

Empowering Employees  
for Success

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**After studying  
this chapter, you  
will be able to:**

- 1** Discuss the interaction between the supervisor and the human resources department in empowering employees for success.
- 2** Describe actions the supervisor should take to prepare for the selection process.
- 3** Identify what the supervisor can do to ensure that the most qualified applicant is chosen.
- 4** Describe the hiring process and the importance of documentation.
- 5** Understand how to conduct an effective onboarding program.
- 6** Explain approaches to training and the supervisor's role in employee development.

## YOU MAKE THE CALL!



Bonnie Minnick is a supervisor in the electronics department at King Appliances. The store specializes in appliance sales to retail and commercial customers. The company has a reputation for extensive involvement in community activities including working on Habitat for Humanity's building projects. The store is open from 8 to 8 every day of the week except on Christmas, Easter, the Fourth of July, and Thanksgiving.

King Appliances's annual Fourth of July picnic was always well attended. It was a well-planned and organized day-long family affair for all employees of the firm. The event gave everyone an opportunity to informally interact with others. The event concluded with an outstanding fireworks display. At the picnic, Bonnie had a long chat with her boss, James Staker, the general manager of the store.

They talked about many things, including some of the economic problems that the country was facing in the competitive nature of their industry.

Staker talked about the need for the company to find ways to cut costs and improve sales, and generally the need to strengthen the firm's finances. He told Minnick that he had received some text messages and written suggestions and plans from some of the supervisors on how to improve efficiencies. He highly praised the efforts of employees and found their efforts to be helpful.

Three weeks after the picnic, Bonnie received a text message from her boss asking her why her "report on ideas to improve sales and cut costs had not been received." At first, she wondered what James Staker was referring to, and then she remembered the conversation at the company picnic. She went through all of her e-mails and text messages and realized that was the only time James had discussed the issue with her. Bonnie pondered what she should do.

The above scenario presents a supervisory situation based on real events to be used for educational purposes. The identities of some or all individuals, organizations, industries, and locations, as well as financial and other information may have been disguised to protect individual privacy and proprietary information. Fictional details may have been added to improve readability and interest.

## YOU MAKE THE CALL!

### The Human Resources Department and the Supervisor's Staffing Responsibilities

Everyone in an organization is affected by human resources (HR) issues. Regardless of the organization, a qualified workforce must be attracted and maintained in order for the organizations to be competitive and successful. The management of human resources is the supervisor's most important activity, and it begins with staffing. As Chapter 2 discusses, staffing involves the recruitment, selection, placement, orientation, and training of employees. These activities are part of every supervisor's responsibilities, although in large organizations staff specialists provide help and support. The supervisory staffing function also includes the evaluation of employees' performance and input regarding how employees will be rewarded for their performance.

In a broad sense, **human resource management (HRM)** encompasses the philosophy, policies, procedures, and practices related to the management of people in an organization. To perform the activities necessary to accomplish its goals, every organization must have human resources and use them effectively. To facilitate these activities, many firms have a **human resources (HR) department**. See Figure 10.1 for an overview of the HR functions.

Many HR personnel are members of the Society for Human Resources Management (SHRM), which is the world's largest HR professional association. SHRM suggests the following guideline for human resources personnel: "As HR professionals, we are responsible for adding value to the organizations we serve and contributing to the ethical success of those organizations. We accept

- 1 Discuss the interaction between the supervisor and the human resources (HR) department in empowering employees for success.

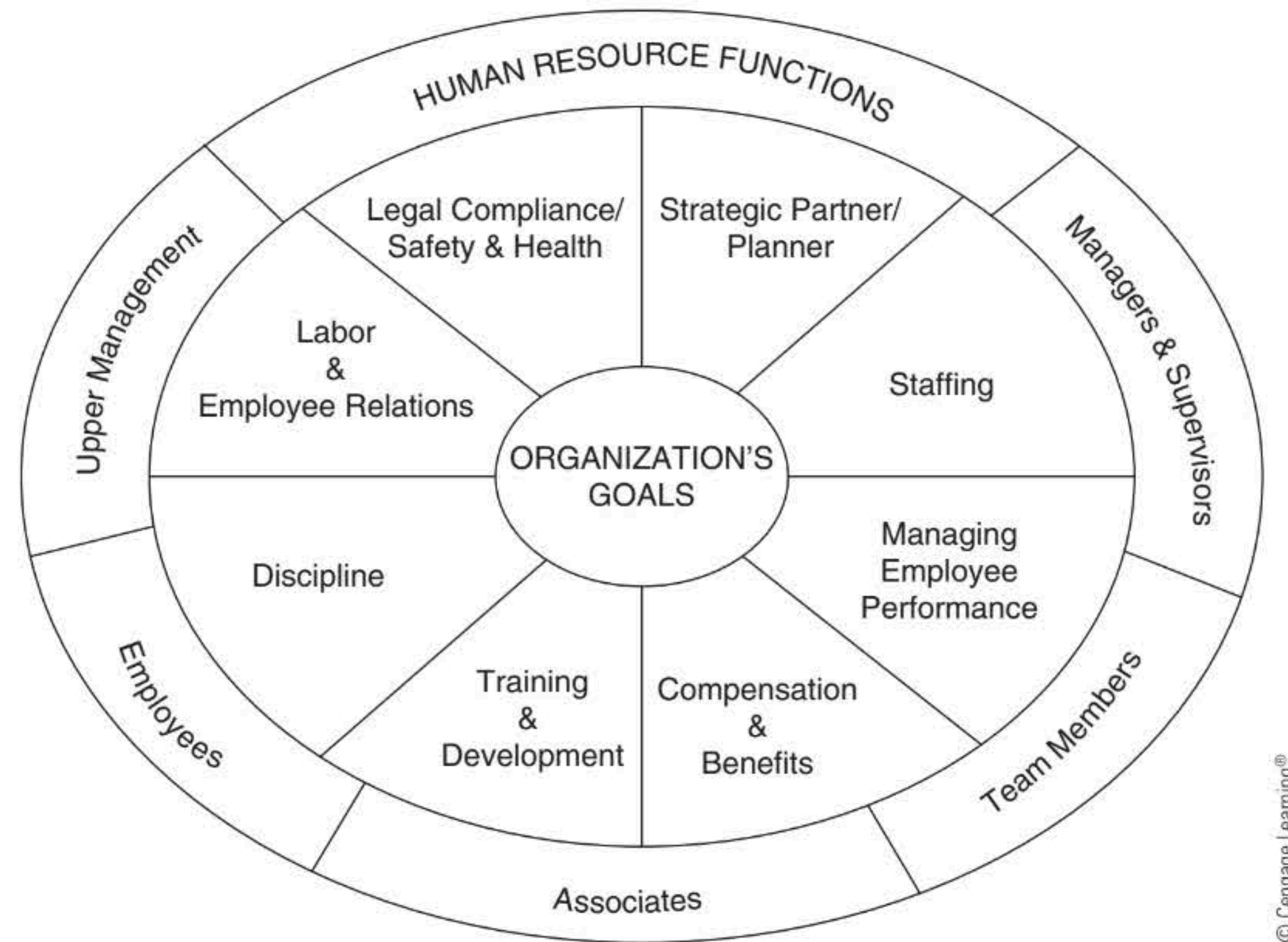
#### Human resource management (HRM)

Organizational philosophies, policies, and practices that strive for the effective use of employees

#### Human resources (HR) department

Department that provides advice and service to other departments on human resource matters

**FIGURE 10.1** An overview of the role of the HR department<sup>50</sup>



professional responsibility for our decisions and actions. We are also advocates for the profession by engaging in activities that enhance its creditability and value.”<sup>1</sup>

For many organizations, the role and size of the HR department has expanded, in part, because of the need to comply with government regulations. At the same time, some organizations have found it cost-effective to contract out, or outsource, some HR activities.<sup>2</sup>

## HUMAN RESOURCES ADVICE AND SUPERVISORY DECISIONS

Regardless of its official name, the usefulness and effectiveness of any HR department depends on its ability to develop close working relationships with managers and supervisors. The quality of these line-staff relationships, in turn, depends on how clearly top-level managers have defined the scope of activities and the authority of the HR department. Effective HR professionals are responsible for developing and implementing strategies, policies, and procedures that enable the organization’s employees to be the best they can be. The HR professionals must

- monitor the external environment for forces that are beyond the control of the organization but could affect long-term performance,
- develop and initiate strategic initiatives that support the organization’s mission and objectives,
- manage the HR process ranging from recruiting and training to compensating and coordinating employee–management relations’ activities, and
- deal with day-to-day supervisor/employee issues that could impede organizational effectiveness.<sup>3</sup>

The HR department often is given primary responsibility for certain activities, and supervisors must follow HR requirements with little or no discretion. For example, certain policies and practices regarding Equal Employment Opportunity (EEO), labor relations, and wage rates are typically formulated and directed by the HR department, but there are many areas and situations in which supervisors must make the decisions.

Because employee problems arise continually, supervisors should consult with the HR department staff for assistance, information, and advice. HR staff members usually prefer to offer suggestions to line supervisors, who, in turn, must decide whether to accept, alter, or reject those suggestions or recommendations. Whenever a member of the HR staff has expertise and knowledge directly related to a decision, the supervisor will usually follow that person's advice and recommendations.

When supervisors conclude that a recommendation of the HR staff is not feasible, those supervisors should make their own decisions. For the most part, line supervisors will accept the recommendations of human resources staff members because they are considered experts in employee relations matters.

Some situations pit the supervisor against the HR department. HR executive Paul Falcone shares a number of examples from his experiences, such as a supervisor avoiding taking an employee problem to HR and threatening to fire his team if they don't keep quiet about it; or a manager failing to disclose discrimination or potential violence to HR because an employee shared information "off the record." Falcone has seen "[m]anagers often wait until a land mine has detonated to go to the HR department," rather than working in tandem with HR to solve problems.<sup>4</sup> Situations such as these expose employees, the supervisor, and the organization as a whole to substantial legal and other risks. Proactively working with the HR department helps ensure that policies, guidelines, and federal and state requirements are followed both in spirit and in letter for the well-being of everyone in the organization.

Some supervisors readily welcome the willingness of the HR staff to make certain decisions for them so that they will not have to solve difficult employee problems in their own departments. These supervisors reason that their own departmental tasks are more important than dealing with issues the human resources staff can handle just as well or better than they can. Other supervisors may accept the staff's advice based on the premise that if the decision later proves to be wrong or dubious (e.g., in disciplinary cases), they can say, "It wasn't my choice; human HR made the decision—not me!" For them, it is a relief to rely on the staff's advice and consider it a decision. In so doing, these supervisors defer to the HR department in the hope that they will not be held accountable for the decision. However, even when supervisors follow the advice of the HR staff, they are still accountable for their decisions.<sup>5</sup>

Although it is easy to understand why some supervisors are reluctant to reject the advice of an HR staff member, those supervisors should recognize that the staff person may see only part of the picture. The HR director is not responsible for the performance of a supervisor's department. Usually, the departmental supervisor will have a better understanding of unique factors than anyone else.

## DETERMINING THE NEED FOR EMPLOYEES

The staffing function is an ongoing process for the supervisor; it is not something that is done only when a department is first established. It is more realistic to think of staffing in the typical situation in which a supervisor is placed in charge

of an existing department. Although it has a nucleus of employees, the department will undergo changes due to employee separations from the workforce, changes in operations or growth, or other reasons. Because supervisors depend on employees for results, they must make certain that there are enough well-trained employees to fill all positions.

An ongoing aspect of the supervisory staffing function is that of determining the department's need for employees, both in number and job positions. Supervisors should become familiar with departmental jobs and functions and should consult the organizational chart or manual if one is available. For example, the supervisor of a maintenance department may have direct reports who are painters, electricians, and carpenters, each with different skills. The supervisor should study each of these job categories to determine how many positions are needed to get the work done and how employees should work together. The supervisor may have to compromise by adjusting a preferred arrangement to existing realities or by combining several positions into one if there is not enough work in a particular function to keep one employee busy. By carefully studying the department's organization, the supervisor can reasonably determine how many employees and what skills are needed to accomplish the various work assignments.

## DEVELOPING JOB DESCRIPTIONS AND JOB SPECIFICATIONS

After determining the number of positions and skills that are needed, the supervisor's next step is to match jobs with individuals. This usually is done with the aid of job descriptions (as discussed in Chapter 9), which indicate the duties and responsibilities of each job. A supervisor may have access to existing job descriptions; however, when such descriptions are not available, they can be developed with the assistance of higher-level managers or the HR staff. Similarly, when a new job is created, the supervisor should determine its duties and responsibilities and develop an appropriate job description.<sup>6</sup>

The supervisor may find it helpful to ask departmental employees to write down the tasks they perform during a given period, such as in a day or a week. This task list gives the supervisor considerable information from which to develop a job description. While the final job description may be written by a HR staff person, the supervisor is responsible for determining what goes into it.<sup>7</sup>

A supervisor should at least annually compare each job description with what each employee does. Outdated job descriptions that no longer fit job duties should be corrected. When the supervisor finds that some of the duties assigned to a job no longer belong to it, then these duties should be deleted or assigned elsewhere. Supervisors should not take the preparation of job descriptions lightly because job descriptions can be used to explain to applicants the duties and responsibilities of a job. Job descriptions that describe jobs accurately help supervisors provide realistic job previews, develop performance standards, conduct performance appraisals, and perform other staffing functions. As part of the annual job evaluation, supervisors should review what the employee needs to know and the qualifications necessary to perform the designated activities.

After the content of each job has been determined or reevaluated, the supervisor should next identify the knowledge and skills required of employees who are to perform the job. As discussed in Chapter 9, a written statement of required knowledge, skills, and abilities is called a job specification. Typically, the job description and job specification are combined into one document.

## DETERMINING HOW MANY EMPLOYEES TO HIRE

Supervisors seldom have to hire large numbers of employees at the same time. Large-scale hiring usually occurs when a new department is created or when a major expansion takes place. The more typical pattern is to hire one or a few employees as the need arises. Of course, some supervisors constantly request additional employees because they feel pressured to get their work done on time. In many cases, however, a supervisor's problems are not solved by getting more help. In fact, the situation may become worse. Instead of reducing problems, overstaffing causes inefficiencies and so may give rise to new problems.

Normally, a supervisor must hire a replacement when a regular employee leaves the department for reasons such as promotion, transfer, resignation, dismissal, or retirement. In such cases, there is little question that the job must be filled. However, if major technological changes or a downsizing are anticipated, a replacement may not be needed. There are other situations in which additional employees must be hired. For example, if new functions are to be added to the department and no one in the department possesses the required knowledge and skills, it may be necessary to go into the labor market and recruit new employees. Sometimes, a supervisor will ask for additional help because the workload has increased substantially and the department is under extreme pressure. Before requesting additional help, the supervisor should make certain that the employees currently in the department are being used fully and that any additional help is necessary and in the budget.

Two interesting phenomena are present in today's economy. First, today when an employee retires, is laid off, or terminated, the organization does not generally replace the person. Instead, the person's job duties are consolidated and the remaining workers' responsibilities are expanded, forcing departments to do more with less. Second, it should be noted that the number of part-timers, temps, or whatever the organization calls them, has increased substantially in the past several years. Prospective employees, unable to find full-time work, have been forced to take part-time work for "economic reasons." Often, the organization can hire part-timers at a substantially lower wage and with few, if any, benefits.<sup>8</sup>

## SOLICITING RECRUITMENT AND SELECTION ASSISTANCE

When supervisors have open positions in their departments, they normally ask the HR department to recruit qualified applicants. Whether a job will be filled by someone from within or outside the organization, the HR department usually knows where to look to find qualified applicants. Most organizations try to fill job openings above entry-level positions through promotions and transfers. Promotions reward employees for accomplishments; transfers can protect employees



Francisco Cruz/Superstock

*Failing to hire the right number of employees can cause problems for the business and its customers*

from layoffs or broaden their job knowledge. Internal applicants already know the organization, and the costs of recruitment, orientation, and training are usually less than those for external applicants. Hiring from within sends two clear messages:

- There is a future for someone in the long-term, not only to grow within the current job but also within the company.
- If you continue to learn more and more about the business and add skills to your toolbox, there are always opportunities waiting for you.

Generally, internal applicants can be found through computerized skills inventories or job postings and biddings. Information on every employee's skills, educational background, work history, and other pertinent data can be stored in a database that can be reviewed to determine quickly whether any employees qualify for a particular job. This procedure helps ensure that every employee who has the necessary qualifications is identified and considered. Most organizations communicate information about job openings by posting vacancy notices on bulletin boards or in newsletters. Interested employees apply or bid for vacant positions by submitting applications to the HR office and copies to the supervisors. Posting job openings makes all employees aware of job opportunities. Job posting and job bidding are common where labor unions represent employees.

Outside sources for job applicants vary depending on the type of job to be filled. For example, Apple's strategy for recruiting its vice presidents is very different from its process for staffing retail stores. Advertising, professional recruiting, social networks like LinkedIn, college career centers, public or private employment agencies, employee referrals, walk-ins, and contract or temporary-help agencies are some of the sources companies may use, although organizations are finding that in the past five years, the use and effectiveness of social media for recruiting candidates has grown exponentially, making it the most widely used recruiting tool. Some organizations use technology in yet a different way, employing applicant tracking systems to identify their best hires and go back to the same sources to get more of the same.<sup>9</sup>

To select from among job seekers, usually the HR department first has applicants fill out applications, and then it conducts preliminary interviews to determine whether the applicants' qualifications match the requirements of the positions. The HR department also conducts reference checks of the applicants' employment and background. For certain positions, the department may administer one or more tests to determine whether applicants have the necessary skills and aptitudes.<sup>10</sup> Eventually, applicants who lack the required qualifications are screened out. Those who do have the qualifications are referred to the supervisor of the department where the job is open.

## 2 Explain how the supervisor should prepare for the selection process.

### Preparing for Selection

Because the purpose of the selection process is to choose the most qualified person to fill the needs of the organization, supervisors with the help of HR must plan and prepare. First, the job description and specifications should be reviewed to make sure that they clearly and thoroughly address the current duties, responsibilities, and expectations of the position.

Legislation has somewhat restricted the recruiting and selection process. With the aid of HR personnel, the supervisor should always review the EEO laws.

## UNDERSTANDING THE INFLUENCE OF EQUAL EMPLOYMENT OPPORTUNITY LAWS

EEO legislation restricts the questions employers may ask job applicants. The overriding principle to follow in employee selection interviews is to ask job-related questions. Questions on topics not related to a person's ability to perform the job should be avoided. For example, asking an applicant for a data-entry clerk position about keyboarding experience is valid. However, asking applicants whether they own or rent their homes is questionable. Employee selection procedures must ensure that legally protected groups, such as minorities and women, are treated fairly. Information that would adversely affect members of protected groups can be used only if it is directly related to the job. For example, the question, "Who cares for your children?" is potentially discriminatory because traditionally it has adversely affected women more than men. On the other hand, the question, "Do you speak Spanish?" is legitimate if speaking Spanish is a job requirement. It would be wrong to ask the question selectively. The same basic questions must be asked of every applicant for a job. When the questions and the selection criteria differ, the hiring decision cannot be justified if it is challenged. Figure 10.2 lists some of the most common areas of unlawful and potentially unlawful inquiry.

Applications, tests, interviews, reference checks, and physical examinations must be nondiscriminatory and must focus on job-related requirements. To determine whether a selection criterion is appropriate and complies with the law, one consulting firm has suggested the OUCH test.<sup>11</sup> OUCH is a four-letter acronym that represents the following:

- Objective
- Uniform in application
- Consistent in effect
- Has job relatedness

A selection criterion is objective if it systematically measures an attribute without being distorted by personal feelings. Examples of objective criteria include work sample test scores, number of years of education, degrees, and length of service in previous positions. Examples of subjective criteria include a supervisor's general impression about a person's interest in a job or feelings that a person is "sharp."

A selection criterion is uniform in application if it is applied consistently to all job candidates. Asking only female applicants a question such as, "Would working on weekends conflict with your childcare arrangements?" is not uniform application. However, it would be permissible to ask all applicants, "Would you be able to meet the job's requirement to work every third weekend?"

A selection criterion is consistent in effect if it has relatively the same proportional impact on protected groups as it does on others. For example, criteria such as possessing a high school diploma or living in a certain area of town may be objective and uniformly applied to all job candidates, but they could screen out proportionately more members of minority groups. When a selection criterion is not consistent in effect, the burden of proof is on the employer to demonstrate that the criterion is job-related.

A selection criterion has job relatedness if it can be demonstrated that it is necessary to perform the job. For example, in most cases, it would be

**FIGURE 10.2** Areas of unlawful or potentially unlawful questions in applications and employment interviews

| Subject of inquiry      | Unlawful or potentially unlawful questions   |
|-------------------------|--|
| Applicant's name        | <ol style="list-style-type: none"> <li>1. Maiden name</li> <li>2. Original name (if legally changed)</li> </ol>  |
| Civil and family status | <ol style="list-style-type: none"> <li>1. Marital status</li> <li>2. Number and ages of applicant's children</li> <li>3. Childcare arrangements</li> <li>4. Is applicant pregnant, or does she contemplate pregnancy?</li> </ol> |
| Address                 | <ol style="list-style-type: none"> <li>1. Foreign addresses that would indicate the applicant's national origin</li> </ol>   |
| Age                     | <ol style="list-style-type: none"> <li>1. Before hiring, requests for birth certificate, baptismal certificate, or statement of age</li> </ol>   |
| Birthplace              | <ol style="list-style-type: none"> <li>1. Birthplace of applicant (national origin)</li> <li>2. Birthplace of applicant's spouse, if any, and parents</li> <li>3. Lineage, ancestry, or nationality</li> </ol>                   |
| Race and color          | <ol style="list-style-type: none"> <li>1. Any question that would indicate the applicant's race or color</li> </ol>  |
| Citizenship             | <ol style="list-style-type: none"> <li>1. Country of citizenship, if not the United States</li> <li>2. Does the applicant intend to become a U.S. citizen?</li> <li>3. Citizenship of spouse, if any, and of parents</li> </ol>  |
| Disabilities            | <ol style="list-style-type: none"> <li>1. Preemployment physical examinations or questions about an applicant's physical or mental condition</li> </ol>  |
| Religion                | <ol style="list-style-type: none"> <li>1. Religious denomination</li> <li>2. Clergy person's recommendation or references</li> <li>3. Any inquiry into willingness to work a particular religious holiday</li> </ol>             |
| Arrests and convictions | <ol style="list-style-type: none"> <li>1. Numbers and kinds of arrests</li> </ol>  |
| Education               | <ol style="list-style-type: none"> <li>1. Nationality, race, or religious affiliation of schools</li> <li>2. Native tongue or how foreign-language skills were acquired</li> </ol>   |
| Organizations           | <ol style="list-style-type: none"> <li>1. Is the applicant a member of any association other than a union and/or a professional or trade organization?</li> </ol>  |
| Military experience     | <ol style="list-style-type: none"> <li>1. Type of discharge from the U.S. armed forces</li> <li>2. Did the applicant have military experience with governments other than the U.S. government?</li> </ol>                        |
| Relatives               | <ol style="list-style-type: none"> <li>1. Names and/or addresses of any relatives</li> </ol>   |

Source: Vivian Gang, "11 Common Interview Questions that are Actually Illegal", BusinessInsider.com (July 5, 2013), derived in part from the U.S. Equal Employment Opportunity Commission (EEOC) Prohibited Employment Policies /Practices listed on the EEOC website, [www.eeoc.gov/laws/practices/](http://www.eeoc.gov/laws/practices/)

extremely difficult to prove that a selection criterion such as marital status is job-related. Job-related criteria should stress the skills required to perform the job.

Supervisors who do not understand the reasons for some of the restrictions imposed on them by the EEO policies of their organizations should not hesitate to consult with specialists in the HR department for explanations and guidance in this regard.

## REVIEWING THE APPLICANT'S BACKGROUND

Before interviewing a job applicant, the supervisor should review all background information that has been gathered by the HR office. By studying whatever is available, the supervisor can develop in advance a mental impression of the job applicant's general qualifications. The application will supply information concerning the applicant's schooling, experience, and other relevant items.

When studying the completed application, the supervisor should always keep in mind the job for which the applicant will be interviewed. If questions come to mind, the supervisor should write them down to remember them. For example, if an applicant shows a gap of a year in employment history, the supervisor should plan to ask the applicant about this gap and why it occurred.

A supervisor should also review the results of any employment tests taken by the applicant.<sup>12</sup> An increasing number of organizations are administering job performance, integrity/honesty, and drug tests before the interview stage. Tests should be validated before they are used to help make hiring decisions.

As part of their normal procedures to screen out unqualified applicants, HR departments often administer job performance tests that measure skill and aptitude for a particular job. The HR department must be able to document that these tests are valid, job-related, and nondiscriminatory. This typically involves studies and statistical analyses by staff specialists—procedures that are normally beyond the scope of a supervisor's concern. Applicants whose test scores and other credentials appear to be acceptable are referred to the departmental supervisor for further interviewing. It is essential for the supervisor to understand what a test score represents and how meaningful it is in predicting an applicant's job performance. By consulting with the HR department, the supervisor can become more familiar with the tests that are used and can learn to interpret the test scores.<sup>13</sup>

References provide additional information about the applicant. Generally, telephone or e-mail checks are preferable because they save time and allow for greater feedback. For the most part, information obtained from personal sources,



*A realistic job preview might include showing the job candidate the actual work environment in which he or she will work*

such as friends or character references, will be positively slanted because applicants tend to list only people who will give them good references. Information from previous supervisors who were in positions to evaluate the applicant's work performance is best. However, because of emerging personal privacy regulations and potential damage claims, an employment background investigation is usually conducted by the HR department. If possible, job references should be obtained in writing, should deal with job-related areas, and should be gathered with the knowledge and permission of the applicant. After reviewing all available background information, the supervisor should be able to identify areas in which little or no information is available and areas that require expansion or clarification.

Social media screening is a fairly new practice some employers choose to use to learn more about applicants' backgrounds and activities. Scanning a potential hire's Facebook or LinkedIn page may provide a wealth of positive and negative insight, which many students are warned about by professors and career service staff as they prepare for their job search. However, the appropriateness of this strategy is challenged both by legislation and reactions of job candidates. Laws passed in several states prohibit employers from requesting passwords or access to applicants' social media sites to protect individual privacy, and a North Carolina State University research study found that applicants who learn that a potential employer has been "creeping" on their social media are sometimes driven away by what they feel is an unfair breach of privacy. Further, the practice doesn't add value to the screening process, as much of the information gained from social media sites, such as leisure time behavior, relationship status, and political beliefs, cannot be used to make employment-based decisions under federal, state, and local anti-discrimination laws.<sup>14</sup> Accordingly, it is best for employers to steer clear of social media as a preemployment information source to avoid the liability of knowing too much about a candidate.

### THE CONSEQUENCES OF FAILING TO CHECK ADEQUATELY

Although no one knows exactly how many people embellish their résumés, various studies have reported that many job applicants submit false information on their résumés.<sup>15</sup> In today's marketplace, where good jobs are in relatively scarce supply, some people will lie, cheat, and steal to get these superior jobs.

Who is responsible for checking a job prospect's credentials and work history? For certain types of low-level, large-scale hiring positions, such as retail clerks, it would be economically and logistically unlikely that a firm would be willing to go beyond just a routine check of résumé information. However, the employer could be found negligent and liable if, at some point, an employee engaged in serious misconduct that might have been avoided had the employer fully investigated the individual's background before making its hiring decision.

A common complaint from supervisors and HR departments is that the applicant's former employer will acknowledge only that he or she worked there from this date to this date. The company won't provide any substantive information. As of the time of this writing, more than half of the states have enacted laws granting some measure of immunity from legal liability for employers who respond to reference requests. The laws generally assume that the employer is making a good-faith effort and that the information is true and dispensed without malicious intent.<sup>16</sup>

The message in all of this seems to be, “Employers beware! Your employees and potential employees may not be what they claim to be, and there may be trouble ahead if you are negligent in taking some steps to deal with résumé exaggeration and fraud.” So, is background checking fruitless? No! Businesses today can turn to many companies for conducting educational, employment, and criminal background checks on applicants. Some managers will contend that the cost of checking is too expensive; we maintain that the costs of not checking can potentially bankrupt the organization.

Consultant and author Bradford Smart recommends using threat of reference check (TORC). He suggests using the question, “If I were to ask you to arrange an interview with your last boss, and the boss was very candid with me, what’s your best guess as to what he or she would say were your strengths, weaker points, and overall performance?” The interviewer then may gain insight into what makes this applicant tick and how the person is apt to function in the job.<sup>17</sup>

The importance of verifying reference or application form data cannot be overemphasized. Various organizations have been charged with negligently hiring employees who later commit crimes. Typically, the lawsuits charge that the organizations failed to adequately check the references, criminal records, or general background information that would have shown the employee’s propensity for deviant behavior. The rulings in these cases, which range from theft to homicide, should make employers more aware of the need to check applicants’ references thoroughly. Not surprisingly, you can be held liable if you knew or should have known that the person you were hiring was a potential risk to others.

As a safeguard, organizations should make sure that the job application includes a statement to be signed by the applicant stating that all information presented during the selection process is truthful and accurate. The statement should note that any falsehood is grounds for refusal to hire or for termination.<sup>18</sup>

## PREPARING KEY QUESTIONS

In preparing for the interview, the supervisor should develop a list of key questions, which may include directive and nondirective components.<sup>19</sup> It is preferable that the supervisor list six to ten directive and nondirective questions that are vital to the selection decision and are job-related. It is important that all applicants be asked the same set of key questions so that responses can be compared and evaluated. For example, the supervisor may want to know technical information about an applicant’s work experience, why the applicant left a previous employer, and whether the applicant can work alternative shift schedules and overtime without difficulty.

Some organizations appear to have changed their focus from fixed job descriptions and job specifications to the competencies that differentiate average performers from superior ones. Ron and Susan Zemke, nationally known HR specialists, contend that “[i]f you can identify the key skills, knowledge, (abilities), and personal attributes that make a master performer successful at a given job, and then group these things into appropriate clusters, then you have a set of **competencies**. Link each of these broad competencies to a set of behaviors that answer the question, ‘How do we know it when we see it?’ and they can serve as sort of a blueprint to help you hire, train, and develop people.”<sup>20</sup> A thorough plan for the employment interview is well worth the time spent preparing it.

### Competencies

The set of skills, knowledge, and personal attributes possessed by the superior performer

**3 Identify what the supervisor can do to ensure that the most qualified applicant is chosen.**

## Interviewing and Choosing from among Qualified Applicants

After the HR department has screened and selected qualified applicants for a job opening, the departmental supervisor normally interviews each candidate before any decision is made. Supervisors should make, or at least should have considerable input in making, the final hiring decisions for jobs in their departments. However, supervisors should not make staffing decisions without considering the legal ramifications of their decisions. It is easy to understand why supervisors are confused by the numerous laws, executive orders, regulations, and guidelines that they may have heard or read about. As discussed in Chapter 1, Title VII, of the Civil Rights Act of 1964 prohibits employment discrimination. Figure 10.2 gives an overview of what cannot be asked in the interview. The laws regarding the so-called protected classes are discussed extensively in Chapter 4.

Under EEO and affirmative action programs, employers must make good-faith efforts to recruit, hire, and promote members of protected classes so that their percentages in the organization approximate their percentages in the labor market. Although it is difficult to be current on all aspects of the law, effective supervisors are acquainted with the Uniform Guidelines on Employee Selection Procedures because these guidelines apply to all aspects of supervisors' staffing responsibilities.<sup>21</sup>

Corporate restructuring or downsizing—the temporary or indefinite removal of employees from the organization—has created serious staffing concerns. Supervisors are being asked to do more work with fewer employees. Consolidating various job activities may not be the supervisor's decision, but it is one the supervisor must live with. Employees may be transferred from one job to another, or additional responsibilities may be added to existing ones. Some employees may even be involuntarily demoted from supervisory or staff positions. Unfortunately, supervisors sometimes find themselves with little or no authority in staffing decisions. In general, however, the supervisor should make the decision to hire or not.

Regardless of who makes the final hiring decision, however, selection criteria must be developed. **Selection criteria** are the factors used to differentiate applicants. Education, knowledge, experience, test scores, application forms, background investigations, and interpersonal skills often serve as selection criteria.

### Selection criteria

Factors used to choose among applicants who apply for a job

## THE SELECTION PROCESS

### Selection

The process of choosing the best applicants to fill positions

**Selection** is the process of screening applicants in order to choose the best person for a job. Once job applicants have been located, the next step is to gather information that will help determine who should be hired. Usually, the HR staff or the supervisor reviews résumés or applications to determine which applicants meet the general qualifications of the position. Then, qualified applicants may be further screened with tests, reference or background checks, and interviews to narrow down the pool of applicants.

For supervisors, the most frequently used selection criterion, and often the most important part of the selection process, is the employee selection interview.<sup>22</sup> It is difficult to accurately appraise a person's strengths and potential during a brief interview. If there are several applicants for a position, the supervisor must ascertain which applicant is the most qualified, meaning which applicant is most likely to perform best on the job and to stay with the company long-term. The employment interview plays a very important role in the selection process.

Depending on the type of job, the applicant may be interviewed by one person, by several members of a work team, or by even external stakeholders. A Florida children's hospital, for example, formed a Family Advisory Council comprises parents of patients. The parents were trained by the hospital's HR staff in interviewing practices and laws and then they participated, accompanied by an HR professional, as part of the second round interview team. The parent interviewers were able to bring a previously absent family/client perspective into the doctor recruitment process, which resulted in higher than ever positive consumer feedback.<sup>23</sup>

While the organization seeks to learn as much as possible about a candidate through an interview, the applicant also is interviewing the organization (see Figure 10.3).

**FIGURE 10.3** Setting the stage of an effective employment interview

**Set the Stage (HR department and the Supervisor)**

1. Arrange a meeting with HR, the supervisor, and other key employees before the interview to review the interview and selection process.
2. Make sure that all the interviewers know the "do's and don'ts" of interviewing, for example, appropriate protocol and questions.
3. Remind all interviewers of the implications of EEO laws during the interview process to avoid discriminatory bias.
4. Review the "hard data," that is, the application form, résumé, references, test scores, and, if appropriate, the background check.
5. Make sure the applicant knows what to expect during the interview process.
6. Give the interview the time it takes to "sell the organization" and ascertain the applicant's suitability for the open position.

**Goals of the Applicant (the Interviewee)**

1. Obtain information about the job.
2. Obtain information about the organization.
3. Ascertain how the opening or vacancy occurred.
4. Determine whether the job matches my needs.
5. Determine whether I want the job.
6. Communicate important information about myself.
7. Favorably impress the employer (the interviewer).

**Goals of the Employer (the Interviewer)**

1. Involve those who will be working closely with the applicant to provide input into the selection process.
2. Serve as a public relations tool by promoting the organization.
3. Gather information about the applicant.
4. Assess how well the applicant's qualifications match the job requirements.
5. Determine whether the applicant will fit well with the organization and other employees.
6. Differentiate among the applications.
7. Hire the applicant with the most potential.

*Note:* Ideas for this figure were adapted from those presented in Kristen Weirick, "The Perfect Interview," *HR Magazine* (April 2008), pp. 85–88 and Northeastern University's Career Services "Successful Interviewing" website. Students may wish to visit <http://www.northeastern.edu/careers/> for tips on interviewing..

How can one reconcile a major employer goal—to promote the organization—with a survey report that 20 percent of job applicants say they were “insulted” in job interviews?<sup>24</sup> The supervisor and team members must properly prepare for the interview and remember that they are “selling” the organization. Interviewing is much more than a technique; it is an art every supervisor must learn. Although our focus in this chapter is on the employee selection interview, over time, every supervisor will conduct or be involved in other types of interviews. Among these are appraisal and counseling interviews, interviews regarding complaints and grievances, interviews concerned with disciplinary measures or discharge, and exit interviews when employees quit voluntarily. The basic techniques are common to all interview situations.

There are two basic approaches to interviewing: directive and nondirective. These approaches are classified primarily according to the amount of structure the interviewer imposed on the interview. Regardless of the approach used, it is essential that all applicants be asked the same questions and that interviewers receive training in how to conduct legally defensible interviews.<sup>25</sup>

## THE DIRECTIVE INTERVIEW

**Directive interview**  
Interview approach in which the interviewer guides the discussion along a predetermined course

In a **directive interview**, the interviewer guides the discussion with a predetermined outline and objectives in mind. This approach is sometimes called a patterned or structured interview. An outline helps the interviewer ask specific questions to cover each topic on which information is wanted. It also allows the interviewer to question and expand on related areas. For example, if a supervisor asks about the applicant’s work experience, it may lead to questions about what the applicant liked and did not like about previous jobs. The supervisor guides and controls the interview but does not make it a rigid, impersonal experience. If all applicants are asked the same questions, it makes it easier to compare applicants fairly.

## THE NONDIRECTIVE INTERVIEW

**Nondirective interview**  
Interview approach in which the interviewer asks open-ended questions that allow the applicant latitude in responding

The purpose of a **nondirective interview** is to encourage interviewees to talk freely and in depth. The applicant has freedom to determine the course of the discussion. Rather than asking specific questions, the supervisor may stimulate the discussion by asking broad, open-ended questions, such as “Tell me about your work in the computer field.” Generally, the supervisor will develop a list of possible topics to cover and, depending on how the interview proceeds, may or may not ask related questions. This unstructured approach to interviewing allows for great flexibility, but it is generally more difficult and time-consuming to conduct than directive interviews. For this reason, the nondirective interview is seldom used in its pure form in employee selection.

## BLENDING DIRECTIVE AND NONDIRECTIVE APPROACHES

Ultimately, the purpose of any interview is to promote mutual understanding—to help the interviewer and interviewee understand each other better through open communication. In employee selection interviews, the directive approach is used

most often because supervisors find it convenient to obtain information by asking the same direct questions of all applicants. At times, however, supervisors should strive to blend directive and nondirective techniques to obtain additional information that might help them reach a decision. Often, interviewers use situational questions to assess what the applicant would do in a certain situation. All applicants are given a specific situation to which to respond. For example, the question, “How would you assign daily work when two employees are absent?” allows the applicants to organize and express their thoughts about a realistic work situation. The supervisor may gain deeper insight into applicants’ abilities to think and solve problems that could make the difference in choosing which applicant to hire.

Would it surprise you that “What computer skills do you have?” is a commonly asked interview question? Regardless of the approach used, the initial questions about computer skills should lead to the development of additional, relevant, job-related questions. For example, questions such as the following allow applicants to reveal their skills, knowledge, or abilities (SKAs) and values more clearly than could be ascertained from other sources: “What is your knowledge of the various Software as a Service (SaaS) solutions for managing a worldwide workforce?” or “Explain how you trained other employees in the use of a quality improvement software program,” or a situational interview question such as, “Just as you are walking out the door to take your family on a scheduled vacation, you receive a phone call from me explaining that a problem has arisen with the computer system and that you are the only one who might be able to come in and take care of things. What would you do?” The supervisor should avoid using judgmental questions, such as, “Do you think that IT geeks are a detriment to our goals?” Also, answers to questions that require a “yes” or “no” response, such as, “Do you like to work with figures?” reveal very little about the applicant’s ability to perform a job. It is better for the supervisor to ask why the applicant does or does not like to work with figures.

## CONDUCTING THE SELECTION INTERVIEW

Remember, the purpose of the selection interview is to collect information and arrive at a decision concerning the job applicant. As stated earlier, the directive interview is the most common approach for getting this information. Many organizations have forms and procedures to guide supervisors in the interview process. For example, often interviewers will be required to fill out detailed forms on all applicants who are interviewed. Other firms use a standard interview form that more or less limits supervisors to only the questions on the form. These forms are intended to prevent supervisors from asking questions that might be considered discriminatory or in violation of the law.

All those in the interview progress must know what can be asked and what should not be asked of job applicants during the interview. A general rule is to seek information that is related to job qualifications and the candidate’s ability to do the job. Guidelines for conducting the selection interview are found in the accompanying Supervisory Tips box.

## ESTABLISHING A CONDUCIVE PHYSICAL SETTING

Privacy and some degree of comfort are important components of a good interview setting. When a private room is not available, the supervisor should at least

## SUPERVISORY TIPS

### Supervisory Guidelines for Conducting an Employee Interview

- Carefully review the application, the applicant's résumé, and other background information about the job candidate.
- Determine the objectives and the form of interview to be conducted (i.e., directive and/or nondirective); develop specific questions to ask.
- Find a quiet, private place to hold the interview where interruptions will not occur.
- After a cordial warm-up, explain the nature of the job and its requirements; do not attempt to oversell the job or what is needed.
- Ask directive questions to verify information and qualifications on the application as well as to fill in any gaps that may be significant to the hiring decision.
- Ask the candidate to state what he or she could most contribute to the job in question; ask the applicant to provide examples of previous job situations that might be relevant.
- Encourage the candidate to speak freely and to ask as many questions as necessary.
- Take notes of the candidate's statements and comments that are most pertinent to meeting the requirements of the job.
- Avoid judging the candidate's suitability until the interview is completed; be aware of possible biases and stereotypes that could unfairly influence the hiring decision.
- Close the interview positively by thanking the candidate and indicating when a hiring decision will be made.

create an atmosphere of semiprivacy by speaking to the applicant in a place where other employees are not within hearing distance. This much privacy, at least, is necessary.

In some interviewing situations, employers choose a virtual setting for interviews, using web-based one-way or two-way video to conduct interviews with potential hires. Dave Zielinski writes in *HR Magazine* that in the past few years, the use of virtual interviewing has jumped nearly 300 percent, with some companies using the tool for first or screening interviews and others recording and capturing an interview conversation to share with internal stakeholders who may not be able to come together physically as an interview team. He asserts that the primary reasons for using virtual interviewing include the cost-savings of not having to bring candidates onsite for in-person interviews, which can reach upward of \$1,000 per candidate; the convenience of not having to schedule a room and bring in a team of interviewers, all of whom can participate virtually from their own desks behind closed doors; and the opportunity to review recorded interviews if questions arise during the decision-making process. The physical setting of both the interviewer and the interviewee being on their home turf is also a benefit that can lead to more relaxed exchanges. Figure 10.4 provides suggestions for both employers and potential employees on how to reflect their best in a virtual interview. This new approach to interviewing may be a stretch for HR traditionalists and managers who prefer a face-to-face modality, but its benefits can help an organization's bottom line.<sup>26</sup>

**FIGURE 10.4 Virtual interviews: Tips for employers and job candidates****Tips for Employers:**

- Decide on a live or prerecorded format—You can either provide a list of questions to all candidates and ask them to record and submit their responses, or you can host a live interview with each. Is it important to collect the same information from each candidate? Choose prerecorded. Or do you wish to interact with the candidates? Choose live.
- Schedule wisely—Choose a time that is convenient for you and the candidate, one during which you are not likely to be disturbed, and one that respects each party's time zone.
- Prepare your technology—Ensure that your Internet connectivity, recording device, and sound are working correctly before the interview begins. While you are interviewing the candidate, he or she is also interviewing you. Technology failures can send an unwanted message about the state of technology in your organization.
- Establish the purpose of the interview—Is it a first, screening interview, or an opportunity to learn more about the candidate in order to make hiring decisions? The interviewee will benefit from knowing the purpose as he or she prepares.
- Record with permission—You may wish to record a live interview so that you can share it with colleagues involved with the decision-making process or have it available for review. Before pressing "record," explain that you would like to record the interview, tell the candidate how you will use the recording, and then get the candidate's permission to record. Once you start recording, ask the candidate to give permission again verbally so that it is contained in the recording.
- Close with next steps—At the end of a live interview, thank the candidate for his or her time, and then describe what he or she can expect in terms of follow-up to the interview. If the interview is a recorded response submitted to you, follow up promptly by acknowledging that you've received the recording, thanking the candidate for the submission and describing next steps.<sup>27</sup>

**Tips for Candidates:**

- Prepare your technology—At least an hour before your interview, set up and test your Internet connectivity, webcam, and sound. Technology glitches can quickly cut short the interview and your chances of getting the job.
- Create a professional environment—The best background for an interview is a blank background, one without visual or sound distractions. Choose a quiet place (find a friend or neighbor to keep pets and children engaged elsewhere) and a static background, such as a blank wall or bookshelf.
- Dress professionally—Dress for this interview as you would for a traditional, face-to-face interview. Avoid bright colors and busy patterns, as they may translate poorly on others' monitors.
- Manage yourself—Practice good posture and eye contact before the interview. Look at the webcam, not at the screen image, and don't fidget or fiddle with things on your desk.
- Practice, practice, practice—Recruit a family member or friend to for a trial run of the interview. Provide them with a few interview questions and ask them to evaluate your webcast technology, the physical environment and lighting, and your clothing, speech, and mannerisms. Practice responding clearly and succinctly with good grammar and no "ums."
- Be enthusiastic and professional—Even if you aren't in the same room as the interviewer, you can communicate a great deal with nonverbal cues, voice inflection, and expressions.
- Be yourself and don't sweat it—Highlight your best qualities by sharing relevant experiences in a positive way and be confident! It will come through in the interview.
- Say thank you—Just as though you were in a face-to-face interview, smile and thank the interviewer for his or her time, and follow up with a written thank you.<sup>28</sup>

*Note:* Content for this figure was adapted from suggestions presented in Megan McMonagle, "Bring Your Interview Into the Virtual Age," *Comere-commended.com* <http://comerecommended.com/2011/02/bring-your-interview-into-the-virtual-age/> (February 18, 2011) and Dawn Dugan, "8 Tips for Acing Virtual Job Interviews: Know What You Need to Succeed When a Firm Handshake Isn't Possible," *Salary.com*, <http://www.salary.com/8-tips-for-acing-virtual-interviews/>.

## OPENING THE INTERVIEW

Remember that the employee selection interview is not just a one-way questioning process; the applicant also will want to know more about the company and the job. The interview should enable job seekers to learn enough to help them decide whether to accept the position if it is offered. The supervisor must conduct the interview professionally by opening the interview effectively, explaining the job requirements, and using good questioning and note-taking techniques.

The experience of applying for a job is often filled with tension for an applicant. It is to the supervisor's advantage to relieve this tension. Some supervisors try to create a feeling of informality by starting the interview with social conversation about the weather, city traffic, a recent sports event, or some broad interest but noncontroversial topic. The supervisor may offer a cup of coffee or make some other appropriate social gesture. An informal opening can help reduce an applicant's tensions, but it should be brief and then the discussion should move quickly to job-related matters.

Many supervisors begin the employee selection interview with a question that is nonthreatening and easily answered by the applicant but that contains job-related information the supervisor might need. An example is, "How did you learn about this job opening?"

The supervisor should avoid excessive informal conversation because studies of employee selection interviews have revealed that frequently an interviewer makes a favorable or an unfavorable decision after the first five minutes of the interview. If the first ten minutes are spent discussing items not related to the job, the supervisor may be basing the selection decision primarily on irrelevant information.

## EXPLAINING THE JOB

During the interview, the supervisor should discuss details of the job, working conditions, wages, benefits, and other relevant factors in a realistic way. A **realistic organizational preview (ROP)** includes sharing complete information about the organization: its mission, philosophy, opportunities, and other information that gives applicants a good idea of where the job fits in and why it is important. In discussing the job, a **realistic job preview (RJP)** informs applicants about the desirable and undesirable aspects of the job. To make a job look as attractive as possible, the supervisor may be tempted to describe conditions in terms that make it more attractive than it is in reality. For example, a supervisor might oversell a job by describing in glowing terms the possible career progression that is available only for exceptional employees. If the applicant is hired and turns out to be an average worker, this could lead to disappointment and frustration. Applicants who are given realistic information are more likely to remain on the job because they will encounter fewer unpleasant surprises.<sup>29</sup>

## ASKING EFFECTIVE QUESTIONS

Even though the supervisor will have some knowledge of the applicant's background from the application and from information the applicant volunteers, the need still exists to determine the applicant's specific qualifications for the job. The supervisor should not ask the applicant to repeat information on the application. Instead, the supervisor should rephrase questions to probe for additional details. For example, the question, "What was your last job?" is likely to

### Realistic organizational preview (ROP)

Sharing information by an interviewer with a job applicant concerning the mission, values, and direction of the organization

### Realistic job preview (RJP)

Information given by an interviewer to a job applicant that provides a realistic view of both the positive and negative aspects of the job



*HR managers sometimes ask job candidates to take one or more types of tests as part of the screening and selection process*

Serge Kozak/Crush/Corbis

be answered on the application. This question could be expanded as follows: “As a computer technician at Omega, what type of computer problems did you most frequently encounter?” Then a follow-up question would be, “How did you solve that problem?”

A supervisor must use judgment and tact when questioning applicants and so should avoid such leading or trick questions as, “Do you have difficulty getting along with other people?” or “Tell me about a person in your last work situation who you would describe as your least preferred co-worker.” Interviewers sometimes use questions like these to see how applicants respond to difficult personal questions. However, these questions may antagonize the applicants. By no means should the supervisor pry into personal affairs that are irrelevant or removed from the work situation.

### **TAKING NOTES**

In their efforts to make better selection decisions, many supervisors take notes during or immediately after the interview. Written information is especially important when a supervisor interviews a number of applicants. Trying to remember what several applicants said during their interviews and exactly who said what is virtually impossible.

However, the supervisor should avoid writing while an applicant is answering a question. Instead, it is more courteous and useful for the supervisor to jot down brief response summaries after the applicant has finished talking. While the supervisor is not required to take notes on everything said in the interview, key facts that might aid in choosing one applicant over the others should be noted. Food for thought: Managers might want to videotape the interviews so that others can review the applicants' responses and reactions. Of course, the applicants would need to be informed of the purpose and would need to give permission.

### AVOIDING INTERVIEWING AND EVALUATION PITFALLS

The chief problem in employee selection usually lies in interpreting the applicant's background, personal history, and other pertinent information. As human beings, supervisors are unable to eliminate their personal preferences and prejudices, but they should face their biases and make efforts to avoid or control them. Supervisors should particularly avoid making judgments too quickly during interviews with job applicants. Although it is difficult not to form an early impression, the supervisor should complete the interview before making any decision and should strive to apply the OUCH test to avoid the numerous pitfalls that can occur both during and after an interview.

Supervisors also should avoid generalizations. The situation in which a supervisor generalizes from one aspect of a person's behavior to all aspects of the person's behavior is known as the halo or horns effect. In practice, the halo or horns effect means that the supervisor bases the overall impression of an individual on only partial information about that individual and uses this limited impression as a primary influence in rating all other factors. This may work favorably (the **halo effect**) or unfavorably (the **horns effect**), but in either case, it is improper. For example, the halo effect occurs when supervisors assume that if applicants have superior interpersonal skills, they also will be good at keyboarding, working with little direction, and so forth. On the other hand, when supervisors judge applicants with hearing impairments as being low on communication skills and allow this assessment to serve as a basis for low ratings on other dimensions, the horns effect prevails. The process we have suggested does not guarantee that the supervisor will not form erroneous opinions. However, objectivity minimizes the chances of making the wrong choice.

#### Halo effect

The tendency to allow one favorable aspect of a person's behavior to positively influence judgment on all other aspects

#### Horns effect

The tendency to allow one negative aspect of a person's behavior to negatively influence judgment on all other aspects

### CLOSING THE INTERVIEW

At the conclusion of the employee selection interview, the supervisor will likely have a choice among several alternatives, ranging from hiring the applicant to deferring the decision to rejecting the applicant. The supervisor's decision will be guided by the organization's policies and procedures. Some supervisors have the authority to make selection decisions independently, others are required to check with their managers or the HR department, and still others may have the authority only to recommend which applicant should be hired. For purposes of brevity, we assume in the following discussion that the supervisor has the authority to make the final selection decision. Under these circumstances, the supervisor can decide to hire an applicant on the spot. All the supervisor has to do is tell the applicant when to report for work and provide any additional, pertinent instructions.

If the supervisor wishes to defer the decision until several other candidates for the job have been interviewed, the applicant should be informed that he or she will be notified later. The supervisor should indicate a time frame within which the decision will be made. However, it is unfair to use this tactic to avoid the unpleasant task of telling an applicant that he or she is not acceptable. By telling the applicant that a decision is being deferred, the supervisor gives the applicant false hope. While waiting for the supervisor's decision, the applicant might not apply for other jobs, thereby letting opportunities slip by. Therefore, if a supervisor has made the decision not to hire an applicant, the supervisor should tell the applicant tactfully. Some supervisors merely say that there was not a sufficient match between the needs of the job and the qualifications of the applicant. Tony Lee, editor in chief at CareerJournal.com, said it best:

*Although rejecting all but one applicant is part of the process, employers should be cautious in how they communicate with potential new hires. Remember that those applicants may buy your products and services and have long memories of how they're treated. Nothing can damage a company's reputation faster than bad word of mouth.<sup>30</sup>*

Regardless of its outcome, applicants should leave interviews feeling that they have been treated fairly and courteously. It is every supervisor's managerial duty to build as much goodwill as possible because it is in the organization's self-interest to maintain a good image.

## COMPLETING THE POST-INTERVIEW EVALUATION FORM

Some organizations have the supervisor and other members of the interview team complete an evaluation form shortly after the interview while the information is still fresh in their minds. Figure 10.5 is an adaptation of a form used by one retail store.

Its approach increases the likelihood that the same selection criteria are applied to each applicant. Other firms may require that supervisors submit a written evaluation that summarizes their impressions of and recommendations for each job candidate.

## Making the Hiring Decision

The decision to hire can be challenging when the supervisor has interviewed several applicants and all appear qualified for the job. There are no definite guidelines a supervisor can use to select the best-suited individual. At times, information from the applications, tests, and interviews indicate which applicants should be hired.<sup>31</sup> However, at other times such information may be unconvincing or perhaps even conflicting. For example, an applicant's aptitude test score for a sales job may be relatively low, but the person has favorably impressed the supervisor in the interview by showing an enthusiastic interest in the job and a selling career.

At this point, supervisory judgment and experience come into play. The supervisor must select employees who are most likely to contribute to good departmental performance. The supervisor may consult with members of the HR staff for their evaluations, but, in the final analysis, it should be the supervisor's responsibility to choose. Before the final decision is made, the supervisor should evaluate each applicant against the selection criteria. By carefully analyzing all

**4** Describe the hiring decision and the importance of documentation.

**FIGURE 10.5** A post-interview evaluation form

| POST-INTERVIEW EVALUATION FORM   |   |         |
|--|---|---------|
| <b>Position</b>  | Major Job Requirements<br>(List major job requirements here.) |         |
| <b>Applicant's Name:</b>   | (Evaluate SKAs here.)   | (Total) |
| <b>Strengths:</b><br><br><b>Weaknesses:</b>  |   |         |
| <b>Applicant's Name:</b>   | (Evaluate SKAs here.)   | (Total) |
| <b>Strengths:</b><br><br><b>Weaknesses:</b>  |   |         |
| <b>Applicant's Name:</b>   | (Evaluate SKAs here.)   | (Total) |
| <b>Strengths:</b><br><br><b>Weaknesses:</b>  |   |         |
| <b>Instructions to Interviewers</b>  |   |         |
| <ol style="list-style-type: none"> <li>1. The interviewer(s) may decide that some job requirements are more important than others. Therefore, it may be appropriate to assign weights to those requirements to illustrate their relative importance.</li> <li>2. Evaluate each applicant's skills, knowledge, or abilities (SKAs) for each of the major job requirements:<br/>             1 = Unacceptable      2 = Moderately acceptable<br/>             3 = Acceptable        4 = Strongly acceptable</li> <li>3. Total the rating for each applicant. (By totaling the ratings, the interviewer[s] will have a system by which to make a more objective choice.)</li> <li>4. Record each applicant's strengths and weaknesses.</li> <li>5. Make a copy of the form: (a) Retain one copy for documentation. (b) Deliver one copy to HR.</li> </ol> |   |         |

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the information and keeping in mind previous successes and failures in selecting employees, the supervisor should be able to select applicants who are most likely to succeed.

Of course, hiring decisions always involve uncertainties. There are no exact ways to predict how individuals will perform until they are placed on the job. A supervisor who approaches the hiring decision thoroughly, carefully, and professionally is likely to consistently select applicants who will become excellent employees.

## INVOLVING EMPLOYEES IN THE HIRING DECISION

The degree to which employees are involved in the selection process differs among organizations. Generally, subordinates, peers, or work-team members meet with the applicant and give their impression to the ultimate decision maker. Members of employee work teams, for example, are generally most knowledgeable about job responsibilities and challenges. They can offer valuable insight into the employee selection process. Even without formal teams, some organizations allow employees to fulfill various roles, from assisting with the definition of job responsibilities to having a direct say in the final hiring decision. However, it is important to note that the downside of involving employees in the hiring decision is the possibility of favoritism and violation of EEOC regulations. Supervisors must be aware of company policies regarding **nepotism**. The practice of hiring relatives may eliminate other applicants from consideration.<sup>32</sup>

**Nepotism**  
The practice of hiring relatives

## DOCUMENTING THE HIRING DECISION

Documentation is necessary to ensure that a supervisor's decision to accept or reject an applicant is based on job-related factors and is not discriminatory. At times, a supervisor's hiring decision will be challenged; the supervisor must be able to justify that decision or risk its reversal by higher-level managers. Similarly, sometimes higher-level managers or HR staff members will strongly encourage supervisors to give preferential hiring considerations to minority or female applicants, especially if the organization is actively seeking such employees. Some supervisors resent this type of pressure, but they should recognize that the organization may be obligated under various laws to meet certain hiring goals. In general, when supervisors follow the approaches suggested in this chapter, they should be able to distinguish the most qualified people from among applicants and also be prepared to justify their employment selections.

## Bringing New Employees Onboard

According to author Carole Fleck, "Some organizations use the terms *orientation* and *onboarding* interchangeably, but there is a difference."<sup>33</sup> In large organizations, when new employees report for their first day of work, HR usually conducts an initial session that familiarizes the new hire with the organization's vision, structure, culture, handbook, policies, and procedures, and perhaps includes a quick tour of the facilities. This initial phase is called orientation. **Orientation** is a process designed to help new employees become acquainted with the organization and understand the organization's expectations. In short, orientation helps the employee develop a sense of belonging to the organization.

**5 Understand how to conduct an effective onboarding program.**

**Orientation**  
The process of smoothing the transition of new employees into the organization

**Onboarding**

A continuous process of assimilation and growth within the organization for new hires

**Onboarding** occurs when the new employee begins and it continues indefinitely. It is about helping employees to understand their roles, effectively perform their jobs, learn new tasks, gain new SKAs, and acquire the attitudes, behaviors, and knowledge needed to be a successful member of the team. Helping new employees to feel comfortable in their new work environment is a supervisory responsibility. The supervisor sets the stage for building working relationships within the department and may want to select a couple of employees to serve as guides or resources for the new hire. A chain hardware and building supply company, for example, has hitched its new hires to several of its “stars.” The stars model the desired behaviors and can serve as mentors or coaches for the new employee. Some organizations have found it beneficial to add a preboarding component that provides information online so that the new hire can sign up for benefits, computer passwords, and other necessities before they show up the first day.<sup>34</sup> As shown in Figure 10.6, the supervisor must consider several important aspects to help the employee become a star.

The manner in which the supervisor welcomes new hires and introduces them to other employees in the department may have a lasting effect on their future performance. The first days on the job for most new employees are disturbing and anxious. They typically feel like strangers in new surroundings among people whom they have just met. It is the supervisor’s responsibility to make the transition as smooth as possible by leading new employees in the desired directions and helping them become productive as soon as possible.

A supervisor can use several approaches to bringing new employees onboard. The supervisor may choose to escort new employees around the

**FIGURE 10.6** Getting new hires onboard



department personally, showing them equipment and facilities and introducing them to other employees. Instead, the supervisor may prefer to assign new employees to an experienced, capable employee and have this person do all the orienting, perhaps even instructing new employees on how to perform their jobs.

## USING A CHECKLIST

A useful technique to ensure that new employees are well-oriented is to use a checklist. When developing an orientation checklist, the supervisor should strive to identify all the things that a new employee ought to know. The supervisor should ask the question: “To do this job well, what does a new employee need to know?” Without some type of checklist, the supervisor is apt to skip some important items. Checklists can also be used to help new employees understand the company and its objectives, and to build a more positive attitude toward the supervisor, fellow employees, and the company.

## DISCUSSING THE ORGANIZATION

In most firms, the HR department provides booklets that give general information about the firm, including benefits, policies, and procedures. There may even be a formal class that provides this type of information to employees and includes a tour of the firm’s facilities. In small firms, it may be appropriate to introduce new employees to the owner or top-level managers. In large firms, this may not be practical, so these firms may videotape an interview with the CEO and other members of top management. This is one way the company’s vision for the future, corporate philosophy, market and product development, management styles, and so forth may be shared.<sup>35</sup> Employees should receive an explanation of what they can expect from the organization. Realistic organization and job previews should clarify employee expectations. The key is that the information must be accurate and that all employees must receive the same information.

A common mistake supervisors make when onboarding new employees is to give them too much information on the first day. Presenting too many items in a very short time may result in information overload. New employees are unlikely to remember many details presented in the first two hours of the first day. Consequently, the supervisor should spread different aspects over a new employee’s first few weeks or months. Also, the supervisor should schedule a review session several days or weeks later to discuss any problems or questions the new employee might have.

## BEING SUPPORTIVE

More important than the actual techniques used to orient new employees are the attitudes and behaviors of the supervisor. When a supervisor conveys sincerity in trying to make the transition period a pleasurable experience and tells new employees that they should not hesitate to ask questions, it will smooth the early days on the job. Even when the HR department provides formal orientation, it remains the supervisor’s responsibility to help each new person quickly become an accepted member of the departmental work team and a contributing, productive employee.

## SETTING THE STAGE

Supervisory responsibility goes beyond making sure that the employee has received a handbook and department work rules. The supervisor should inform the other employees that someone new is joining the group and should let them know something positive about the new person. Imagine how difficult it would be for a person to be received into the work group if the employees had been told “we had to hire this person.” The supervisor needs to set the stage for the new employee’s arrival so that the new employee is socialized properly into the work group.

Organizations that use work teams believe in spreading authority, responsibility, and accountability throughout the organization. For many employees, this has meant learning to work more closely with others as team members and depending on each other for the completion of assigned tasks. Over time, effective teams develop open communication and relationships. New employees need to understand the purpose and goals of the work group, why the job is important, and where the job fits in. They also need to understand the roles various team members fulfill. Supervisors must make certain that members of the work team understand that it is their responsibility to communicate and contribute to this understanding.

Part of the onboarding process is to shape positively the new employee’s behavior. Because people observe and imitate others’ behavior, it is not enough for a supervisor simply to state what is expected of the employee. People tend to act—productively and counterproductively—like those with whom they closely identify. Effective work-team members model positive norms for the new employee. An effective technique designed to perpetuate excellent performance is to place the new employee with an outstanding performer who acts as a coach or mentor. Finally, as discussed in Chapter 4, all employees need positive feedback on performance, and an effective supervisor reinforces the new employee’s early successes by giving sincere praise.

## MENTORING

Since the publication of the classic *Harvard Business Review* article “Everyone Who Makes It Has a Mentor,” researchers have explored the roles that mentors or sponsors play in employee development.<sup>36</sup> **Mentoring** is the process of having a more experienced person provide guidance, coaching, or counseling to a less experienced person. Broadly defined, the mentor teaches “the tricks of the trade,” gives the new employee all the responsibility he or she can handle, thrusts the new employee into new areas, directs and shapes performance, suggests how things are to be done, and provides protection.

Mentoring should be looked upon as one way to smooth the transition of new employees into the organization and develop them into productive employees. New employees can build a network of people who can collectively provide the many benefits of a mentor. The ultimate question for the new employee is, “How do I attach myself to a role model who will guide my career?” Professor Kathy Kram suggests, “Putting all your eggs in one basket is a mistake. I think people ought to think in terms of multiple mentors instead of just one. Peers can be an excellent source of mentorship.”<sup>37</sup>

### Mentoring

An experienced employee guiding a newer employee in areas concerning job and career

To expand on the idea of “multiple mentors,” mentors can be identified for the following purposes: a mentor for life, a mentor for the season, and a mentor for a specific reason. Ask someone you respect and trust about their mentors, and you will probably get the following responses:

1. “I have several people who have always been there for me. I can go to them anytime day or night, and after I tell them the situation, they ask me questions to clarify the situation. They never tell me what to do, but ask me questions to get me to think through the problems. They are not critical, but supportive. They will always be there for me.”
2. “As a college student, there were two professors that I could always go to for help and guidance. They not only helped guide me, but they provided advice. They were there for me during the semester (season).”
3. “When I got my first job and had a specific problem or concern, I had a supervisor that would help and guide me. Sometimes it was a co-worker that provided help when needed on a specific project.”<sup>38</sup>

Each of these levels will require a mentor with a set of SKAs, and you will need to recognize those persons who can help you grow. Sometimes, that person may be a peer.

Increasingly, new employees are responsible for their career development. How does one go about selecting a mentor? Kram says, “Would-be mentors are most receptive to people who ask good questions, listen well to the responses, and demonstrate that they are hungry for advice and counsel. Mentoring is a chance for the mentors to revitalize their own learning.”<sup>39</sup> Should supervisors mentor? Yes, they should mentor when they feel comfortable doing so. In Chapter 5, we discussed the delegation of authority, which the supervisor can do to add to the employee’s knowledge base and which can be considered a form of mentoring.

## Training and Developing Employees

In today’s world, we like to see every person as a potential coach. While that may seem farfetched, think back over the last ten years of your life. Who provided you with an opportunity to add SKAs to your toolbox? Who encouraged you to get into situations that caused you to learn something new and unusual? Who forced you to think independently or gave you an opportunity to make a difference (contribute in ways that you never thought possible)? Was there a person who helped unlock your potential? Your success is a tribute to all of those who helped you along the way. The supervisor/coach does not have to be a solution provider, but rather one who engages employees in activities that help them to reach their potential and the organization to reach or exceed its goals.<sup>40</sup>

In most job situations, new employees require general and specific training. When skilled workers are hired, the primary training need may be in the area of company and departmental methods and procedures. When unskilled or semi-skilled workers are hired, they (the trainees) must understand the importance of the job and why each step must be done correctly. The supervisor or another capable employee should demonstrate the proper way to do the job. It is critical to the learning process that the supervisor frequently monitor the work being performed, answer questions, make adjustments, provide additional guidance as necessary, and encourage them. We will discuss the supervisor’s coaching responsibilities further in Chapter 12 (see Figure 12.9 for an overview of the supervisor’s coaching responsibilities).

### 6 Explain approaches to training and the supervisor’s role in employee development.

*When supervisors do on-the-job training, they can get to know their new employees*



Walter Hodges/The Image Bank/Getty Images

Formal training methods vary among organizations and depend on the unique circumstances of each situation. According to a SHRM employee skills and training survey, 81 percent of employees receive training onsite, 57 percent attend off-site training, and approximately 40 percent gain skills at technical colleges or universities.<sup>41</sup> At the department level, helping employees improve their SKAs to perform current and future jobs is an ongoing responsibility of the supervisor.<sup>42</sup> Remember, if the “trainee fails, the supervisor/coach fails.”

### PROVIDING ON-THE-JOB TRAINING

Most training at the departmental level takes the form of on-the-job training. The supervisor may prefer to do as much of the training as time permits. Doing on-the-job training provides the advantage of helping the supervisor get to know the new employees while they are being trained. It also ensures uniform training, because the same person is training everyone. When the supervisor lacks the time or the technical skills to do the training, the training should be performed by one of the best employees. The supervisor should assign the training task only to experienced employees who enjoy this additional assignment and are qualified to do it. The supervisor should follow up periodically to see how each new employee is progressing.

Programs may also be offered within the firm during or outside of working hours. For example, safety training meetings and seminars are commonly scheduled during working hours for supervisors and employees alike.

### PROVIDING OFF-THE-JOB TRAINING

Many training programs for new and existing employees are conducted outside of the immediate work area. Some of these training programs may be coordinated or taught by HR staff or training departments. For skilled crafts involving, for example, electricians, machinists, or toolmakers, a formal apprenticeship

training program may be established.<sup>43</sup> Usually these programs require employees to be away from the job for formal schooling and work part of the time.

Increasingly, business firms are initiating college-campus-based programs for employee training. Generally, college representatives work together with the firm's supervisors to develop a curriculum for employees. Employees attend classes on the campus during nonworking hours. The firm pays the tuition, and employees receive credit for taking classes related to their jobs. A continual process of curriculum review and assessment of employees' on-the-job performance ensures that the program meets the firm's needs.

E-learning as an employee development strategy has made consistent gains in popularity over the past decade. In its biannual survey of nearly 9,000 HR professionals, SHRM found that 59 percent of respondents' organizations plan to increase the use of e-learning in 2014 and beyond.<sup>44</sup> Webinars, tutorials, online video, simulations, free massive open online courses (MOOCs), and instructional programs delivered through learning management systems allow an employee to work on company time or during free time at their own speed to build SKAs. These approaches allow the company to bring the training directly to the employees, to give specialized training suited to individual needs, to report and track completion as part of ongoing professional development. An expectation, and sometimes a challenge, of e-learning is that the participant must be self-directed and able to learn independently. Therefore, it is important for supervisors to ensure that workers have the basic skills necessary to navigate the e-learning environment and workers know exactly what is expected of them in terms of participation and completion, otherwise the training may not be effective or even completed. A best practice before implementing an e-learning initiative is to engage HR or the training and development department in providing an orientation to the e-learning environment. A well-designed e-learning training program delivered to well-prepared employees can be as effective in building employee skills as through face-to-face training.<sup>45</sup>

## ENSURING ONGOING EMPLOYEE DEVELOPMENT

Supervisors should continually assess the skills and potential of existing employees and should provide opportunities for the ongoing development of employee skills so that those employees can perform better now and in the future. When supervisors believe that training is needed that cannot be provided at the departmental level, those supervisors should go to higher-level managers or to the HR department to see whether courses outside the organization can meet training needs.

Many organizations have tuition-aid programs to help employees further their education. A supervisor should be aware of course offerings at nearby educational institutions and encourage employees to take advantage of all possible educational avenues. These learning experiences can help employees develop the SKAs that improve their performance and prepare them for more demanding responsibilities.

## UNDERSTANDING THE SUPERVISOR'S ROLE IN EMPLOYEE DEVELOPMENT

The impetus for a training program can come from many directions, but generally, operating problems and the failure to accomplish organizational objectives may highlight the need for training. Training activities should be based on identification of the combined needs of the organization and the employees.

Training must be viewed as an ongoing developmental process, not a simple solution to a short-term problem. Therefore, training must be relevant, informative, interesting, and applicable to the job, and it must actively involve the trainee. As Confucius put it:

*I hear and I forget;  
I see and I remember;  
I do and I understand.*

Skills that employees need to perform essential departmental tasks should be the initial training focus. However, in the current business environment, **cross-training** is becoming essential. Downsizings, outsourcing, or **reductions in force (RIFs)**, termination of jobs due to changes in funding or work requirements, have left millions of employees wondering what the future holds. Consolidation of job duties suggests that supervisors must identify the jobs that are important to the ongoing performance of their departments and that other employees can learn. Employees will need to learn new skills that will make them more valuable to their organizations. Cross-trained employees learn how to do a variety of jobs within the organization. An employee's ability to perform a variety of tasks makes him or her more valuable and able to assume additional responsibilities in the future.

In formulating an employee development program, supervisors should seek answers to the following types of questions:

- Who, if anyone, needs training?
- What training do they need?
- What are the purposes of the training?
- What are the instructional objectives that need to be incorporated into the training program? (Instructional objectives are basically what the employee will know or be able to do upon completing the training.)
- Which training and development programs best meet the instructional objectives?
- What benefits are anticipated to be derived from the training?
- What will the program cost?
- When and where will the training take place?
- Who will conduct the training?
- How will the training effort be evaluated?<sup>46</sup>

Efficient and effective training should contribute to the achievement of organizational objectives. Instructional objectives are essential to an evaluation plan.

## MAKING YOURSELF MORE VALUABLE

The need for training and development is not limited to departmental employees. Supervisors also need training and development to avoid obsolescence or status-quo thinking. By expanding their perspectives, supervisors are more likely to encourage employees to improve their knowledge and abilities and to keep up to date.

Most supervisors attend supervisory management training and development programs as well as courses in the technical aspects of company and departmental operations. Supervisors may want to belong to one or more professional or technical associations whose members meet periodically to discuss problems and topics of current interest and to share experiences. In addition, supervisors should subscribe to technical and managerial publications and should read articles of professional interest.

### Cross-training

Training employees to do multiple tasks and jobs

### Reductions in force (RIFs)

Termination of jobs due to changes in funding or work requirements

We contend that today, more than at any other time, supervisors are responsible for their own destinies. To survive, supervisors must give some thought to their long-term career development. Ambitious supervisors will find it helpful to formulate career plans by writing down the goals that they would like to achieve in the next three to five years. Such plans include a preferred pattern of assignments and job positions and a listing of educational and training activities that will be needed as part of career progression.

Our former students have reported that Richard Bolles's *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers* helped them to think and rethink their career options and opportunities. In an interview, Bolles outlined his career development strategies:

*Sending out resumes doesn't work. Neither does answering ads. Employment agencies? No way. What does work is figuring out what you like to do and what you do well—and then finding a place that needs people like you. Contact organizations you're interested in, even if they don't have known vacancies. Pester others for leads.<sup>47</sup>*

Bolles has a free site, JobHuntersBible, which provides guidance in the following areas: The Internet, Research, Contacts, Counseling, Job Hunting, and Jobs and Résumés. His purpose is to provide free and expert help for job seekers.<sup>48</sup>

## SUMMARY

1. Managing human resources (HR) should be one of the supervisor's top priorities. In fulfilling staffing responsibilities, the supervisor can be substantially aided by the HR department. Increasingly, many organizations use firms that supply temporary workers to do some of the staffing work.

One ongoing process of staffing is determining how many employees and what skills are needed to accomplish various work assignments. Job descriptions indicate the duties and responsibilities of the job and must be reviewed periodically. Job descriptions that accurately describe jobs help supervisors provide realistic job previews, develop performance standards, conduct performance appraisals, and other staffing functions. Job specifications detail the SKAs an employee should have to perform a job adequately. Applicants are recruited and screened based on the job specifications.

HR advertises the opening, recruits a pool of applicants, screens, tests, and checks references, and conducts background checks. The departmental supervisor and those who will be working with the new hire either make or will have the most say in the final hiring decision.

2. The pervasive presence of EEO laws and regulations has resulted in the HR staff assuming much of the responsibility to ensure that an organization's employment policies and practices comply with these laws. The supervisor should review

the applicant's application, test scores, and other background materials. Hopefully, HR verified the applicants' past work performance so that negligent hiring does not take place.

With a list of key questions, the supervisor should be able to cover the most important areas in which more information is needed. By preparing questions in advance, the supervisor can make certain that all applicants are asked the same questions. Supervisors should develop job-related questions. Situational questions may be used to assess how an applicant would act in a given situation. Remember, ask job-related questions that foster non-discriminatory and fair treatment of all applicants. All aspects of the selection process must comply with the OUCH test—objective, uniform in application, consistent in effect, and have job relatedness.

3. Selection is the process of choosing the best applicant to fill a particular job. After job applicants are located, information must be gathered to help in determining who should be hired.

Supervisors will use either a directive or nondirective interview approach, or some combination of the two. The directive interview is highly structured; the supervisor asks each applicant specific questions and guides the discussion. In the nondirective interview, the supervisor allows the applicant freedom to determine the course of the discussion.

The supervisor is tasked with establishing a setting for the interview that is private and comfortable for the applicant. In some cases, the most appropriate setting is a virtual setting.

The supervisor may open the employee selection interview by using an approach that reduces tension, such as asking a question that is easily answered. The supervisor should explain the job, use effective questioning techniques, and take appropriate notes. When evaluating an applicant, the supervisor should avoid such common pitfalls as making hasty judgments; allowing generalizations, such as the halo or the horns effect; or forming impressions based on personal biases or preferences. The OUCH test will help the supervisor minimize judgmental errors.

At the conclusion of the interview, the supervisor should remember that the applicant is entitled to a decision as soon as possible. The supervisor should strive to have the applicant leave with an impression of fair and courteous treatment.

4. The supervisor wants to select employees who will contribute to excellent departmental performance. A review of the selection criteria is critical to identifying the best applicant. Depending on the organization, subordinates, peers, or team members may have a say in determining who is hired. This involvement varies from assistance in defining job duties to having a say in the final decision.

The hiring decision will never make everyone happy. Documentation of the selection process is critical in helping to demonstrate that the process is based on job-related factors and is nondiscriminatory.

5. Efficiently and effectively bringing employees onboard should be the supervisor's top priority. Traditionally, orientation means helping new employees become acquainted with the organization and its policies and procedures. This is done with the help of the HR department. The supervisor ensures

that new hires understand what is expected in the way of job duties. A checklist can ensure that each new employee receives the same information. In most large organizations, the HR department helps the supervisor with the basic orientation process. Effective onboarding is a process that continues beyond the first day on the job. The supervisor's supportive attitude and the involvement of other employees are significant. Using other employees as mentors is an effective way to shape the new employee's behavior positively. Positive role models, coaches, or mentors should be used to perpetuate excellent performance standards.

6. Every supervisor should see himself or herself as a coach and mentor with responsibility to help each employee be the best he or she can be. When supervisors lack the time or technical skills to do the training personally, they can delegate the task to an experienced employee with excellent job performance. Off-the-job and online training programs also can help employees perform better. Training and development is a continual process, not just a one-time effort.

Supervisors must determine the skills employees need to do their jobs better. Factors such as failure to meet organizational objectives, operating problems, introduction of new machines and equipment, and addition of new job responsibilities to a position can help the supervisor pinpoint training needs. The supervisor should constantly monitor the training that each person needs. Instructional objectives and a procedure for evaluating the effectiveness of training are essential.

Also, supervisors must recognize the need for their own training and development, and they should explore all opportunities for career development. Supervisors should consider having career plans to help them chart and monitor their long-term career progression.

## KEY TERMS

Competencies (p. 377)  
 Cross-training (p. 396)  
 Directive interview (p. 380)  
 Halo effect (p. 386)  
 Horns effect (p. 386)  
 Human resource management (HRM) (p. 367)

Human resources (HR) department (p. 367)  
 Mentoring (p. 392)  
 Nepotism (p. 389)  
 Nondirective interview (p. 380)  
 Onboarding (p. 390)  
 Orientation (p. 389)

Realistic job preview (RJP) (p. 384)  
 Realistic organizational preview (ROP) (p. 384)  
 Reduction in force (RIF) (p. 396)  
 Selection (p. 378)  
 Selection criteria (p. 378)