Course Learning Outcomes for Unit III

Upon completion of this unit, students should be able to:

2. Evaluate factors impacting the evolution of equal employment opportunity programs.
   2.1 Discuss the relationship between the hiring process and equal employment opportunity.
   2.2 Summarize the effects of interviewing candidates and equal employment opportunity.

4. Discuss the development of an effective human resource planning process that identifies major players involved, their functions, and the components of successful implementation such as forecasting, talent management, retention, HRISs, and succession planning.
   4.1 Explain the process of workforce planning and forecasting.
   4.2 Compare and contrast recruitment methods.
   4.3 Explain why screening tools are important in the selection process.
   4.4 Describe the basic categories and features of well-constructed selection tests.
   4.5 Explain how to design and conduct effective interviews.

Reading Assignment

Chapter 5: Personnel Planning and Recruiting

Chapter 6: Employee Testing and Selection

Chapter 7: Interviewing Candidates

Chapter 7: PearsonMyLab Video: ZipCar: Interviewing Candidates

Unit Lesson

Scenario 1: Angela

Angela was exhausted and excited at the same time. This was her second day of interviews for an HR manager position, and all she could think about was how quickly she could hand-write thank you notes to 14 people. She learned in her MBA program that this was expected of her.

The first day she met with the hiring manager, Mr. Jones, who was the executive over the HR department of a large call center; this was similar to a position Angela held in her last job. During her interview, Mr. Jones decided he would like Angela to interview with the two operations teams in the call center. With a glance at an internal calendar and one phone call, he set up two group meetings for the next day.

Angela felt good about the first interview. After the interview, the HR executive asked her to go to lunch with him in their cafeteria so she could see and meet some of the employees. They took a tour of the HR department where he showed Angela the empty HR manager’s office. He introduced her to the few people working that day. It was right before Memorial Day, so staffing was at a minimum. Before heading to the cafeteria, they returned to his office where he took a call from his wife. He decided rather than go to lunch, he would leave early to head out for the beach with his family. Before Angela could suggest going to the cafeteria by herself, Mr. Jones walked her to the lobby while confirming her contacts for the two group interviews the
next day. Mr. Jones assured Angela he would be in touch with her when he came back from the beach and that no decision would be made until his return the first week in June.

That evening, Angela wrote a thank you note to Mr. Jones and prepared for her group interviews. The next morning, Angela was greeted in the lobby by one of the senior operations managers. She was led into a conference room with six managers, each having a copy of her resume. After the standard situational selection questions were asked, they answered her questions. Then, to her surprise, they gave her feedback on the interview. Several of the managers, including the senior operations manager, said they hoped she would accept an offer and that they were looking forward to working with her. An hour and fifteen minutes later, she experienced a similar response from the second group of six managers and their senior operations manager. Angela was excited, but exhausted, as she drove home. She managed to complete and mail the 14 hand-written thank you notes the next day.

The following day, Angela received an email informing her that she was no longer being considered for the HR manager position with that corporation. Stunned by the news, she called the HR executive’s office and found, as he said, he was on vacation until the beginning of June. Then, she called the corporate recruiter who sent her on the interview and explained what happened.

If you were Angela, what would you be thinking? Would you agonize over what you might have done wrong during the interviews? Perhaps she should have asked to have lunch in the cafeteria by herself the first day; was that a mistake? Why was the decision made so early?

Finally, the recruiter called Angela and told her that the decision was made by an HR manager in their corporate headquarters. The reason for the turndown was that Angela was over-qualified. The HR manager believed that when the job market picked up, Angela would leave.

Scenario 2: Rich

Rich lost his training specialist position due to his Fortune 500 company offshoring the business operations he for worked to India. Rich was a college graduate with 15 years of experience in financial services. He used his new resume, plus cover letters, and incorporated all of the newest tactics he learned in outplacement to get a new position. Averaging 8-10 applications per week, using Internet job boards and referrals from networking, Rich had several phone interviews and a few in-person interviews, but no job offers in more than two years. Rich remained diligent in his efforts, and one day, he had a call from a company he had applied to more than a year ago. After the screening interview with the recruiter, Rich was asked to interview with the hiring manager.

Rich’s preparations for the interview paid off, and the interview went very well. The hiring manager asserted that Rich was his choice for the position and that he would get back to him in a few days; he had to run the top candidates’ information by his manager before making an offer. Rich was hopeful as he waited for the call. A few days later, the hiring manager informed Rich that the position was put on hold; there was a re-organization happening, affecting his division. He apologized and said he would hold on to Rich’s application.

Do these scenarios sound familiar to you? Situations like these happen to applicants more frequently than we would like to admit. Entering into the hiring process in today’s environment can be stressful. This unit discusses the hiring process from personnel planning, recruiting, employee testing, selection, and interviewing candidates. We are all familiar with the hiring process from the perspective of the applicant. This unit explores the employer’s perspective. As we consider the unit material, we will gain insight into how and why the situations in the above scenarios may have occurred; perhaps, we will even experience a paradigm shift in our thinking.

As you read through this unit, you may envision yourself in the shoes of a senior executive, using workforce planning and forecasting tools. You may find yourself wearing the hat of a recruiter, organizing how to recruit, looking at a computerized skills inventory system for internal candidates, or consulting the matrix of a Markov analysis to see which employees are available to fill key positions. You may even decide to look at available rehires, and bring back former employees. There are also the sources of the outside workforce: Internet recruiting, public and non-profit agencies, private agencies, temp services, and alternative staffing. As a recruiter, you will be constantly mindful of the benefits of recruiting a diverse workforce. You will be aware of
the laws affecting pre-employment activities, such as not relying on word-of-mouth recruiting when the workforce is all white or the same gender or class.

Whether you are a recruiter or manager, one of the most important and rewarding responsibilities you have is to select and hire the right person for the job opening. To achieve this person-job fit and person-organization fit, means that the person has the knowledge, skills, attitudes, and other competencies required for the position. To achieve this, you need all the help you can get, and using selection tools that are reliable and valid is the way to go. The basic categories of selection tests, including work samples and simulations, are covered in this unit. Background and reference checks are also a part of the selection process, and ways to improve these processes are provided. Laws covering immigration and pre-employment testing are discussed as well.

Lastly, this unit covers the most widely used selection tool, the interview. The types of interviews, structured and unstructured, are examined. Interviews are also differentiated by the types of questions they ask: behavioral or situational. How to design and conduct an effective interview is included as well as identifying the most common errors made by interviewers. Employment laws regarding interviewing candidates are a must read. There is no doubt that by now you know how important the interviewer’s hat is to your career and company. This unit will prepare you to wear it proudly!

**Suggested Reading**

Click [here](#) to access a PowerPoint presentation of the Chapter 5 material. Click [here](#) to access a PDF version of this presentation.

Click [here](#) to access a PowerPoint presentation of the Chapter 6 material. Click [here](#) to access a PDF version of this presentation.

Click [here](#) to access a PowerPoint presentation of the Chapter 7 material. Click [here](#) to access a PDF version of this presentation.

PearsonMyLab Video: Hautelook: Recruiting

PearsonMyLab Video: Patagonia: Employee Testing and Selection

**Learning Activities (Non-Graded)**

Chapter 7
Read “Improving Performance at the Hotel Paris: The New Interviewing Program” on pp.210-211 in your textbook, and answer questions 7-28 and 7-29.

Non-graded Learning Activities are provided to aid students in their course of study. You do not have to submit them. If you have questions contact your instructor for further guidance and information.