

N. H. ATTHREYA

HOW TO SELECT WELL

THOUGHT PROCESSES TECHNIQUES AND TOOLS

A WORKBOOK

with particular reference to
supervisory & executive personnel



MMC SCHOOL OF MANAGEMENT

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supervisory & executive personnel*

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**MMC SCHOOL OF MANAGEMENT
BOMBAY**

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*This book, like others by us, is presented
in the "easy reading" format
to facilitate speed of comprehension.*

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To
Allen E. Bower
who inducted me to
selection consulting.

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Introduction

I have been on one side of the table,
the other side as well, and a third side too.

I have been a successful candidate
for half a dozen jobs.

As a plant executive I have selected men and women
for white collar, blue collar and supervisory jobs.

As a selection consultant since 1960,
I have helped over a hundred organisations
in the selection of over three hundred
middle, senior and top level managers,
both in the private and public sectors.

The review and feedback of work done since 1960
has made me particularly sensitive
to the opportunities and problems in selection,
at every level, and especially at higher levels.

That any one can do a job as well as another
once placed in the chair, it has been proved,
is wishful thinking.

In fact, it has been found that an executive,
eminently effective in charge of one unit,
is hardly adequate when put in charge of another unit.

Right man in the right job
makes a difference for the job *and* for the man.

The process of getting the right man for a job
is long, tedious, and at times disheartening.

If this is so even with

the latest sophisticated selection methods,
what can be said of pre-industrial era methods?
Visits and discussions with
professional associates abroad
convinced me that with all the facilities they have,
they too find selection a complex job.
They see no substitute for a systematic approach.
“When we say ‘scientific’ we mean only ‘systematic’ ”!
“If you want a race horse, you should choose the colt”,
one management thinker said.
This is very true.
If the right timber has not been selected,
no amount of training and incentives
can make up for it.
More and more key people are getting this realisation.
Their focus has shifted from ‘why systematic selection’.
to ‘how systematic selection’.

For some reason, scientific selection
seems to be shrouded in mystery in this country.
I thought, therefore, I may share
with the well-meaning readers
my knowledges, experiences, and insights
that circumstances made possible for me to have.
*Since for most of the readers
selection is an occasional job,
I have kept their needs in mind all the way through.*
I have emphasised the thought processes
and illustrated them,
because they constitute
the common factor in selection.
Once we have the thought processes clear,
techniques and tools become a matter of detail.

Incidentally, this little work book will enable the reader to sympathise with the specialist who seems too sticky!

Wherever illustrations are desirable, I have mostly banked on published literature. Professional ethics forbid us from using client's material unless they so permit.

Mr. U. P. Pandit of P. M. K. Brothers of Rajkot and Mr. J. H. Shah of Mukand Iron Bombay are two such clients who permitted use of some of their company material and I am particularly grateful to them.

I owe a special word of thanks to Mr. D. F. Pereira for taking time off from his busy schedules and making many valuable suggestions and enhancing the value of the book.

Thanks are also due to my colleague, Mr. P. S. Sheshadiri, who took a personal interest in getting the mss into shape.

When you want to keep your writing free of 'fat and fog', you have to go in for a number of revisions and this in turn means patience-trying work for the secretaries. To all those who assisted in this process and in particular to Mrs. R. Billimoria, Mrs. M. Sarathy, Mr. K. Purushottaman, and Mr. R. Suriyanarayanan a special word of thanks.

I have acknowledged in appropriate places but I would like to take this opportunity

to thank the copyright holders who graciously permitted use of their material.

Manpower is our national asset

but it is a potential asset.

When selected systematically, placed suitably, and encouraged understandingly, this manpower should mean much to our country.

In utilising human resources, however, *systematic selection is only the beginning.*

It is to emphasise this point that I have included a section, '*Selection is not all*'

To emphasise, *this work book itself is not all*, nor even all the recommended reading, I have left space after each section for your own personal comments and notes.

24 Nov. 1968

Bombay

N. H. Atthreya

1

**WHY SELECT
SYSTEMATICALLY ?**

The implications of

What have those
that have considerable experience
to say on systematic selection?

Here are a few of the observations:

I regard my contribution to the company
as being a good judge of character,
a good picker of people.

I am interested in choosing the people
who are going to run this business.

(Cecil H. King, Chairman, Daily Mirror Newspapers)

The prosperity if not the survival of any business
depends on the performance
of its managers of tomorrow.

This is particularly true today
when basic business decisions require for their fruition
an increasingly long time span.

Since no one can foresee the future,
management cannot make
rational and responsible decisions
unless it selects, develops and tests the men
who will have to follow them through —
the managers of tomorrow. *(Peter F. Drucker)*

Few hunts have called for more careful planning,
money and professional time

than are being invested by today's corporations
to find candidates
with desired knowledge, skill and temperament
to move into management . (*Fredrick Lynch Jr.*)

Both parties have a tremendous financial stake
in making a sound choice.

In the case of sales personnel, for example,
the company must figure not only its recruiting,
hiring and training costs
but also the loss of sales revenues,
if the wrong man is hired.

Unfortunately the major losses from poor selection
never show up on
an accountant's operating statement. (*W.J.E. Crissy*)

Many times the trouble that develops
when employee behaviour is at odds
with what the company expects,
the employee is rebelling against
the "organisation man" concept
which is not consistent with his own concepts and goals.
This impasse is often due
to the recruiting and selection process
when the company's pattern of behaviour
should be matched and identified
with those of the applicants. (*W. Bruce Weale*)

For the most part,
union trouble begins in the employment office.
The hiring of one agitator,
"loud mouth" or trouble maker

can result in hundred unhappy workers and lead to labour problems which might have been avoided. (*Mitchell A. Albert*)

Good selection pays.
The evidence is tangible.
It reflects in greater output,
better quality of production,
lower costs, fewer grievances
and lower turnover rates
in the organisation. (*Francis S. Draker*)

Selection is not enough in itself,
but it does provide a solid foundation
on which one can build by providing
training and effective management techniques.
(*John C. Flanagan*)

In a large heavy engineering works in Scotland,
from a field of 110 candidates,
obtained by advertisement within the firm,
two different selections were made
for promotion to supervisory positions.
The first selection was made by management
by their *customary* method of review and nomination.
In the second selection,
carried out by members of the management
with the advice and assistance
of a member of the NIIP* staff,
more systematic methods were used,

*National Institute of Industrial Psychology, London.

including group sessions
as well as individual interviews,
intelligence tests etc.,
and the final judgements were made
by a selection panel.

The results of the two methods differed considerably.
The first method produced 40 'possibles'
and the second not more than 26;
and only 15 names appeared on both lists.
After an interval of few months,
all the men then available from both lists
were given a training course,
followed by an examination, written and oral,
on the results of which
(together with all the previous selection data)
the men were finally assessed.

Nearly two years later,
a follow-up survey was carried out
and the validity of the selection procedures
was examined.

The criterion used was
the assessment of the men concerned
by their superiors.
Because of the imperfections of this criterion,
and the small numbers involved,
the results are to be accepted with caution,
but they appear to demonstrate clearly
the superiority of the systematic selection procedure —
and, in particular,

the usefulness of the group session gradings, which showed a correlation* of .65 with the ratings of performance on the job. For the judgements based on the results of the experimental selection procedure as a whole, the correlation was .68. The corresponding figure for the ordinary selection method used by the management was only .23". (NIIP Paper No. 5)

*For those unfamiliar with statistical techniques the following note would be useful.

If the correspondence between the scores were perfect, with a one-to-one correspondence, i.e., if the boy who stood highest on the test also stood highest in Theory of Workshop Technology or Workshop Practicals, and so on, the correlation would be +1. If the correspondence is inverse or negative, i.e. if the boy who stood highest on the test secured the lowest marks in class room grades, and so on, the correlation would be - 1. All correlations lie between + 1 and - 1.

Although the interpretation of the coefficient of correlation depends upon factors such as nature of variables, size and variability of group, the significance of the coefficient, etc., a rough and tentative manner of interpretation is as follows:

- .00 to .20 denotes negligible relationship.
- .20 to .40 denotes low correlation; present but slight.
- .40 to .70 denotes substantial or marked relationship.
- .70 to 1.00 denotes high to very high relation.

Aims and Objectives

What are the aims and objectives of selection?

There is a job
that has to be done,
and done well,
and done in a human context,
and done for a fair period.

The person selected
should be *willing* to do that job,
should be *able* to do it well,
and *fit* into the situation.
Besides, he should *stay* and perform on the job
long enough.

The person selected
should have the job enthusiasm.
Not merely for a few hours or a few days,
but for a fairly sustained period.

He should have the background to do the job well—
this may mean knowledge, training, experience,
skills, attitudes and values
appropriate to the job.

And he should fit into the *social* context—
he should be able to mesh in
as part of the working group;

he should be able to get along with people fairly smoothly.

And finally, either on the original job or on a promoted job taking added responsibilities, he should *stay* with the organisation for a fair period.

What is a fair period?

This varies from place to place and time to time. At the moment, it looks that for many situations, a three to five year period seems fair to all concerned.

Systematic selection has therefore these *aims*:

To see that the person selected

- * has the *willingness* to do the job;
- * has the *ability* to do the job;
- * Can *fit* into the work situation;
- * has appropriate *growth* potentialities; and
- * *stays* with the organisation for a fair period.

The five fold aims should be *simultaneously* satisfied.

Thus, it is possible that the situation is particularly hostile to the new-comer — the immediate boss, the colleagues in the section, or the junior over whom he has to preside may throw the gauntlet — and despite top management support, it may be rough going for the new man,

and unless the individual is aware of this situation,
and unless he has the confidence,
and the social skills to get himself accepted,
his willingness and ability will be of no avail.

The objective of a selection project then
is socio-economic.*

It is economic in the sense
that the man selected will make a contribution
for the compensation he gets.

It is social in the sense
that he makes his contribution
in a social setting,
living and working with other people.

It is also social in the sense that
if a right person is kept out,
we leave a frustrated person in society
who feels society offers no scope
for the expression of his talents,
and who, for that reason,
develops a quarrel with the society.

*There are situations where the purpose
is not socio-economic,
where the purpose is simply to provide a berth
for an individual to have a salary and a status,
where contribution, if any, is incidental.
In such cases, systematic selection may be superfluous.
Political selection —
'political' to mean '*What suits me for the moment*' —
has certainly its place in a democracy,
but we keep it *out* for this study.

3

THE JOB

What is the JOB situation ?

If the purpose of selection is to get a person to do a job well, we should match the *total* man to the *total* job situation.

The total job situation is made up of two major parts — the job context and the job itself.

The job context itself may be divided into two parts, — inside the workplace and outside the workplace.

We should have a clear idea of the job context.

What are the living conditions like? Schooling, housing, recreation, transport, and the like?

What are the characteristics of this work place?

What are the conducive and not so conducive factors?

What are the social characteristics of the work group?

Whom will he have to work with?
Do these people have
any known prejudices or biases?
What persons have they sent away
and for what reasons?

Was the previous man promoted,
moved sideways, demoted,
separated or did he resign?
If he resigned, did his decision
have anything to do with the way
in which the job was organised?

What challenges does the job present?
What are some of the difficulties of the job?
Can these be turned into challenges?

Questions like these
should be asked and answers found
to get a clear idea of the job situation—
the working context and the living context—
in terms of yesterday, today and tomorrow.
Whatever is the situation *is* the real world,
and we are looking for a man for this real world.

More and more we have to bear this in mind.
We are getting a human being
to work in a human context;
we are not buying a machine
that can be planted in any place;
we know every man may not
fit into the context we have.

What is the job ?

The basic principle of good selection is a thorough understanding of the demands of the job and a complete and balanced assessment of the candidate and relating the two.

Right through we should have a clear idea of the job. We should have a clear idea of what he will be doing.

We should analyse the job and understand the skills and experience required to perform it. Even an operator's job requires careful analysis of the skills it involves.

If it should happen that the real purpose is not to fill a vacancy, but to add a person to the staff whom we expect to become important in the future scheme of things, even then, and probably more so, we should know how he will be spending his time.

A statement of job description and specification comes very handy.

It talks about the activities the new comer will be engaged in and thereby indicates the type of background he should have if he is to be considered by us for the position.

A job analysis will identify all important features of the job operations or actions involved, working conditions, qualifications needed in the man, training period, opportunity for advancement etc. Such an analysis makes possible a job description.

A job description should be *based on current facts and not on tradition.*

Job analysis (duties involved in a job) and job specification (absolutes required of the person who has to perform the job successfully) become more precise and comprehensive when the information required is collected under a number of agreed headings.

One suggestion for the job analysis is as under :

1. Job title
2. Grade
3. Wage or salary range
4. Brief description of duties
5. Social aspect of the job
6. Responsibility
7. Working conditions
8. Prospects

And for job specification :

1. Physique
2. Intelligence
3. Aptitudes
4. Attainments
5. Interests
6. Dispositions
7. Circumstances.

On the following pages are given samples of job description and specification.

What is the job purpose ?

While we should know
what activities he will be engaged in,
we should also know
what for he will be engaged in those activities.

We should have a clear idea of
*WHAT RESULTS THE MAN IS HIRED
TO PRODUCE FROM HIS EFFORTS.*

These results may be
directly contributing to surplus
or indirectly contributing to surplus.
(Please see accompanying job description.)

We should realise, as the employee should realise,
that employment is
a contribution-compensation contract.

We do not hire a man
to spend his eight hours a day
anyhow within our walls;
we hire a man to *so* spend his time
that he contributes
to the aimed-at results of the organisation.
Subconsciously we all know this;
but we keep it in the subconscious—
we do not bring it out for our sake,
and for the employee's sake:
we do not spell it out in so many words.
Systematic selection requires that we do this.

What are the job demands?

To get certain results,
the job makes certain demands on the person—
may be on his physical energy,
or his nervous energy.

In many cases the demand may be normal.
In some cases, the demand may be rather abnormal,
for example, one may have to travel
twenty five days in a month.

Unless one can meet with these demands
IN A SUSTAINED FASHION,
one may not be able to do justice to the job.

Every one may not be organised
to meet these demands.

We have to look for one
who can indeed meet with the job demands,
*and without undue prejudice
to the other demands on him.*

What are the qualifications required

Often enough, a snap approach is adopted to develop qualification requirements for a job. We mention an educational acquisition, a conventional number of years of experience, and add words like "initiative," "drive," etc. and we feel we have done the job.

If we wish to get good men without paying undue price, and hope to retain them on the job, satisfied and enthusiastic, we need to go about this part of the job much more objectively and systematically here are a few guide-posts provided by one authority:*

IDENTIFICATION OF JOB DEMANDS AS RELATED TO CAREER OPPORTUNITIES:

We should ask ourselves:
In what ways is this job unique?
Does it require a knowledge of Scuba diving,

*Excerpts from *DEVELOPING QUALIFICATION REQUIREMENTS — A FUNCTIONAL APPROACH* by Orman R. Wright Jr. Copyright (1966) by Personnel Journal. Used with permission of the publishers.

the ability to withstand extreme temperatures,
to read military maps, to square dance ?

Is there a realistic and discernible career ladder?

Does promotion come largely with tenure
or only the best promoted ?

Is the job viewed as an entry level
where successful performance
will guarantee advancement ?

Does the career attempt
to develop administrators from technicians ?
If so, is this realistic and feasible ?

Job demands must be broken
into smallest specific details
in order to help determine
realistic minimum qualifications.

If the job requires physical stamina,
of what type should it be ?

The ability to run a mile ?

Or to meet a fairly rigorous
travel schedule in a private car ?

Running a *mile*, would, perhaps,
warrant a restrictive requirement of 30 years.

Many men upto sixty years old in good health
meet travel schedules

of 1000 to 2000 kilometers a week.

*IDENTIFICATION OF EXPERIENCE
REQUIREMENTS AS RELATED TO JOB
DEMANDS AND CAREER
OPPORTUNITIES:*

Experience (as a requirement) in terms of length and character must be related to job demands and requirements. For instance, the maximum of beneficial experience to be gained as a general farm hand is probably contributing nothing to the individual's development and it is difficult to justify as a minimum requirement. Progressively responsible experience (*that is, administrably "progressive" and not just a lengthening of tenure*) can be a strong indicator of promotion eligibility.

For instance, our farm hand assumes the supervision of two other farm hands, is charged more and more with the responsibility of planning plantings and harvesting, order supplies and making decisions that involves the commitment of time and money. If performance is successful, then the farm hand has indicated eligibility for promotion and not necessarily as only a farm level supervisor. A supervisor's skill is undoubtedly transferable to other areas

as in his administrative ability (planning, budgeting time and money, deciding, coordinating, etc.).

Here again the necessity exists for factoring job demands into the smallest possible entities.

Then the determination of what contribution experience has to make in terms of the establishment of qualifications requirement becomes easier.

What is the nature of the relationship between job and experience?

That is, is the experience vital to job success, a necessary prerequisite, or merely desirable or preferable?

In order to keep the minimum qualifications realistic and as unrestrictive as possible — and at the same time make it administrable — an effort should be made to make a qualification statement that is generic and pertinent.

IDENTIFICATION OF EDUCATIONAL REQUIREMENTS, THEIR RELATIONSHIP TO JOB DEMANDS AND CAREER OPPORTUNITIES:

The educational requirements of a job classification

may or may not bear a direct and realistic (in terms of type, quality and length) relationship to the ability to perform at a satisfactory or better level in the job.

To take an extreme case, a chief executive may be the possessor of a Ph.D. in psychology, or he may have no more formal schooling than a farm hand.

It is good for the soul to admit at the beginning that training does not always signify competence and competence is not always achieved as a result of training.

But, in the vast majority of cases, certain types and amounts of formal training are necessary job requisites for performance. Nevertheless, it must be understood that achievement of a minimum educational requirement does not necessarily guarantee ability to perform satisfactorily.

DEVELOPMENT OF EXPERIENCE REQUIREMENTS — TYPE AND AMOUNT:

It is always good to think of qualifications as *minimum* qualifications.

Basically, experience should enhance an individual's ability to perform.

In the sense that his "experience" is a necessary or highly desirable prerequisite for functional assumption of a position, and it should be established as a minimum qualification.

The establishment of the minimum experience requirement is at best an enlightened subjective judgment. This is true even for jobs primarily involving manual performance. Individuals learn at different rates, and their abilities to assimilate learning and apply it meaningfully in other situations and other contexts differ tremendously.

For the establishment of the minimum experience requirement, an attempt should be made to make a generic inclusive statement that allows freedom for interpreting individual differences. Thus, for the job of a marine motor mechanic, it is better to say "experience of sufficient duration to provide functional knowledge of all types of marine engines and the ability to perform minor repairs and major overhauls on marine engines to a maximum of 200 horse power" than to say

“two years of experience
in the maintenance and repair of
outboard motors.”

It would appear unwise to make
minimum qualifications overly restrictive
since each such restriction
would eliminate some candidates
of high potential.

*DEVELOPMENT OF EDUCATIONAL
REQUIREMENTS —
TYPE AND AMOUNT :*

In technical and professional areas
where certification is required,
and certification standards are not suspect,
(medical doctors and engineers, for instance),
establishing the minimum educational requirements
is simple;
but for non-technical areas,
it is largely an enlightened subjective judgment.
Only when we have got
a thorough knowledge of the job,
its setting in the hierarchy,
and a comprehensive knowledge of
what is being taught
in the educational institutions,
it is possible to establish
minimal educational requirements.
Level of educational achievement is usually found
to be a most significant factor

in predicting job success.

The requirement should not be so rigid and high that they cannot be fulfilled by any member of the available recruiting sources.

In short, the job classification must be sufficiently broad to permit the majority of potential, satisfactory workers to qualify while, at the same time, realistic in terms of the trained labour recruiting source that exists to provide potential employees.

RELATIONSHIP OF THE PAY SCALE TO THE LABOUR MARKET:

Job prices too low or too high would land us in trouble.

Job prices too low will fail to attract the best available candidate.

This seems saying the obvious.

But many organisations are thinking of days when rupee was a rupee

and when grades remained static.

They stand aghast at the suggestion that in a dynamic economy like ours salaries should be reviewed and revised *at least* every five years.

What is worse they refuse to look at facts.

In terms of effective selection, there is no substitute for the collection of objective data concerning current salaries.

Who may be the man ?

Now that we know
what the man is to achieve for the organisation,
now that we know the conditions under which
he is to live, work and achieve,
and also what type of activities
he will be engaged in to so achieve,
we may be able to draw
a profile of the man.

Before we do so, we have to ask ourselves
many more questions. For example,

Is this a newly created job or an existing one ?
Will the person report to me or to someone else?
What personality traits,
if they show up in the interview,
would bar the man from further consideration ?
Do I want a man with drive
or do I want a docile individual?
Do I expect the person to step into
a closely knit team of workers ?
Is there a premium on his being a good mixer ?
Should his wife too be "interviewed"
to determine if she will fit into the social pattern,
or is business kept separate from social life ?
Do I want a good family man ?

Any other pet preferences of mine
or his would be boss?

It is not the set of questions
that is important.

Nor a set form in which
we spell out our thinking and feeling.

*What is important is that we think it through
before we go into the market,*

and that we preferably think it through on paper.

A ruled paper and a sharpened pencil
are enough tools for this crucial exercise.

Such an exercise enables us to identify
the education and experience requirements of the man
and thereby prepare a profile of the man we want.

MUKAND IRON AND STEEL WORKS LTD.*

TRAINING OFFICER

JOB DESCRIPTION

1. To plan out details of the training programme for graduate/ diploma engineers as also for trade apprentices and to attend to its implementation from day to day.
2. To guide the trainees both in their theoretical and practical studies.
3. To keep under observation every individual trainee, maintain record of this work, discuss his strengths, and limitations with the trainee from time to time and provide constructive guidance.
4. To keep in contact with the departmental heads and the supervisory staff in the workshops to ensure the successful implementation of the training programmes.
5. To motivate and inspire the trainees for productive work.
6. To observe the progress of each trainee and to suggest his placement at the end of the training.

RESULTS EXPECTED

1. Successful implementation of various training programmes.
2. Creating enthusiasm and an urge for productive work in the trainees.

3. Helping each trainee to develop his potentialities in the right direction.
4. To be a friend, philosopher and guide to each trainee.

QUALITIES EXPECTED IN THE SELECTED PERSON

1. Academic competence.
2. Experience in an industrial concern as well as in a teaching or training institution.
3. Fluency and persuasiveness of speech, imagination and logical thinking.
4. Genuine interest in young men just emerging from institutions or home surroundings.
5. Patience, readiness to be obliging, and considerateness.

FACILITIES

1. Status of Training Officer, responsible to the Personnel Manager.
2. Salary in the grade of Rs. 800-15-1250-EB-50 -1500.
3. Present rate of annual bonus — 15 percent.
4. Provident fund — 8 percent.
6. One month's privilege leave, 15 days casual-cum-sick leave.

*Used with special permission.

MUKAND IRON AND STEEL WORKS LTD.*

GENERAL FOREMAN OF THE E.S.F. DEPARTMENT

JOB DESCRIPTION

1. To supervise and guide shift melters in their work, Help them to improve and develop.
2. To look after day-to-day working of the furnaces, ensuring maximum production as well as productivity.
3. To keep a close watch on stores consumption and reduce costs to the minimum.
4. To attend to the staffff requirements, grievances of workers, etc. and, in general, to bring about greater cohesion in the departmental personnel.
5. To be abreast of technological developments and try to implement standardised methods for the efficient operation of the furnaces.

RESULTS EXPECTED

1. Maximum production and productivity.
2. Reduction of off heats to the minimum.
3. Reduction of cost and consumption of materials to the minimum.

4. Increasing harmony of relations with the personnel of the furnace department and closer co-ordination with the Foundry.

QUALITIES EXPECTED IN THE SELECTED PERSON

1. Academic competence as a metallurgist with at least 8-10 years experience in a similar capacity.
2. Physical hardiness adequate for one who has to work in shifts.
3. Supervisory abilities with special emphasis on poise of mind, firmness, and persuasiveness.

FACILITIES

1. Status of a General Foreman directly responsible to the Chief Metallurgist.
2. Salary in the grade of Rs. 800-15-1250-EB-50-1500.
3. Present rate of annual bonus — 15 percent.
4. Provident fund — 8 percent.
5. Medical insurance.
6. One month's privilege leave, 15 days' casual-cum-sick leave.

*Used with special permission.

JOB DESCRIPTION

SEATTLE-FIRST NATIONAL BANK*

Job Title Research Assistant Branch
 Job Number 3135-1 Division Economic Research
 Salary Grade 9 Section
 Date April 1963 Department

Education	Experience	Resource-fulness	Respon-sibility	Contacts	Supervision	Mental Effort	Physical Effort	Job Conditions	Total Points	Salary	
										Min.	Max.
200	110	112	100	52	—	14	4	4	569		

JOB DUTIES

Compiles: industrial and economic data by: obtaining current and comparative statistics relative to trends in production, commerce employment, etc., from newspapers, periodicals, publications of government agencies, trade associations, and other standard sources; maintaining a set of statistical records for the department concerning industries and areas of the Pacific Northwest; selecting and classifying for the department library pertinent articles from the above-mentioned sources; digesting suitable material on national and Pacific Northwest economic developments; plotting acquired statistics and developing informative graphs, tables, and charts; preparing special statistical and other report.

Also computes department's own seasonally adjusted employment data series. Furnishes various industrial and economic data to bank and other officials.

Prepares: the Weekly Business Briefs by gathering and assembling data and writing original copy to provide a digest of regional and national

business news for the Bank's staff, officers, and customers. Uses own judgement in selecting articles of significance. Submits material for final approval.

Also researches and prepares section for the Summary of Pacific Northwest Industries. Researches and prepares local business section for the Seattle Real Estate Research Report. Prepares statistical data for charts and tables in the quarterly and annual issues of the Summary. Prepares statistical data and writes a section on local home price trends for the Seattle Real Estate Research Report. Prepares special reports on various subjects as requested.

Assists in maintaining research library: assists Economist in developing new statistical series and ideas for charts; assists other staff members with miscellaneous functions.

The Research Assistant, under general supervision, is engaged primarily in the acquiring of pertinent, factual data relative to varied industries, their trends and any significant details. In large part this material provides the basis for analysis, opinions, and recommendations by the Economist, although some of the analysis is included in the duties of the Research Assistant.

JOB REQUIREMENTS

Education: A broad knowledge of a technical workfield applicable to duties such as economics and business theory, and an understanding of statistical methods and the application and analysis thereof. Equivalent to college degree in economic or Business Administration.

Experience: Job requires practical experience in statistical methods and analysis and a period to acquire a knowledge of various information sources. Time — six months to a year.

Resourcefulness: Job requires judgement and initiative in determining sources of information and judgement in selection of significant data and application of statistical formulas to informative results. Under general supervision.

Responsibility: Considerable care is required as most errors are difficult to locate. Reports and publications are distributed beyond the bank and relied upon as being correct and indicative of trends. Work must be prepared promptly, and deadlines met.

Contacts: Routine staff contacts plus frequent public contacts by phone

and occasionally in person requesting or furnishing information. Courtesy and tact are required.

Supervision: Does not supervise.

Mental Effort: Requires considerable care and attention due to the concentration required for the selection, development, and analysis of economic information.

Physical Effort: Medium office position. Job requires frequent use of calculator and adding machine. Also requires frequent referral to department library and occasional trips to public library and other outside offices for information.

Job Conditions: Average office conditions.

*Used with permission

Do we want a new man at all?

May be, we do

May be, we don't.

What we really need may be
a reorganisation of the department,
a redistribution of the work
on a more equitable basis,
or a re-examination of the job
for possible elimination or mechanisation.

It will be well, therefore,
to make the decision to take a man *tentative*,
and then to ask ourselves:

Is there a better answer to the problem?

The suggestion is not
that we should run to the other extreme, namely,
'let us anyhow manage
with the existing number of men'.

The suggestion *is* that
to bring about a successful and stable appointment,
we should make sure we have a real vacancy.

Before we go out

to recruit and select a new man, therefore,
we may ask ourselves the harmless question:

Why a new man at all?

Probably, if we examine the section

in which he is to work
a little more closely and a little more systematically,
we may arrive at the conclusion
that a certain amount of rationalisation is possible
and that the job can be done equally well,
if not better, without this additional man.

Whenever, therefore, we think of a new man,
it is better to look at the job setting a little closely.

If such a study leads us to the conclusion
that a man is indeed necessary,
the *second* question we may ask ourselves is:
Why not an existing man?

Promoting an existing man
has many things to say in its favour.

It is of course possible
that in relation to the job demands,
he may not be having a few requirements right now,
but it is equally possible to spell out the gaps
and then examine whether these are gaps
that cannot be remedied
or whether these are gaps
that *can* be remedied
with the co-operation of the individual.

It is true this means a certain amount of thinking,
efforts and probably expenditure,
to groom the existing man to the new job;
but so doing is perhaps better
not merely from the morale point of view,

but from the performance point of view;
or even the selection point of view.
A great advantage we have here is
that we are promoting a man whom we well know.

The practice very often is, in fact,
to *promote* a man from some other organisation
into our organisation,
knowing him only in a cursory fashion.
Perhaps distance lends charm !

It is *not* at all suggested
that we should not have any new blood.
Nor is it suggested that
when we want a skill of particular type
and we do not have a man having that skill,
and it is likely to take a long time
to acquire that skill,
we should be wasting our time, energy, and patience.
The suggestion is that
we may examine the impulse to hire a new man
a little deliberately.

In many cases, if such an examination is done,
we may get the answer that
we do not want a new man at all,
or that an existing man can handle the job
with certain amount of adjustments.
Alternatively, an existing man
with certain amount of grooming,
guidance and development,

may be able to fill the bill
much more surely than the new comer.

It is possible that
after having asked all these questions,
we may come to the conclusion that
a new man is indeed to be hired.
If that is so, the sections that follow
would provide a few guidelines
on how to go about.

4

RECRUITMENT

The recruitment process

Once these two —
the job requirements and the human context —
have been clearly thought about,
we can have a fair idea of the type of man
that we are looking for.

Once this picture is clear,
we can take the next step
of considering an *adequate* number of people
for the position in view.

And what is an *adequate* number ?

This depends upon the nature of the job
and the urgency of the situation
and the cost of operations.

*The aim is to get
a good enough person for the job.*

How many we consider to choose one such
is of secondary importance.

Equally secondary in importance
is the fact of who handles the recruitment.
Whether we handle it ourselves,
whether our executives do it for us,
whether our personnel manager handles it,
or whether we hire

a selection consultant* to assist us,
is all a matter of cost and convenience.
What is *important*
is the approach —
it should be goal-oriented and systematic.
Ignoring who does it, therefore,
we will delineate in the coming pages
what needs be done
to increase the chances of good selection.

*Since the author is also a selection consultant, there is no section devoted to selection consultant as an aid! Suffice it to say that the selection consultant is a professional and abides by a code of ethics. (Please see appendix).

Controlling the Controllable*

Two important areas of enquiry constitute the beginning of a genuine attempt to solve an *organisation's recruitment problems*.

First, an analysis must be made of what is wrong with the organisation itself. Second, *the approach to outside applicants* must be examined.

Is this approach made on a realistic basis, and are the methods employed sound?

IS EVERYTHING RIGHT WITH THE ORGANISATION?

It is difficult for a management body to be self-critical, and even more difficult to admit that it is not up to its job, but, oddly enough, a company sometimes prefers to pay heavily for external advice, while it is disinclined to listen to or act on the ideas and recommendations of its own lower management grades.

Nevertheless, in any genuine attempt to discover what is wrong with an organisation,

Excerpts from BEHIND A RECRUITMENT PROBLEM by Douglas Wright. Copyright (1966) by Personnel & Training Management. Used with permission of the publishers.

self-examination should be undertaken, based on the following questions:-

- * Does the organisation really deserve to be successful in its recruitment, in as much as its conditions of work, in terms of employment, and the way it uses and treats people measure up to reasonable standards?
- * What measures are taken to see that staff are employed on work worthy of human effort, and that the staff are valued, encouraged, trained and understood? Is work performance discussed in an understanding way? Is potential probed and encouraged? Are staff allowed to contribute in a real sense to the improvement of methods? Are they seriously considered for greater responsibilities?
- * Is the internal system of communications really operating? Does the correct information get to the shop floor level quickly and, more important, does information ever find its way in the reverse direction? Where there is a hierarchical system, with no one daring to pass criticisms to his boss for fear of being branded as disloyal

and so unacceptable for continuing employment, there is a morale problem of major magnitude.

- * Do the internal standards of discipline and rule enforcement fall below the democratic principles of society, and of law, outside the plant? Do we demand standards of unquestioning obedience that are unacceptable anywhere outside the armed forces?
- * Is the best use made of individual abilities? Are scientific methods of work and job assessment being used? Are jobs compiled to ensure a proper balance of activities? Are human abilities in individuals matched against requirements? Are methods and processes continually re-appraised and improved to make use of developments in fields such as ergonomics and occupational psychology?
- * Are managers trained in man management? Do they really understand the complexities of human behaviour, morale and motivation,

or is all sacrificed
to the God of the Production Quota ?
Is there a clearly defined pattern
for decision making ?
Does everyone know
what decisions are to be made and where ?
Are responsibilities clarified
and levels of delegated authority
determined and understood ?
If they are,
is any one level dodging the issues,
not measuring up to the post
and frustrating everyone below
by the lack of decision ?

* Does every employee know
what the organisation is about —
how it works, what it makes,
who it is tied up with,
and what social purpose it fulfils ?
Do they all know of its achievements,
the scope of its products,
where they are used, by whom,
and how much is exported ?
Do they know what are the company's problems,
what are the company's plans
and their part in it all ?

*IS THE APPROACH TO
OUTSIDE APPLICANTS RIGHT ?*

How are potential employees
received and treated ?

Is the first person they talk to
a worthy representative of the company ?

Does he portray an image of interest and pride ?

How does he handle applications ?

Is the recruitment office a credit
or a disgrace ?

Are people kept hanging about unnecessarily ?

Are the paperwork procedures
unnecessarily involved ?

Is there skilful interviewing
to a planned programme ?

Are the managers co-operative over interviewing,
and are they equally able

to conduct competent interviews,
giving a candidate a good impression
of the firm and its people ?

Does recruitment operate
on the basis of clear job descriptions,
with a clear remit, authority, and the budget,
to carry out a proper job of work ?

Are the results of recruitment campaigns
analysed and costed ?

Is expertise used to the full ?

Enough people to consider

These are some of the tested methods by which we get enough people for us to consider :

- a) Mentioning to a few friends
- b) Informing the entire employee personnel
- c) Keeping a waiting list of selected walk-ins and write-ins
- d) Advertising in the classified column
- e) Advertising in the display column
- f) Advertising in the local papers
- g) Advertising nationally
- h) Writing to employment exchanges
- i) Recruiting at educational centres
- j) Considering personnel retiring from defence
- k) Intra company transfers

There is nothing like one best system for the development of source of applicants. It depends upon the need and the context. Generally, that source is chosen which gives the fastest flow or the lowest cost yield of candidates.

So long as we keep in mind that considering a person for a job is *not* identically equal to

conferring a job on him,
all the above steps have value.

Particularly when we ask our own personnel
or a few of our friends,
to suggest a few for our consideration,
we should make it clear
that the candidates suggested by them
will be considered
along with those suggested by others,
and *not* necessarily hired.

Often enough, we use the wording:
“Can you give me a man?”
and we literally mean it!
When a man is ‘given’ to us,
we straight away take him on our rolls!
We feel we are bound to do it!!

This, in fact, means
selection is done by some one
to whom we have referred the job vacancy.
So doing is abdicating a Management Function.
Selecting personnel is a Management Function,
a function more important than selecting machinery.

Even when we use a selection consultant,
he does only the pre-selection work —
the selection is done by us.

If this is the case,
even when a specialist does it
systematically and objectively,

it should be much more so
when novices at the game are at work.

The method itself is not defective.
It has the great advantage
of those commending the candidates
knowing their antecedents fairly in detail.

It has the further advantage
of the man coming to us 'pre-sold'.
If we are a small or a new organisation,
and known only
to a limited circle and our own employees,
mentioning to a few friends
or informing the entire employee personnel
facilitates the recruitment function
more than any other method.

Three cautions, however, are to be observed.

One is that we should give preferably in writing
a statement of the job requirements.

The second is that we should expect persons
to oversell their candidates.

The third is that we should make clear
that they should not misunderstand us
if we do not hire a person commended by them.

If these three cautions are not observed,
we may well be saddled with people
who have come in for considerations
other than job performance.

If we are a growing company,
and manpower needs are progressively increasing,
and if we can spare one half day
in a fortnight say,
we may meet the many people
who apply to us on their own initiative,
yes, for possible employment at a future date.
(The assumption is that we have a manpower plan).
Keeping our eyes constantly open
for possible good candidates
is sound business.

It is true that people on our waiting list
are not likely to be available
as and when we want them —
they may well be settled on another job by then —
but they may be available.

Since we will have on the waiting list
more than one candidate for any single position,
it is likely this approach
yields us the required result.
(By a minor procedural device,
we can update it from time to time).

We have government employment exchanges
all over the country.
If these exchanges, besides registering candidates,
do a certain amount of
professional employment counselling work,
they would be rendering a great national service —
they would bring together

those who have jobs to offer
and those who want jobs,
on a realistic instead of ritualistic basis.

Private employment exchanges are not many
and, of the few that exist, some do render a service
to the extent that they give us data
about the candidates that are registered with them.
Being essentially placement agencies,
they tend to consider only one side of the picture
and that too in a routine fashion.

In other words, employment agencies,
public and private,
as they are operating today in India,
are not quite slanted to our recruitment needs.

Because of statutory requirements.*
for certain category of staff,
we have to do business
with the government employment exchange.
Perhaps, if we establish
personal contacts with the local chiefs,
we may get some help from them
for filling junior positions.

*Please see appendix.

Advertising for positions

If we wish to make it known to a larger number of people that we have a job vacant with us, advertising the position in a paper is the one available method — locally, nationally or in a professional journal is a matter of detail.

Either because we want a number of people, or because we want to choose the best available, or for procedural reasons, we may advertise vacant positions in news papers.

Advertising for positions, however, is an expensive and often exasperating proposition.

Advertisement, particularly display advertisement, costs a fair sum of money.

The advertisement rates are becoming higher and higher and that means the penalties of advertising ineffectively have become higher too; hit and miss methods are now a luxury.

The indirect costs in man hours and in failure to attract the calibre of man needed

*are less easily calculated
but probably exceed the direct costs.*

Over the past few years
the employment position in the country
has considerably changed,
particularly for technical and managerial positions.
So changed indeed
that the candidates can now be choosy.

Because of these and similar reasons,
advertising styles and methods
have changed dramatically
in recent times and so the advertisement costs.
In today's context, therefore,
to attract worthwhile candidates —
and that indeed
is the purpose of recruitment operation —
job advertising has to be a more precise
and more skilled operation than ever before.

Job advertising is an integral part of recruitment
and it is *not* a chore which can be done
separately and hastily,
just before the job of selection takes place.

The temptation to rush to the press is great;
many job ads tend to be written in a hurry:
this type of desperate urgency is best avoided,
otherwise, we may not get value
for our advertisement money.

It is, therefore, necessary that we are
neither satisfied with conventional ads

nor clever ones;
we want *effective* ads,
ads that will make relevant people
write to us offering themselves for consideration.

A study of over a thousand
display advertisements for jobs
(published since February 1960
when MMC placed its first such ad)
suggests a few pointers.

These pointers particularly apply
to display advertisements
though the principle holds
for classified advertisements as well.

Before publishing an advertisement
(hereafter called ad)
special attention should be given
to the following points:

- * How to plan the advertisement
- * How much to spend on its publication
- * Where to publish
- * What to say and how to say

Every good advertisement possesses
these characteristics:

- * Attention
- * Interest
- * Desire
- * Action

and a recruitment ad is no exception.
In fact, since it is a one-time ad
with a timed reaction,
it has to be all the more a catchy one.

*WILL IT MAKE THE READER READ OUR AD?
WILL IT ATTRACT ATTENTION?*

Primarily, the ad should
draw the reader's eye to the announcement.

When we say 'reader'
we are not having in mind,
the regular reader
who reads for news
or the few job combers,
but the many who have an eye
for a possible move to a better job.

One who is thinking of a move
is often interested *in the job* first,
and then only in the company.
If the job title interests him,
he will read further;
otherwise he may gloss over.

It is not true to say that the organisation's name
will attract a satisfactory response to a staff ad.
In fact, there may be misconceptions
about an organisation.

The exceptions are the few large organisation
that have a national image *as good employers*.

It is logical therefore to play up the position and not the organisation.

If we need a maintenance engineer, let us say so in bold letters.

If we use classified ad, let us state the job first, Let us *not* say: A well-known company requires for their.....etc.

Among little helpful things, incidentally, come a prominent border and plenty of white space.

WILL IT INTEREST HIM?

The ad must interest and hold the reader to the end, finally tempting him into action.

This is achieved by giving details of the job, the company and its prospects.

The title should be attractive to the reader, it should carry prestige and desirability from his point of view.

Title is a benefit:

it costs little but means much.

May be for a sound reason, we use in the company a title that is different from the one that attracts candidates; and this we can explain personally when the man is in, since the substance is the same.

For advertisement purposes, however, we should use terms that make sense, that attract.

*Thus, the term 'RESEARCH MANAGER'
may get better response
than the term 'SENIOR SCIENTIFIC OFFICER'.*

For senior management positions,
we should also indicate
the size and nature of our company.
We should present a pen picture of the job
in terms which will be familiar and interesting
to the man whom the ad is intended to attract.

Whether this pen picture
somebody in the company likes or not
is irrelevant.

*The copy has to be attractive to people
who are outside the company.*

The reader is more likely to respond
if he can recognise
from the facts given in the ad
that the job is one which he would like to do
and which calls for
his particular training and experience.

This certainly means a careful analysis of the job,
If this is not done,
the ad will produce replies —
but from the wrong people!

**WILL IT MAKE THE READER
WANT TO JOIN OUR COMPANY?**

The desire to join our company
comes up when the reader feels

that the job holds for him
professional satisfactions,
economic compensations and living comforts.

To create this desire,
we should stress all that we have to offer,—
favourable location, working conditions,
job growth potential, salary and fringe benefits.
If they fit in with facts,
the words like 'security', 'growth',
'challenge', 'future'
should figure in the copy.

In a typical Japanese factory
the following fringe benefits are found:
meals, dormitories, bath houses, company houses,
kindergarten, company store, schools, library,
dormitory clubs, parks, hospital
and health programmes,
company barber shop, athletic facilities,
transportation or commuting services and tickets.

Though we cannot compete with such a factory,
we do offer many facilities
and it is good to make them known,
particularly the more attractive ones.
Thus, if we have a provision for housing,
we can say so; and if the position is in Bombay,
this would interest many more!

Vague phrases like "attractive salary
according to qualification and experience

will be offered to the right man”
do not impress the reader.
Surely the job has a grade, and why not say it?
If there is no grade, why not give the range?
Atleast, why not give an indication of the minimum?

The trend is to reveal
rather than to conceal vital information—
candidates tend to avoid too secretive companies.

*WILL IT MAKE THE RIGHT READER
APPLY FOR THE POSITION?*

The ultimate purpose of the job or position ad
is that the candidate writes, phones or calls
for an interview, whichever way we want it.

What we say and the way we say it
influence this action.

Before we write the ad, we may visualise the reader
who will have a high probability of success with us.

What are they doing now?
Where do they live?
What might they be seeking?
How much are they likely earning?
How old are they now?
Will they be more interested
in the cultural opportunities of our area
or the recreational facilities and schools?

To attract the man that is wanted by us,
the copy within the ad must be skillfully compiled

to have the required psychological effect on the type of man wanted.

In many cases we have to catch the eye and stimulate the interest of men who are not consciously job hunting.

One way *not* to get a good response is to advertise for a senior position under a box number.

Box numbers are of diminished appeal. People hesitate to give the details while applying to the anonymous company and for obvious reasons.

Let us remember this.

We have not merely to cater to the self-interested eyes of the reader but to his critical eyes as well.

We should tell him, therefore, whether the job is a newly created one or a replacement.

He has the suspicion that it may be just the result of a recent redundancy

Exaggeration in self-defeating.

For example, if we say that one can rise to the position of the managing director of the company in three years, the candidate wonders.

The candidate wishes it is true;
he knows that in India it is not true yet.

Positive answers should be possible
for questions like these:

Is the ad crisp, pointed and easy to read?
Do we go for short paragraphs,
large print and brevity?
Is it easy for the candidate to apply?

Does the ad accent the fact
that replies will be handled
in a confidential manner
and by whom? And his designation?
One may argue: Who will believe this assurance?
Atleast in the case of selection consultants,
the readers place faith in this assurance.
Most selection consultants say and mean:
“Unless and until you give permission to do so,
we do not disclose details to any one”.

In brief then,
the copy must be so designed
as to make certain
that the potential candidates see our advertisement,
read it,
and act on it.

WHERE TO ADVERTISE AND HOW MUCH TO SPEND ON AD

From the response point of view,
the choice largely depends upon
the specific ends we wish to achieve
and the specific population we wish to reach.

We should choose the media
to which the applicants are primarily exposed.

Answers to the following questions
can provide a clue:

Where is the man I am looking for
likely working now?

What news papers or journals
he is likely to read regularly?

How soon should the announcement appear?

Has my company any peculiar limitations?

We should in some cases

choose the location as well —

for a finance man, it may be the commerce page;

and for the technician, it may be the sports pages

Knowing media, —

its strong and weak points,

its distribution, circulation, readership etc.

is a full time job for a specialist.

And it is well to discuss it with specialists,

instead of acting on hunches.

Since the personnel men are infrequent advertisers,

the tendency is to play safe

and to advertise in *several* publications,

and more than once.

This can be very costly indeed.

A related wasteful effort

is to mix prestige advertising

with staff advertising

in the mistaken belief that they will thereby get full value for the money spent.

In fact, frequent repetition of advertisements displayed in a company's own name can engender suspicion that the firm is not a good employee since it is always advertising for staff!

Talking of cost, if we are advertising in more than one paper, and if we are not rushed for time, we can go in for blocks.

This seemingly adds to the cost but the net cost may be the same or less, since we can save space by using a block.

What is more important, *we can save on effect.*

Also, there will be uniformity and consequently better impact. Again, this will save possible errors and particularly errors in emphasis.

If we are to look at the display ads with the insights mentioned outlined here, we will be able to tell ourselves:

*What not to do
and what to do.*

Since we get this opportunity daily, samples of ads are *not* given here.

Depending upon the nature of the vacancy,
and the coverage we have in mind,
we can visualise a budget
of 5 to 20 per cent of the annual salary.
It is certainly some money,
but it can save the company
many thousands of rupees over the future years.

HOW TO DISCOURAGE THE UNSUITABLE

Seeing our ad in print is pleasurable;
the aftermath can be a nightmare!
Essentially to keep off the unsuitable,
many attempt to screen out candidates
with unrelated experience.
Our experience suggests
that overemphasis on screening
decreases the effectiveness of a job ad.
It is well, therefore, to avoid negative statements
like 'persons with less than 10 years experience
or drawing less than 1000 rupees need not apply.'
Though we want only the suitable people to apply,
it is good to remember
quantity makes possible quality.
In fact, replies which do not
directly relate to existing openings
may be retained for future consideration.

Many of these points are so basic
that they appear to be self evident
once so stated

A review of some recent recruitment advertisements will show how most of these points are ignored.

THE CANDIDATE PUBLIC

People reading job advertisements are not interested in our needs as employers, but mainly in their own.

In the case of the technical and managerial market, the position is difficult today and will be more so in future.

Even today security is important but much more important is the growth potential

Whether we like it or not, the fact remains that we are living in a world of rising expectations, in a world of shifting expectations.

5

THE SCREENING PROCESS

The screening process

We have only one job
and we have many applicants;
and to most of them we have to say 'no'.
It is not a pleasure either for us or for them;
but it has to be done.
The tendency is to do it
in a brusque fashion
and this need not be.
*Saying 'no' can be
done gracefully.*

He had the courtesy to write to us promptly;
and we should have the courtesy
to write to him promptly too,
and more so
when we are unable to consider him further.

One aspect of selection is filtration or rejection
and rejection itself is done progressively,
in a series of steps.

As soon as we decide that we will not consider
the candidature of *an* individual for a position —
the reason can even be over-qualification —
we can *promptly* send him a note to that effect.
Along with the note, we can return
photographs or certificates he may have forwarded.

The note may be a cyclostyled one,
but it should be sent to him promptly.

If it is possible at all, as a post script,
the reason why he is not further considered
for this position may be indicated
by a hand-written note: he will appreciate it.
(Please see alongside for a suggested letter).

There are, of course, differences
in handling classification of personnel.
The difference lies in technique and practice
not in principle.

This act of courtesy and grace does cost money;
but the absence of it
costs something more precious.
As an individual company,
we can perhaps get behind a box-office number
and escape a bad name,
but as part of business as a community, as a system,
we cannot escape the soiled image,
arising from false economy at this stage.
Any practice that demeans a candidate
is improper and dangerous.

**The image of the employer
is not a favourable one even now
let us not make it worse
by this act of omission.**

In the larger interests, therefore,
let us do this act of *public relations*,
both for ourselves and for what we represent.

Dear

You will like to know the results of your application to us for the job of and this is to keep you posted.

We hoped, as you would have hoped, you would be the right person for this position. It did not, however, turn out that way. There was another person whose background, experience and qualifications proved to be nearer our needs and we have employed him.

This, you will appreciate, is no reflection on you. Matching requirements (of a job) and availability (of a number of persons) is neither easy nor comfortable and we have tried to be fair to all concerned.

Please accept our sincere thanks for considering an employment with us and bear with us for the inconveniences you have to undergo on this account.

We are returning the photograph and the certificates you thoughtfully enclosed. We do wish you will get a suitable opportunity in an equally good organisation.

Very truly yours

*P.S. Our need is for an older person,
since the men to be supervised
are in their late thirties.*

The personal data sheet

The candidate's application itself provides the first filter.

The next filter can be effected with the help of a well-devised application form
*or personal data sheet.

Those who remain to be considered after the first filter get the application form with the direction that it is returned within a particular date.

The purpose of this form is to secure desired *factual* information from an applicant in a form convenient for evaluating the applicant's qualifications.

A minor point is that the design of the form should help processing.

The data sheet has to be tailored to individual requirements of an organisation, and, in certain cases to the specific job. The sample alongside is to give an idea of what it may cover.

*Please see specimen form attached

A B C D COMPANY LTD.

PERSONAL DATA

Write NA where not applicable

Full name

(Underline surname)

Permanent address

Address for correspondence

Telephone number:

Date of birth

Day | Month | Year

Age last
birthday

Place of birth

Single
Married
Widowed
Other

Sex and ages of
children
Other dependents

Brief particulars about urban or agricultural property

Bankers:

BIOGRAPHICAL

Please give a brief description of your career since leaving school/college (If you have just left college, you may give a description of your career at school and college, your extra-curricular activities and the career you are planning for yourself). *Please give this in your own handwriting.* Please emphasise what you hold to be notable achievements on your part.

To help us crystallise our ideas
and have a frame of reference,
it is well to complete a personal data sheet ourselves,
keeping in mind the man we are looking for.
We will thus know
which items on the form
really predict job performance.

A comparative study of the completed data sheet
sent in by the candidates
should enable us prepare a list
for more detailed consideration.

A note on the organisation

Along with the personal data sheet it is desirable to send the job description and a note on the company.

The note says among other things — where has the company been, where is it going, and what is it like to work in the place.

This note is particularly desirable if our company is not that well-known. This will help the overall purpose of selection, namely, getting good men *and* keeping them. *This will also be a sound act of public relations.*

It is possible to produce an effective brochure without incurring heavy expenditure.

Essentially to provide a feel of what *such* brochure is like we are reproducing sections of a note prepared and used by a Rajkot (INDIA) company. This has a printed cover and the matter is *cyclostyled*.

The Ajeet Story

The customer is the agriculturist; the product is diesel engine; the brand name is AJEET; the makers are Patel Mavji Kanji & Brothers; and the location is Rajkot.

Rajkot is the former capital of the State of Saurashtra and is now one of the important cities of Gujarat State. It has a population of about 2,00,000 and is known for its excellent climate. Even on the hottest days, the nights are very cool; excellent roads radiate from Rajkot to all the important cities of Gujarat state. Ahmedabad is just 4 hours away by car. There is a daily air service to Bombay and the travel takes about 1 hour and 10 minutes.

The Somnath temple at Veraval, the Gir Sanctuary for Lions near Junagadh, the Girnar, Palitana Jain Temples on the hills, the Gandhi Kirtimandir at Porbandar, and the Temples at Dwarka are some of the **places of interest** within a radius of 100 miles from Rajkot.

Being centrally located and having a salubrious **climate** has resulted in Rajkot developing continuously. The first Industrial Estate in the country was built in Rajkot. This has acted as a nucleus around which a number of small industries has grown. Today, Rajkot is a

centre of Diesel Engines and Diesel Engine spares manufacture. Manufacture of wall clocks, drill chucks, wood working machinery and such other items has also come up. These products command an All India Market.

The importance of Rajkot in the region and its good climate have resulted in LIC's Divisional Headquarters, Western Railway's Divisional Headquarters, Deputy Accountant General's Office and the UNICEF aided dairy being located in Rajkot. All these go to give the city a **cosmopolitan** touch.

Facilities for **technical education** have developed well over the years—Rajkot has a prototype Cum Training Centre established with American aid. It also has a Polytechnic and Industrial Training Institute and a Technical Training Institute.

Rajkot is the headquarters of the Saurashtra **University** and has two Arts Colleges, two Commerce Colleges, one Science College, one Teachers' Training College, one Law College and one Women's College. There is also a public school for boys.

Modern single storey **houses** with compounds are had for rent relatively easily, and the rents are moderate in this spread out city, Good milk is available right through the year. People are cordially and hospitably disposed. There are good shopping centres and restaurants.

The firm of Patel Mavji Kanji & Brothers derives its name from the two brothers, Shri Mavji Kanji Patel and Shri Chaku Kanji Patel who **founded** it in 1933.

It started modestly as a small foundry employing 5 people. It was one of the few engineering shops in the pre-second World War Rajkot and, although small, was known for its good quality work.

Today, it is one of the leading firms in the country manufacturing diesel engines employing modern production techniques, its engines being sold all over the country. It employs 350 people, 12 engineers and works two shifts.

The first AJEET engine manufactured by the firm was a 9 Horsepower engine and it was manufactured in the year 1950. Since then, a 6 Horsepower engine was introduced and today, the 6 HP and the 9 HP engines named the NH2 and NH3 engines, designed and developed by the firm, are the two products manufactured by it.

Radiant Engineering Co. are the **Sole Distributors** of the products manufactured by the firm since 1952. They and Batliboi & Co. (P) Ltd. (who are the Sole Distributors for AJEET engines in the country excepting the Saurashtra region) have vigorously pushed the sales of AJEET engines.

As against a production of only 165- 6-HP engines in 1957, it is planned to manufacture 3600 NH2 engines and 100 NH3 engines in 1968.

Shri V. G. Rajadhyax, LLB; Shri U. P. Pandit, BSc., (Agri); Shri P. A. Masurekar, B.E. (Hons); the three **Managing Partners** of the firm form a dynamic team

continuously trying to improve and expand the activities of the firm.

The firm has always tried to be **progressive** in its outlook. It has recognised that in a changing world standing still can be harmful. The NH2 and NH3 engines have undergone considerable changes since they were first evolved and although the customers are satisfied with the performance of these engines, attempts continue to be made for constant improvement in design and performance.

Steps are continuously being taken to streamline the NH2/NH3 production by maintaining high standards of quality and by cutting down the costs. The manufacture and upkeep of Jigs, Fixtures, Tools and Patterns and an active Industrial Engineering Department are some of the steps in that direction.

The **relationship between the Management and the Workers** has always remained cordial. A Co-operative Consumers' Stores and a Sports Club are run for the benefit of employees. AJEET Charitable Trust has been formed and is one more step toward the social welfare activities of the firm.

Not resting content with supplying diesel engines to the farmers, the **firm publishes the AJEET Monthly Magazine** which gives valuable information on all topics connected with agriculture with the idea of **helping the farmer** to make the best use of the engine that he buys. The firm has assisted in the **development of small**

industries in Rajkot. A number of sub contractors, most of them the ex-employees of the firm, supply a large number of components to the firm.

At present, the firm is busy with an **expansion programme** consisting of the extension of the Foundry and the installation of required Foundry machinery and equipment so as to improve self sufficiency in the matter of castings. Machine tools are being added to ensure a balanced machine shop and tool room and the assembly building is being expanded to ensure a regular production of 16 engines per day and also to make it possible to change the NH2 NH3 mix as desired.

The firm has also decided to start manufacturing high speed diesel engines in a big way to meet the demands of the internal and the **export** markets.

The firm also proposes to **streamline** the technical and administrative **organisation** to keep pace with the projected increase in the NH2/NH3 engine production which in 1968 would mean a turnover of about rupees one crore and which would continue to increase in the coming years with the addition of the new high speed engine. In this process, the Company is using the services of the faculty of the Indian Institute of Management, Ahmedabad besides a Management Consultant from Bombay.

Preliminary interview

If conditions permit,
a preliminary meeting
can be used as a filtering tool.

This is a stage between psychological testing
and a full-fledged interview.

This meeting is intended
to supplement the application form.

The idea is to make a first list
who seem qualified for further exploration.
Some are adept at putting a case on paper
and some are not.

And some are good on paper only.

A ten minutes meeting with the applicant
where the applicant orally presents his case
is often found to help.

Atleast a week's notice may be
required by the candidate,
even if he is living locally.

We have to make allowances for
postal delay —
even for local deliveries.

If this is not done,
the candidate may not turn up for the interview
and if he does, he is put to undue inconvenience.

If he is not given proper directions,
he may come late for the interview.

Particularly in major cities,

time and transport assume great importance. As far as possible, therefore, and certainly for junior positions, the candidates can be invited to go through one filter step after another the same day. A normal practice is to allocate two or three days of a couple of executives to this job so that at the end of the period the picture is clear to every one — the candidate and the company.

Candidates for senior positions generally prefer to find out without "being found out".

And there is a good reason.

Words get around fast even in a place like Bombay and this could lead to embarrassment.

Calling them in close succession, therefore, is best avoided.

This certainly means more screening time but we better be reconciled to this fact, if we want to select well, select effectively.

The preliminary interview represents for the applicant the first *personal* contact with the company. And first impressions are unbelievably lasting. We should make certain the candidate gets a favourable opinion of the company; otherwise, we may let go a good candidate.

Selection made simple

Biases make selection simple!
Also pet ideas
either picked on the way,
or given to us by a friend or relative,
or born of a stray but vivid incident
make selection simple indeed!
Selection is made simple, if we follow
some of the habits of thought and action
referred to here.

PERSONAL BIAS

All of us have got biases—dislikes and likes.
If we let them have a free hand,
they will simplify the job of selection.
Thus if the applicant has one or more traits
which displease us —
say loud clothing, chain smoking or acne,
being boastful or reticent,
being critical of the previous employer,
coming from certain families,
being disabled someway,
having no or many children,
being qualified,
(and the list is endless) —
the decision is easily made:
the man is not in.

By the same 'logic',
if the applicant has *one* trait
which pleases us —
tidy dress, polite manners,
distinct speaking, firm handshake,
being docile or aggressive,
sharing our interests,
(intellectual, artistic,
social or leisuretime),
being a Ph.D.,
having come up the hardway,
or coming from certain communities,
towns or states,
the decision is easily made too:
the man is in.

The latter way of selecting, namely,
selecting a man because we *approve a part of him*,
is like falling in love with a dimple
and marrying the whole girl.
In fact, both the approaches
suggest matching men and prejudices,
instead of matching men and jobs.

There is a third such approach
and that is to use formulas like
"farmers are stupid",
"military men cannot fit into industry",
"over forties* are no good".

*While it is true that over-forties may have adjustment problems and the like, they *have several points in their favour*: they are more stable; they have more experience; they are more conscious:



"FALLING IN LOVE WITH THE DIMPLE..."

The fact remains
that habits like biting fingernails,
or playing with articles on the table,
or constantly interrupting us,
do make us uncomfortable

they are steadier in output; they are safer workers; they hold their own in training; they are mature; and they make good employees. According to Thorndike, an authority on adult learning, age is no handicap to learning a new trade, profession or anything you want to do at any time of life.

and we want to avoid the discomfort,
and, therefore, the man.

The point is that we should be conscious
of our biases and prejudices;
we should not let them sway our judgement unduly;
they should not rush us to prejudice.



STEREOTYPE:

Selection is also made simple
if we have stereotypes —
definite mental pictures of

how a salesman, a school-teacher,
a nurse or an executive
should look like.

If the candidate does not look that,
we can quietly conclude
he is not likely to succeed on the job!

The temptation to type
the exceedingly complex human personality
by one or more of its facets
is great indeed.



PESUDO SCIENCE

“We have been told”
that shifty eyes betoken dishonesty
and a receding chin a weak character.
On what basis though, we have not been told.
This assumption certainly makes selection simple!

Selection is again made simple
if we can figure out a man
on the basis of the width of his forehead,
the shape of his skull,
or the length of his forefingers!

If these relationships were only valid,
it would have saved vast amount
of intellectual effort, energy,
and expenditure of time and money.
Countless research studies have established
they are **not** valid.

These quickies would have perhaps sufficed
at an age when knowledge about man,
scientifically collected,
was not available or accessible.
Today without great difficulty
one can get a fair knowledge of man,
scientifically studied and systematically presented;
but this knowledge makes us move cautiously;
modern life has become complicated.

THE HALO EFFECT

This is rating a person high on *all* traits
because we are impressed by *one halo trait*.

Thus, if we like his English accent,
we tend to say,
he should be great in **every** respect.
More than learning comes presentability;
presentability is often confused
with good personality.

THE ILLUSION OF PREVIOUS EXPERIENCE

Another way to make selection simple
is to have the previous experience bias.
“If a person has been good on a job in some place,
he **will** be good on a job here as well.”

This is an easy way out,
but a lazy way out.
Studies have shown
that keeping out this bias
has enabled better selection.

Thus, when we want a personal secretary
we can as well consider ones
that have been in a stenographic pool.
Some of them may be as good if not better
than the ones who have been private secretaries
in another organisation.

**All this is not to suggest
that we should not learn from
our experience and that of others.
It is only to suggest
that a piece of folklore,
picked up from whatever the source**

or a stray incident,
however personal or vivid,
should not be done into
a sacred statement
to be followed ever after
by us and our progeny.
It is to emphasise
that we should oblige facts,
and not expect
facts to oblige our fancies.

Understanding human personality

The job requirements differ;
and fortunately men differ too.

Selection involves matching men and jobs,
matching human characteristics and abilities
with the demands of industrial operations.

We have ascertained
the requirements of a job in some detail.

Now we should ascertain in detail
the special characteristics of a man.

To do it well.

we should have some idea of *men in general*,
particularly how they happen to be
what they are today,
what goes into their being and becoming.

To do it in good measure would mean
years of effort and study.

What we give below
are a few highlights of organised knowledge,
since even a framework of such knowledge
helps us in the process
of understanding people.

We would, however, urge
even the sometime interviewer
to read a few of the standard works on psychology
(Please see appendix)

INDIVIDUAL DIFFERENCES

Men *differ* in external characteristics like height and face-cut.

Sometimes even these differences are relevant to the job;

for certain machine-shop work, for example, a certain minimum height may be called for.

More relevantly,

they *differ* in the internal characteristics.

There are differences in intelligence, in dexterities and coordination, in aptitudes, in trade knowledge and proficiency, in stability, in interests, in attitudes and in the *ability* to get along with people in factory, field, or office.

Individuals differ because they differ in heredity.

They differ because they have inherited their own special characteristics and capacities, and because they have been exposed to their own distinct environments.

In other words, they were born different and they have had different experiences.

HEREDITY

Individuals have inherited their physical characteristics — the colour of their eyes, the complexion of their skin, their general build,

and propensities for size and stature,
for physical strength,
resistance to various illnesses, physical and mental.
Their general intelligence, their capacity to learn,
the acuteness of their sights or sense of touch
are also largely determined by their inheritance.
The important point to remember about heredity is that
apart from physical characteristics,
we inherit only capacities.
For example, we inherit the capacity to learn
not the knowledge itself.
Also, we inherit these capacities in different amounts.
*Furthermore, many people usually operate
only at a small fraction of their capacity.*

ENVIRONMENT

Environment is the other broad factor
that accounts for differences among individuals.
Environment consists of day-to-day experiences,
happenings that affect the individual,
good, bad and indifferent,
passing and poignant.

Traits that we have inherited are constant and fixed,
but our environment is fluid and constantly changing.
That is why there are differences
even between identical twins.

If backgrounds vary,
so do reactions of different people
to the same background.

This partly depends upon the differences
in personal drives,
occasioned either by what happens inside them
or the society in which they happen to live in.
To take a common example,
a matriculate's background
may dispose him to become an efficient clerk,
rather than an unproductive and
maladjusted machine operator,
but even as a clerk,
he may remain content indefinitely,
or become soon frustrated
if promotion is not forthcoming.

We saw why people differ.
From the selection point of view
we are more interested in *how* people differ.

Firstly, people differ in *capacity*.
Some can handle figures well; some can't.

People differ in *sensory* capacity,
in *motor* capacity, in *mental* capacity.

Sensory capacity refers
to our capacity to our senses —
touch, sight, hearing, smell, and taste.
We can't do much about them,
but we can't overlook them.

Motor capacity includes such things as
finger dexterity, eye-hand coordination,
speed or reaction etc.

There is little relation between one motor capacity and another. Thus, a ball player with the terrific speed of reaction may be all thumbs when it comes to the finger dexterity, needed to operate a typewriter.

Also, motor capacities are not related to intelligence.

“The dumbest Dan on the intelligence tests could be the hottest assembly line worker in the factory.”

Mental capacity refers to intelligence and by intelligence we mean the capacity to meet immediate problems and anticipate future ones by using what has been learned before.

Intelligence is a capacity or potential.

The more intelligent generally have a learning advantage over the less intelligent, because they learn more quickly and thoroughly, and because they apply better what they have learned.

At the same time, we should remember very intelligent people are susceptible to job monotony.

These capacities differ
from one individual to another.

From selection point of view again,
we wish to know what a person's inherited capacity is.
And how do we do that?

Past performance gives a clue.
If he has shown the capacity to do good work
and to overcome tough situation in the past —
even if the situations are few and isolated —
it is an indication that he is capable
of higher level of performance.

Present attitude also gives a clue.
What is his attitude toward his work?
Does he accept new assignments with gusto?
Or does he do no more than is necessary to get by?

Other indications are given
by what a person does outside his work place.
May be, he proves himself as a good organiser
or a leader in the community.
The work place may not provide him the opportunity
for his energy or talents.

PERSONALITY

If individuals differ in capacity,
more so they do differ in personality.

Personality not only differs *among* individuals,
but they differ *within* individuals.

By personality we mean how they act and react toward others or to the situations that confront them.

Personality represents “the adjustments between the particular traits and capacities of an individual and the opportunities and limitations of his particular circumstances.” (Allport)

Every baby brings into life a unique combination of potentialities. His family and culture determine, however, which of these potentialities will be developed and which will be ignored. This varies from society to society and family to family and even generation to generation.

Social, emotional and physical environment can prevent many people from realising their full potential. Conversely, ways of upbringing can help children with limited intelligence to use all their ability and to become effective adults.

The human baby finds compelling reason to learn the pattern of the society into which he is born and he is very soon struggling with the drives and abilities within himself to the pattern of behaviour that can gain him security, affection and prestige in his particular family and society. In so far as he learns to express most of his drives

and to satisfy most of his needs
in ways acceptable to his particular society,
we recognise him as an adjusted person.

*Since internal needs change and external ones too,
this adjustment is continual.*

ATTITUDES

Attitudes make up
the major part of an individual's personality.
They underline the behaviour and roles,
the views about himself and others,
about work, home and personal relationships
which have enabled him to survive this far.
Attitude can be defined as the way
we as individuals think and feel about something,
that is, *our point of view*.

Attitudes affect greatly
one's perception, judgement and behaviour.

It is important, therefore, to understand and appreciate
the development and strength of attitudes
held by the interviewee.

Attitudes do not just happen —
they are acquired through our environments,
contacts with other people, reasoning, emotions,
pressures, traditions and crises.

Fairly early in life,
we all develop some attitudes

towards the major areas of our experience.
These attitudes serve as a frame of reference
from which we judge and resolve new problems.
Throughout our lives, we rate new experiences
based on our past experiences and our reactions to them.

APTITUDES AND ATTITUDES:

What aptitude one has can be measured.
How he uses that aptitude
cannot be as readily measured
in advance of his performance
and is certainly subject
to the pressures of the work environment
and future events
which act upon the individual.
A physical event (sickness),
a negative reaction to another person
(personality conflict),
or diffuse general problems (anxiety),
not to mention company policies and procedures,
can radically alter the way
in which an employee uses his aptitude.
Having a skill or ability is *not*
synonymous with using that quality.
Attitudes will determine, in large part,
what use we make of what we have.

We all respond with direct experience
as also with judgements and experience

we hear other people pass.
We view each new event
in the light of similar events
that we have already experienced or heard of.

One aspect of these attitudes is that
once attitudes are established
they are not easily changed.

In fact, our attitudes can be so deep-rooted
that we do not even ever question
the assumptions on which they are based.
What is worse,
attitudes can become blinkers
cutting off from all further experiences.

It is of course possible to develop useful attitudes —
attitudes that fit in with reality,
attitudes that are fair to all concerned.
This is partly a matter
of systematically reviewing one's own attitudes
and partly a matter of broad experience.

The experiences of some are so limited
or so strongly impressed
that they will not change their usual behaviour
however little they relate
to subsequent experience of reality.
They will rather try to avoid those experiences
which challenge their opinions
and distort those they cannot avoid.
When an attitude is so firmly entrenched

we recognise it as a **prejudice**;
and all of us have our share of prejudice.

Even these few points will make clear
that human personality is complex.
And, what is more, changingly complex.
No wonder Alexis Carrell, the Noble Laureate,
entitled his book, "Man, the Unknown."

Psychological Tests

The selection process largely consists of inter-relating the *whole* environment to the *whole* person in terms of effectiveness of both individual and organisation in achieving objectives.

We have carefully tried to get a clear idea of the whole environment or the work situation. We are now trying to learn about the whole person or the individual.

The candidate's application for the job itself gives some information about the individual and the structured personal data form gives additional information. And we need more information, preferably gathered in an objective fashion.

One *objective* way to get supplementary information about a candidate is with the help of a battery of appropriate psychological tests.

Psychological tests are "standardized instruments

The writer is grateful to Mr. Terence Fonn, Counselor, for his comments on this chapter.

designed to measure objectively
one or more aspects of a total personality
by means or samples
of performance or behaviour" (Freeman)

A psychological test may be considered
as a sample of performance
which is taken under standardized conditions.
This sample, although relatively small,
is very carefully selected to be representative
of a broad area of performance.
By carefully relating this sample
to specific job performance, we can conclude
certain pertinent facts about applicants
from the scores they obtain on the tests.
This gives us a quick, inexpensive way of estimating
how a particular applicant will do on the job.

To use the psychological test effectively,
we should know its value, place and limitations;
we must be aware of the many technical,
administrative and ethical problems involved.

VALUE

Where properly used by a competent person,
psychological testing has a valuable contribution
to make sound personnel selection.

It is a tested means of improving
one's selection "batting average".

It is painful to reject and to be rejected
and psychological tests provide

an impersonal way of softening the blow.
Thus, it helps to play off politics.

PROBLEMS AND DANGERS

Foremost among the problems
are the validity and reliability problems.

A *reliable* test is one
which measures, with consistency,
what it purports to measure.

If we measure
an applicant's aptitude in arithmetic today,
we should get the same
or nearly the same result today
as we would tomorrow or the next day,
assuming no training takes place
in the intervening period.

Variations in the scores for the three days
are called errors of measurement.

It is true, of course, that no test
gives *exactly* the same result day after day
People vary in their performance
because of many reasons.

A "reliable" test, however,
will have small errors of measurement.

A *valid* test is one
which measures what it purports to measure.
For example,
a valid test of clerical aptitude would be valid
to the extent that it predicted accurately
the successful or unsuccessful clerical workers.

A test may have 'face validity'
in the sense of *appearing to reveal* characteristics
important in the job
for which the selection is being made.
Its true validity —
that is, its value
as a means of predicting future performance
in the job —
is another matter.

Another problem has to do with
the qualifications of those using tests.
Personality tests in particular
are subject to misuse
in the hands of the layman.

One of the dangers
in the novice handling the test
is that *he tends to use it alone*.
Used alone, psychological tests
have limited use
and are fraught with potential failure.

And then we have the costs involved
in the use of tests.

Developing a test
is a skilled, time-consuming, and expensive job.

Applicant acceptance is another problem.

**There is also the major problem
that test results may become
substitutes for management judgement.**

CAUTIONS

Much of the value of psychological testing lies in how the results are interpreted; and this needs knowledge, training and skill. The sometime-interviewer, frankly, does not have these.

Psychological tests *must be used cautiously* and with competent professional advice.

Psychological tests must be administered under the direction of a competent — not merely qualified but well trained as well — psychologist whose preparation includes a good grounding in psychometrics and statistics.

Competent psychologists administer tests in strict adherence to the test author's manual of instructions, and usually conduct regular follow-up validity studies to determine whether the tests currently in use are correctly predicting successful on-the-job performance.

We should be careful *not* to consider offers of tests with sweeping guarantees. In fact, we should *not* make demands on psychologists for prompt, positive results and absolute accuracy in the use of tests. These expectations cannot be satisfied, because such absolute, immediate certainty simply does not exist.

Testing is justified
only if the company is willing
to accept the result for what it is —
a *description* of an individual,
rather than a clear-cut statistical prediction
with a known percentage of error.

Test results should be used as only *one* factor
in staffing decisions
and one should resist the temptation
to let the device make his decision for him.

Some companies make it a practice
that no candidate shall be selected
solely on the basis of test results.

LIMITATIONS

We should remember that tests
have their limitations;
they are not perfect or absolute
instruments in the hiring procedure.

Psychological test is a tool
and a tool, psychological or otherwise,
is always designed to do some particular thing,
not everything.

There is nothing like an all-purpose tool
A particular test can be adequate or inadequate
as a tool to use in meeting a specific problem
which exists in some particular setting
and no more.

Psychological testing represents
a and not *the* only method
for obtaining information about an individual.

A screening test to eliminate obvious misfits
may *sometimes* mean
some good fellow also going out.

Tests can say
that a person has the capacity to do or *can do*.
They *cannot* say that he *will do*.
Thus, testing becomes more effective
in predicting failures
than in predicting successes.
Perhaps it is for this reason
that testing is found not quite significant
in the area of sales, supervision
and professional work like accounting and engineering.

One point deserves repeated emphasis.
It is human to look for *a* tool or *a* technique
which will give *all* the answers,
in respect of selection problems.
Many hopefully look for such a tool
in a psychological test or a battery of tests;
but the harsh fact is;
there is no such single tool
and certainly psychological testing is no such tool.

What Tests and Where

There are nearly 5000 different personal tests and these fall into about 80 categories. Each test is designed for a specific purpose. If we choose the wrong one, we will get a wrong clue; and we prove unfair to the organisation and unfair to the individual.

This is why personnel testing *necessarily means specialised help.*

In fact, there is an ethical code in administering the tests. This ethical code recognises that tests must be used and interpreted only by appropriately qualified persons, and obligates test publishers to evaluate the qualifications of purchasers.

One test publisher says:

Orders by private individuals having no professional responsibility for using tests cannot be honoured, nor can tests be sold for self-guidance.

Despite this code, tests are obtained and administered by amateurs. 'Buyer beware' is, therefore, no hysterical suggestion.

We will of course use specialist services. Even so, we should have a bird's eye view of the what and where of these tests. Furthermore, we should have an idea of *the facilities available in India*.

This section attempts to provide answers to these two questions: *what and where*

For personnel selection purposes, tests can be considered under four broad categories, namely:

1. Intelligence or general mental ability tests
2. Aptitude or special ability tests
3. Achievement or proficiency tests
4. Personality tests.

Intelligence tests are related to the verbal comprehension factor, the unmerical computation factor, and various combinations of the reasoning factors.

They are available by age group and level of schooling.

From the employee's history, the test that fits him is selected.

If any employee scores high on the first test, the one at the next highest level is given to him, Depending on what the aptitude tests reveal, the intelligence quotient can be used to show how far the examinee has potential in different fields.

Aptitude tests show up the native talent—
mechanical, clerical, artistic etc. —
of individuals
and point the way to cultivate these aptitudes
for the betterment of the individual and the company.

Achievement tests
(which are standardised
oral questions, written tests, or job samples)
are used to measure
the level of proficiency of individuals
achieved through some learning and training activity.

Personality Tests attempt
to measure the following:

1. Measures of adjustment, instability or neuroticism
2. Measures of social or unsocial tendencies
3. Measures of motives or basic needs
4. Measures of values
5. Measures of vocational interests
6. Measures of interpersonal attitudes

These tests are as dangerous as they are useful;
dangerous because all personnel tests
depend on the physical and mental condition
of the person being tested.

There are chances
that the person being tested
did not understand or react normally to the questions.

Equally, they depend

upon the skill of the specialist
who administers and interprets it.

When and how to test

Wherever we have
expansion, promotion, replacement,
we may consider testing,
in other words, at a time of change.

When we do test,
we should condition the people we intend to test.
It is a serious moment
for both the company and the people involved.
It is well to explain
that present and future employees of any company
are the most valuable inventory it has
and the purpose of testing
is to categorize this inventory
and put it to more profitable use.

We should help the people being tested realize
that **both** they and the company benefit.

No single test is administered
but only a group called 'battery',
and this battery will vary from job to job;
it will be determined
so as to bring about a co-relation
between the requirements of the job
and the findings of these tests.

These are the five big don'ts in a testing programme:

- . Don't test out of idle curiosity.
- . Don't test because other companies do.
- . Don't test because it has become a management fad.
- . Don't test unless you know
what you are looking for,
and what you want to do once you have found it.
- . And above all, don't use test as a crutch
because you can't make up your own mind.
The results are only a guide,
not the final answer.

The results more often tell you
what not to do rather than
what to do with an individual.
The final decision is always your own.

**The accompanying chart gives
outline details
of tests found applicable
to Indian conditions.**

Form AA, BB & CC
(George Bennett, Ph.D.)

b. Revised Minnesota Paper
Form Board Test Series
AA and BB (two dimensional).

—do—

—do—

c. D. A. T. Space Relations
Form A (three dimensional)

—do—

—do—

d. D. A. T. Numerical Ability

—do—

—do—

e. Spelling Test

Science Research
Associates, Inc.
Illinois, 60611 U.S.A.

Science Research
Associates, Inc.
Illinois, 60611 U.S.A.

f. Clerical Aptitude Test

Vocational Guidance
Bureau, Bombay.

Vocational Guidance
Bureau, Bombay.

g. Test of English Usage

Dr. A. Edwin Harper, Jr.
and Dr. Rhea S. Das

Manasayan Delhi.

h. SRA Typing Skills Test.

Science Research

Science Research

PUBLISHERS

Name of the Test

Publishers

Distributors

I. INTELLIGENCE TEST

a. D. A. T. Abstract Reasoning

The Psychological Corporation,
New York.

Manasayan
32, Netaji Subhash Marg,
Delhi 6.

b. Standard Progressive Matrices (Raven's)

H. K. Lewis & Co.
London.

H. K. Lewis & Co.
London.

c. Advanced Progressive Matrices Sets I & II.

—do—

—do—

II. APTITUDE TEST

a. Mechanical Comprehension

The Psychological

Manasayan

York

Delhi

Job sample tests: the in-basket test

When we hire personnel,
who have worked in other organisations,
we wish to assure ourselves
that he can handle the job in question
knowledgeably, competently and speedily.

One way to find this out
is to let him be on the job in question
for a few days;
and observe him closely.

In most cases, this is not workable.

The next best is to give him a job sample
and see how he goes about.

This we do
when we wish to select a typist
or a mechanic.

The job sample test is applicable
to many jobs,
though the test has to be tailor-made.

The In-basket tests is an attempt to use
the job sample approach to management positions.

The great merit of this 'test'
is the enthusiastic reception
it gets at the hands of the candidates.

They see fairness in it.

This test seems to tell them:

'Let the man who *can* do the job
and handle it *well* have it.'

Particularly when we wish to effect
promotions from within,
this has a high acceptance value.

Briefly, the in-basket test
consists of a collection of communications,
documents and other paperwork
that is representative
of what might be routinely expected
to come across the desk
(or into the "in-basket")
of a management person
of the type for whom
the evaluation is being used.

The candidate is *not* asked to say or write
what he might or would do in this situation;
he is asked to *do it*.

He is *not* asked to act
"as though" he was in the position
or to assume the role of another;
he is *actually* given the items
to work with on his own;
and is given a structuring of the situation
so that all candidates begin
with the same frame of reference.

The scoring relates to

a) the content of the responses

including the appropriateness and accuracy of the action taken, the knowledge of rules and regulations, and technical aspects of work; and b) the style of each candidate including ability to communicate, organise work, direct others analyse situations etc.

In particular, one gets an idea of the candidate's administrative style — how he analyses problems, how systematically he organizes work; of his approach to handling problems — how he prepares for action, how he takes action, how he decides; of his personal style — courtesy, informality and the like; how he does his written communication — how purposefully and how persuasively and how skilfully.

There are, however, many problems in its construction, printing, administration, scoring and interpretation. These things are difficult to do, not well understood, time consuming, and, therefore, expensive. It may be feasible, therefore, only for jobs for which we have to take people from time to time or in large numbers.

Group situation "tests"

One question we wish to answer for ourselves before we hire a person is:

How is the candidate likely to conduct himself?

'Likely' because simulation is possible only to some extent.

Also, some people are good play actors — they can give a good account of themselves during the minutes they are with us.

Further, they know by this time what type of veneer appeals to the average employer.

Practically in every job, the new comer has to work with others — insiders and outsiders, juniors, colleagues and seniors, the qualified and the not so qualified.

How is he likely to conduct himself with these people?

How good is his social ability and leadership potential?

The interview does not elicit direct evidence of the candidate's ability to get on with and influence his colleagues.

Group situation "tests" provide a partial answer.

There are two tried tests —
one is the conventional *selection board interview*
and the other *the group discussion* method.

A group discussion can be regarded
as a kind of extended interview situation
where the candidates have more scope
to show their conversational powers
and their ability
to form relationships with others.

It is also a social group within which
the individuals fall into their appropriate roles.
It provides large samples
of the candidate's behaviour.

The selection committee method is well-known
but even so we have spelled out in another section
some of the pointers for consideration.

Since the method is relatively new,
the group selection procedures are detailed
in the accompanying section.

In the Indian context
we would recommend this approach
when we consider freshers,
when we look for future management material,
and when we select
for junior and middle management positions.
One reason why we do commend it *here*
is that the boys do not have a career record.

In the case of very senior managerial personnel,
we may keep out this 'test';

for one thing, we have
their detailed career record with us;
and for another, it could mean embarrassment to them.

Those of us who speak from a position of strength
can certainly say,

“If you do not go through this step,
we will not consider you”.

The emerging conditions indicate
that the good candidate can also make a
similar ‘policy’ statement!

Since the purpose
is to know his behaviour on the job
and since there are *other* methods
of knowing it in his case —
as for example,
a detailed examination of his career history —
it will be well
not to mechanically put everyone through it.

Group selection procedures*

Outlined below are the steps usually adopted in Group selection procedures*

1. After a preliminary screening of the applications, a short list of 6 to 10 candidates is drawn up.
2. The psychologist or the selection specialist makes an assessment of each candidate from the three normal sources — the personal data, a systematic interview, and appropriate psychological tests.
3. There is a selection board consisting of not more than three executive, besides the specialist.
This board includes the executive under whose orders the successful candidate would be working.
4. The members of the board meet the candidate informally at dinner.
5. After dinner, the whole party adjourns to another room where the candidates are seated around a table

*The reader would do well to read the booklet of the same title published by the National Institute of Industrial Psychology, 14, Welbeck Street, London, W.1.

and are given a subject to discuss,
of general and common interest,
as for example,
the educated unemployed or the language issue.

6. The members of the selection board sit
in the corners of the room
and take *no* part in the talking.
7. The discussion continues for atleast an hour.
8. (a) The selection board holds a preliminary
conference at which each candidate is discussed.
(b) An assessment sheet is used.
It may be a small one like what follows
with the direction that the observers are asked
to place the members of the group in rank order
in respect of each of the characteristics:
 - 1) Ability to think in a logical manner
about the problem posed,
 - 2) Realistic practical approach to the problem,
 - 3) Confidence in putting his views to the group,
 - 4) Willingness to follow
and consider other peoples' opinions.
 - 5) Tendency to emerge as a leader in the group
 - 6) Willingness to accept criticism of his ideas.(c) Or it may be a long one
like what is given at the end of this section.
(d) They are told *not* to rate on items
on which they could not pass judgement
confidently.

- (e) The question often is **not** one of judging particular qualities.
 - (f) This assessment sheet is just to help direct the evaluation; an overall assessment and discussion thereon is preferred.
9. On the following morning the candidates meet again. They are asked to solve a problem related to some situation that may arise in the course of the company's business. The problem is read over to the candidates and they are told to produce an agreed solution. Discussion goes on for atleast an hour.
 10. This session gives the selectors an opportunity to see how the candidates measure up in a situation where verbal facility alone is insufficient. (This complements the other session and provides a wider range of opportunities for different types of candidates.)
 11. The selection board holds a second conference at which all the candidates are again considered, and rated in order of preference.
 12. The individual interviews follow — about an hour interview with the personnel specialist and shorter one with the other selectors who might interview jointly.

13. Then they have another conference and prepare their report to the Executive with whom lies the responsibility for the final decision.

EXPERIENCE IN INDIA

Experience in India

suggests the following modifications and emphasis.

1. The group discussion is held for a period of 20 to 30 minutes and no more.
2. A small case is given for the *first* discussion which they can read in about five minutes. The general subject can be reserved for the second session.
3. The observers should be passive listeners. They should not react verbally or otherwise when the discussion is on.
4. This is supplemented by a written analysis of a case which case also may be discussed in a third session.
5. More than all, the panelists should define and agree upon *in advance* the qualities they are discussing and looking for.

VALUES AND WARNINGS

Its value is obvious.

Apart from its direct value, namely, a valuable amount of information becoming available to the board as a whole, it has tremendous advantage of appearing to be fair as well. It makes the contact between the candidates and the employers both pleasant and reassuring.

Often it has been found that there are no significant differences between the selected and the rejected applicants as regards tests scores, schooling, service career or interest.

It appears, therefore, that the group sessions, together with the interviews, play an important part in the selection process.

Such tests are useful to supplement, *not certainly supplant*, the traditional selection procedures.

We should remember that this 'test' yields only subjective ratings of one's personality and therefore depends enormously on the skill and experience of the observers. It is essential for two or more selectors to have a clear and agreed conception of what they are selecting for, based on a thorough job analysis.

When we call an outsider for technical assistance, we should remember his is essentially an advisory role. While his advice should be given due weight, it should not influence the choice of candidate to the extent of overruling the judgment of the other members of the selection panel.

LIMITATIONS

The group session is only a part of the whole procedure, providing some information about a candidate that is difficult to get otherwise, yet acting as only *one of the* various items to be taken into account in the final selection.

It is well to remember the limitations of this tool ably summed up by Vernon*:

*In *Personality Tests and Assessments*. London: Mathuen.

'These group procedure do *not* constitute personality tests. They are likely to be somewhat superior to the conventional interview method of assessing people, because they provide a more prolonged and varied set of situations in which to observe and interpret. But they are just as dependent as the interview on the skill, experience and impartiality of the observer, and they should be applied with all the more caution because they engender in the observers an undue measure of confidence in the accuracy of their judgements. One might expect them to be superior also to the observation of behaviour at performance or other tests... because they bring out social reactions of the candidates to their fellows, instead of only to the tester. But this is a dubious, and as yet unsubstantiated, advantage since it also means that the situation is more complex, less standardised, more apt to stimulate self-consciousness and playing a part'.

Rating form for group discussion

Individual contributions:

1. Valuable contribution to the work of the group.
2. Good contribution
3. Average contribution
4. Indifferent contribution.
5. (a) Has obstructed the work of the group
(b) Has remained silent but interested
(c) A complete stranger indifferent to the work of his companions
(d) Works alone, proposes a solution without regard to previous efforts or decisions of the group).

Social qualities (skill in social contacts):

1. Exceptional
2. Good
3. Average
4. Mediocre
5. Nil

OBSERVATIONS OF BEHAVIOUR

A. Type of contributions:

1. Concrete suggestions
2. Theoretical remarks
3. Constructive criticisms
4. Destructive criticisms
5. Synthesis of work accomplished ('makes the point' of what has been done or remains to be done)
6. Simple expressions of agreement or disagreement
7. Comments or examples related to statements of others (without original suggestions)
8. Questions addressed to others
9. Personal examples
10. Commonplace remarks
11. Repeats the words of the others
12. Jokes
13. Sums up at the end of the time allowed

B. Characteristics of contributions:

14. Suggestions poorly defended (even if they are criticised)
15. Suggestions well defended (against criticisms of others)
16. Suggestions quickly abandoned (whether or not they are criticised)
17. Often repeats the same thing
18. Harks back e.g. raises problems already decided or obstinately repeats arguments against the majority view
19. Whispers to his neighbours
20. Verbal confusion,
21. Elocution poor (inaudible or difficult to hear)
22. Confused expression of ideas (not well understood)

C. Behaviour vis-a-vis the group

23. Leads the discussion throughout
24. Leads the discussion during one part of the session
25. Tries to lead the group but fails (supplanted by another)
26. Rejected by the group when he tries to lead it
27. Influences decisions of the group without leading it
28. Autocratic authority exercised or attempted
29. Democratic authority exercised or attempted
30. Apportions the tasks (e.g., designates a secretary)
31. Acts as secretary
32. Removes conflict (e.g., proposes solution to reconcile opposing views)
33. Tries to make the others talk
34. Interrupts others
35. Aggressive

D. Behaviour of the group vis-a-vis the candidate

36. Clearly has prestige (Listened to by the others, who spontaneously solicit his opinion)
37. Is charged by the others with the task of summing up (even if he does not undertake it)
38. Sometimes arouses the opposition of the group
39. Often arouses the opposition of the group
40. Fails to get a hearing

6

PICKING THE WINNER

Selection aims restated

Let us restate the main aim of selection.

The aim of selection is to find the near right man for the job.

The 'near right man' because situational limitations may not permit us to go in for *the* right man — assuming the right man exists.

The right man or the ready-made man is an unreality — even a man right in one situation may not become automatically right in another. All that we can reasonably hope for is the near right man.

We must be prepared to settle for somewhat less than the utopian situation.

At this stage, another aim can be highlighted.

The selection should be so conducted as to *make the organisation acceptable to the candidate and the candidate acceptable to the people concerned.*

In particular, the candidate should be acceptable to the person to whom he will report.

The Indian candidate has been always choosy; only, till recently, he thought he cannot afford to be choosy; and now thinks he can be.

This will be more so in the coming years.

It is this phenomenon more than any other that is making systematic selection a necessity.

The place of interview

All interview situations involve two people meeting to explore a possibility or solve some problem; and in the case of selection interview, the possibility is to explore the chances of fitting a person to a pre-determined job.

The concerned parties have to exchange relevant information; they have to inspire confidence in each other; they have to come to an understanding.

Though we have more stake than the candidate, he too has a stake in the proposition. He is no longer willing to walk in blind-folded; he too wants to find out what the organisation is like, what the people are like, what the place is like, and what the job is like.

In finding about each other, the most acceptable approach is the interview approach.

The same cannot be said about examinations, tests, and references.

In fact, some resent these later methods especially candidates for senior level positions.

While other approaches do elicit information about the candidate, interview is the only feasible way to elicit certain required facts, and to appraise important personal characteristics. The candidate's appearance, attitudes, mannerisms and gestures may provide useful information about his motivation, interests, adjustment, temperament and other attributes.

Interview provides an opportunity to verify and enlarge upon data collected prior to the meeting.

It also provides *leads* to additional sources of information about the applicant.

It is the logical occasion to acquaint the applicant with facts about the job and working conditions, and to get his reaction to them.

The interview lays the foundation for the sound human relationships which should attach not only to selection and placement but to subsequent stages in employment.

Interview becomes then a prime instrument in selection. Other tools and techniques can supplement but they cannot substitute the face-to-face discussion.

They can supplement in the sense
that they can help eliminate the ones
that are not suitable for this position,
for this situation, and, therefore for this meeting.

Once we narrow down the number,
we will have to find out
which one out of these men
is more willing and more able than others.
This is had *only* by a detailed interview
or series of interviews.

Selection interviews have serious
and long term consequences
for a company and for the candidate concerned.
We have to see, therefore, their limitations
and provide for them with care and thought.

Interviewing, as it happens, is not intuition.
Interviewing is not one way to find out
whether we 'fall in love at first sight'.
While first impressions do count,
whether we click or not **is** material,
there is much more to interviewing.

Interviewing does take time.
It takes time because
knowing about a person
through a detailed discussion takes time.
*We can ill afford
to hire in haste and repent at leisure.*

Interviewing is an art.
Like any art, there is a scientific base to it.

Interviewing is a skill
and like any skill it can be acquired.

It is true that some will always be
better interviewers than others,
with or without training,
*but this is what one would expect
of any human skill.*

*Through training and practice,
many considerably improve
their ability to interview.*

*The training is given
by means of discussions, demonstration interviews,
trial interviews and
by sitting in on each other's work.*

No book can replace practical training.
A book like this can, however,
provide the guidelines,
based on the sound practices followed
by masters on the job.

*Observing this would mean
avoidance of the major pitfalls
and the upgrading of one's performance.*

Interview is a subjective exercise
since human factors are involved.
A candidate can mislead us
just as we may misinterpret him.
Even so, if the objectives are clear,
if we are familiar with the practices
adopted by effective interviewers,
if we have been exposed to and trained in
the systematic methodology,
the result will be as "accurate" as probably
any test that has been devised.

Assessment interview: practices and principles

An analysis and synthesis of effective practices leads to certain guidelines for action or principles.

*When the principles are put
consciously into practice,
we do better than we would otherwise do.*

This does not deny the fact that some selectors are more gifted than others. This *does* underscore the point that the skills of interviewing can be developed and the skilled interviewer has a distinct advantage over the not so skilled one.

What does an informed and effective interviewer do?
What is his overt behaviour?

This is only part of the interviewing process. The other part is the process that leads to a total judgement of the applicant. The later part contains the **art element** in it and does not quite lend itself for description.

SETTING THE STAGE I

The effective interviewer sets the stage for a free and frank discussion.

People are found to discuss freely when they are at ease,
when they do not feel threatened.

*The stage is set outside
and inside the interview room.*

He makes arrangements for the interviewee to be received with courtesy; he leaves instructions at the gate and at the reception.

He makes arrangements for making the wait bearable.

There are journals and company literature (in good shape) for the visitor to peruse.

He sees to it that some one is there to answer factual questions like where the cloak room is.

If it is lunch time, he arranges some refreshments for him.

He arranges payment of amounts due to him, if he has come from upcountry and at his request.

This he does *before* the candidate makes the request for the reimbursement.

He does not consider the candidate a 'mere applicant'; he considers him a worthy visitor.

SETTING THE STAGE II

The effective interviewer sets the stage, inside the interview room as well, for a conversation. He tries to insure privacy and peace in the meeting room. He keeps off interruptions by phone or chance visitors; he makes certain of alternative arrangements for the period.

He has with him the literature about the company that he would like the candidate to peruse, or, may be, take back with him.

He has carefully studied the application,
and has listed the areas
he would like to explore further with the candidate.

Spelling out the questions
in an orderly fashion, he says, helps him
prepare himself mentally for the meeting.
This does not mean he will ask all these questions
in the order listed or use the same wording.
This means the coverage will be assured. He says:
“If we miss out any, we have to call him again
or phone him, and phoning is
not feasible in most cases.”

He does not ask these questions in a mechanical fashion.
In fact, he puts the questions away into his drawer.

*There is in the room
only himself and the candidate.
It is a “one-to one” interview.*

A person is less self-conscious and speaks out better
if there are two persons at the interview
and no more at hearing distance.

He realises that any distance—even physical distance—
inhibits speaking freely.

He gives attention
even to the seating of the candidate therefore.
In case the candidate is to meet some of his colleagues,
he speaks to them and makes sure
they are ready to receive him too.

SETTING THE STAGE III

He receives the candidate *in time*.

If he is delayed even for a few minutes,
he goes to the candidate to say, ‘Sorry for this delay’,
or arranges that a word is sent to him.

He says to himself that making a candidate wait
is neither good business nor Indian culture.

He realises that while he is assessing the candidate, the candidate is also assessing him; the candidate is forming his attitudes to the company.

He restates the objectives to himself:

- a) To afford the opportunity to judge an applicant's qualifications and background as a basis for sound selection and placement.
- b) To give the applicant essential facts about the job and the company to enable him to decide about the acceptability of his employment;
- c) Being the first face-to face contact with the company, to initiate an enduring rapport, a feeling of mutual understanding and confidence;
- d) *To promote good-will toward the company, whether or not the interview culminates in employment of the candidate.*

He reminds himself of the errors that tend to creep in, arising out of

- a) Personal bias
- b) The "halo" effect
- c) The "horns" effect
- d) The severity tendency
- e) The leniency tendency
- f) The central tendency

He has the profile of the person he is looking for. Based upon definitive job specifications, he has developed a set of critical job requirements. Based upon man specifications, he has also identified critical, specific applicant attributes.

He knows he is not there

to assess the man as a man but as a person,
to relate him and his background
to the requirements of the job in the organisation.

He repeatedly tells himself:
Unless I let the candidate talk, freely and naturally,
I would not know about him;
and it is to know more of him
I have called him here.
I should, therefore, do all I can
so the candidate is encouraged to talk.
I should establish a rapport;
and I can easily spoil it
by an embarrassing opening
or a clumsily worded question.
I should keep it a conversation,
not make it a cross examination.
If I stop him
either by my impatience or my eloquence,
the candidate *may* be a loser;
but I *will be* a loser.
I should listen to facts and feelings.

In fact, he is found to **listen**
about 75 per cent of the time
and talk only 25 per cent of the time.

He gives sufficient time for the interview —
sufficient for knowing the relevant about the person
before a decision is taken.

He does not pretend to be a mind-reader
or possess x-ray eyes.

He does not say:

“One look and I know him through and through”.

The time he takes may be 15 minutes for some jobs
and 90 minutes for others.

This may be one meeting for some jobs
and a number of meeting for some other jobs.

More than the apportionment of time

what is important is the climate he creates for the candidate to open out.

IN SESSION

He steers the interview deftly.

He is flexible.

He does not take the same approach to every candidate.

He says that we are living in a world of accelerated change where jobs are not the same for long. He, however, adopts a broad pattern.* He plans the opening remarks with care. They are such as to encourage the applicant speak freely, confidently.

In the case of fresh graduates, the opening question may relate to their hobbies; and in the case of experienced personnel, they may relate to a recent experience; or they may relate to an experience he has in common with the candidate, say the same school or college.

Another approach he adopts is to give him salient facts about the organisation and answer such questions as he may have.

*One pattern evolved and commended by the National Institute of Industrial Psychology (London) is the Seven Point Plan. Briefly, it suggests that the important sectors of personality to be explored by the interviewer are those of physical qualities, of attainments and experience, of basic intelligence and "effective" intelligence, of special aptitudes, of interests, of disposition, and of circumstances. This is done by covering the story of candidate's life so far. The story must cover the family and home background; schooling; further education and technical training; work history; interests; and present circumstances. Please see Case history II that uses a modified Seven Point Plan.

He knows that the Indian candidate
hesitates to ask questions.

He also knows it is good business to establish
a fair but favourable impression of the company.
He asks questions, pertinent questions,
and he words them helpfully;
the questions are an invitation for the candidate
to say more about himself in one area or another.

For example, he asks:

“What did you like
about the work you were doing at X firm?”

“What did you dislike?”

“Were there any difficulties
or complications on the job?

Tell me about them”.

One does not find critical questions like:

“Why have you changed so many jobs?”

Nor does he come out with leading questions like :

“This job calls for a lot of planning.

I take it you like to plan?”

His questions relate mostly
to what the candidate has done in the past
and scarcely to what he is going to do in the future.
For those that are not skilled in questioning,
the patterned interview —
see form alongside — comes handy.

In the patterned interview,
the interviewer follows
a specific, detailed checklist of items.
Patterned interview, insures thoroughness
but cuts down on spontaneity.

MAINTAINING RAPPORT

He is candidate-centred.

He concentrates on understanding

the candidate's point of view.

He is all attention.

He demonstrates he understands it.

He is found to remark

"If I understand you, you mean?"

or "Is this how you feel about it?"

"If I understand you, you mean?"

He collects data

according to a plan and for a purpose.

This is supplementary to

what the personal data carries.

He makes notes — *brief notes*;

and he takes the consent of the candidate

before doing so.

He is found to say, for example,

"That is interesting, if you don't mind,

I will make a note".

He warns himself when he finds

a strong common interest.

He does not drop his job

and get engaged in an animated conversation

on Rotary or free style wrestling.

Since he is not there to sit in judgement,

he does not feel upset

if the candidate is disappointing;

he is consistently polite to him to the very end.

Before parting, he gives him

a booklet or leaflet giving information

about the company—

the people, the products, the policies.

He may also give him

an inexpensive memento or souvenir.

If the interview is not complete within the scheduled time, he arranges another meeting.

AFTER THE SESSION:

Even as things are fresh in his mind, he writes an assessment of the man and relates it to the job in question. Before he makes a final decision, he asks himself:

Would I like to have him work for me?

Would I like to work with him?

Would I like to work for him?

Here again he adopts a pattern.

He looks at the total man; he takes the total situation and he interrelates it in terms of the objectives of the individual and the institution.

He looks at himself, and occasionally he invites a fellow recruiter to get his methods and mannerism evaluated.

IS THIS FEASIBLE?

How much of this we will like to follow is left to our discretion.

What is important is to remember that the effective interviewer does it all for good purpose; that he does not do it for sentimental considerations.

He spends the time and money
because it is well spent.

Not doing so will mean a gain in one sense;
it will also mean a loss in another sense.

The gain is tangible and the loss is intangible
but intangibles make for tangibles in the long run.

Short sightedness and economic leadership
do not go together.

The Seven Point Plan*

The aim of the Seven-Point Plan is to provide a rough sketch of a scientifically-defensible 'system' for the assessment of occupational potentialities. It is intended for both personnel selection and vocational guidance purposes.

The Seven Points are:

1. PHYSICAL MAKE-UP

Has he any defects of health or physique that may be of occupational importance?
How agreeable are his appearance, his bearing and his speech?

2. ATTAINMENTS

What type of education has he had?
How well has he done educationally?
What occupational training and experience has he had already?
How well has he done occupationally?

3. GENERAL INTELLIGENCE

How much general intelligence can he display?
How much general intelligence does he ordinarily display?

4. SPECIAL APTITUDES

Has he any marked mechanical aptitude, manual dexterity?
facility in the use of words? or figures?
talent for drawing? or music?

*From SEVEN POINT PLAN (N.I.I.P. Paper No.1)
Courtesy: National Institute of Industrial Psychology.

5. INTERESTS

To what extent are his interests intellectual?
practical-constructional?
physically-active? social? artistic?

6. DISPOSITION

How acceptable does he make himself to other people?
Does he influence others?
Is he steady and dependable?
Is he self-reliant?

7. CIRCUMSTANCES

What are his domestic circumstances?
What do the other members of the family
do for a living?
Are there any special openings available for him?

Patterned interview Form*

Rating	1 2 3 4	Interview	Date
Department		Job	
Comments:			
In making final rating, be sure to consider man's stability, industry, ability to get along with others, loyalty, perseverance, maturity & motivation			
Name	Sex M F	Telephone No.	
Present address	Is this his own phone or someone else's?		
	City	State	
In this a desirable neighbourhood? Too high class? Too cheap?			
Date of Birth	Place of Birth	Soc. Sec. No.	
Do you own a car?	Yes No	Make	Age Condition of car
Will he be able to use his car if necessary?			
Military Service Status:			
Is there anything undesirable here?			
Why are you applying for work in this company?			
Is his underlying reason a desire for prestige, security or earnings?			
<p>WORK EXPERIENCE. Cover all positions. This information is very important. Interviewer should record last position first. Every month since leaving school should be accounted for. Note military service in work record in continuity with jobs held since that time. Experience in Armed Forces should be covered on supplemental form.</p>			
LAST OR PRESENT POSITION			
Company	City	From 19	To 19
Do these dates check with his application?			
How was job obtained?	Superior	Title	
Has he shown self-reliance in getting his jobs?			

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Nature of work at start	Starting salary
Will his previous experience be helpful on this job?	
Were promotions obtained or raises in pay received?	
Has he made good work progress?	
Nature of work at leaving	Salary at leaving
Any supervisory position?	Any indication of ambition?
Was there anything you specially liked about the job?	
Has he been happy and content in his work?	
Was there anything you specially disliked?	
Were his dislikes justified?	
How much time have you lost from work?	Reasons
Is he relatively healthy?	
Reasons for leaving	
Are his reasons for leaving reasonable and consistent?	
Part time jobs	
Will this interfere with the job under consideration?	

NEXT TO LAST POSITION

Company	City	From	19	To	19
Do these dates check with his application?					
How was job obtained?	Superior	Title			
Has he shown self-reliance in getting his jobs?					
Nature of work at start	Starting Salary				
Will his previous experience be helpful on this job?					
Were promotions obtained or raises in pay received?					
Has he made good work progress?					
Nature of work at leaving	Salary at leaving				
Any supervisory positions?	Any indication of ambition?				
Was there anything you specially liked about the job?					
Has he been happy and content in his work?					
Was there anything you specially disliked?					
Were his dislikes justified?					
Reasons for leaving					
Are his reasons for leaving reasonable and consistent?					

SECOND FROM LAST POSITION

Company	City	From 19	To 19
Do these dates check with his application?			
How job obtained?	Superior	Title	
Has he shown self reliance in getting his jobs?			
Nature of work at start	Starting salary		
Will his previous experience be helpful on this job?			
Were promotions obtained or raises in pay received?			
Has he made good work progress?			
Nature of work at leaving	Salary at leaving		
Any supervisory positions?		Any indication of ambition?	
Was there anything you specially liked about the job?			
Has he been happy and content in his work?			
Was there anything you specially disliked?			
Were his dislikes justified?			
Reasons for leaving			
Are his reasons for leaving reasonable and consistent?			

OTHER POSITIONS

	Name of company	Type of work	Salary	Date Started	Date Left	Reasons for leaving
1.	Has he gotten along well on his jobs?					
2.	Has he been consistent in the kinds of work or industries in which he is interested?					
3.	Has he stayed in one line of work for most part?					
4.	Are his attitudes toward his employers loyal?					
5.	Has he improved himself and his position?					
Of all the work which you have done, where have you been most successful?						
Was he interested in creative work? In work requiring activity?						
How many weeks have you been unemployed in the past five years?						
Did conditions in his occupation justify this time?						

How did you spend the time?

Did he use his time profitably?

How did you support yourself?

Does he depend on himself?

What efforts did you make to obtain work?

Is he inclined to search for work or responsibility?

Have you ever drawn unemployment compensation? Yes No (If yes)
When and how long?

Does he want to be employed steadily?

Have you ever been on WAP or relief? Yes No (If yes) What
project and how long?

If yes, was he dissatisfied to be on relief?

What was your classification?

Have you ever been arrested? Yes No (If yes) What was the charge?

Were the charges serious or merely indicative of immaturity?

SCHOOLING

How far did you go in school? Grade: 1 2 3 4 5 6 7 8
Graduate: Yes No High School: 1 2 3 4

Is his schooling adequate for the job?

Courses Graduate: Yes No

College: 1 2 3 4 Name of College City State

Courses Degrees Graduate: Yes No

Scholastic standing Age at leaving school Date of leaving school

Did he show perseverance in his schooling?

If you did not graduate from high school or college, why not?

Are his reasons for not finishing sound?

What further studying or reading have you done?

Has he shown perseverance in his efforts to improve himself?

While in high school, in what activities such as athletics or forensics
did you participate?

Does he get along with others?

Officer in any of these groups?

Has he shown leadership qualities?

Principal source of your spending money while in high school and college?

Did he learn to earn money early in life?

What part of expenses were earned during high school and college?

Has he shown habits of industry and self-reliance while in school?

FAMILY BACKGROUND

Are your father and mother living? Father: Yes No Mother:
Yes No Occupation of your father when you were in school?

What was family financial status?

Number of brothers and sisters Number older Number younger

Average earnings of father

Was he the "baby" of the family?

Was it necessary for you to help your family financially when you were growing up?

Did his early experience strengthen his character?

How did you spend your leisure time after school and on Saturdays?

Did he form habits of industry and responsibility?

How did you spend your summer vacations while a boy?

Did his boyhood activities indicate industry?

What part did you take in church activities? What denomination was attended?

Did he get along well with others?

To what groups such as Boy Scouts or 4-H Clubs did you belong while a boy?

Did he get along well with others?

Did you hold any position of leadership in these groups?

Did he show leadership as a boy?

How old were you when you became fully self-supporting?

Has someone always carried him over the "rough spots?"

PRESENT FINANCIAL SITUATION

Do you own? Rent your home? Live with relatives?

Board? Stay with friends

Is this motive for working hard?

Are you carrying a mortgage? Is furniture owned? Yes No

Number of rooms in home How much do you estimate it costs you to live per month?

Is this consistent with his past and future earnings?

Does this condition indicate stability?

Do you have any debts other than living expenses? Yes No

Is he financially responsible?

(If yes) Specify

Have your wages ever been garnished or assigned? Yes No (If yes)
Specify

Is he mature financially?

Has it ever been necessary for you to borrow from a small loan agency?

Yes No (If yes) Specify

Is he mature financially?

In your last position how much money were you able to save?

What is your present net worth?

Is he frugal and provident?

Must you contribute to the support of your parents, relatives or others?

Yes No How much?

Does he have other financial incentives for working?

Is your wife employed? Yes No (If yes) What kind of work?

Is it steady? Yes No Earnings What other members of your family

Will this offset his motivation?

living in your home are employed?

Will this increase his activity or his motivation?

At what kind of work? Hours of work? Earnings

Will this influence his activity or his motivation?

Do you have any other source of income? Yes No. (If any) Specify

Will this other income affect his motivation?

Do you carry life insurance? Accident Car

Does this indicate acceptance of responsibility?

DOMESTIC AND SOCIAL SITUATION

Married Single Widowed Divorced Separated Date of marriage

Living with wife? Yes No (If no) Specify

Are he and his wife compatible?

Dependents: Number Ages What plans do you have for your children?

Do dependents provide adequate motivation?

What difficulties or serious arguments have you had with your wife?

Financial? Social? Personal?

Have you been married previously? Yes No (If yes) How many times?

When and what was the reason for end of marriage or marriages? Death

Divorce Separation (Unless death) What were the reasons?

Do his domestic difficulties indicate immaturity?

Of what lodges and clubs are you a member? Officer?

Does he show leadership?

What do you do for recreation? What hobbies do you have?

Does his recreation show maturity? Will his hobbies help his work?

To what extent do you and your wife entertain?

Does he seem socially well-adjusted?

When did you last drink intoxicating liquor? To what extent?

Is this sensible drinking?

What types of people, racial or religious groups or nationalities do you actively dislike?

Is he biased?

HEALTH

What serious illnesses, operations or accidents did you have as a child?

Has he developed any infantile personality traits due to childhood illness?

What illnesses, operations or accidents have you had in recent years?

Are his illnesses legitimate rather than indicating a desire to
"enjoy ill health"?

Do you suffer from: Defect in speech Hearing Sight Rupture

Have you a history of tuberculosis Nervousness Rheumatism

Is he able to do a full day's work?

Asthma Flat feet Heart trouble Hay fever Other?

Are you subject to colds? How much time have you lost from work
because of illness during the past year?

Is he relatively healthy?

Does anyone in your home suffer from ill health?

Are his wife, children, or family relatively healthy?

Case History 1* :
Assessment Interview
(Selection)

* This entire section is from THE SKILLS OF INTERVIEWING by Elizabeth Sydney and Marget Brown. Copyright (1961) Tavistock Publications (1959) Ltd., London. Used with permission.

CRAFT EMPLOYERS' FEDERATION

JOB DESCRIPTION

Title: Secretary to Training Committee

Salary Range: £800-1,200

Background Information

The Craft Employers' Federation is a federation of 465 firms, mainly in craft industries. The firms are small, the largest employing 1,200, the smallest 35. The industries covered include china, pottery, tiling, heavy ceramics, domestic glassware panels etc.; the manufacture; of domestic utensils in wood pewter; small-scale furniture manufacture; and small-scale production of special textiles. The firms are scattered over the country, but are mainly in the South-West, the West Midlands, and West and South Scotland. Headquarters are in London. The Federation exists to develop and maintain high standards of craftsmanship, to spread information about its members' quality products, especially overseas, to supply members with information on new developments in craft work both at home and abroad, and to represent and put the case of the craft industries of Britain to the Government and Ministries.

The Federation holds an annual conference, and at the last conference a resolution was passed to set up a committee to study the possibility of establishing apprentice exchange scheme between Federation firms and craft firms in Western Europe. It was thought that these exchanges would take the form of visits lasting two to six weeks to craft firms abroad specialising in work particularly relevant to a boy's training needs and interests. A committee, known as the Training Committee, was appointed. It has a membership of ten managing directors, all from firms with considerable contacts overseas and employing a high proportion

of apprentice. The committee is to discover the response to such an idea abroad and to study what economics could be achieved by central planning and the organisation of group travel. If these investigations are satisfactory and enough member firms can pledge support, the committee is to supervise the inauguration of the scheme. At a preliminary meeting the committee members, in discussion with Federation headquarters staff, concluded that a Secretary was required who would be a permanent full-time member of the headquarters staff, to perform the normal duties of a committee secretary and in addition to act as research worker for the committee and as liaison officer.

BRIEF DESCRIPTION OF DUTIES

The Secretary will be required to issue notices of all committee meetings, and to prepare and circulate the agenda (and all other documents — minutes, reports etc. needed for the conduct of meetings. Clerical help for this work will be provided from existing clerical staff at headquarters.

The Secretary will be required to attend all committee meetings. These will normally be held in London. He will be required to carry out any investigations entrusted: visits to all firms wishing to participate in the scheme; building up comprehensive information on the numbers and type of apprentices likely to be put forward and the conditions on which firms will release them; collecting information on methods and costs of travel by groups and individuals to countries in Western Europe; on official regulations affecting the scheme both at home and abroad; on lodging accommodation and on companies in Western Europe willing to accept visits from British apprentices in their own industry. The work will certainly involve considerable travel in Britain — but it is expected that information on foreign firms will initially be compiled from Federation and member-company files and from the personal experience of members of the Training Committee.

It is anticipated that up to eighteen months may be spent in developing this scheme and in organising pilot ventures. So far,

sixty firms have provisionally offered their support. An important factor in their final decision and in the decision of other member firms will be the committee's estimate of the minimum cost of the scheme to any one firm prepared to send a boy abroad.

If the scheme seems likely to have enough support, the Secretary will later be expected to develop any reciprocal arrangements requested by the foreign companies. He may also be required to travel in Europe, visiting these companies. The committee expects at present that the scheme will be confined to companies in France, Belgium, Western Germany, Scandinavia, Switzerland and Italy.

The Secretary will be required to work on his own to a great extent and it is expected that once the scheme is launched he will be entirely responsible for it, with only occasional guidance from the committee.

MAN SPECIFICATION

Title: Secretary to Training Committee

Age limits: 23 to 35

Possibly suitable for retired person

Home circumstances

See note on marital status

Health: Good, considerable vitality needed.

(Travelling: Irregular hours, social demands)

Sex: Male or Female

Marital Status: Any which does not prevent travelling

Manner and Appearance: Easy manner, able to get on with all levels. Pleasant, neat appearance, no eccentricities.

Experience (essential and/or preferred)

Essential: Work on a committee for a period of some months, with some particular individual responsibilities.

Work involving administration; planning and keeping to a timetable; planning work for others; paper-work in connection with administration. (This experience may be in employment or in leisure pursuits, provided it is of a standard of lower-to-middle-grade executive work in industry and provided the applicant has performed it successfully for a minimum of twelve months.)

Preferred: Industrial administrative work. Work involving the methodical collecting of information. Travel experience involving making own arrangements or arrangements for party. Youth Club Work.

Educational and Technical Qualifications (Essential and/or preferred)

Essential Minimum: General Certificate of Education, Ordinary level in five subjects. No maximum.

Preferred: Evidence of special ability in English or a modern language.

No technical qualifications essential. Training in management studies possibly advantageous.

Abilities Required

Ability Brief description of situation in which the ability is needed, and indication of standard required.

Intelligence: In upper third of general population. Needs to grasp practical implications of information obtained, and to perceive range of information required for committee's purposes.

Facility with words: Considerable verbal ability needed. Needs to express himself clearly in speech and writing, to prepare a range of different documents, and put a case to a committee and to talk to people of all levels.

Facility with figures: Average. Ability to present simple costs.

Administrative ability: Very good. Organizes at the level demanded of middle-grade executives. Needs to be systematic and methodical and to grasp the significance and perceive the range of details required.

Social ability: Considerable social ability required. An easy and courteous approach which would gain general acceptance. Needs to give a good account of himself and the work to top management, and to get on with middle management and young people. Needs tolerance for others' views.

Emotional stability: Considerable. Needs a mature outlook, able to remain calm in administrative crises, and to be self-reliant and yet able to solicit and accept committee's decisions.

Motivation: Needs to be interested in building something new and in varied rather than routine work. Needs to enjoy meeting people and discovering information. Suitable ultimate goals might be: general executive in small company, industrial training specialist, public relations specialist.

Initiative: Needs to be self-reliant, able to formulate and present own ideas, and to carry them out — but also to carry out ideas of others even if they sometimes conflict with his.

Confidential

PERSONAL PARTICULARS

Name (in full) HART, MARY

Address 40 Old Street, N.W. 3

Telephone No: 8992

Age 35 Date of Birth: 9-3-33

Marital Status: Single

Number of Children —

Job for which you are applying: Secretary to the Training Committee

Education

Name of School, College, University	Date Entered	Date Left	(Where relevant) From at leaving
--	-----------------	--------------	-------------------------------------

Sheffield University	Yr. Mth. 1952 Oct.	Yr. Mth. 1954 June	
----------------------	-----------------------	-----------------------	--

Examinations Taken	Date	Results (subjects passed; standard or honours obtained)
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Social Studies	1954	Pass.
----------------	------	-------

Certificate		Government, Psychology, Sociology, Industrial Relations, Philosophy.
-------------	--	---

Were you in any games teams at school or college? No

Did you hold any positions of responsibilities at school or college? Member, Grants and Welfare Comm., Union of Students, Secretary, Labour Society, Industrial Relations Secretary, Student Christian Movement.

Work History

What job are you in now? (or when last employed?)

Job Title	Name and Address of Employers	Brief description of Duties	Date of Commencing	Date of Leaving
Blade	Pellingers, Ltd	Cleaning Hacksaw	1951 Sept.	1952 July.

And before that? Not applicable

Job Title	Name and Address of Employers	Brief description of Duties	Date of Commencing	Date of Leaving
			Yr. Mth.	Yr. Mth.

Military Service/Not applicable

Force	Date of Entry	Rank of Entry	Date of Release	Rank on Release
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Responsibilities in your final rank/Not applicable

Interests

What subjects that interest you do you find time in your leisure?

Political work, general reading, Arts generally

Are you taking any course of study in your spare time? Shorthand & Typing

Do you play any games? Fencing

Do you belong to any clubs? No

Health

Do you have any physical disabilities? No

What major illnesses have you had? None since childhood

Have you been away from work through illness for more than three days in the past twelve months? No

Signature

**Mr. Kerridge interviewing Miss Hart
for the job of Training Committee Secretary***

Mr K: Good morning, Miss Hart. Well, the first thing I notice is that you haven't told us anything about your school career.

Miss H: No, I didn't really think that was necessary.

Mr K: Well, now, what about it?

Miss H: Well, I took my General School Certificate in eight subjects and got three distinctions, five credits. I then went on to take my Higher School Certificate in the sixth form.

Mr K: Where was that?

Miss H: In Sheffield, my home. I took it in three subjects, history, geography, English, with French as a subsidiary, and I got a scholarship in geography.

Mr K: Well, then did you go straight from school to this Pelling's job?

Miss H: No, I went to the university for a year, intending to read geography, and then I failed in French, which put me out completely. And then my mother was rather ill so I did odd jobs, like — well, I worked in an income-tax office for a short time and in a factory for a short spell, looked after my mother, and then went on to Pelling's.

Mr K: I see. Tell me something about this blade cleaner job.

* This is a tape recorded version of an interview in a training session. This is not presented as an ideal but as a sample of a pattern that is found helpful for assessment.

Miss H: Well, it was in the hacksaw blade department. I just got the job because I wanted industrial experience on the shop floor. I went to the Labour Exchange and they sent me there, and that was the job offered me.

Mr K: Did you work long hours?

Miss H: Yes, half past seven to quarter past five some days, and half past five other days.

Mr K: Was it monotonous?

Miss H: Yes, very monotonous.

Mr K: Was it a noisy shop?

Miss H: Yes, very noisy.

Mr K: That went on for — what — nine months or so? Well, then what happened?

Miss H: Well, just for a short time I went to a farming camp. A students' camp. I thought I ought to get into the open air after being in the factory all winter — and then on to university.

Mr K: I see. Now had you always wanted to go to the university? You'd wanted to do that from school, had you?

Miss H: Yes, I had.

Mr K: And how did that fit into your general plan of things?

Miss H: Well, I wanted to go to the university as a sort of desirable thing in itself and also because you had the chance of a more interesting job afterwards.

Mr K: What makes you think it desirable in itself?

Miss H: Well, I think any form of education is sensible as something for people to go on to, from a general point of view. You often hear it said that women should not receive higher education, it's absolutely wasted on them. But I don't think it's a waste.

Mr K: No. So really the idea was that any form of higher education was useful — that was your principle?

Miss H: Yes. But I did think I would take a course preferably on the sociology side.

Mr K: So you went straight on to study government, sociology, psychology, industrial relations and philosophy?

Miss H: Yes.

Mr K: Did that idea come out of your experience in industry or before you went into industry? Were you interested in these particular subjects before?

Miss H: Well, I was always interested in social work. I did quite a bit while I was still in the sixth form, with problem families, with the Family Service Units. And I really wanted to go into some form of social work, but I wasn't quite sure what. I thought first of all I'd take a degree and then specialize from there. So I decided the best course for me was probably the social studies course, which turned out to be a good thing, because I did quite well and I enjoyed it immensely.

Mr K: Yes. What did you do in your spare time when you weren't actually working for your degree?

Miss H: Well, there were various student societies associated with the university. I was a member of the Grants and Welfare Committee.

Mr K: What does that do?

Miss H: Well, really we tried to get grants for students who couldn't get them, who had been refused grants by the local authorities — it served to show what poor grants some authorities gave compared with others. And we also dealt with the cases of students who were in lodgings which were most unsatisfactory, and took it up with the lodgings officer.

Mr K: Who sponsored this committee?

Miss H: Oh, it was a student committee entirely.

Mr K: Not sponsored by the university authorities in any way?

Miss H: No, not at all.

Mr K: Were you liked by the university authorities?

Miss H: I don't think they expressed any feelings about it. I don't think we were on exactly friendly terms with the lodgings officer. The staff tended to encourage student committees.

Mr K: Yes. Were you able to do anything good on your committee?

Miss H: Yes, I think it was useful in collecting information about local authorities because there is a great diversity in the amounts of grants given.

Mr K: Well, having collected your information about the grants, were you able to impinge on the local authorities at all?

Miss H: Yes. We used it to send information to N. U. S. (National Union of Students) in London and they used it to approach — I think it's called the Standing Committee of Local Authorities. And I also had quite a number of contacts with local councillors in Sheffield whom I know quite well and occasionally I took the matter up personally with them.

Mr K: I see. What other committees were you on while you were at the university?

Miss H: Well, I was a strong member of the S. C. M. — Student Christian Movement — especially on the industrial side. I organized a conference on human relations in industry which was quite successful. Mainly for engineering students.

Mr K: Where did you organize your conference?

Miss H: In the engineering department. I got a local personnel officer who I knew quite well with quite a good reputation to come and speak to them. And the professor of engineering was very sympathetic, and he chaired it for us.

Mr K: While you were up, did you find that the Students Christian Movement was flourishing?

Miss H: Yes, it was fairly strong.

Mr K: Have you ever done any local government work?

Miss H: Well, I have attended council meetings. At present I'm on an education committee as representative of the local employers.

Mr K: Do you feel you have a contribution to make there in local government?

Miss H: Yes. I'd like to do much more than I am doing. I'd like to get on to the employment committee. In fact, I probably shall.

Mr K: Well, you seem to have had a very useful university career. When you came down from there, what happened then?

Miss H: Well, I had to do two months with the Institute of Personnel Management, with two different firms, to gain some practical experience. Then I had to start looking out for jobs, which was rather difficult as I had no practical experience. So I worked in Boots as a shop assistant until Christmas and then I got this job at Clarksons and I've been there ever since.

Mr K: That is as employment officer?

Miss H: Yes.

Mr K: Tell me something about that work.

Miss H: Well, I do all the interviewing for all women employees, both on the staff and in the factory.

Mr K: Do you find that you're able to do any welfare work?

Miss H: No, well, that's actually in the hands of another of the women personnel officers. We have three women personnel officers. I just do the employment.

Mr K: Does that frustrate you at all after your other work?

Miss H: It does. Yes. When I went there, they were very honest with me. They said they didn't expect me to stay in the job longer than two years because of that. This is a training job, rather than one for a life time. I think it's quite good of them. I don't intend staying there longer than that time.

Mr K: It wouldn't be really what you have been training yourself for.

Miss H: Well, it's very useful experience working in a firm, getting to know the point of view of management and the whole setup of industry — and practice, of course, in interviewing.

Mr K: So you spend all your time talking to people?

Miss H: Yes.

Mr K: Do you have any record work?

Miss H: I keep a record of each interview and I submit a report each week on the interviews I've done, and also arrange transfers within the factory, and I write full reports on those and make all the arrangements. But the records are kept in a records office, and that has a personnel officer in charge of it.

Mr K: Do you have any joint consultation work?

Miss H: Yes. Well, they have a Workers' Representatives Committee and when I first went, they allowed me to attend a few of those meetings. But no member of management is allowed to be present at those meetings. I have a very good personal contact with the chairman of the

committee who is a personal friend of mine, so I get to know quite a lot of what goes on. Only the Workers' Representatives themselves can attend — everyone else has to do it by invitation of the committee.

Mr K: Yes I see. While you are doing this, where are you living?

Miss H: I have a flat quite near to where I work.

Mr K: Have you any preferences where you live in England?

Miss H: Well, I quite like it in London, mainly for the facilities I think — the theatres and the lectures you can go to. But I'm quite happy to travel. I like having new experiences and meeting new people.

Mr K: Do you get time to do much theatre-going?

Miss H: Well, with evening work and so on it is rather difficult, but I do try to go at least once in a while.

Mr K: There's the feeling that at least in London you have got that available. This job you are applying for may involve a bit of travelling. Have you ever travelled abroad?

Miss H: Yes, on holiday, of course. Switzerland and Belgium. And I spent six weeks in France working, doing my practical training while I was at the university.

Mr K: Did you? What did you work at while you were in France?

Miss H: Well, I worked at a school for maladjusted children and looked after them generally, and also taught the very juniors French. I don't know whether they learned the right accent from me.

Mr K: And you did that for six weeks. Did you find that you liked French people?

Miss H: Oh yes, I liked French people very much.

- Mr K: And did you get on all right with the language?
- Miss H: Yes, it was a bit strange at first, but after a bit I found myself scolding the children in French!
- Mr K: Did you like working with children?
- Miss H: Yes. I think I prefer working with adults or near adults.
- Mr K: Yes. What sort of family size have you got? Have you got any brothers and sisters?
- Miss H: I've got one brother. He's two years older than me.
- Mr K: Yes. When you were in Switzerland, were you walking or skiing or what?
- Miss H: No, I got a scholarship. It was when I was in the sixth form at school. To study the work of the United Nations at Geneva. We spent most of the day listening to debates and so on.
- Mr K: Yes. I see you put down political work. Tell me something about that.
- Miss H: Well, I've always been interested in political work. My family are very much involved in it, so I've been brought up to be, almost from my pram.
- Mr K: When you say your family is very involved in it, what does that mean?
- Miss H: Well, my parents are both interested in it, and my grandfather was a member of the I. L. P.
- Mr K: So you were pretty well brought up in it. Do you yourself take any part in it?
- Miss H: Yes I was Secretary of the Labour Society for a year in Sheffield and I'm Treasurer for my ward down here and I'm also on the Labour Group — that's a group composed of councillors and one representative from each constituency — and that means getting on various committees.

Mr K: What were your feelings after the last Labour Party conference?

Miss H: I think it is rather difficult at the moment — rather difficult to prophesy what the future will be.

Mr. K: Are you depressed about it?

Miss H: No, I think it's rather exciting in a way, as long as it means we're really thinking about these things.

Mr K: Yes. Well now, you've also got fencing down here. Tell me something about that. When did you take that up?

Miss H: Well, I only took that up when I went to Clarksons. I saw they had a club and I've always wanted to learn, so I thought — here is the opportunity. The equipment is provided by the firm, so I started learning and am continuing. I'm not very good yet. I'm some way off trying for the championship. Most people seem to have a go at the Middlesex Championships later on.

Mr K: How often do you do that?

Miss H: One evening a week for about an hour or two hours.

Mr K: Do you find it a bit strenuous?

Miss H: It is most strenuous. But you usually fence for about ten minutes and then sit around and talk till you're restored and then try again.

Mr K: Really very good exercise. And did you ever try to fence at Sheffield?

Miss H: We had a very good fencing instructor at the university — but somehow I never got round to it.

Mr K: Did you do any other sports at the university?

Miss H: No, except the individual ones like swimming and walking and so on, and some pot-holding and mountaineering.

Mr K: Where did you do that?

Miss H: Near Sheffield, Castleton. There are some very good pot-holes round there.

Mr K: You never suffer from vertigo?

Miss H: No, I've never had a bad attack of it — occasionally been a bit scared but never really. You are with other people and I find that makes it much better. You get a feeling of comradeship.

Mr K: Yes. Well, this particular job might involve a bit of travelling abroad — but you say you don't mind that sort of thing. Can you go further and say you would like it?

Miss H: Yes, I would. That's one of the attractions of this job, I think.

Mr K: You'd have to deal with a variety of people in these firms. How do you feel about that? Dealing with the senior people in these companies?

Miss H: Well, that's another of the attractions to the job, because I really want to get as wide an experience as I can of industry. Before it's been very much on the shop floor or on the personnel level. I would very much welcome the opportunity to get around and see what other firms are doing on a wide scale, and meet senior members.

Mr K: Do you think this scheme is a good idea?

Miss H: Yes, I think it would not only broaden their outlook but give them some ideas and useful general experience. I think it's an excellent idea.

Mr K: What about the international implications?

Miss H: Yes, I think they're very important and useful.

Mr K: Have you had any experience of training in Clarksons?

Miss H: No. They have very few apprentices and they're dealt with by men.

Mr K: Did you come across apprentices at Pelling's?

Miss H: They had apprentices but I hardly came in contact with them there. There was very little opportunity to know about other departments or management there. I should say it was a very paternalistic organization.

Mr K: Was it small?

Miss H: No medium — about 2,000.

Mr K: What about Clarksons? I mean the opportunities for consultation.

Miss H: On the whole I think they are reasonable, but they could be improved enormously.

Mr K: Is there a strong personnel department?

Miss H: Yes, there is. There are five on the women's side. Then the whole education side is quite separate.

Mr K: Well, you see in this job you would have to deal with problems of training as well as with the arrangements for making the exchanges.

Miss H: Well—um—I do know the salary range. I wouldn't lose if I came in on the bottom of the scale. But what about my expenses?

Mr K: Yes, of course. The Confederation would pay all expenses.

Miss H: And what office staff would I have?

Mr K: You would have the use of the Secretary's office staff. Later on you might have some office help of your own — that would be in preparing material for the committee. Can you get out minutes for a committee? Have you ever done that?

Miss H: Yes — I did it when I was Secretary of the Labour Club.

Mr K: You can do shorthand?

Miss H: No, I can type. I'm learning shorthand at night school now.

Mr K: Well, it's not essential for this job. There's another aspect — this is a new post and you'll be on your own with it. You'll have to create your own organization — does that prospect worry you?

Miss H: No. I like feeling independent and responsible for my own work. In my present job I'm very much left on my own.

Mr K: Yes: Well, I think that's about all, Miss Hart. Thank you very much for coming along. I'll let you know what we decide about the post in due course.

For Interviewers

ASSESSMENT OF INTERVIEWEE FORM

To be completed after the Selection Interview

A = excellent. B=good. C=average. D=just acceptable.

E=not acceptable.

Note that in this scale the interviewee is matched against the job specification and *not* against the general population. Thus an applicant who has too much ability for the job should be marked E, together with the applicant who is not nearly enough. Any E rating should disqualify the interviewee for the job.

Interviewee's Qualities	Rating
Personal Data (age, sex, marital status)	A (B) C D E
Health	(A) B C D E On the basis of a medical examination.
Manners and Appearance*	A B C D E Satisfactory, according to the Interviewer.

*For notes, please see next two pages.

<i>Home Circumstances</i>	(A) B C D E Free and keen to travel
<i>Experience</i>	A (B) to (C) D E Has had Committee experience and Administrative experience. Has not had experience with training in industry. Has travel experience.
<i>Education</i>	(A) B C D E
<i>Intelligence</i>	(A) B C D E
<i>Verbal ability</i> (speech; writing)	A (B) C D E
<i>Mathematical ability</i>	A B C D E —
<i>Administrative ability</i>	(A) B C D E Successful organizing work in connection with various committees.
<i>Social ability</i>	(A) B C D E Good relationships with others right through life
<i>Emotional stability</i> (ability to tolerate stress)	(A) to (B) C D E Has overcomt setbacks. Shows a balanced approach to her experiences. Gains confidence of others
<i>Initiative</i> (ability to work without supervision)	A (B) C D E Has acctpted responsibility and proved effective in carrying it out
<i>Motivation</i> (goals)	A (B) C D E Very interested in social work. Ready to widen her experience
<i>Other abilities</i>	A B C D E

Comment: Accepted as suitable for the job. Miss Hart's experience, personality, and general approach to life should enable her to tackle this job with enthusiasm and success. She will need an initial training period to learn about industrial training and apprentices.

TERMS: WHAT THEY STAND FOR

Manners and appearance: Many of us have prejudices about appearance.

If we do not control them,

the prejudices can affect the whole course of the interview.

Intelligence: refers to

the "can do" quality of man,

"the innate ability of the individual to perceive and relate general principles."

It does *not* refer to

the "widely accepted sense of commonsense, perception and grasp of realities,

and understanding of human problems."

It shows the depth (not breadth) of interest,

Intelligence is usually evidenced

by academic or on-the-job achievements

within a circumstantial context.

The questions to which

the interviewer seeks answers would include:

How complex is his thought?

Does he abstract and generalize adequately?

Or does he stick to rule of thumb approaches?

Intelligence should *not* be confused

with brightness of one's eyes,

the quick way he talks or his social manner.

Social ability: This refers

to the ability to get along with others,

to command and persuade, to initiate or obey.

The opportunities he had to mix

and how he availed of them

would provide the clues.

The attitude on authority: Relationship with

parents, the teachers at school,

and the seniors elsewhere
should provide a fair idea of the pattern.

Emotional stability and persistence :

Emotional stability

refers to a man's approach
to situations, people and to promises.

Does he keep calm in an emergency?

Does he think things through objectively?

Is he consistent?

Does he keep his word?

His goals and the way he has been pursuing them,
his principles and the way he lives them,
the way he interprets failures,
the way he comments on himself and others
should provide clues
to an understanding of this facet.

Administrative ability: is the ability to look ahead,
to initiate action,

to co-ordinate the efforts of other people,

to 'get things done', to 'organize'.

His life pattern — the preparation he made,

the opportunities he had or has found for himself

and how he fared —

would yield evidence of this quality.

Attitude towards the self—How does he see himself?

How does he assess his capacities and limitations?

How realistic he seems to be in this assessment?

This gives an idea of the man's maturity.

General considerations—On the principle

that the past behaviour provides a reliable evidence

on which to predict future behaviour,

the interviewer gets a fair idea of the candidates past life

and personality pattern.

**Case History 2* :
Assessment Interview
(Placement)**

* From INTERVIEW CASE STUDIES by John Munro Fraser.
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permission. Case study 3 is also from the same source.

Assessment Interview (Placement)

A tested framework for assessment interview is the one developed by John Munro Fraser who has done outstanding work in the field. It takes the biographical approach and considers a man's life history in seven stages, namely:

1. Home background
2. School
3. Further education
4. Work history
5. Service life
6. Spare time
7. Present circumstances.

For Indian conditions, stage 5 (service conditions) can be left out. Here is a taped case study illustrating the approach.

The young man is tall and well-built, tidily dressed in a business suit, and seems quite at ease in the interview situation. His origins are obviously local, though this does not prevent him from being quite competent socially.

Interviewer. Good morning, Mr. Thirty Man. I wonder if we can start off by hearing something about you?

Mr. Thirty man. Certainly. Where would you like to begin?

1. Well, suppose we start at the beginning. Were you brought up here ?

30m. Oh, I was born in Middlehampton and I've lived in and around here most of my life.

1. Your father was working here, too, I suppose ? What did he do ?

30m. He had a small grocery business out on the Southfield side of the town. Actually he is just thinking of retiring from it now.

1. Was it a successful business, would you think ?

30m. Yes, I think so. We were always reasonably comfortable though we were never particularly well off. I think my father did pretty well in a small way of business.

1. Were there many in the family ?

30m. There were four of us altogether; myself, my younger brother and the parents, of course.

1. How do you look back on those days ? Were they a fairly happy time in your life ?

Fairly comfortable home background. Father in small retail business, one brother. Impression of secure, stable home-life.

30m. Yes, I suppose they were really. I think I was fortunate in my family life. As I said, we weren't particularly well off but my parents got on well together and I think this gave us a good background to start off with.

1. Then what about school? You would start at the local primary school, I suppose?
- 30m. Yes, that's right. I went on there till I was about 11.
1. How did you get on?
- 30m. Pretty well, really. It's a long time ago, of course, but I think I was reasonably well up in classes. I had no difficulty in getting into the Grammar School when the time came.
1. Did you get a scholarship?
- 30m. No, this was before this eleven-plus business. My father paid my fees in the normal way then.
1. Then how did you get on at Grammar School?
Did you sit School Certificate?
- 30m. Yes, I sat School Certificate when I was 15.
1. How many credits did you get?
- 30m. Six as far as I remember; English Language, English Literature, French, Physics, Chemistry and Maths., and I passed in History and Geography.
1. That was eight subjects altogether, wasn't it? You seem to have pretty well balanced between the Science and the Arts side.
- 30m. Yes, I don't think I had any particular bent at that time. As it turned out, of course, the Science

subjects have been more use to me but I didn't have any particular preference when I was at school.

1. How were you coming out in classes ?

30m. Reasonably well, I think. I was top once or twice in Maths. and in the others I was very seldom below average.

1. How about the other side of school life—games and so on. Did you have any success there ?

30m. Well, I left when I was 16, so I was a bit young to shine in school activities. I played football and cricket for the House teams regularly in my last year, and I had an occasional game for the school team, but I didn't get any further than that. If I'd stayed on I might have done some good, but I wanted to get started with my technical training.

1. I expect that would prevent you being a Prefect also ?

30m. Yes, that's right. If I had gone on to the Sixth Form I might have been a Prefect. They were all appointed from the Sixth.

1. Were there any school societies or clubs that you took part in ?

30m. Well, I was in the School Science Society, but I didn't take a very prominent part in it; just attended the meetings and so on. And then

Grammer School with good school certificate at 15. Games quite good for his age, and signs of

participation in other school activities. Lack of school offices explained by early leaving.

there was the Dramatic Society. I did a bit with that.

1. Did you have a part in any of the shows ?

30m. No, I was more concerned with the Scenery and the stage management. I helped to make some of the sets and I used to look after the lightning for some of the shows. Of course, you realise this was war-time so that the amount of activity in the school was rather restricted.

1. Then you left just before the end of the war.

What happened then ?

30m. Yes, I left in 1944 and started my apprenticeship with A.B.C. Ltd.

1. Which shops did you work in as an apprentice ?

30m. Well, I spent some time in the Machine Shop, then I moved to the Assembly Department, and worked there for a few months. Then I moved into the Toolroom where I really began to learn what it all meant. After that I came into the Drawing Office, then spent the last few months of my time in the Production Control Department.

1. And I suppose at this time you were taking part-time classes ?

30m. That's right. I went to the local Technical College in the evenings,

and later on they gave me a day off a week. I got my Ordinary National, then went on to Higher National in Mechanical and Production Engineering.

1. This was all at the local College ?

30m. No, after I had passed National I attended the College of Technology in Middlehampton, and when I passed Higher National I went on there to take endorsements in Industrial Administration.

1. So that qualifies you for membership of the Institutions, does it ?

30m. Yes, I am a Graduate of the Mechanical Engineers and the Production Engineers now.

1. When you were at the College, was there much going on in the way of student activities ?

Further Education gained part-time at local Colleges. Higher National Certificate with some participation in student activities. Seems to have had opportunities during his apprenticeship which probably indicate good progress.

30m. Well, there was a Student Association and we tried very hard to make a go of it. But in Colleges like these, where practically everyone is working part-time, it's very difficult indeed to get much going in the way of student activities. I used to attend the meetings of the Student Association fairly regularly, and was asked to go on the committee once or twice. But I didn't feel I could spare the time, so I just did what I would without taking formal office.

1. I see. Now when you finished your apprenticeship, what happened to you then? That would be about 1949, I suppose?

30m. Yes, that's right. I stayed on in the Production Control Department working as assistant to the Production Controller for two years or so.

1. What did that involve?

30m. Well, what we were really concerned with was trying to get an even flow of work running through the factory. They had been going through rather a difficult time with changes of models and so on after the war, and the idea was to get the factory efficiency stepped up as high as possible. I was concerned with all the different aspects, work loadings, stock control, programming of work, and so on. It was very good experience and I began to realise just what running a modern factory meant.

1. Were you on flow production?

30m. That's what we were trying to achieve as far as possible, but it was not by any means easy. You know what it's like in a medium-sized engineering shop. A lot of it is jobbing work, though if you're clever you can generally move some way towards batch production. But it's difficult indeed to get a proper flow production system going, in fact, quite often it doesn't really work out.

1. Then what was your next appointment ?

30m. In 1952 I was turned over to the Production Manager as assistant to him, the idea being to see how far we could design our stuff for more efficient production. This was very interesting indeed because it meant looking at everything we were making from the production point of view, standardising wherever this was possible and designing tools so as to make production more efficient. I did a little Work Study, too, in order to break down the operations for more effective production.

1. That sounds as though it must have been very good experience.

30m. Yes, it was indeed. I learned a tremendous lot during the two years I spent on that. And actually, designing for efficient production is one of the most important aspects of present-day industry, in my view.

1. Yes, in many ways I think you are right. What happened next ?

30m. In 1954 I was made assistant to the Works Manager and put in charge of the preparatory work for a special project that was under consideration. This involved the setting up of a new production line pretty well from scratch. In fact, it

really meant the starting up of an entirely new department. During the first six months I was involved in the preliminary planning of the project, and then as we put it into effect I was concerned with the actual starting up of the job on the ground.

1. Were you actually in charge of the whole show ?

30m. No, not exactly. As long as it was in the planning and preparatory stage, I was working on it on my own and reporting direct to the Works Manager. Then, when it was ready to start up they put one of the Department Managers in charge of it and I worked as his assistant. Actually, it was far too big a job to hand over entirely to anyone of my age, but I got a lot of very good experience out of working as an assistant on it.

Working life shows progress from assistant to Production Controller to assistant to Production Manager, and considerable experience of various aspects of Production Engineering. Next put in charge of a special project which he seems to have made a success of and gained considerable experience from.

1. I suppose the new department is now running satisfactorily ?

30m. Yes, that's right. The new Manager has taken over completely and I feel I'm a bit of a spare wheel. There's plenty to do from day to day of course, but it's all rather routine work and I feel I'd like to get on to something new.

1. What would you like to do now ?

30m. Well, I think I'd like to run a show of my own. So far I have always been "assistant" to someone, and

while you get a lot of experience in that way, there is always somebody above you who is really responsible. I rather feel that I've got past that stage and that I'm about ready to take charge of a production department, say.

1. Good. Now what about Service life? Were you in the Forces at all?

30m. No, I was exempt on account of my job. We were on government work both during and after the war.

1. Right. Now what about your spare time?

30m. During the last few years, of course, that's very largely been taken up with evening classes and study, and during this last year or so I've been involved in painting and home-decoration. You see, I got married about a year ago and the house we moved into needed quite a lot doing to it, so I've been involved with the paint brush most week-ends, and doing the sort of odd bits of carpentry that crop up in that sort of thing.

1. I see. But before you were married did you get any spare time?

30m. Well, I was mainly keen on getting out into the open air wherever possible. There were three or four of us who used to plan rambles at the week-ends and we would get into the country as far as we could

and spend the night at Youth Hostels. We used to get abroad in the summer, too. We sent to Switzerland one year, and the Austrian Tyrol another, walking and staying in Youth Hostels. That was rather fun, particularly the arrangements beforehand so as to try to get as far as possible on a limited amount of money. Then I ran a Works Engineering Society for a year or two. You know the sort of thing, to give apprentices a chance to hear a few lectures and to encourage them to read the odd paper.

1. You actually ran it, did you say ?

30m. Yes, I acted as Secretary for a couple of years, then got someone else to take it over. Then I play a little badminton; there is a club connected with the church.

1. Do you take any part in church work ?

30m. Not much now, I'm afraid. I used to be a member of the Youth Club in the Church, and I rather wanted to go on giving a hand in running it. But there doesn't seem to be enough time now a days to fit that in.

I. What about reading ? Do you get much time for that ?

30m. Well, I try to keep up with the technical journals, of course, and with what has been published recently on my sort of line. While I was involved with that project

I was telling you about, I did quite a lot of technical reading to see whether anyone else had come across the same sort of problems.

1. Have you any time for more general reading?

30m. I try to keep up a certain amount, particularly those novels that deal with present-day life. Nigel Balchin, for example; some of his give a very good picture of what is going on at the present time. His *Sundry Creditors* is quite a good story about factory life. Then Nevil Shute, some of his I think are interesting. I try to keep in touch as much as I can with that sort of thing, but it seems difficult to find enough of them. Mostly I have to fall back on light stuff like the escape stories during the war, and the odd "whodunit".

1. Good. Now what about papers and periodicals?

30m. I take the Manchester Guardian every day. As a matter of fact, I usually make up my library list from their book reviews. Then, of course, I have the local paper just to keep in touch with what is going on in the district.

1. Anything else? Periodicals and so on?

30m. Well, I occasionally see Punch or papers like that, but I don't take them regularly.

I. Right. Now does that sum up your spare time?

30m. I think so. I can't remember anything else at the moment.

I. Then you're married and have got your own home. Any family?

30m. No family yet.

1. Does that give us the whole picture or is there anything we've missed?

30m. No. I think that about sums it up. We don't seem to have missed anything.

This is where the biographical part of the interview would end. There might be some discussion about the possible offer of a job, its conditions, salary, prospects and the like, but these need not detain us here. We are concerning ourselves purely with the case history as brought out in the interview and the assessment that can be derived from it. The other aspects will be disregarded in order to keep our presentation within its framework.

The Interview Record Form on the preceding pages shows the kind of notes that would be taken during or immediately after the interview. They correspond to the remarks noted in the margin as the interview proceeds. From this factual information is made up the Five Fold Grading assessment shown next page. Generally speaking, this young man would add up to the "B" grade under most headings.

NAME Mr. Thierman.

ASSESSMENT SHEET	E GRADE 10% VERY MUCH BELOW AVERAGE					D GRADE 20% BELOW AVERAGE					C GRADE 40% AVERAGE					B GRADE 20% ABOVE AVERAGE					A GRADE 10% VERY MUCH ABOVE AVERAGE				
	1	2	3	4		5	6	7	8		9	10	11	12		13	14	15	16	17	18	19	20		
FIRST IMPRESSION (Appearance, Speech and Manner, Health, etc.)																		⊗							
QUALIFICATIONS (General Education, vocational training and previous experience)																		⊗							
ABILITIES																									
MOTIVATION (Level of goals, realism and consistency in following them up)																									
ADJUSTMENT (Acceptability, sense of responsibility, reliability and leadership)																									

Well built, well turned out.
Talks easily with friendly
self possessed manner. Good
contacts in industry. Health ok.

⊗
Graduate Mech. Prod. Eng.
Assistant to various managers.
Good experience of factory production
but no responsibility yet for output.

⊗

⊗
Test scores show high
ability. Bitter on Non-verbal
than verbal material.

⊗
Good progress at school, broader
education of working life. Some
initiative in spare time activities.
Probably able to get things done
according to plan.

⊗
No signs of failure in responsibility. Some
leadership roles and evidence of
acceptability to others. Probably stable
and reliable.

RECOMMENDATIONS Consider for manager of small
INTERVIEWER depts, with a view to further
progress if successful.

INTERVIEW RECORD SHEET

NAME Mr. Thirty Man.

HOME BACKGROUND

LOCALITY Middlehampton Suburb. AGE 27

FATHER'S OCCUP. Retail
Grocery business.

PLACE AND NO. IN FAMILY
Elder of 2 boys.

SPEC. CIRCS. Comfortable and
secure home background.

SCHOOL

DATES

1. PRIMARY Local Primary School — good performance.
2. S.M., S.T., PUB., OTHER; Local Grammar School to 16;
Grade

AGE School Cert. at 15. 6 Credits, 2 passes.

C Eng. Lang. C Eng. Lit. Lat. C Fr. Ger. Gen. Sci
C Chem. C Phys. C Math. App. Math. Art. Scrip. P Geog
 Biol. P History.

G. C. E. ADV. AGE

Eng. Fr. Ger. Lat. Hist. Geog. Phys. Chem
 Math. App. Math.

PART IN GAMES OR OTHER SCHOOL ACTIVITIES. A. B. C. D. E.

Football and cricket for House teams, occasional game for School.
Science Soc. Stage management and scenery for Dramatic Soc.
Too young for Prefect.

FURTHER EDUCATION

QUALIFICATION *Grad. I. Mech. E. and*

TYPE OF INSTITUTION
Local Technical Coll.

Prod. E. Ordinary National Certificate.

PART IN SOCIAL LIFE

*Mech. Eng. Higher National Certificate in
Mech. & Prod. Eng. Industrial Adminis-
tration Endorsements.*

Local Coll. of Technology.

WORKING LIFE

FIRM	DATES	JOB	DUTIES	WAGES
A.B.C. Ltd	1944-49	Apprentice	M/c Shop. Ass. dept. Toolroom. Drawing office. Prod. Control	
" "	1949-52	Assistant	to Production Controller. Work loadings, Programmes etc.	
" "	1952-54	Assistant	to Production Manager.: Design- ing for Production.	
" "	1954:to date	Assistant	to Works manager. Planning for the introduction of a new Production Dept.	

SERVICE LIFE

ARM OF SERVICE	DATES	RANK	DUTIES
			Exemption as Engineering apprentice.

SPARE TIME

PRACTICAL Home decorating. Carpentry etc.
OUTDOOR Rambling and Youth Hostelling in this country and abroad.
SOCIAL Secretary Works Engineering Soc. Church Youth Club.
INTELLECTUAL Technical reading. Nevil Shute. Nigel Balching.
Manchester Guardian. Local paper.

PRESENT CIRCUMSTANCES

- MARRIED LODGINGS
 SINGLE OWN HOME No family
 LIVING WITH PARENTS

ADDRESS

**Case History 3:
Assessment Interview
(Promotion)**

Assessment Interview (Promotion)

One aspect of selection is considering candidates for promotion. It can be a case of selecting supervisory trainee material from workers. It can be a case of filling a general sales manager from among the Branch Managers.

Or it may be a case of an individual in a large organisation whose claims have perhaps been ignored.

In, all these cases, a systematic interview has an important place. A case study is reproduced below:

MR FORTY-TWO MAN

The candidate is tall and well-built and gives an impression of considerable strength and physical fitness. He is rather slow-spoken and deliberate in manner, though he is quite sure of himself and confident in the interview situation. He is quietly dressed and, in fact, the keynote to his First Impression is a kind of unobtrusive competence.

Interviewer: Now, Mr. Forty-two Man, about your future. You want to get on beyond your present job?

42m. That's right, sir. I'd like to know if there's any chance of getting a bit further with the company.

I. Fine, but before we go any further we would like to know something more about you. I know you have been with us for a bit, that you have made some progress, but I'd like to get a bit more of the background. Were you brought up around here?

42m. No, I was brought up in Doverport.

My father was in the Royal Navy for some time and that was his home port.

I. I see. How far did he get in the Navy?

42m. He was a Chief Petty Officer, but during the latter part of his service he had a dockyard job which kept him in one place.

I. Before that, I suppose he was away a good deal?

42m. That's right. He would be away for a couple of years at a time sometimes. That meant that my mother was on her own a lot, and with big family it was difficult for her to cope.

I. How many were there in the family?

42m. There were eight of us altogether, six boys and two girls, and we were all growing up. I think we must have been a bit of a handful for her.

I. Whereabouts did you come in this family ?

Father—a Chief Petty Officer in the Royal Navy and then a dock-yard job. Fifth child of a family of eight. Some signs of difficulty with father away so much, but as he can discuss this objectively, it may not be significant.

42m. I was one of the younger ones, I was the fourth youngest, and I remember that things settled down a lot when my father was permanently at home.

I. Before that it was a bit rowdy, was it?

42m. It was a bit. Mind you, there wasn't anything wrong; we didn't get into trouble or anything like that. But I think growing boys need the sort of discipline that a father can provide. Things were very much better when he came home.

I. I see. Now, what about school? You went to the local elementary school I suppose, did you?

42m. Well, yes, I went there for a bit, but I got moved to what they call a senior elementary school, and I spent the last two years there. That was rather a higher standard, I think.

I. Did you get a chance to sit for any of the examinations like School Certificate, or anything like that?

42m. Well, I think some of the boys stayed on an extra year to do that, but I went in for the Army Apprentices entrance examination, so I didn't bother.

I. How were you getting on in classes?

42m. I always did fairly well in classes, in fact, I was generally in the Top four or five, particularly in Maths, and Science.

I. These were your best subjects, were they?

42m. Yes, these and practical subjects like Woodwork and so on I was always best at.

I. How about games and school activities generally? Did you take much part in them?

42m. Well, it was a very ordinary school, you know, and there wasn't a lot organised in that line, but I played for the school football team in my last year, and I had something to do with getting a cricket team together, but the masters didn't take as much interest in these things as they do now, so there wasn't very much scope.

I. So then you went on to the Army Apprentices school?

42m. Yes. It used to be called the A.T.S., but when they started the women's

Evidence of good progress in a senior elementary school both in class work and games.

services during the war they had to change the name, so I think it's called the Army Technical Training Establishment, or something like that now.

I. What sort of training did you get there?

42m. Well, there were two sides to it, one the technical side where we were supposed to pass out as Third Class Craftsmen by the Army standards; I managed that all right, but in addition we had to take classes in general education and there we had to sit the Army First Class Certificate of Education. That's supposed to be about the standard of School Certificate, I believe.

I. How did you get on at that?

42m. Oh, I got through all right, and I got part of my special as well; that's another examination on the higher standard.

Further education in Army Apprentices training establishment. Reached standards expected in technical training and general education. Good participation in out-of-class activities.

I. So far as the training is concerned, then, you got through both general education and technical training. What else was going on there? Did you take part in any sports and general activities?

42m. Yes, I played Rugby for the school and I played cricket for my company. Also we had a model engineering club and I had quite a lot to do with that. There

was an exhibition every year and I had one or two models shown in that.

I. That is fine. Then when you pass-out from the school where were you posted?

42m. I first went to a Command Workshop in the South of England and worked at my trade there.

I. Incidentally, what was your Army trade?

42m. At that time I was a blacksmith and welder, but after I'd been there for a few months the war broke out. During the next year or eighteen months they began calling for volunteers for the Airborne Forces, so I put my name forward and was selected in 1942 for Airborne training.

I. That involved parachute training, I suppose?

42m. Yes, but in addition to that I went through a special course on vehicles and weapons, and I passed out as a third-class fitter in other trades as well.

I. So where were you posted then?

42m. I was posted to a Light Aid Detachment which was attached to a parachute battalion. That's a small R.E.M.E. unit which is concerned with keeping things going in action.

It means that you have to be much more of an allrounder than you have in a big workshop where you stay on the same kind of job for long periods at a time.

I. I see. What happened to you after that ?

42m. Well, we are training in this country for some time getting ready for the Normandy landings. Then we were dropped during that show and carried on through France for the rest of 1944. After that we were in the Rhine crossing operation.

I. How did you get on in these shows?

42m. I think I did all that was expected of me.

I. Did you get any promotion or decorations or anything like that ?

42m. Well, I was mentioned in Despatches for the Normandy landing, and soon after that I was made a Corporal. Later on in the campaign I was made a Sergeant and I finished up the war in that rank.

I. Good show. Then when the war in Europe ended, what were you doing ?

42m. Mainly trying to clean up the mess in Germany. After the bombing, most of the towns were in a frightful state. All the public services were damaged, and the sanitation

and the electricity supply and all that, could scarcely function. Most of the technical troops were pulled in to try and get the essential services going in some form or another as quickly as possible, so we spent a couple of months on that. It was a horrible job.

I. What happened then ?

42m. Well, there was still the Far East show going on, and as I was a regular soldier, I was booked for that. We re-formed the Brigade and started out for India to take part in the invasion of Malaya, but that folded up before we really got involved.

Army Record: R.E.M.E. craftsman then Airborne forces. Mentioned in Despatches for Normandy landing. Corporal, Sergeant, then Staff Sergeant, Instructor. Technical experience probably of a good standard in Army environment. Progress to senior N.C.O. rank with some experience of responsibility.

I. And what sort of jobs were you doing there ?

42m. Well, for the next two or three years I was mainly on instructional posts, first of all in India then after V. J. Day back in this country. I finished up as a Staff Sergeant Instructor in the depot in this country, but in 1949 my time was up and I didn't feel like carrying on. There didn't seem to be much future in the Army so I decided to come out and try my luck in Civvy Street.

I. So that was when you joined us some three or four years ago ?

42m. That's right. I got a job here as a fitter in the test shop when we were

building these rigs to test the aircraft parts. I carried on with that for eighteen months or so.

I. Yes, I remember. Then you got some extra responsibility, didn't you ?

42m. Yes, I was put in charge of a couple of chaps on the maintenance of the test rigs and carried on like that for the next two years or so. But the department has been getting bigger and bigger and we've got more machines running so I gradually acquired more people until I've got a squad of eight working under me now.

I. Are they all fitters ?

42m. No, some of them are skilled men, but we've got a few semi-skilled chaps now because the job is becoming more of a routine, and consequently there's quite a lot that they can do under supervision.

I. How is it going, do you think ?

42m. Well, from my point of view it seems to be going all right. We work well together and it's quite a happy little team. We haven't had any breakdowns for the past six months because we've got a system of checking over the things that can go wrong beforehand.

Work history: Skilled worker on test rig maintenance. Progress in responsibility until he is now in charge of a small squad of eight. Signs of added initiative and responsibility.

- I. Preventive maintenance, in fact. Did you work that out yourself?
- 42m. Well, to some extent I suppose I did, but Mr. Johnson has been taking a great interest since the beginning. He's in charge of the Test Department.
- I. So you reckon he's fairly satisfied ?
- 42m. Well, yes, I think he is, in fact he's said once or twice that we've done a good job.
- I. So now you want to get on a bit further ?
- 42m. Well, I think I can cope with a more responsible job now and I'd like to get a chance of getting on a bit more.
- I. Fair enough. Now what happens outside the work ? You used to play for the football team, didn't you ?
- 42m. Yes. I played regularly up to last season, but I've not had a lot of time recently since I got mixed up in this housing business.
- I. What housing business is that ?
- 42m. Well, we are in a rather unsatisfactory flat at the moment and my wife's been getting very fed up with it.
- I. Yes; incidentally, how long have you been married ?

42m. Nearly six years now. We've got two children and it is very cramped and not very pleasant, so I've joined one of those self-help building clubs.

I. Oh, yes. Tell me about that. How do they work ?

42m. Well, there's twenty-eight of us altogether and we have the chance of buying the sites and the materials at very favourable terms. Then we provide the labour ourselves and build our own houses.

I. I see, That sounds jolly good. How do you organise it ?

42m. We have a committee that allocates the jobs and sees that the different things are carried out properly.

I. Are you on the committee?

42m. Yes, I'm the Chairman of it, as a matter of fact.

I. I see. That must involve a lot of work ?

42m. Yes, it does rather, although it's only a matter of planning things beforehand. Everybody mucks in and they are all very helpful so that we don't have any difficulties. But I'm the group plumber as well, which means that I'm responsible for all the sanitary work in each house as it is built. That gets rather tricky at times and you musn't run any risks with it.

- I. It sounds as though you think the plumber's job was more important than the Chairman's?
- 42m. Well, as a matter of fact, I think it is. They could get another Chairman easily enough, I think, but they might find it hard to get another plumber. We've got seven pairs of hoses up now — they are semidetached, you know—and we'll be starting on mine. It's the second house in the ninth pair.
- I. This must take up pretty well all your spare time, then ?
- 42m. It does rather, that's why I've pretty well given up football. But I still manage to do a little photography. It's proved quite useful, actually, having a photographic record of the houses in the various stage.
- I. Do you do your own developing and printing ?
- 42m. Not now, I used to when I was in the Army, in fact I was very keen then and I put some of my photographs in exhibitions. But nowadays I just send them to the chemist and get him to do them in the usual way.
- I. Now, what else goes on in your spare time?
- 42m. Well, we try to get into the country now and then. In fact, formerly

when I had a motor-bike and side-car we used to spend every weekend out with the children, but I'm afraid that's suffered a bit, too. I want to take these things up again when we get the housing job finished.

Spare time shows considerable practical activity in this home-building enterprise where he has a responsible role as Chairman of the Committee. Further practical activity in photography which he seems to have pursued to exhibition standard. Some football. Technical reading and interest in part-time classes not yet followed up.

I. Do you get any time for reading ?

42m. Yes, I've been trying to keep up with some technical books recently and I see some of the technical magazines. Actually I want to push that a little bit further especially on the management side. I have been thinking actually of going in for some of those part-time classes, but I've not actually done anything about it yet.

I. Well, of course, if we put you forward for promotion we would want you to take some classes. You would be quite prepared to do that, would you ?

42m. Ofcourse yes.

This kind of case-history leads the interviewer into a number of different environments: school, further education in an Army training establishment, the Airborne Forces, industrial work and the building of houses as a sparetime occupation. It is essential to know enough of all the backgrounds and activities to be able to interpret the performance in them, but this is part of the equipment of the interviewer: he must touch life at any points and he must be able quickly and reasonably accurately to estimate the criterial of performance in different areas of achievement. In this case, of course, there is an obvious consistency in the pattern which makes the assessment a fairly confident one.

INTERVIEW RECORD SHEET

NAME. Mr. Forty-two Man.

HOME BACKGROUND

LOCALITY Doverport.

AGE 35.

FATHER'S OCCUP. C.P.O. in R Navy then Dockyard job.

PLACE AND NO. IN FAMILY 5/8.

SPEC. CIRCS. Father away a lot but otherwise secure and happy.

SCHOOL

DATES

1. PRIMARY Got to Senior Elementary to 1936.

2. S.M., S.T., S.G.; PUB.; OTHER; Top 4/5 in class; Best subjects: Maths, Science, Woodwork.

G. C. E. ORD. AGE

Eng. Lang. Eng. Lit. Lat. Fr. Ger. Gen. Sci.
 Chm. Phys. Math. App. Math. Art Scrip. Hist.
 Geog. Biol.

G. C. E. ADV. AGE

Eng. Fr. Ger. Lat. Hist. Geog. Phys.
 Chem. Math. App. Math.

PART IN GAMES OR OTHER SCHOOL ACTIVITIES. A. B. C. D. E.
 School football team. Some part in organising cricket team.

FURTHER EDUCATION

1936-38

QUALIFICATION

TYPE OF INSTITUTION

Army Apprentice Training Establishment.
 Passed out 3rd. class tradesman.

PART IN SOCIAL LIFE

Played Rugby for School. Cricket Coy. team. 1st class cert of Education. Showed models in Eng. Exhibition. Part of special.

WORKING LIFE

FIRM

DATES

JOB

DUTIES

WAGES

1952 to date.

Fitter on test M'gs, then put in charge of squad of 8 as job developed. Some part in drawing up preventive maintenance scheme.

SERVICE LIFE

1938-52

ARM OF SERVICE

DATES

RANK

DUTIES

R.E.M.E. Posted to Airborne. Mentioned in Despatches for Normandy Landing. Rhine crossing. Germany. India. Cpl. Sgt. then staff Sgt. Instructor.

SPARE TIME

PRACTICAL Chairman of self help building group, also group plumber.

OUTDOOR Photography to exhibition standard.

SOCIAL Formerly football. Excursions with family on motor cycle.

INTELLECTUAL Technical readings.

PRESENT CIRCUMSTANCES

MARRIED

OWN HOME

Building house.

2 Children.

SINGLE

LODGINGS

LIVING WITH PARENTS

ADDRESS

Multiple Interviews

For some positions
a single interview may serve the purpose.

For most positions
a single interview, however long,
may not give us enough data
to take a proper judgement.

In certain cases,
this more than one interview
may be by the same person.
In other cases,
this more than one interview
may be by several persons —
personnel officer, technical specialist,
department head, and chief executive, say,
and in still other cases —
in the case of key managerial positions —
it may be both.

Having more than one interview, however,
is *different from*
more people joining the interview board.

We will consider this board approach
in another section.
Suffice it to say here
that the committee or board approach
can be only one of the approaches
and *not* the only approach.

INTERVIEW BY THE IMMEDIATE BOSS

For a person to be effective on the job,
he should be acceptable to his immediate boss.

Recognised studies show
that near 60% of failure in placement occur
because of not clicking with
the personality of the immediate boss.

A man is, at times, appointed,
without the prior approval
of his immediate boss to be.

The result often is 'a transferred quarrel',
a quarrel the immediate boss has
with the powers that be
which he promptly shifts on to the newcomer!
He takes the newcomer as someone foisted on him
and he does not see any 'reason'
why he should let him succeed
and, in fact, he sees every reason
why he should prove the selectors are wrong!

At what stage he should come into the picture
depends upon the circumstances.

What is important is that he should have had,
and should be made to feel
that he had a hand in the selection.

The appropriate time is
soon after the pre-selection is over.

At that time,
he can meet the small number of candidates
and talk things over
and give his impressions of them
to the chief.

While top management may have an eye on the future of the newcomer, the immediate senior can authoritatively relate the candidate to the present. He certainly has a feel of the situation. He can say whom he would *rather not have*.

If he is a good enough executive, he will make his recommendations and leave the final decision to the top boss, and accept his decision gracefully. In other words, he will not insist on *his* candidate.

Every person who is a supervisor or manager is a *sometime interviewer*. Even so, he could be given a briefing on what systematic interviewing means. That way he will have the awareness of what skilled interviewing involves: he should be conscious of his limitations — time limitations and skill limitations — and the need to provide for them,

Thus, if he is a Shop Executive and he interviews in the Operating Department itself, he should remember (and, therefore, provide for) what happens in the department may affect the attitude of the candidate to the company.

The Stress Interview

Only some jobs have a high share of unexpected and crisis situations. From the logic that people have a pattern of habitual action, we should like to have an idea of the candidate's predispositions.

Upto a point the stress interview provides a clue.

The 'stress interview' is a deliberate attempt to create pressure to see how well a candidate will stand upto and perform under stress.

This was used during the second world war for positions like sabotage, resistance, and propaganda work.

For most civil jobs the crisis situations do not seem to quite apply. Also, the needed information can be collected by studying the candidate's early and present home background, the difficult jobs he has tackled and the stress situations he has already faced.

Unfortunately, the stress interview
is used like a toy
by some of the selectors.

Their only knowledge of the tool is a hearsay
and with their capacity to rush to conclusions
stray incidents are considered
of statistical significance.

What is more,
this is indiscriminately used;
whether the job involves crisis situations or no
is not at all considered.

The candidates go with the impression
that this interview has only one purpose,
and that is to derive sadistic pleasure
from a sad predicament of theirs.

The indiscriminate use tends
to defeat all the objectives
of good selection.

As and when held necessary
this should be handled
by a professional specialist
and a professional specialist *only*.

Interview by a Committee/Board*

Interview by a committee is an age long practice and it has many merits.

Many think and quite rightly that an interview by a committee assures justice and fairplay to a degree.

Sometimes when a number of people have to be hired, and hired fast, this method proves a time-saver.

It makes possible pooled judgement.
(Also, individually we are not able to spare time but jointly we are able to!)

In a sense the members of the committee complement each other, and everyone tends to get a fuller and better picture of the candidate.

Certain situations compel a sharing of responsibility in the selection decision, and an interview by a committee becomes essential.

Again, it gives a sense of involvement to all those in the board and this feeling of involvement helps the newcomer too.

* The author is indebted to Mr. L. T. Madnani (who has over two decades of experience in this method) for his helpful comments on this section.

Looking at it as a group situation 'test',
in a committee interview,
the candidate actively interacts with the selectors
and thereby reveals facets of his personality
and interpersonal behaviour.

If the interview is long enough,
if the candidate is given the needed atmosphere,
we do get to know more of the candidate.

The chief **disadvantage**
of this type of interview
is that it puts the candidate
under considerable stress
which may not be a valid procedure.
There is little scope here
for establishing sufficient rapport
with the candidate.

Furthermore, panel members sometimes
attempt to impress each other,
or give expression to mutual hostilities
at the expense of the candidate.

PRECAUTIONS:

The committee or panel interview is best avoided
in the early stages of selection procedure
although it may have a place at the end
if, for reasons of policy,
a number of persons must be associated
with the decision.

Where conditions do require this method to *substitute* the person-to-person discussed elsewhere, a few precautions help.

One is that the Board has atleast one member who is a specialist in the particular discipline for which the candidate is mainly assessed.

Another is that the Board has at least one trained and skilled interviewer.

A third is that sufficient *time* is given to each individual so that a fair assèssment of his knowledge, his application of knowledge, and his relationship with environments becomes feasible.

A fourth is that the Committee exercises restraint on itself to find out what the candidate *knows*, *can do* and *has done*.

In particular, the chairman, or a single member should not take to the bull-dozer approach, making the rest a formal witness to a virtual one-man game.

Reference Checks

In relating the man to the job, we can take the assistance of those who happen to have lived or worked with him for a fairly long time, or who have held a position of responsibility for the candidates for sometime.

It is true that they may not quite understand our exact requirements. It is also true that they may not give their opinions of the candidates freely either out of humanitarian considerations or for legal reasons.

If approached properly, they **can** be persuaded to give us the information we seek.

The following steps have been observed to be helpful:

1. The selector gets a long enough list of references from the candidate. He mentions to him the areas where he hopes for information from these referees.
2. The selector gets the candidate's permission before he refers to any of them — in fact, he gives the candidate time to write to them.
3. The selector does not refer to the candidate's present employer until a firm offer has been made to him,

and it is accepted by him;
and even thereafter,
only after obtaining the candidate's
consent in writing.

4. The selector prefers to meet the referees personally, and more so when the selection refers to senior positions.
5. He gives the referee a picture of the opening and the qualities being sought in the candidate to provide a frame of reference for his judgment.
6. If he knows the referees well, he makes a telephone check. Even then, he has before him a form listing the areas where he wishes to have facts or opinions. (For a sample, see alongside).
7. The selector makes atleast three references to establish the pattern of recommendations.
8. Sometimes, the selector writes a letter to the referee when the referee is in another city. The information he seeks is related to the job on hand. He does *not* send a standard reference check form.
9. The selector makes it a point to thank the referees who have co-operated at this stage of selection.
10. The selector prefers for references names of those who were the candidate's immediate seniors.

TELEPHONE REFERENCE CHECK

Candidate _____ Date _____
 Person Contacted _____ Position _____
 Company _____ Address _____

1. Identify yourself and the company.

2. Mr. _____ has applied to us for a position. He has given me permission to contact you to verify some information he has given us. Do you remember him? What were the dates of employment with your company?

From 19____ To 19____
 (check date)

3. What was his job?

(Did he exaggerate)

4. How much were his earnings when he left your employ? (Be sure to distinguish between base salary and any fringe earnings).

5. What were his outstanding strong points?

6. What were his outstanding weak points? (If sales, check sales record. If driver, check accident record. All customer contact personnel, check customer relations.)

7. How much time did he lose from work? Why?

8. Why did he leave?

(check application)

9. Would you rehire him?

Yes _____ No _____
 If no, Why not? _____

(Does this affect his suitability to job with us.)

10. Thank you for answering these questions.

We appreciate your helpfulness. Goodbye.

Checked by _____

Physical Examination

Physical examination by a doctor is an additional and acceptable aid to good selection. Also, it is not fair to enter into a contract in which the employee's health remains an unknown hazard.

The doctor should be briefed about the job demands.

In consultation with him, the content of the physical examination can be determined.

Such an examination may include:

1. General physical examination
2. Comparison of apparent age with actual age
3. Personal history of previous illnesses for predispositions
4. Family medical history for hereditary tendencies and family longevity
5. Chest x-ray (or report of a recent one)
6. Routine, including microscopic, urinalysis
7. Cardiograph
8. Kahn test
9. Anything special for this job

The applicant's attitude to his health gives an idea of his attitude to himself and his general stability.

The medical examiner may therefore be required to assess the candidate's emotional stability as well and discuss it with the selector.

Some companies prefer to say in the letter of appointment 'subject to a medical examination'.

A more purposeful approach is to have the medical report with us **before** a final decision is made.

Credit Report

Getting a credit report is not easy
but this is a valuable step
in systematic selection.

Does he manage his personal finance well?

Does he live within his means?

What are the demands made
by his family situation like?

What are his attitudes to money
his money and other's money?

How does he meet his financial commitments?

Answers to questions like these
collected either through a credit agency or otherwise,
and collected before a selection decision is taken,
can not merely mean a better selection
but a saving of likely embarrassment later;

Likely embarrassment because
companies conducting such investigations say
that derogatory information is developed
in 20 per cent of their reports.

Relating All Evidences

Ultimately the problem of selection is twofold:

- a. Differentiating between applicants who possess minimum qualifications and those who do not.
- b. Ranking applicants from highest to lowest in terms of their qualifications.

Relating all evidences refers to the second part.

The many steps outlined so far have one primary purpose — knowing more and still more about a few candidates.

Even while building such knowledge, all the way through, we are relating the evidences of a man to the job in question.

At this stage, this relating is done a little more consciously, a little more systematically, and on an overall basis.

The evidences are pieced together and the candidates looked at as a whole. It thus becomes possible to have discussions of an individual in precise terms.

To record the evidence
in a systematic fashion,
certain forms have been found useful —
a sample accompanies this section
and another is found in Case History I.

The following steps are adopted
by effective selectors:

1. Keeping the job and man specifications
before them,
they calmly reflect on each of the candidates
they have been considering in depth.
2. They take each factor in turn
and consider evidence they have collected
in respect of an individual.
The *caution* indicated here is:
We should relate the evidence to the job,
and *not* to the way in which
the candidate compares
with the rest of the population.
3. The other cautions relate to
assessing non-verbal material.
The candidate's physical appearance,
his manners and dress as also mannerisms
give clues to his health and background,
standard of living and emotional stability.
The *caution* here is:
Disentangle legitimate and logical assumptions
from personal prejudice.
4. One learns from the candidate's accent,
verbal fluency and range of vocabulary,
about his education, intelligence,
the values he holds and the like.

The *caution* here is:

Avoid undue reliance on isolated factors.

A personal talk may lead us to unwarranted estimate of a man's intelligence, administrative ability and emotional stability.

Also, allow for distortions of memory.

5. While so reflecting,
"look for recurring pattern of behaviour —
what are the dominant themes in his history?
How clearly are they established?"

Guide to Interpretation of Information for Selection of Supervisory Personnel

(CONFIDENTIAL)

<i>Item of Information</i>	<i>Source</i>	<i>Favourable Indications</i>
<i>Physical capacities</i>		
Present age	Personnel records	Age 25 to 35
General health	Physical exam & Sick records	Good exam. report Seldom sick
Physical abnormalities	Physical exam	None
<i>Personal Stability</i>		
Dependents	Questionnaire	Wife & one or more children
Residence	Questionnaire	Owens or rents home
Previous jobs	Personnel records	Justified change-over reasons and advancement
<i>Education</i>		
Formal education	Questionnaire	Graduation
Other training	Questionnaire and Personnel records	Several related
<i>Work History</i>		
Length of service	Personnel records	3-10 years
Performance evaluation	Review of service or Personnel Review and Manager's Rating	All above average
Supervision required	Manager's Rating	A
Job "know how"	Manager's Rating	Often able to go ahead on his own More than most
<i>Leadership</i>		
Supervisory experience	Personnel records	A group leader or temp. foreman
Other demonstrations	Interview Rating	Superior
<i>Attitudes and Habits</i>		
Attitudes	Interview Rating	Superior
Personal habits	Managers Rating	More than 1 favourable and none unfavourable
Credit rating	Credit Report	Excellent credit Prompt payment
<i>Aptitudes</i>		
Written tests	Written tests	
<i>Occupational Interests</i>		
Ambition	Interview Rating	Superior
<i>Personal Adjustment</i>		
Work Attitudes	Written test	
Early home life	Interview Rating	Superior

Key-Men Interview

Selection of personnel
is a prime responsibility of Top Management.

Also, every organisation is of a culture
and to admit a stranger into a culture,
the key-men should be in the picture,
at the time of finalising the hiring.

Again, experienced Top Management
has an intuitive judgement.

This judgement should be given a chance
in every selection.

If something in them (Top Management) tells them
'this is not the man for us'
it is well to *reconsider*.

This is not to suggest we should take to
'selection made simple'.

In fact, to reduce the errors of bias and the like
on the part of Top Management —
they too are human —
the systematic data collection and short listing
should precede this key-men interview.

Before the key men meet the candidates,
they should be given an idea
of the job and man specifications,
of the background and relative merits
of the individuals they will be meeting.
Whatever is provided at this stage
must be factual and *not* opinionative.

After the key men meet them,
the selector or the selection team
can share with the key men
their evaluative judgements.

The key men can be encouraged
to have a **general conversation**
with the candidates
and discuss 'onions and kings'
and avoid duplicating
the assessment done earlier much more systematically.

The Fourth Objective And The Rejected Candidate

The fourth objective of effective selection is to promote goodwill towards the company. It is **also** to promote goodwill towards the competitive enterprise system.

For one reason or another, private industry, taken by and large, has not built a favourable image for itself in the minds of the general public. We should remedy this situation consciously and in every conceivable way. Certainly we should not worsen this by thoughtless acts.

We should remember that the candidate and his family are potential customers of our products and services.

**More, they are voters —
they can vote against what we stand for;
they can vote out
the competitive enterprise system.**

If only for reasons of enlightened self-interest, let us get business and industry a good name.

How do we do that?

By the way we handle the job-seeker public.
Let us take the more difficult case

of the rejected candidate.

It is possible to gain his goodwill by steps like these:

1. The candidates know that only one person can be hired for a job; they know too that the best man should win; they are grateful for the opportunity given them to compete; *but* they are anxious that they are treated as self-respecting citizens, that they are treated as potential wealth-makers of India.
2. We *can* extend unfailing courtesy to every applicant, however unsatisfactory he may be for our present purpose.
3. We can give him help with vocational literature.
4. We may give him leads to other suitable employment.
5. Surely, he is qualified for some type of work. We can tell him: "A man with your background, it seems to me, would make a very good..."
6. We can tell him about our company: its size, products, employee benefits and the like. He told us all about himself; can't we reciprocate the courtesy?

7. He feels he is qualified for the job; otherwise, he would not have applied. We can tell him, therefore, what is expected of the man who gets the job.
8. We can give him a good and true reason — one he can understand and appreciate — why he is not hired.

“We can’t afford time”,
will be the natural reaction
to these suggestions.

Can we afford not to afford time,
is the question we have to ask ourselves.
This is why we are again returning to this point
of building a favourable image.

Wrap up Interview

When a person is finally selected for a job, and before a letter of appointment is issued, it is desirable, if feasible, to sit with the person concerned and go through the "terms of contract" at some leisure.

One major reason why a successful selection does not prove to be a successful on-the-job performance is that assumptions are made on either side and neither care to verify them.

Later, motives are attributed and accusations made, "they have gone back on their word".

Whatever is discussed is, for this reason, best summarised and agreed upon between the individual and the representative of the company. Such a statement will be a supporting document to the letter of appointment.

Generally, the organisation does not concern itself with the employee's life away from the job. Disappointment here can be even greater than disappointment on the job because it involves the whole family, not just the employee.

It is necessary, therefore,
that we give the candidate a tour of the town,
give him details re: cultural, social
and educational activities,
and extend a hand of help where he seeks it.

7

PLACEMENT

Time is the Essence

The task of selection is not over
until the best qualified candidates
have not only been selected
but *are actually on the job*.

The men may not be on the job
if we permit clumsy delays at any stages.

The candidates do understand
that it takes time to decide;
but after each step they are anxious to know
where they stand.

It is, therefore, good to promptly tell them,
that they are no longer being considered,
or that they are being considered
and they would hear by a particular date,
that a decision will be let known to them
by a particular date,
and that they are welcome to enquire
if by that date they do not hear from us.

If we unduly delay in taking successive steps,
or if we delay in communicating the status
of their candidature,
it is possible that somebody gobbles up
the good candidates,
and we may have to start the search
all over again!

From the time the announcement is made
to the time the appointment letter is sent

to the candidate selected for the position
we should take minimum time.

To all those that have evinced interest
in the advertised position,
and that are in the "being considered" list,
we should let know where they stand
immediately a decision is taken —
even postponing the decision is a decision!

We pointed out earlier that at each stage
we should ask ourselves the question:
What sort of impression of our company
does a candidate receive at this step?
What can be done to improve the impression
in order to increase the effectiveness
of our hiring efforts?

Remembering time is the essence,
remembering delay is a killer,
should help us find helpful answers.

There is another aspect to this time factor.
The many steps in selection do take a certain time
and we can't rush the steps through.
Since selection is a thoughtful process,
there should be no need to do it in haste.
Great effectiveness is achieved
if manpower planning is done,
whereby replacement requirements
are anticipated at all levels,
and planned action,
is taken to fill those needs *on schedule*.

The Letter Of Appointment

Every contact with the candidate builds the candidate's attitude to us and to our organisation; and it, therefore, plays an intangible role in the contribution behaviour of the newcomer when he joins us.

The contact that is of unusual importance is the letter of appointment. For what dark reason we do not know, many appointment letters sound like penal judgements!

Indeed, we are not obliging the people by taking them on our payroll. Employment is a give and take situation. The employees help us produce surplus and they get a compensation from that surplus for so helping.

They are indeed our *internal customers** and they are as vital as external customers.

A graceful welcome-cum-appointment letter can do much to commit a man to an organisation. It is true the spirit is more important than the words; what we refer here is to the words that express the right spirit.

On the accompanying page, we have pleasure to reproduce a letter of welcome-cum-appointment.

*Please refer to MMC School's publication YOU AND I IN BUSINESS.

PATEL MAVJI KANJI & BROTHERS*

RAJKOT

My dear

We are very happy to know your decision to join us as the Plant Manager and we welcome you as a member of the PMK family.

We want growth with stability and performance with a public image. We value, in this organisation, intangibles as much as tangibles. We attach importance to the finer graces of life. We have been very much impressed on finding in you a person who fulfills our requirements and shares our views.

We are sure, that by your joining us, we shall gain additional strength and capacity to pursue our goals.

We are sure that our association will be long and mutually beneficial.

We are enclosing a formal letter of appointment in duplicate. Kindly return the duplicate copy duly signed in significance of your acceptance.

We once again welcome you to our (hereafter yours as well) organisation and look forward to a pleasant and purposeful association.

With best regards

Yours

*Reproduced with permission.

With A View To Still Better Selection

In any organisation,
and more so in a growth organisation,
selecting people from within and without
is a recurring task.

Apart from learning from the experiences of others —
that is what one does
when one reads a workbook like this —
we can learn from our experiences.

This means systematically reviewing
the results of *each* selection assignment.

If the selection is made systematically,
there should be no need
for a probationary period.
The great disadvantage of a probationary period
is that it breeds complacency
in all that are responsible for selection.
They all hope that this “safety device”
will enable them to wriggle out
of any act of poor judgement.

Even if we have the probationary period,
the selector can follow up each selection
to see whether the newcomer performs
the way he was predicted to perform
and how soon he does so.

If he does perform,
whatever selection method works for us,
we may reinforce.

If he does not,
we may examine and find out
what else is to be done
at the stage of specifying requirements,
at the time of recruitment,
at the time of screening,
at the time of placement,
or after he has been taken on our rolls,
in order to improve our selection effectiveness
still further.

Such an analysis
and action taken on the basis of such analysis
should step up our productivity
through better human resources utilisation.

8

POST SELECTION

Selection is not all

The purpose of selection is not merely to get good people but to retain them.*

Every hire is an investment and we want to make it a profitable investment.

Induction, training, and effective supervision can help to make the most of available talent but they are subjects by themselves.

We mention some of them *briefly* in the accompanying sections, since they have a relationship to the ultimate aim of selection.

* The reader is referred to **GETTING AND KEEPING GOOD KEY PERSONNEL: A Research Study** Edited by N. H. Atthreya (MMC School of Management, Bombay, 1964).

Introducing to the Company and to the Job

Selection has a purpose
in terms of the organisation and the job,
and that is,
he adjusts himself to the organisation early
and starts producing on the job *early enough*.

Learning the hard way is interesting
but it is painful and problematic —
the new man may learn the wrong thing,
or he may not learn the right thing early enough,
or he may rely on less trustworthy sources.

Employees become more efficient
and much quicker,
if they are armed with
ample knowledge
at the beginning of
their periods of employment,
and fortified with adequate knowledge
all the time during their employment.

More importantly,
if we leave things to chance,
the new comer may form
unhelpful attitudes to and opinions of
us as employers.
A senior officer of the company
would do well to spend time with him

giving an idea of the company —
its history, its people, its products.

He can also generally indicate
what is acceptable and what is not acceptable behaviour.
And this should be done
immediately he joins duty.

This **should** be treated as
a high priority item.

This induction is important
even for the lowest job in the hierarchy.

The initial days and weeks of employment
provide the foundation
for the new employee's future productivity,
personal development,
and integration into shop life.

He should know the policies of the company,
the rules and regulations of the company;
and if he is to work in the field,
he should have an idea of the plant
and the people there.

The new comer is anxious to produce
and justify his selection;
the organisation is anxious
that he produces early
and justifies his salary.

For this to become possible
the immediate boss has to take time off
to tell him about the scope of the job,
the purpose or aim of the job,

the results he is expected to produce,
the limitations within which
he has to make these contributions,
the resources placed at his disposal,
the yardsticks by which he will be measured,
the precautions he will do well to observe.
Where necessary, he will have to demonstrate
the preferences he happens to have
in getting things done, and tell him of
the little things that upset him.
This is best done the same day he joins duty
and the hours give the best return
if spent during the first week, first day.

Thirdly, at the time of the selection,
we should have noticed that he has certain deficiencies
either in behaviour or in equipment.
It would be good to point those out to him
before he exhibits it and pays for it.

Fourthly, wherever possible,
he should be taught to do his job.

In fact, such data
as collected about the selected candidate
should be made available to those
responsible for training and supervising men.

The employee handbook outlined in the next section
is certainly a good tool
but it is a supplementary tool,
supplementary to the person-to-person introduction
of the man to the company and to the job.

Another tool that comes handy is a checklist.
Two samples are given on the accompanying pages.

We should remember, however, that orientation is a continuous process.

If a company is of some size,
(say 100 people or over
and in some situations even when much less),
it is desirable to prepare a handbook
and present it to the new comer
the very day he joins duty
so that in the first few days
he gets an overall picture
of "the rules of the game",
and has his clarifications
from authoritative sources.

The handbook need not be printed;
it can be in cyclostyled form.

This can be revised and brought up to date
every two or three years.

The accompanying pages give an idea
of the possible content of such a handbook.
It usually carries a foreword
from the chief of the organisation.

Greetings*

Not many years ago this was a relatively small company. Our numbers were few, and we enjoyed a first-name relationship with all the members of our salaried organisation — the little group of spirited men and women who performed all of the important clerical and technical tasks that are so essential to the operation of a growing business.

Then, as now, we had few formal rules to guide us in our relationships. We were all well informed about the company's policies and practices. They were evolved out of our own day-to-day experiences. The few sensible rules under which we worked were accepted as necessary to the harmony and efficiency of the team.

We never felt the need for such a book as this to remind us of the benefits and opportunities that go with our jobs, or to explain the responsibilities that we, in turn, were expected to assume. We understood that our job with Thompson was a two-way street, and that our progress would depend primarily upon our own efforts.

We were a small group, and new faces appeared among us infrequently. It was easy for the old timers to pass along the information a new employee needed to make him quickly feel at home and comfortable on the job. We used to get together at the end of almost every day to discuss the business, swap ideas, and plan the future.

*From A HANDBOOK FOR SALARIED PERSONNEL. Copyright (1956) Thomson Products, Inc. used by permission of TRW Inc. (Which is the new name of the company). Index of subsequent pages is also based on that book.

The passing years have brought great changes. In recent times the company has gone through successive periods of extraordinary expansion. Today more than 21,000 men and women are employed in autonomous divisions located in 15 U.S. and Canadian communities. Since its early, humble beginnings, the company has pioneered and grown in many directions. Today, Thompson Products enjoys an international reputation as parts makers to the aircraft, automotive, industrial and electronics industries, and has embarked upon broad study program in the atomic energy field.

The salaried personnel roster of our Greater Cleveland plants, which numbered exactly 316 at the outset of World War II, today totals more than 4,000.

Our daily business life isn't as simple as it used to be. By reason of our product diversification we have had to develop into an organization of specialists. Today virtually everyone on the team has been assigned to some specialized phase of engineering, research, development, sales, manufacturing, personnel, accounting, purchasing, traffic, law or advertising.

In consequence of this specialization, and under pressure of the company's rapid growth and tempo of activity, newcomers may find less immediate opportunity to acquaint themselves with the broad overall operations, traditions, policies and practices of the organization as a whole.

Thus this little book has been prepared to provide those who have newly joined us with answers to questions that naturally arise about the company and our way of doing things, and to bring old timers up to date and perhaps remind them of some of the things they may have forgotten.

If you are a newcomer, don't let the size of the company lead you to believe that here you will find a regimented "faceless mass" of people in either factory or office. This is an organisation of friendly people in which no door is closed to you. Those of you who have been here for some time know that there has been developed in Thompson Products an atmosphere of friendliness and freedom that is somewhat unusual even in the more progressive areas of American industry.

Despite our numbers, positive steps have been taken to make certain that Thompson Products will never lose its character as a company in which people are recognized as individuals.

We are a decentralized company. Our policy of decentralized operations was adopted several years ago, not to diversify and insure the perpetuity of the business, but also to combine the advantages of a small business with those of a large one. Regardless of how large the company may grow, under our divisional plan of organization we shall always strive to keep our human individual personality of every member of the team.

We like to define our human relations programme as simply **the practice of the Golden Rule and good communications**. You who have recently joined us will find that this company's reputation as a good place to work is well deserved, that the people who work here are regarded as the company's greatest asset, and that no effort will be spared to provide you with fair and considerate treatment, good working conditions, and a chance to grow and get ahead.

We regard our salaried personnel as an integral part of the Thompson team. Without this close relationship we doubt that the company could ever have achieved the distinction it has won in meeting its obligations to

our government, our customers, stock-holders, employees and the public.

We speak of our progress in human relations with humility. We recognize that there is always room for improvement. If you can suggest practical ways of making the company an even better place to work, feel free to discuss your ideas with your supervisor or department head. And there may be occasions when you will want to talk with your personnel representative about matters that concern you. If anything goes wrong, consult these men and they will make it right.

We are glad to have you with us, and we join in the hope that your stay with Thompson Products will be long, pleasant and profitable.

Sincerely

F. C. CRAWFORD

Chairman of the Board

J. D. WRIGHT

President & General Manager

CHECK LIST FOR HELPING THE NEW EMPLOYEE GET STARTED

When Employee First Reports:

- () Welcome to Company and job.
- () Show locker and wash room.
- () Acquaint him with canteen facilities.
- () Show work place.
- () Review rate, hours, use of time card.
- () Briefly describe group's work.
- () Introduce to fellow workers.
- () Start him on job, remembering the four steps of instruction.
 1. Prepare the worker.
 2. Present the operation
 3. Try out his performance.
 4. Follow up.
- () Briefly cover main safety rules and use of safety equipment.
- () Remind him to come to you for information and assistance.

Later During First Day:

- () Review pay procedure.
- () Explain first aid and dispensary facilities.
- () Review safety rules.
- () Briefly tell about work of department and how *his* job ties in.
- () Shortly before quitting time, check with him on progress and any questions.

During First Two Weeks:

- () Review Benefit Plans
 - Provident Fund
 - Co-operative Society
 - Annual and other leaves
 - Attendance Bonus
 - Suggestion Scheme.
- () Check on safety habits.
- () Continue to follow up on progress and performance.

SAFETY CHECK LIST FOR NEW 'EMPLOYEES'

Early During First Day:

- () Welcome employee to department.
- () Point out benefits of working safely.
- () Review safety responsibilities of employee, foreman and yourself.
- () Review principal safety points on employee's job.

Later During First Day:

- () Review general safety booklet.
- () Check on safety performance.

During First Week:

- () Review special safety booklets.
- () Check on safety performance.

During Second Week:

- () Review principal safety points on employee's job.
- () Check on safety performance.

During Third Week:

- () Review general safety principles.
- () Check on safety performance.

During Fourth Week:

Safety Quiz	Yes	No
1. Is proper safety equipment provided?
2. Is employee using safety equipment provided?
3. Does employee know special hazards of job?
4. Does employee understand use of dispensary facilities?
5. Does employee know the how and why of safety?
6. Do you believe employee has developed proper safety habits?
7. Has employee had any accident in first four weeks?
8. Does the employee co-operate in the safety program.

* From Orienting the New Employee Bulletin of General Electric (U.S.A.)

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Weekly And Monthly Reviews

During the *first few months* it would be well if the immediate boss has a weekly and later monthly meetings with the new addition, to tell him what he approves and what he does not approve. The newcomer will gratefully welcome every encouragement, every little guidance and every bit of on-the-job coaching that is given to him.

In most organisations, a 'sink or swim' approach is adopted to the newcomer. The onus of proving himself on the job is severely on him. This is no creative managerial behaviour. In any organisation, when one sinks one does not sink alone; he takes the organisation with him. Taking a man on the rolls is adding assets, human assets; and enabling him to succeed early, therefore, is sound business.

The immediate boss would do well to prepare — how brief it is not material — weekly and monthly reviews.

He may send copies to the selectors.
So sending will facilitate
the periodical review of the selection work.

For one thing, this will show
the effectiveness or otherwise of selection.
For another, this will provide guideposts
for still better selection in the future
and enable us add further refinements.

This follow-up and feed back
is fundamental to an effective selection programme
in any organisation, however, small.

In fact, the smaller the organisation,
the greater the need for such follow-up,
since even little deficiencies show up
in a big way in a small organisation.

Follow-up Interview:

The job of selection does not end with a person being issued an appointment order, a person being assigned to a job.

The logical aim is that he performs in our context.

It becomes necessary, therefore that the new comer is followed up periodically by the personnel department (if there is one) through a discussion with the senior and also with the candidate himself.

During the initial probationary period, how he adjusts himself to the situation should be watched and timely and suitable counsel provided.

Where feasible, a weekly meeting can be had; where not so feasible, it can be monthly.

Such a discussion will relate both to the job performance and job behaviour. In respect of job behaviour and adjustment to the situation, if timely and suitable counsel is given early in the day it helps all concerned.

Guidance for Growth

Both for personal and career reasons
a man has to grow.

When a man grows,
it tells on the job too,
and in a positive fashion.

Growth is essentially a personal matter.
It cannot be forced from outside beyond a point;
there should be self population, to start with.

Once that is there,
guidance for growth plays a great part
in the growth of man.

For many reasons —
like the belief that a degree is the end
and not the beginning of learning,
like the feeling: "What is the use of
acquiring merit in this place
where only something else pays" —
the desire for growth is dormant in the average man;
but fortunately this can be activised.

Once it is activised,
the second problem crops up,
the problem of guidance.

Today, except in an odd place or two,
organised guidance for growth
is neither sought for nor provided.

Organisations that mean well
should individually and collectively consider
providing these guidance facilities
as also the self-development facilities.

Facilitating growth —
man as worker, man as manager,
and above all MAN AS MAN —
is one big way to cultivate our human assets.

9

**SPECIAL SELECTION
SITUATIONS**

Selecting Executives

Whenever an executive manager vacancy occurs, or we decide to create a new position, the *first* step is to look for the persons within our organisation itself.

Even if we go into the market, it is desirable to announce it to existing employees and let them compete with the outsiders.

This means that we will not take a doctrinaire approach and say: *only* insiders or *only* outsiders.

In fact, if we have planned our management requirements as part of our long term organisational planning, our managerial needs are likely to be met locally.

A few rough notes about the job or a mental image of the ideal man for us *hardly provides* sufficient screening data. Adequate and reliable screening requires three basic types of information:

1. A precise definition of the position's responsibilities and its relationship to the rest of the organisation.
2. A detailed outline of the necessary experience, education, and professional qualifications for the position.
3. A summary of the personal qualities required of a man to do the job successfully in the specific organization.

When these three guides for screening are well defined, the process becomes much more selective and certainly less time-consuming than when more informal methods are used.

The screening team should be carefully selected
The team should be familiar
with the general organizational situation,
the particular unit, and the personalities involved.
The team should have copies of the position descriptions,
and particularly so, if it is a newly created job.
The usual headings of the position descriptions are :

1. A summary of the purpose or function of the position
2. A reasonably detailed list
of all the important responsibilities of the position
3. A precise description
of reporting and supervisory relationships
4. A statement of specific authorities involved,
such as employment powers, expenditure limits, etc.
5. In many cases, a summary of the criteria
to be used by top management
in evaluating performance in the position.

When we spell out *experience requirements*
we should relate it to the duties of the position,
to industry conditions and problems,
and to certain management or organizational environments.

We should spell the minimum experience necessary,
in terms of position skill, industry or environment.
We should outline
the basic types of duties, situations, and the like
with which a well qualified applicant should be familiar.
It also would normally define
the essential education and professional qualifications.

The personal profile acceptable for the position
should be clear in the minds of the selection team.
The personal profile can be never exact
but an attempt should be made to spell it out.
It will be based on the nature of the job to be done,

the circumstances in which it will have to be done, the people with whom the executive must work, and those whom he must control and lead. Consideration of these factors should permit the formulation of a reasonably definite picture of the personal characteristics (for example, decisiveness, caution) conducive to success in a position.

As a first step, we examine the experience parallel. We verify the candidate's experience and their relation to the new requirement.

Screening is done in two stages:

Stage 1 is concerned with verifying experience and selecting an initial group (probably four or five) of suitable candidates; who have the skill and background appropriate to the position,

Stage 2 is concerned with the evaluation of these candidates in depth with particular reference to considerations of general behaviour, communication skills, values and attitudes. The idea is to assess whether he will fit in with the existing managerial group.

STAGE 1

Thorough examination of written applications and personal data can save a great deal of time. Many applications are poorly constructed, hastily compiled and apparently reflect only casual interest. A few give indications that the applicant has studied the advertisement carefully and given some thought to his qualifications in relation to the position.

STAGE II

In executive selection, more than one interview is required. The initial interview is usually fairly brief, designed to determine whether the individual applying has, to any significant degree, the elements of experience required for the position, interest in the position and the company, and acceptable personal characteristics.

In the second interview, the candidates experience and qualifications are examined in detail to determine which candidates can be put on a short list.

The third interview focuses attention on the candidates' suitability for the organisation and it concerns itself with attitudes, habits, beliefs, values, ideas, and the like. The discussion here is of a general nature.

This leads to a tentative ranking. At this stage it may be desirable to get a second opinion from a professional consultant or a business executive friend.

This appraisal may include psychological testing if our top management thinks it necessary.

Psychological testing may be a valuable tool for erasing question marks as to basic abilities and personal characteristics. It is most often used in evaluating the final group of candidates.

Those engaged in the screening process *must realize* that the psychologist's report is primarily an opinion developed on the basis of the information given to him by the testing media used.

For a psychologist to be most valuable, he should spend adequate time with a candidate and be well equipped with information about the position and its general requirements.

The outsider has a handicap.

He will not know as much about the position or the situation as the inside selection team will.

The outsiders' remarks should therefore be interpreted, carefully, with due regard for his professional background.

The inside candidates should be given the same vetting as the outside ones.

Incidentally, it is more practical to salvage an incumbent than hire a new man. It is better to do extensive work in counselling and guiding executives who for multiple reasons flag in their duties.

Once a basic decision is taken as to the suitable candidate for the vacant position, this person may be "interviewed" informally by a number of persons in the organization with whom he might be associated in the future. Such a process can have a beneficial effect upon morale and upon colleagues' acceptance of the new man if he is employed provided that the interview situation is carefully organised and controlled.

Those members of the company invited to interview the applicant should be given reasonably detailed information about him and about the results of the prior screening process. It is advisable for a member of the interview team to sit on all the informal chats.

The results of these interviews can be quite valuable where the placement situation involves difficult organisation relationships.

When a number of people interview a candidate,
comparing notes becomes easier
if everyone uses a standard form
for recording their impressions.

There cannot be a precise format for executive positions
but even so a standard way of recording impressions
as to experience, suitability and personality helps.

Right from the initial screening stage,
the selection team handles the job.

This team is made up of executives
higher in status than the one for which the exercise is done.
Junior executives — junior to the incumbent —
do not figure at all in any aspect of the work.

Interviewing skill certainly comes handy.

In executive selection, however,
what is needed most is the selection system.

If men who are responsible
for the results of the newcomer
form the selection team,
and if they keep out guesswork
and give the systematic steps (as outlined above)
their rightful place,
the screening and placement process should prove satisfactory.

Selection Techniques for Research Workers*

Effective research requires not only that the personnel have the required aptitude, training, and experience but also that the working situation be favourable from the point of view of leadership, motivation, operating procedures, and equipment. All these factors are important.

Numerous examples could be supplied from personal experience of groups where level of aptitude and the training and experience were excellent but the working conditions were unsatisfactory and the resulting output of research was far below reasonable expectations. In most of these situations the responsibility rests squarely with those in charge of the group.

Examples could be also cited of the value of training. This is especially significant at the graduate level where much of the important material regarding new techniques and procedures is not adequately reported in published sources. The students who have studied with certain professors

* From a paper by John C Flanagan in SELECTION, TRAINING AND USE OF PERSONNEL IN INDUSTRIAL RESEARCH. Used with the author's permission.

and those who have studied in some particular departments are in great demand because they have a type of formal training which it would take years to reproduce in on-the-job training.

In spite of the obvious value of training and competent administrators, selection must be recognized as the basic requirement for effective research. It is sometimes said of factory workers that practically any of the men can be trained, to do almost any of the jobs. This is certainly not true in research, as anyone with experience in teaching mathematics or science at the high school, college, or graduate school level knows.

DEFINING THE RESEARCH WORKER'S JOB

The first step in the development of a procedure for selecting personnel for any position is to obtain a precise definition of the job. Many procedures have been used to define job requirements. Prominent, among these have been the opinions of experts with long experience on the job, the insights of job analysts after observing persons working on the job, and logical analyses of the tasks which the worker has to perform. The present trend strongly favours the replacement or supplementation of these procedures with actual data. Instead of opinions as to what is important on the job, competent observers, such as supervisors, report things they have seen research workers do.

which were especially effective or ineffective in getting their jobs done.

These observations are called "critical incidents" and consist of actual reports of selected observations. Their value depends on the ability of the observer to select and report those behaviours which exceed a certain level of importance with respect to the task with which the research worker is confronted. "Critical behaviours" are defined as those which have been found to make the difference between success and failure in carrying out an important part of the job. The aim is to get a random sample of critical behaviours.

In a study conducted for the Manpower Branch of the Human Resources Division of the Office of Naval Research, critical incidents were obtained from 500 scientists in 20 research laboratories.

To obtain the incidents, research personnel with some supervisory responsibility were asked a number of questions by trained interviewers. A typical example of these questions is the following:

"Think over the last month or two and recall the last time that you observed someone do something particularly ineffective — it need not have been done by a generally ineffective person. Describe in detail just exactly what this person did that was ineffective. What was the situation? What did he do?"

And remember that we are not interested in the traits of the individual but rather in a full description of a specific bit of behaviour on his part". Similar questions were asked regarding observations of especially effective behaviour.

A few examples of the types of incidents obtained will be reported here to illustrate the type of data used in defining the type of job of the research worker.

The following are illustrations of ineffective incidents reported by these research workers :

1. This worker designed an oil-cooling system for a marine Diesel engine. In doing so, he omitted all provision for a by-pass of the filters so that during the time the filters were out of commission or being replaced, it would have been necessary to shut down the engine, which was the main propulsion for the ship.
2. In a report on a rocket launching operation conclusions were drawn based on the results of one operation which to that date was the only one of its kind. Although the report was well written it was obvious that very little data had been obtained at the time of the launching operation. The report writers were attempting to draw conclusions merely from operational procedures. They failed to collect the necessary data.

The following are examples of incidents involving especially effective behaviour :

1. A man was working on the problem of determining the nature of the pressure wave transmitted by small under-water explosions which involved him in a long experimental study of the wave under pressure and the wave form. His observations on this research led him to utilize the data in a different way. Specifically, he suggested a novel procedure for calibrating hydrophones with an explosive wave.

2. We were given a job another division had been working on for some time. One of the men, in looking over how they had tackled it, intuitively realized or thought that there was one point that needed further investigation. Although he didn't do it himself — he simply pointed it out — the point was looked into; and the net result was that it meant the method used by the other groups was entirely in error, so that their results were invalidated. (There had always been some question about these). What impressed me so much was that I first thought this was a pretty trivial point. I looked into it sort of halfheartedly and was much surprised when it proved effective.

(From the report of more than twenty-five hundred observed critical incidents. the specific behaviours of the research workers were abstracted and classified under a set of categories which had been inductively developed from a study of the incidents themselves.

CRITICAL REQUIREMENTS FOR THE RESEARCH WORKER

Although it appears impossible to state exactly what a research worker should do to be most effective in all situations, a list based on this study appears to provide a definite starting point for further study of the job. The items in this list are based on judgements by presumably competent research workers who have observed other research workers doing things which they felt were especially effective or ineffective in accomplishing the assigned task. The special merit of this approach is that the judgements that the observers are called on to make are ones which it is believed they are competent to make. They are not asked whether or not the individual is a competent research worker, which is a very complex and difficult judgement, nor are they asked what are the psychological and ability traits essential to success as a research worker. This is an even more difficult type of judgement. They are merely asked to state whether what this person did on this occasion was effective or not in getting some part of his job done. The list therefore represents a fairly representative sample of the ways in which research workers in the type of laboratories in which this study was made. The critical behaviours have been classified under eight main headings.

These headings are :

- (1) formulating problems and hypothesis;
- (2) planning and designing the investigation;
- (3) conducting the investigation;
- (4) interpreting research projects;
- (5) preparing reports;
- (6) administering research projects;
- (7) accepting organizational responsibility;
- (8) accepting personal responsibility.

Each of these areas is defined in detail in terms of the critical behaviours which are classified under this heading. A brief description of the types of critical behaviours included under each of the main headings will be given :

1. *Formulating Problems and Hypothesis*

This area stresses creative or imaginative behaviour with emphasis on alertness to unusual phenomena suggesting new problems and ingenuity in proposing explanations for such phenomena.

It includes seeing and exploring new problem areas, delimiting the precise problem to be investigated, and proposing systematic hypothesis to fit the available facts.

2. *Planning and Designing the Investigation.*

Under this area are subsumed all planning functions having to do with the technical investigation of the problem or hypothesis selected.

This includes setting up
a logical and systematic sequence of steps;
considering existing information in the problem area
and making assumption;
evaluating the relative importance of the factors in the problem
and taking necessary precautions
to ensure accurate and conclusive data;
judging the effectiveness of available methods and materials;
and foreseeing the course of the investigation
and anticipating difficulties.

3. Conducting the Investigation.

The emphasis in this area
is on general and technical competence
in conducting the active phases
of the research study as planned.

The area should measure the ingenuity and resourcefulness
with which the scientist revises, chooses, or modifies
techniques, materials, or procedures
to fulfill his plans
or to adjust to changes in condition;
his understanding of techniques and principles
as shown by his application of them
during the course of the investigation;
his awareness for need for checking details
of seemingly insignificant occurrences,
his care in recording data
and the progress of the investigation;
and his analysis of the data.

4. Interpreting Research Results.

This area is confined
to the logical and deductive abilities of the research worker
as demonstrated in the interpretation
of the results of his investigation of the problem.
It includes investigation of all the data

of phenomena observed;
the effect of the experimental design on the data;
and the final conclusions as to the meaning of the results.
It includes also insight
into the implications of the findings
for further work or application to related work
and the specific data on hand
to more general conditions or problems.

5. *Preparing Reports.*

This area concerns
the manner in which reports are prepared.
It includes describing and illustrating work
in a clear and understandable fashion;
reporting only those facts and details necessary
for thorough understanding of the work;
and the meaning of the results
including sufficient information about the materials,
conditions, and equipment used in the problem
in support of the conclusions reported
and to permit the reader to draw his own conclusions;
reporting work in logical sequence
and in a form in which the reader can follow,
using simple language
to convey this meaning to the reader;
and presenting all reports
in a clear and interesting manner.

6. *Administering Research Projects.*

This area includes the scientist's ability
to administer research projects
and perform various special duties
such as dealing with subordinates;

planning and coordinating the work of groups;
making decisions and taking action based on those decisions;
and fostering cooperation
between his own group and other groups.

7. Accepting Organizational Responsibility.

This area emphasizes
the attitude of the scientist
toward the organization for which he works.
It includes the accepting
of regulations and supervision,
keeping his part of the work on schedule,
keeping others informed and offering information
to those working on other projects,
and generally subordinating his personal interests
to those of the organization.

8. Accepting Personal Responsibility.

This area concerns
the attitudes of the scientist toward his associates
as reflected by his interaction with his associates;
his reaction to job demands;
and his behaviour concerning matters of ethics.
It should indicate
how the scientist adjusts
to his co-workers and to difficulties;
how he meets the standards of his assigned jobs;
how he reacts to constructive criticism;
and how he fulfills
personal promises and commitments.
It also includes activities
which reflect honesty and fairness
in his dealings with others as in his own work.
Activities not directly related to his assignment
which indicate the scientist's interest in his work
are also included.

DEVELOPING HYPOTHESIS CONCERNING PREDICTIONS

Having a detailed statement of the critical behaviours which describe the effective and ineffective research worker, it becomes possible to develop selection procedures for the prediction of these behaviours.

There are two main selection problems in connection with research workers.

The first is the selection of individuals at the college senior level

who have the necessary aptitude and abilities to become high-level research workers, if given the necessary training.

The second problem is one of identifying competent high-level research workers after they have had the training.

Although no clear-cut distinction can be made, the first problem is usually thought of as measuring a potential aptitude; the second is thought of as measuring a developed proficiency.

In developing an aptitude test to select graduate students or beginning research workers at the lower levels, it seems reasonable to assume there would be a common background of a year's training in physics, chemistry, and mathematics for all students in the scientific and engineering fields. Any necessary technical information beyond this level should be supplied in the statement of each problem.

The method used in developing selection tests in the studies for the Manpower Branch of the Office of Naval Research differs from the usual methods

primarily in that they are more systematic and thorough. The approach is called the development of rationales. A rationale usually consists of a definition of a type of item which it is believed will predict this behaviour.

Consider, for example, the behaviour categorized as *investigated unexpected difficulties of unexpected results encountered in work*: This behaviour is classified on the observation form under the subheading "Identifying and Exploring Problems," under the main heading "Formulating Problems and Hypothesis."

The rationale states that this behaviour seems to involve: first, knowing what to expect from a particular set of conditions; second, the ability to recognize that the difficulty calls for some investigative action; third, the ability to develop hypothesis that might account for this difficulty; fifth, the ability to evaluate these hypothesis and select the ones essentially more fruitful for investigation; and fifth, technical know-how and other skills to investigate the hypothesis.

It is proposed that to predict effectiveness with respect to the first three of these aspects of this behaviour, the following type of items might be effective; present a diagram of some familiar mechanical or electrical system and provide some data concerning the system. The data would be inconsistent, and five aspects of the data

which might indicate a difficulty would be listed. The examinee would be asked to select the procedure which appears most promising for resolving the difficulty.

The advantages of completely objective multiple-choice questions are obvious, and it is believed that most of the behaviours can be predicted with this type of item, if it is properly designed.

An example of another rationale with an item developed to predict this type of behaviour is as follows.

The behaviour *suggested a new problem which could be studied by a technique successful in another situation.*

This is also one of the behaviours under "Identifying and Exploring Problems," under the main heading "Formulating Problems and Hypothesis."

The analysis of this behaviour suggests that it involves, first, familiarity with a technique which has already been used successfully; second, the ability to abstract the class of problems whose requirements would be fulfilled by that technique; and third, the ability to select one problem from that class.

It is proposed that the following type of item would predict the second and third aspects of this behaviour: A technique which has been used successfully in other types of situations is described and then several problems are listed. The examinee is asked to select the problem for which

the technique probably has the most potential value. An item designed to fulfill this function is as follows:

Artificially produced radioactive isotopes have given the scientist a new tool of great value in certain types of investigations. Tracer techniques involve putting artificially produced radioactive isotopes of known identity and chemical form. Later the presence and chemical form of the isotopes are checked for at various places in the system and from the information obtained, inferences as to the intervening mechanisms are made. The unique advantages of these isotopes in this application lies in the fact that they possess the same chemical characteristics as isotopes usually present but retain their radioactive "tags" throughout all chemical transformations.

In which of the following problems would isotopic tracer techniques probably be of the most value?

- A. The migration of micro-organisms in natural bodies of water
- B. The movement of air masses
- C. The age of period of growth of trees over the North American continent
- D. The heat exchange phenomena in internal combustion engines
- E. The composition of stars

(Intended answer: A)

As previously indicated, not only the technical aspects of research work are important but,

according to our observers,
administrative skill and attitude
are also of substantial importance.
Though it appears quite difficult
to measure these factors with pencil-and-paper tests,
the method of rationales
seems to throw considerable light
on exactly the kind of behaviour to be predicted,
and it is hoped that
some of the types of items developed
will prove effective.

As an example of an item
intended to predict the behaviour
unifying related groups
which is classified under
"Planning and Coordinating the Work of Groups,"
under the main heading
administering "Research Projects,"
the following analysis is presented:

It is proposed that this behaviour involves:
first, recognition of the importance
of unifying the work of related groups;
and second, information and techniques necessary
to effect a functional unification.

To predict this behaviour,
the following type of item was proposed;
A problem is set
in which an administrator must select
a policy involving techniques to coordinate
the work of several divisions in a laboratory.
The examinee is given a choice of five policies
and is asked to select the one
that fills the purpose most adequately.
An item based on this rationale is as follows:

You have recently been appointed
director of an industrial laboratory.

At the present time
it consists of eight divisions
with from four to ten professional workers
in each division.

It is your responsibility to coordinate
the work of these divisions
to see that they work together
and to see that each makes an effective contribution
to the work of the laboratory as a whole.

Which of the following procedures should you use
to obtain the most adequate cooperation and supervision?

- A. Appoint as supervisor the man
who has the best record in each division
who will report directly to you at regular intervals.
- B. Select from the laboratory as a whole
several men who have the best records
and appoint them as supervisors
directly responsible to you.
- C. Create a separate supervisory division
whose members will work
in all the divisions at different times
and will be directly responsible to you.
- D. Designate an administrative supervisor
in each division and arrange to meet regularly
with these men as a group.
- E. Reorganize the laboratory into twelve divisions
so that individual professional workers
will receive more adequate supervision.

(Intended answer: D)

Evaluating Research Proficiency

For the second type of selection problem
it was believed necessary

that separate proficiency examinations be developed for each field.

Thus far, proficiency examinations have been developed in the fields of physics and chemistry.

In preparing these examination materials it was assumed that all candidates would have had

the core graduate curriculum in their respective fields.

Any specialized knowledge beyond this which was required for the solution of the problem would be provided in the item itself.

It was found that even multiple choice questions written at this relatively high level

required quite a long time to answer;

however, this could hardly be unexpected

because of the nature of the skills being measured.

To illustrate the rationales and types of items used in these higher level proficiency examinations, the following example is given.

The item is intended to sample the behaviour
*made an application of new or complex material
to own work after brief explanation.*

This is classified under "Applying Theory"

under the main heading "Conducting the Investigation."

The behaviour is described

as the type observed in the laboratory

when a scientist readily comprehends

new or complex materials

with only a brief explanation

and then applies this material to the problem at hand.

An example of the effective performance

of this behaviour occurred during a planning conference

when an expert explained an intricate system

familiar to only a small number of people in the country.

One scientist within a very few minutes

had grasped a fundamental concept

and presented to the group a possible application

of the system to the problem being considered.

The analysis suggests that this behaviour includes the following components: First, grasping the basic concepts of a new or complex set of ideas; second, perceiving relationships between the new or complex material and other problems; and third, applying this information to the solution of a problem.

As an item proposed to measure this type of behaviour, the following is suggested:

Describe in brief a new or relatively unknown technique, method, or theory. Present also a brief description of a specific problem to be solved.

The information given earlier should be useful in solving the problem, but this relationship should not be obvious.

Ask the examinee a question about the solution of the problem and present five choices.

The correct choice should include the correct application of the new material to the present problem.

The wrong choices might describe incorrect or inappropriate ways of approaching the problem.

The item written for the physics test to measure proficiency in this type of behaviour is as follows:

Lenses for microwaves have been designed by assembling pieces of wave guide so that the assembled material had focusing properties. Recently, several groups developed a technique of distributing metallic discs

or spheres of suitable size
into high-polymer substances of low dielectric constants.
It is claimed that certain shapes
made of such substances act like microwave lenses.

You are working in a government department
interested in microwave lenses
for immediate use in communications systems.
You are requested to evaluate
the claims of the proponents of the new system
and to set up a program for theoretical study
of the properties of the polymer metal systems.

Your next step would be to proceed as follows:

- A. Embark on a long-range study
of distributed para-meter systems circuit analysis.
- B. Solve Maxwells equation for a medium
where both dielectric constants
and magnetic permeability
are functions of position.
This cannot be done
without the help of a large computing group.
- C. Solve a scalar wave equation problem
with suitable boundary conditions
using a variational method.
- D. Consider the metal disks
as fictitious classical atoms
as in the Lorentz theory of electrons.
One might thus obtain
an effective index of refraction.
- E. Set up a simple analogous circuit
using negative resistance
as well as the $L C R$ component.

(Intended answer: D)

The reviewers indicated
that they regarded the item

as representing a real problem
which should be predictive
of the type of behaviour described in the rationale.

CONCLUSIONS

In selecting research workers,
various techniques can be used.
Certainly, past performance
in research or related work
is by far the *most relevant* type of information.
Unfortunately, this type of information
is usually not available in comparable terms
for the candidates for a particular job.
They have performed in different situations
having different tasks
with different supervisory assistance,
and ordinarily, *inadequate records*
have been made of their performance.
In contrast, the standard sample
as represented by the types of test just described
has the great advantage that everyone is asked to do
exactly the same thing
under exactly the same conditions,
and the performance is evaluated in detail
in exactly the same manner.

Therefore, until better procedures are developed
for evaluating on-the-job performance,
or the result of such on-the-job performance
as in the evaluation of reports,
standard samples will probably have
the most predictive value
of the types of information now available.
The Manpower Branch of the Office of Naval Research
is supporting work
in the field of developing improved procedures
for evaluating reports

and also for evaluating on-the-job performance. As better procedures are developed in these fields, it will be possible to compare the relative effectiveness of the several methods of evaluating candidates. Anyone who has made a study of the usual type of rating and recommendations realizes the limitations of such information and the great need for more objective information of the type proposed.

The standard samples of the type described in terms of the rationales and best items reported here have not been proved to be valid predictive devices. The method of their construction does lead one to hope that they will have real predictive value. In the absence of other information and procedures they appear to have much to recommend their immediate use. As a result of continuing research, it is hoped that we will be able to establish their predictive value in terms of the actual job performance of a large sample of research workers.

In conclusion, it seems well to emphasize that selection is not enough in itself, but it does provide a solid foundation on which one can build by providing training and effective management procedures.

Selecting Supervisory Candidates*

The firstline supervisor is the key-man in an industrial organisation. If he plays an *important role today*, he will be playing a *critical role tomorrow* in the efficient and productive performance of the industry.

It is necessary, therefore; that thought and care is given to the selection of supervisory personnel. It has been noticed that the following pitfalls characterise the decision:

1. Technical proficiency is overstressed to the detriment of leadership qualities;
2. Seniority is unduly emphasized;
3. Full and adequate consideration is lacking in terms of number of candidates considered and in the qualifications of each candidate;
4. Organisation lines are seldom crossed looking for candidates, so that sources of talent are limited;
5. Personal knowledge of candidates is frequently overemphasized, so that good prospects, who are not wellknown to managers making selections, are not given consideration.

*This section is based on a paper "Appraising the Potential of supervisory candidates" by J. B. Bertotti of (G E C) and published by the Bureau of Industrial Relations, University of Michigan, Ann Arbor, Michigan.

Practices that obtain in systematic selection of supervisory personnel include the following:

1. Determining the specifications of the job to be filled;
2. Identifying possible candidates;
3. Evaluating the candidates;
4. Making the selection decision;
5. Reviewing the evaluation of each candidate

The personnel specialist is used all the way.

Step: 1: *Determine the specifications of the job to be filled*

The manager and the personnel specialist working together, complete a form which directs their thinking to the critical requirements of the position.

What are the critical requirements?

An intensive study carried out on the activities of successful and unsuccessful foremen have thrown some light on the question.

The less successful foremen are found to be much busier and more detail-minded in carrying out their jobs. Moreover, the topics of activities on which they spend the majority of their time differs significantly from the more successful foremen. The better foremen spend more of their time on problems

dealing with personnel administration or equipment methods.

The better foremen showed evidence of superior communication practices with members of the other groups.

The poorer foremen spend much of their time giving specific work orders to their assistants than the better foremen.

The better foremen on the other hand gave more general work orders leaving the details to the employees' judgement.

What kind of candidates had those better and poorer foremen been before appointment?

The poorer foremen's major qualifications for supervisory position had been the fact that they were highly skilled in performing their hourly rated jobs. The better foremen on the other hand had had background experiences which would train them to operate more as "managers". Evidently a supervisor needs more than technical competence in the work to handle the complex supervisory job of today.

Step 2: Identify all possible candidates:

Future needs are anticipated and adequate time given to the careful screening of all potential candidates. Extensive files are built on candidates.

Step 3: Evaluate the candidates:

The specialist gathers and summarises data regarding each candidate's qualifications from four sources:

- a) The personal records*
- b) The employees performance* on the job through interviews with supervisors, through interviews with immediate bosses.
- c) 'A few carefully selected psychological tests are used to evaluate candidates. The tests are *not* used as a substitute for other measurements; but they merely add to whatever information can be gained from other sources. Tests of certain abilities such as mechanical ability, numerical ability, etc. usually correlate with success in supervisory jobs.
- d) An intensive interview by a carefully trained interviewer in a one-to-two-hour session is given to predict performance in the supervisory job.

Step 4: Make the selection decision.

The personnel specialist summarises each candidate's qualifications in relation to the job requirements of the position to be filled.

In addition he sits down with the manager and discusses in greater detail the qualifications of each candidate.

The manager takes the selection decision.

It is his personal responsibility.

He uses the information provided by the specialist as he sees fit.

*Please see end of section.

Step 5: *Review the evaluation with each candidate*

The results of the evaluation are reviewed with each of the candidates considered.

If well done,

he may gain a better insight into his own strengths and weaknesses.

He profits from the evaluation to further his own self-development.

Sometimes this is done by the personnel specialist.

It is usually less threatening

to have someone outside the immediate "family" point out any faults.

Since the specialist is

outside the ranks of line management,

it may be possible for him

to discuss more objectively

the candidate's areas of weaknesses.

When selection is done systematically, we get an important byproduct.

When the programme is conducted properly with careful feedback of evaluation results of each candidate,

it has been found to have

definitely valuable effect

on the morale of employees evaluated,

even of those

who are not promoted after evaluation.

Employees appreciate the obviously sincere efforts management is taking to ensure

whether the right person is selected

for each opening

and that the influence of prejudices is minimised.

The fear of unfavourable reaction

on the part of employees evaluated

is found to be baseless.
Actually this has a positive effect.

Conclusion:

The advantages of a thorough programme of this kind are as follows:—

1. The programme saves the manager's time:
2. It provides for broader and more objective evaluation of each candidate,
3. It improves the morale of employees.

Also, the detailed evaluative information developed on each candidate considered in this programme becomes useful for future placement, training and counselling of the individual. Those not chosen for the first supervisory opening may fill the bill for a subsequent one. They may be found to possess special qualifications and other attainments. They can receive the training in the areas in which their evaluation shows weaknesses. Thus, the evaluation can serve as the foundation for a complete personnel development programme.

SUMMARY OF PERSONNEL RECORD — SUPERVISORY

Name of Candidate _____ Continuous Service Date _____

Present Position _____ Dept. _____ Sec. _____

This summary prepared by _____

1. SUMMARY OF INFORMATION FROM APPLICATION BLANK OR HISTORY RECORD:

Age Married Number of Children

Education and related information (Level, type of course, on-the-job training, Company courses completed, extracurricular activities, etc.):

Employment test results:

Summary of previous work experience (Types of jobs held, number of jobs, supervisory experience claimed if any):

2. SUMMARY OF JOB PROGRESSION RECORD IN THE COMPANY:

Major work areas

Rate of progress

Direction headed

3. SUMMARY OF MEDICAL RECORD

4. SUMMARY OF WORK HABITS RECORDS:

Merit ratings (Dates of ratings and significant observations):

Evaluation of attendance record (Absences, tardiness, etc.):

Record of contacts, warnings, grievances:

5. SUMMARY OF OTHER PERTINENT RECORDS SUCH AS:

Suggestion awards

Employee clubs

Community activities

Police record

Bad debts

Evaluation: Does not meet minimum qualifications/Qualifications are doubtful/Qualifications satisfactory/Evaluation should be carried further.

JOB REQUIREMENTS OF POSITION TO BE FILLED

1. CHARACTER OF GROUP TO BE SUPERVISED

Consider:

- Size of group
 - Ratio—male to female
 - Age distribution
 - Educational levels
 - Special problems (such as turnover, training, etc.)
 - Supervision—direct or through assistants.
-

2. ADMINISTRATIVE RESPONSIBILITIES

Consider nature and amount of:

- Planning
 - Paper work Coordination
 - Consider special requirements in regard to:
 - Quality
 - Quantity
 - Cost
-

3. GENERAL NATURE OF OPERATION

Consider:

- Tools
 - Equipment
 - Processes
 - Skilled or unskilled
 - Manufacturing or assembly
 - Mass production or job shop
 - Working conditions
 - Fluctuations in work load
-

SUPERVISORY INTERVIEW RATING FORM
(For Use In Interviewing Candidates)

Name of Candidate _____ Evaluator _____ Date _____

A. WORK EXPERIENCE

	Below Average	Average	Above Average
Duties?			
Number of previous jobs?			
Many contacts with people?			
Likes and dislikes?			
How closely supervised?			
Working conditions			
Hard work, long hours?			
Physical demands?			
Level of earnings?			
Any leadership experience?			
Able to organize?			
Able to delegate?			
Reasons for changing jobs?			
Attitude toward upgrading?			
Factors of job satisfaction?			

B. EDUCATION AND TRAINING

	Below Average	Average	Above Average
Too little-too much schooling?			
Level of school grades?			
Best-poorest subjects?			
Honors—activities?			
Reason for leaving school?			
Any additional training?			
How was education financed?			

C. EARLY HOME BACKGROUND

	Below Average	Average	Above Average
Fathers (mother's) occupation?			
Interest and temperament?			
Socio-economic factors?			
Childhood factors?			
Number of brothers & sisters?			
Over-protective parents?			
Parental discipline, guidance?			
Earliest age partially or wholly financially independent?			
Motivational influences?			
Moral standards?			

D. PRESENT HOME ADJUSTMENT

	Below Average	Average	Above Average
Present interest and hobbies?			
Any leadership responsibilities?			
Marital status?			
Present living arrangements?			
Wife's attitude toward job?			
Dependents (number & age)?			
Financial stability?			
Housing, Life Insurance			

Selecting the White Collar Employee

The procedure outlined here or elsewhere is not a replacement for our practical judgement. It rather provides the tools for gathering the information which will permit us to use our *best* judgment.

The logic is this.
The more information we can get about an applicant, the better we will be able to judge his suitability to the job, his ability to work with other people, and his willingness to work for our company. The procedure is an organised way of gathering the facts which will be helpful in making an employment decision.

I. *JOB SPECIFICATION*

The employment officer receives a job specification which is an authorisation to initiate the hiring of the person described therein. Alternatively, he prepares it in consultation with the immediate superior.

We must have a clear mental picture of just what we are looking for in a prospective employee for a given job before we can proceed to find out if he has what it takes to do the job.

The first step is to write a specification for the job. The immediate supervisor is in the best position to know what is needed to do the job. In consultation with him we prepare the job requirements.

Job specifications will include:

1. The job title
2. A summary of job duties
3. Education and Training
4. Sex
5. Age
6. Experience
7. The break-in time required to learn the job
8. The job it promotes to.

The specification is considered as a requisition authorizing the employment officer to go ahead. It is true we can't expect one to have *all* the qualities for the job, and we have to make an overall assessment. Even so, the job specification helps us to be realistic and to be on the ball.

2. RECRUITING APPLICANTS:

Where to look for

- a. The employment officer refers to the personnel records and finds out:
Can someone be promoted to the job?

He chooses *more than one*
to be considered
from among the existing people.

- b. He asks the present employees
whether they know of anyone who may be
qualified for the job and available.
- c. He enquires of any agency
that may have a list of qualified people,
classified and updated.
- d. If these steps do not give him
enough good people to choose from,
he advertises in the press.
*He keeps a record
of his experience in advertising
for future guidance*

3. *THE APPLICATION FORM:*

Every applicant is required to complete
the organisation's application form.
The employment officer *reviews* it
and marks in red pencil
those items on the application
which merit investigation
and also notes down
the questions he wishes to ask.

4. *THE PRELIMINARY INTERVIEW*

Wherever possible,
if only for five minutes,
every applicant is given
the courtesy of a preliminary interview.

There are three major purposes:

1. To foster good public relations,
2. To screen out the obviously unfit,
3. To outline the next step in the evaluation procedure for applicants who desire further consideration.

The employment officer (interviewer) is friendly, pleasant, though purposeful.

The preliminary interview saves time — his as well as the applicant's — the applicant if he is obviously not qualified for the job.

There may be specific disqualifying characteristics (for the job in question)

The general ones are:

a. *Observable.*

Slovenly appearance;
Excessively obscene language;
Height, weight, and physical vigour lacking for the job.

b. *To be found out by questioning —*

Education inappropriate (too much or too little);
Experience inappropriate;
Motivation and interest lacking for specific job;
Lack of specialised training or skill;
Poor job stability, a "floater" who has too many short-term jobs;

Financial needs out of line
with salary paid the job;
Unwillingness or inability
to adapt to plant working requirements,
regarding working night shift,
or reporting on time.

The preliminary interview enables
whom to pursue further
and, also up to a point, how.
The employment officer structures

- a. the screening interview and
- b. the references check
on the basis of the facts obtained.

He also informs those being considered
on the following points:

1. The job duties and working conditions;
2. The salary and fringe benefits;
3. The hours of work;
4. Any conditions peculiar to the job
which he believes
could cause disagreement at a later time.

The idea is to find out
whether the *candidate* is interested in
the job or not,
whether he should be further proceeded with.

5. *APTITUDE TESTS:*

These are given
before conducting the screening interview
or making reference checks.

Since interviewing is subjective and depends so much on the interviewer and his skill, objective procedures like psychological tests are used.

Tests provide extra material for assessment. The test batteries are selected and recommended by competent personnel.

6. *REFERENCE CHECKS:*

These are handled in a way as to obtain valuable information about the applicant.

7. *THE SCREENING INTERVIEW:*

The interview as we have seen earlier is more than a conversation; it is a dialogue with a purpose. The purpose is to find out significant facts about a particular prospective employee and coming to a decision about that applicant in relation to a specific job.

8. *PHYSICAL EXAMINATION:*

Most applicants will be able to pass the physical examination. Even so, the preferred practice is not to put him on the pay-roll until a green signal is received from the physician.

In the case of white collar personnel, we are concerned with finding the answers to the following questions:

1. Will he be able to do the job?
Is he competent by reason of his physical strength, education, training and experience, etc?
2. Will he remain on the job after he is hired?
3. Will he be able to get along with his supervisor and fellow employees?

A full section details the principles and techniques of interviewing. Even so, a few points may be emphasised here:

SOME DO'S AND DON'TS FOR INTERVIEWERS.

Don't tell the applicant what you are looking for in the applicant. Alert applicants will play the story back to you as the interview proceeds. Get the facts first in your preliminary interview. Sell the applicant on the job and the company *after* you have decided to hire him.

Don't tell him anything critical about himself. Test results, interview findings, reference checks and all other information you have developed should be kept confidential. Revelation of such information will lead only to argument or requests for a second chance.

Don't tell him that he doesn't meet minimum standards for the job. A kinder, more tactful way is to tell him *that the job is unsuitable to him.*

Don't use words
which are not meaningful to an applicant.
Technical words, multi-syllable words
and neatly-turned phrases may impress him,
but the objective of the interview
is to get information.
Remember even simple words sometimes mean
different things to different people.
Make certain that you are
both talking about the same thing.

Don't use leading questions like:

"You wouldn't care to work here,
I suppose—"
"You graduated from ABC college,
didn't you?"
"Selling is hard work.
Do you like to work hard?"

Do *not* let the likely looking candidate
stampede you into a decision
before you are ready.
If necessary, to hold a likely candidate's interest,
commit yourself to a definite
date for a decision
and get his agreement.
Then follow through to see
that other candidates are processed
and a decision made on time.

Do remember interviewing is a 'dull' job.
You have to continue for long periods
encouraging people to talk to you,
covering the ground consciously,
and continuing until you are satisfied
that you have enough factual information
to form a judgement.

Selecting the Blue Collar Worker

It is much easier and less expensive to reject an individual as an applicant than it is to discharge him later when he is found to be an unsatisfactory employee.

We all want the employee who will provide:

Good production,
High standards of workmanship,
Minimum waste and accidents,
Clean and orderly workplace,
Trouble free behaviour.

This is in *general* terms.

Selection, however, is for a *specific* job.

Systematic thought is, therefore, given to the job, and the likely holder of the job, often enough by an on-the-job study.

SOURCES OF NEW EMPLOYEES

We may keep an application file wherein unsolicited applications and recommendations are graded into A, B and C and A and B applications filed job classification-wise and kept for six months, say.

This may serve as a waiting list.

We can creatively avail of the apprentices Act.

(Please see appendix)

We cannot ignore the Employment Exchanges Act or any local acts of employment. Abiding by them may be inconvenient but we better abide by the law.

If one or two employees of a special category are required, classified advertisement columns of local or national dailies can be used.

EVALUATING THE APPLICATION FORM.

1. The interviewer gets the application form completed, if the candidate cannot fill it himself. The application provides a permanent record for future reference concerning the individual either as an applicant or as an employee.
2. The interviewer considers **each item** of the application form in relation to what is considered desirable for the job holder.

Age. What age ranges have proved most desirable through experience with the previous job holders?

If the applicant is young, does he meet labour law requirements?

Why is he seeking this type of work?

Why did he leave school?

Is he ambitious?

Is he looking for only pocket money, or is he looking for a good job with a future?

If the applicant is older, will the pay meet his needs?

Is he too old to commence learning a trade?

What clues are there in his work history?

Dependents: Is the pay sufficient to support this number of dependents?
Increases in the number of dependents?
Is he living with his family?
Is there any indication of unstable home conditions?

Height and weight: Does the applicant have the physical build to perform needed manual operations?

Physical defects: Will those listed handicap the individual in any way on the job or increase the accident hazard?

Education: Did the individual satisfactorily complete courses undertaken?
Did he finish school?
Any indications of success or failures?
Is the educational background adequate, or is it too good?
Is the applicant seeking employment in courses of specialization?
If not, why?
How does the applicant's education compare with that of other job holders?

Previous employment: Has the applicant generally progressed to better jobs?
Does his record indicate stability or is he a "job hopper"?
Are there unexplained breaks in his job history?
Is the applicant's experience related to that required for the present vacancy?
Did the applicant have good reasons for job changes?
Is the applicant willing

that former employers be contacted for references?

Did he work for reputable concerns?

Does he have any "side interests" that might distract or need attention away from this job?

Has he demonstrated his ability to work in harmony with colleagues and supervisors?

If he worked for this company previously, the interviewer makes sure to check his record before hiring.

Wages expected: What value does the applicant place on his abilities? Can the proposed job reasonably approach the requested wages?

Personal references: What type of personal references are given? Professional men, businessmen? Be sure to check for their recommendations.

Skills history: Do the skills he claims fulfill the requirement for the job? Would he have to be hired at a "learner" rate?

Neatness and completeness of the application blank sometimes helps to indicate neatness and thoroughness on the part of the applicant (although this is not always true).

Who introduced the applicant to the company? What relationship exists between the individual and the applicant?

THE PERSONAL INTERVIEW

Effective interviewers suggest the following:

Write down the qualifications
that the job holder should have .

Decide carefully in advance
what you can determine by the interview.

Hidden skills, interest in type of work,
probably attitude toward work,
adaptability, cooperation with associates,
tendency to change job too easily,
personal leadership,
effect of home conditions and personal finances
on efficiency,
personal accomplishments,
ability to accomplish objectives
in the face of opposition,
and personal appearance would be some.

Give personal appearances its proper weight,
but no more.

Talk to the applicant alone.

Discuss carefully each item
on the application blank.

Develop trade test questions
and use these informally.
Try to ask trade question as if
you are merely discussing industry practices
with another technician.

Ask what types of equipment
the applicant has used,
types of materials worked on,
tolerances worked,
to cover the important points.

Avoid trick questions —
don't try to be a psychologist.
Keep the conversation informal and friendly.

Avoid telling your own experiences,
Probe the applicant's experiences.
Encourage the applicant to ask questions
about the work and working conditions.

Remember that it is just as important
that the employee you select
should be pleased with the work,
and working conditions,
as it is that the company should be pleased
with the employee's services.

Do not let the interview become mechanical.
Listen for unexpected evidence.

Remember that the applicant is endeavouring
to make the best possible showing.
Be alert for statements that disprove
previously asserted qualities or information
on the application form.

Guard against the "halo" effect.
The "halo" effect" is a tendency
for the judgement of the interviewer
to be warped by the general impression,
favourable or unfavourable,
that the applicant creates.

Look for reasons to substantiate
your judgement of the applicant
on various qualities.

Close the interview
on a friendly, informal note.

Be careful not to make too many notes
during the interview.
Record the impressions on the application blank
immediately after the interview.

Provide a second interview whenever practicable.

INTERVIEW BY THE APPLICANT'S PROSPECTIVE SUPERVISOR:

1. Here, the applicant sees the job and meets his prospective, immediate supervisor.
2. The supervisor determines further if the applicant is suited for the job and is interested in it.
3. The supervisor also appraises the applicant in terms of the ability to get along with the present employees in the department.

CHECKING WITH PREVIOUS EMPLOYERS:

1. Should be done in person or by telephone.
2. Dates are checked carefully.
3. Duties are also checked.
4. If letter is used, the request states specifically what the applicant has claimed, and asks for verification. A return envelope is attached.
5. If no replies are received from references, these are followed up persistently.
6. After checking all references the records are reviewed for even minor discrepancies.

INVESTIGATION OF PERSONAL REFERENCES:

Personal references are of little or no value, unless the person checking the references knows the person given as a reference and can ask questions directly. Generally, school officials are more objective and more useful as references than are others.

ADMINISTRATION OF PERSONNEL TESTS (if any).

This is done in consultation
with a Personnel Testing Specialist.

DECISION TO HIRE OR REJECT:

If rejected,
the candidate is informed by letter.

THE HIRING INTERVIEW:

1. The applicant is told in person.
2. The job is described to him in detail.
3. The company benefits are listed.
4. The important rules are explained.
5. Acceptance is obtained from the applicant.

The new employee
who is required to train himself
may not develop the skill
or the speed required;
his quality morale suffer
because he believes
he is not equal to the job.

Operator training is then a must.

REQUISITION AND JOB SPECIFICATIONS

Position to be filled: _____ New Job
Date to be filled: _____
Starting Rate: _____ Replacement for: _____
Summary of Duties: _____

Requirements:

Age Range: _____ % Time Away _____ Conveyance
Min. Max. Sex: Travel: From Home: Required: Yes No

Working Hours or Shift: _____

Min. Education Required: _____

Special Skills or Training: _____

Min. Experience Required: _____

Break-in Time on the Job Required: _____

Remarks: _____

Signed: _____ Date: _____ Approved: _____ Date: _____
Department Head Management

Why A Consultant and Where

The consultant is not a wizard.
He does what every personnel manager does;
he takes the many steps, outlined in this book.
Why then a consultant, we may ask.
Let us hear a veteran:**

“People often question how a consultant can ever select people when he knows so much less about the job than the company executive or boss. This is, of course, an obvious fallacy. Just because we know less, we must learn a lot, ask questions, satisfy ourselves that we know what is needed. We therefore do it much more thoroughly and objectively than the person who lives close to the job, knows all about it, but never sits down to think about it objectively...

In some respects I am in an excellent position to describe the pitfalls involved in interviewing future subordinates. As a consultant, I interview a number of applicants who will work for our clients. *As a principal, I interview prospective consultants who will work for me.* In spite of the fact that I am conscious of the difference, I can't completely overcome it. *I can be much more objective when interviewing for others than for ourselves.* *As a result my record in selecting for others is much better than in selecting for ourselves.*

** Brightford, E. G., 'Judging People at an Interview', Rydges Business Journal, May, 1963.

For this reason it is now our standard practice that anyone applying to work with us will be interviewed not only by me, but by at least two of my associates, who are, of course, much *more objective* because they are less involved emotionally.

This problem of selecting people who will work closely with you is an extremely difficult one and without doubt one of the contributing reasons why so much selection, at the senior executive level, is entrusted to consultants."

For the two reasons referred to above, it is desirable to associate a consultant atleast in respect of selecting personnel for key positions.

In respect of other positions, a brief discussion with him at the beginning of the selection project and just before a final decision is made proves to be of help.

While selecting a selection consultant, care should be taken to see the consultant considered is one who abides by a code* of professional ethics.

* Please see appendix.

APPENDIX

EMPLOYMENT EXCHANGES * (COMPULSORY NOTIFICATION
OF VACANCIES ACT 1960)

- A. Vacancies arising in the establishment are to be notified to the Employment Exchange with the following particulars:
1. Name and address of the employer;
 2. Telephone number;
 3. Nature of vacancy;
 4. Number of vacancies;
 5. Pay and allowances;
 6. Place of work.
 7. Probable date of filling;
 8. Particulars regarding interview;
 9. Whether there is any obligation or arrangement for giving preference to any category of persons;
 10. Any other relevant information not included above.
- B. The following need *not* be notified:
1. Agricultural or horticultural vacancies other than for farm machinery operatives;
 2. domestic service;
 3. vacancies of less than 3 months' duration;
 4. employment for unskilled office work such as jamadar, peon, watchman, sweeper, etc.;
 5. employment connected with the staff of Parliament;
 6. vacancies to be filled by internal promotion or surplus staff;
 7. vacancies for work carrying a monthly remuneration of less than Rs. 60/-.
- C. The notification must be made at least one week before the date of interview.
- D. If no suitable candidates turn up from the Employment Exchange, vacancies can be filled up without reference to it.
- E. The Act does not require vacancies to be filled up only from persons coming through Employment Exchange.
- F. RETURNS

* From The Law for the Factory Executives: A Manual of Daily Do's and Dont's in Nonlegal style of N. H. Attreya and C. M. Shukla (MMC School of Management, Bombay-77.)

APPRENTICES ACT 1961*

1. The act requires employers to engage apprentices in designated trades in certain proportions and train them to become skilled craftsmen.
2. The Central Apprenticeship Council advises the Government to notify the designated trades, to fix the ratio of apprentices to workmen and the period of training required. The present list of designated trades with all the details is given in the Appendix.
3. An apprentice
 - (a) must not be below 14 years;
 - (b) must have studied
 - (i) upto two classes below Matriculation or three classes below Higher Secondary;
 - (ii) for a three or four years training and upto Matriculation or one class below Higher Secondary with Science for trades like draughtsmen, surveyors etc.;
 - (c) must be 45 kgs. in weight and 150 cms. in height.
4. I.T.I. trainees, that is, trainees in the Industrial Training Institute who have completed 2 years in the I.T.I., are given credit for their 1, 1½ or 2 years at the Institute.
5. An apprentice should not be engaged to undergo training in a designated trade unless
 - (a) a contract of apprenticeship is made;
 - (b) it is registered with the Apprenticeship Adviser.
6. The contract will terminate
 - (a) at the end of the training, or
 - (b) when either party on application is permitted by the Apprenticeship Adviser to terminate the contract.

* From The Law for the Factory Executives: A Manual of Daily Do's and Dont's in Nonlegal style of N. H. Attreya and C. M. Shukla (MMC School of Management, Bombay-77.)

7. TRAINING

'Full-term' (3 to 4 years) consists of basic training and shop floor training, and in some cases, like tool and die makers of 2 years.

8. No apprentice should be allowed to work
- (a) for more than 8 hours a day;
 - (b) for less than 40 hours a week; and
 - (c) between 10 P.M. and 6 A.M. (without special permission from State Apprenticeship Adviser.)

9. STIPEND

- (a) The minimum stipends to be paid to the apprentices are:

	In establishments located within the cities of Calcutta, Bombay and Madras	In establishments located at places other than the cities of Calcutta, Bombay and Madras
During the first six months of training	Rs. 50 p.m.	Rs. 40 p.m.
During the next six months of training	Rs. 60 p.m.	Rs. 50 p.m.
During the second year of training	Rs. 70 p.m.	Rs. 60 p.m.
During the third year of training	Rs. 80 p.m.	Rs. 70 p.m.
During the fourth year of training	Amount equal to wages of a skilled worker to be paid by the employer to a person who has completed 3 years' apprenticeship in a designated trade or Rs. 80 p.m. whichever is higher.	Amount equal to wages of a skilled worker to be paid by the employer to a person who has completed 3 years' apprenticeship in a designated trade or Rs. 90 p.m. whichever is higher.

- (c) The stipend must be paid by the 10th of the following month

10. Arrangements for training

- (a) Employers employing 500 or more workmen have to make their own arrangements

to impart basic training and shop floor training.

- (b) For those employing less than 500, the Government offers facilities of basic training of apprentices.
- (c) The Government shares
 - (i) half the cost of the basic training with the employer (employing less than 500 workers) if he makes arrangements for it.
 - (ii) In cities other than Bombay, Calcutta and Madras, the expenditure envisaged is Rs. 86 per month per apprentice; in the three cities the cost is Rs. 96 per month per apprentice.
 - (iii) The Government, therefore, may share Rs. 43 and Rs. 48 as the case may be.
- (d) A form has to be completed and sent to the State Apprenticeship Adviser by 15th of March, June, September and December every year.
- (e) It is not obligatory to offer employment to an apprentice on completion of his training, nor is it obligatory for an apprentice to accept employment under the employer.

11. ATTENDANCE

- (a) An apprentice should put in a minimum attendance of 222 days, if the establishment works 5 days a week, or 264 days in an establishment working 5½ or 6 days.
- (b) The respective period for related instruction is either 37 days or 44 days.

12. AUTHORITIES

The National Council,
the Central Apprenticeship Council,
the State Council,
the State Apprenticeship Council,
the Central Apprenticeship Adviser,
and the State Apprenticeship Adviser.

13. PENALTY

For contravention of any of the provisions of the Act, punishment upto a period of six months or a fine or both.

Our Code of Ethics as Selection Consultants

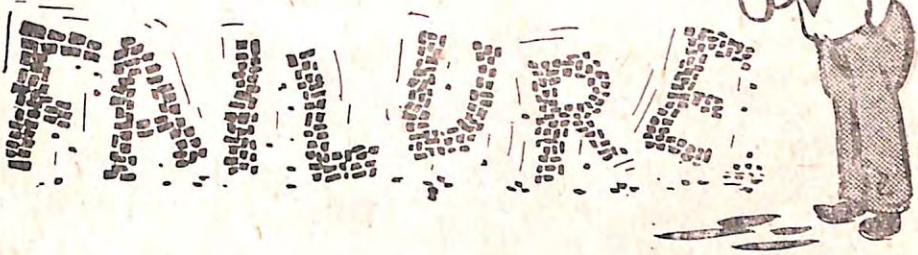
In the years since we established our service (1960) many others have entered the field of executive search and selection consultancy.

As a matter of information there are no recognised qualifications for entry. There are, however, certain rules of conduct which any reputable firm in our sphere would observe. In the light of our own philosophy and experience, we have voluntarily adopted ten rules, and these are summarised below for the benefit of our clients and candidates.

1. We and our staff subscribe to the professional code of conduct appropriate to management consultancy.
2. We quote our fees and charges in advance and these are payable solely and wholly by the employers retaining us.
3. We do not undertake a new assignment unless all the disclosed circumstances favour a just and satisfactory outcome.
4. We do not act for any client who is known concurrently to be retaining one of our competitors to find candidates for the same appointment.
5. We do not solicit the application of an individual by approaching him direct unless he has previously confided his wish to be considered for a new appointment.

6. We do not use our contacts with companies to lure staff away.
7. We do not use unduly elaborate or inquisitive selection methods; and if specialised techniques are called for, they are applied only by qualified experts.
8. We do not recommend the same candidate simultaneously to more than one client.
9. We do not buy space in the press to advertise our own existence and we avoid boastful publicity in any form.
10. We regard as confidential all information concerning the business and affairs of a client as well as that of the candidate coming to us in the course of our professional work. We do not disclose the identities of our clients and candidates unless otherwise authorised.

A RECRUITER'S GUIDE TO SUCCESSFUL



* This item has special reference to *Manager Selection* and is extracted from an article of same title by James W. Baar. Copyright (1966) Personnel Journal. Used with Special Permission from the Publishers.

*Be sure to delay your decisions
as much as possible.*

Long, agonizing waits
by candidates for executive positions
are truly desirable.

Once you have interviewed a man,
be certain to let weeks go by



... LET WEEKS GO BY..

before contacting him again.

Tell him your entire, multi-million business depends on a chap who is now on vacation, on a long trip to whatever the place is or simply that "the press of business" requires delay.

If you can swing it, make him come to you, because most people are just dying to work for you anyway, and once thus committed, he will be putty in your hands.

Avoid the necessity

to decide between two or more good men by failing to contact them.

The theory that if you ignore them long enough they will go away is sound.

Chances are,

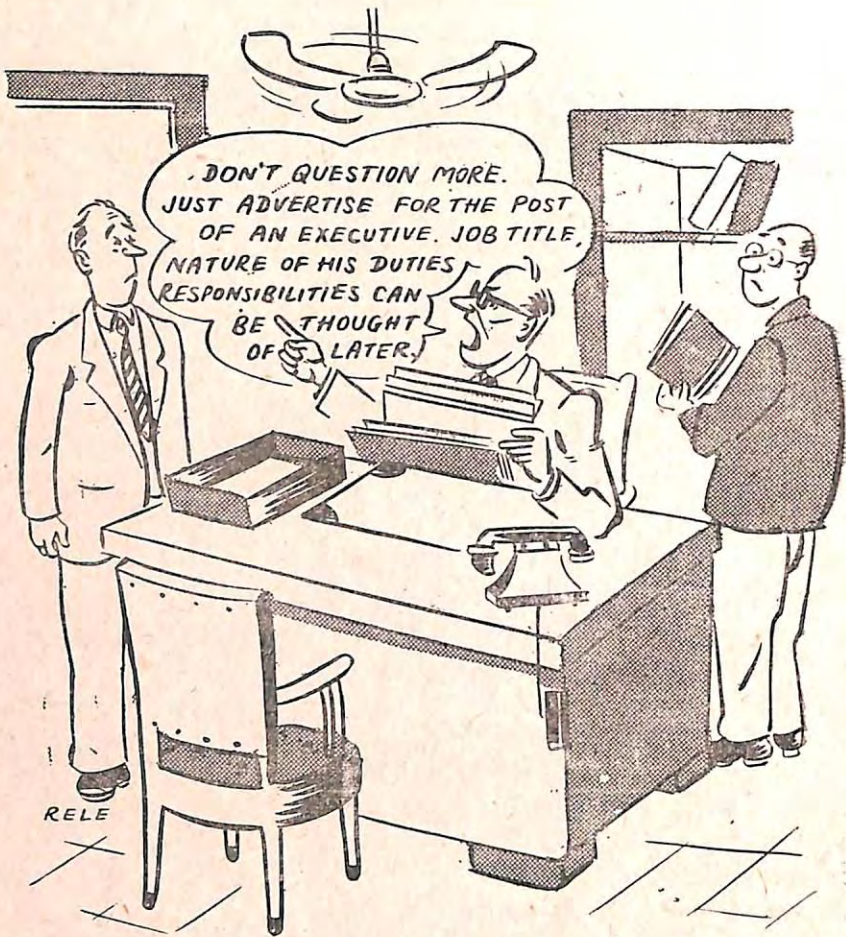
if you have been discourteous enough, some candidates will tell you to drop dead and this may then leave only one man who would be interested to taking more punishment. You then need simply to offer him the job (which he probably desperately needs anyway).

Immediately thereafter, report to top management that you have just hired the best man available.

Pass the buck rather liberally

After all, if you go on record as strongly favouring one candidate over another, you might be embarrassed and called on the carpet if he should fail.

Buck-passing, particularly up the line, will also be well-received by the candidate since it will give him the warm feeling that he is being considered by very top management.



... BEFORE YOU REALLY KNOW ...

*Begin searching for an executive
before you really know
what it is you want or why*

Certain specific techniques are valuable here,
such as not having a job title,
reporting relationships,
or definite responsibilities.

Keep in mind that executive positions

are "made" by the incumbents and a new man will welcome the challenge to carve out his own niche in the organization. If the wife and kids ask what he will be doing, he can always reply that he is "on special assignment."

Sidestep any specific questions about such details as company objectives or how you expect to measure success.

Remember that the interviewee should be glad you took your valuable time to see him in the first place. Who does he think he is?



You may wish to remind him
that the little mysteries of life
are attractive to most people.
This is certain to whet his appetite.

*Always be sure
to avoid giving the candidate
any written literature.*

Annual reports, and other similar publications
will only serve to confuse him.
Rely solely on your rapid-fire recitation
of the company history to satisfy him.
He should be concentrating on selling you, anyway
If cornered,
you can always say,
'Ghosh, we're fresh out of that item'.

Never, never check references.

All the old pros say
that a man would not give you a name
unless it would be to his advantage.
Besides, people
(only in other companies, of course)
who have supervised his work
are either liars or cowards
and should not be trusted.

*Most executives are
'big men' who are only interested
in "challenge and opportunity"
and care little about
the unimportant things in life
such as physical facilities
and employee attitudes.*



...THROUGH DISCOURTEOUS RECEPTIONISTS AND SECRETARIES ...

Introduce these men to your company through sloppy offices and plants and discourteous receptionists and secretaries.

One excellent idea is to employ a curt, impolite telephone operator. This will usually help to give the candidate a picture of the corporation before even setting foot on the premises.

If you use the services of an executive searcher or employment agency,

*don't tell this consultant
all the pertinent facts
about this job and the company.*

Remember that there have to be
a few "goodies" left
for you to spring on the applicant.
Making the consultant (and the applicant)
"dig" for the information
will test his analytical powers
and, besides, will be a lot of fun for you!
Just imagine the expression on the searcher's face
when you reject his man
because he currently works for a competitor.
It's not your fault that he did not know
you won't hire anyone with related experience.

*Consultants can perform
valuable services for you,
so delegate to them
virtually the entire responsibility for selection.*

Make certain the candidate pleases the consultant,
because it's always easier to replace the man
than it is to replace the consultant.

*A valuable strategy
in building your own organization
by promoting from within
is to fake a search outside.*

Advertise, use searchers and agencies,
and interview a host of applicants,
being sure to discourage one and all.
Once you have spent
plenty of other peoples' time,
then spring young Henry Zilch,
your own assistant, on the boss.
By now you can argue
that there just isn't anyone on the market
with Henry's knowledge of the pencil sharpener.
He's as good as "in" right now.



... ONCE YOU HAVE LINED UP YOUR MAN ...

*Once you have lined up your man,
leave many of the details in a nebulous condition*

Being too specific will only show
that you are not dealing solely
with the "big picture".

You will have to reveal
the salary you expect to pay,

but try not to venture beyond this point.
For example, if company policy requires
a physical examination, forget it.
You are buying the man's brains, not his muscles.
Don't tell him about relocation expenses,
agency or other fees, fringe benefits



**...ONCE HE HAS SAID "YES" AND LEAVES
HIS OTHER EMPLOYER ...**

or housing problems
because once he has said "yes"

and leaves his other employer,
he will be at your mercy
to accept anything you offer.

*Be extremely careful
not to ask the candidate any questions
which might tend to indicate
his competence in the field
for which you are considering him.*

Take it for granted that,
if he's been in his field for a number of years
and earned a decent salary,
he must know something about it.
Assuming his "technical" qualifications
will save lots of time
in the interview procedure anyway.
It's always embarrassing to find out
that a man has only a shallow knowledge
of his chosen field,
and after all, what good would this do
except have you avoid hiring an incompetent?

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HOW TO SELECT WELL

Thought Processes Techniques and Tools

by N. H. ATTHREYA

Why Select Well?

The question is asked less and less in our country. Many have found to their cost and more so in the 21 years of independence that an ineffective selection means loss of many kinds, tangible and intangible — loss of goodwill, loss of morale, loss of results, loss of efficiency, and loss of *peace of mind*. With the coming competition, ineffective selection throws up another threat — *the loss of business itself!*

Selection is the first and primary step in any organisation. If it is not done well, no amount of training, supervision or incentive can make up for it.

If selection is not done well enough sometimes, it is not because somebody wants to select poorly. It is because the men concerned do not have the awareness of the importance of the hiring function; they do not have the know-how and know-where; they do not have access to the rich insights and experiences in the selection area in this country and abroad.

These many years, as a nation, we have indeed considerably gained experience in selection at every level.

As it happens, for one reason or another, the knowledgeable are reluctant to share their experiences in an organised and systematic fashion.

It is doubly welcome, therefore, that a *pioneer professional selection consultant* should have taken time off to spell out, in a workbook form, the thought processes, the techniques and the tools of effective selection. *This workbook* details the selection functions from the viewpoint of *overall effectiveness*.

Besides drawing from his own rich experiences and insights, the author has rightly drawn from the experiences of other countries like the UK, USA, Europe and Australia.

When all is said, man is a common factor, selection a common problem, and utilizing human resources a common opportunity.

While this book can well serve as a refresher for the personnel specialist, it will be particularly useful for *busy executives* of every organisation, large or small, private or public. The approach, the style and the very presentation is functional and *use oriented*.