

# Pathways to Management and Leadership

Level 3: First Line Management

Unit 3006V1

Recruitment and Selection Process

## Pathways to Management and Leadership

### Unit 3006V1: Recruitment and Selection Process

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# Recruitment and Selection Process

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# About this workbook

## The unit

The main purpose of this workbook is to support you as you study for the Chartered Management Institute Level 3 – First Line Management, so it specifically focuses on the content of the syllabus for Unit 3006V1, *Recruitment and Selection Process*.

This workbook provides underpinning knowledge and develops understanding to improve your skills as well as to prepare for future assessment. If you are studying towards the Level 3, then you will be assessed by your approved centre on 'your knowledge and understanding of' the following learning outcomes:

1. be able to identify the need for recruitment and selection against organisational needs
2. understand the process for recruitment
3. understand the process for selection.

## The aims of this workbook

This workbook aims to help you learn how to:

- identify and draw up personnel requirements
- contribute to the selection process.

This workbook, then, is about understanding the recruitment and selection process within your organisation and how you can contribute to it.

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## Syllabus coverage

The table below shows which sections of the workbook address the assessment criteria of the qualification syllabus.

Unit 3006V1: Recruitment and Selection Process Syllabus coverage	Addressed within section
1.1 Identify the requirement to review the current staffing levels against organisational needs	1
1.2 Collect data and information to support the review of staffing levels	1
1.3 Prepare a report to support a case for staff	1
2.1 Describe the stages of a recruitment process	1
2.2 Identify the component parts of a job description and a person specification	1, 2
2.3 Identify the legal and organisational regulations that apply to the recruitment process	5
3.1 Describe the stages of a selection process	1, 3, 4
3.2 Describe the methods that can support the selection decision	3, 4
3.3 Identify the legal and organisational requirements that apply to the selection process	4, 5

## Getting started

It's a rare organisation that has no problems at all with its people. One of the roots of these problems can be the recruitment and selection process. Put simply, if you pick the right people you have the materials for success in future. Pick the wrong ones and you will have to spend time and effort trying to correct the motivation problems, communication errors and performance difficulties that result from your mistake.

This workbook looks at the recruitment and selection process in detail. It highlights the issues that you will need to consider. Your study of this workbook will increase the likelihood that you will help select the right people for the right jobs.

## How to use the workbooks

The workbooks provide ideas from writers and thinkers in the management and leadership field. They offer opportunities for you to investigate and apply these ideas within your working environment and job-role.

## Structure

Each workbook is divided into sections that together cover the knowledge and understanding required for that unit of the Level 3 in First Line Management. Each section starts with a clear set of objectives that identify the background knowledge to be covered, and the management skills in the workplace that enable you to demonstrate this knowledge. You do not have to complete the sections in the order they appear in the workbook, but you should try to cover them all to make sure that your work on the unit is complete. There are self-assessment questions at the end of each section that allow you to check your progress. You may want to discuss your answers to the self-assessment questions with your line manager or a colleague.

## Activities

Throughout the workbooks there are activities for you to complete. These activities are designed to help you to develop yourself as a manager. Space is provided within the activities for you to enter your own thoughts or findings. Feedback is then provided to confirm your input or to offer more ideas for you to consider.

To get the best from the workbooks, you should try to complete each activity fully before moving on. However, if the answer is obvious to you because the issue is one you have encountered previously, then you might just note some bullet points that you can then compare quickly against the feedback. You may sometimes find it difficult to write your complete response to an activity in the space provided. Don't worry about this – just keep a separate notebook handy, which you can use and refer to as needed.

Try not to look at the feedback section before completing an activity. You might like to try covering up the feedback with a postcard or piece of paper while you are working through an activity.

## Timings

Timings are suggested for each section and activity, although it is important that you decide how much time to spend on an activity. Some activities may occupy only a few moments' thought, while others may be of particular interest and so you might decide to spend half an hour or more exploring the issues. This is fine – the purpose of the activities is to help you reflect on what you are doing, and to help you identify ways of enhancing your effectiveness. It is always worth writing something though, even if it's brief – the act of writing will reinforce your learning much more effectively than just referring to the feedback.

## Scenarios

There are scenarios and examples throughout each workbook to illustrate key points in real workplace settings. The scenarios cover a wide range of employment sectors. As you work through, you might like to think of similar examples from your own experience.

## Planning your work

The reading and reflection, scenarios and activities in each section of the workbooks are designed to take around two hours to complete (although some may take longer). This is a useful indicator of the minimum length of time that you should aim to set aside for a study session. Try to find a quiet place where you will not be interrupted and where you can keep your workbooks, notes and papers reasonably tidy. You may also like to think about the time of day when you work best – are you a 'morning person' who likes to get things done at the start of the day, or do you work better in the evening when there may be fewer disturbances?

## Preparing for assessment

Further information on assessment is available in the Student Guide produced as part of the *Pathways to Management and Leadership* series. If you have any further questions about assessment procedures, it is important that you resolve these with your tutor or centre co-ordinator as soon as possible.

## Further reading

Suggestions for further reading and links to management information are available via ManagementDirect through the Study Support section of the Institute's website at <http://mde.managers.org.uk/members>. Alternatively, email [ask@managers.org.uk](mailto:ask@managers.org.uk) or telephone 01536 207400. You will also find titles for further reading in the Bibliography at the end of this workbook.

The CMI Management Library holds an extensive range of books and pamphlets for loan to members. A postal loan service is offered to members in the UK only. You will only pay your return postal charges. Go to [www.managers.org.uk/library](http://www.managers.org.uk/library) to review the collection and to place your requests.

# Section 1 Checking your staffing needs

Learning outcomes (about 1½ hours)

By the end of this section you should be able to:

- 1.1 Identify the requirement to review the current staffing levels against organisational needs
- 1.2 Collect data and information to support the review of staffing levels
- 1.3 Prepare a report to support a case for staff
- 2.1 Describe the stages of a recruitment process
- 2.2 Identify the component parts of a job description and a person specification
- 3.1 Describe the stages of a selection process.

## Recruitment and selection – purpose and process

### The purpose

The first thing you need to be clear about is what recruitment and selection is *for* – its purpose. Getting a clear sense of this isn't always as easy as it looks.

Here is what a group of managers said when they were asked about the purpose of recruitment and selection:

- to get the best person for a job;
- to fill an empty position;
- to comply with the equal opportunities policy;
- to attract the widest possible field of applicants;
- to get the work done;
- to give existing staff the chance to gain promotion;
- to build up the department;
- to bring new blood in from outside.

The first of these is partly right – the purpose is to get the best person. The others are statements of what the process of recruitment and selection could (and in some cases, should) do.

So, is getting the 'best person' for the job enough? Well, nearly. It covers some of the equation, but misses out a vital ingredient – whether the person is the 'right fit' for the job. The 'best' person may not always be the 'right' person. Someone could be outstanding in many ways, but not skilled for the job that is required. Perhaps they are over-qualified. Or perhaps they are the 'best' candidate within that group, but there is no one in the group who really fits the bill.

Here is a good definition of the purpose of recruitment and selection:

*'Recruitment and selection is a process for finding and employing people with the skills and attributes needed to do particular jobs competently and successfully, and with the potential to adapt their performance as the job demands develop and change.'*

So, that's the purpose. What is the process?

### Breaking down the process

An effective system for recruitment and selection has clear stages. Each stage should build on the one before. However, this is often overlooked. It is easy for busy managers to ignore the vital early stages and launch straight in, somewhere around the middle.

*Recruitment* is about finding a group of potential employees. *Selection* is about choosing a suitable individual from that group.

As a manager, you may not be in a position to handle all the stages of the process. Much of it may be handled by other managers or by the HR department. But you need to know how the stages link together so that you can carry out your part in the process effectively.

#### Activity

#### Activity 1.1

(about 5 minutes)

Draw an outline flow diagram of a typical recruitment and selection process.

**Feedback**

*Recruitment and selection processes can vary from organisation to organisation. What is important is that all of the key stages are incorporated into the process in some way. A typical recruitment and selection process is shown below:*

*An example effective recruitment process*



Favell (2008): *Recruitment*,  
 in Muller-Camen, M., Croucher, R. and Leigh, S. (eds):  
*Human Resource Management: A Case Study Approach*,  
 Chartered Institute of Personnel and Development, 2008

The first stage is to clearly identify that there really is a need for recruitment.

**Activity**

**Activity 1.2** (about 5 minutes)  
 List some of the reasons why a vacancy might arise, or

additional help might be needed.

**Feedback**

*Now you are drawing out what is really important for you to achieve at work.*

*The reasons you listed may have included the following.*

*A vacancy may arise because someone:*

- *gains a promotion*
- *leaves or retires*
- *takes long-term sickness or maternity leave.*

*Additional help might be needed because of:*

- *restructuring of the department*
- *additions to the workload*
- *changes in work processes, resulting in the need for different skills.*

So the first stage in the process is recognising the need to recruit. It may seem obvious, but you should recognise that recruitment and selection fit centrally into all the other aspects of managing at work. If you want to maintain activities effectively, you need the right level and type of human resources.

This then takes you to the first rule of recruitment:

**1. Be clear about *why* you need to recruit.**

If you are clear about *why*, then there is a much greater chance that you will be able to establish exactly *what* it is that you want the person to do. This is the second step in the process – job analysis. Job analysis is the process of looking at a work situation to arrive at a description of exactly the sorts of activities or achievements that are required in that job.

If someone is leaving their job, the first thing you need to do is... stop and think. It is easy to rush into filling a post just because it is there. Look at whether a replacement is really needed. If you do think a replacement is needed, the next question to consider is whether the job is the same as it was before, or if things have changed. If things have changed, what exactly has changed, and how?

One way of realising how much jobs can change is to look at a job description for someone who has been doing the same job for a while.

**Activity****Activity 1.3****(about 15 minutes)**

Look at your own job description and assess how close it is to reality. How much have the demands of the job changed since you started it? Do the words describe accurately what you should be achieving? If they don't, how are they different? Is anything missing?

**Feedback**

*Your organisation may give job descriptions the attention they need. However, in many cases job descriptions are not updated as the jobs develop. You may have found this applies to your job description. Often, duties and responsibilities change but the paperwork stays the same. This can be the case when:*

- *work practices change*
- *the structure of the organisation alters and people report to new or additional bosses*
- *the balance between various duties shifts, or is reorganised, as products and services grow, or shrink.*

*In a top-down scenario, where you are taking account of the organisation's plans, constraints and requirements, a reorganisation tends to take place as a big, formal issue. In cases like these, job descriptions are likely to be reviewed. However, in most situations the shifts in balance happen slowly. So when someone leaves, there is a fair chance that their job details have been out-of-date for a while. There is only one way to find out, and that is to think the job through in a structured way. That means analysing it in detail.*

**How to do a job analysis**

There are several factors you need to consider when analysing a job. One factor is (of course) the content – that is, the tasks, duties and responsibilities.

However, you also need to look at two sorts of issue concerning context. These are:

- the context within which your work area operates – the organisation's constraints, objectives and requirements
- the context within which the particular job works – who it reports to, who reports to it, the working environment, and so on.

**The organisational context**

Neither you nor the rest of your team work in isolation. What you work to achieve is a contribution to what the organisation is aiming to achieve. The context of your organisation relates to:

- what the organisation aims to do – its objectives
- how it is planning to do it
- the culture of your organisation – the sort of business you are in, and the way in which your organisation usually operates
- any financial constraints
- any other constraints – for example, the physical workspace that is available, or the market conditions
- the requirements to meet certain criteria or standards – legal requirements in health, safety and hygiene, for example, or industry-specific rules and regulations, or the policies and procedures laid down by your own organisation.

## Scenario

### The King's Arms

A publican in a tourist resort in South Devon was planning to recruit additional seasonal staff. The market conditions meant she knew that the number of customers would rise sharply and that the food trade would treble overnight. This gave her an idea of the number of staff hours that needed to be worked.

The age of staff was limited by law, and working hours were limited by common sense – they were not needed before opening time or after the pub had shut, except for maintenance, cleaning and re-stocking.

One other requirement had changed recently. Staff working with food had by law to have passed (or be able to pass) an examination in Basic Food Hygiene.

The combination of these factors helped her decide on the approach to take. Rather than take on untrained college students, as in previous years, she opted to pay more for six properly trained part-time staff with experience, to give flexibility on working hours and to meet the hygiene requirements.

You may not be a publican, but the principles are the same. What matters is that you identify the factors that affect your situation, and how they need to be taken account of. No one is free of such constraints – looking hard at them is essential when you are planning.

### The key factors in job analysis

If you put together all the strands you have looked at so far, you would come up with a checklist like the one in the box that follows. It sets out some of the key factors to consider when analysing a job. It also provides the basis for other documents in the process – the job description and the person specification.

## Job analysis checklist

### The purpose of the job and why it exists:

- why is this job considered essential?
- what performance standards are required?
- what is the job there to achieve?
- how does it fit in with other jobs?

### The scope and responsibilities of the job:

- what resources does the job-holder manage?
- who reports to the job-holder?
- who does the job-holder report to?
- are there any special areas of responsibility?

### Tasks and duties:

- *what* are the key tasks to be achieved?
- what are the main activities involved?
- are there any limits to decision-making power?
- is there any priority order in the tasks and *duties*?

### Environment and conditions:

- what basic hours, shifts, call-outs, weekend work, and so on, are required?
- what are the rates of pay, overtime rates, bonuses, benefits and expenses?
- is the workplace particularly clean/dirty/hot/cold/noisy/quiet, for example?
- are there any special conditions (such as clothing for health and safety or hygiene *purposes*)?

### Physical and mental demands:

- are there any special physical aspects – outside work, sitting all day, heavy lifting, and so on?
- are there any particular mental pressures associated with the job, for example, distressed clients or difficult situations?

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**Essential skills, qualifications or licences required:**

- what are the essential skills for the job?
- what licences or professional qualifications are required?
- what particular experience is required?

It's unlikely that you would have all of this information at your fingertips. It can take time to find it all out... but it pays off in the long run.

**Activity****Activity 1.4****(about 10 minutes)**

What methods and sources might you use to gather the sort of information in the checklist and ensure it is accurate?

**Feedback**

*You probably thought of quite a few, such as:*

- *exit interviews for those who are leaving, to find out exactly what they had been doing*
- *questionnaires and interviews to gain information from customers or potential customers (internal and external)*
- *discussions with colleagues who are working close to the required job*
- *analysis of past activities*
- *analysis of known future project requirements*
- *investigation of critical incidents – things that went particularly well, or badly, in the past, and what contributed to those successes and failures*
- *exploring similar jobs inside the organisation, or in different organisations.*

*You could also discuss this with other people, for example:*

- *the current job-holder*
- *the job-holder's colleagues*
- *internal customers and suppliers*
- *HR staff*
- *relevant legal departments*
- *the Health and Safety Officer.*

Wherever you look, you need to discuss the points with everyone who has a contribution that can help.