



CHAPTER 11 STAFFING

Learning Objectives

1. Outline the human resource planning process.
2. Define job analysis, job description, job specification, and skills inventory.
3. Define equal employment opportunity.
4. Describe the recruitment process.
5. Define affirmative action plan.
6. Discuss reverse discrimination.
7. Define tests, test validity, and test reliability.
8. Discuss the different types of employment interviews.
9. Discuss potential problems in the interviewing process.

Chapter Overview

Staffing, when applied to the modern organization, involves selecting and developing people to perform the jobs created by the organizing function. At one time this function was the responsibility of the owner-operator-manager of the firm. Today, the staffing function is one of the primary responsibilities of the human resource department.

Job analysis, job descriptions, job specifications, and skills inventories are generated, defined, and administered inside the human resource department. The human resource area is no longer just a personnel department. This department truly administers the human resources of the firm. The management of the human resources function has expanded its role to include monitoring equal opportunity guidelines, administering and developing recruiting processes, controlling compliance of affirmative action plans, and making sure that any discriminatory practices are changed and/or eradicated. When achieved, these responsibilities help the firm to be productive and ensure minimal legal costs.

Even though the staffing process, as carried out by the human resource department has changed and expanded, the goal of interviewing, hiring, training, and retaining the highest quality personnel possible remains unchanged. In today's intense competitive environment, the management of the firm recognizes the cost benefit of putting the right person in the right job and maintaining an enriching and rewarding work environment for the employee. Most effective total quality management programs begin with an effective human resources department.



Lecture Outline

- I. Introduction to Staffing
 - A. Staffing involves securing and developing people to perform the jobs created by the organizing function.
 - B. The goal of staffing is to obtain the best available people for the organization and to develop the skills and abilities of those people.
 - C. Staffing should be a major concern of all managers because it involves the most valuable asset of an organization: human resources.

Review Question # 1

- II. **Job Analysis**
 - A. The **job analysis** (where we are now) is the process of determining, through observation and study, the pertinent information relating to the nature of a specific job.
 - 1. A **job description** is written statement that identifies the tasks, duties, activities, and performance results required in a particular job.
 - 2. A **job specification** is a written statement that identifies the abilities, skills, traits, or attributes necessary for successful performance of a particular job.
 - 3. A **skills inventory** consolidates information about the organization's current human resources; it assesses the current quality and quantity of human resources. Six broad categories that may be included in a skills inventory:
 - a. Skills: education, job experience, training, etc.
 - b. Special qualifications: memberships in professional groups, special achievements, etc.
 - c. Salary and job history: present salary, past salary, dates of raises, various jobs held, etc.
 - d. Company data: benefit plan data, retirement information, seniority, etc.
 - e. Capacity of individual: scores on tests, health information, etc.
 - f. Special preferences of individual: location or job preferences, etc.
 - B. **Human resource planning** (also referred to as personnel planning) is the process of getting the right number of qualified people into the right job at the right time.
 - C. Human resource planning applies the basic planning process to the human resource needs of an organization.
 - D. **Human resource forecasting** (where we wish to go) attempts to determine the future human resource needs of the organization in light of its objectives; based on sales projections, new required skills, skills inventory, technological changes, and economic conditions.



- E. The transition phase of human resource planning determines how the organization can obtain the quantity and quality of human resources required to meet its objectives as reflected by the human resource forecast.
 - 1. Transition activities include recruiting and selecting new employees, laying off employees, discharging employees, and replacing employees.
 - 2. Duties are usually delegated to human resource or personnel department.
- F. **Legal considerations** impact the human resource function:
 - 1. **Equal Pay Act of 1963**—prohibits wage discrimination based on sex.
 - 2. **Title VII of the Civil Rights Act of 1964**—prohibits employment discrimination related to race, color, religion, sex, or national origin in organizations that conduct interstate commerce.
 - 3. **Equal employment opportunity**—the right of all people to work and to advance on the bases of merit, ability, and potential.
 - 4. **Age Discrimination in Employment Act of 1968**—currently protects individuals from ages 40 to 70 from discrimination in hiring, retention, and other employment conditions; forbids mandatory retirement at age 65 except in certain circumstances.
 - 5. **Rehabilitation Act of 1973**—prohibits discrimination in the hiring of persons with disabilities by federal agencies and federal contractors.
 - 6. **Americans with Disabilities Act**—gives individuals with disabilities sharply increased access to services and jobs.
 - 7. **Civil Rights Act of 1991**—permits women, persons with disabilities, and persons who are religious minorities to have a jury trial and sue for punitive damages if they can prove intentional hiring and workplace discrimination; also requires companies to provide evidence that the business practice that led to the discrimination was not discriminatory but was related to the performance of the job in question and consistent with business necessity.
 - 8. **Family and Medical Leave Act (FMLA) 1993** enables qualified employees to take prolonged unpaid leave for family and health-related reasons without fear of losing their jobs.
- F. **Peter Principle** states that there is a tendency of individuals in a hierarchy to rise to their levels of incompetence.

Key Terms #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15; Learning Objectives #1, 2, 3; Review Questions #2, 3, 4, 5, 6, 7; Figures 11.1, 11.2

III. Recruitment

- A. **Recruitment** involves seeking and attracting a supply of people from which qualified candidates for job vacancies can be selected.



- B. The amount of recruitment is based on the difference between forecasted needs and the talent available within the organization.
 - 1. Internal sources or the organization's own employees is one of the best sources for filling job openings, if the organization has been doing an effective job of selection and development.
 - 2. External sources (e.g. employment agencies, consulting firms, employee referrals, and employment advertisements) are available if internal sources prove to be inadequate.
 - 3. **Temporary help** consists of people working for employment agencies who are subcontracted out to businesses at an hourly rate for a period of time specified by the businesses.
 - 4. **Employee leasing companies** provide permanent staffs at customer companies.
- C. The primary legal consideration in the recruitment process is the EEOC guidelines established by the federal government.
- D. EEOC suggestions to eliminate discrimination in recruitment practices:
 - 1. Maintain a file of unhired female and minority applicants who are potential candidates for future openings. Contact these candidates first when an opening occurs.
 - 2. Utilize females and minorities in recruitment and in the entire human resource process.
 - 3. Place classified ads under "Help Wanted" or "Help Wanted, Male-Female" listings. Be sure the content of ads does not indicate any sex, race, or age preference or qualification for the job.
 - 4. Advertise in media directed toward women and minorities.
 - 5. All advertising should include the phrase "equal opportunity employer."
- E. Growth-oriented companies consider a diverse workplace to be a positive influence.

Key Term #16, 17, 18; Learning Objective #4; Review Question #9; Figures 11.3; Management Illustration 11.1

IV. Selection

- A. The selection process chooses from available individuals most likely to succeed on the job.
- B. The ultimate objective of the selection process is to match the requirements of the job with the qualifications of the individual.
- C. Who makes the decision?
 - 1. Human resource/planning department often does the initial screening.
 - 2. The business owner or relevant manager often has the final say.
 - 3. Peers or coworkers may also be involved in the selection decision.
- D. Legal considerations in the selection process



1. An **affirmative action plan** is a written document outlining specific goals and timetables for remedying past discriminatory actions
 - a. Frequently required of organizations.
 - b. Voluntarily writing and instituting an affirmative action plan often reduces legal action and decreases the likelihood of a court-required affirmative action plan.
 2. **Reverse discrimination** occurs when preferential treatment for one group (e.g. minority or female) over another group (e.g. white male) rather than merely providing equal opportunity for all.
- E. The selection procedure
1. Preliminary screening—eliminates candidates who are obviously not qualified.
 2. A preliminary interview—eliminates candidates who are obviously not qualified.
- F. **Tests** provide a sample of behavior used to draw inferences about the future behavior or performance of an individual.
1. Tests can be grouped into several categories
 - a. **Aptitude tests**—measure an individual’s capacity or potential ability to learn.
 - b. **Psychomotor tests**—measure a person’s strength, dexterity, and coordination.
 - c. **Job knowledge tests**—measure the job-related knowledge of a job applicant.
 - d. **Proficiency tests**—measure how well the person can do a sample of the work.
 - e. **Interest tests**—compare the applicant’s interests with those of successful jobholders.
 - f. **Psychological tests**—attempt to measure personality characteristics.
 - g. **Polygraph tests**—rely on physical body changes to determine if a person is telling the truth.
 2. **Test validity**—extent to which a test predicts a specific criterion.
 3. **Test reliability**—consistency or reproducibility of the results of a test.
 4. *Griggs v. Duke Power Company*—the Supreme Court ruled that any test that has an adverse impact on female or minority group applicants must be validated.
 5. *Albermarle Paper Company v. Moody*—the Supreme Court placed the burden on the employer to show that its tests are in compliance with EEOC guidelines for testing.
 6. Uniform Guidelines on Employee Selection Procedures—explains what private and public employers must do to prove their selection procedures, including testing.
- G. Polygraph and drug testing
1. A **polygraph** is a device that records physical changes in the body as the test subject answers a series of questions; only detects physical changes not lies; the data must be interpreted.
 - a. Serious questions exist regarding the validity of polygraph tests.
 - b. The Employee Polygraph Protection Act of 1988 severely restricts the commercial use of polygraph tests; however, there are circumstances when they may be used.



2. Drug testing is done to screen job applicants and to test current employees for drug use.
 - a. Job applicant drug-testing programs are on stronger legal ground.
 - b. The random drug testing of current employees should not be done; probable cause should be established before testing.
 - c. Drug-testing results should be confidentially protected.
- H. Background and reference checks
 1. Personal - usually list a person who will give a positive recommendation.
 2. Academic – limited value.
 3. Past Employment – best position to supply the most objective information.
- I. The employment interview supplements information gained in other steps of the selection process.
 1. Ask only job-related questions.
 2. Types of interviews:
 - a. Structured—uses a predetermined outline; collects the same type of information on all those interviewed and provides for systematic coverage of questions.
 - b. Semi-structured—major questions prepared in advance but has flexibility to probe.
 - c. Situational—uses projective techniques to put the prospective employee in action situations that might be encountered on the job.
 - d. Unstructured—conducted using no predetermined list of questions; uses open-ended questions; susceptible to interviewer biases; more relaxed atmosphere.
 - e. Stress—places the interviewee under pressure.
 - f. Board or panel—two or more interviewers conduct the interview.
 - g. Group—several interviewees questioned together in a group discussion.
 3. Problems in conducting interviews:
 - a. Meeting the legal requirements of validity and reliability.
 - b. Eliminating personal biases.
 - c. Eliminating the **halo effect**, which occurs when the interviewer allows a single prominent characteristic to dominate judgment of all other traits.
 - d. Over-generalizing interview behavior to job behavior.
 4. Conducting successful interviews:
 - a. Select and train the interviewers carefully.
 - b. Plan the interview, outline questions to be asked, and consider room arrangements.
 - c. Put the applicant at ease.
 - d. Take good notes and record factual information from the interview immediately.



- e. Evaluate the effectiveness of the interview process, which helps establish the validity and reliability of the interview process.
- J. Personal judgment is required to determine which individual to select for the job.
 - 1. If the selection process has been performed correctly, the chances of making a successful personal judgment improve dramatically.
 - 2. Recognize that in some cases, none of the applicants will be satisfactory and the “best” applicant should not be selected if he/she is not truly qualified to do the job.

Key Terms #19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31; Learning Objectives #5, 6, 7, 8, 9; Review Questions #8, 10, 11, 12, 13, 14; Figures 11.4, 11.5; Management Illustration 11.2, 11.3, 11.4

- V. Transfers, Promotions, and Separations (The final step in the human resource planning process.)
 - A. A **transfer** occurs when an employee is moved to another part of the organization but retains basically the same pay, performance requirements, and status.
 - 1. Helps to develop employees.
 - 2. Balances varying departmental workload requirements.
 - 3. Sometimes “problem” employees are unloaded on an unsuspecting manager.
 - B. A **promotion** moves an employee to a position within the organization that offers higher pay, higher status, and higher performance requirements.
 - C. In a **separation** the employee voluntarily or involuntarily leaves the organization.
 - 1. A **layoff** is where there is not enough work for all employees and some must be separated but hopefully the employee can be recalled at a later date; involuntary separation.
 - 2. A **termination** is usually where the employee is not performing his/her job or has broken a company rule and is separated permanently and involuntarily; rehabilitation should generally be tried first.

Review Question # 15

Barriers to Student Understanding

- 1. The first barrier to student understanding comes from the fact that students are usually only familiar with the staffing and human resource function as applicants for jobs. The instructor should carefully explain the process described by Figure 11.1. Once this has been accomplished, it is useful to ask the students to explain their perception of what job analysis, job description, job specification, and skills inventory are. By asking for illustrations of each of the above concepts, the instructor can confirm that the students understand the areas (from a managerial perspective) before moving on to more specific material.
- 2. The second major barrier to student understanding concerns the student’s unfamiliarity with the equal opportunity laws and executive orders and their application to the human resource and work



environment. The instructor should carefully cover the major items listed in Figure 11.2. Ask the students to cite examples that they know of or have heard about that involve discrimination in the workplace. Follow with a discussion of how to avoid these practices. How can the human resource area be proactive when it comes to equal opportunity? What must a manager watch for?

3. The last area that is generally difficult for the students to understand falls in the area of testing. Although several of the students may have been tested during employment interviews, many do not understand the purpose of testing nor the concept that testing before hiring is an excellent quality control variable in the workplace. The instructor can aid their understanding by covering each of the tests described in the chapter and by citing examples of how such tests can be used. If the instructor has the desire to illustrate the tests further, some good sources of information are the psychology or education departments at the university or college. These departments often times have spare copies of some of the test forms (Myers-Briggs for example) or have professors who would be willing to give a guest demonstration on the testing methods.

Key Terms

1. Job Analysis
2. Job Description
3. Job Specification
4. Skills Inventory
5. Human Resource Planning (HRP)
6. Human Resource Forecasting
7. Equal Pay Act of 1963
8. Title VII of the Civil Rights Act of 1964
9. Equal Employment Opportunity
10. Age Discrimination in Employment Act
11. Rehabilitation Act of 1973
12. American with Disabilities Act (ADA)
13. Civil Rights Act of 1991
14. Family and Medical Leave Act (FMLA)
15. Peter Principle
16. Recruitment
17. Temporary Help
18. Employee Leasing Companies



19. Affirmative Action Plan
20. Reverse Discrimination
21. Tests
22. Aptitude Tests
23. Psychomotor Tests
24. Job Knowledge Tests
25. Proficiency Tests
26. Interest Tests
27. Psychological Tests
28. Polygraph Tests
29. Test Validity
30. Test Reliability
31. Halo Effect

Suggested Answers to Analyzing Management Skills

- What benefits do you think come from offshoring information technology?

Student answers will vary. They will cite different benefits of offshoring such as the reduced costs.

Suggested Answers to Applying Management Skills

- What are the hidden costs to offshoring information technology?

Student responses will vary. Hidden costs could include those arising from firms having to send managers to remote offshore locations etc.

Answers to Review Questions

1. How does staffing relate to the organizing function?

The goal of staffing is to secure and develop the best available people to perform the jobs created by the organizing function.



2. What is human resource planning?

Human resource planning is a process of getting the right number of qualified people into the right jobs at the right time. Once organizational plans are made and specific objectives are set, human resource planning attempts to define the human resource needs to meet the organization's objectives.

3. What is a job analysis? A job description? A job specification? A skills inventory?

Job analysis is the process of determining through observation and study, the pertinent information relating to the nature of a specific job. A **job description** is a written statement that identifies the tasks, duties, activities, and performance results required in a particular job. A **job specification** is a written statement that identifies the abilities, skills, traits, or attributes necessary for successful performance in a particular job. A **skills inventory** contains basic skill information on all employees of an organization.

4. What is human resource forecasting?

Human resource forecasting tries to determine the organization's future human resource needs in light of the organization's objectives.

5. Describe the relationship between job analysis, skills inventory, and human resource planning.

- a. Where are we now? (job analysis, skills inventory)
- b. Where do we want to go? (human resource forecast)
- c. How do we get there? (transition)

6. Describe the purposes of the following government legislation:

- a. **Equal Pay Act of 1963**—became effective in June 1964, prohibits wage discrimination on the basis of sex.
- b. **Civil Rights Act of 1964**—designed to eliminate employment discrimination related to race, color, religion, sex, or national origin in organizations that conduct interstate commerce. The 1978 Civil Rights Act Amendment to Title VII prohibits discrimination in employment because of pregnancy, childbirth, or related medical conditions. The act, as amended, covers the following types of organizations:
 - 1) All private employers of 15 or more people.
 - 2) All educational institutions, public and private.
 - 3) State and local governments.
 - 4) Public and private employment agencies.
 - 5) Labor unions with 15 or more members.



- 6) Joint labor-management committees for apprenticeship and training.
- c. **Age Discrimination in Employment Act of 1968**, as amended in 1978, went into effect on June 12, 1968. Initially, it was designed to protect individuals 40-65 years of age from discrimination in hiring, retention, compensation, and other conditions of employment. In 1978, the act was amended and coverage was extended to individuals up to age 70. Specifically, the act now forbids mandatory retirement at age 65 except in certain circumstances.
 - d. **Rehabilitation Act of 1973** prohibits discrimination in hiring of the disabled by federal agencies and federal contractors.
 - e. **Americans with Disabilities Act of 1990** was passed by Congress to overturn several Supreme Court decisions of the 1980s; gives individuals with disabilities sharply increased access to services and jobs.
 - f. **Civil Rights Act of 1991** permits women, persons with disabilities, and persons who are religious minorities to have a jury trial and sue for punitive damages if they can prove intentional hiring and workplace discrimination; also requires companies to provide evidence that the business practice that led to the discrimination was not discriminatory but was related to the performance of the job in question and consistent with business necessity.
 - g. **Family and Medical Leave Act of 1993** enables qualified employees to take prolonged unpaid leave for family and health-related reasons without fear of losing their jobs.
7. What is equal employment opportunity?
- Equal employment opportunity** refers to the right of all people to work and to advance on the basis of merit, ability, and potential.
8. Define affirmative action plan.
- An **affirmative action plan** is a written document outlining specific goals and timetables for remedying past discriminatory actions.
9. What is recruitment? Describe some sources of recruitment.
- Recruitment** involves seeking and attracting a supply of people from which qualified candidates for job vacancies can be selected. Some sources include inside and outside (employee referrals, media advertising, consulting firms, etc.) the organization.
10. What is selection? Describe the steps in the selection process.
- The purpose of **selection** is to choose from those that are available the people most likely to succeed on the job. Steps include preliminary screening and interviewing, testing, reference checks, employment interviews, physical examinations, and personal judgment.



11. What is test validity?

Test validity refers to the extent to which a test predicts a specific criterion.

12. What is test reliability? What methods are commonly used to determine test reliability?

Test **reliability** refers to the consistency or reproducibility of the results of a test. Reliability can be determined by test-retest, parallel forms, or split-halves.

13. Describe two basic types of interviews.

- **Structured**—uses a prepared outline (no deviation from prescribed format).
- **Unstructured**—no outline, open-ended (deviation is allowed).

14. Discuss some common pitfalls in interviewing.

- Meeting the legal requirements of validity and reliability.
- Eliminating personal biases.
- Eliminating the halo effect, which occurs when the interviewer allows a single prominent characteristic to dominate judgment of all other traits.
- Over-generalizing interview behavior to job behavior.

15. What is a transfer? A promotion? A separation?

- **Transfer**—employee moves to another position in the company, doing (usually) similar work at similar pay.
- **Promotion**—employee moves to a position with higher pay and status.
- **Separation**—employee either voluntarily or involuntarily leaves the organization.

Suggested Answers to Skill-Building Questions

1. Discuss the following statement: An individual who owns a business should be able to hire anyone and shouldn't have to worry about government interference.

Student's responses to this question are likely to vary. The problem with this statement is that business owners and managers in general tend to hire employees that are like them in terms of race, gender, religious background, etc. Without an intentional effort to correct it, this tendency tends to reduce opportunities for women and minority groups.



2. Discuss your feelings about reverse discrimination.

Since this question asks about feelings, there will be a variety of responses. Obviously no “correct” answer exists.

3. Many managers believe line managers should not have to worry about human resource needs and this function should be handled by the human resource department. What do you think?

While human resource professionals offer expertise and skills that line managers might lack, the same is true of line managers having expertise and skills that human resource professionals might lack. For example, line managers are much more familiar with job duties and the skills necessary to perform jobs. Often line managers also may have a better feel for how potential employees might fit into the dynamics of their work unit. Human resource professionals and line managers need to work together.

4. One common method of handling problem employees is to transfer them to another department of the organization. What do you think about this practice?

This practice is a cop-out. If employees are not performing or are disruptive in other ways, they should be rehabilitated. If rehabilitation is unsuccessful, these employees may have to be involuntarily separated from the organization. Dumping problem employees on unsuspecting managers is unfair, ineffective, and inefficient.

5. What is EQ? How do you think you might rate on this characteristic? For what types of jobs would a high EQ be helpful?

EQ refers to emotional intelligence, which is the power to perceive and control our emotions. Unlike IQ, EQ can be developed. Individual students will rate differently on this characteristic. EQ might be helpful to sales people, managers, those working in teams, etc.

Skill Building Exercise 11.1

Interviewing Questions

Students’ answers will vary.



Skill Building Exercise 11.2

Required Attributes of a Manager

Students' answers will vary according to personal choices on the jobs descriptions and advertisement they find most attractive. However they need to take a few factors into consideration such as:

- Completeness of the ad in identifying tasks, duties, activities, and performance results required.
- Accuracy of the job description.

Group findings and discussions will also vary depending on personal choices and final conclusions groups arrive upon.

Skill Building Exercise 11.3

The Layoff

1. Criteria used include performance and seniority. No personal attributes including outside lifestyle or gender.
2. Answers will vary according to how each student ranked the employees.

Skill Building Exercise 11.4

Development Test

Suggested Answers to Case Incident Questions

Case 11.1 Accept Things As They Are?

1. What options does Jane have?

She could quit or file a complaint under Title VII or the Equal Pay Act of 1963.

2. What influence, if any, would the federal government have in this case?

The threat of prosecution under relevant laws (see the answer to question # 1 above) could cause the company to re-think its position and adjust her salary accordingly.

Case 11.2 The Employment Interview

1. Outline the inadequacies of this interview.



Inadequacies:

- No structure, therefore, insufficient information will be given
- Interviewee was not given time to relax and familiarize with the company and open position
- Too much confusion. No comfort.
- No encouragement, lack of interest shown in the interviewee
- Poor time management

2. What information did Jerry learn?

Jerry did not learn any job-related capabilities

3. What do you think of Jerry's last questions?

The last questions were illegal

Case 11.3 Problems in City Government

1. How could the present system be improved?

The operational team can be more involved in the process of recruiting. While creating job descriptions, the human resource department can get inputs of operational managers for the jobs they are managing. The minimum requirements established can also include inputs from the operating departments. The tests used to check competencies of needs to be analyzed for validity and reliability. If needed, these can be revised and updated to the suitability of specific jobs. While the initial screening can continue to be handled by the human resources department, final decisions can be left to the manager of the department.

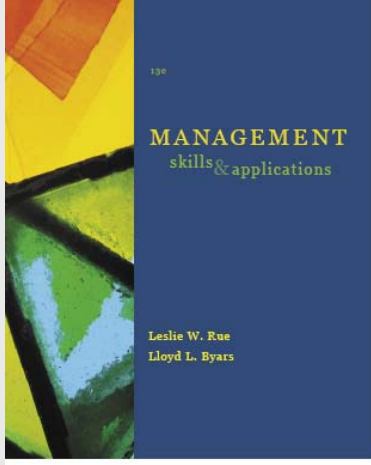
2. What do you think about the other departments making up their own systems for hiring?

Other departments can follow the current system; however they can be more involved from creating job descriptions, testing, and final interviews of new employees.



Suggested Student Projects

1. Go to a firm of your choice and interview the human resource planning manager and (a) ask about hiring practices, (b) ask how they do job analyses, (c) ask how they prepare job specifications, (d) ask for a typical job description, and (e) ask do they do a skills inventory? Formulate your material into a report. (If you are unable to find a firm, try the planning manager at your college/university.)
2. Go to the library, find a business law book or a human resource management text, and research an actual case that deals with any of the legal issues described in this chapter. Prepare a brief outline of the relevant issues, how the case occurred, how the case concluded, and what has been learned because of the case.
3. After conducting research in the popular business periodicals, discuss the issue of reverse discrimination, affirmative action, or the “glass ceiling.”
4. Interview a firm’s human resource planning manager and ask about how they conduct tests. Ask if you can take any of the tests (then write about your experiences with the tests); can you have any samples for the class? Be sure to ask what the tests are intended to measure and how they decide if the test effectively measured the trait or factor?
5. Describe an interview process that you have been through. Critique the process from your standpoint and from the viewpoint of the company that interviewed you.



**Chapter
11**

Staffing

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Learning Objectives

After studying this chapter, you will be able to:

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3. Define equal employment opportunity.
4. Describe the recruitment process.
5. Define affirmative action plan.
6. Discuss reverse discrimination.
7. Define tests, test validity, and test reliability.
8. Discuss the different types of employment interviews.
9. Discuss potential problems in the interviewing process.

11-2

Serving to Promote the Potential Of People & Organizations



Staffing Process

- Job analysis
 - Determining, through observation and study, the pertinent information relating to the nature of a specific job.
- Job description
 - A written statement that identifies the tasks, duties, activities, and performance results required in a particular job.
- Job specification
 - A written statement that identifies the abilities, skills, traits, or attributes necessary for successful performance in a particular job.
- Skills inventory
 - Consolidates information about the organization's current human resources.

11-3

Skills Inventory

- Six broad categories:
 - Skills: education, job experience, training, etc.
 - Special qualifications: memberships in professional groups, special achievements, etc.
 - Salary and job history: present salary, past salary, dates of raises, various jobs held, etc.
 - Company data: benefit plan data, retirement information, seniority, etc.
 - Capacity of the individual: scores on tests, health information, etc.
 - Special preferences of the individual: location or job preferences, etc.

11-4

Serving to Promote the Potential Of People & Organizations



Human Resource Issues

- Human resource planning
 - The process of getting the right number of qualified people into the right job at the right time.
 - Also referred to as personnel planning.
 - First question: “Where are we now?”

11-5

Human Resource Forecasting

- Attempts to determine the future human resource needs of the organization in light of the organization’s objectives.
 - Answers the question, “Where do we want to go?”
- Variables considered during forecasting
 - Sales projections.
 - Skills required in potential business ventures.
 - Composition of the present workforce.
 - Technological changes.
 - General economic conditions.
- All levels of management should be involved in the forecasting process.

11-6

Serving to Promote the Potential Of People & Organizations



Transition

- Organization determines how it can obtain the quantity and quality of human resources it needs to meet its objectives as reflected by the human resource forecast.
- Activities pertaining to transition
 - Recruiting and selecting new employees.
 - Developing current or new employees.
 - Promoting or transferring employees.
 - Laying off employees.
 - Discharging employees.
- Some human resource departments now maintain a replacement chart for each employee.

11-7

Relationship among Human Resource Elements

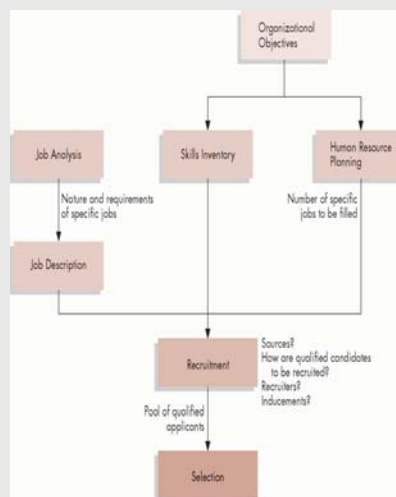


Figure 11.1

11-8

Serving to Promote the Potential Of People & Organizations



Equal Opportunity Laws

Law	Year	Intent	Coverage
Equal Pay Act	1963	Prohibits sexual-based discrimination in rates of pay for men and women working in the same or similar jobs.	Private employers engaged in commerce or in the production of goods for commerce and with two or more employees; labor organizations.
Title VII, Civil Rights Act (as amended in 1972)	1964	Prohibits discrimination based on race, sex, color, religion, or national origin.	Private employers with 15 or more employees for 20 or more weeks per year, educational institutions, state and local governments, employment agencies, labor unions, and joint labor-management committees.
Age Discrimination in Employment Act (ADEA)	1967	Prohibits discrimination against individuals who are 40 years of age and older.	Private employers with 20 or more employees for 20 or more weeks per year, labor organizations, employment agencies, state and local governments, and federal agencies with some exceptions.
Rehabilitation Act (as amended)	1973	Prohibits discrimination against persons with disabilities and requires affirmative action to provide employment opportunity for these individuals.	Federal contractors and subcontractors with contracts in excess of \$2,500, organizations receiving federal financial assistance, federal agencies.

Figure 11.2

11-9

Equal Opportunity Laws (cont'd)

Vietnam-Era Veterans Readjustment Assistance Act	1974	Prohibits discrimination in hiring disabled veterans with 30 percent or more disability rating, veterans discharged or released for a service-connected disability, and veterans on active duty between August 5, 1964, and May 7, 1975. Also requires written affirmative action plans for certain employers.	Federal contractors and subcontractors with contracts in excess of \$10,000. Employers with 50 or more employees and contracts in excess of \$50,000 must have written affirmative action plans.
Pregnancy Discrimination Act (PDA)	1978	Requires employers to treat pregnancy just like any other medical condition with regard to fringe benefits and leave policies.	Same as Title VII, Civil Rights Act.
Immigration Reform and Control Act	1986	Prohibits hiring of illegal aliens.	Any individual or company.
Americans with Disabilities Act	1990	Increases access to services and jobs for persons with disabilities.	Private employers with 15 or more employees.
Civil Rights Act	1991	Permits women, minorities, persons with disabilities, and persons who are religious minorities to have a jury trial and to sue for punitive damages if they can prove intentional hiring and workplace discrimination. Also requires companies to provide evidence that the business practice that led to the discrimination was not discriminatory but was related to the position in question and consistent with business necessity.	Private employers with 15 or more employees.
Family and Medical Leave Act (FMLA)	1993	Enables qualified employees to take prolonged unpaid leave for family- and health-related reasons without fear of losing their jobs.	Private employers with 15 or more employees.

Figure 11.2

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Recruitment

- Seeking and attracting a supply of people from which qualified candidates for job vacancies can be selected.
 - If internal sources prove to be inadequate, external sources are always available.
- Temporary help
 - People working for employment agencies who are subcontracted out to businesses at an hourly rate for a period of time specified by the businesses.
 - During organizational expansion, they are used to augment the current staff.
 - During organizational downsizing, they become flexible staff that can be laid off easily and recalled when necessary.
 - Disadvantage: Lack of commitment to the organization.

Recruitment (cont'd)

- Employee leasing companies and PEOs (professional employer organizations)
 - Provide permanent staff at customer companies.
 - Issue workers' paychecks.
 - Take care of personnel matters.
 - Ensure compliance with workplace regulations.
 - Provide various employee benefits.
 - Provide highly skilled technical workers for long-term projects under contract between a company and a technical services firm.

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Internal and External Staffing Sources

Source	Advantages	Disadvantages
Internal	<ul style="list-style-type: none"> Company has a better knowledge of strengths and weaknesses of job candidate. Job candidate has a better knowledge of company. Morale and motivation of employees are enhanced. The return on investment that an organization has in its present work force is increased. 	<ul style="list-style-type: none"> People might be promoted to the point where they cannot successfully perform the job. Infighting for promotions can negatively affect morale. Inbreeding can stifle new ideas and innovation.
External	<ul style="list-style-type: none"> The pool of talent is much larger. New insights and perspectives can be brought to the organization. Frequently it is cheaper and easier to hire technical, skilled, or managerial employees from outside. 	<ul style="list-style-type: none"> Attracting, contacting, and evaluating potential employees is more difficult. Adjustment or orientation time is longer. Morale problems can develop among those employees within the organization who feel qualified to do the job.

Figure 11.3

11-13

Legal Considerations During the Recruiting Process

- Equal Employment Opportunity Commission (EEOC) offers suggestions to help eliminate discrimination in recruitment practices.
 - Maintain a file of unhired female and minority applicants who are potential candidates for future openings. Contact them first when an opening occurs.
 - Utilize females and minorities in recruitment and in the entire human resource process.
 - Place classified ads with content that does not indicate any sex, race, or age preference or qualification for the job.
 - Advertise in media directed toward women and minorities.
 - All advertising should include the phrase "equal opportunity employer."

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Selection

- **Decision making**
 - Human resource/personnel department does the initial screening of recruits.
 - Final selection decision is left to the manager of the department with the job opening.
 - Less frequently, the human resource/personnel department is responsible for both the initial screening and the final decision.
 - An alternative approach is to involve peers in the selection decision.

11-15

Legal Considerations during Selection

- **Affirmative action plan**
 - Written document outlining specific goals and timetables for remedying past discriminatory actions.
 - All federal contractors and subcontractors with contracts over \$50,000 and 50 or more employees must develop and implement written affirmative action plans.
 - Monitored by the Office of Federal Contract Compliance Programs (OFCCP).
- **Reverse discrimination**
 - Providing preferential treatment for one group (e.g., minority or female) over another group (e.g., white male) rather than merely providing equal opportunity.

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Suggestions for Developing an Affirmative Action Plan

1. The chief executive officer of an organization should issue a written statement describing his or her personal commitment to the plan, legal obligations, and the importance of equal employment opportunity as an organizational goal.
2. A top official of the organization should be given the authority and responsibility to direct and implement the program. In addition, all managers and supervisors within the organization should clearly understand their own responsibilities for carrying out equal employment opportunity.
3. The organization's policy and commitment to the policy should be publicized both internally and externally.
4. Present employment should be surveyed to identify areas of concentration and underutilization and to determine the extent of underutilization.
5. Goals and timetables for achieving the goals should be developed to improve utilization of minorities, males, and females in each area where underutilization has been identified.
6. The entire employment system should be reviewed to identify and eliminate barriers to equal employment. Areas for review include recruitment, selection, promotion systems, training programs, wage and salary structure, benefits and conditions of employment, layoffs, discharges, disciplinary action, and union contract provisions affecting these areas.
7. An internal audit and reporting system should be established to monitor and evaluate progress in all aspects of the program.
8. Company and community programs that are supportive of equal opportunity should be developed. Programs might include training of supervisors regarding their legal responsibilities and the organization's commitment to equal employment and job and career counseling programs.

Figure 11.4

11-17

Selection Procedure

Steps in Selection Process	Possible Criteria for Eliminating Potential Employee
<ul style="list-style-type: none"> • Preliminary screening from application form, résumé, employer records, etc. 	Inadequate educational level or performance/ experience record for the job and its requirements.
<ul style="list-style-type: none"> • Preliminary interview 	Obvious disinterest and unsuitability for job and its requirements.
<ul style="list-style-type: none"> • Testing 	Failure to meet minimum standards on job-related measures of intelligence, aptitude, personality, etc.
<ul style="list-style-type: none"> • Reference checks 	Unfavorable reports from references regarding past performance.
<ul style="list-style-type: none"> • Employment interview 	Inadequate demonstration of ability or other job-related characteristics.
<ul style="list-style-type: none"> • Physical examination 	Lack of physical fitness required for job.
<ul style="list-style-type: none"> • Personal judgment 	Intuition and judgment resulting in the selection of a new employee. Inadequate demonstration of ability or other job-related characteristics.

Figure 11.5

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Testing

- Aptitude tests
 - Measure a person's capacity or potential ability to learn.
- Psychomotor tests
 - Measure a person's strength, dexterity and coordination.
- Job knowledge tests
 - Measure the job related knowledge possessed by a job applicant.
- Proficiency tests
 - Measure how well the applicant can do a sample of the work that is to be performed.

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Testing (cont'd)

- Interest tests
 - Determine how a person's interests compare with the interests of successful people in a specific job.
- Psychological tests
 - Attempt to measure personality characteristics.
- Polygraph tests
 - Record physical changes in the body as the test subject answers a series of questions; popularly known as *lie detector tests*.
- Test validity
 - Extent to which a test predicts a specific criterion.
- Test reliability
 - Consistency or reproducibility of the results of a test.

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Polygraph and Drug Testing

- Employee Polygraph Protection Act of 1988 that severely restricts the commercial use of polygraph tests.
 - Those exempt from this restrictive law
 - All local, state, and federal employees (however, state laws can be passed to restrict the use of polygraphs)
 - Industries with national defense or security contracts
 - Businesses with nuclear power-related contracts with the Department of Energy
 - Businesses and consultants with access to highly classified information.
- Generally, a drug-testing program is on stronger legal ground if it is limited to job applicants.

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Background and Reference Checks

- Falls into three categories:
 - Personal
 - Academic
 - Past employment
- If an applicant is rejected due to information based on a credit or any other report from an outside reporting service, he or she must be given the contact information of the organization that developed the report.
- The reporting service is *not* required by law to give the person a copy of his or her file, but it *must* inform the person of the nature and substance of the information.

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Types of Employment Interview

- **Structured interview** is conducted using a predetermined outline.
 - Use of structured interview tends to increase reliability and accuracy.
- **Two variations of the structured interview**
 - **Semistructured interview**
 - Interviewer prepares main questions in advance while retaining the flexibility to apply techniques like probing.
 - **Situational interview**
 - Uses projective techniques to put the prospective employee in action situations that might be encountered on the job.

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Types of Employment Interview (cont'd)

- **Unstructured interviews**
 - Conducted using no predetermined checklist of questions.
- **Other types of interview techniques used include:**
 - **Stress interview**
 - Designed to place the interviewee under pressure.
 - **Board (or panel) interview**
 - Two or more interviewers conduct the interview.
 - **Group interview**
 - Several interviewees together in a group discussion.

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Problems in Conducting Interviews

- Interviews are subject to the same legal requirements of validity and reliability as other steps in the selection process.
 - Validity and reliability of most interviews are questionable.
- Personal biases, by the interviewers can play a role in the interviewing process.
 - Halo effect
 - Occurs when the interviewer allows a single prominent characteristic to dominate judgment of all other traits.

11-25

Interviews

- Conducting effective interviews
 - Give careful attention to the selection and training of interviewers.
 - Standardize the interview process and questions.
 - Instruct the interviewer to put the applicant at ease.
 - Immediately record information obtained during the interview.
 - Evaluate the effectiveness of the interviewing process.
- The final step is to make a personal judgment regarding which individual will be selected for the job.

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Transfers, Promotions and Separations

- **Transfers**
 - Involves moving an employee to another job at approximately the same level in the organization with basically the same pay, performance requirements, and status.
 - Planned transfers are usually an excellent development technique.
 - Can be helpful in balancing varying departmental workload requirements.
 - The most common difficulty faced is when a “problem” employee is unloaded on an unsuspecting manager.
- **Promotions**
 - The two basic criteria are merit and seniority.
 - Both past performance and potential must be considered.

11-27

Transfers, Promotions and Separations (cont'd)

- **Separations**
 - In voluntary separations, many organizations attempt to determine why the employee is leaving by using exit interviews.
 - Involuntary separations involve terminations and layoffs.
 - Laid-off employees are called back if and when the workload increases.
 - Terminations should be made only as a last resort.

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