Strategic SUPERVISION

A Brief Guide for Managing Social Service Organizations

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Recruiting Effective Employees

Introduction

Recruitment, screening, and selection of staff members is one of the most important aspects of a supervisor's job. The employee selection process requires both analytical and interpersonal skills, as well as knowledge of Affirmative Action (AA), Equal Employment Opportunity Commission (EEOC), and other rules (see Chapter 3). In terms of analytical skills, supervisors need to specify the major job tasks for each position. Task-based job descriptions must be developed, key job parts must be designated, and essential worker "competencies" (i.e., knowledge, skills, abilities, and attitudes) must be identified. Well-developed interpersonal skills are required for interviewing job candidates in a courteous and professional manner. This chapter outlines the key tasks and strategies for designing job descriptions and other tools for recruiting and screening new employees.

Recruitment, screening, and staff selection are part of a larger set of responsibilities of supervisors and other mid-managers:

1. *Recruitment* involves generating an applicant pool that provides the employer an opportunity to make a selection, which will satisfy the needs of the organization. This process is important for all agencies that are attempting to overcome a history of discrimination against women, racial or ethnic minorities, or other groups. When combined with broad-based recruiting, it allows the agency to develop a large and diverse pool of applicants.

2. *Selection* is concerned with reviewing qualifications of job applicants in order to decide who should be offered the position.

3. *Placement* involves assigning the new employee to the position and orienting them properly so that they can begin working (Arthur, 2004).

4. *Compensation management* relates to the impact that staff salaries and benefits have on attracting and retaining highly skilled employees.
5. *Training and development* program quality affects the ability to attract skilled recruits who are committed to further skills development.
6. *Employment relations* refers to how an organization treats its employees. Although it affects the image of the organization, more importantly, a healthy organizational culture increases your ability to attract high caliber applicants, as well as lowers worker turnover and produces higher job satisfaction.[1]
7. *Performance evaluation* is the process of assessing how well an employee has performed functions as a means to guiding personnel actions (e.g., employment, termination, and advancement), rewarding personnel, assisting with personal development, identifying training needs, and integrating human resource planning with coordination of other personnel functions (DelPo, 2007).

The major steps involved in recruitment and selection are presented in a checklist form in Figure 4.1. This important supervisory function begins with creating a job description that contains information regarding the minimum prerequisite qualifications for the position. The hiring team then develops and posts position announcements in the local newspapers through their online and possibly paper editions, various list-serves, with professional societies, and other forms of external advertising. This is followed by screening job applicants using application forms, resume reviews, checklists, and tests (when appropriate).

Step 1: Developing a Job Description and Minimum Qualifications

A. Does the job description contain clear and specific task statements that describe the essential duties of this position?

B. Are the required knowledge, skills, abilities, educational degrees, and years of related job experience specified anywhere?

C. Do the required minimum qualifications for the job match the work to be performed; that is, can the connections between the education and experience required and the tasks of the job be subsidized?

Step 2: Employee Recruitment

A. Do the job announcements include the necessary details of the position?

B. Are the announcements clearly worded?

C. Is the application deadline realistic, given the usual delays in dissemination and publication; that is, does the deadline allow the applicant sufficient time to respond to the announcement?

D. Has the announcement been distributed to enough community, professional, or other groups? Have both formal and informal networks been used to publicize this position?

Figure 4.1 *(Continued)*

E. Is a record being kept of how and where the position was advertised or posted, including personal recruitment efforts?

Step 3: Screening Job Applicants Using Application Forms and Tests (if Appropriate)

A. Does the application form provide information that helps in determining whether the applicant has related education, training, and experience?

B. Does the application form contain questions that are illegal according to Equal Employment Opportunity laws?

C. Can the advertisements and application form be structured so that applicants are asked to submit a cover letter or other summary statements to highlight how their training and experience qualify them for the position?

Step 4: Conducting the Screening Interview

A. Have the interviewers been trained in the basic phases and principles of the selection process?

B. Has a list of standard questions to be asked of each applicant been developed? (Ideally each subset of questions is asked by the same interviewer.)

C. Has a quiet place been set aside for the interview? Have phone or other interruptions been prevented?

D. Has a person been chosen to lead the interview through the opening, information gathering, and closing phases?

E. Has a timeline for the selection process been established; and is there a plan for who, during the interview, will inform each applicant of how and when he or she will be notified?

Step 5: Reference and Background Checks

A. Have a sufficient number of applicants' references been contacted?

B. Have other background checks been made (if appropriate)?

Step 6: Selecting the Person and Notifying the Other Applicants

A. Has the committee weighed carefully all the information gathered to determine the most qualified and committed applicant?

B. Has a firm commitment from the primary candidate been made before notifying the other applicants?

C. Is the letter notifying the other applicants worded sensitively to ease their disappointment and to thank them for their interest in the position?

Figure 4.1 Summary checklist for recruiting, screening, and selecting employees

Source: From "Recruiting and selecting effective employees," by P. J. Pecora. In R. L. Edwards and J. A. Yankey (Eds.), *Skills for effective management of non-profit organizations*, 1998, Washington, DC: National Association of Social Workers. Copyright 1998 by National Association of Social Workers. Adapted with permission.

Telephone and in-person screening interviews are often the next step in the process—with some of the prescreening done by human resources staff in many organizations as they check to make sure applicants meet the minimum qualifications for the position. The final phases of this process involve checking the reference materials of the finalist(s) and making background reference checks. The successful candidate is then selected, and the other applicants are promptly notified. As discussed later in this chapter, caution needs to be taken in conducting reference checks for the finalists and in communicating with candidates who were not selected for the position.

The skills involved in recruitment and selection include being able to work collaboratively with agency staff to develop common expectations for positions and to develop a common set of interview questions. Equally important is the ability to reach an agreement on what constitutes acceptable responses to interview questions and how to rate them. The staff members involved in the process must also be able to interview job applicants in a professional and courteous manner. (For additional information on various aspects of employee selection, see Chaneski, 2001; Frase-Blunt, 2001; Harvard Business School, 2006; Penttila, 2005).

The employment selection process should be considered an important investment of staff time. If this process is not carried out properly, supervisory staff and other managers will spend valuable time and energy unnecessarily in monitoring marginal work performance, addressing increased organizational conflict, and dealing with the stress involved in transferring or terminating staff.

Although many local, state, and federal laws affect recruitment, three major sets of law and policy described in Chapter 3 help shape what is effective and legal practice in this area: (1) AA, (2) Equal Employment Opportunity, and (3) Americans with Disabilities Act (1990). Although state policies, agency accreditation standards, and other factors affect minimum qualifications and other aspects of employee recruitment, these laws remain important.

Specifying Job Tasks and Position Descriptions

POSITION DESCRIPTIONS ARE ESSENTIAL TOOLS FOR SUPERVISORS

Supervisors pay attention to the details of human services work not only for staff recruitment but in other areas as well. For example, the greater the job clarity, the greater the potential for staff members to understand their work and what is expected to be accomplished. As worker understanding is increased, there is greater opportunity to connect observations and feedback about job performance with the position. As clarity and feedback are increased, worker autonomy can also be increased. And as clarity, feedback, and autonomy are increased, there seems to be more opportunity for job enhancement and job enlargement.

Job enhancement relates to adding or changing components of the job to further worker growth and development. Job enlargement involves expanding authority, autonomy, and responsibility to carry out increasingly more complex and sophisticated functions. Both processes have been linked with higher employee motivation, productivity, and employee satisfaction (Baard, Deci, & Ryan, 2004), as well as less burnout (Zunz, 1998). One of the basic tools necessary for increasing job clarity is an accurate position description.

Position descriptions take on greater importance when a job vacancy is being advertised and when a new worker appears on the job for the first time. Even at these critical points in the recruitment, selection, and orientation process, some human services practitioners pay very little attention to the position description. There may be several reasons for this. First, position descriptions tend to be written in vague terms because inadequate time is set aside to consider job responsibilities and activities carefully. Second, the job might also be defined primarily in terms of the person filling the position or the description is based on the assumption that everyone with a BSW or MSW "ought to know" how the job is to be performed. Third, the position description may be purposely vague so that other tasks not in the job description can be added on a later date. Finally, position descriptions are viewed as administrative documents to be filed away and retrieved only when necessary.

The above assumptions undermine effective supervision. Position descriptions can be crucial to establish wages, salary ranges, and grades, and to help inform performance evaluations (O'Leary, 2002). Position descriptions also specify what skills and background are necessary to perform the job. They should be viewed as management tools for helping workers grow on the job and for evaluating job performance. In addition, they help map what work employees perform and how employees are interconnected in delivering services. Job descriptions play a major role in program planning and implementation, as well as in defining quality service delivery.

BENEFITS OF A POSITION DESCRIPTION

An up-to-date position description facilitates several crucial supervisory functions because it:

1. Ensures that any recruitment process is job related and not necessarily worker specific so that it provides continuity during staff turnover.
2. Provides a basis for clarifying job expectations with workers, since the job descriptions are often vague and incomplete.
3. Provides guidelines for oversight regarding work demands and is a resource for assessing staffing needs, and for requesting additional staff support based on tasks performed in the unit.

4. Enhances worker performance reviews, since there is specific information about job tasks and competencies necessary for assessing outcomes; this provides a structure for monitoring the relationship between the work performed by staff and program outcomes. An up-to-date position description also provides profiles that are useful in identifying training needs of workers.
5. Provides consistency of approach across range of workers in a unit and can serve as a tool for ensuring equitability of work performed and equity in salary levels. (See Appendix C for a sample position description.)

One approach to developing task-based position descriptions is to focus on the role and functions of the worker (Fine & Cronshaw, 1999; Harvard Business School, 2006). This can be a fairly informal process of sitting down with incumbents and identifying their key job responsibilities (what some personnel experts call "key job parts"), or it could involve a more formal job analysis process that uses a set of steps to analyze the job tasks and requirements (Serumola, 2001).

When creating job-specific tasks and position descriptions, care should be given to the use of excessive requirements. The use of these tactics has been found to have a negative effect on the recruitment process of ethnic minorities and may also violate Equal Employment Opportunity laws. Special attention should be given to the use of concrete action verbs to describe the activity required for the position in job descriptions.

DESIGNING AND USING TASK STATEMENTS[2]

Although several technologies are used to describe work, the task statement described in the task-based job analysis approach is perhaps most useful to human services personnel (Fine & Cronshaw, 1999; Mathis & Jackson, 2006). The technology is useful because activities are always linked with expected outcomes, which helps everyone in the agency see how job performance is linked to outcomes and keeps the focus on continuous improvement. In an industrial setting, the *expected results* of replacing a defective part in a machine are obvious, but in the human services setting, the expected results of "discussing personal problems with a walk-in client" might not be quite as obvious and might be different in different settings. For an intake worker in protective services, the expected results would be to "assess the family situation for evidence of abuse or neglect," whereas in a psychiatric hospital, the expected results of the same activity might be to diagnose the case for referral to the appropriate specialist. Therefore, it is not only the *activity* that is important in analyzing human services work but also the *expected results.*

For supervisors and workers, the basic unit of analysis for describing jobs is the *task* ("ask the client questions and write answers on standard intake form to record basic client demographic information"). A job is composed of a series of tasks. Supervision of worker performance is frequently based on how well the assigned tasks are performed. In-service training is often designed to enable staff to perform a series of tasks on the job. The action related to the task may be primarily *physical* such as operating computer hardware; primarily *mental* such as analyzing a case record; and/or primarily *interpersonal* such as counseling with a client. The two most important elements of a task statement are as follows: (1) the *action* that the worker is expected to perform (e.g., asks questions and listens to responses), and (2) the *result* expected of the worker action (e.g., in order to complete the client intake process). Fine and Cronshaw (1999) have identified five major questions that need to be answered in order to write a task statement:

1. *Who? (Subject)*

   The subject of a task statement is understood to be simply the "worker." The task statement does not define what kind of worker.

   Example: A task statement contains no subject because it is always assumed to be "worker."

2. *Performs what action? (Action verb)*

   A task statement requires a concrete, explicit action verb. Verbs that point to a process (such as develops, prepares, interviews, counsels, evaluates, and assesses) should be used only to designate broad processes, methods, or techniques, which are then broken into explicit, discrete action verbs.

   Action: Asks client questions, listens to responses, and writes answers on standard intake form.

3. *To accomplish what immediate results?*

   The purpose of the action performed must be explicit so that (a) its relation to the objective is clear, and (b) performance standards for the worker can be set.

   Result: To record basic client demographic information (e.g., items 1–8 on intake form). The resultant objective is to establish a client information system that enables workers to locate clients quickly and efficiently.

4. *With what tools, equipment, or work aids?*

   A task statement should identify the tangible instruments that workers use as they perform a task, for example, telephone, word processor, pencil/paper, checklists, and written guides.

   Tools: Computer skills.

5. *Under whose instructions, guided by which agency rules?*

   A task statement should indicate what parts of the task are prescribed by a superior and what is left to the worker's discretion or choice.

   Prescribed content: Following standard intake form.

   Discretionary content: Exercising some leeway regarding sequence of questions (pp. 50–51).

An example of a task statement that includes all of these components might read as follows:

> Evaluates and assesses clients with the SCL 90 and other measures, based on state policy and DSM IV categorizations, in order to provide professional treatment planning, consultation, or referral assistance.

One way of reviewing the components of a task statement is to turn to Appendix C, a tool to assist you with action-oriented task statements, and circle all the action verbs that appear at the beginning of each task statement listed in the Mental Health Specialist position description. This process helps to underscore the importance of selecting action verbs that describe specific activities. For example, "participates" in staff meetings is a better action verb than "attends" staff meeting. The action or activity is more clearly defined. In a similar fashion, return to Appendix C and circle all of the "in order to" phrases. This process helps to underscore the role of the outcome statement and its relationship to the action verb.

If it is difficult to develop outcome statements to accompany the main activity of the task statement, you probably need to reassess the value of the task. When drafting outcome statements for the first time, there is a general tendency to overload these statements. For example, the task statement, "Counsels client in order to help a client secure a job," includes a very large outcome statement. Alternatively, it might be useful to isolate several counseling tasks with more modest and feasible outcomes, such as "in order to acquire job search skills," "in order to increase client's self-confidence," or "in order to share information about jobs and careers."

Writing task statements requires practice. First efforts will feel clumsy and awkward, but with practice, the process becomes much easier. When starting with no existing job description, you may want to use the following steps:

1. List all the various job activities or specific responsibilities of the position.
2. Divide the job into four to six major components, which become the basis of defining broad areas of responsibility.
3. Distribute all the major activities under each of the components or responsibility areas, adding additional activities as they are identified. (Agencies sometimes attach a percentage weighting to each of the responsibility areas and check to see that the total for combining the weighted percentages equals 100%.)
4. Use the activity statements, such as "drive clients to clinic," and convert them into task statements (e.g., transport clients to clinic in order to assist them to secure prenatal care for their young children).

In building a new, undefined position description, it is useful to share the process with a colleague. For example, if you are a supervisor working on your own position description, it is important to involve your immediate supervisor.

This collaborative process can begin with discussions about the weighting of major responsibilities as well as sharing drafts of specific task statements. It may be helpful to build on an existing position description even if it is out-of-date. Similarly, if you are a supervisor seeking to update, revise, or entirely redesign the position description of a subordinate, it is important to approach the process as a collaborative effort. Position descriptions can also be built by using a task bank developed by specialists in the field (see the *Dictionary of Occupational Titles:* http://www.oalj.dol.gov/libdot.htm).

In reviewing the job tasks in Appendix C, it should be apparent that they reflect considerable specificity. Therefore, it is important to clarify the objectives for selecting tasks. For example, if the job is designed for a person with a bachelor's degree in the social sciences without specialized training in the human services, it might be necessary to include 8 to 10 specific task statements in order to delineate what tasks are appropriate for these workers. (See, for example, Rittner & Wodarski, 1999.)

In summary, not only do the position descriptions provide the foundation for job announcements, but the task statements also provide a vehicle for the supervisor to identify performance standards. A major challenge in human services agencies is the development of performance standards that are meaningful to workers. Performance standards linked to a task or cluster of tasks provide a basis for ongoing worker self-assessment and for supervisory "troubleshooting" when workers do not meet a minimum standard of performance. (See Chapters 7 and 8.)

Use of Competency Statements in Supervision and Personnel Management

OVERVIEW

A competency can be defined as any knowledge, skill, or attribute, observable in the consistent patterns of an individual's behavior, interactions, and work-related activities over time, which contributes to the fulfillment of the mission and accomplishment of the strategic objectives of the organization. Through the understanding and incorporation of both core (organization-wide) and domain (job-related) competencies, organizations are able to:

- Identify concrete valued behaviors within the organization.
- Recruit and select new employees.
- Assess and enhance staff levels of contribution to the organization's effectiveness, as well as assess and enhance the level of contribution of those whom staff supervise or team with.
- Focus and manage one's professional development and growth, including setting reasonable goals (Mathis & Jackson, 2006).

USING COMPETENCIES

To recruit effective staff, clarity is needed about the job, as well as clarity about the knowledge, skills, and abilities (i.e., competencies) necessary to perform that work. A competency-based approach can help with this process. But to use a competency platform effectively in your personnel program and practices, every major system needs to have competencies successfully embedded in it. For example, some social services organizations followed the example of several corporations by adopting core competencies for recruiting, supervising, training, and recognizing staff members. (See Appendix D; Bristow, Dalton, & Thompson, 1996; and for a public health example, see Council on Linkages Between Academia and Public Health Practice, 2005.)

A competencies approach can be linked with a framework for viewing levels of contribution that staff members can make. In the fields where employee learning and constant innovation are essential, these are being referred to as "levels of knowledge work":

- *Level one: Acquiring knowledge.* The knowledge acquired is in the form of ideas, theories, methods, principles, skills, and information about the organization, the work of the organization, and its consumers. The Level One contributor seeks and acquires knowledge from two primary sources:
  1. From supervisors and coworkers (by seeking information, advice, guidance, and feedback)
  2. From the codified sources of knowledge in the organization (i.e., systems, guidelines, work manuals, operating procedures, and policies)
- *Level two: Applying knowledge.* Level Two contributors use acquired knowledge to plan and complete independently value-added work for the organization. They exercise judgment to make their own decisions, rather than deferring those decisions to others. Unless new knowledge is used, it adds little or no value for the organization. By exercising confidence and initiative, Level Two contributors turn previously acquired knowledge into a value-added resource for the organization. (A way to think of Level Two knowledge workers is as the "solid performers" in most organizations. "Star" status is usually only conferred on those knowledge workers who contribute at Levels Three, Four, and Five.)
- *Level three: Creating knowledge.* The Level Three contributor creates new knowledge by pushing the boundaries of existing knowledge:
  - Asks "What if" questions
  - Takes the risk of doing things that have never been done before
  - Solves critical problems that have no predetermined solutions
  - Invents new products, processes, technologies or work methods
- *Level four: Developing knowledge in others.* The Level Four contributor grows intellectual capital in several different ways:
  - Shares knowledge directly with others
  - Helps other apply new or existing knowledge to their work

- Provides people with useful feedback
- Motivates others to create and apply new knowledge
- Communicates a sense of direction and purpose
- Facilitates the face-to-face transfer of knowledge between others

- *Level five: Leveraging knowledge.* Level Five contributors help define what the organization does and how it does it. They often do this by transforming the knowledge in people's heads into systems that are "owned" by the organization; systems that accelerate the transfer and application of knowledge across the organization. These systems are referred to as structural capital. Although Level Five contributors may not create this structural capital, they convince a critical mass of the organization to accept and use the new structural capital. This structural capital could include any of the following:
  - New business or technology strategies and directions
  - New work methods and expert systems
  - New people systems or organization structures
  - New training, communication, or information systems (Bristow, 1999, pp. 5–6; also see Bristow, 2005.)

In summary, part of defining a position and developing the skills of staff members includes paying attention to the key competencies that are required and how an employee can grow and contribute to the organization in different ways over time.

Recruitment and Selection Phases and Strategies

RECRUITING EMPLOYEES

The next step in the hiring process is to prepare announcements of the position to (a) officially publicize the availability of the position, (b) describe the tasks of the job, (c) attract a wide range of qualified candidates to improve the pool of candidates and maximize compliance with the legislative intent of both Equal Employment Opportunity and AA, and (d) inform interested persons of the minimum qualifications and the process involved in applying for the position.

Note that the recruitment and selection of employees is a form of public relations. The quality of recruitment materials and the respect and professionalism shown to applicants shape the image of the agency—including the many applicants who were *not* selected. The way the recruitment and screening process is carried out can improve or damage the reputation of the agency. If unsuccessful applicants are treated fairly in a well-organized professional screening process, they may be disappointed, but their level of respect for the organization will increase. Future case referrals or the agency's community image may therefore depend on the people not hired.

This "public relations" aspect of recruitment has implications for how the other steps in the process are carried out. For example, the announcement of the position should be as detailed as possible to allow potential applicants to determine whether the position would fit their qualifications, current interests, and career goals. Communication with job applicants and screening interviews should be handled carefully. To meet AA laws and regulations, the job announcement should include the following information:

A. Job title, classification, and salary range, although salary ranges in some organizations are listed as "open" and "negotiable"

B. Location of job (i.e., geographic and organizational unit)

C. Description of duties

D. Minimum qualifications

E. Starting date for the position

F. Application procedures (i.e., what materials should be sent to whom)

G. Closing date for the receipt of applications (Klingner & Nalbandian, 2003)

A typical announcement of a position is shown in Figure 4.2. Various forms of this basic announcement can be distributed to a variety of organizations, placed as newspaper advertisements, listed in professional newsletters or Web sites, posted at regional or national universities, and distributed at conferences or other events to reach potential applicants. Many organizations make special efforts to recruit women or ethnic minorities by contacting community organizations, churches, university departments and placement centers, minority newspapers, radio shows, and other community groups. Other special efforts may be necessary if economic or other factors are affecting the labor market and the availability of qualified applicants.

Check to see that the announcement contains the necessary details of the position and is clearly worded. Make sure that the application deadline is realistic,

POSITION ANNOUNCEMENT
Family Preservation Services Specialist
Children's Services Society
Seattle, Washington

Function and Location

Provides intensive in-home services to families considering out-of-home placement for one or more members. Is on-call 24 hours per day to provide crisis intervention and other family services with problem resolution. Will work out of the Wallingford social services office.

Figure 4.2 *(Continued)*

Duties and Responsibilities (Partial List)

1. Provides in-home, crisis-oriented treatment and support to families in which one or more family members are at risk of being placed outside the home in foster, group, or institutional care to prevent unnecessary child placement.**
2. Works a 40-hour nonstructured workweek (including evenings and weekends) to be responsive to the needs of families.*
3. Provides family education and skills training as part of a goal-oriented treatment plan to prevent the recurrence of or to reduce the harmful effects of the maltreatment of children.*
4. Advocates for family members with schools, courts, and other social services agencies to help family members obtain financial assistance, housing, medical care, and other services.*

Qualifications

Master's degree in social work, psychology, educational psychology, or psychosocial nursing is required. Graduate degree in social work preferred. Experience in counseling families and children is required. Knowledge of crisis intervention social casework, communication skills, and family therapy techniques is also required. Knowledge of cognitive-behavioral interventions, group work, and functional family therapy is desirable. Must have reliable transportation. Required to live in county served. Salary range: $29,000–$35,000.

Application Procedures and Deadline

An agency application form, résumé, and cover letter describing related education and experience must be submitted. Position closes April 25, 2005. Starting date is tentatively scheduled for May 25, 2005. Please send application materials to

Annette Jandre

Program Supervisor

Children's Services Society
4601–15th Avenue, NW
Seattle, WA 98103
(206) 263–5857

AN EQUAL OPPORTUNITY EMPLOYER—ALL QUALIFIED INDIVIDUALS ARE ENCOURAGED TO APPLY

Figure 4.2 Sample position announcement
*Key job parts.

given the usual delays in the dissemination of announcements and the response of applicants. Consider also whether the announcement has been distributed to a sufficient number of communities, professionals, or other groups. Both formal and informal networks are useful for publicizing the position, especially among communities of color; the gay, bisexual, transgendered, and lesbian community; and other groups that an agency may desire to contact in order to maximize staff diversity. Finally, keeping a record of how and where the position was advertised and a record of individual recruitment efforts is a strategic way to document the efforts made in the process. This strategy also can be used to track those individuals who have expressed interest in the organization, and who might be good candidates for future openings. When an immediate selection decision cannot be made, the agency or institution has the responsibility to communicate with those applicants who have been included in the recruitment process, and inform them about the status of their application.

Summary

This chapter has presented an overview of the recruitment process of staff in special services organizations. It has outlined key tasks and practical strategies for designing job descriptions and other tools for recruiting new employees. Supervisory and agency excellence is determined, in a large part, by the staff's compatibility with and commitment to the program's mission. Sound recruitment and screening practices help ensure that effective staff is hired, and that a minimum number of people are released during the probationary period. Although this process requires organizational, analytical, and interpersonal skills, it is critical for obtaining high-quality personnel. The next chapter discuses the characteristics of strategies for screening résumés and interviewing conduct.

Endnotes

1. Organizational culture has been documented as crucial to effectiveness. For example, Glisson (2007), Glisson and James (2002), and Yoo and Brooks (2005) have found that certain organizational factors, like how workers are treated, supervisor support, good organizational routines, and other factors predict more positive service outcomes.
2. Adapted from Pecora and Austin (1987, pp. 27–30).

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