

## EdAd 636 -- LECTURE NOTES

## TOPIC #3 - RECRUITMENT AND SELECTION

- I. Most research on recruitment & selection has been done in industrial or business setting, and appears in Industrial/Organizational psychology literature or business management literature; very little done in education, so must infer best practice in education from research in other fields.
- II. **EMPLOYEE RECRUITMENT**
- A. **A. Purpose of Recruitment -- to attract the quantity & quality of personnel needed--**
1. fill the “gap” between current personnel & forecasted personnel need
  2. must recruit for external supply, but can fill “gap” through internal means (transfer, promotion, development, or improved utilization)
  3. recruitment policy, procedures, plan follows from HR planning
- B. **Applicant Sources -- keep tally of which sources yield the most &/or highest quality applicants, so that you can concentrate on these sources for future searches**
1. Teacher prep institutions, college placement offices, job fairs (play to org’s strengths, location, money, etc.)
  2. E-mail postings or ads w/professional org’s
  3. Professional conferences
  4. Professional recruitment services or officers (e.g. for superintendents, etc.)
  5. Special interest journals or org’s (e.g. to target ethnic minorities, women, or other employee groups you seek to attract)
  6. Ads in local newspaper
  7. Personal referral by current employees
  8. Other school districts or org’s
  9. Other???
- C. **Theories of recruitment-- recruitment strategies**
1. **Objective theory**
    - a. assumes applicants use a very rational method for making decisions
    - b. thus, the more information you can give them (e.g. salaries, benefits, working cond’s, etc), the better
    - c. applicants weight these factors to arrive at a relative “desirability” index
  2. **Subjective theory**
    - a. assumes applicants are not rational, but respond to social or psychological needs (e.g. security, achievement, affiliation)
    - b. thus, play to these needs by highlighting job security or opportunities for promotion or collegiality of work group, etc.
  3. **Critical Contact theory**
    - a. assumes key attractor is quality of contact with the recruiter or recruiter behavior , e.g. (promptness, warmth, follow-up calls, sincerity, etc.)
    - b. research indicates that more recruiter contact enhances acceptance of offer, also experienced recruiter (e.g. middle-aged) more successful than young or inexperienced recruiter ---- may be especially important when recruiting ethnic minorities, women, etc.
- D. **Recruitment (& Selection) Policy- includes purposes, procedures, responsibility/authority for implementation, etc. Specific issues which may be addressed in Recruitment Policy:**
1. statement re: nondiscrimination (EEO employer) or particular protected class members that may be sought for different positions (see also Affirmative Action guidelines)
  2. position description --- adherence to job description (& qualifications) in recruitment & selection -- BFOQ’s -- bonafide occupational qualifications
  3. how handle special personnel in recruitment/selection? e.g. relatives (nepotism),

- veterans (any special advancement toward retirement for military experience?), rehires (special consideration? vacation days or other prior benefits?), part-time or temporary personnel (special consideration?, benefits?)
4. proselyting and/or pirating (recruitment from other systems?) --- if state has regs disallowing hiring teacher under contract w/another public school in state, have policy making it applicants' responsibility --- recommend hire contingent on unemployment with another school
  5. recruitment budget/expenses --- what is covered? Travel? Lodging/meals? Staff travel to recruit, relocation expenses, etc
  6. other?
    - a. Residency requirement in district?
    - b. favors, special considerations related to recruitment? -- e.g. get spouse a job?
    - c. limitations on outside employment? (2nd job, consulting, etc)
- E. Legal Considerations --- see Affirmative Action guidelines/policy & legal considerations below

### III. EMPLOYEE SELECTION

- A. History of selection research
1. research started in 30's, focused largely on the selection interview using a macroanalytic approach; that is, focus on reliability and predictive validity of selection interview decisions
  2. reliability (accuracy, consistency, stability) -- in selection, most relevant are
    - a. test-retest reliability--if I rate someone on Tuesday would they score the same as if I rated them on Friday?
    - b. inter-rater reliability--is there high consistency between how two different evaluators rate a candidate?
  3. validity (does instrument/process measure what it purports to measure) -- in selection, most relevant are
    - a. content validity--are the screening criteria relevant to the job
    - b. predictive validity--is there a strong relationships (correlation) between candidates' selection ratings and their subsequent job performance?
  4. initial findings indicated that the selection interview had neither high reliability nor predictive validity; research recommended the following changes in selection interview practice:
    - a. Use multiple raters
    - b. Raters must be trained in selection procedures & methods, including familiarity with job requirements
    - c. Use structured interview guide with specific, job-relevant questions, uniformly applied to all candidates
  5. these methods helped improve reliability, but predictive validity remained low; only "career motivation" & "sociability" could be assessed with any validity
  6. microanalytic research methods emerged, trying to discover those factors that inappropriately influenced selection decisions, thus lowering the predictive validity of the selection interview; many factors have been identified that inappropriately bias selection decisions, e.g.
    - a. Candidate characteristics --- e.g. age, physical attractiveness, sex, race, verbal & nonverbal behavior, etc.
    - b. Interviewer characteristics --- perceptions of job requirements, experience & training as an interviewer, goals for interview, match with candidate characteristics, etc.
    - c. Situational variables --- political, economic, & legal forces in the marketplace and organization, role of interview in selection system,

selection ratio, quickness of selection decisions, physical setting, interview structure, etc.

- B. Theoretical explanations for research findings:
  - 1. Stereotyping Theory --- generalizations based on cognitive perceptions
  - 2. Attribution Theory --
    - a. internal attributions (hard working, bright)
    - b. external attributions (easy program, lucky)
- C. Best practice based on research findings -- cumulative research findings suggest the following “best practice” in selection processes (tho inconclusive in some regards):
  - 1. Raters or interviewer are more likely to make valid selection decisions when they have a clear understanding of job expectations & qualifications;
  - 2. Inter-rater reliability and validity of selection decisions is enhanced if raters/interviewers have a common understanding & use of appropriate evidence for job expectations;
  - 3. Raters/interviewers tend to make more valid decisions if they have had systematic training regarding the selection system, job performance expectations, & potential person-perception biases (e.g. age, attractiveness)
  - 4. Collecting a greater quantity of job-relevant information will tend to reduce perceptual biases regarding candidate characteristics (e.g. age, race, sex, attractiveness);
  - 5. Uniform & consistent use of job-relevant application questions, interview questions, and other screening information for all candidates will tend to enhance the reliability and validity of selection decisions;
  - 6. Structure interview guides (especially those with standardized rating procedures) tend to enhance reliability and validity;
  - 7. Situational interviews in which candidates are asked to describe how they would respond to typical and relevant work situations tend to have somewhat higher predictive validity than do other interview techniques;
  - 8. Similarly, assessment of candidates performing actual (or simulated) job behaviors can enhance the predictive validity of selection decisions; behavior-based measures result in highest validities;
  - 9. Screeners & interviewers need adequate time to gather and evaluate relevant information on all candidates so as not to make premature and erroneous decisions;
  - 10. Use of multiple trained raters to evaluate candidates will tend to reduce the effects of individual perceptual bias on selection decisions.
  - 11. **SYSTEMATIZE!! STANDARDIZE!!** Collect & evaluate **SAME** information on **ALL** applications.
- D. Selection Policy & Procedures
  - 1. Develop Selection Policy/Procedures/System/Plans
  - 2. Consult job descriptions as basis for selection criteria for each position
  - 3. Train multiple raters
  - 4. Collect job-relevant applicant information -- e.g. applications, tests, reference info (standardized letters of reference), simulated or actual job behavior data, interview data, etc.
  - 5. Appraise Applicant Data (w/multiple trained raters)-- cut-off methods, weighting, etc.
  - 6. Employment Decision (centralized, decentralized?)
  - 7. Employment Offer (& Placement) - contract, terms of employment, etc.
  - 8. Evaluation of Recruitment & Selection Process -- applicant yield ratio, reliability, validity, cost effectiveness, etc.

#### IV. ASSESSMENT CENTERS -- (used largely for administrator or manager selection)

- A. Developed from OCS model after WWII for Secret Service selection

- B. used largely in big business (e.g. IBM, AT&T, etc)
- C. activities often include in-basket exercises, leaderless group activities, problem-solving activities, etc.
- D. NASSP Assessment Center -- predictive validity coefficients of .25 to .27
- E. Although low, assessment center validity compares well with other methods:

Managerial assessment centers	r= .325
Traditional interviews	r= .095
Biographical info (paper & pencil)	r=-.011
General mental ability (paper & pencil)	r= .186
Personality inventories	r= .126
Special aptitudes applicable to particular job (paper & pencil test)	r= .302
Supervisory/peer ratings (regarding how well candidate will do when placed in managerial role)	r= .441
Work tests (test ability to “do” rather than knowledge or ability to learn)	r=.288

**CONCLUSION: BEHAVIOR-BASED MEASURES HAVE GREATEST VALIDITY!**

#### V. LEGAL ISSUES in Employee Recruitment & Selection

- A. Equity Legislation passed since 1960’s
  1. Civil Rights Acts 1964--protects various protected class members from discrimination in employment (recruitment, selection, appraisal, compensation, etc); Equal Employment Opportunity Commission is policy & enforcement agency to protect on basis of race, color, national origin, religion, gender (not in initial legislation, but resulted from case law)
  2. Age Discrimination Employment Act (ADEA- 1967, 1978) --protects persons between 40 & 70 from employment discrimination
  3. Equal Pay Act of 1963 -- protects women in compensation -- equal pay for comparable work (same skill, effort, responsibility, working conditions); exceptions are seniority, job performance or productivity, merit -- not race, sex, religion, etc....
  4. a. Section 504 of Vocational Rehabilitation Act (1973) protects handicapped persons, now called disabled persons -- requires “reasonable accommodation” b. American’s with Disabilities Act (1992)-- protects disabled persons --- requires “reasonable accommodation”
  5. Also relevant is Equal Protection Clause of 14th Amendment
- B. Discrimination ---Law recognizes different types of discrimination
  1. Discriminatory intent--policy designed to keep certain people out --- to show disc. Intent, must show:
    - a. historical background
    - b. specific sequence of events leading to passage of policy or implementation of practice
    - c. departure from accepted practices or norms
    - d. legislative & administrative history
  2. Discriminatory treatment -- differential treatment based on class (race, sex, etc)
  3. Disparate impact--not specifically designed to exclude or to treat differentially, but has the EFFECT of disallowing participation by a disproportionate number of protected class members-- e.g.if teachers are required to pass national standardized exams, often proportionately more minorities fail to pass. Plaintiff (typically class action suit) shows that a disproportionate number of protected class members were adversely affected by policy; state (defendant organization) must show that there is a rational relationship between the policy or practice and legitimate state

- objective(s) served. If defendant fails to show rational relationship & legitimate state purpose served, then plaintiff automatically wins --- “prima facie” case.
- C. Affirmative Action guidelines -- monitored by EEOC. Any organization that employs more than 15 employees or receives more than \$50,000 from federal monies must comply.**
1. a proactive approach to remedy past discrimination
  2. guidelines
    - a. must include a policy statement about non-discriminatory practice --- may target specific group(s)
    - b. statement saying who is responsible in organization for development and implementation of affirmative action plans
    - c. statement about how communication is handled within and outside organization (i.e. job postings, etc.)
    - d. work force analysis--report describing composition of work force including racial/ethnic/gender breakdown by types of positions held; work force composition should mirror “relevant labor market” -- relevant labor market may vary by position (distance one would reasonably move or travel to accept the position)
    - e. goals and estimated timetable for achieving these goals
    - f. appropriate linkages we need to establish with personnel processes (recruitment, selection, placement, promotion, development, etc.)
    - g. program monitoring & evaluation (how often, by whom) -- cyclic process
- D. Other legal issues for consideration:**
1. Reverse discrimination -- quotas?
  2. Negligent hiring --- background checks
  3. Other?
- E. Implications for best practice (very consistent with best practice based on research)**
1. Know clearly what the job entails and collect ONLY applicant information that is highly relevant to job
  2. Train the people involved in screening so that they know how to appropriately interview or screen, how to stick to relevant selection criteria
  3. Do not ask questions that are not relevant to the job (on paper application or in interview) --- e.g. age, race, child-care arrangements, marital status, family status, etc.; Any information that is not relevant for selection (but may be necessary for employment benefits or affirmative action) may be obtained AFTER job is accepted or obtained by affirmative action officer who is not involved in selection.
  4. Make sure screening tools and criteria are consistent with job responsibilities and are applied uniformly to all candidates
  5. Check references thoroughly, do background checks
  6. Standardize screening procedures -- all applicants treated the same
  7. Multiple raters rather than single rater