

# **CHAPTER 1**

## **An Introduction to Recruitment and Selection**

### **If Nothing Else, My Students Should Learn...**

- The functions of recruitment and selection are part of an overall human resources management system.
- Using “best practices” in finding and hiring people will contribute to the overall success of an organization.
- Social and economic factors such as global competition, the rapid advances in technology and the Internet, and the changing workforce demographics affect recruitment and selection.
- Human resources managers are systems thinkers who take the welfare of the entire organization into consideration.

### **Learning Outcomes (Including Bloom’s Taxonomy)**

- Appreciate the importance and relevance of recruitment and selection to Canadian organizations. [Apply]
- Know where recruitment and selection fit into the organization as a whole and the human resources management system in particular. [Remember]
- Understand how changes in technology, global competition, changing labour force demographics, and increasing government regulation and societal pressures for conformity to ethical, environmental, and human rights standards have an impact on recruitment and selection. [Remember, Understand]
- Be aware of which professional associations and groups in Canada have a stake in recruitment and selection. [Remember]
- Become familiar with basic ethical issues in recruitment and selection. [Understand, Apply]

## **Key Concepts: Why Is This Chapter Important to Students of Human Resources?**

- Effective recruitment and selection are important because they contribute to organizational productivity and worker growth.
- Recruitment and selection practices, which have found a place in organization practices, play an essential role in contemporary organizations.
- Effective human resources management, including recruitment and selection, must be carried out within the context of an organizational system, as well as within the context of the external environment.

## **Student Motivation: Why Should Students Care?**

- Once in their careers as HR representatives, students must understand the importance of recruitment and selection to the success of an organization.
- To be effective in their careers, students must recognize the importance of technology, global competition, changing workforce demographics, and legislation, and how these influences affect recruitment and selection.
- Students must be aware of which professional associations and groups in Canada have a stake in recruitment and selection.
- Students require a strong grasp of how to deal with ethical situations in the recruitment and selection function.

## **Engagement Strategies: What Can I Do in Class?**

### **Student Research**

- The professional associations described in **Recruitment and Selection Today 1.3** (p. 17) have ethical codes that apply to their members. Have students visit the websites to learn more about these associations: Canadian Council of Human Resources Associations (CCHRA) ([www.cchra.ca](http://www.cchra.ca)); Canadian Psychological Association, including the Canadian Society for Industrial and Organizational Psychology ([www.cpa.ca](http://www.cpa.ca))

## Guest Speakers

- Invite HRM graduates and/or other recruitment and selection practitioners into the class to discuss how they started their career in human resources. Elicit answers to questions such as the following: Based on their educational backgrounds and work experiences, what career paths were available for them in their organization? Describe events that led up to their success in business. Include in the discussion how important the Certified Human Resources Professional (CHRP) designation is for getting a job in human resources and for pursuing opportunities for promotion (**Recruitment and Selection Notebook 1.2**, p. 18).

## Group Discussion

- Elicit from students their definitions of *recruitment* and *selection* prior to sharing the authors' definition (pp. 4, 5). Break up the class into groups of three or four to discuss how recruitment is different from selection; why recruitment and selection are so important to an organization; and what *best practices* means in recruitment. Provide and ask for some examples.
- Organize students in groups of three to four. Assign to each group an “ethical dilemma” related to recruitment and selection. These ethical dilemmas can be taken from the three presented in the chapter or from other sources (real-life or hypothetical). Ask students to brainstorm in their small groups and share their ideas about how to deal with their ethical dilemma. As a large group, lead a wrap-up discussion to identify some of the ethical issues that HR professionals will face when involved in recruitment and selection.

## Text Review/Report

- Ask students to review *Figure 1.1, Example of a Human Resources System* (p. 4). Review each of the major components of this system and discuss how recruitment and selection interacts with other major HRM functions. Ask students to write a two-page report.

## Individual Research

- Ask students to select three of the human resources–related organizations listed in **Recruitment and Selection Notebook 1.4** (p. 21). Have them visit the organization's website to find information related to recruitment and selection. Ask students to be prepared

to report on their findings. In a following class, have students report on their findings related to recruitment and selection from one of the organizations that they researched.

### **Assessment Tools: What Other Resources Are Available?**

Other assessment tools include a Test Bank of approximately 40 multiple choice questions, 15 true/false questions, 10 short-answer questions, 10 Web quizzes, and 25 to 30 PowerPoint slides.

### **Chapter Video Links**

[www.youtube.com/watch?v=r-VcHu-wZxE](http://www.youtube.com/watch?v=r-VcHu-wZxE): General information about recruitment and selection, January 12, 2014

[www.youtube.com/watch?v=lc32fVdrCYI](http://www.youtube.com/watch?v=lc32fVdrCYI): Explains the recruitment and selection process, July 25, 2014

### **Reflections on Teaching: How Can I Assess My Own “Performance”?**

#### Checklist for Instructor Self-Assessment

- ☐ What worked? What didn't?
- ☐ Were students engaged? Were they focused, or did they go off on tangents?
- ☐ Did my assessments suggest that they understood the key concepts?
- ☐ What should I do differently next time?
- ☐ How can I gather student feedback?

### **Additional Resources: Suggested Resources for Instructors**

#### End-of-Chapter Exercises: Discussion Questions

#### **1. How can HR professionals demonstrate that they add value to a company's bottom line?**

Numerous measures can be assessed to determine the impact of effective human resources management practices. The authors shared some of the research leading to the following conclusions:

- Recruitment and selection can lead to an organization's success or failure.
- Differences in skills among job candidates translate into performance differences on the job.

- Hiring the right people with the right skills leads to positive economic outcomes for an organization.
- Effective recruitment and selection contributes to the competitive advantage of an organization.
- Best practices in recruitment and selection reduce employee turnover and increase productivity.
- Recruitment and selection contribute to profits.
- Productivity and profitability are affected by recruitment and selection.
- Employee trust is strengthened through effective recruitment and selection practices.
- The knowledge, skills, and abilities of an organization's current and future employees are improved.
- Retention is improved.
- Best practices in recruitment and selection increase employee motivation.

**2. What are possible consequences of using poor or outdated recruitment and selection practices?**

A company using poor or outdated recruitment and selection practices sets itself up for reliance on hunches, guesses, or unproven procedures. The use of these practices can have serious financial consequences for an organization, and the HR departments may be unable to defend their recruitment and selection practices (pp. 2–3).

**3. What are the advantages of obtaining a professional designation such as CHRP?**

A CHRP designation identifies you as possessing the required knowledge and skills to practise human resources management. It also indicates you are a professional who will act ethically. Recent research by HRPA shows that those with a CHRP designation have an advantage over those without it when seeking and maintaining employment and negotiating compensation levels. Stakeholders' perception of their achievement is also affected. Increasingly, employers are requiring the CHRP designation for all HR professionals (p. 18).

**4. Discuss the impact that current socio-economic conditions are having on recruitment and selection practices.**

The current socio-economic conditions are affecting global competition; the rate at which information technology is advancing; workforce demographics; unionized work environments; organizations' type, size, and position in the marketplace; increases in government regulations; and societal pressures for conformity to ethical, environmental, and human rights standards.

## 5. What are ethics and how do they relate to recruitment and selection?

Ethics is the determination of right and wrong; the standards of appropriate conduct or behaviour for members of a profession—that is, what those members may or may not do.

Ethics is a difficult subject because it deals with the large grey area between those behaviours that society punishes as illegal and those that everyone readily agrees are noble and upright. A careful consideration of ethics is important because HRM requires the balancing of the rights and interests of management with those of workers, as well as the rights and interests of the HR professional with those of the larger society (pp. 18–20).

## Key Terms

**Ethics** The determination of right and wrong; the standards of appropriate conduct or behaviour for members of a profession—that is, what those members may or may not do. (p. 17)

**Human resources information system** Computerized-based systems that track employee data, the needs of HR, and the requirements and competencies needed for different positions, among other functions. (p. 3)

**Professional standards** Professional standards provide guidance on how HR professionals should act in certain situations, including the use of employment tests. (p. 18)

**Recruitment** The generation of an applicant pool for a position or job in order to provide the required number of candidates for a subsequent selection or promotion program. Recruitment is done to meet management goals and objectives for the organization and must also meet current legal requirements (human rights, employment equity, labour law, and other legislation). (p. 4)

**Selection** The choice of job candidates from a previously generated applicant pool in a way that will meet management goals and objectives as well as current legal requirements. (p. 5)

**Talent management** The science of using strategic human resources planning to improve business value and to make it possible for companies and organizations to reach their goals. Everything done to recruit, retain, develop, reward, and make people perform forms a point of talent management as well as strategic workforce planning. (p. 3)

See the **Exercises** listed at the end of the chapter (p. 23) for further discussion. (Student answers will vary.)

### **Case Study: The Toyota (Cambridge, Ontario) Plant**

Questions: The intent of this exercise is not to have you develop detailed answers but to begin thinking about the many factors that affect recruitment and selection. We appreciate that the case does not contain detailed information, but in our opinion, that information is not needed to meet our primary objective. We will review in detail many of the components of Toyota's selection procedures later in the text. For now, we would like you to discuss the case study's points, but first you may find it useful to review Figure 1.1 (p. 4).