

# Pathways to Management and Leadership

Level 5: Management and  
Leadership

Unit 5011V1

Managing Recruitment, Selection and  
Induction

## Pathways to Management and Leadership

### Unit 5011V1: Managing Recruitment, Selection and Induction

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# Managing Recruitment, Selection and Induction

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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 5 in Management and Leadership qualifications, so it specifically focuses on the content of the syllabus for Unit 5011V1 *Managing Recruitment, Selection and Induction*. This workbook provides underpinning knowledge and develops understanding to improve your skills as well as to prepare you for future assessment. If you are studying for the Level 5 in Management and Leadership qualifications, then you will be assessed by your approved centre on 'your knowledge and understanding of' the following learning outcomes:

1. Understand the impact of both the law and organisational procedures on the process of recruitment and selection.
2. Be able to present a reasoned case for changes in staffing resources, identifying personnel requirements.
3. Be able to conduct a selection process, justify a decision and keep necessary records.
4. Be able to communicate the selection decision
5. Be able to plan an induction for the appointed candidate.

## The aims of this workbook

This workbook aims to help you learn how to:

- identify personnel requirements
- select the required people
- prepare effective induction processes
- review and evaluate the recruitment and selection decision.

## Syllabus coverage

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

Unit 5011V1 syllabus coverage	Addressed within section:
<b>Managing Recruitment and Selection</b>	
1.1 Summarise the legal instruments impacting on staff recruitment and selection	1
1.2 Identify organisational procedures and processes that affect staff recruitment and selection	2
1.3 Discuss fairness, objectivity and equality of opportunity as elements of recruitment and selection	1
2.1 Analyse staffing resources to meet current and future objectives	2
2.2 Develop a job description	2
2.3 Develop a person specification	2
2.4 Construct a case for additional staffing resources	2
3.1 Discuss the stages of a selection process	4
3.2 Evaluate methods to support a selection decision	3
3.3 Identify where records are kept and the nature of those records	3, 4
3.4 Evaluate the selection process	4
4.1 Identify the communications required during a selection process	4
4.2 Review the impact of the recruitment and selection process	5
4.3 Review the impact of the appointed candidate on the objective of the case for the additional staffing resource	5
5.1 Develop an induction plan for an appointed candidate	5

## Getting started

Most organisations recognise that their staff provide the bedrock on which success is built.

*Effective, efficient, well-motivated staff = Success for any organisation*

This equation must include staff at all levels of the organisation and depends on the quality of staff who are appointed.

The recruitment and selection process comprises two main stages:

- **recruitment** – this involves all the steps that result in applications being received
- **selection** – this is about identifying a person for the job from the applicants.

Labour turnover is a costly process. It includes the costs associated with:

- administration
- recruitment (e.g. advertising)
- selection (e.g. assessment centres, interviews)
- vacancy cover
- induction and training.

The average recruitment cost of filling a vacancy per employee is £4,333, increasing to £7,750 when organisations include the associated labour turnover costs. This is according to an annual survey report on recruitment, retention and turnover published by the Chartered Institute of Personnel and Development.

Recruiting the wrong person brings additional costs and problems:

- You will need to spend your time sorting things out.
- They will be an increased burden on the rest of your team.
- Loss of customer service/satisfaction will be prolonged.
- The recruitment and selection process may have to be repeated.

Therefore, getting it right the first time, and not incurring any costly mistakes, is essential.

The way you handle recruitment and selection needs to:

- be set within the framework of your organisation's policies and procedures
- meet legal requirements.

It should also reflect recognition of the business benefits of diversity within your team and the wider organisation. This workbook begins by exploring the wider concept of diversity and equal opportunities, before looking in detail at the stages within the recruitment and selection process.

## 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 Chartered Management Institute Level 5 in Management and Leadership. 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 these 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 cover 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's 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.

SAMPLE MATERIAL

# Section 1 Diversity, equality and the law

Time required: about 2 hours

## Learning outcomes

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

- 1.1 Summarise the legal instruments impacting on staff recruitment and selection
- 1.3 Discuss fairness, objectivity and equality of opportunity as elements of recruitment and selection.

The Chartered Management Institute has produced a useful checklist on managing diversity:

- Checklist (152): Implementing a diversity management programme.

## What does diversity in the workplace mean?

Understanding diversity is an essential prerequisite for managing the recruitment and selection process. A mindset that actively values diversity will shape all aspects of the process and bring benefits to your team and organisation.

Few people would dispute that every single person is unique or different in some ways to everyone else. Therefore, it could be argued that any group of people is diverse.

However, diversity in the workplace is about selecting people who bring in a wide variety of backgrounds and experiences due to differences in their:

- inherited characteristics (i.e. age, ethnicity, gender, sexual orientation)
- culture (the way of doing things we feel comfortable with).

Our culture results from the way we were brought up and live. It's a result of our life experiences – something we acquire, develop and can modify throughout our lives. It includes our personal values and beliefs, routines and preferences.

### Activity

#### Activity 1.1

(about 5 minutes)

List four factors that can affect a person's culture.

**Feedback**

*You may have included:*

- *family beliefs and values*
- *educational background*
- *religious beliefs*
- *geographic location*
- *friends and colleagues*
- *work experience.*

Inherited characteristics (nature) and our culture (nurture) combine to form the uniqueness of individuals.

Nature + nurture = behaviour/personality (what you are 'like')

The debate around how much we are affected by 'nature' and 'nurture' rages on among scientists and sociologists.

*The finding that we have far fewer genes than expected suggests that environmental influences play a greater role in our development than was previously thought.*

Source: Nature or nurture? Science/Nature, 11 February 2004, <http://news.bbc.co.uk>

It's important to understand that diversity at work isn't just about race or gender. It's about recognising and valuing that people are different from each other in a variety of ways, and adapting workplace practices accordingly.

### **Diversity at work**

In his book *Beyond Race and Gender* (1992), R. Roosevelt Thomas defines diversity at work as:

*A strategy to promote values, behaviour and working practices which recognize the difference between people and thereby enhance staff motivation and performance and release potential, delivering improved service to customers.*

The starting point for any organisation must be to make sure that the result of the recruitment and selection process is to appoint employees from diverse backgrounds.

**Activity**

**Activity 1.2** (about 20 minutes)

Consider the senior management within your organisation. How diverse are the people related to the factors listed below? Mark where you think they fall on a continuum between being very similar at one end and diverse at the other.

	Very similar	Diverse
Age	_____	
Gender	_____	
Ethnicity	_____	
Educational background	_____	
Religious beliefs	_____	
Physical ability/disabilities	_____	
Previous work experiences	_____	

Now consider your team. How diverse is it in relation to the same factors?

	Very similar	Diverse
Age	_____	
Gender	_____	
Ethnicity	_____	
Educational background	_____	
Religious beliefs	_____	
Physical ability/disabilities	_____	
Previous work experiences	_____	

**Feedback**

*There has been a considerable shift in attitudes and practice in recent years from compliance with equal opportunity legislation to embracing diversity at work. However, that diversity has yet to percolate into many boardrooms and levels of senior management. For example:*

*The global business community has taken too long to realise the power of releasing the intellectual capital of women in leadership.*

*Jack Smith, former Chair of General Motors*

*Women make up 46% of the workforce and 32% of managers and senior officials but hold fewer than one in ten of most senior positions.*

*Equal Opportunities Annual Report 2003–2004*



## The business case for diversity

The move towards valuing diversity involves more than the drive towards social justice. A diverse workforce makes good business sense for organisations. Many organisations are recognising the dangers of having a workforce whose members come from similar backgrounds.

*The disastrous launch of the Space Shuttle Challenger on 28 January 1986 is attributed, in part, to the homogeneous company culture of the decision-makers – male engineers with identical engineering backgrounds and similar personality profiles. The NASA managers were so hell-bent on reaching their objectives that they ignored safety warnings from outside contractors. Because NASA managers were so similar in background they developed a ‘group mentality’ that overrode good judgement. Only bringing in a significant number of managers who are not in the ‘NASA mould’ would add the much needed diversity to the team.*

Source: adapted from *Management Focus*, Issue 12, Summer 1999  
Cranfield School of Management

They are also recognising the benefits a diverse workforce brings. For example:

*We employ some 60,000 people worldwide with a wide variety of backgrounds and skills. Valuing diversity means valuing the differences between individuals and recognising their contribution. We encourage people to share knowledge and ideas, across boundaries, and build high performance teams with a common purpose. ‘Equality of opportunity’ stands as a cornerstone of our culture, where personal advancement depends solely on individual ability and performance.*

Source: AstraZeneca (global pharmaceutical company),  
[www.astrazeneca.com](http://www.astrazeneca.com)

*Achieving excellence in diversity is one of the marks of a truly world-class company, and is one of Barclay’s core values ... diversity is not a ‘nice to have’ but a significant part of the answer to our business challenges. Attracting the brightest and best people from all backgrounds, bringing a richness of experience and knowledge to the workplace, and improving our understanding of our increasingly diverse customer base simply makes good business sense.*

Matt Barrett, Chairman, Barclays Group

For construction company Durkan Ltd, employing women has resulted in several benefits for the company, including positive publicity that has boosted the company’s brand image, meeting the cultural ethos of organisations that give the company work and appealing to a growing number of female managers who are in a position to offer building contracts. The company insists that

the bottom line for employing women is that they can do the job.

*We have employed many women on site over the years. The reason we choose to do so is because they have proven that they can do the work and do it well. We are a commercial company not a charity. If women were not up to the job then we would not hire them.*

*Equal Opportunities Review, 129, 1st May 2004*

Emphasis on the importance of reflecting a diverse customer base is particularly important for businesses in the service sector.

When asked about the costs of ensuring a more diverse workforce, Fiona Cannon, Head of Equality and Diversity at Lloyds TSB, said:

*There are costs, of course there are costs, but you know a lot of it is around just doing things differently. So, for example, if you're recruiting and you've traditionally advertised in a certain number of publications, you know you might want to change some of those publications to reach a broader market of people. Similarly, if you're looking at graduate recruitment, if you've always gone to the same universities – for example, where you know that there's largely a white population of graduates – then you might want to look at going to some other universities that have a broader range of candidates. So that doesn't necessarily mean there's a cost; it's just about a different way of allocating resources. If we're losing people because they don't believe the organisation is serious about diversity, then that's a much bigger worry to us and completely offsets the cost of any work that we might do on women's development or ethnic minority development, for example. When we looked at our customer side of it, again there's very few direct costs around that. For example, one of our north London areas looked at changing the composition of its workforce so it reflected more closely the community, and in one year it had a huge growth in sales as a result of that work and went from being one of the lowest-performing parts of the business to one of the top-performing parts of the business.*

*Extract from Analysis, BBC Radio 4, 2/9/04*

Schneider-Ross, a consultancy specialising in equality, diversity and inclusion issues, carried out a survey in 2002 of more than a hundred of the UK's leading organisations. The survey found the following:

- Eighty per cent of all respondents said they saw a direct link between diversity and business performance. Of the responses from private sector companies, 71 per cent saw

the link between diversity and performance, compared to 87 per cent of public sector respondents.

- Successful equality and diversity policies deliver significant business benefits, including better recruitment, increased retention, improved understanding of markets and communities, an enhanced reputation and cost savings.

Therefore, valuing diversity makes good business sense, as well as being based on moral considerations for a fairer society.

**Activity**

**Activity 1.3** (about 20 minutes)

Consider the following list of benefits of committing to a diverse workforce and decide if you see each one as a competitive advantage that is:

- relevant to your organisation
- directly relevant to your team.

	Your organisation	Your team
1. Improved motivation and creativity		
2. Greater range of ideas and perspectives		
3. Improved access to multi-cultural markets		
4. Improved understanding of the needs of customers and potential customers		
5. Improved public image		
6. Easier to fill skills gaps		
7. Decreased risk of complaints and litigation		
8. Improved customer relations		

**Feedback**

*The relevance to your organisation or team of each of the factors will depend on your specific situation. However, if you develop a mindset that embraces diversity it will bring benefits to your team and in turn the wider organisation.*

**Achieving a diverse workforce**

The business case for diversity is well established. However, putting it into practice requires:

- an organisational strategy
- individual managers to have a mindset that actively values diversity.