HUMAN RESOURCES ISSUES

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ÇAĞ UNIVERSITY
FACULTY of ARTS & SCIENCES
PSYCHOLOGY DEPARTMENT
PSY 470 INDUSTRIAL PSYCHOLOGY
WEEK 3

PRE-EMPLOYMENT PLANNING

INTRODUCTION

- From the **applicant's perspective**, a job search can be an exhausting, stressful, but exciting task.
- Just as you are looking for potential employers, **organizations** are out looking for **talented new employees** through campus recruiters and online job postings.
- Organizations spend a **tremendous amount of time, money, and energy** trying to recruit and select a **qualified, capable, and productive workforce**.
- Although there are always **significant numbers of unemployed** workers in the population, the **market** for truly skilled workers **is tight**.
- Depending on the job level, the **costs** of recruiting, selecting, training, and then releasing a single employee can range from a few thousand dollars to several hundreds of thousands of dollars, depending on the level of the position—it has been estimated that the **hiring costs** are approximately **three times** the person's **annual salary** (Cascio, 2003).

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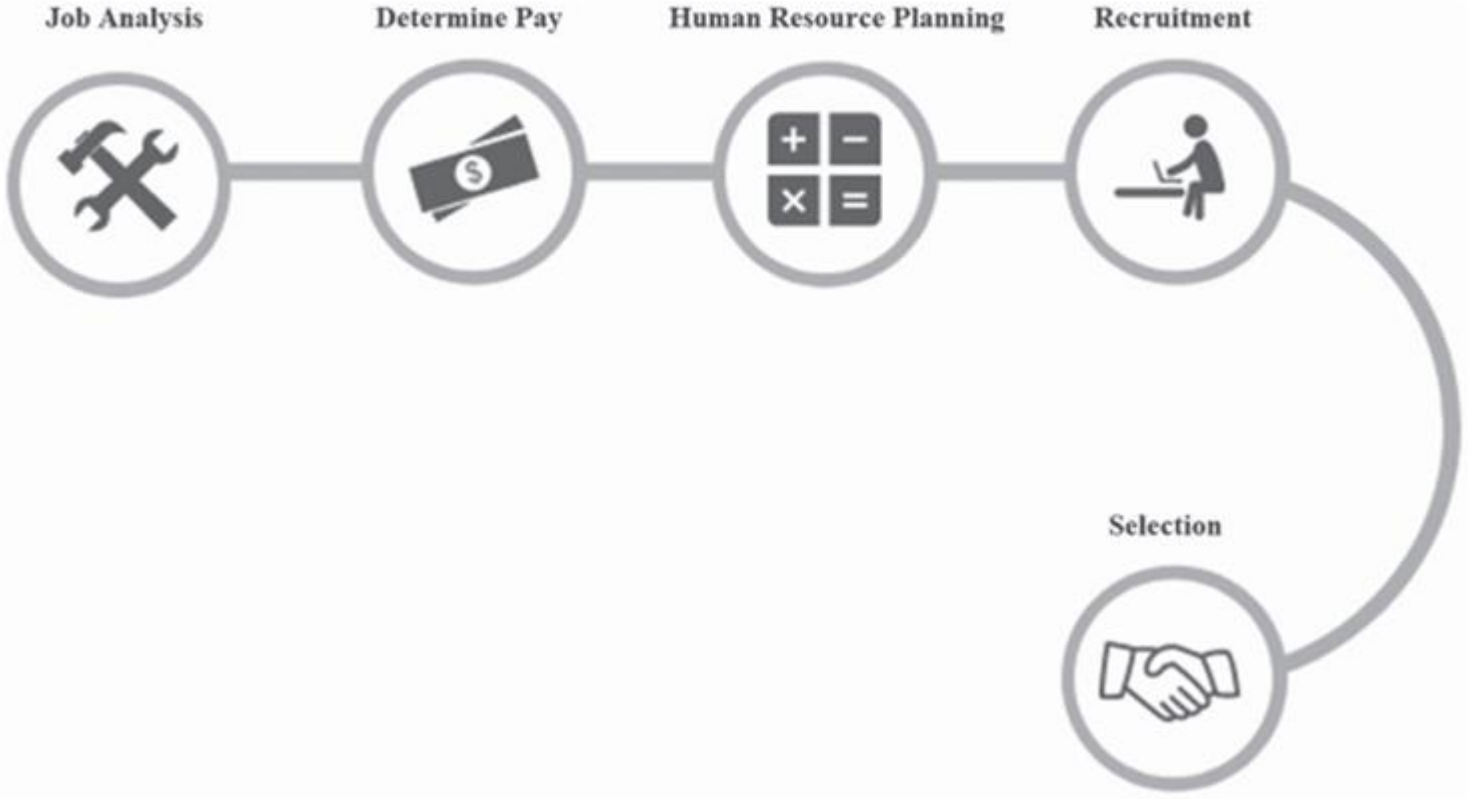
INTRODUCTION



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JOB ANALYSIS

- **Job analysis** is the **systematic study** of the **tasks, duties, and responsibilities of a job** and the **qualities** needed to perform it.
- Job analysis is the **starting point** for nearly all personnel functions, **from selection, to pay, to training, to performance appraisal** (Wheaton & Whetzel, 1997).
- Most jobs are quite **complex** and **require** workers to possess **certain types of knowledge and skills** to perform a variety of different tasks.
- Jobs might also require workers to **interact** effectively with **different types of people**, or a **single job** might require a worker to possess **all these important skills and knowledge**.
- To perform a good job analysis, the **job analyst** must be **well trained** in the basic **research methods**.
- A review of research on job analysis suggests that **experience and training** in job analysis methods are critical for **effective job analysis** (Voskuijl & van Sliedregt, 2002).
- A job analysis leads directly to the development of several other important personnel "products": a **job description**, a **job specification**, a **job evaluation**, and **performance criteria**.

JOB ANALYSIS

- **Job Description** is a **detailed description** of job tasks, procedures, and responsibilities; the tools and equipment used; and the end product or service.
- **Job Specification** is a statement of the **human characteristics** required to perform a job. It includes the **knowledge, skills, abilities**, and other characteristics (KSAOs) needed to do the job. Usually, job specifications give the **minimum acceptable qualifications** that an employee needs to perform a given job.
- **Job evaluation** is an assessment of the relative **value of a job** to determine appropriate compensation.
- **KSAO** – Knowledge, Skills, Abilities and Other characteristics – is an abbreviation that describes the attributes necessary to do a particular job. You define KSAOs during a job analysis before recruitment or when considering an employee for promotion to a higher position.

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Table 3.1 Examples of a Job Description and a Job Specification

Partial Job Description for Human Resources Assistant
Job summary: Supports human resources processes by administering employment tests, scheduling appointments, conducting employee orientation, maintaining personnel records and information Job tasks and results: Schedules and coordinates appointments for testing; administers and scores employment tests; conducts new employee orientation programs; maintains personnel databases, involving assembling, preparing, and analyzing employment data; must maintain technical knowledge by attending educational workshops and reviewing publications; must maintain strict confidentiality of HR information
Partial Job Specification for Human Resources Assistant
Minimum of 2 years' experience in human resources operations. Bachelor's degree in business, psychology, social sciences, or related area; master's degree in HR-related discipline desired; proficiency in database management programs and statistical analysis software; good interpersonal skills, with training and presentation experience

Source: Adapted from Plachy, 1998.

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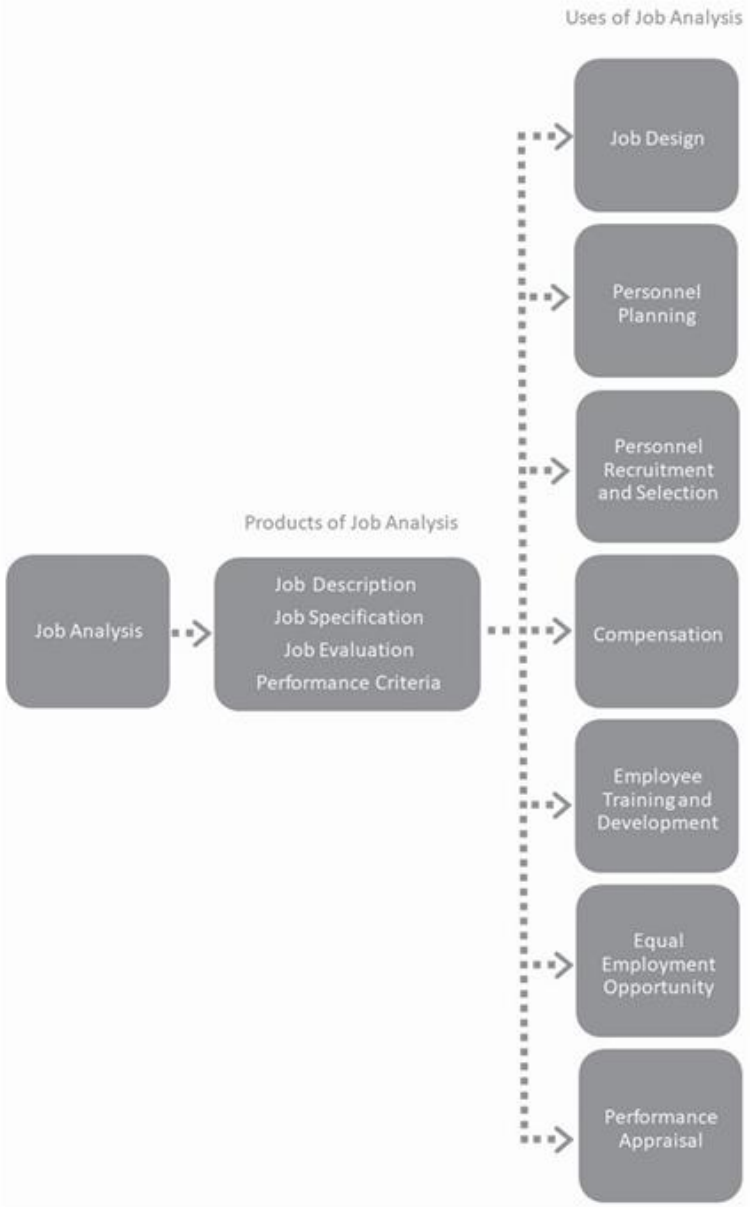

Figure 3.3 Links between job analysis and personnel functions.

Source: Based on Ghorpade, 1988.

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SOURCES OF INFORMATION FOR JOB ANALYSIS

- A **variety of methods and procedures** are available for conducting a job analysis, including observational techniques, examination of existing data on jobs, interview techniques, and surveys.
- Different job analysis methods are often used **in combination** to produce a detailed and accurate description of a certain job (Brannick *et al.*, 2007).

OBSERVATIONS

- Observational methods of job analysis are those in which trained job analysts gather information about a particular job.
- To do this, the analyst usually **observes the job incumbent at work** for a period of time.
- Job analysts may also make use of **videos to record** work behavior for more detailed analysis.
- Typically, in observational analysis, the observer takes **detailed notes** on the exact tasks and duties performed.
- Observational techniques usually **work best with jobs involving manual operations, repetitive tasks**, or other easily seen activities. For example, describing the tasks and duties of a sewing machine operator is much simpler than describing the job of a computer technician.
- With observational techniques, it is important that the **times selected for observation** are **representative of the worker's routine**, especially if the job requires that the worker be engaged in different tasks during different times of the day, week, or year.
  - The presence of the observer in some way influences workers' performance (recall the Hawthorne effect).

PARTICIPATION

- In some instances, a job analyst may want to **actually perform a particular job** or **job operation** to get a firsthand understanding of how the job is performed.
- For example, several years ago, one of us was involved in conducting a job analysis of workers performing **delicate micro assembly operations**.
- These micro assemblers were working on **fitting together extremely tiny electrical components**.
- The only way to gain a true understanding of (and appreciation for) the **fine hand–eye coordination** required to perform the job was to actually attempt the assembly task.

EXISTING DATA

- Most large, established organizations usually have some **information or records** that can be used in the job analysis, such as a **previous job analysis** for the position or an analysis of a related job.
- Such data might also be **borrowed from another organization** that has conducted analyses of **similar jobs**.
- Human resources professionals often **exchange such information with professionals** at other organizations.
- In addition, **government sources**, such as the Department of Labor, might provide data that can assist in a specific job analysis (Dierdorf, 2012).
- Existing data should always be **checked to make sure** they conform to the job as it is currently being performed and to determine if the existing data account for the inclusion of new technology in the job.

APPLYING I/O PSYCHOLOGY

A Detailed Job Analysis of Real Estate Agents

In one project, the State of California hired an industrial/organizational psychologist to undertake a detailed job analysis of real estate salespersons and brokers (Buckly, 1993). The state wanted to understand the real estate professionals' job better in order to improve the existing state licensing exam for real estate agents/brokers.

The I/O psychologist began by surveying nearly 1,000 real estate salespersons and brokers, asking them about the activities they engaged in and the knowledge they needed to perform their jobs. The results of this job analysis indicated that real estate salespersons typically engaged in the following activities:

1. *Locating and listing property*—Includes inspecting the property, performing a market analysis, and suggesting a price range for the property.
2. *Marketing property*—Includes promoting the property through advertising, finding prospective buyers, and showing and describing features of the property to prospective buyers.
3. *Negotiating sales contracts*—Includes preparing and presenting offers and counteroffers and negotiating deals.
4. *Assisting with transfer of property*—Includes arranging for escrow; assisting the buyer to find financing; coordinating with inspectors, appraisers, and the escrow and title companies; and reviewing closing documents with clients.

APPLYING I/O PSYCHOLOGY

(Continued)

5. *Maintaining professional image*—Includes staying informed about changes in real estate laws, market trends, and the community.

In addition to these activities, real estate salespersons had to demonstrate knowledge of:

- Types of properties and ownerships (e.g., leases, common interest properties)
- Land use controls and regulations (zoning, property taxes, building codes, etc.)
- Market value and market analysis
- Property financing and financing regulations
- Contracts
- Transfer of property rules and laws.

The result of this project was that the I/O psychologist recommended that the state change the licensing examination test items in order to better reflect the job as described by real estate salesperson job incumbents.

INTERVIEWS FOR JOB ANALYSIS

- Interviews are another method of job analysis.
- They can be **open-ended** ("Tell me all about what you do on the job") or they can involve **structured or standardized** questions.
- Because any one source of **information can be biased**, the job analyst may want to get **more than one perspective** by interviewing the **job incumbent**, the incumbent's **supervisor**, and, if the job is a supervisory one, the incumbent's **subordinates**.
- The job analyst might also interview **several job incumbents within a single organization** to get a more reliable representation of the job and to see whether **various people holding the same job title** in a company actually perform similar tasks.

SURVEYS

- Survey methods of job analysis usually involve the **administration of a pencil-and paper or online questionnaire** that the respondent completes and returns to the job analyst.
- Surveys can consist of:

1. **open-ended questions** ("*What abilities or skills are required to perform this job?*");
2. **closed-ended questions** ("*Which of the following classifications best fits your position*: (a) *supervisory*, (b) *technical*, (c) *line*, (d) *clerical*?"); or
3. **checklists** ("*Check all of the following tasks that you perform in your job.*").

INTERPRETATION OF RESEARCH RESULTS

- The survey method has **two advantages** over the interview method:

1. First, the survey allows the collection of information from **a number of workers simultaneously**. This can be helpful and very **cost-effective** when the analyst needs to study several positions.
2. Second, because the survey can be **anonymous**, there may be **less distortion or withholding** of information than in a face-to-face interview.

- One of the **drawbacks** of the survey, however, is that the information obtained is **limited by the questions** asked. Unlike an interview, a survey can**not** probe for **additional information** or for clarification of a response.
- Often, in the conducting of job analyses, job incumbents or knowledgeable supervisors of job incumbents are referred to as **subject matter experts** (or **SMEs**).
- **Subject matter expert** (SMe) is an individual who has detailed knowledge about a particular job.

JOB DIARIES

- Another method for job analysis is to have job incumbents **record their daily activities in a diary**.
- An **advantage** of the job diary is that it provides **a detailed, hour-by-hour, day-by-day account** of the worker's job.
- One difficulty of diary methods, however, is that it is **quite time-consuming**, both for the worker who is keeping the diary and for the job analyst who has the task of analyzing the **large amount of information** contained in the diary.

SPECIFIC JOB ANALYSIS TECHNIQUES

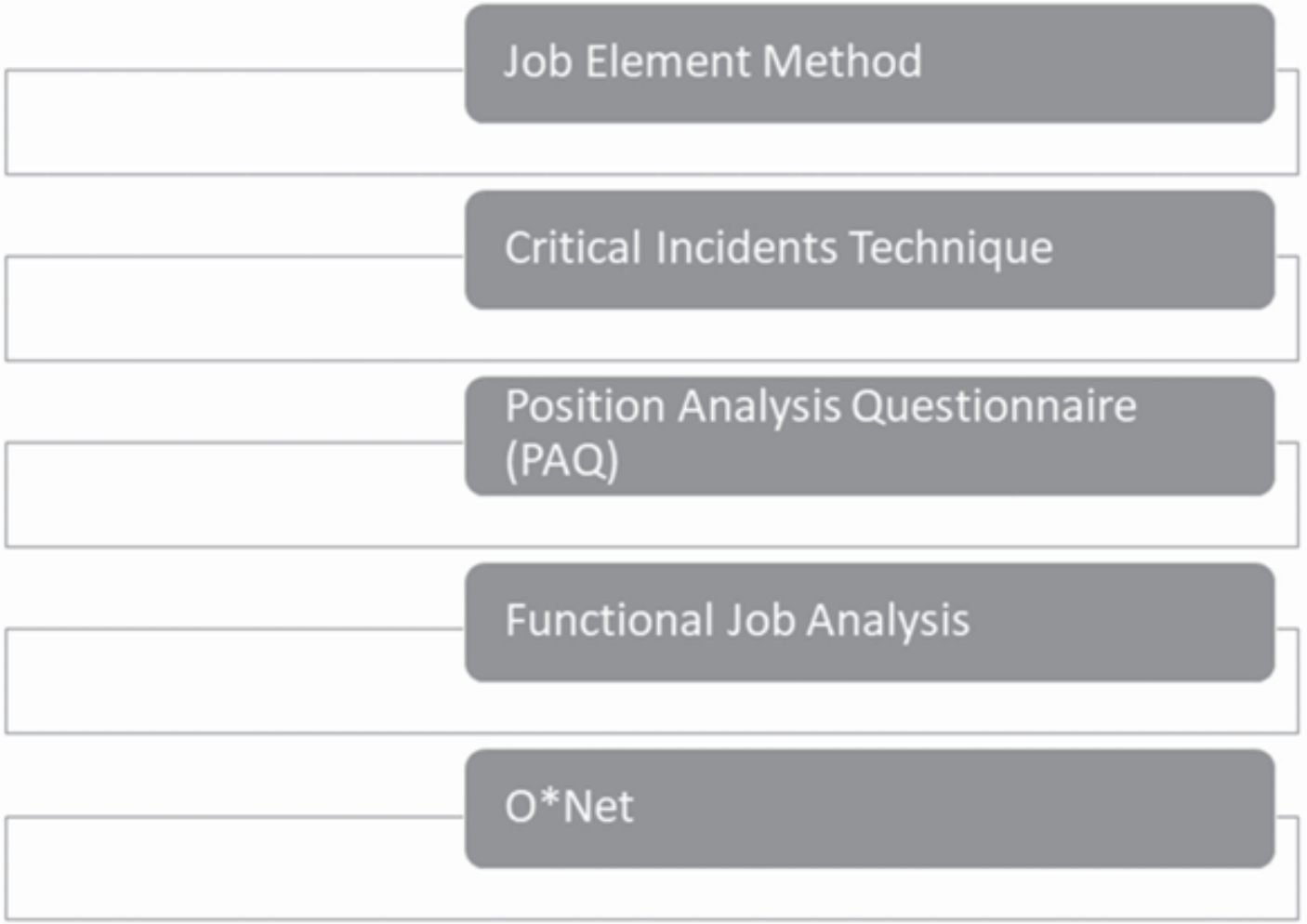


Figure 3.5 Specific job analysis techniques

JOB ELEMENT METHOD

- **Job element method** is a job analysis method that **analyzes jobs** in terms of the knowledge, skills, abilities, and other characteristics (KSAOs) required to perform the jobs.
- In the job element method, the **job analyst relies on "experts"** (subject matter experts, or SMEs) who are informed about the job to identify the job elements (KSAOs) required for a given job.
- The experts then **rate or rank the different elements** in terms of their importance for performing the job.
- The job element method is "**person oriented**" (or personality based) in that it focuses on the **characteristics of the individual** who is performing the job (Morgeson *et al*., 2019).
- Because of its **limited scope**, the job element method is often **combined with other** job analysis methods.

CRITICAL INCIDENTS TECHNIQUE

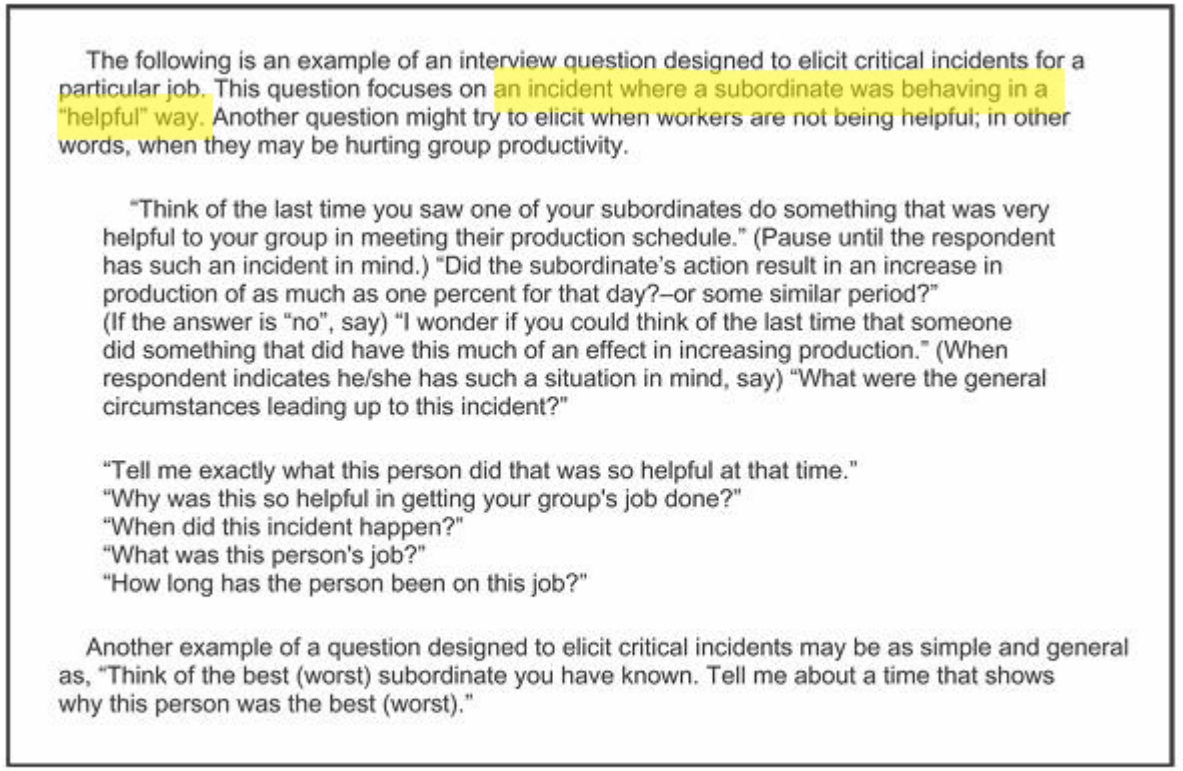
- **Critical Incidents Technique (CIT)** is a job analysis technique that relies on instances of especially **successful or unsuccessful job performance**.
- For example, some critical incidents for the job of **clerical assistant** might include the following:

1. "Possesses knowledge of **word processing** programs";
2. "Notices an item in a letter or report that doesn't appear to be right, **checks** it, and **corrects** it";
3. "**Misfiles** charts, letters, etc., on a regular basis"; and
4. "**Produces a manuscript** with good margins, making it look like a professional document."

- All of these behaviors presumably **contribute to the success or failure** of the clerical assistant.
- Research indicates that information is best provided by experts on the job and that **careful qualitative analysis** methods should be used (Butterfeld *et al.*, 2005).

CRITICAL INCIDENTS TECHNIQUE

- Trough the collection of hundreds of critical incidents, the job analyst can arrive at a **very good picture of what a particular job**—and its successful performance—is all about.
- CIT is particularly suited to **analyzing complex jobs**.
- Recently, the results of **CIT analyses** have been used to teach "**best practices**" in professions such as **medicine, counseling, and customer service** (Rademacher *et al.*, 2010).



The following is an example of an interview question designed to elicit critical incidents for a particular job. This question focuses on an incident where a subordinate was behaving in a "helpful" way. Another question might try to elicit when workers are not being helpful; in other words, when they may be hurting group productivity.

"Think of the last time you saw one of your subordinates do something that was very helpful to your group in meeting their production schedule." (Pause until the respondent has such an incident in mind.) "Did the subordinate's action result in an increase in production of as much as one percent for that day?–or some similar period?"
(If the answer is "no", say) "I wonder if you could think of the last time that someone did something that did have this much of an effect in increasing production." (When respondent indicates he/she has such a situation in mind, say) "What were the general circumstances leading up to this incident?"

"Tell me exactly what this person did that was so helpful at that time."
"Why was this so helpful in getting your group's job done?"
"When did this incident happen?"
"What was this person's job?"
"How long has the person been on this job?"

Another example of a question designed to elicit critical incidents may be as simple and general as, "Think of the best (worst) subordinate you have known. Tell me about a time that shows why this person was the best (worst)."

Figure 3.6. Critical incidents interview form.

POSITION ANALYSIS QUESTIONNAIRE

- **Position Analysis Questionnaire (PAQ)** is a job analysis technique that uses a **structured questionnaire** to analyze jobs according to **187 job statements**, grouped into **six categories**.

1. ***Information input*—Where and how** the worker obtains the information needed to perform the job. For example, a newspaper reporter may be required to use published, written materials as well as interviews with informants to write a news story. A clothing inspector's information input may involve fine visual discriminations of garment seams.
2. ***Mental processes***—The kinds of **thinking, reasoning, and decision making** required to perform the job. For example, an air traffic controller must make many decisions about when it is safe for jets to land and take of.
3. ***Work output***—The **tasks** the worker must perform and the tools or machines needed. For example, a word processor must enter text using keyboard devices.
4. ***Relationships with other persons***—The **kinds of relationships and contacts** with others required to do the job. For example, a teacher instructs others, and a store clerk has contact with customers by providing information and ringing up purchases.
5. ***Job context***—The **physical and/or social contexts** in which the work is performed. Examples of job context elements would be working under high temperatures or dealing with many conflict situations.
6. ***Other job characteristics***—Other **relevant activities, conditions, or characteristics** necessary to do the job.

INFORMATION INPUT

1. INFORMATION INPUT

1.1 Sources of Job Information

Rate each of the following items in terms of the extent to which it is used by the worker as a source of information in performing his job.

Code	*Extent of Use (U)*
N	Does not apply
1	Nominal/very infrequent
2	Occasional
3	Moderate
4	Considerable
5	Very substantial

1 _____ Written materials (books, reports, office notes, articles, job instructions, signs, etc.).

2 _____ Quantitative materials (materials which deal with quantities or amounts, such as graphs, accounts, specifications, tables of numbers, etc.).

3 _____ Pictorial materials (pictures or picturelike materials used as ***sources*** of information, for example, drawings, blueprints, diagrams, maps, tracings, photographic films, x-ray films, TV pictures, etc.).

4 _____ Patterns/related devices (templates, stencils, patterns, etc., used as ***sources*** of information when ***observed*** during use; do ***not*** include here materials described in item 3 above).

5 _____ Visual displays (dials, gauges, signal lights, radarscopes, speedometers, clocks, etc.).

6 _____ Measuring devices (rulers, calipers, tire pressure gauges, scales, thickness gauges, pipettes, thermometers, protractors, etc., used to obtain visual information about physical measurements; do ***not*** include here devices described in item 5 above).

7 _____ Mechanical devices (tools, equipment, machinery, and other mechanical devices which are ***sources*** of information when observed during use or operation).

8 _____ Materials in process (parts, materials, objects, etc., which are ***sources*** of information when being modified, worked on, or otherwise processed, such as bread dough being mixed, workpiece being turned in a lathe, fabric being cut, shoe being resoled, etc.).

9 _____ Materials ***not*** in process (parts, materials, objects, etc., not in the process of being changed or modified, which are sources of information when being inspected, handled, packaged, distributed, or selected, etc., such as items or materials in inventory, storage, or distribution channels, items being inspected, etc.).

10 _____ Features of nature (landscapes, fields, geological samples, vegetation, cloud formations, and other features of nature which are observed or inspected to provide information).

11 _____ Constructed features of environment (structures, buildings, dams, highways, bridges, docks, railroads, and other "man made" or altered aspects of the indoor or outdoor environment which are ***observed*** or ***inspected*** to provide job information; do not consider equipment, machines, etc., that an individual uses in work, as covered by item 7).

Figure 3.7 Sample page from the Position Analysis Questionnaire (PAQ).

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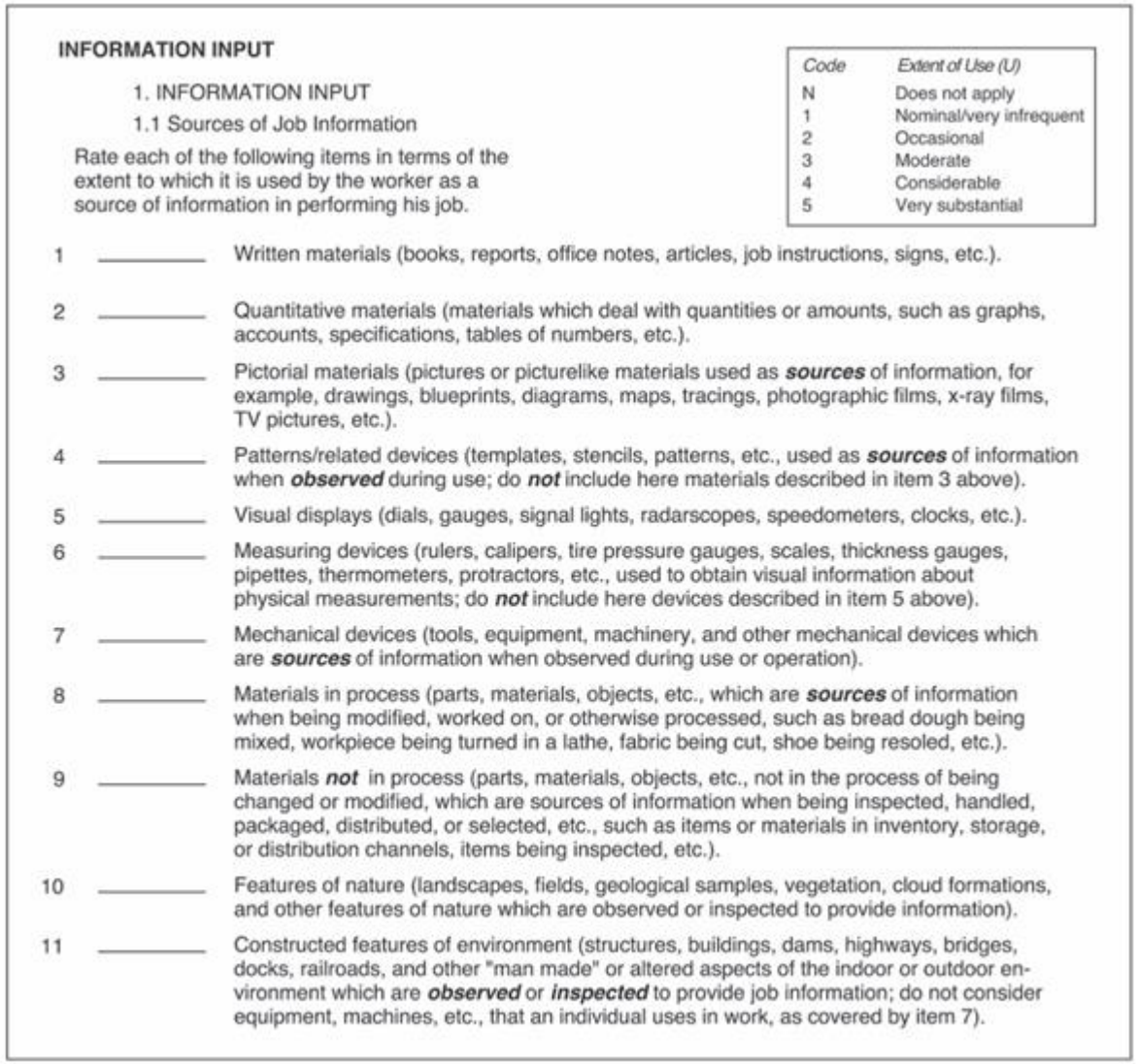
FUNCTIONAL JOB ANALYSIS

- **Functional Job analysis (FJA)** is a **structured job analysis technique** that examines the **sequence of tasks** in a job and the **processes** by which they are completed.
- (FJA) has been **used extensively** by organizations in both the **public and private** sectors (Morgeson *et al.*, 2019). It was developed in part to assist the U.S. Department of Labor in the construction of a comprehensive job classification system and to help create the ***Dictionary of Occupational Titles (DOT)*** (U.S. Department of Labor, 1991). The DOT was a reference guide that classified and gave general descriptions for **over 40,000** different jobs.



INFORMATION INPUT

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Figure 3.7 Sample page from the Position Analysis Questionnaire (PAQ).

FUNCTIONAL JOB ANALYSIS

- Functional job analysis uses **three broad categories** representing the job's typical interaction with ***data, people,*** and ***things***.
- **Data** refers to **information, knowledge, and conceptions**. Jobs are evaluated with an eye to the amount and type of interaction the person performing the job has with data—numbers, words, symbols, and other abstract elements.
- **People** refers to the **amount of contact** with others that a job requires. These people can be coworkers, supervisors, customers, or others.
- **Things** refers to the worker's **interaction with inanimate objects** such as tools, machines, equipment, and tangible work products.
- Within each of these categories there is a **hierarchy of work functions** that ranges from the most involved and complex functions (given the numerical value of "0") to the least involved and least complex (the highest digit in the category).

FUNCTIONAL JOB ANALYSIS

- For example, using FJA, the job of **industrial/organizational psychologist** requires "**coordinating**" data (value of "1"), "**mentoring/leading**" people (the highest value of "0"), and "**handling**" things (relatively low value of "7").
- For the occupation of **job analyst**, the corresponding numbers are **2, 6, and 7**, meaning that this job involves "**analyzing**" data, "**exchanging information**" with people, and "**handling**" things.
- For instance, in a study of **over 200 nursing assistants** in nursing homes, functional job analysis discovered that nursing assistants were spending **too little time dealing with the people** aspects of their jobs (e.g., giving attention to elderly residents) and a disproportionately **large amount of time dealing with data** (e.g., reports) and things, such as changing bedding (Brannon et al., 1992).

Table 3.2 Hierarchy of Work Functions Used in Functional Job Analysis

Data	People	Things
0 Synthesizing	0 Mentoring, leading	0 Setting up
1 Coordinating, innovating	1 Negotiating	1 Precision working
2 Analyzing	2 Instructing, consulting	2 Operating-controlling
3 Compiling	3 Supervising	3 Driving-operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending, data processing
6 Comparing	6 Exchanging information	6 Feeding, off bearing
	7 Serving	7 Handling
	8 Taking instructions, helping	

Source: Fine & Cronshaw, 1999; U.S. Department of Labor, 1991.

O*NET: A USEFUL TOOL FOR UNDERSTANDING JOBS

- **O*Net** (Occupational Information Network (www.onetcenter.org) is the U.S. Department of Labor's website that provides comprehensive information about jobs and careers.
- O*NET has:

a. **career exploration tools** to assist individuals in evaluating their career interests;

b. information on the **job-related skills and training** needed for particular jobs;

c. **consumer guides** that explain personnel testing and assessment; and

d. a **clearinghouse for information** for I/O psychologists, human resources professionals, and career and vocational counselors.

Table 3.3 O*NET Summary Report for Occupation: Industrial/Organizational Psychologists (greatly abbreviated)

Sample of Reported Job Titles: Consultant, I/O Psychologist, Consulting Psychologist Management Consultant, Research Scientist

Tasks
Develop and implement employee selection and placement programs
Analyze job requirements and content . . . for classification, selection, training
Identify training and developmental needs
Assess employee performance

Knowledge
Personnel and human resources
Psychology
Education and training
Administration and management
Customer personal service
Sales and marketing

Skills
Critical thinking
Active listening
Complex problem solving
Service orientation
Speaking

Abilities
Oral and written comprehension and expression
Problem sensitivity
Deductive and inductive reasoning
Originality

Work Activities
Getting information and interpreting its meaning for others
Organizing, planning, prioritizing work
Analyzing data
Making decisions and problem solving
Providing consultation and advice to others
Interacting with computers, etc.
[Other information includes: Interests, Work Styles, Work Values, Related Occupations, and Wages & Employment Trends. (2020 median wages are over $96,000 per year, by the way, with good growth prospects.)]

As the job analysis will lead us to determine how we recruit, screen, and pay employees, it is important to reintroduce the topic of validity and reliability. Any type of measurement instrument used in industrial/organizational psychology, including those used in employee screening and selection, must meet certain measurement standards. Two critically important concepts in measurement are reliability and validity.

DETERMINING PAY

- **Pay is heavily influenced** by the **KSAOs and behaviors** determined to be important for the job during job analysis and described in the job evaluation.
- Detailed job evaluations typically examine jobs on **a number of dimensions**, called **compensable factors**.
- **Compensable Factors** are the job elements that are used to determine appropriate compensation for a job.
- Examples of compensable factors might be:

1. the **physical demands** of a job;
2. the amount of **education, training, or experience** required;
3. the **working conditions** associated with the job; and
4. the **amount of responsibility** the job carries.

DETERMINING PAY

- Each job may be given a score or weighting on each factor. The summed total of the weighted compensable factors indicates the value of the job, which is then translated into the dollar amount of compensation.
- A common question that arises about pay is whether or not to openly **share pay information with employees**.
- **Pay transparency** can be useful in determining **pay equity** but can also have unintended consequences:

1. If there are pay inequities, pay transparency can have **negative effects** for those who learn they are underpaid or
2. if it reveals inequities where some employees are **receiving idiosyncratic deals** related to pay.
3. On the other hand, especially if pay is determined in a consistent fashion, pay transparency has generally **positive outcomes**, and can contribute to greater **pay equity** between men and women.

DETERMINING PAY

- Although the most recent research shows that **pay for women is catching up to the wages paid men**, these gains are slow in coming.
- According to the World Economic Forum (2019), the **gender wage gap** persists in all countries, although Western Europe has the smallest gap, followed by North America, and the Middle East and North Africa have the largest pay gap.
- **Three issues** bear directly on the "**gender gap**" in wages (Klein *et al.*, 2021).

1. **Higher-paying jobs** were primarily held by men.
2. Female-dominated jobs may **pay less than** male-dominated jobs (*In the 1980s, this gender-based pay disparity gave birth to the concept of* ***comparable worth****, or* ***equal pay for equal work****.*)
3. **Exceptioning** (the practice of ignoring pay discrepancies between particular jobs possessing equivalent duties and responsibilities)- *The average salary of a physician is three to five times that of a nurse, and yet the two jobs have many comparable duties and responsibilities. Although the imbalance in salaries is known to exist, hospitals are financially unable to pay nurses what they are worth, and so an* ***exception is made****.*

HUMAN RESOURCE PLANNING

- With job analysis in hand and pay determined, the human resources professional determines **how many and what types** of employees need to be hired.
- Effective human resource planning (HR planning) begins with the **strategic goals** of the organization.
- For example, imagine an internet-based marketing company that provides marketing services for small businesses. The company needs to hire a certain number of **web design experts** and **customer service agents** with web knowledge to staff the customer help lines.
- Human resources professionals need to consider a number of factors in HR planning:

1. What are the organization's goals and strategic objectives?
2. What are the staffing needs required for the organization to accomplish its goals?
3. What are the current human resource capacities and existing employee skills in the organization?
4. Which additional positions are needed to meet the staffing needs (sometimes referred to as a "gap analysis"—i.e., what is the gap between the HR capacities the company has and what it needs)?

HUMAN RESOURCE PLANNING

- One model of **human resource planning** suggests that companies need to focus on **four interrelated processes** (Cascio, 2003). These are:

1. **Talent inventory:** an assessment of the current KSAOs (knowledge, skills, abilities, and other characteristics) of current employees and how they are used.
2. **Workforce forecast:** a plan for future HR requirements (i.e., the number of positions forecasted, the skills those positions will require, and some sense of what the market is for those workers).
3. **Action plans:** development of a plan to guide the recruitment, selection, training, and compensation of the future hires.
4. **Control and evaluation:** having a system of feedback to assess how well the HR system is working and how well the company met its HR plan.

EMPLOYEE RECRUITMENT

- **Employee recruitment** is the process by which organizations **attract potential workers** to apply for jobs.
- A wide variety of recruitment techniques and tactics can be used, including **job advertisements** on internet sites (e.g., Monster.com, CareerBuilder.com), employment **agencies** (including executive search firms—i.e., "headhunters"—for high-level positions), and **referrals** by current employees.
- College students are most familiar with **on-campus recruitment programs** and **web-based career sites** that post openings as well as allowing applicants and employers to "connect" online through professional social networking sites (e.g., LinkedIn.com, Indeed.com).
- The **larger internet job sites**, such as Monster.com, have millions of registered job seekers and employers, allowing a potential applicant to search hundreds of jobs in minutes, post a resume, and get career advice.

RECRUITMENT FROM THE PERSPECTIVE OF THE RECRUIT

- Recruitment is a **two-way process**:

1. while the recruiting organization is attempting to attract and later evaluate prospective employees,
2. job applicants are evaluating various potential employers.

- Job search is a **shared experience** and can be a very **exciting process**, but can also be **stressful and exhausting**.
- A study examining college students' motivation during the job search process showed that **internal motivation tends to decrease** over time during the job search, whereas **external motivation remains stable** (da Motta Veiga & Gabriel, 2016).

RECRUITMENT FROM THE PERSPECTIVE OF THE RECRUIT

- Research shows that a majority of **young job applicants** have preferred **larger, multinational firms**, with a smaller subset preferring working for small organizations (Barber *et al.*, 1999).
- In addition, job seekers are influenced by the **type of industry**, the **profitability of the company**, the **company's reputation**, the **opportunities for employee development** and advancement, and the company's **organizational culture**.
- Applicants also form **judgments** of organizations based on their thorough **recruitment materials.**
- Potential applicants examine **online reviews** of the organization from past employees on sites such as Glassdoor and Indeed (Evertz *et al.*, 2019).
- In their efforts to attract applicants, however, many companies will "**oversell**" a particular job or their organization. Advertisements may say that "this is a great place to work" or that the position is "challenging" and offers "tremendous potential for advancement." Therefore, organizations should consider using a **realistic job preview (RJP)**, which is an accurate description of the duties and responsibilities of a particular job, in order to mitigate overly positive and unrealistic expectations from employees.

RECRUITMENT FROM THE PERSPECTIVE OF THE RECRUIT

- Another important goal for any recruitment program is to **avoid intentional or unintentional discrimination** against **underrepresented groups** such as women, people of color, workers who are older, and persons with disabilities (Breaugh, 2017).
- Owing to the competitive nature of recruiting the very best employees, companies need to give greater **consideration to recruitment methods and processes**.
- Some researchers have specifically looked at recruitment efforts that **target specific groups** of potential employees, such as college students.
- For example, many innovative organizations, particularly those creating web-based innovations (e.g., Google/Alphabet, Facebook, Zynga) are competing hard to **recruit high-potential college graduates**.
- Retail giants, such as Walmart, have actively targeted seniors (older people) through associations such as the American Association for Retired Persons (AARP).