was very pleased with the one we found. It was the summer and I was away on holiday for the two weeks before his starting date. Before going away I had made some preparations for his arrival and had briefly talked about it with my PA, but as there were lots of other things to do I didn't run through things as thoroughly as I should have.

He arrived in the office that morning about twenty minutes after I got there. Lots of problems had cropped up while I had been away, and I was trying to sort some of them out. So I just hadn't given him a thought when he was announced and brought in. He can't have been very impressed. I tried to carry out a normal induction session with him that day, but my mind was elsewhere – I was trying to work out solutions to the problems that had arisen, and I was constantly interrupted by calls and other members of staff. I didn't have any of the paperwork ready. I had to spend a lot of time tracking it down.

I know now that I need to give myself at least a day in the office before a new person starts, to get all the papers ready and think over what I need to say.

The lack of thought and preparation this story illustrates isn't that unusual. To say that this is rather unfair on the new starter is to state the obvious. Less obvious is the fact that it is against the supervisor's interests.

Activity 32

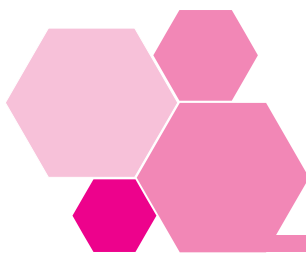


Imagine a new recruit will be starting work in your section in a week. What are the main things you hope to achieve in the new recruit's first few weeks in the workplace and how would you go about achieving them?

You may have answered:

- to make the new person's introduction as smooth as possible;
- to give a good impression of the company;
- to make the new recruit an effective member of the team as soon as possible.

There are a number of things you can do before new employees arrive that will make their first day a positive experience. Remember that most people always remember their first day in a new job, and you should use it to create a positive, lasting impression of the organization.



3 Before the employee arrives

Here is a checklist of things you can do before the new employee arrives.

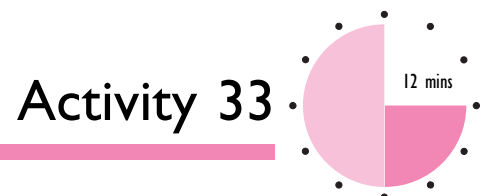
3.1 Inform the relevant people

- Notify the receptionist of the new employee's name, the scheduled start date, to whom he or she is to report, and your contact details.
- If necessary, inform Personnel so that all the paper work for the new employee can be prepared, (including being put on the payroll, telephone lists, distribution lists, office layout plans and so on).
- If appropriate, ask the IT Support Desk to supply the necessary hardware and software, and to set up access permissions and passwords.
- Inform the rest of the team that a new employee is joining the team, and provide brief details of their name, role, relevant work experience and start date.
- Inform the Security section of the need for security passes to be available at reception on the first day.

3.2 Set up the work environment

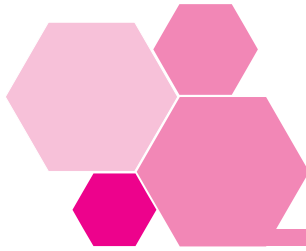
You will make the first day easier by carrying out the following tasks beforehand.

- Check that the new employee's work area is ready.
- Ensure that locker space, etc. has been allocated.
- Make sure that all equipment is present and set up correctly.
- Check that all technical permissions, IDs and passwords have been set up.
- Nominate a work colleague to act as a 'buddy' or mentor to provide day-to-day support for the new employee, and explain precisely what the role involves.



Activity 33

Using the above lists as a guide, prepare a checklist of actions you will take in the day or so before the next new person joins your team. Then keep it in an easily accessible place and use it when the next occasion arises.



4 On the day the employee arrives

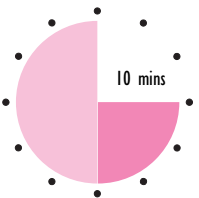
Anyone who starts a new job has four main concerns, how to belong to the organization, how to belong to the team, settling in to the workplace, getting to grips with the job.

In each case you can make introductions easier for them by taking a few simple steps.

4.1 Introducing the organization

A new member of staff is probably totally in the dark about how the organization as a whole works. Nothing is obvious until it is pointed out to you.

Activity 34



"When you go to work tomorrow, try to look at "your place" as a fearful, first day employee would." Tom Peters, *Crazy Times Call for Crazy Organizations*

Think back to a recent occasion when you appointed a new person to your area or department. What information did you pass on to them when they first started? What information did the HRD give to them as well? How was the information given? Assemble any written material (plus videos and cassettes if applicable) and make a summary of what information was covered. If you haven't recently appointed anyone, work out now what information you would give a new recruit and in what format and, if appropriate, what information your HRD would give them.

Here is a comprehensive list of the information you could give a new recruit.

General information

- An explanation of the structure of the organization, with special reference to the particular section where the newcomer will work. Your name and the name of your manager.
- A brief account of the organization's history and ownership.
- The products or services produced, and the benefits they bring to users.
- What social and sports activities and arrangements are available.
- Which trade unions are recognized and how to contact their representatives.
- A confirmation of the new employee's job title and status, and in broad terms what the job entails.

Information about the rules

- All the terms and conditions of employment, including a confirmation of the starting salary or wage and rules about probationary periods.
- General rules to be obeyed, such as:
 - signing-in or clocking-on procedures;
 - rules about lateness, absenteeism and so on;
 - what the hours of work are, and any shift arrangements;
 - where and when smoking is allowed;
 - any mandatory safety rules applying to the whole area.
- The salaries and payments conditions: procedures for sickness absence and benefit, payments for overtime and shift work, any payments for special conditions and holiday payments.

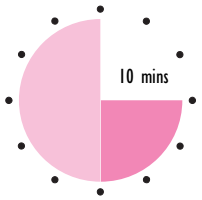
Health and safety information

- Emergency procedures.
- Hazardous areas.
- The location of first aid and medical centres, and refuge areas.
- Protective clothing, and how to use it.

Remember that the newcomer will almost certainly have difficulty in taking everything in, so provide the information using more than one medium:

- by word of mouth;
- using printed materials;
- handwritten notes;
- other methods such as videos and audio tapes.

Activity 35



Are the procedures for health and safety induction in your place of work well documented? If not, what can you do to help get them formalized? Make a note here of any action you could take in this respect.

Information about the job itself

- Job description.
- Work schedule, time sheets and pay schedules.
- Plan of the department and who works where (if appropriate).
- Instructions on using the telephone, voicemail.
- Instructions on using equipment, for example a computer and email.

4.2 Introducing the team

Everyone needs to belong. To feel outside the group is very unsettling. Few of us can work effectively unless we feel accepted by the rest of the group. You could help the newcomer to become accepted into the group by:

- touring the department and introducing everyone
- having an informal get-together to meet everyone
- making sure that the new person does not eat alone
- appointing a sympathetic 'buddy' to be an informal guide for the first week or so.

4.3 Introducing the workplace

Most people feel much better in a new situation if they feel in control of their immediate environment. You can help this to happen by:

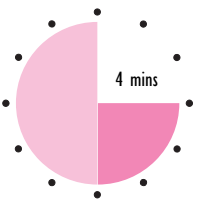
- showing the new employee such essential facilities as toilets, coffee machines, fire escapes, medical rooms, cafeterias, office or other supplies, and fax and photocopying machines
- explaining the organization's unofficial rules, such as private use of telephones and internet, time keeping and parking protocol.

4.4 Introducing the job

Most people are unlikely to perform as well in the first week or so as they will a month or so later – when they have settled into the job and understand what the job involves. Often they are faced with a steep learning curve. But there are a number of things that you can do to make life easier for them. For example:

- identifying immediate training needs;
- agreeing performance objectives ready for an appraisal in two or three months' time;
- having a piece of work ready for them to do that will help them to learn about their job;
- arranging for them to shadow a colleague who is doing a similar job.

Activity 36

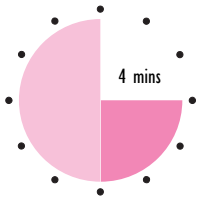


One of the most common ways of training people for a job is to put them alongside an experienced worker, to learn largely by observation and imitation. Jot down the advantages and disadvantage of this method.

This method has its advantages as it is not expensive, and it doesn't take up much of the line manager's time. But the disadvantages can outweigh the advantages.

- The learner will pick up all the bad habits of the skilled worker, as well as the good ones.
- There is often little incentive for the 'teacher' to be helpful; they may feel rather resentful about having to give up their time to the newcomer.
- The learner is less likely to be told the reasons for doing things in a certain way.

Activity 37



Now think of this question in terms of your own job. What would be the best way to be introduced to it?

Your answer will depend on the job you and your team do, but everyone should ideally have the opportunity to:

- go through a planned formal training programme, appropriate to the job;
- learn from someone skilled at teaching or instructing, with the time to give full attention to the new recruit;
- learn the theory or the reasons behind the procedures and approach to the job: even in the most routine task.



5 Individual needs

So far we have looked very generally at the best way of helping a new person feel comfortable in a new setting. Some people will require more help in certain respects.

5.1 School leavers

School leavers deserve special mention as they are unlikely to have had much first-hand experience of working life and often find it difficult to settle down.

Activity 38

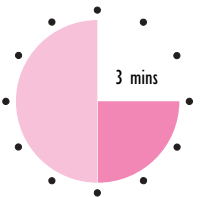


What are the main differences between school and work which may explain this problem? Try to list three.

Some of the main differences include:

- longer hours;
- less variety in the work done;
- work which may involve using the hands and 'thinking on one's feet', rather than sitting at a desk;
- health and safety hazards;
- being surrounded by adults.

Activity 39



What could you do to reduce the culture shock that a school leaver may suffer?

You could:

- explain safety and other rules more carefully and be sympathetic when answering any naive questions;
- try to give varied and interesting jobs, so that the youngster can have a chance to develop a range of skills;
- discourage any attempt by other team members to take advantage of the school leaver's immaturity or junior status.

5.2 People with disabilities

The Disability Discrimination Act 1995 states that a person is disabled if he or she has:

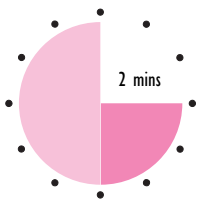
‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal, day-to-day activities’.

EXTENSION 4

You can find out more about the legal provision for people with various disabilities in The Disability Discrimination Act 1995.

The most common reasons why people with disabilities find it difficult to find jobs or to keep them has more to do with the attitude of employers than with their disabilities. In turn, employers generally reflect the attitude of society. If someone is in a wheelchair or has some other disability, then it is often assumed that he or she will be less efficient and will require special facilities that are costly to provide.

Activity 40



What is your feeling about employing – or working – with people with disabilities? Think back to any experience you have had of employing or working with people with disabilities. Comment on this experience.

EXTENSION 4

Employing Disabled People: A Good Practice Guide for Managers and Employers (DLE7), which is promoted by the Department for Education and Employment, contains a clear, practical guide which outlines a sensible approach to employing disabled people.

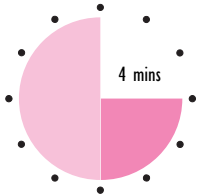
It is as well to be aware of your own attitude towards working with people who may seem in some way ‘different’, to learn whether there are practical steps which can be taken to ease the situation, or whether any problems may be to do with your own – or your colleagues’ attitude.

Employing Disabled People: A Good Practice Guide for Managers and Employers (DLE7) makes these important points.

- Most disabled people have the same skills and abilities to offer as able-bodied people and are effective as employees without the need for any special help.

- Many other disabled people have as much to offer as able-bodied people, given the use of appropriate help which is readily available.
- When the abilities of disabled workers are overlooked, companies are missing out on a contribution of potentially valuable employees.
- Employers have obligations, along with the rest of society, to ensure that disabled people are treated fairly.

Activity 4I



How well is the place where you work geared up for people with disabilities?
What improvements could be made to existing arrangements?

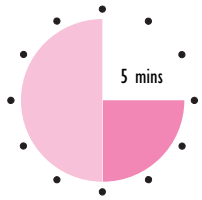
Clearly we can't answer the first question, but it is important to give some thought to this issue. It may be necessary to install ramps or lifts for wheelchair users or people who have difficulty walking; a loop system can be of benefit to many (but not all) people with hearing loss. Refer to *Employing Disabled People: A Good Practice Guide for Managers and Employers (DLE7)* for other practical suggestions.

5.3 Part-timers, job sharers and temporary staff

Changes in work patterns, and demographic trends over the last few years have meant greater variety in the ways in which people work. In many industries part-time work and job sharing are more common than full time employment.

Again, the desire to keep the size of their workforce flexible and cost-efficient mean that many organizations hire temporary staff or contractors to carry out short term assignments, and then let them go again.

Activity 42



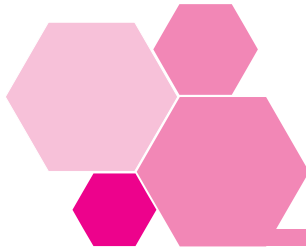
What problems or special needs can you foresee for people who work (1) as temporary staff or contractors or (2) on a part-time or job-sharing basis?

Temporary staff or contractors

Part-timers or job-sharers

Temporary staff or contractors often arrive on short-term contracts either to cover for someone on temporary leave of absence or to carry out a specific task, for example building a database. They may have a particularly difficult time at the beginning of their contracts because often they are not offered the organizational support given to permanent members of the team. In many cases they have little or no induction, and they are expected to 'hit the ground running' without being given the information or support to do so. If you are aware of this, you can arrange an appropriate induction programme so that they have the tools they need to do the job.

As far as part-time staff and job-sharers are concerned, it is well known that people who are actually sharing a job, and expected to work two and a half days per week, often work far more than their allocated time. Resentments can build up over time and people may feel that they are being taken advantage of, so it is as well to make your position clear and reassure both job sharers that you have no intention of exploiting them. It is also important to recognize that there may be some rivalry – as well as different ways of working – between the two people concerned. It is wise to play on their strengths rather than trying to find their weaknesses – this way you will certainly benefit from having the skills and knowledge of two people.



6 Retaining your staff

'To: Inc magazine

From: Determinedly Seeking the Perfect Job

I don't want to screw around any more in a place that's badly managed, poorly run and so stupid I'm just wasting my time. Or a place where you have to be a vice-president to get a window. I want to take my dogs to work, at least on Saturdays, and if I break into a chorus of 'Oklahoma' at 4 p.m., I want two people to harmonize with me – not look at me sideways.

I want to work cooperatively in a team. I don't care so much what industry it is, but the more socially conscious, the better. I want an environment that's honest, supportive, fair, inclusive, and playful. I'm really great at what I do, and now I'm going to find a really great place to do it in. I want flexi time and exercise space and community service and lots of chances to learn. I want trees and easy parking!

Signed, Determined'

Tom Peters, *Crazy Times Call for Crazy Organizations*

All the effort, resources and money put into finding new employees is wasted if they don't stay in their jobs long.

6.1 Reasons for staying

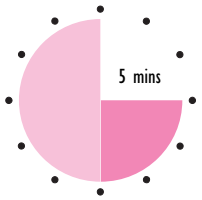
People stay in a job or a particular organization for any number of reasons, some of them practical, such as:

- because the job is located conveniently;
- the working hours suit their other commitments.

Some reasons are more emotive, such as:

- they get on well with their work mates;
- they enjoy what they do.

Activity 43



Consider your own working life. Think about the things that make you happy and things that have made you unhappy and may have prompted you to look for another job. Also think of comments that you might have heard from work colleagues about how contented or discontented they are. Now write a list of all the characteristics of a place of work that would encourage you and other people to stay in a job.

Your list might include the following.

- I enjoyed going to work there, as people were friendly and helpful.
- It was hard work, but I felt rewarded because everyone appreciated my contribution.
- The pay was fair and the work was interesting.
- I was part of a team and we all pulled together.
- Although my job was a very small part of the work of the company I was never made to feel small.
- I always knew where I stood, my manager was always fair with me and often told me what I was good at, as well as where I needed to do better.
- Staff were often asked for ideas and consulted on any big changes that would affect the way we worked.
- There was the opportunity for further training if we were expected to do things in a different way.

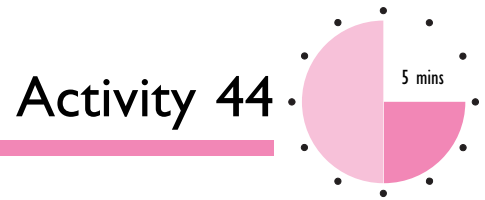
You'll see from this list that although getting the right pay for the job is mentioned, and is always important, it is equally important for staff to:

- feel valued and appreciated;
- know where they stand;
- get fair and honest feedback about their performance;
- have the right skills for the job;
- be involved in changes.

6.2 Feeling valued

It is a basic human need for us to feel valued or appreciated by our friends, family and work colleagues. This applies at whatever level in the organization we are working.

It is important to remember that the principle resource of any organization is the people who work there. If an organization invests in and respects its workforce then it will work more effectively and efficiently. This is a person-centred approach to management and is gaining in popularity. An interesting case is where a consultant, using a person-centred approach, was allowed by a large industrial firm to perform an experiment. In the experimental plants where the person-centred approach was used, the average cost of a particular unit was 22 cents. In the non-experimental plants the same item cost 70 cents. The firm prevented the consultant from publicizing his work because the profit gain was so large it was regarded as confidential. How ironic that treating people as people should be regarded as a trade secret!

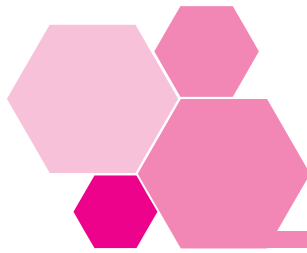


Activity 44

Try to describe the term 'person-centred approach'. Comment on how it applies to your organization.

'The art of being wise is the art of knowing what to overlook.'
 William James, *The Principles of Psychology* (1890), ch. 22

The person-centred approach is based on recognizing and acknowledging the value of the individual. People are respected, cared for and listened to. There is an attempt to meet their needs and to place them at the centre and base of the organization.



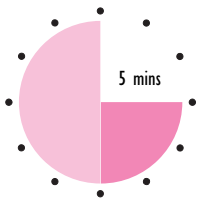
7 Developing staff

Most people hope to develop and grow in their jobs. Organizations offering opportunities for training and development are likely to keep their staff longer and get more from them.

‘... a casual approach to continued learning will not do. Secretaries and receptionists, along with software engineers and lending officers, are already competing directly in the global labour market, and that competitive pressure will only intensify (by order of magnitude) in the years to come. The way you win ... is to acquire new skills constantly.’

Tom Peters, *Crazy Times for Crazy Organizations*

Activity 45



Tom Peters suggests asking yourself the following questions.

Just what have you learned in the last three months?

six months?

one year?

18 months?

And now prove it.

If you could not think of anything, now is the time to ask yourself some questions about your approach to your job.

- What new skills do I want to learn this year?
- What old skills can I update or enhance?
- How can I be more valuable to the organization?
- What is my strategic plan for the next three years?

And of course, ask these same questions of your team members.

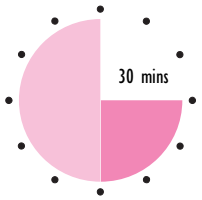
On the other hand, it is quite possible that you have learned something which has nothing, on the face of it, to do with work, but which may nevertheless have some impact on the job you do. For example, involvement in a local drama group may have taught you a great deal about working in teams and the need for everyone to pull together to achieve a common goal.

One of your roles should be to make ongoing assessments (or appraisals) of staff's present performance together with an attempt to match this against future needs. If you have taken the task of giving feedback seriously, you may have identified some gaps in people's performance which could be filled by training. The sorts of questions you should be asking about all members of your team are as follows.

- Are they up to the job technically?
- Are they ready for promotion?
- Can they be left to get on with the job without being supervised all the time?

Everyone in your team should have a development plan, with specific goals. You will need to decide now about the potential for the future, even if the future is only tomorrow. Talking to your team members and asking them how **they** would like to develop and in which directions, should help you to formulate training plans.

Activity 46

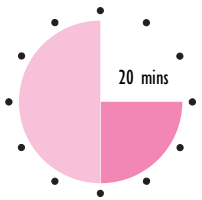


- 1 Draw up an outline development plan for your team. (It could incorporate the need for new staff.) Take into account the needs and aims of individual members of your team as well as those of the organization. Keep notes or write **brief** reports of discussions or meetings you have with your workteam members and with management.

Be sure to take into account any organizational policy (including mission statement and objectives) as well as legal requirements for all members of your team.

- 2 Present your plan in the form of a report to your manager.

Self-assessment 3



Complete the sentences below using these words.

exploitation
induction

familiarization
training

boredom

- 1 The process of _____ is the formal introduction to an organization and involves _____ and _____.
- 2 School leavers must be protected from _____ and _____.

Answer the following questions.

- 3 List two objectives that you would aim to achieve during a new starter's first weeks on the job.
- 4 Briefly state three ways of learning a new job.
- 5 List four things that new employees need information about.

- 6 List three ways in which you can help a new employee to become effective as soon as possible.
- 7 Suggest two things that can be done to help school leavers adjust more quickly to a new job.
- 8 What is the name of the law that relates to people with disabilities at work?

Complete the following sentences with an appropriate word.

- 9 It is a basic human need for us to feel _____ by our work colleagues.
- 10 Treating employees with mutual respect, in an open and honest way and valuing their opinions is sometimes called the _____ centred approach to management.
- 11 Why is staff development an important aspect of keeping staff?

- 12 List three questions you should ask about yourself and your staff to demonstrate that you are really concerned with growth and development.

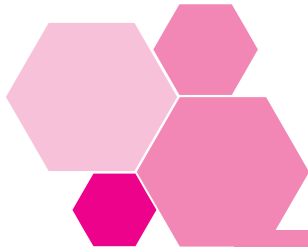
Answers to these questions can be found on page 89–90.

8 Summary

- Your aim in the induction process is to:
 - help the person become used to the organization and the job as quickly as possible;
 - give a good impression of the organization.
- Induction involves providing information about:
 - the organization;
 - the rules;
 - health and safety;
 - the job;
 - available facilities;
 - the people and the physical environment;
 - training.
- You will need to ensure that the new employee has access to:
 - the theory behind the job;
 - any formal training which is necessary;
 - frequent advice and help.
- It is not appropriate to lay down exactly the same set of induction guidelines for everyone. Those we have identified are school leavers, people with disabilities and part-time members of staff.
- People are likely to stay longer in a job if they:
 - feel valued and appreciated;
 - know where they stand;
 - get fair and honest feedback about their performance;
 - have the right skills for the job;
 - are involved in changes.
- Most people want to grow and develop in their jobs. You need to be asking questions about:
 - what people could do better;
 - what they want to learn;
 - how they can be more valuable to the organization.
- You are more likely to keep good staff if you:
 - identify training needs;
 - match individual aspirations with the needs of the organization;
 - help people to enhance their skills.

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Performance checks



I Quick quiz

In the space below, write down your answer to the following questions on *Securing the Right People*.

Question 1 What and who must you consider when a post becomes vacant?

Question 2 When starting to analyze a job, what questions should you be asking?

Question 3 What is the difference between a job description and a person specification?

Question 4 What are the most usual methods of attracting applicants to jobs?

Question 5 Which two laws are particularly relevant to recruitment?

Question 6 What are the main functions of an interviewer?

Question 7 Why is it so important to take notes in an interview?

Question 8 Briefly describe the scoring method of assessing candidates.

Question 9 List three pitfalls of the scoring assessment.

Question 10 What benefits can be gained by the organization if new staff are given an induction programme?

Question 11 List five items that you would include on an induction programme checklist.

Question 12 Explain the individual needs of a new employee with a disability.

Question 13 What will you specifically need to take into account when planning an induction programme for a school leaver?

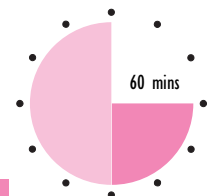
Question 14 How would you define a person centred approach to management?

Question 15 Why is it important to retain staff, as well as be good at recruiting them?

Answers to these questions can be found on pages 90–91.



2 Workbook assessment



Read the following case incident and then answer the questions that follow. You should write the answer to the questions on a separate sheet of paper.

Aquarius is a medium-sized company that supplies component parts for the motor racing industry. There are 300 people employed and they are based in two sites about two miles apart.

The majority of the staff are used to working in small teams of 4–6 and they share responsibility for ensuring the quality of their work and ensuring the jobs get done to agreed targets.

The stock control department is based on one of the sites, but holds the stock of parts for both sites. The stock control team consists of

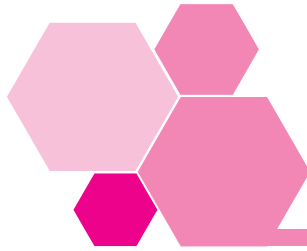
a stock control manager (David), three part-time stock control clerks, a junior (Paul) and senior store person (George) and a part-time van delivery driver (Joyce). The driver delivers components between the sites and to local customers. The staff in the department are well known to most of the company's employees, because they supply the teams with the raw materials to do their jobs.

Paul, the junior store person, has decided he would like to go to college full time to get a qualification to help him get a job in the leisure industry. He had taken this job straight from school not knowing what he really wanted to do long term. The stock control manager had hoped he could train him up to take on George's job when he retires in 18 months time.

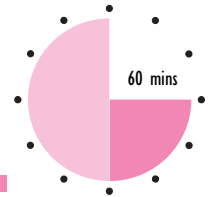
Paul is required to give two weeks' notice to the company, and he does this in writing after a conversation with David about his intentions. When the team hears of Paul's intention to leave, Joyce asks David if she can increase her hours and combine Paul's job with her own. George comes to see David in a panic saying he can't possibly manage without someone to replace Paul immediately.

On the same day as hearing the news and having the representations from the staff, David is called to a heads of team meeting where they are all asked to see how they could make staff savings of 5%.

- 1 Paul handing in his notice creates a vacancy in David's team. List the steps David should take, and why, before automatically advertising the vacancy.
- 2 Why is shortlisting part of the selection process and what does David need to consider when shortlisting any applicants for the job?
- 3 List all the things David will need to consider during and when preparing for the interviews. Write a paragraph explaining everything on your list, why it is important and anything you know about what constitutes good interviewing practice.
- 4 The new applicant is appointed and starts next week. What should David take into account when organizing an induction programme for the new person?
- 5 Why do you think it might be important for David to interview Paul before he leaves? What could be gained by conducting a termination or exit interview?



3 Work-based assignment



S/NVQs C7.1,
C7.2

The time guide for this assignment gives you an approximate idea of how long it is likely to take you to write up your findings. You will need to spend some additional time gathering information, perhaps talking to colleagues or thinking about your assignment.

Your written response to this assignment may provide the basis of appropriate evidence for your S/NVQ portfolio.

What you have to do

For this assignment, your aim is to carry out an evaluation of the recruitment process in your organization.

- 1 You will need, first of all, to find out exactly who is involved, and to what extent, in the process. Talking to these people will give you a clearer picture of the different parts of the process, so that you can begin to piece together the whole picture. (You may find it helpful to think about the process you went through when you were recruited – particularly if this wasn't too long ago.)

Then you will need to analyse the process. Try to evaluate each step of the way, **how** it works and **why** it works well or badly. Once again, it will be helpful to talk to people, other employees and perhaps people who were unsuccessful in their interviews.

- 2 Remember that an important part of the recruitment process is keeping people who are valuable to the organization. What steps are taken to do this? How successful are they? What could be done better? Ask your team members why they remain working for the organization. What useful ideas could be taken forward to improve induction or staff development?

What you should write

Prepare a report for your manager based on your discussions with your colleagues at all levels. Try to convey the overall aim and approach of the organization's recruiting policies as well as highlighting particularly important stages or ideas.

Your report should cover both the recruiting aspects and also the retention aspects of this larger process. Identify things which could be improved and put forward recommendations for change.

Your report does not need to be long – two or three pages. But it must convey a clear understanding of what goes on in the organization and convince the reader that you have thought carefully about possible areas for improvement.

Reflect and review



I Reflect and review

Now that you have completed your work on *Securing the Right People*, let us review our workbook objectives.

- When you have completed this workbook, you will be better able to take part in the recruitment and selection process.

In this workbook we have stressed the importance of finding the ‘right’ people – people who are right for the job and right for the organization. This process involves making a close match between the needs of the organization and the skills, knowledge and experience of the successful candidate or, in other words, fitting a round peg into a round hole.

Now that you have completed your reading and responded to the Activities, you will perhaps have a better understanding of the recruitment process and its part in the overall personnel function. You should also be much more aware of the part you have to play in this important aspect of the management of the organization.

Try the following questions.

- Why is it important for first line managers to be a part of the recruitment and selection process, rather than just leaving it all to the personnel department? What can you do to make sure you play as active and effective a role as possible in this process?

- How does the recruitment process work in your organization? What could you do to make sure it works as smoothly as possible?

The second objective was as follows.

- You will be better able to prepare for interviews.

The choice of new staff is notoriously difficult. Traditionally an interview is the method adopted by most organizations to try to find out whether a candidate is suitable for the post in question. It is not possible simply to walk into the interview room and ask lots of questions – there are important preparations to be made if the best use is to be made of this time – which can be nerve racking for the people on both sides of the desk!

- Why do you think interviewing is such a common way of selecting new staff?

- What preparations do you currently make for interviews? As a result of what you've learned, how will you do things differently now?

The third objective was as follows.

- You will be better able to plan, prepare and carry out an effective interview.

Having looked at the overall process of recruitment, we looked at the main way of evaluating candidates: the interview. The role of the interviewer is a key one and we stressed the importance of listening to candidates in order to find out as much as possible about their experience and achievements. Good interviewers can match candidates to jobs, recognizing who will fit where and who will be able to make a contribution to the organization.

It takes time to develop interview skills – for either side of the table! From your vantage point, the aim is to facilitate the communication process so that you select the best person for the job.

- As an interviewer, what do you see as your main roles?

- What techniques do you use to get interviewees to talk about themselves?

The fourth objective was as follows.

- You will be better able to assess the information you obtain during an interview.

It is all too easy to gain a great deal of information from interviews – and then to forget it, or be unable to use it to make the right choice. The interview is worthless unless you have some way of evaluating the information you gain. There are a number of methods for organizing this information and helping you to make an informed choice.

- What system do you use for assessing candidates? Do you think this is the most appropriate method? If you don't already have a system, describe how you would assess candidates in the future.

- What can you do to avoid some of the pitfalls of assessment?

The fifth objective was as follows.

- You will be better able to plan and implement good induction schemes for your workteam.

The process of recruitment doesn't stop with hiring the successful candidate. It is to everyone's advantage to ensure that the new team member settles into the job and the organization as soon as possible. Induction facilitates this process.

We have suggested that you try to look at your organization (or at least your work section) through the eyes of a new employee – what do you see? What is likely to help you settle in and learn your job quickly? How could you be made more welcome or encouraged to feel more confident about your work and your position within the organization?

- How would you assess the induction programme you provide for new staff with what you have learnt to be good practice in the unit? How could things be improved and what aspects of the current approach would you keep?

- Taking account of your team situation and using the principles of induction, what would you include in an ideal programme for the next member of staff to join your team?

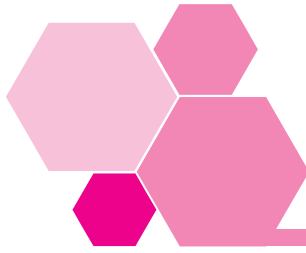
The sixth objective was as follows.

- You will be better able to design and implement policies related to staff retention.

Once new staff have been satisfactorily inducted, there has already been a considerable investment in time and money. It is in everyone's best interests that staff remain with the organization and make the best contribution that they can. A knowledge of what individual staff want from their work as well as an overview of the aims of the organization will be invaluable in helping you to develop staff to reach their greatest potential. And, if and when staff do eventually leave, don't forget to include them in this end of the recruitment process – to find out why they are going so that you can refine the initial stages of the recruitment process to take account of their experiences.

- What conditions need to be present in an organization to get the best from staff and encourage them to stay? How does your organization compare with the list you have made?

- Is there any part of the recruitment and selection process which is more important than another in helping to retain staff in an organization?



2 Action plan

Use this plan to further develop for yourself a course of action you want to take. Make a note in the left-hand column of the issues or problems you want to tackle, and then decide what you intend to do, and make a note in column 2.

The resources you need might include time, materials, information or money. You may need to negotiate for some of them, but they could be something easily acquired, like half an hour of somebody's time, or a chapter of a book. Put whatever you need in column 3. No plan means anything without a timescale, so put a realistic target completion date in column 4.

Finally, describe the outcome you want to achieve as a result of this plan, whether it is for your own benefit or advancement, or a more efficient way of doing things.

Desired outcomes

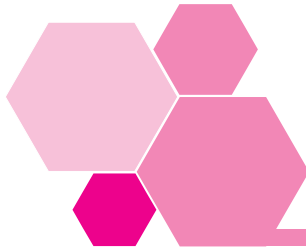
1 Issues

2 Action

3 Resources

4 Target completion

Actual outcomes



3 Extensions

Extension 1

Book *Essential Managers: Interviewing Skills*
 Author Robert Heller
 Edition 1998
 Publisher Dorling Kindersley

Book *Sharpen Up Your Interviewing*
 Author Jack Gratus
 Edition 2000
 Publisher Management Books 2000

Extension 2

Book *Tuning In: A Guide to Effective Listening*
 Author Robert Maidment
 Edition 1995
 Publisher Pelican Publishing Company

Extension 3

Book *Supervisory Management*
 Author David Evans
 Edition 2001
 Publisher Cassells/Continuum International Publishing Group

Extension 4

Book

- *The Disability Discrimination Act 1995: What Employers Need To Know (DL170)*
- *Code of Practice: the Elimination of Discrimination in the Field of Employment against Disabled Persons or Persons who have had a Disability*
- *Employing Disabled People: A Good Practice Guide for Managers and Employers (DLE7)*
- *Code of Practice: Rights of Access, Goods, Facilities, Services and Premises (1999)*

Publisher Disability Rights Commission (downloadable from:
<http://www.drc-gb.org/drc/InformationAndLegislation/Page313.asp>)

You could also look at the websites of the anti-discrimination commissions.

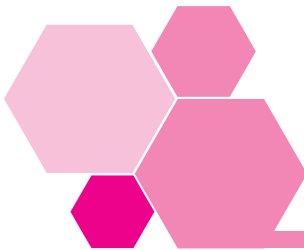
www.eoc.org.uk (Equal Opportunities Commission)

www.drc-gb.org (Disability Rights Commission)

www.cre.gov.uk (Commission for Racial Equality)

www.equalityni.org (Equality Commission for Northern Ireland)

These extensions can be taken up via your ILM Centre. They will either have them or will arrange that you have access to them. However, it may be more convenient to check out the materials with your personnel or training people at work – they may well give you access. There are other good reasons for approaching your own people: for example, they will become aware of your interest and you can involve them in your development.



4 Answers to self-assessment questions

Self-assessment 1 on page 22

- 1
 - a The first step in the process of filling a vacancy is to find out about your organization's **policies** and **procedures**.
 - b A **job description** sets out the responsibilities and tasks of an employee.
 - c A job specification consists of a job description and a **person specification**.
 - d In cases of dispute, a job description can be a useful **reference document**.

- 2 You might use the following headings in a person specification.
 - Education and training.
 - Qualifications.
 - Experience.
 - Personal qualities.

- 3 When beginning to draw up a job description you should ask yourself the following questions.
 - What is the job?
 - How will it be done?
 - Where will it be done?
 - When will it be done?
 - Who will do it?

- 4 Before advertising for new employees, it is essential for you to obtain authorization.
- 5 Three advantages of recruiting externally are as follows.
 - It brings fresh blood into the team.
 - It provides an opportunity to change the organizational culture.
 - It introduces new skills and experience.
- 6 To attract the right kind of people to apply, a job advertisement should include brief details of:
 - main duties;
 - location;
 - wages or salary;
 - other incentives;
 - hours of work.
- 7 The two most relevant pieces of legislation are the Race Relations Act and the Sex Discrimination Act.

Self-assessment 2 on page 47

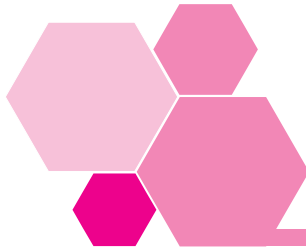
- 1 A good interviewer spends most of the time listening, because (c) an interviewer's task is to prompt the interviewee to divulge information
- 2 (a) and (b) are correct. Notes are a way of summarizing the facts and impressions of an interview, in order to give the interviewer a better chance of remembering and comparing candidates.
- 3 The **MAIN PURPOSE** of a job selection interview is to determine the **FACTS** about a candidate in terms of knowledge, **EXPERIENCE**, past achievements and **FAILURES** in order to ascertain whether he or she is likely to do a **SPECIFIED** job well.
- 4 (a) and (c) are open-ended questions. (b) and (d) allow only limited, straightforward answers.
- 5 (d) Asking closed questions is unlikely to contribute to a successful interview. They may block a candidate's answers without encouraging him or her to expand on ideas and experiences.
- 6 Open-ended questions give the interviewee the **OPPORTUNITY** to **TALK** freely.
- 7 The task of the interviewer is to prompt, **LISTEN** and **LEARN**.
- 8 (b) References can provide confirmation of a candidate's statements. Although references do not usually lie, they do not always tell the whole truth. Neither do they provide a record of attendance and honesty, though, once again, they

can confirm candidates' statements. Sometimes it is possible to have full and frank discussions on the phone about candidates, but this is not always the case, and certainly does not mean that references are better given over the phone.

Self-assessment 3
on page 69

- 1 The process of **INDUCTION** is the formal introduction to an organization and involves **FAMILIARIZATION** and **TRAINING**.
- 2 School leavers especially should be protected from **EXPLOITATION** and **BOREDOM**.
- 3 You should try to:
 - make the new person's introduction as smooth as possible; and
 - give a good impression, for the sake of the company's image.
- 4 The best ways to learn a new job involve:
 - learning from a good instructor;
 - learning the theory or reasons behind the procedures and approach to the job;
 - going through a formal training programme.
- 5 New employees need information about:
 - the organization;
 - health and safety;
 - the rules;
 - the job.
- 6 Here are three things that can be done to help new employees become effective team members more quickly.
 - Prepare a new working space for the person.
 - Make sure that necessary tools and equipment are available.
 - Set up a training or induction timetable.
- 7 School leavers can be helped by:
 - being given varied and interesting jobs;
 - having quite a lot of time with a more experienced colleague;
 - having a clear explanation of health and safety rules.
- 8 The Disabilities Discrimination Act 1995
- 9 It is a basic human need for us to feel **VALUED** by our work colleagues.
- 10 Treating employees with mutual respect, in an open and honest way and valuing their opinions is sometimes called the **PERSON** centred approach to management.

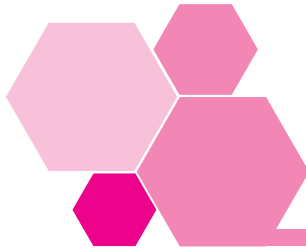
- 11 Staff development is important to help people grow and develop in their jobs.
- 12 You should ask yourself (and your team members) the following questions.
 - What have you learned in the last year?
 - What new skills do you want to learn in the next year?
 - How can you be more valuable to the organization?



5 Answers to the quick quiz

- Answer 1 When a post becomes vacant you must consider the implications for the work of your team – how people will feel, as well as how you might be able to use this opportunity to do things differently.
- Answer 2 When starting to analyse a job, you should be thinking about the purpose of the job, the performance standards required, the particular contribution this post makes to the overall work of the organization and what would happen if the post wasn't filled.
- Answer 3 A job description sets out the responsibilities and tasks of the post and a person specification defines the kind of person who would be most suitable to fill the post.
- Answer 4 The most usual methods of attracting applicants to jobs include national and local advertising, advertising in trade magazines and using recruitment agencies.
- Answer 5 The two laws which are particularly relevant to recruitment are the Sex Discrimination Act and the Race Relations Act.
- Answer 6 The main functions of an interviewer are to:
- put candidates at their ease;
 - prompt information from candidates;
 - listen, to gather information.
- Answer 7 Notes are an important aid to remembering what candidates have said in the interview. They will also help you to compare candidates and assist the selection process.

- Answer 8 The scoring method of assessment involves giving each candidate a score, often out of five, for each of the factors you are considering at the interview, e.g. verbal skills, experience, etc.
- Answer 9 Three pitfalls of the scoring method of assessment are:
- errors of leniency, when candidates are given the benefit of the doubt;
 - lack of thought, when not enough attention is paid to the 'fit' between candidate and job;
 - the halo effect, when your attitude to one candidate is influenced by your feelings about another, probably previous candidate.
- Answer 10 If new staff are given a good induction programme, they will fit in and become more productive members of the workforce more quickly. The organization is more likely to win their long-term loyalty if they have had a good start.
- Answer 11 An induction programme checklist should include:
- information about the organization;
 - information about the rules;
 - information about health and safety;
 - introduction to the area and the people;
 - description of the work training programme.
- Answer 12 A new employee with a disability may need some special adjustments to the physical environment such as stair rails or the provision of a lift or wheel chair access. Mainly they will need patience and an acknowledgement that they are as capable of doing the job they have been hired to do as anyone else – you wouldn't have recruited them otherwise.
- Answer 13 When planning an induction programme for a school leaver, you may need to spend a little more time and be a little more patient than usual. It will be important to recognize that a young school leaver is likely to feel even more out of place than an adult. School leavers will benefit from being given interesting and varied jobs and from being given clear explanations of rules and organizational procedures.
- Answer 14 The person centred approach to management involves valuing people and acknowledging their skills and experience as well as recognizing that people lie at the heart of the organization and are responsible for its success or failure.
- Answer 15 It is important to retain staff as recruiting new staff is an expensive and time-consuming business. Having decided on a candidate who seems to be suitable for the job, it is in everybody's best interests to make sure that he or she is given every opportunity to perform the job to the best of his or her ability.



6 Certificate

Completion of this certificate by an authorized person shows that you have worked through all the parts of this workbook and satisfactorily completed the assessments. The certificate provides a record of what you have done that may be used for exemptions or as evidence of prior learning against other nationally certificated qualifications.

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