<u>**MODULE – 5**</u>

<u>**SCREENING THE CANDIDATES**</u>

1. **Application Forms:**

    It is a brief history sheet of an employee's background usually containing the following things:
- Personal Data (Address, Sex, Identifications Marks)
- Martial Data   (Single or Married, Children, Dependents)
- Physical Data (Height Weight, Health Condition)
- Educational Data (Levels of formal Education, Marks, Distinction etc.)
- Employment Data (Past Experience, Nature of Duties, Reason for leaving previous jobs, Salary drawn etc.)
- Extra-curricular activities Data (Sports / Games, NSS, NCC, prizes won, leisure times activities)
- References (Name of two or more people who certify the suitability of an applicant to the position).

1.1 Bio-Data

Biographical information, often called bio data, is personal history information on an applicant's background and interests. Basically, results from a bio data survey provide a general description of a person's life history. The principal assumption behind the use of bio data is the axiom "The best predictor of future behavior is past behavior." These past behaviors may reflect ability or motivation. Bio data inventories are thought to measure applicant motivation that can be inferred from past choices. However, research also suggests that many ability items are included in bio data inventories. Like application blanks, biographical information blanks ask applicants to report on their background. Responses to both of these questionnaires can provide useful information in making initial selection decisions about applicants. Unlike application blanks, however, biographical information can also be fruitfully used for substantive selection decisions.

The type of biographical information collected varies a great deal from inventory to inventory and often depends on the job. For example, a biographical survey for executives might focus on career aspirations, accomplishments, and disappointments.

A survey for blue-collar workers might focus on training and work experience. A biodata inventory for federal government workers might focus on school and educational experiences, work history, skills, and interpersonal relations.

As can be seen from these examples, most biodata surveys consider individual accomplishments, group accomplishments, disappointing experiences, and stressful situations. The domains in which these attributes are studied often vary from job to job, but can range from childhood experiences to educational or early work experiences to current hobbies or family relations.

Typically, biographical information is collected in a questionnaire that applicants complete.

It has been suggested that each biodata item can be classified according to 10 criteria:

a. History (does the item describe an event that has occurred in the past, or a future or hypothetical event?)
b. Externality (does the item address an observable event or an internal event such as values or judgments?)
c. Objectivity (does the item focus on reporting factual information or subjective interpretations?)
d. Firsthandedness (does the item seek information that is directly available to the applicant rather than an evaluation of the applicant's behavior by others?)
e. Discreteness (does the item pertain to a single, unique behavior or a simple count of events as opposed to summary responses?)
f. Verifiability (can the accuracy of the response to the item be confirmed?)
g. Controllability (does the item address an event that was under the control of the applicant?)
h. Equal accessibility (are the events or experiences expressed in the item equally accessible to all applicants?),
i. Job relevance (does the item solicit information closely tied to the job?)
j. Invasiveness (is the item sensitive to the applicant's right to privacy?)

EXHIBIT 8.6   A Taxonomy of Biodata Items

Historical	**Future or hypothetical**
How old were you when you got your first paying job?	What position do you think you will be holding in 10 years?
External	**Internal**
Did you ever get fired from a job?	What is your attitude toward friends who smoke marijuana?
Objective	**Subjective**
How many hours did you study for your real estate exam?	Would you describe yourself as shy?
Firsthand	**Secondhand**
How punctual are you about coming to work?	How would your teachers describe your punctuality?
Discrete	**Summative**
At what age did you get your driver's license?	How many hours do you study during an average week?
Verifiable	**Nonverifiable**
What was your grade point average in college?	How many fresh vegetables do you eat every day?
Controllable	**Noncontrollable**
How many tries did it take you to pass the CPA exam?	How many brothers and sisters do you have?
Equal access	**Nonequal access**
Were you ever class president?	Were you captain of the football team?
Job relevant	**Not job relevant**
How many units of cereal did you sell during the last calendar year?	Are you proficient at crossword puzzles?
Noninvasive	**Invasive**
Were you on the tennis team in high school?	How many young children do you have at home?

Source: F. A. Mael, "A Conceptual Rationale for the Domain and Attributes of Biodata Items," *Personnel Psychology*, 1991, 44, pp. 763–792. Used with permission.

EXHIBIT 8.5   Examples of Biodata Items

1. In college, my grade point average was:
   a. I did not go to college or completed less than two years
   b. Less than 2.50
   c. 2.50 to 3.00
   d. 3.00 to 3.50
   e. 3.50 to 4.00

2. In the past five years, the number of different jobs I have held is:
   a. More than five
   b. Three–five
   c. Two
   d. One
   e. None

3. The kind of supervision I like best is:
   a. Very close supervision
   b. Fairly close supervision
   c. Moderate supervision
   d. Minimal supervision
   e. No supervision

4. When you are angry, which of the following behaviors most often describes your reaction:
   a. Reflect on the situation for a bit
   b. Talk to a friend or spouse
   c. Exercise or take a walk
   d. Physically release the anger on something
   e. Just try to forget about it

5. Over the past three years, how much have you enjoyed each of the following (use the scale at right below):
   a. ____ Reading   1 = Very much
   b. ____ Watching TV   2 = Some
   c. ____ Home improvements   3 = Very little
   d. ____ Music   4 = Not at all
   e. ____ Outdoor recreation

6. In most ways is your life close to ideal?
   a. Yes
   b. No
   c. Undecided or neutral

1.2 Résumé

A résumé is a document that summarizes one's education, experiences, and competencies. It's designed to introduce an applicant to an employer and highlight his/her qualifications for a specific job or type of work.

- Résumés are focused on non-academic work with an emphasis on related competencies (skills, knowledge and attributes)
- Résumés aim to summarize key information
- Résumés are generally 1 to 2 pages maximum

The first introduction of the applicant to the organization is often a cover letter and résumé´. This introduction is controlled by the applicant as to the amount, type, and accuracy of information provided. As a result, résumé's and cover letters always need to be verified with other predictors, such as application blanks, to ensure that there is accurate and complete data across all job applicants with which to make informed selection decisions.

When to use a résumé

Anyone can use a résumé when he/she is:-
- applying for work
- networking with potential employers
- applying for some graduate schools, co-op programs, internships, scholarships, etc.
- participating in events like career fairs or recruiting events

What content should one include in the résumé?

Résumés are organized in sections that describe one's education, work/volunteer experience, competencies, accomplishments etc. There are no strict rules on how to organize the information on the résumé. Different employers will have different preferences.

A good general rule is to make sure that the most relevant information is towards the top of the résumé. Another common practice is to list one's experiences in his/her work, volunteer and educational sections in reverse chronological order so that the most recent information is at the top of each section.

Employers rarely read a résumé from beginning to end. They scan and skim them, usually starting at the beginning, and may spend only 10 or 20 seconds making an initial assessment. If there is not enough immediate information that connects you with the position, they may not bother looking at the rest of the résumé.

Required information

• Personal contact information: This forms the header of the résumé and includes name, address, phone numbers and email. Make sure the candidate have a professional email address and voicemail message.

• Education: This is a list of one's educational credentials in reverse chronological order. For each credential, include the name of the degree/diploma/certificate, the institution and the year of completion for each of your credentials.

• Work experience: This is a list of work experiences in reverse chronological order. For each work experience include the position title, the name and location of the organization and the start and end dates (both month and year) for each of the work experiences.

If the candidate is at the beginning of career, he/she should provide a complete list of work experience starting from first job. If the candidate is in mid-career, he/she may want to edit work history somewhat to save space. It's common to only go back ten years unless he/she has a good

reason to include earlier positions. For example, if the candidate is targeting a career area that matches his/her earlier work, or have been with only one employer for more than ten years. In some cases, he/she may want to divide the work experience into two separate lists: - *Related Work Experience* and *Additional Work History* to focus the reader on his/her most relevant experience.

• Competencies/accomplishments: Competencies/accomplishments need to be embedded throughout different sections of the résumé but presented in the context of the candidate's work and educational experiences.

• References: The references should be three to four people who know the candidate, generally from a work or educational setting, and who are willing to be contacted by a potential employer in order to comment on his/her contributions, personal qualities and work ethic. References most often include former or present supervisors, professors and coaches. References must not include relatives or friends. For each reference one should include the name, position title, organizational affiliation, location, phone number and email address. Always one should ask permission of his/her references to use their information.

Optional information

- Objective: This is a brief statement at the beginning of the résumé that focuses on how one can contribute to his/her field of practice.

- Professional Profile/Summary: This is a brief and very useful section near the beginning of the résumé that includes four to six statements that strongly connect one to the work he/she is seeking. Often include statements describing specifically related competencies and accomplishments.

- Volunteer experience/community involvement: Mention volunteer experience & community service

- Technical expertise: This is often used by people in scientific or technical professions and most frequently consists of relevant techniques, processes and equipment. Technical expertise often appears near the top of the résumé and includes key words that relate to the position.

- Professional memberships or affiliations: These are the professional associations or informal professional groups in which the candidate participate.

- Additional training: These are courses or training programs taken in addition to one's formal education.

- Professional credentials/licenses: These are the qualifications or credentials provided by professional groups following a training program or a testing process (e.g., Class 5 Driver's License, CPR training etc.).

- Interests: This is a brief statement at the end of the résumé that lists interests, hobbies or activities that provide a more rounded picture of the candidate.

1.3 Curriculum Vitae

A curriculum vitae (CV) is a more comprehensive document than résumé that details all information about one's past education, experiences, and competencies, including public presentations, academic writing and professional development. It's designed to introduce a candidate to employers in academics, advanced research, post-secondary teaching and fine arts.

The terms résumé and CV are sometimes used interchangeably. However, a résumé is used for work search, and a CV is used when applying for contracts, advanced research or post-secondary teaching positions

When to use a CV

Anyone can use a CV when he/she is:-
- applying for work and/or contracts in academics, advanced research, post-secondary teaching, and fine arts
- applying for graduate school, scholarships, etc.
- showcasing your background prior to a presentation

What content should one include in the résumé?

CV's are generally organized according to a chronological format. In other words, the major experience and education sections are listed in reverse chronological order and relevant competencies related to each experience are described immediately beneath the experience. Traditionally, there is often less description of competencies (skills, knowledge and attributes) on a CV than a resume, though this may be changing.

Required information

• **Personal contact information:** This forms the header of the CV and includes name, address, phone numbers and email. The candidate should have a professional email address and voicemail message.

• **Education:** This is a list of educational credentials in reverse chronological order. For each credential, include the name of the degree/diploma/certificate, the institution and the year of completion for each of credentials.

- **Professional affiliations:** This is a list of the professional associations or informal professional groups in which the candidate has membership

- **Awards and distinctions:** These include academic awards and related honours, as well as research funding like grants and fellowships.

- **Research interests:** This is a short, bulleted list detailing research interests and could include past research or future goals.

- **Research experience:** This is a description of previous research experience, including personal research and research conducted on behalf of other individuals.

- **Teaching experience:** This is a description of teaching experience and responsibilities, including courses taught, TA and lecture experiences, curriculum development, experience running labs, and tutoring.

- **Publications:** This is a list of published work and includes the name of the publications.

- **Presentations:** This is a list of professional presentation experience, including presentations at conferences, symposiums and in the community.

I. **References:** References are three to four people who know the candidate, generally from a work or educational setting, and who are willing to be contacted by a potential employer in order to comment on his/her contributions, personal qualities and work ethic. This section should appear at the end of CV.

Optional information
- **Objective:** This is a brief statement at the beginning of the CV that focuses on how one can contribute to his/her field of practice.

- **Summary or profile:** This is a brief section near the beginning of the CV that includes four to six statements that strongly connect the candidate to the work or educational experience he/she is seeking. Often it will include statements describing specifically related competencies and accomplishments. Think of this as a summary of the key points from the cover letter.

- **Professional service:** This is a list of academic committees that the candidate belonged to, as well as his/her contributions to professional organizations (e.g., Graduate Student Society, graduate student representative on academic committees,)

- **Competencies (skills, knowledge and attributes):** Competencies are skills, knowledge and attributes related to the work he/she is seeking and are best presented as bulleted statements

beginning with action verbs (such as "developed", "created" and "supervised" etc.) that describe his/her accomplishments in clear, concrete terms. Traditionally, competencies are only minimally articulated on a CV.

• **Relevant work experience:** This includes a summary of work experience that is relevant to current goal. Check the application to determine if this section is required or if it would add value to the CV. If so, include other experiences like internships, practicums or specific projects.

Key differences between Résumé and Curriculum Vitae (CV)

➢ CVs are focused on academic work with an emphasis on research and teaching while résumés are focused on nonacademic work with an emphasis on related competencies (skills, knowledge and attributes)
➢ CVs aim to provide comprehensive information while résumés aim to summarize key information
➢ CVs are often long – 5, 10, 20 or more pages - while résumés are generally 1 to 2 pages maximum

Comparison Table:

	Curriculum Vitae (CV)	Resumé
Origin and Definition	Latin, "course of one's life"	French, "to summarize"
Synonyms	Curriculum vita (singular) CV (abbreviation)	
Primary Function	Comprehensive list of accomplishments; applications for academic positions (graduate school, medical school) or jobs associated with colleges/universities	Brief list of accomplishments; applications for jobs in industry
Goal	Describe accomplishments with great detail; focus on how these relate to career plans	Describe accomplishments briefly; leaving out extra details
Length	Long (several pages or more)	Short (1-2 pages)
Common Information Included	Contact info; education history; work history (as it relates to career development); research accomplishments/skills; awards/ scholarships; volunteer work/community service	Contact info; objective (e.g., obtain a job in…); work history; skills and qualifications

1.4 Weighted Application Blank

Not all of the information contained on an application blank is of equal value to the organization in making selection decisions. Depending on the organization and job, some information predicts success on the job better than other information. Procedures have been developed that help weight application blank information by the degree to which the information differentiates between high and low performing individuals. This scoring methodology is referred to as a weighted application blank and is useful not only in making selection decisions but also in developing application blanks as well. The statistical procedures involved help the organization discern which items should be retained for use in the application blank and which should be excluded, on the basis of how well they predict performance.

To make the application form more job-related, some organizations assign numeric values or weights to responses provided by applicants. Generally, the items that have a strong relationship to job performance are given high scores. For example, for a medical representative's position, items such as previous selling experience, marital status, age, commission earned on sales previously, etc., may be given high scores when compared to other items such as religion, sex, language, place of birth, etc.
The total score of each applicant is obtained by summing the weights of the individual item responses. The resulting scores are then used in the selection decision. The WAB is best suited for jobs where there are many workers, especially for sales and technical jobs and it is particularly useful in reducing turnover. There are, however, several problems associated with WABs. It takes time to develop such a form.

2. Advantages and Disadvantages

2.1 Bio-Data

Advantages
  I. Bio data are valid and reliable way of selecting individuals
 II. Bio data forms are very cheap to create and are objective
III. Most of the people prefer Bio-data than personality test.

Disadvantages
  I. People can give fake data in Bio data.
 II. Bio-Data may be best only in stable environment or organizations.
III. Preparing a Bio-data is a time consuming process.
 IV. Many Bio data items may request personally sensitive information on family background and experiences that borders on violating human rights legislation.

2.2 Résumé

Advantages
  I.   A resume helps in creating the first impression of a candidate in the selection process.
 II.   Unique Skills of a candidate can be highlighted.

III.   It helps in communicating the competencies of a candidate and all other relevant information to the employer.

Disadvantages

I.   One major issue with résumés as a selection tool is the volume of them that organizations must process. It is very difficult for many organizations to store resumes for any extended period of time and read them accurately.

II.   One of the big problems with résumés is lying and giving fake information by the candidate. According to a recent survey by ResumeDoctor.com, the most common misleading information put on résumés is:
   • Inflated titles
   • Inaccurate dates to cover up job hopping or employment gaps
   • Half-finished degrees, inflated education, or "purchased" degrees
   • Inflated salaries
   • Inflated accomplishments
   • Outright lies with regard to roles and responsibilities

III.   Almost no research exists on the effectiveness of résumés and cover letters. Very little is known about their validity or reliability. Nor is there information on their costs or adverse impact.

2.3 Curriculum Vitae

Advantages

I.   There is no need for the employer to produce and send out a form to every applicant.
II.   One can tell something about candidates by the way they present their CV.
III.   A covering letter in a CV can give a good idea of the suitability of the candidate for the job.
IV.   There are no costs involved for the employer.

Disadvantages

I.   It is harder to compare the skills and experience of different candidates.
II.   Gaps in education or work can be hidden more easily.
III.   People can give fake data or information in CV.

2.4 Weighted Application Blanks

Advantages

I.   It is a good predictor for many types of work behavior.
II.   The validity evidence for weighted application blanks is much more positive. In a sense, this would almost have to be true since items in the weighted application blank are scored and weighted based on their ability to predict job performance.
III.   It is useful not only in making selection decisions about applicants but also in developing application blanks as well.

Disadvantages

I. It may not adequately represent a job's complex performance domain.

II. A study of the National Credential Verification Service found that about one-third of the investigations into the background of applicants suggested that misrepresentation occurred on the application blank. Subsequent studies have suggested that the most common questions that are misrepresented include previous salary, education, tenure on previous job and reasons for leaving previous job.

III. The process used to develop the weighted application blank is time consuming and expensive, so more cost-benefit studies need to be conducted on the weighted application blank.

3. Taking A Behavioral Approach To Recruitment:

The behavioral management theory is often called the human relations movement because it addresses the human dimension of work. Behavioral theorists believed that a better understanding of human behavior at work, such as motivation, conflict, expectations, and group dynamics, improved productivity.

For example: In the recruitment process, the recruiter places the candidate in a situation and asks the candidate to describe how they would handle the situation. The recruiter observes candidate's thought process and try to predict candidate's future behavior.

3.1 Spotting Personality Patterns

In today's fast paced economy, HR professionals are finding it a constant challenge to hire the right people. As a result, they are adopting new technologies and methods to select and recruit people who are not only qualified for the job but who will fit in the organisation and help it grow. One of these methods is personality assessment.

What people do (their behaviour) is a function of who they are (their personality). To predict future behaviour, it is necessary to accurately assess an individual's personality. Assessing personality patterns enables employers to predict future job successes.

3.2 Making Basic Assumptions

The biggest cause of placements going wrong is the recruiter making assumptions. Assumptions that are flawed. Some of these assumptions are:

I. Common social assumptions/expectations based on gender, race, religion etc.

II. Assumptions that can influence the evaluation of candidates

3.3 Predicting the Future

The behavioral model states that past behavior predicts future behavior. This is true to a very high degree of reliability. This model proves very powerful in trying to choose employees. The employer can accurately predict performance by getting many examples of how the person handled the same or similar situations to the ones they will face on the job. Past behavior predicts future behavior is the single best predictor when any one is hiring new employees. Imagine how easy the decision is when one knows how the person is going to handle the tasks and situations on the job.

3.4 Strategy Vs. Technique

Strategy refers to a general plan of action for achieving one's goals and objectives. A strategy or general plan of action might be formulated for broad, long-term, corporate goals and objectives, for more specific business unit goals and objectives, or for a functional unit, even one as small as a cost center.

A technique is a detailed list of rules or a guideline for any activity. It is based on the description of steps, or a set of do's and don'ts, and can often be linked to a method or strategy.

4. Pinning Down What is Needed:

4.1 Targeted Interviewing

In targeted interviewing, the interviewer provides a job seeker with specific details of the position's requirements and then asks behavioral questions related to key performance areas. For example, an interviewer hiring a retail manager might say the job requirements include merchandising, sales and employee management. A sample question might then be, "Tell me about a time in which none of your scheduled employees showed up for a shift. What did you do, and why?"

4.2 Focusing On Behavior

Targeted selection is a behavioral-based interviewing process, which provides hiring employers with specific data that allows them to predict future behavior on the job. Employers want to collect information on the knowledge, motivations and behaviors needed to do a job successfully, and they will determine if the candidate is the "right fit" based upon his/her previous experiences. In other words, what you have done in the past, is a predictor of what you will do in the future and how you will perform on the job. Most often, behavioral-type questions are included in the interview process. This requires preparation and practice in advance of the interview. When a recruiter gathers examples of behavior in an interview, he/she wants to get the "real story."

4.3 Assessing How Person Performs

Some employers are using a targeted selection process. They determine a set of skills or characteristics needed for the position and ask questions, which help them, determine if the interviewee has what is needed for the position.

When preparing for this type of interview, think of the following:

➢ Situation (s)
➢ Action (a)
➢ Result (r)

Organization Skill
Tell me about a project you had to plan for school or work.

- What steps were involved?
- What was the outcome?

Describe a circumstance when you had several things to do in a limited time.

- What led up to the situation?
- How did you handle it?
- What was the outcome?

Interpersonal Skills

Describe a time when you had to deal with the public (customer).

- Who was involved?
- What did you do?
- How did those involved respond?

Give me an example of a time when you helped solve a problem within a group.

- What precipitated the problem?
- What action did you take?
- What was the outcome?
- Ability to Solve Problems (apply knowledge)

Describe the most difficult problem you have ever faced at work or school.

- What steps or actions did you take to solve the problem?
- What results were achieved?

Give me a situation in which you have been able to use a newly acquired skill or knowledge.

- What was the particular skill or knowledge?
- What was the situation?
- What was the outcome?

Communication Skills

Tell me about a situation when something you said or wrote was misunderstood.

- What did you do to resolve the situation?
- What was the end result?

Describe a situation in which you misunderstood something a supervisor or teacher wrote or said.

- Why did the misunderstanding occur?
- What steps were taken to resolve the misunderstanding?
- What were the results?

4.4 Assuming They Have Been Hired

The goal with behavioural interviews is to elicit stories that reveal how candidates will respond to situations they'll face on the job. That means questions should be specific and phrased in unexpected ways to avoid typical responses. Sample questions might include:

- Here is a situation you are likely to encounter... how would you handle it?
- Tell me about a time that you needed to solve a particularly thorny problem and no one was available to assist you. What did you do?
- Have you ever worked on a team that had disagreements? How did the team resolve those differences? What part did you play?

5. Identifying The Ingredients Of Success:

5.1 The Winning Candidate's Profile

Recruiters, hiring managers and human resource professionals will prioritize hiring job seekers who can be described as having the following 15 traits

1. Leadership-Oriented
Companies like recruiting job seekers who have a future with their organization. Most facets of leadership are learned, and thus the most efficient organizations want to mold progressive thinkers rather than have stagnant employees. They want each individual to have room to progress and, in time, be able to formulate their own winning teams.

2. Resilient
Resilient applicants are amongst the most sought-after by hiring managers. These are the individuals who view their problems in an optimistic manner and don't view hurdles as insurmountable, pervasive or their fault. They can fail and, after a brief demoralization, get right back on their feet and continue producing for the company.

3. Candid
Individuals who are candid are among the best communicators around the office. They display a direct, clear manner of speaking which in turn fosters winning and helps eliminate bureaucracy. Moreover, this method of expression promotes new ideas, encourages fast action and engages more people in the conversation.

4. Competitive
Highly successful companies believe in differentiating their top performers from the average employees. These firms recognize the worth of making clear distinctions regarding the output individuals produce when compared to that of their peers. They understand that the people who fare best in the office are those who want to succeed and who are consistently formulating creative, compelling and logical methods to beat competing firms.

5. In Control
Hiring managers consider successful people to be in control of their careers. The more knowledgeable employers actively seek out individuals who don't let outside forces dictate their

potential; they recruit employees who don't fear normal setbacks. Among other things, "in control" translates to being able to keep calm and perform during times of heightened stress.

6. Friendly

Hiring managers seek out individuals who are easy to deal with and can be successfully managed by current staff. Moreover, when employers like you, they're more apt to give you an offer. When staffing new applicants, those who fit in with the current corporate culture are the most seriously considered.

7. Ambitious

Ambitious employees are those who continually strive towards a better way of doing things. They embrace challenges and are able to overcome hurdles. These people are never satisfied with the status quo and work towards better solutions, thus making an organization more competitive.

8. Ability to Adapt

Staffing professionals seek job applicants who can change with the business environment. While many people love familiarity and patterns, the best understand that if you want to stay in the game (let alone win), change is a necessary aspect of business.

9. Creative

The most successful companies thrive because of innovation and a consistent improvement on current internal processes. They're continually looking for those who cannot only work autonomously, but who also can formulate fresh ways to complete old tasks.

10. Competent

Managers today are overworked and have little time to oversee day-to-day activities. Recruiting employees who can get the job done without being micromanaged is a significant priority these days. Competent job seekers can derive a return on investment for their employer while requiring minimal handholding from the leadership team.

11. Passionate

Although all employees are driven by monetary gain, the most sought-after people are the ones who enjoy the work as much as they do the reward. Without passion, employees will utilize only a fraction of their intelligence, achieve only a percentage of what they're able to and will inevitably burn out. Moreover, they will fail to positively impact both their lives and the lives of their coworkers, clients, managers and the firm's leadership team.

12. Trustworthy

Without integrity, the other 14 qualities listed here mean nothing. To be successful, companies need to have a culture that thrives on honesty and doing what is best for both the client and

shareholders. Once trust is broken within a corporation, the rest of the positive aspects slowly unravel.

13. Decisive

Companies love hiring employees who can make tough decisions. These are the people who can quickly and efficiently analyze the options, potential outcomes and pitfalls of a situation and make a firm call. They are the opposite of "wishy-washy." HR managers know that indecisiveness can keep organizations from reaching a desired output and thus actively recruit what former GE CEO Jack Welch refers to as "edge."

14. Team-Oriented

Hiring people who "buy into the system" is of the utmost importance when recruiting. These people can work effectively in situations that require the cooperation of others, clearly fit into the confines of the firm's corporate culture and bring a dynamic to meetings that welcomes debate and, ultimately, solves problems.

15. Goal-Oriented

Employers want to hire job seekers who always escalate their goals, yet still enjoy the journey along the way. They understand that money, power, status and possessions mean little without true passion for their job and, when recruiting, seek people who feel the same way.

5.2 Challenges In The Interview

Here are the keys to successful job interviewing. Job-seekers who follow these simple rules and guidelines should achieve success in this important phase of job-hunting.

I. Do take a practice run to the location where you are having the interview -- or otherwise be sure you know exactly where it is and how long it takes to get there.

II. Do your research and know the type of job interview you will encounter. (See types of job interviews.) And do prepare and practice for the interview, but don't memorize or over-rehearse your answers. (See our some of the best collections of interview questions.)

III. Do plan to arrive about 10 minutes early. Late arrival for a job interview is never excusable. If you are running late, do phone the company.

IV. Do greet the receptionist or assistant with courtesy and respect. This situation is where you make your first impression with the employer.

V. Don't chew gum during the interview.

VI. If presented with a job application, do fill it out neatly, completely, and accurately.

VII.   Do bring extra resumes to the interview. (Even better, if you have a job-skills portfolio, do bring that with you to the interview.)

VIII.   Don't rely on your application or resume to do the selling for you. No matter how qualified you are for the position, you will need to sell yourself to the interviewer.

IX.   Do greet the interviewer(s) by title (Ms., Mr., Dr.) and last name if you are sure of the pronunciation. (If you're not sure, do ask the receptionist about the pronunciation before going into the interview.

X.   Do shake hands firmly. Don't have a limp or clammy handshake!

XI.   Do wait until you are offered a chair before sitting. And do remember body language and posture: sit upright and look alert and interested at all times. Don't fidget or slouch.

XII.   Don't tell jokes during the interview.

XIII.   Do make good eye contact with your interviewer(s).

XIV.   Do show enthusiasm in the position and the company.

XV.   Don't smoke, even if the interviewer does and offers you a cigarette. And don't smoke beforehand so that you smell like smoke. Do brush your teeth, use mouthwash, or have a breath mint before the interview.

XVI.   Do avoid using poor language, slang, and pause words (such as "like," "uh," and "um").

XVII.   Don't be soft-spoken. A forceful voice projects confidence.

XVIII.   Do have a high confidence and energy level, but don't be overly aggressive.

XIX.   Don't act as though you would take any job or are desperate for employment.

XX.   Do avoid controversial topics.

XXI.   Don't say anything negative about former colleagues, supervisors, or employers.

XXII.   Do make sure that your good points come across to the interviewer in a factual, sincere manner.

XXIII.   Don't ever lie. Answer questions truthfully, frankly and succinctly. And don't over-answer questions.

XXIV.   Do stress your achievements. And don't offer any negative information about yourself.

XXV.   Don't answer questions with a simple "yes" or "no." Explain whenever possible. Describe those things about yourself that showcase your talents, skills, and determination. Give detailed examples.

XXVI.   Do show off the research you have done on the company and industry when responding to questions. (See our Guide to Researching Companies.)

XXVII.   Don't bring up or discuss personal issues or family problems.

XXVIII.   Do remember that the interview is also an important time for you to evaluate the interviewer and the company she represents.

XXIX.   Don't respond to an unexpected question with an extended pause or by saying something like, "boy, that's a good question." And do repeat the question aloud or ask for the question to be repeated to give you a little more time to think about an answer. Also, a short pause before responding is okay.

XXX.   Do always conduct yourself as if you are determined to get the job you are discussing. Never close the door on an opportunity until you are sure about it.

XXXI.   Don't answer cell-phone calls during the interview, and do turn off (or set to silent ring) your cell phone.

XXXII.   Do show what you can do for the company rather than what the company can do for you.

XXXIII.   Don't inquire about salary, vacations, bonuses, retirement, or other benefits until after you've received an offer. Be prepared for a question about your salary requirements, but do try and delay salary talk until you have an offer. (You might consider visiting our salary tutorial for more tips and strategies.)

XXXIV.   Do ask intelligent questions about the job, company, or industry. Don't ever not ask any questions -- it shows a lack of interest.

XXXV.   Do close the interview by telling the interviewer(s) that you want the job and asking about the next step in the process. (Some experts even say you should close the interview by asking for the job.)

XXXVI. Do try to get business cards from each person you interviewed with -- or at least the correct spelling of their first and last names. And don't make assumptions about simple names (was it Jon or John?) get the spelling.

XXXVII. Do immediately take down notes after the interview concludes so you don't forget crucial details.

XXXVIII. Do write thank you letters within 24 hours to each person who interviewed you. (You can see some sample thank-you letters here.) And do know all the rules of following up after the interview.

5.3 The Starting Point

Selecting the right people is the starting point of excellence in management. Probably 95% of your success as a manager resides in your ability to select the right people in the first place. If you hire the wrong people, then no matter what you do, what techniques you use, or what efforts you put in, it is not going to make very much difference. Almost all of your problems as a manager come from either selecting the wrong people or inheriting the wrong people in your position.

In his book, *Good to Great*, Jim Collins suggests that, essentially, the first job of management is to "*get the right people on the bus, get the right people into the right seats on the bus, and then get the wrong people off the bus.*"

5.4 Day To Day Execution

Hiring of competent candidates with the required competencies help in successful execution of the business plan of the organization.

5.5 Dealing With People

Here is how one can become the most successful at dealing with people at work:-

I. Treat others with dignity and respect
II. Always be trustworthy and trust others
III. Provide feedback to others that have an impact
IV. Always receive feedback from others with grace and dignity
V. Show appreciation for other's good work
VI. Make alliances not enemies at the workplace
VII. Avoid Confrontation and conflicts
VIII. Try to be a team player

5.6 The Inner Person

After considering job skills and experience, many recruiters tend to appraise the job applicants according to the person's inner traits: Intelligence, achievement drive, attitude towards work and the ability to get along with others to name a few. These factors determine whether a person with the right skills and experience will be right for the position.

5.7 Additional Characteristics

I. *Likability*

Employers like people who are warm, friendly, easygoing, and cooperative with others. Employers are looking for people who can join the team and be part of the work family.

Men and women with good personalities are invariably more popular and more effective at whatever they do. Teamwork is the key to business success. Your experience in working as part of a team in the past and your willingness to work as part of a team in the future can be among the most attractive things about you in applying for a job.

II. *Courage*

This is the willingness to take risks. Courage also means the willingness to accept challenges, the willingness to take on big jobs or even new jobs where there is a high degree of uncertainty and the possibility of failure.

Courage also means the willingness to speak up and say exactly what you think and feel in a difficult situation. Employers admire men and women who are not afraid to speak their minds. And you demonstrate this in a job interview when you ask frank and direct questions about the company, the position, and the future that you might have with the organization

III. *Inner strength*

Inner strength means that you have the determination and the ability to persevere in the face of adversity. Inner strength means that you have the quality of persistence when the going gets rough. You demonstrate inner strength when you remain calm, cool, and relaxed during the job interview. If you are calm and cool during the interview, it is a good indication that you will be calm and cool in the inevitable crises that occur during the day-to- day operations of the company.

6. **Studying the CV**

o Identifying the general background
o Assessing the candidate's work experience
o Studying the educational background
o Identifying the career progress Spotting portable assets

6.1 What to Look For In A CV?

• Indications of attitude and initiative
• The covering letter
• Sorting the candidates out
• Looking for career stability

6.2 Characteristics of Good Resume