

Wolverhampton (HQ) Address: 122A Bhylls Lane, Wolverhampton, WV3 8DZ, United Kingdom Telephone: +44 (0) 1902 763 607 +44 (0) 1902 569 133 Mobile: +44 (0) 7736 147 507 Email: institute@hrodc.com Websites: www.hrodc.com www.hrodc-mobile.com www.hrodc-business-products-and-services.com	 HRODC Postgraduate Training Institute www.hrodc.com	London Office Address: 328 Linen Hall, 162-168 Regent Street London, W1B 5TD, United Kingdom Telephone: +44 (0) 2081 332 760 Mobile: +44 (0) 7736 147 507 Email: institute@hrodc.com Websites: www.hrodc.com www.hrodc-mobile.com www.hrodc-business-products-and-services.com
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HR RESEARCH PAPER 30

Recruitment and Selection: Personnel Selection
Prof. Dr. R.B. Crawford

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Introduction

The concepts of recruitment and selection are often confused. While some practitioners and academics use them interchangeably, others make a clear distinction between them. This paper takes the latter approach, drawing clear lines between them – highlighting the activities and issues with which each is concerned. The paper also maintains the original meaning of the classic instruments of job description and personnel specification, as derivatives of ‘person profile’

Recruitment

Recruitment involves activities designed to attract people to, and develop their interest in, the organisation. Therefore, there are important considerations - for example: What should be included in advertisement? What sector of the market should be targeted? What is the best means by which this audience can be reached - what medium or frequency? Etc. Implicit in these considerations are the efforts needed to ensure that no group is disadvantaged. Before the advertisement stage, it is necessary that, if not already in place, an analysis is made of the job, and job description and personnel specification should be designed. The subsequent activities may be regarded as the selection elements. We need to determine the details about the job, before we can systematise our recruitment and selection process. The task is already completed if the relevant information about the job is pre-recorded and that this information can be retrieved. If this is not the case, then a job analysis needs to be undertaken.

Job Analysis

Job analysis involves a study of the job being undertaken so as to determine the following:

- The knowledge, skills, attitude and experience that the (incumbent) post-holder requires to effectively perform the job;
- The conditions under which it is performed;
- The duties and responsibilities involved;
- To whom the incumbent is accountable;

- His or her span of management (number of workers he or she supervises);
 - Salary and wage levels;
 - Type and level of interaction with other post-holders;
 - Ergonomic constraints (undesirable factors such as heat, humidity, noise).
- Job description and personnel specification are then designed from the job analysis results.

This information is ideally obtained by:

- An observation of the job process, if the job is currently being performed,
- Examination of personnel records of the current or previous role actor,
- Discussion with the line manager and colleagues of the present or previous post holder.

Where the job is not currently being performed, the information gathered without observation and discussion with the post holder will have to suffice.

The information that is gathered from job analysis will give a profile of the person who is suitable to perform the job. The product of the job analysis is therefore regarded as 'person profile'. The person profile is divided into two components – the Job Description and Personnel Specification.

Job Description

A job description represents a detailed description of the job to be performed by the successful applicant. The information usually recorded in the Job Description includes:

- Job title;
- Purpose of the job - what the role is expected to achieve for the organisation;
- Duties and responsibilities involved;
- To whom the incumbent is accountable;
- His or her span of control - i.e. the number of workers accountable to him or her;

- Levels of interaction - i.e. normal points of contacts; the individuals with whom the post holder will be most frequently in contact with;
- Ergonomic constraints (condition of job resulting in mental and physical discomfort - e.g. lifting heavy loads, working in a noisy production line).

Personnel Specification

Personnel Specification includes the characteristics that are necessary to perform the job and may contain the following:

- Physical characteristics;
- Educational attainments;
- Relevant experience;
- Interests/hobbies;
- Special skills, knowledge and expertise;
- Disposition.

Physical Characteristics

Physical characteristics relate to health, appearance, speech, etc. It is very important that we consider the extent to which this set of characteristics can legally determine whom we select or reject from our pool of applicants. For this reason, we need to ensure that when these characteristics are represented in the personnel specification and job advertisements that they do not infringe the law. Therefore, because most countries now have some form of protective legislation for the disabled, including physically disabled, speech and sight impaired, gender and ethnicity, we need to ensure that whatever we present as essential or desirable characteristics, in this category, are in line with 'functional' requirements of the job and that they do not result in a legal infringement. Let us use the position of administrative assistant as an example. In the UK situation, legislation does not permit the rejection of an applicant for that position because he or she has a speech impediment or because he or she has a strange and 'difficult-to-understand' accent. The exception will be in the event that the person is required for front-line or telephone duties, where clear speech is an essential requirement.

Similarly, UK employers cannot discriminate against (reject) people because they are not of standard height or because they have hearing or sight impairment, unless these are obstacles to the execution of their duties and the employers are unable to make any 'reasonable adjustment' to the job to facilitate the applicant. Let us examine the following scenario and address the relevant issues, in relation to UK legislation.

Height as a Job Design Factor

A large UK organisation recently rejected the application of an otherwise qualified warehouse worker on the grounds that he was too short. The applicant met the requirements of the personnel specification and was hoping to be shortlisted. He, like several others, were invited to a familiarisation tour, after which the shortlisting would take place. Unfortunately, after several weeks of submitting his application, and subsequently visiting the organisation, he received no response from the employers. He, therefore, decided to send a written enquiry regarding the status of his application. He received a prompt response saying that he was ruled out of the shortlist on the grounds of his height. The employing organisation clarified its decision by pointing out that because it is a warehouse the successful applicant will need to store and retrieve stock items at various heights. His 'reach' would be limited to only a few shelf heights.

Questions

1. Is the employer's claim justified?
2. Have they unlawfully discriminated against the applicant, under UK legislation, and why?
3. Can the applicant seek redress, through an Employment Tribunal (Employment Court)?
4. What decision is the Tribunal likely to reach and what justification might it provide?

Responses

- Question 1) No
- Question 2) The employer has unlawfully discriminated against the applicant because organisations are expected to make reasonable adjustment to the job, to accommodate applicants who do not meet the 'standard' specification.
- Question 3) The application has the right to seek redress through an Employment Tribunal.
- Question 4) The Tribunal is likely to rule that the applicant was eliminated during the early stage of the selection process, without adequate assessment of his skills, knowledge and expertise. There are several devices, manual and motorised, that would make reasonable adjustment to the job, as is required by law.

The picture, below, gives an indication of a type physique might be a factor on which people might be legally discriminated against if they do not possess that characteristic. This is the operation of a pneumatic drill. As the picture illustrates, it requires enormous stamina. Notice also that the workers are wearing ear defenders, because of the noise factor. Therefore, those with hearing impairment would not be suited to that job on, health and safety grounds – because they would be in danger of further aggravating their hearing impairment.

The picture below (Figure 1) shows an engineer using a pneumatic drill to create excavate through rocks and bitumen, to facilitate an installation. Notice the large air pressure hose that leads to the pneumatic drill. The drill vibrates a great deal, making it difficult for people with fragile physique to operate it. It is, therefore, necessary to use physique as a 'weightable' or essential aspect of the personnel specification – still acting legally. Notice also that the worker is wearing ear defenders. This is because the vibration from the pneumatic drill produces a great deal of noise. It is therefore an unwise idea to subject the hearing impaired to this high-level decibel.

The hearing impaired will, therefore, need to be discriminated against, legally, since it would be a health and safety risk to employ someone with hearing difficulty that would most likely be aggravated by the enormous noise that the pneumatic drill emits.

Figure 1: A Pneumatic Drill Operator



Educational Attainments

Educational attainment relates to the level of education that the applicant has achieved. It incorporates school-leaving certificate to higher-level university education. The job description and advertisement usually indicate the minimum level of education that the post-holder requires to perform the job effectively. In the case of the administrative assistant post, you could state that: 'a first degree or its equivalent, in business studies is desirable'. This means that you would, ideally, like someone with a business degree but you would consider someone with a lower qualification. Stating the 'equivalent' is important because different countries might have qualifications that are equivalent to a degree in others but are not called a degree. Conversely, others rate a degree from some countries lower.

Relevant Experience

If we seek relevant experience of applicants, we make the assumption that experience in other fields of work would provide the appropriate skills and knowledge for them to function effectively in the new setting. For example, if the job of administrative assistant involves the marketing of seminars, then we might think that someone who has been working in telesales or marketing would be best placed to initiate and follow-up contacts. We could, therefore, add: 'Telesales or marketing experience would be ideal'. The use of the word 'ideal' means that the experience is desirable rather than essential and should have a low rating on the candidate assessment form.

Interests and Hobbies

Interest and hobbies are not the easiest of criteria to understand and their relevance will depend on the nature of the position. These are, nevertheless, important but are subject to careful analysis. By analysing the applicants' interest and hobbies, we can ascertain work-related skills and 'contra-indicators' (explained below). We can understand the interaction that they are likely to have with non-work acquaintances. We can also have a better understanding of some aspects of their personality that are directly related to their work involvement. While we can make several assertions regarding the relationship between these activities and formal work activities, a 'professional' psychological assessment is often required to prevent arriving at the incorrect interpretation.

While the contra-indicators that are deduced from the applicants' interests and hobbies, there is no legal basis for rejecting candidates on the basis of the of other aspects of this criteria. Therefore, while this criterion can be represented on the candidate assessment form, it cannot and should not be included in the personnel specification.

Special Skills, Knowledge and Expertise

Special skills, knowledge and expertise might include computer literacy, video editing skills, data manipulation skills, etc. Skills, knowledge and expertise might be stated in terms of the degree of proficiency or competence that is required of the candidate. The post of administrative assistant, for example, might specify that the 'applicants should have a working knowledge Microsoft Windows XP'. Additionally, it may specify that 'excellent word processing skills are required'. Alternatively, it might be more specific in stating that 'applicants should have a word processing speed of at least 50 words per minute'. In addition, they should be 'conversant with Microsoft Excel' or 'have a working knowledge of Microsoft Office 2002'.

As with other criteria, skills, knowledge and expertise might be stated as desirable or essential. The concept of 'Desirable' means that the specific criterion carries little weighting on the candidate assessment form (below), compared with the others. The use of the term 'essential' means that the criterion to which it refers is a pre-requisite for selection and is weighted heavily on the candidate assessment form. The personnel specification might state: 'The ability to create relational databases is essential, while the use of 'SQL' and 'Oracle' are desirable'. In essence, the essential criteria are those criteria that largely determine the successful candidates but those that are desirable will make a difference for those possessing them along with the essential criteria.

Disposition

Disposition incorporates the attributes of, ability to work under pressure, persuasiveness, leadership qualities. The way in which a disposition element might be stated on a personnel specification is as follows: 'Candidates must have a demonstrable ability to work in high-pressure situations'. This means that the applicants should not only say that they have worked in situations of intense pressure but that they need to demonstrate their ability to handle such situations during the selection process. In this case, the interview might present a scenario that typifies a high-pressure setting then question the candidates how they would

deal with the situation; what actions they would take to prevent the situation from getting out of hand.

Persuasiveness might be represented on the personnel specification in relation to administrative strategy or as a client or customer relation tact. The former might be represented as: 'Candidate will be able to influence the rest of the team, in such a way that they improve their performance. The latter can be stated as follows: 'The successful applicant will be able to improve and maintain customer and client service and satisfaction.

Leadership qualities can be interpreted as management skills and can be represented in different ways on a personnel specification. For example, we might say: 'Applicants will have the ability to manage and develop the team of administrators, eventually improving productivity, in terms of quality and support levels. The scenario that is used in the interview, to depict this criterion, will relate to the real situation, as much as possible.

Selection

Once individuals have demonstrated an interest in the position being advertised, by submitting the appropriate method of application, the next stage is to select the best of those who have met the established minimum requirement for the Job. It should be noted that there are two sets of selection methods - conventional and non-conventional. The non-conventional methods include graphology, group selection or assessment centre and country-house weekend. The conventional methods include psychological and aptitude tests, and interviews. Interviews range from single to multi-stage.

Group Selection/ Assessment Centre

Group selection or assessment centre originated during the Second World War. In Britain it was used to select senior personnel for the army and navy. ' In the United States it was used to select agents of the Office of Strategic Services (Stoner, Freeman & Gilbert, 1996). The method involves a group of applicants meeting and working together, mainly on simulated activities within the context of a leaderless

group. They are given a series of problems, which they are expected to discuss and seek to solve. During this time, they are observed by trained personnel, to determine the extent to which individuals exhibit the necessary qualities. If managers were being sought, then the assessors would probably be looking for qualities like leadership skills and ability to deal with people and solve problems.

Each individual might also be given tests and subjected to quizzes and *In-basket* exercises. These exercises usually relate to the applicant being placed in a hypothetical situation where he/she has been promoted and has a limited time (usually an hour) to deal with the letters, notes and memos in the predecessor's In-tray. Attention is paid to the way in which the candidate deals with each item, and he/she is expected to give rationale for decisions taken.

Country-house Weekend

This is similar to group selection excepting that applicants are literally taken away from the workplace to a resort for the weekend. Here it is expected that they will be relaxed and will be very much themselves. This is particularly so, because they are together for an extended period of time. They are observed at work and leisure. Assessment is therefore made of their potential for managing the position for which selection is being made.

Interviews

In an effort to conform to equal opportunities policies, an increasing number of organisations are employing panel. As opposed to the one-to-one, interviews. This facilitates representation from the relevant or interested sections/groups. Panel interviews can be frightening though, particularly for the shy and introverted. and there are Questions as to the extent to which they might be considered fair. The situation is worsened by the fact that there might not be a single member known to the interviewee. Notwithstanding, if the initial fright can be overcome, through the creation of a fairly relaxed atmosphere, then the panel might be seen to favour the interest of the interviewee. Rather than having his/her suitability judged by just one individual, a consensus is arrived at by a panel. It does not however reduce the

level of error of decision, which is possible with one person. A high level of objectivity is therefore desired. This might be enhanced with the use of 'candidate assessment forms' (see example towards the end of this paper).

The way in which this might be used is as follows. With the aid of the job description and personnel specification, the form is weighted. This means that maximum marks are decided on and are placed in the column for 'possible marks', for each characteristic. The weighting should reflect the level of importance of the listed characteristics. For example, if someone is being employed to operate a pneumatic drill, then physique will be most important. Therefore, the maximum award of twenty is entered. Since persuasiveness is unimportant, it will carry a zero rating and will not be assessed.

Rating should begin before the Interview, making use of information on the standard application form or curriculum vitae (CV). In some cases, a firm decision cannot be taken at this stage (from the information that is provided). Nevertheless, a tentative mark is given, subject to addition or subtraction at the interview stage. This means that each candidate goes to the interview with points, firm or tentative, determined from information that the candidate supplied on the application form or curriculum vitae. For example, while relevant experience might not be fully determined from the application form, educational qualifications can be determined but can also be verified at the interview. Information on the application form or curriculum vitae can also facilitate shortlisting.

Each member of the panel uses one form for every candidate interviewed. The names of the interviewee and interviewer are entered in the appropriate section. At the end of each interview, the total score (aggregate) is recorded. When the interviews are completed, a comparison is made and candidates ordered according to their aggregate score. If there are no contra-indicators the person with the highest overall score might be chosen.

Hints for Interviewers

The Waiting Room

- Ensure that candidates are met;
- Provide some reading materials - possibly about the organisation, for example in-house magazines and company reports. This will keep them occupied and sustain their interest.
- Offer a beverage (coffee, tea, carbonated) where convenient. Candidates might be exhausted after a long and tiring journey. It is better for them to refuse than not to be offered at all.
- Have candidates escorted or shown the interview room.

The Setting

- Create a disruption-free atmosphere: Leave a sign on the door requesting not to be disturbed. Ask your secretary or receptionist to divert telephone calls and keep other people away.
- The candidate's chair should be fairly comfortable but not one that forces him or her to appear too relaxed.
- Arrange the seating so that all members of the panel are fully visible and that they can see the candidate.
- Endeavour to have all the chairs and tables at the same height so that the candidate does not get the feeling of powerlessness. Uniformity helps to reduce 'power distance'.
- Do not be too close to the candidate so that he or she feels too uncomfortable - remember you are really strangers. Sitting too far from the candidate could also have the reverse psychological effect.

Conduct of The Interview

- Make an effort to relax candidate but do not appear too casual. Questions may be asked about the candidate's Journey to the organisation, directions, weather, first impression of the area or buildings, etc.
- Be humorous, but not to the embarrassment of the interviewee nor to give a poor impression of the panel.

- Gestures should be positive rather than negative. When unsatisfactory response is given, the panel should at least remain pleasant. Appear interested in what the candidate is saying.
- Questions must relate to specific characteristics on the candidate assessment form. Not only must the panel decide, before-hand, who will ask which question, but also the specific characteristic (e.g. 1a, 2b, 2c) to which each of these questions relates. This will facilitate accurate and objective ratings.
- Proceed from general to specific questions.
- Candidate should be given a chance to think - it should not be assumed that brief silence indicates inability to respond.
- It is quite acceptable to give prompts (not distracters) e.g. "Anything else?"; "What happened?"
- Response must not be interrupted unless the candidate appears to be in great difficulty or there is marked digression.
- Attempt to ask all questions within the specified time.
- Notes must be made and rating done but this must not be too obvious.
- Do not forget to ask if the candidate if he or she is still interested in the job, after having been through the interview.

Candidate Assessment Form

The candidate assessment form contains some suggested characteristics of a job applicant that might be derived from both the application form and interview. The weighting (possible points) of each characteristic will depend on the requirements of the job and as is reflected by the personnel specification. Some of these characteristics will, therefore, have a zero (0) weighting.

Contra-indicators

Contra-indicators are characteristics of a candidate that will, from the outset, be either detrimental to the organisation or be an infringement of the law. If these are present, then the candidate will not be selected. One example is a convicted child

offender who has applied for a job in the Children Services Department, involving work with children.

Market Targeting and Advertisement

In using the traditional means of advertisements, such as trades magazines, professional magazines, gossip newspapers, academic or professional newspapers, we need to think of the ones that the people we hope to attract would normally read or subscribe to. Occasionally the radio is considered for the purpose of job advertisement and the television is rarely used. We will, therefore, confine our discussion to the printed material. If we intend to attract the attention of a particular type of professional, such as medical practitioners or human resource (HR) professionals, then we should try to place our advertisements in the relevant magazines. If, on the other hand, we are advertising for an administrative assistant, the professional magazines might not be the best choice for placing the advertisement. The important thing, therefore, is for us to think of the media that the category of workers that we need to attract favour. The frequency with which we place the advertisement depends on our budget and the 'features' that the media offers its readers. For example, a particular issue might be of interest to a particular ethnic group, gender, sport or 'Do-It-Yourself' (DIY) enthusiast. Your advertisement will, therefore, need to be placed on different days or in different issues of the press, to attract a variety of readers.

Advertisement and Legal Constraints of Recruitment and Selection

Your advertisement needs to be a synopsis of the job description and personnel specification. It should be worded in such a way that people can get the crucial bits of information at a glance. This suggestion is based on the assumption that readers are not necessarily looking for a job but might be drawn to one that has immediate appeal. Also, those who are scanning for jobs have a great deal to read through. Most importantly, your advertisement should meet legal requirements. I have included the extracts from relevant Acts because they directly relate to the recruitment and selection processes. An individual or group can take a case against an organisation, at a tribunal (in the UK) or a court (elsewhere) on the basis

of the wording of the advertisement or the personnel specification. Although the laws relate to the UK, their interpretation can relate to any country with employment legislation.

The *Race Relations Act 1976* offers protection against racial Discrimination. It specifies that a person discriminates against another if:

“(a) On racial grounds he treats that other less favourably than he treats or would treat other persons; or

“(b) He applies to that other a requirement or condition which he applies or would apply equally to persons not of the same racial group as that other but-

- (i) “Which is such that the proportion of persons of the same racial group as that other who can comply with it is considerably smaller than the proportion of persons not of that racial group who can comply with it; and
- (ii) “Which he cannot show to be justifiable irrespective of the colour, race, nationality or ethnic or national origins of the person to whom it is applied; and
- (iii) “Which is to the detriment of that other because he cannot comply with it” (Home Office, 2000).

The Act is careful to clarify that:

“Racial grounds” means any of the following grounds, namely colour, race, nationality or ethnic or national origins; “racial group” means a group of persons defined by reference to colour, race, nationality or ethnic or national origins, and references to a person’s racial group refer to any racial group into which he falls” (Home Office, 2000).

With specific reference to employment, the Act stipulates the following:

“It is unlawful for a person, in the case of a person employed by him at an establishment in Great Britain, to discriminate against that employee- “(a) In the terms of employment which he affords him.

Electronic Recruitment and Selection

This section is simply for awareness, drawing to your attention what is common knowledge – that is the use of electronic medium to place advertisements and initiate the selection process. Not only are organisation websites used but so also are a number of dedicated websites, some using sophisticated technology. The popularity of these e-recruitment and e-selection systems and their merits and demerits for the jobseekers and employers, will be addressed in and upcoming paper.

General Occupational Qualification (GOQ) and Recruitment and Selection

While all employment legislation protects individuals and groups of people from being discriminated against in initial employment, the issue that seem to be least understood is that which surrounds gender, incorporating gender reassignment or transgender. As would be expected, the law continues to protect them during the course of their employment. HR Research Paper 35 addresses the legal bases of initial and ‘continuing’ employment, respectively.

We might start with the *Sex Discrimination (Gender Reassignment) Regulations 1999*. This regulation strengthens the *Sex Discrimination Act 1975 & 1986 (SDA)*, which protects people from being discriminated against in employment, on the basis of their gender. Specifically, the regulation makes it illegal for employers to discriminate against individuals during the recruitment and selection process or while they employ them.

“*The Sex Discrimination (Gender Reassignment) Regulations 1999* make it unlawful to discriminate against a person for the purpose of employment or vocational training on the ground that a person intends to undergo gender reassignment, or is undergoing gender reassignment, or has at some time in the past undergone gender reassignment” EOC (2000).

However, in the UK, the SDA provides an exception to the requirements of the Act by allowing an employer to discriminate against a particular gender, if the job has, by its nature, to be restricted to one, and not the other, gender. In legal

terms, the sex is, therefore, a genuine occupational qualification (GOQ). However, it is only an employment tribunal that can give an authoritative ruling as to whether a GOQ is valid.

In the USA the Catholic Church has successfully argued that the 'faith' or 'Practising Christian' is a requirement for a teaching position in its schools. This means that 'Religion' is taken as a genuine occupational qualification. The basis of this is that it needs to 'inculcate Christianity' in the pupils and that this is best done by Christians.

Candidate Assessment Form

Name of Organisation: _____

CHARACTERISTICS	POSSIBLE POINTS	POINTS GAINED	COMMENTS
1. PHYSICAL CHARACTERISTICS			
1.1 HEALTH			
1.1.1 SPEECH			
1.2 OTHER			
1.2.1 PHYSIQUE			
1.3 DEXTERITY			
1.4 DEPORTMENT			
2. EDUCATIONAL ATTAINMENT			
1.5 O'LEVEL/ GCSE/ 1ST DIP EQUIV.			
1.6 'A' LEVEL/ 'AS' LEVEL			
1.7 BTEC NATIONAL/CERT/NVQ			
1.8 BTEC HIGHER NATIONAL /CERT/NVQ EQUIV.			
1.9 DEGREE			

CHARACTERISTICS	POSSIBLE POINTS	POINTS GAINED	COMMENTS
1.10 MASTERS DEGREE			
1.11 M.PHIL.			
1.12 PHD			
3. COMPUTER & ICT PROFICIENCY			
1.13 IT/COMPUTER FAMILIARISATION			
1.14 PROGRAMMING			
1.15 WORD PROCESSING			
1.16 DATABASE CONSTRUCTION			
1.17 DATA INPUT			
4. COMPATIBILITY OF INTERESTS & HOBBIES			
5. ENTHUSIASM/ MOTIVATION			
1.18 REASON FOR LEAVING			
1.19 INTEREST IN JOB			
1.20 ASPIRATION TO ED. TRAINING & DEVELOPMENT			
1.21 LIKELY COMMITMENT			
6. RELEVANT EXPERIENCE			
1.22 SUPERVISORY EXPERIENCE			
1.23 LEVEL OF RESPONSIBILITY			
1.24 CONTACT WITH CLIENTS OR CUSTOMERS			
7. DISPOSITION			
1.25 PERSUASIVENESS			
1.26 SELF-RELIANCE			
1.27 ABILITY TO WORK UNDER PRESSURE			
1.28 ABILITY TO WORK IN A GROUP			
1.29 LEADERSHIP QUALITIES			
TOTAL POINTS SCORE			

CONTRA-INDICATORS	YES	NO	COMMENTS

Name of Candidate: _____

Name of interviewer: _____

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 4. The equivalent Video-Enhanced On-Line (Video-Enabled Face-to-Face) delivery for a 5-day course is 10 days, based on 3 hours per day;
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 9. Courses are delivered in over 30 Cities including Dubai, Kuala Lumpur, Paris, Milan, Caracas, Manila, Manama, Istanbul, Jakarta;
 10. The UK Deliveries are usually in Central London and occasionally in Manchester, Birmingham and Wolverhampton;
 11. Hotel 'Academies', Conference and Meeting Rooms are utilised for course delivery purpose.

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The Programme and Course cost does not include living accommodation. However, delegates are treated with the following:

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- Free City Tour;
- Free Stationery;
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7. HRODC Postgraduate Training Institute's **Polo Shirt**.

Preserving our International Reputation and Standing

As an Institution of Higher Education and Training, we have made concentrated effort to achieve and maintain our reputation over the years. Our UK Government Recognition and our International Standing have made us the envy of most private training establishment. We have had numerous requests from some to validate their courses, granting our Certificate - Postgraduate; Postgraduate Certificate; Diploma - Postgraduate; and Postgraduate Diploma to their students and delegates.

Learning Experience, Equipment and Teaching Material

As a University Professor and Tutor in our Institute, I have found, over the years, that Practical and illustrative Materials, in the form of Industrial Visits and Demonstrations, Role Play, Role Simulations, Video Case Studies, Video Demonstrations, Explanations and Documentaries are a boost to learning and reinforcement. This factor is supported by renowned Learning and Developmental Psychologists. Delegates, over the years, have given most positive comments about the value that they have derived from the learning experiences that they gained through these exposures. One of the most prominent unsolicited comments, in this regard, came from **Mr. Faisal M. Kaballo**, Training and Development Co-ordinator of **Qatar Fuel Additive Co Ltd.**, following the attendance of the Head of Human Resource, to one of our courses:

“Halim has reached Doha and resumed duty. He enjoyed very much the "One to One" course that you offered him. That was so generous of you. The amount of information he grasped and the way it was presented, he says, was professionally of the top. That was an experience he would joyfully talk about for quite sometime.

“Many many thanks & best regards.”

Video comments from some of our past delegates, and actual lectures in progress, might be view on our YouTube channel, at:

<https://www.youtube.com/user/HRODCPGInstitute>

Verbatim comments and video links might also be found at:

https://www.hrodc.com/Students_Delegates_Comments_Postgraduate_Diploma_Programmes_Short_Courses_HRODC_Postgraduate_Training_Institute_A_Postgraduate_Only_Institution_London.htm

Because of the intensive nature of our Programmes and Courses, assessment are largely in-course, adopting differing formats. These assessment formats include, but not limited to, in-class tests, ‘out of class assignments’, and end of course summative examinations. Based on these assessments, successful candidates will be Awarded the Postgraduate Diploma or Diploma – Postgraduate – as appropriate. In the highly unlikely event that candidates are unsuccessful in the cumulative assessment and any resultant resits, Delegates and Students will be Awarded a Certificate of Attendance and Participation in their respective field.

In-house Courses and Group Discount

We organise In-house Courses, at competitive prices, delivered within or outside the organisation’s premises, in most countries. In addition, we offer very attractive discount for groups of 3 and more people, from the same organisation, taking the same course. This discount is between ten percent (10%) and twenty-five percent (25%), for group of up to ten participants, as follows.

Group Discount Facility	
Number of Delegates	Percentage Discount
3	10%

Group Discount Facility	
Number of Delegates	Percentage Discount
4	10%
5	15%
6	15%
7	20%
8	20%
9	22%
10	25%

Special discount is offered to groups of more than 10 participants, from the same organisation or group of companies.

Concessionary Study Packages

To facilitate a greater degree of individual organisation's participation in our courses, we now offer Study Packages, in Kuala Lumpur and other suitable locations. This means providing very good discount, which is above that which we normally offer to groups. Each Study Package includes the following items:

- ◆ Tuition Fee;
- ◆ Intensive Workshop
- ◆ Stationery;
- ◆ Hard Copy Study Material, in Folder;
- ◆ Electronic Study Material, on USB;
- ◆ Course Videos and Pictures, on USB;
- ◆ On-site Internet Access;
- ◆ Diploma – Postgraduate – or Certificate of Attendance and Participation – if unsuccessful; on resit.

- ◆ 2-Way Airport Transfer;
- ◆ 4-Hour City Tour;
- ◆ Hotel Accommodation;
- ◆ Morning Breakfasts;
- ◆ Morning and Afternoon Snacks, during the Workshop;
- ◆ Hot Lunch during the Workshop;
- ◆ Dinner for the Course Duration;
- ◆ Institute's Polo Shirt;
- ◆ Institute's Metal Pen.

As soon as you are ready to take advantage of the great developmental opportunity that we will offer your staff, by booking a course with us, please send us the following information:

- ◆ The title of the course that you require;
- ◆ The number of participants;
- ◆ Your preferred start date, for the course;
- ◆ Your preferred location for the course.

As soon as we receive the above information, from you, we will send you our cost offer, on your acceptance of which we will formalise the processes, leading up to, and incorporating, your training event. These formalities mean:

- ◆ Processing of Application Forms;
- ◆ Granting of Admission;
- ◆ Issuance of Admission Letters;
- ◆ Generating of Invoice;
- ◆ Provision of Visa Support Letters.

In this regard, please be aware that we can customise any of our pre-existing courses, to meet your corporate needs. We are also able to design any that you require, but which we do not currently offer.

Study Tours

We also offer Study Tours, which combine study, representing the contents of a course, with social and external educational activities. These activities include visits to museum, historic and social attractions – incorporating:

- Wax Work Exhibitions (e.g. Madame Tussauds);
- Model Villages (e.g. Bourton-on-the-Water Model Village);
- Vintage Rail Travel (e.g. Telford Steam Railway);
- Model Railways (e.g. Bourneville Model Railways);
- Self-guided Exhibition Tours (e.g. Cadbury World);
- Elevated Viewing Rides and Platforms (e.g. London Eye and Eiffel Tower).

The package incorporates:

- Visas;
- Airfare;
- Airport Transfers;
- Hotel Accommodation;
- Road Transport;
- Rail Travel;
- City Tours;
- Meals.

Study Tours are organised for Many Countries, including UK – London, Wolverhampton, Birmingham; Russia – Moscow, St Petersburg; China; Japan; USA; UAE; France; The Netherlands; Spain; Greece; Italy; Germany; Malaysia; Indonesia; Australia; Belgium; Ireland; Denmark; Switzerland; Argentina; Peru; Singapore.

Prof. Crawford's Qualifications and Affiliations

Professor Dr. Crawford is a Director of HRODC Ltd. and Director of HRODC Postgraduate Training Institute.

He is a Doctor of Philosophy (PhD), from University of London; holding:

- MEd. Management from University of Bath;
- Advanced Diploma in Science Teacher Education from University of Bristol; with a
- Diploma in Doctoral Research Supervision, from University of Wolverhampton;
- Postgraduate Diploma in Information Systems from Thames Valley University; and
- Initial Teaching Certificate.

He is a:

- Fellow of the Institute of Management Specialists;
- Human Resources Specialist, of the Institute of Management Specialists;
- Member of Academy of Management (MAoM), within the following Management Disciplines:
 - ◆ Human Resources;
 - ◆ Organization and Management Theory;
 - ◆ Organization Development and Change;
 - ◆ Research Methods;
 - ◆ Conflict Management;
 - ◆ Organizational Behavior;
 - ◆ Management Consulting;
 - ◆ Gender & Diversity in Organizations; and
 - ◆ Critical Management Studies.
- Member of the Asian Academy of Management (MAAM);

- Member of the International Society of Gesture Studies (MISGS);
- Member of the Standing Council for Organisational Symbolism (MSCOS);
- Life Member of Malaysian Institute of Human Resource Management (LMIHRM);
- Member of ResearchGate Community;
- Member of Convocation University of London;
- Professor HRODC Postgraduate Training Institute.

HRODC Postgraduate Training Institute's Global Telephone Numbers		
+44 7736147507+442081332760	+44 1902569133	+44 1902763607
+44 2071935906+442071932721	+60 173755824	+639399287113


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With Kindest Regards,



Prof. Dr. Ronald B. Crawford
Director
HRODC Postgraduate Training Institute