An assessment of the recruitment and selection strategies used in the sales department of Old Mutual Group Schemes in the Eastern Cape

BY

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PROMOTER: MRS A WERNER

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DECLARATION

The research contained in this document has not been submitted before in whole or in part for any degree or examination at any other university.

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Date……………………..

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This dissertation is being submitted in partial fulfilment of the requirement for the degree of Masters in Business Administration.

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The dissertation is the result of my own independent work, except where otherwise stated.

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ACKNOWLEDGEMENTS

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- Mrs A. Werner, my promoter, for her unrelenting coaching, encouragement, advice and motivation in the compilation of this research paper;
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- My colleagues and friends, my sisters and my mother for their spiritual contribution and encouragement in difficult times.
ABSTRACT

The aim of this research was to assess the recruitment and selection strategies used in the sales department of Old Mutual Group Schemes (OMGS) in the Eastern Cape. The company hopes to stem the high labour turnover in OMGS.

After the Labour Relations Act 66 of 1995 (LRA) and Employment Equity Act 55 of 1998 (EEA) were promulgated, organisations in this country introduced new recruitment and selection policies. The challenge to most organisations is the implementation of these policies by managers. The requirements of these two legislations create problems for small companies because of the high costs involved especially in the implementation stages.

The organisation incurs costs in the development of the new processes and the training of staff. Even after the new processes, labour turnover did not improve in OMGS. Senior management is trying any means possible to rectify the situation.

The company policy was examined against the literature available and the recruitment and selection processes of different authors were investigated. The findings indicated that some steps in the recruitment and selection processes were not followed. It was recommended that the organisation use more recruitment sources to broaden the scope of accessing more suitable applicants.
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CHAPTER ONE

INTRODUCTION, PROBLEM STATEMENT AND DEFINITION OF CONCEPTS

1.1 INTRODUCTION

This study was conducted at Old Mutual Group Schemes (OMGS). OMGS is a business unit within the greater Old Mutual South Africa (OMSA). OMSA is a subsidiary company of Old Mutual Public Listed Company (PLC). Old Mutual (PLC) is a multinational company that provides wide financial products and services. Its headquarters are situated in the United Kingdom. The company has branches in Pakistan, India, United States of America and in some African countries.

OMGS has been demarcated into nine regions. The total number of employees is about two thousand. This study was focused on sales personnel in the Eastern Cape region.

The objective of the research is to investigate the recruitment and selection strategies used by the company to hire sales personnel.

1.2 THE MAIN PROBLEM

After the LRA 66 of 1995 was promulgated, OMGS introduced new recruitment and selection criteria, which were in line with the requirements of the Act. The human resources department developed new training material and all line managers were retrained in the new recruitment and selection criteria. An additional advanced course in recruitment and selection, which included the use of assessment tests, was presented to some managers.
According to the company’s rules and regulations, an interview panel had to consist of an employing manager and at least two assessors. The new process was perceived as an improvement of the old system, which had been in operation since 1982.

In an interview with the company’s Human Resources Manager, Mrs Sarah Melane (15 March 2003) it was stated that top management hoped that the new system would reduce the high labour turnover that was costing the company more than R1000 000 (one million Rand) a year. According to Mrs Melane, research conducted in 2002 showed that the status quo has not changed. Furthermore, it was revealed that most of the candidates, who scored lower as far as assessment results, ultimately became high performers, while those who obtained high scores during assessment usually underperformed. Some of these candidates resigned and others were dismissed due to poor performance. Table 1.1 illustrates the rate of terminations among newly employed sales consultants over a three year period.

Table 1.1: Terminations of newly employed sales consultants

<table>
<thead>
<tr>
<th>Year</th>
<th>New employees</th>
<th>No. of Terminations</th>
<th>% of Terminations</th>
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<tr>
<td>2000</td>
<td>253</td>
<td>76</td>
<td>30%</td>
</tr>
<tr>
<td>2001</td>
<td>267</td>
<td>88</td>
<td>33%</td>
</tr>
<tr>
<td>2002</td>
<td>281</td>
<td>87</td>
<td>31%</td>
</tr>
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</table>


It is evident from Table 1.1 that labour turnover among newly employed sales consultants were high and this had negative implications on employment and training costs in the organisation.
The research question that resulted from the above was:

Are recruitment and selection strategies used effectively at OMGS to assess potential sales people?

1.3 SUB-PROBLEMS

In order to solve the main problem and develop a research plan of action, the following sub-problems were identified:

(a) What recruitment and selection strategies are suggested in the literature?
(b) To what extent does Old Mutual utilise the recruitment and selection strategies suggested in the literature?
(c) How competent are sales managers in using the suggested recruitment and selection tools?

1.4 DEFINITION OF KEY CONCEPTS

In order to ensure comprehension, the following terms, related to this study, are briefly defined.

1.4.1 Recruitment process

Erasmus, Van Wyk and Schenk (2000:291) describe recruitment as human resource management activities aimed at attracting potential job seekers to fill a specific vacant post. Candidates can be attracted internally or externally through various recruitment methods (Arthur, 1998:47).
1.4.2 Selection process

Selection is a process of finding the most suitable individual to fill a vacancy. It is aimed at determining whether potential candidates have the necessary competencies to fill the vacancy and choosing the best candidate. The competences of the applicant versus the requirements of the job are taken into account during the selection process (Erasmus et al, 2000:311).

1.4.3 Assessment tools

Assessment tools are the actual measuring instruments used to evaluate applicants. These tools probe the performance or the competencies of the applicant. It is from these results that a manager is able to know whether a candidate is suitable and who the best candidate is. The best candidate is usually offered the job, although some companies indicate that they reserve the right to make an appointment or not.

1.5 DEMARCATION OF THE RESEARCH

Demarcating the research study enables the research to be focused and manageable.

1.5.1 Geographically demarcation

The study was conducted at OMGS sales branches in the Eastern Cape. These branches are located in Port Elizabeth, Grahamstown, King William’s Town, East London, Butterworth, Umtata, Lusikisiki and Kokstad.
1.5.2 Business unit

The study was focused on business units that were operating in the lower income segment. According to OM (PLC) marketing strategy, the lower income segment consists of all households who earn an income below R5000.00 a month. The study focused on business units in the Life Assurance industry.

1.5.3 Management level

The study was focused on first line sales managers who were responsible for the recruitment and selection of sales people in the business unit under study.

1.5.4 Recruitment and selection

The research was examining recruitment and selection processes of the sales personnel in OMGS only. A study of placement, induction, training and motivation processes, which also influence retention rates, are outside the scope of this research.

1.6 SIGNIFICANCE OF THE RESEARCH

History at Old Mutual Group Schemes has shown that many applicants who scored high in the recruitment and selection processes tend to fail in selling, whereas many of those who scored low tend to do well. So far, selection techniques have not been a reliable indicator of future performance in the organisation. Senior sales managers are concerned, firstly because the selection processes cost the company a lot of money and secondly, the rate of labour turnover was still high even after the introduction of new assessment processes. It is therefore evident that the outcomes of this research could assist senior managers in either developing a new strategy or adjusting the current one.
1.7 LITERATURE TO BE DISCUSSED

The literature study, for the purposes of this research project, focused on:

- Recruitment processes, and
- Selection processes.

O’Neill (1990:13) states that the first step in the assessment process is to start with a job analysis. The outcome of a job analysis indicates the knowledge, skills and abilities needed by the job incumbent.

Hacker (1999:3) states that failure to understand the hiring process costs businesses money. He further argues that an inadequacy in understanding recruitment and selection creates other related problems such as emotional stress. He advises all people who hire and promote staff to understand the processes, develop their skills and stick with a plan of action. According to him, it is dangerous to rely too much on gut feeling during the recruitment and selection process.

1.7.1 Recruitment process

According to Erasmus et al (2000:303), the recruitment process consists of 14 steps. Larger organisations usually follow all these steps, although not in the same sequence. Since the process could be costly, small organisations might exclude some of these steps.

1.7.2 Selection process

The selection process starts immediately after the closing date of recruitment. Erasmus et al (2000:315) state that the selection process consists of seven phases.
In each phase an application might be rejected if it does not meet the requirements. In the same way, when potential applicants do not meet the basic requirements of the position, they will not proceed pass the recruitment stage.

Both processes should be in line with the requirements of Act 66 of the LRA of 1995 and EEA 55 of 1998 (Bendix, 2001:89).

1.8 ASSUMPTIONS

It is assumed that there is a general worldwide acceptance of the recruitment and selection assessment tools used by organisations.

It is also assumed that if these tools are understood and implemented correctly, companies will save money by employing appropriate people who will be productive and successful.

1.9 RESEARCH DESIGN

For this study, a quantitative approach was followed. Leedy and Ormond (2001:191) define descriptive quantitative research as the identification of characteristics of observed phenomenon.

The research methodology used to solve the main problem included a literature study, a survey, secondary data and an empirical study.

1.9.1 Literature study

The literature study was conducted with the purpose of identifying best practices for the recruitment and selection process.
1.9.2 Secondary data

Secondary data in this study included data on salespeople’s turnover in the last three years as well as Old Mutual’s company policy on recruitment and selection.

1.10 EMPIRICAL STUDY

The empirical study was done by means of a questionnaire which was mailed to respondents.

1.10.1 Mail survey

A mail survey, administered via electronic mail, was conducted among sales managers. The questionnaire examined the effectiveness of the assessment tools as perceived and utilised by these managers. The study was focused on first line sales managers, as they were responsible for the recruitment and selection of sales consultants.

1.10.2 Measuring instrument

A questionnaire was developed by the researcher and used as a measuring instrument in this study.

1.10.3 Sample

The sample consisted of sixteen sales managers at OMGS in the Eastern Cape who were responsible for two hundred and twenty sales consultants. The questionnaire was sent to all managers via electronic mail. The sales managers printed the questionnaires and completed them. Some respondents preferred to respond on the computer system.
1.10.4 Statistical analysis of data.

The statistical analysis of the data was mainly done by computing the percentages obtained for various questions and by presenting these by means of tables and bar graphs.

1.11 ORGANISATION OF THE REMAINDER OF THE STUDY

• In Chapter one the problem definition, significance of the study, definition of selected concepts, delimitations and research design were discussed.
• Chapter two deals with the literature study on recruitment and selection processes.
• Chapter three focuses on research methodology used in this research study. The research strategy, questionnaire design and layout, pilot study used during instrument development as well as the reliability and validity of the measuring instrument have been briefly discussed.
• In chapter four, presentation, interpretation and the analysis of the results have been presented. The results presented relate to biographical data, company policy, recruitment, selection and lastly, general aspects related to recruitment and selection.
• Chapter five presents the conclusions and recommendations. It reiterates the main points in an attempt to resolve the objectives of the study.
CHAPTER TWO

LITERATURE STUDY: RECRUITMENT AND SELECTION

2.1 INTRODUCTION

In Chapter one background information was provided on OMGS, the company in which this study was conducted. The problem statement and definition of concepts were also discussed. This chapter focuses on a theoretical study of recruitment and selection. Most companies realise that scientific recruitment and selection lead to motivated employees and low labour turnover (Hacker, 1999:2). Manpower retention in the insurance industry is generally poor. In some companies, labour turnover is as high as fifty percent (Newsletter, Group-talk, 2002:15). Berman (1997:15) argues that good manpower retention is a competitive advantage in any industry. In this chapter, attention is given first to policy formulation for recruitment and selection, then the recruitment strategy and techniques and the selection process will be analysed.

2.2 THE RECRUITMENT POLICY

Recruitment can be described as a process of attracting sufficient job applicants who have the necessary potential and competencies to fit the job requirements. The main purpose of recruitment is to get competent employees who will assist the organisation in achieving its objectives (Schultz, 2001:226). A recruitment policy guides the company’s recruitment policy and generally includes the following:

- Whether internal or external recruitment will take place;
- Whether relatives of existing employees may be hired;
- Whether part-time or any flexitime workers will be considered and
- Whether people over the retirement age may be employed (Schultz, 2001:226).
Cascio (1998:172) suggests that the following criteria, related to discrimination, affirmative action and employment equity, may also be included in company policy on recruitment:

- Passive non-discrimination, by treating all races and both sexes equally.
- Pure diversity-based recruitment, which is a concerted effort not to exclude applicants because of past or present discrimination; and
- Hard quotas, which represents a mandate to hire specific numbers of women or minority group members.

In South Africa, organisations have to consider various laws, such as the Employment Equity Act and the Labour Relations Act, in all their human resources activities. The recruitment policy should therefore also reflect the requirements set out by these laws. In the next section, specific attention is given to the recruitment policy of OMSA.

2.2.1 Recruitment policy-Old Mutual South Africa

OMSA does have a recruitment policy, which is attached as Annexure one. It is evident that this policy does provide guidelines for advertising, the Employment Equity Act, the selection of a suitable candidate and lastly, for making a job offer to the successful candidate or providing feedback to unsuccessful candidates. This policy is discussed in more detail below.

2.2.2 Advertising of a vacancy

According to the OMSA recruitment and selection policy, all vacancies must be advertised internally on the Intranet for a minimum period of five working days, except for the lines of business that have obtained exemption in their cases.
Exemption could be given due to a shortage of skills from the pool of potential applicants who were supposed to be given first preference as required by the company policy. If no suitable candidate was identified, the vacancy should be advertised externally. This could be done via OMSA’s website, appropriate news media and/or accredited recruitment agencies (RA). Appropriate news media refers to media accessibility to the applicants that are required. OMSA invites RA to apply if they want to enter into business with the organisation and accredits them if they meet the requirements.

All external job advertisements have to adhere to the following requirements:

- Describe Old Mutual as an Employment Equity employer;
- Explicitly state various Financial Advisory and Intermediary Service Bill (FAIS) requirements, if applicable to the position. The objective of this Bill is to regulate the financial services industry in a manner that will enhance clients’ rights (see annexure 1);
- State that all information provided by the applicant will be verified; and
- State all vacancies that have been identified as opportunities for candidates from under-represented and designated groups.

Annexure three contains an example of an internal OMGS advertisement. According to Schultz (2001:228), an effective advertisement is one that meets the following criteria:

- It draws attention. As seen from the attached example, “Advisers, Mt Fletcher and Umzimkhulu”, draws the attention of people from these areas;
• It makes the potential candidate interested in the position. In the attached advertisement, it is evident that benefits outlined will draw the interest of a potential candidate;
• It creates desire by amplifying the job’s interests in terms of the role and the essentials; and
• Lastly, it prompts action and encourages the potential recruit to apply immediately by stating the closing date.

It can therefore be concluded that Old Mutual does use job advertisements that meet accepted criteria for effectiveness.

2.2.3 The Employment Equity Act

The Employment Equity Act (EEA) No 55 of 1998 was introduced to redress demographic imbalances in organisations. The Act has two legs, one deals with unfair discrimination and the other with affirmative action (Bendix, 2000:89). This piece of legislation enforces calculated discrimination in the workplace in order to address imbalances in employment created in the past. It also ensures that employment equity is promoted in all organisations in South Africa.

Old Mutual does take into account the requirements of this Act by stating in their policy that line managers must consider the redeployment pool. Secondly, it also states that the business units’ (BU's) Equity Plan must be examined and appointments that do not support the EE plan need to be authorised by the general manager (refer to annexure 2).
2.2.4 Selection of personnel

In terms of the selection of personnel, Old Mutual’s policy prescribes who should be responsible for the interview, and provides guidelines for the scientific use of psychometric and behavioural assessments. According to the policy:

- A trained and competent HR practitioner and/or line manager must conduct standardised, competency-based interviews;
- A registered psychologist must carry out psychometric and behavioural assessments; and
- All instruments that are used must be reliable, valid and culturally sensitive.

2.2.5 Job offer and feedback process

According to Schultz (2001:251), if a candidate makes it through all the steps, the job may be offered to him or her. Prior to a job offer being made, the employee vetting must be complied with. Employee vetting includes reference checks and the verification of educational qualifications, credit standing and FAIS requirements. After this process has been completed, an offer is made to successful applicants. Letters of regret should be sent to unsuccessful candidates within a period of seven working days. Job offers are usually made verbally and later confirmed by a written letter (Schultz, 2001:251).

The recruitment, selection and assessment process begins when a vacancy becomes available in the organisation or when new posts have been identified through manpower planning. When recruiting and selecting employees at Old Mutual, managers must compile a job description (JD) and job specification (JS). The managers must make sure that the job evaluation (JE) and job analysis (JA) have been done (refer to annexure 1).
The purpose of a policy is to guide the recruitment and selection process. A policy also has to take into account the many external and internal factors that affect the recruitment processes. These factors are discussed in the next section.

2.3 FACTORS INFLUENCING RECRUITMENT

2.3.1 External factors

The external factors refer to the outside environment that influences the recruitment process of an organisation. Some of these factors are discussed below.

2.3.1.1 Government policy and legislation

Government policy plays an important role in the determination of recruitment practice (Erasmus, Van Wyk & Schenk, 2000:294). The Labour Relations Act and the Employment Equity Act govern the way in which organisations may employ new staff. Labour legislation in South Africa prohibits blank discrimination, directly or indirectly, to employees and potential candidates. The South African government also introduced legislation governing affirmative action that is generally described as fair discrimination to address the imbalances of the past. In paragraph 2.2.3, it was indicated that Old Mutual did take these legal requirements into account in the development of their policy on recruitment and selection.

2.3.1.2 Trade Unions

In some organisations unions are involved in the development of recruitment and selection policy and procedures. Unions might want to persuade companies to enter into agreements that stipulate that only union members will be employed. At Old Mutual there is no arrangement with the union concerning the recruitment and selection of new employees.
2.3.1.3 Labour market

Labour market conditions dictate the availability of potential employees. If there is a shortage of skills in the market, few candidates will apply, and on the other hand, if there is a surplus of skills, many applicants will be available. Both scenarios influence the recruitment process and activities.

2.3.2 Internal factors influencing recruitment

One of the main factors that impact on recruitment in an organisation is the cost of recruitment.

2.3.2.1 Costs

The recruitment process is very costly and as a result, small companies often avoid expensive stages in the process. These companies might choose to advertise in the local radio or print media rather than advertising on a national basis. Larger organisations prepare special budgets for recruitment purposes. These budgets are based on forecasts of labour turnover and personnel requirements.

Once the external and internal factors impacting on recruitment have been considered, attention can be given identifying appropriate recruitment sources.

2.4 RECRUITMENT SOURCES

Various sources of recruitment can be explored in the recruitment process. These sources are divided into internal and external sources.
2.4.1 Internal sources

In some instances the filling of vacancies from within the company is accomplished by transfers or promotions.

However, when promoting an employee, the seniority should not be the sole basis for promotion, as due regard should be paid to skills and competence (Cloete, 1995:126).

The exploring of internal sources are based on the following techniques or strategies:

- Skills inventories: A skill inventory is a database with a list of employees and their specific skills. A skill inventory is usually utilised for the recruitment of applicants for higher-level jobs; and
- Job posting: Job posting implies that vacancies are placed on notice boards, e-mails and the organisation’s website. Full details of the vacant position are provided and any staff member who feels he or she may have the necessary qualifications, may apply.

2.4.2 External sources

External sources of recruitment open up an opportunity to people who are not members of the organisation to apply for vacant positions. Beach (1980:216) contends that external sources can be utilised effectively provided there are proper assessment tools available. Some examples of external sources are:

- Employment agencies: An employment agency is instructed to recruit for an organisation. It may advertise or use its own database. The selection process could either be conducted by the agency or by the company, or by both the agency and the company. Visconti (1992:18) describe recruitment services as organisations that charge a fee, usually to employers, for helping them recruit and hire employees;
• Referrals from current employees: Present employees refer applicants from outside the organisation. It is an inexpensive and quick way to find people with the required skills. Visconti (1992:46) suggest the following guidelines for an effective referral program: provide feedback to employees about the status of their referrals; provide referral awards; define clearly who is eligible for incentives; be patient and persist with it and publicise the criteria of the programme;

• Walk-ins: Prospective staff members visit the organisation and inquire about vacancies. If vacancies are available, they complete the necessary application forms;

• Former employees: Some employees might have been laid off during economic down swings or worked as seasonal employees on a contract bases. The employer has experience with these applicants so they tend to be safe recruits (Schultz, 2001:228);

• Professional bodies: Job vacancies are advertised in publications and journals of professional bodies. The professionals referred to are often in the engineering and accounting sector;

• Head hunting: Top managers are either hunted through specialised agencies or alternatively, a vacancy is advertised to a specific individual.

• Educational institutions: Educational recruitment sources include schools, colleges, technikons and universities. The recruiter makes presentations to final year students and invite them to apply for vacant positions; and

• Consultants: Consultants offer a placement service to client organisations. They could be a valuable recruitment source as they are exposed to a broad network base.

Another external recruitment source that is not mentioned in regular literature on employment is the job board.
Gillette (2003) mentions that the Health Career Centre (HCC) of the Mississippi Hospital Association has established a job board, which serves as a type of specialised recruitment agency to serve the needs of individuals who are interested in health careers and hospitals in Mississippi that require the services of qualified health personnel.

Erasmus et al (2000:300) states that advertising is the most popular recruitment method used by organisations in South Africa. Organisations advertise in local, regional and national newspapers and weekend job supplements. Advertisements must be non-discriminatory and must reach suitable candidates. It must also supply enough information so that unsuitable applicants can easily exclude themselves (Schultz, 2001:228).

As the population is gaining access to computers, the Internet becomes another valuable recruitment source. The Internet has improved dramatically in recent years being used more often by companies for recruiting employees. Organisations and recruitment services could display their vacancies on the Internet. On the other hand, job seekers could also register and put their curriculum vitae on the World Wide Web. Through the Internet, a large number of people can be assessed in a relatively short period of time.

Meczes (2003) mentions an organisation that does not only utilise the Internet for recruitment, but that has also established a training centre to ensure that required skill is available to the organisation. This company, Kuehne and Nagel Inc, in Britain, has overhauled its recruitment and training policies to address skills shortages in the freight transportation industry. The company developed a training centre that trains external and internal staff to industry standards. It has also introduced online recruitment to attract suitable applicants.

Knowledge of available recruitment sources is essential for effective recruitment.

In the next section, the recruitment process is discussed.
2.5 RECRUITMENT PROCESS

The recruitment process is a systematic process that consists of various steps.

Figure 2.1 presents the steps in the recruitment process.

Figure 2.1: The recruitment process

1. Determine the exact need
2. Obtain approval
3. Combine or update job description and job specification
4. Determine the key performance areas of the job
5. Consult the recruitment policy and procedure
6. Choose the recruitment source/s
7. Decide on a recruitment method
8. Implement the decision
9. Allow sufficient time for response
10. Screen responses
11. Draw up a shortlist of candidates
12. Provide feedback to applicants
13. Proceed to selection
14. Evaluate recruitment effort

Source: Erasmus et al (2000: 303)
As can be seen in Figure 2.1, the recruitment process starts with identifying a need for recruitment and it ends with evaluating the success of recruitment process. The individual steps in the recruitment process are discussed below:

Step 1: Determine the exact need

Recruitment starts with identifying a need for recruitment. It could arise from workforce planning, resignation or promotion. The manager should first consider other options before deciding on recruiting. Decenzo and Robbins (2002:150) state that other options to recruitment could include freezing the vacant post, distributing the work among other employees or contracting a contract worker. According to Armstrong (1996:390), the first step in the recruitment process is to submit a request for placement and obtain approval.

Step 2: Obtain approval

Approval is needed from the Human Resources department to verify budget constraints as well as strategic plans and guidelines for recruitment. Approval must also be obtained from senior management to ensure compatibility with the company’s plans. This could lead to the recruitment strategy of the organisation being reviewed. Overtime and/or outsourcing could be considered as alternatives.

Step 3: Combine or update job description and job specification

The job description and employee profile comprise the point of departure for all recruitment activities (Lidstone, 1983:21). An accurate job description will enable the recruiting manager to determine the exact nature of the vacant post. The job specification represents requirements with regards to matters such as necessary experience, qualifications, motivation and communication abilities. The recruiter must ensure that the correct job information is obtained. This corresponds to step two of the recruitment process as set out by Armstrong (1996:389).
Step 4: Determine the key performance areas (KPA) of the job

Step four may form part of the job description. KPA are those aspects of the job that are crucial for the success of the task. Objectivity should always prevail because the recruiter must have an insight of the actual job requirements.

Step 5: Consult the recruitment policy and procedure

It is very important to consult company recruitment policy and procedure before starting with the recruitment process. This is a very important step in the process so that recruitment policy and procedures will not be compromised. Policy and procedure indicates whether recruitment should be done internally and/or externally.

Company policy and procedures must be amended from time to time when necessary and Terms and conditions of employment should be strictly adhered to (Decenzo et al, 2002:95).

Step 6: Choose the recruitment source/s

The type of a person needed and the organisation’s policy are considered as main factors that influence the selection of sources. In most big companies vacancies are first advertised internally. External recruitment follows if no suitable candidate has been identified internally.

Step 7: Decide on a recruitment method

The recruiter must select the best methods for recruitment. The potential source of recruitment may indicate what methods should be used. The recruiter should consider more methods to avoid being accused of discrimination for using one method only.
It is possible that an organisation has been using a specific newspaper for a period of time, will only attract one segment of possible candidates of the population. If the paper is not covering other areas that have potential candidates, this could be perceived as discrimination. Armstrong (1996:390) agrees with the recruitment process suggested by Erasmus et al (2000: 303) but combines step six and seven with step five.

Step 8: Implement the decision

It is in this step whereby the chosen recruitment method is applied. If newspaper advertisement is one of the methods chosen, the advertisement must be thoroughly screened to avoid mistakes. In the case of a recruitment agency, clear parameters must be communicated well in advance. Location, pay, allowances, application procedures, deadlines and contact numbers must be specified.

Step 9: Allow sufficient time for response

It is important to allow sufficient time for potential clients to respond to advertisements. The time is stipulated in the method used by the recruiter but flexibility can be exercised to allow for more applicants if necessary.

Step 10: Screen responses

In this step, the applicant’s details are compared with what has been stipulated in the job description and specification. Those applications that do not meet the basic requirements are not considered for further selection. A telephone screening process can also be applied. Candidates who indicate that they have the necessary competencies, skills and educational level could be asked to complete application forms. Completed application forms should also be screened.
Step 11: Draw up a shortlist of candidates

In this step potential successful applicants are short-listed. Telephone screening can be done to obtain specific information, such as the availability of the candidate for the interview. The shortlist must be discussed with the relevant section manager before proceeding to interviews.

Step 12: Provide feedback to applicants

To maintain the reputation of the company, feedback must be communicated to all applicants in time. Most advertisements nowadays mention that if the applicant does not receive feedback after two weeks from the closing date, he/she must understand that his/her application was unsuccessful. This is caused by high numbers of responses from the public and organisations are unable to respond to each and every person.

Step 13: Proceed to selection

All short-listed applicants are invited for selection interviews.

Step 14: Evaluate the recruitment effort

According to Andrews (1988:92), Armstrong (1996:390) and Cascio (1998:194) the last three steps in the recruitment process could also form the first phase of the selection process.

All the activities in the recruitment process should be evaluated. The main reason is to make changes where there is a need to do so.
Erasmus et al (2000:308) indicate three stages in the recruitment process that should be evaluated:

- Pre-entry stage, the ability to recruit newcomers;
- Entry stage, the initial expectations of newcomers; and
- Post entry stage, the choice of organisation by the individuals.

The recruitment of personnel is a sensitive matter that should be approached carefully (Cloete and Mokgoro, 1995:107). If the recruitment effort is not properly planned and manpower planning is not carried out in a scientific manner, there is no guarantee that the organisation will attract the quality of personnel needed. The recruitment process flows into the selection process, which is discussed in the next session.

**2.6 SELECTION**

All selection measures serve the same purpose, namely, to determine the most suitable candidate for appointment. Activities in the selection of personnel are discussed below.

**2.6.1 Factors that influence the selection decision**

Just as in the case of the recruitment process, there are external and internal factors that affect the selection of new employees. The external factors include legal considerations and the nature of the labour market. Internal factors include the size of the organisation, type of organisation, speed of decision-making, applicant pool and selection method (Schultz, 2001:242). These factors are discussed below.
2.6.1.1 External factors

(a) Legal considerations

Various laws, especially the EEA, affect the selection process in South Africa. The EEA was discussed in paragraph 2.3.1.1 above. This legislation requires organisations to implement equality with regard to gender, race and religion in workplaces.

(b) The nature of the labour market

The labour market conditions in a country influence conditions at city and regional level where the firm recruits and selects employees. Employment conditions offered by the organisations, the content of the job itself and the image of the organisation also influence the labour market (Schultz, 2001:243). All these factors impact on the selection criteria used by the organisation.

2.6.1.2 Internal Factors

The following factors in the internal environment influence the selection process:

(a) Size of the organisation

It is the size of the company that determines the level of formality of the selection process and criteria used for selection. Small companies tend to skip some of the steps as compared to big organisations. This is caused by the high costs of following the whole process. Thorough checks and interviews are more likely to be conducted when hiring an executive person than a semi-skilled or unskilled employee.
(b) Type of organisation

Companies in the private sector select individuals who understand the importance of profit. Non-profit organisations are more likely to select people who are dedicated to uplifting the standard of people without receiving a high income in return. The manager in the public sector might perhaps select individuals who score high in assessment tests without considering other factors important to a private company, such as a fit between the individual and the culture of the organisation.

(c) Speed of decision-making

Selecting a Chief Executive Officer could take a few months. Time, in this instance, is devoted to intensive interviews and reference checking. On the other hand, selecting an employee for a production line vacancy can take a mere few hours. This could be even faster if production has been discontinued or disrupted due to a vacancy.

(d) Applicant pool

The selection process takes longer if there are several applicants who qualify for the vacancy. However, if there are only a few candidates available who have the necessary skills, the selection time will be shorter.

(e) Selection methods

The selection methods chosen can also affect the entire process. The inclusion of group selection methods and assessment centres in the formal selection process tends to draw out the selection process and make it more expensive whereas in a small company, one individual often makes the selection decision.
2.7 SELECTION PROCESS

Erasmus et al (2000:311) define selection “as a process of trying to determine which individual will best match particular jobs in the organisational context, taking into account individual differences, the requirements of the job and the organisation’s internal and external environments”. The phases of the selection process are shown in Figure 2.2. These seven phases are discussed in the following section.

Figure 2.2: The selection process

Source: Erasmus et al (2000:316)
Phase 1: Preliminary interview

The preliminary interview is carried out by telephone. Its main purpose is to eliminate applicants who do not qualify for the job. The recruiter would ask each prospective applicant questions related to salary, experience and qualification. According to Schultz (2001:244), some companies use computer-assisted interviewing to screen out inappropriate applicants, an action which has been proven to save costs and reduce labour turnover. Schultz (2001:244) and Decenzo et al (2002:178) refer to this step as the initial screening. Andrews (1988:104) refers to it as preliminary screening whereas Armstrong (1996:405) names it the preliminary sift.

Phase 2: Application blank interview

The standard application blank is used to gather biographical information such as education completed, work experience obtained and the applicant’s state of health. The questions on the application blanks must comply with the requirements of the Employment Equity Act. All questions that are not relevant to the position must not be included in the application blank.

There could be issues that need further investigation, for example, time gaps in employment, vague reasons for leaving previous job and all previous places of employment listed as being out of business.

If the selector is not satisfied with some of this information, the application could be rejected at this stage. Decenzo et al (2002:178) refer to this as the application form stage but indicate the same activities as discussed in this paragraph.
Phase 3: Employment tests

Employment tests are instruments used to obtain information about the personal characteristics of applicants. The following characteristics are usually measured by means of employment tests:

- Cognitive ability (intelligence);
- Aptitude (verbal ability, word fluency, memory, deductive reasoning);
- Personality (traits);
- Performance (specific skills);
- Interest; and
- Other psychological traits.

Section eight of the Employment Equity Act prohibits psychological testing unless it is scientifically proven to be valid and reliable. Managers must make sure that these tests are not biased to any employee or group in terms of culture and situation.

Phase 4: Employment interview

The interview is the most commonly used assessment tool in the selection process. It is conducted verbally in a question and answer format. Applicant's answers are compared with the requirements of the job.

Schultz (2001:248) states that the following types of interviews can be used in the selection process:

- Structured or patterned interview. The interviewer prepares predetermined questions and does not deviate from them. Commonly used questions are those that relate to a specific situation, job-knowledge and requirements of the job;
• Semi-structured interview. In this case only the major questions are prepared in advance while other questions are raised as the interview unfolds itself. This technique is more suitable to an experienced interviewer so that if the applicant can digress from the interview plan, the experienced person will be able to control the interview without offending the interviewee;

• Unstructured or non-directive interview. Here the interviewer does not plan the questions and course of interview in advance. The applicant is free to supply any information while the interviewer listens rather than interrupts the interview. This type of interview must be conducted by a very experienced person who is able to take notes about the issues that are important for decision-making; and

• Panel interview. During a panel interview, more than one interviewer question and observe one applicant.

Unsuitable candidates should be rejected at the end of this phase. Schultz (2001:250) also mentions a stress interview, but does not recommend it, as it could be perceived as unethical. Schultz (2001:246), Andrews (1988:109) and Armstrong (1996:416) indicate that employment interviews are conducted before employment tests are done. The reason for this could be that tests are expensive and should not be used unnecessarily.

Phase 5: Reference checks

Reference checks are conducted after the interview to find out more about the candidate’s employment record and behavioural patterns. The telephone is a popular medium used in reference checking. Applicants should be informed if reference checking is to be done. Decenzo et al (2002:178) refers to this phase as a background examination while most other authors call it reference checks (Erasmus et al, 2000:316).
Phase 6: Physical examinations

A physical examination is conducted by a qualified medical practitioner. The Employment Equity Act prohibits physical examination, unless it is justifiable in terms of employment conditions, medical facts, social policy and fair distribution of employee benefits. Authors such as Schultz (2002:244) and Decenzo et al (2002:188) refer to it as the medical checks step.

Phase 7: Offer employment

If an applicant makes it all the way through the previous phases, the job is offered. Job offers are made verbally at first and if the candidate accepts, a letter of appointment will be organised. Schultz et al (2002:251) refers to it as an offer of employment and appointment and Armstrong (1996:391) labels it as the final offer phase.

The various selection techniques discussed above have advantages and disadvantages. A major challenge in selection is the reliability, validity and objectivity of selection techniques. Without reliability, validity and objectivity, the results of selection will be doubtful (Beatty, 1994:105).

Selection tends to be a negative activity because it is a process of finding and rejecting unsuitable applicants, while recruitment is a positive process of trying to persuade people to apply for work at a company (Beach, 1980:214). Managers sometimes tend to use the selection process only to shortlist an oversupply of manpower instead of focusing on acquiring good candidates for vacant positions.
Selection assessment tools can create prejudice against some cultural orientations and other situations. For example, in an article by Gillette (2003), spouses of United States soldiers are struggling to get jobs because they have to follow their partners when they move around the country. Karen Engel, director of operations for YMCA recommends to other employers to hire these spouses because of their knowledge and enthusiasm. According to him, these spouses adapt quickly and they bring new ideas to the organisations. They have acquired these skills through their movements.

It is clear that recruitment and selection is a complicated process that needs careful planning and consideration if managers want to use them as tools to achieve organisational goals.

2.8 CONCLUSION

In Chapter two the recruitment and selection policy has been discussed. Attention was given to external and internal factors influencing recruitment and selection. Steps recommended in recruitment and selection processes were also discussed.

Chapter three focuses on the research methodology used in this study and the rationale behind the selection of the survey as the research method.
CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In Chapter two a literature study on recruitment and selection was presented. Various aspects of the recruitment and selection processes were discussed. Old Mutual’s recruitment and selection policy was discussed in terms of the guidelines set out by various authors. It was clear that the policy used by Old Mutual for recruitment and selection does meet the relevant requirements as indicated by various authors.

This chapter describes the research methodology used for this study. The aim of the study was to assess the recruitment and selection strategies used by Old Mutual Group Schemes (OMGS) in the Eastern Cape. A thorough methodological foundation directs the whole dissertation with respect to its planning, organisation, presentation, analysing and interpretation of data thereby enhancing the validity and reliability of all recommendations and conclusions made from this research.

According to Saunders, Lewis and Thornhill (2000:92), research methodology assists the researcher in deriving clear objectives from the research questions, specifying the source from which data is to be collected and considering the constraints of the study, which the researcher will inevitably have. The research question, as well as the objectives of this study, was discussed in Chapter one. In this chapter, attention is given to the research strategy/design, population and sample, data collection method, questionnaire design and layout, pilot study, validity and reliability and response rate.
3.2 RESEARCH STRATEGY/ RESEARCH DESIGN

The research strategy is a general plan of how the research question that has been identified will be answered. The research strategy should contain clear objectives derived from the research questions, specify the sources from which data are to be collected and consider the constraints.

Three main research strategies identified by Saunders et al (2000:92) include the survey, case study and experiment. As the survey strategy was utilised for this study, it will be discussed in more detail.

3.2.1 Survey

The survey method is usually associated with a deductive approach. Surveys allow the collection of a large amount of data from a sizeable population in a highly economical way. Much time is spent on designing and piloting a questionnaire and in analysing the results (Saunders et al, 2000:93). For purposes of this study, a questionnaire was designed as a data collection tool. A questionnaire is suitable when information, related to opinions, attitudes and behaviours, have to be collected. Experiments and case studies are less suited for the collection of opinions and attitudes, and interviews are very time consuming and difficult to analyse if the researcher is not very experienced.

3.3 POPULATION AND SAMPLE

3.3.1 Population

Welman and Kruger (1999:18), Saunders et al (2000:150) and Cooper and Emory (2001:769) indicate that population is the study object, which may be individuals, groups, organisations, human products and events or the conditions to which they are exposed.
These authors define a population as the full set of cases from which data can be sourced. Lastly, a population can be perceived as the total collection of elements about which the researcher wishes to make some inferences. In this study the population consisted of sixteen sales managers of OMGS who were responsible for hiring sales consultants.

3.3.2 Sampling

Wegner (2001:170) defines sampling as a process of selecting a representative subset of observations from a population to determine the characteristics of the variable under study. The basic idea of sampling is that, by selecting some of the elements in a population, conclusions may be drawn about the whole population (Cooper et al, 2001:163). It is not always practically possible to include all subjects of a population in a study. In this study it was possible to include all the subjects of the population in the study, and sampling was therefore not necessary. Questionnaires were sent out to all 16 managers at OMGS in the Eastern Cape who were responsible for the recruitment and selection of sales consultants.

3.4 DATA COLLECTION METHODS

The most common types of data collection methods are interviews, observation and questionnaires (Saunders et al, 2000:264). Due to the disparity of the population/sample, it was not feasible to select interviews or observation as a data collecting method. As stated earlier, the data collection method used for this study was the questionnaire. The questionnaire used in this study is attached as annexure four.
A questionnaire is a general term that includes all techniques of data collection in which each person is asked to respond to the same set of questions in a predetermined order (Saunders et al, 2000:278).

They identify two types of questionnaires:

- Interviewer administered questionnaires that include telephone and structured interviews.
- Self-administered questionnaires that include on-line and postal questionnaires.

In interviewer-administered interviews, people selected to be part of the sample are interviewed in person or by telephone by a trained interviewer.

In self-administered questionnaires, questionnaires are mailed, faxed, or couriered. The questionnaire is to be self-administered and a return mechanism is generally included. According to Cooper et al (2001:312-313), self-administered questionnaires have become ubiquitous in modern living. Service evaluations in restaurants and transport provider for instance, furnish ready examples.

The researcher used a structured, self-administered questionnaire to collect data from respondents. The major drawback to using this type of questionnaire is that there is no interviewer intervention available for probing or explanation. This problem can be overcome if the questionnaire is very carefully designed to make provision for the collection of all relevant data. The questionnaire used for this study was designed by carefully considering the main components and aspects of recruitment and selection as revealed in the theory, and under the guidance of a professional in the field of Human Resources Management.
All the questionnaires were sent via e-mail to the respondents. Respondents had a choice between returning the questionnaire by e-mail, fax machine or by hand, according to the feasibility of the situation.

3.5 QUESTIONNAIRE DESIGN AND LAYOUT

Questionnaire design and layout are important aspects of a questionnaire. They assist in capturing the interest of the respondents and obtaining the relevant information. In this study, the questionnaire was designed with keeping the target group, that is, sales managers at Old Mutual who are responsible for the recruitment and selection of sales consultants, in mind.

Questionnaire layout is important for both self-administered and interviewer administered questionnaires (Saunders et al, 2000:302-303 & Sekaran 1992:202). These authors suggest that the layout of self-administered questionnaires should be attractive to encourage the respondent to complete and return the questionnaire. The questionnaire should not appear to be too long or difficult to complete. However, these authors advise that an extra page is preferable over a cramped questionnaire. They also suggest that a questionnaire that is printed on good quality paper implies that the study is important, warm-pastel-coloured paper such as yellow and pink generate more responses than cool colours such as green or blue, white is a good neutral colour, it is easier to read questions and instructions printed on one side of the paper only rather than on the back as well, questionnaires typed in twelve point or ten point using a plain font are easier to read than capitals and italics and questionnaires that are laid out in a format that respondents are accustomed to are easier to complete.

One way to reduce the length without reducing legibility is to record answers to questions with the same set of possible responses as a table, with instructions on how to answer the questions, and column headings being given prior to the table and on each subsequent page.
The researcher did consider the above suggestions for the design of the questionnaire used in this study. The questionnaire used for this study was presented on white paper, a 10 font was mostly used, and the letter style was kept simple, refer to annexure four.

Cooper et al (2001:358) argue that an improperly laid out questionnaire can lead to respondents missing questions, feeling confused about the nature of the data desired, and in the extreme cases, throwing the questionnaire away.

3.5.1 Questionnaire design

For the purpose of this study, the questions were designed in such a way so as to allow respondents to check one response from a series of alternative answers that were adequately and evenly spaced in boxes. Attitudes, where applicable, were summarised in fairly brief statements and respondents were requested to tick the extent to which they agreed with each statement by using one of the following two scales:

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Seldom</td>
<td>Sometimes</td>
<td>Often</td>
<td>Always</td>
</tr>
</tbody>
</table>

The questionnaire was divided into five sections, which are briefly discussed:

- Section A covered biographical details. The length of service in management, age, highest qualification and home language were covered.
- Section B covered the company policy and procedure in recruitment and selection. The respondents were required to answer questions regarding their understanding and implementation of the policy at their respective branches.
• Section C included questions on the recruitment process. Question formulation was based on the theoretical discussion of the recruitment process in Chapter two.

• Section D covered the selection process, also based on the theoretical discussion in Chapter two.

• Section E covered general issues related to recruitment and selection. The objective of this section was to establish the respondents’ perceptions about the effectiveness of the recruitment and selection tools at their branches.

A covering letter accompanied the questionnaire to explain the purpose of the questionnaire and what was required of the respondent, refer to annexure 4.

3.5.2 Questionnaire Relevance

Sekaran (1992:203-207) states that questions that are asked in a questionnaire should be relevant in terms of the study’s goals and to the individual respondent’s situation. In the interests of being unambiguous, precise and pointing to the relevance of an issue, the researcher used short and precise questions as respondents might be unwilling to study an item in order to understand it.

Thus, the researcher compiled questions that are easy to read and understand and quick to complete. By using the information gathered through the theoretical study, it was ensured that the questions were relevant to the research objectives and the frame of reference of the respondents. The use of a pilot test also contributed to the validity of the questionnaire. The pilot study is discussed in paragraph 3.6.
3.5.3 Type of Questions

The wording of questions in a questionnaire is very important. The wording of each question needs careful consideration to ensure that the responses are valid and that it measures what it is supposed to measure (Saunders et al 2000:297). The questions formulated for the questionnaires used in this study were designed to be concise, clear, simple, unambiguous and easy to understand. Various points have been considered in the design of the questions. These are discussed below.

3.5.4 Respondents’ literacy level

The respondents’ literacy level has been taken into consideration. Since the researcher obviously wants to obtain accurate information from the respondents, they should know exactly what is being asked of them. This is why technical terms were avoided and where their use was inevitable, an explanation would be provided. Managers at Old Mutual, who are responsible for the recruitment and selection of sales consultants, are expected to have a literacy level that would allow them to easily understand what was expected of them in the questionnaire.

3.5.5 Negative items

Negative items have been avoided in the design of the questionnaire. This is because negation paves the way for easy misinterpretation.

3.5.6 Double-barrel questions

In order to avoid confusion, the researcher has avoided questions that contain two or more ideas, which could easily have been perceived as two different questions by the respondents and which could therefore contaminate the accuracy of the answer.
Multiple questions have also been avoided, that is, those questions that request so much content that they could be broken down into two or more questions.

### 3.5.7 Purposeful versus interesting

Only questions that would contribute significant information toward answering the research questions rather than those that produced interesting information have been asked. The researcher has avoided asking questions which answers could be inferred from another question. By basing the questionnaire on relevant research, unnecessary trivia has been omitted.

### 3.5.8 Presumed knowledge

When determining the content and appropriateness of a question, the respondents’ information level should be considered. The target group of this study is responsible for selection and recruitment at the organization where the study was concluded, and it was assumed that they would have the necessary knowledge to complete the questionnaire.

### 3.5.9 Sensitive information

Some topics, such as money matters and family life, are considered to be sensitive, and as a result, respondents may be reluctant to give correct answers to them (Cooper et al 2001:341).

The questions included in the questionnaire used for this study were not of a sensitive nature.
3.5.10 Recall & memory decay

The ability of a respondent to answer a question adequately becomes important when questions asked might overtax the respondents’ ability to recall information. People cannot recall much of what has happened in their past, unless it was dramatic (Cooper et al 2001:339). The questions covered in the questionnaire used in this study relate more to current practices and do not require respondents to remember past events.

3.5.11 Question sequence

Care has been taken in constructing the questionnaire so that the questions follow a logical sequence, are not clustered together and have a layout that is easy to follow. The questionnaire items chosen for the questionnaire used in this study are precise so that the respondent would know exactly what the researcher wanted him/her to respond to.

3.5.12 Neutrality

Neutrality was maintained throughout the questionnaire. Leading questions were avoided in order not to force the respondents to make up their minds without being influenced by the researcher’s view. Loaded questions, which according to Welman et al (1999:177) are questions in which social acceptability or unacceptability may influence the respondent to reply in a particular manner, have also been avoided.
3.5.13 Choice between close-ended and open-ended questions

A choice had to be made between close-ended questions, where the respondents have to select among alternative responses, and open-ended questions, where the respondents have to formulate responses themselves. Responses to close-ended questions are easy to grade or measure. They are also faster to answer because all the possible responses are given. Open-ended questions, on the other hand, might provide for respondents who might be irritated by the restriction to particular responses. Restricted responses do not provide for a unique situation and therefore pose certain drawbacks (Sekaran 1992:203).

Open-ended questions require of a respondent the ability to express him or herself in order to provide quality responses and would therefore require a certain level of education on the part of respondents. However, the respondents who do meet these requirements may also be unwilling to exert the special effort required by open-ended questions (Welman et al, 1999:173). The greater freedom afforded by open-ended questions result in the responses obtained being more difficult to score and consequently, require more time for analysis than close-ended questions. With open-ended questions, it is more difficult to compare respondents’ responses than in the case of close-ended questions. The possibility of obtaining inappropriate responses is also greater in open-ended questions.

A shortcoming of restricted response questions is that responses might be obtained from respondents even when they may not have an opinion about an issue. Saunders et al (2000:291) state that it is not uncommon to find that respondents do respond to alternatives that deliberately contain incorrect or even fictitious information.
After considering the above arguments for and against open-ended and close-ended questions, the researcher opted for close-ended questions. Next is a discussion of the pilot study as an important step in the development of a measuring instrument.

### 3.6 PILOT STUDY IN INSTRUMENT DEVELOPMENT

According to Ary, Jacobs and Razavich (1996:115), a pilot study is a trial run with a few subjects to assess the appropriateness and practicality of the procedures and data collecting instruments used. The purpose of the pilot test, argues Saunders et al (2000:305) and Cooper et al (2001:81), is to refine the questionnaire so that respondents will have no problems in recording the data. Furthermore, it enables the researcher to obtain some assessment of the questions’ validity and the likely reliability of the data that will be collected. In addition to detecting weaknesses in the design of a questionnaire, a pilot test is conducted to provide proxy data for the selection of a probability sample. Hence a pilot study should draw subjects from the target population and simulate the procedures and protocols that have been designated for data collection, without necessarily selecting the respondents statistically.

Cooper et al (2001:83) discuss a number of variations on pilot testing, including pre-testing, a form of testing that relies on colleagues, respondent surrogates or actual respondents, to refine the measuring instrument. The authors argue that this important activity has saved countless survey studies from disaster, by considering the suggestions of the respondents in a pilot study to identify confusing, awkward or offensive questions and techniques. However, Ary et al (1996:312) argue that exposure to a pre-test may affect the subjects’ performance on a second test, regardless of the care taken with experimental treatment.
This could be due to the fact that subjects may learn subject matter from a pre-test and therefore do better on a post-test because they have become familiar with the format of the tests and the testing environment, have developed a strategy for performing well in the tests or are less anxious about the test the second time around.

The researcher conducted a pilot study to identify unclear or ambiguously formulated items. However, in view of the threat to internal validity of the questionnaires discussed above, posed by pre-testing, the researcher decided to conduct the pilot study on managers of other lines of business who are also involved in recruiting sales consultants. The pilot study revealed that the questions in the questionnaire were relevant and clear, and no changes were made. In the next paragraph, the validity and reliability of measuring instruments are discussed.

3.7 VALIDITY AND RELIABILITY

Validity and reliability are two important characteristics that every measuring instrument should possess (Ary et al, 1996:262). Validity refers to the extent to which an instrument measures what it is intended to measure. Reliability, on the other hand, is the extent to which a measuring device is consistent in measuring whatever it measures.

Saunders et al (2000:290) describe validity and reliability of a question in terms of whether the question and answer make sense. The authors identify four stages that must occur if the question is to be considered valid and reliable. These are:

- The researcher is clear about the information required and designs a question.
- The respondent decodes the question in the way the researcher intended.
- The respondent answers the question.
- The researcher decodes the answer in the way the respondent intended.
3.7.1 Validity

The importance of the validity of measuring instruments in answering the research question cannot be overemphasized. In terms of this study, validity would imply that the measuring instrument does in fact assess the effectiveness with which recruitment and selection assessment strategies are used at OMGS. Great care has been taken in the development of the questionnaire to ensure that valid information would be collected. The questionnaire was carefully designed to reflect the information collected and presented in the theoretical study. The choice of close-ended questions ensured that the responses would be valid and easily comparable. The questionnaire was also submitted to a professional in the field of Human Resources Management at the Port Elizabeth Technikon, who ascertained the validity of the measuring instrument.

3.7.2 Reliability

The reliability of a measuring instrument, as mentioned at the beginning of this section, is the degree of consistency with which it measures whatever it is suppose to be measuring. This quality is essential to any kind of measurement (Ary et al, 1996:274). For instance, collecting information on past or present experiences on the same subject from respondents would be useless if each time the information was collected from the same respondents, different responses were acquired. Ary et al (1996:274) further advise that it is useful to identify and utilize techniques that will help determine to what extent the measuring instruments are consistent and reliable. In addition to comparing the data collected with other data from a variety of sources, Mitchell (in Saunders et al, 2000:307) identifies three common approaches to assessing reliability. They are:

- Test re-test;
- Internal consistency; and
- Alternative form.
Test re-test estimates of reliability are obtained by correlating data collected with those from the same questionnaire collected under as near equivalent conditions as possible. The questionnaire therefore has to be administered twice to respondents, which may pose difficulties in persuading respondents to answer the same questionnaire again.

Internal consistency involves correlating the responses to each question in the questionnaire with those to other questions in the questionnaire. It therefore measures the consistency of responses across either all the questions or a sub-group of the questions from the questionnaire.

Alternative forms offer some sense of the reliability within the questionnaire through comparing responses to alternative forms of the same question or groups of questions.

For this purpose, check questions are usually included in longer questionnaires. Saunders et al (2000:307) argue that it is often difficult to ensure that questions are substantially equivalent and that respondents may spot the similar questions and refer back to their previous answer.

Having assessed the pros and cons of each reliability test, the researcher settled for internal consistency because it eliminates the requirement of administering the test to the same respondents twice, thereby risking a change in the respondents’ post-test results.

The use of check questions has also been eliminated because it tends to make the questionnaire longer and works better in longer questionnaires than the ones prepared for this research study. Thus the respondent would not be able to easily spot a check question.
3.8 RESPONSE RATE

The response rate refers the number of completed questionnaires returned. As stated before, the whole population was targeted for this study. The population consisted of sixteen managers at Old Mutual, who were responsible for the recruitment and selection of sales personnel. Each manager received a questionnaire. The purpose of the study was explained. A response rate of 81 percent was realised (thirteen out of sixteen questionnaires returned). There were no spoilt questionnaires. It can therefore be concluded that the results obtained from the study are representative of the population targeted.

3.9 CONCLUSION

In this chapter, the research methodology used in this study was discussed. A survey was conducted in which a questionnaire was used as the measuring instrument. The questionnaire was carefully design to meet scientific requirements and was subjected to a pilot study. Responses were received from thirteen of the sixteen managers targeted for the study. In Chapter four the results of the empirical survey are presented and analysed.
CHAPTER 4

PRESENTATION AND ANALYSIS OF RESULTS

4.1 INTRODUCTION

The objective of this study was to assess the recruitment and selection strategies used at Old Mutual Group Schemes (OMGS) to hire sales personnel. Chapter three dealt with the methodology used in the research. The researcher conducted a survey by means of a questionnaire to collect information on the recruitment and selection practices at Old Mutual. In this chapter, the researcher presents and analyses the data gathered during the empirical study.

The survey results are presented and analysed in tabular and graphical form following the sequence as it appeared in the questionnaire. The graphical presentation bar graphs facilitated the display of a vast array of data in a brief and clear format. The data covered in each of the subsections is presented below:

- Section A: Biographical data.
- Section B: Company policy.
- Section C: Recruitment.
- Section D: Selection.
- Section E: Recruitment and Selection – General.
4.2 BIOGRAPHICAL PROFILE OF THE RESPONDENTS (Section A)

Section A required respondents to provide biographical data. The following aspects were covered:

- Name of branch.
- Job title.
- Length of service in management position.
- Age group.
- Highest qualification.
- Home language.

The respondents were not obliged to answer the first two questions. The reason for this was to accommodate managers who felt uncomfortable in disclosing their identity. None of the respondents opted to complete these two questions.

4.2.1 Length of service in management position

Question three required respondents to indicate their length of service in a managerial position.

4.2.1.1 Presentation of results

The results from this question are tabulated in Table 4.1.

Table 4.1: Length of service at management level

<table>
<thead>
<tr>
<th>Service Years</th>
<th>Number of Responses</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 2</td>
<td>9</td>
<td>69.2</td>
</tr>
<tr>
<td>3 – 5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6 - 10</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>11+</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 4.1 illustrates a strong presentation of respondents with less than two years in the managerial position. Those constituted 69.2 percent of the respondents. On the other hand, 23.1 percent of the respondents had been in a managing position at Old Mutual for more than eleven years and 7.7 percent between six and ten years.

4.2.1.2 Analysis of the results

The results on this item were indicative of a high labour turnover among managers themselves, as well as a possibility that as a result of a shorter length of service in a managerial position, most managers had not gained enough experience in the recruitment and selection of employees. It could also imply that other factors, related to the discontinuity of management, might be present, which could explain the high level of terminations among sales consultants. These are issues that could be explored in further research.

4.2.2 Age group

The fourth question required respondents to indicate their age group.

4.2.2.1 Presentation of the results

Table 4.2 illustrates the age groups in which the respondents fell. The majority (69.2 %) of the respondents indicated that they were between 40 to 49 years of age, while 23.1 percent indicated that they were between 30 to 39 years of age.
Table 4.2: Responses related to age

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Number of Responses</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 29</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>30 – 39</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>40 – 49</td>
<td>9</td>
<td>69.2</td>
</tr>
<tr>
<td>50 – 59</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>60+</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.2.2.2 Analysis of the results

It is clear from the results that there were no respondents above 50 years of age. The results indicated the presence of mostly middle age managers in OMGS. The probability is that most managers either leave the organisation before retirement or are promoted to high levels before reaching the age of fifty.

4.2.3 Highest qualification level

The respondents were required to indicate their highest level of formal education.

4.2.3.1 Presentation of the results

The results are presented in Table 4.3 below.
Table 4.3: Responses related to highest qualification level

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number of Responses</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matric / Grade 12</td>
<td>9</td>
<td>69.2</td>
</tr>
<tr>
<td>National Diploma</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Degree</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Approximately 70 percent of the respondents indicated that their highest level of education was matric / grade 12. Close to 31 percent of respondents indicated that they held a tertiary level qualification (National Diploma and Degree). None of the respondents indicated that they had a post graduate qualification.

4.2.3.2 Analysis of the results

By analysing the highest qualification level attained by respondents, the level of formal education of the managers could be assessed. With reference to the abovementioned information one may assume that the company’s minimum education qualification for managers is matric or grade 12. It would therefore be necessary to determine whether this level of qualification, coupled with the experience of the managers, are sufficient to serve the recruitment and selection needs of the organisation. It was already indicated in paragraph 4.2.1.2 that managers might possibly not have enough experience due to a high labour turnover rate in this group and that this issue required further investigation.

Section B, question three and section E, question three are questions related to training in recruitment and selection, were asked. The respondents indicated that they have been trained in all aspects of recruitment and selection.
It is therefore evident, that though most managers did not have tertiary education, they were subjected to on-the-job training in recruitment and selection. These results are discussed in more detail in paragraph 4.3.

4.2.4 Home Language

Question six required the respondents to indicate their home language.

4.2.4.1 Presentation of the results

A presentation of the responses related to home language is illustrated in Table 4.4.

Table 4.4 Responses related to home language

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of Responses</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xhosa</td>
<td>12</td>
<td>92.3</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

Above 92 percent of the respondents indicated that they were Xhosa speaking. Only one respondent indicated that he/she was Afrikaans speaking.

4.2.4.2 Analysis of the results

These results relating to home language could be influenced by the fact that the research was conducted in a predominately Xhosa speaking province.
4.3 COMPANY POLICY (Section B)

Section B of the questionnaire focused on the recruitment and selection policy.

4.3.1 Presentation of the results

Table 4.5 indicates the responses obtained from section B. A large majority of the respondents indicated that they were familiar with the organisation's policy on the recruitment and selection of new employees. They also indicated a thorough understanding of what the policy entails.

Table 4.5: Responses related to company policy

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  All business units at Old Mutual use the same recruitment and selection policy</td>
<td>23.1%</td>
<td>38.5%</td>
<td>38.5%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2  I know how to access the policy on the Intranet</td>
<td>46.2%</td>
<td>53.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>3  I have received training in the recruitment and selection policy of the company</td>
<td>46.2%</td>
<td>53.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>4  I understand what is required of me by the recruitment and selection policy</td>
<td>46.2%</td>
<td>53.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>5  Before recruiting new employees, I remind myself about the requirements of the policy</td>
<td>38.5%</td>
<td>61.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>6  Every time I recruit new employees I follow all the steps stipulated by the recruitment and selection policy</td>
<td>23.1%</td>
<td>76.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
The majority of respondents either agreed strongly or agreed with the following statements:

- Know how to access the policy on the Intranet.
- Received training in recruitment and selection.
- Understand what is required by the policy.
- Reminding themselves about the policy before recruiting new personnel.
- Follow all steps as stipulated by the recruitment and selection policy.

It was noteworthy to find that 100 percent of the respondents agreed to the abovementioned statements by either indicating strongly agree or agree to all the statements in section B. The only exception was the first statement, to which 38.5 percent of the respondents indicated that they were uncertain of whether all business units used one recruitment and selection policy. However, more than 61 percent of the respondents indicated that they understood that the organisation had the same recruitment and selection policy in all business units.
4.3.2 Analysis of the results

The overwhelming understanding of the company policy by the respondents indicates a proper communication strategy by the company in this matter. One can also assume that all the managers have access to computers in their offices as they indicated that it was easy to access information related to company policy available on the Intranet. The results also showed that the respondents were capable of using the computer to access information that was related to their daily operations.

4.4 RECRUITMENT (Section C)

Questions in Section C covered recruitment and recruitment practices.

To simplify the presentation and analysis, the questions and responses are divided into two tables, table 4.6 (a) and 4.6 (b). Table 4.6 (a) covers questions one to six and table 4.6 (b) covers questions seven to ten. All these questions relate to the recruitment process.
### 4.4.1 Presentation of the results (question 1 to 6)

#### Table 4.6 (a): Responses related to recruitment process

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  My recruitment strategy at the branch is in line with all the</td>
<td>30.8%</td>
<td>53.8%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>requirements of the Employment Equity plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2  All vacant positions are advertised internally in my branch</td>
<td>15.4%</td>
<td>53.8%</td>
<td>7.7%</td>
<td>23.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>3  I understand how to access the EE targets on the Intranet.</td>
<td>15.4%</td>
<td>61.5%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>7.7%</td>
</tr>
<tr>
<td>4  I always advertise externally</td>
<td>7.7%</td>
<td>38.5%</td>
<td>0.0%</td>
<td>30.8%</td>
<td>23.1%</td>
</tr>
<tr>
<td>5  I always advertise both internally and externally</td>
<td>7.7%</td>
<td>46.1%</td>
<td>7.7%</td>
<td>23.1%</td>
<td>15.4%</td>
</tr>
<tr>
<td>6  When I am not meeting my sales budget due to a shortage of sales</td>
<td>0.0%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>61.5%</td>
<td>23.1%</td>
</tr>
<tr>
<td>people, I tend to ignore the job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>description of sales consultants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 4.2 Visual presentation of responses related to recruitment process**

![Responses to recruitment process](image_url)
4.4.1.1 Recruitment policy (question 1)

More than 84 percent of the respondents indicated that they had a recruitment strategy at their branches that was in line with the Employment Equity Plan of Old Mutual. However, one respondent (7.7%) was uncertain and another respondent disagreed (7.7%) with the statement.

4.4.1.2 Knowledge of how to access Internet for EE targets (question 3)

In question three the respondents were asked whether they are able to access the EE targets on the Intranet. The majority (66.9%) of the respondents indicated that they were able to access the targets whereas 7.7 percent were uncertain. Another 7.7 percent disagreed and the last 7.7 percent strongly disagreed with the statement.

4.4.1.3 Internal and external advertising (questions 2, 4 and 5)

The majority of respondents (69.2%) indicated that they advertised vacancies internally, whereas 23 percent were uncertain and 7.7 percent not in agreement with the statement (question 2). Just over 56 percent of respondents indicated that they also advertised externally versus 53.9 percent who indicated that they did not advertise externally (question 4). More than half of the respondents (53.8%) indicated that they advertised internally and externally, whereas 38.5 percent was not in agreement with the statement. One respondent (7.7%) was uncertain (question 5).
4.4.1.4 Adherence to the job description of sales consultants (question 6)

Respondents were also required to indicate whether they always adhered to the job description of required sales consultants during the selection process. More than 84.6 percent of respondents indicated that they did abide by the job description of sales consultants.

4.4.1.5 Analysis of the results (questions 1 to 6)

If more than 84 percent of the respondents had a recruitment strategy (question 1) in line with the EE plan requirements and 76 percent of them understood how to access the EE targets on the Intranet (question 3), it could be assumed that the sales managers at Old Mutual did adhere to the requirements of the EE plan. The mixed responses of the respondents with regard to internal and external advertising indicated that the recruiters chose between the two options when making decisions (questions 2, 4 & 5). The respondents indicated that they did adhere to the job description of sales people even when sales targets were threatened by a shortage of sales people.
### 4.4.2 Presentation of the results (question 7 to 10)

#### Table 4.6 (b): Responses related to recruitment process

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Tick off how often do you use each internal recruitment method. Use the scale below.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1</td>
<td>Internal Emails</td>
<td>23.1%</td>
<td>7.7%</td>
<td>23.1%</td>
<td>15.4%</td>
<td>30.7%</td>
</tr>
<tr>
<td>7.2</td>
<td>Staff Referrals</td>
<td>0%</td>
<td>0%</td>
<td>7.7%</td>
<td>61.5%</td>
<td>30.8%</td>
</tr>
<tr>
<td>7.3</td>
<td>Skills inventories</td>
<td>46.1%</td>
<td>15.4%</td>
<td>7.7%</td>
<td>23.1%</td>
<td>7.7%</td>
</tr>
<tr>
<td>8</td>
<td>Tick off how often do you use each external recruitment method.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1</td>
<td>Employment agencies</td>
<td>61.5%</td>
<td>23.1%</td>
<td>15.4%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>8.2</td>
<td>Walk-ins</td>
<td>0.0%</td>
<td>38.5%</td>
<td>30.8%</td>
<td>23.1%</td>
<td>7.75</td>
</tr>
<tr>
<td>8.3</td>
<td>Former employees</td>
<td>7.7%</td>
<td>23.1%</td>
<td>69.2%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>8.4</td>
<td>Head Hunting</td>
<td>7.7%</td>
<td>15.4%</td>
<td>38.5%</td>
<td>23.1%</td>
<td>15.4%</td>
</tr>
<tr>
<td>8.5</td>
<td>Educational Institutions</td>
<td>46.1%</td>
<td>23.1%</td>
<td>23.1%</td>
<td>0.0%</td>
<td>7.7%</td>
</tr>
<tr>
<td>9</td>
<td>To what extent do you use the following newspapers for recruitment purposes? Use the scale below.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.1</td>
<td>Local</td>
<td>38.5%</td>
<td>15.4%</td>
<td>30.8%</td>
<td>7.7%</td>
<td>7.7%</td>
</tr>
<tr>
<td>9.2</td>
<td>Regional</td>
<td>76.9%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>9.3</td>
<td>National</td>
<td>84.6%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>10</td>
<td>How often do you follow each of the following steps in the recruitment process?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.1</td>
<td>Consult the recruitment policy and Procedures</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>38.5%</td>
<td>61.5%</td>
</tr>
<tr>
<td>10.2</td>
<td>Allow sufficient time for response</td>
<td>0.0%</td>
<td>0.0%</td>
<td>23.1%</td>
<td>46.1%</td>
<td>30.8%</td>
</tr>
<tr>
<td>10.3</td>
<td>Provide feedback to applicants</td>
<td>0.0%</td>
<td>0.0%</td>
<td>7.7%</td>
<td>30.8%</td>
<td>61.5%</td>
</tr>
<tr>
<td>10.4</td>
<td>Evaluate recruitment effort</td>
<td>0.0%</td>
<td>0.0%</td>
<td>15.4%</td>
<td>38.5%</td>
<td>46.1%</td>
</tr>
</tbody>
</table>
4.4.2.1 Internal recruitment methods (question 7)

Ninety two percent of respondents indicated that they often or always used staff referrals while 46.1 percent indicated that they always or often used internal emails and 30.8 percent indicated that they often or always used skill inventories.

Skills inventories, as a method to recruit appropriate candidates was not a popular method as 46.1 percent of respondents indicated that they never used it and 15.4 percent indicated that they seldom used it.
4.4.2.2 External recruitment methods (question 8 and 9)

The respondents indicated that they never or seldom utilised the listed external recruitment sources.

In response to question eight and nine most managers indicated that they did not use employment agencies and newspapers as a recruitment method to draw new recruits. A preference was shown for the use of walk-ins and head hunting as external recruitment sources, while former employees were sometimes (69.2%) used. Most respondents (100%) indicated that they consulted the recruitment policy. It is evident that most respondents indicated that they mostly recruited from within the organization than from external sources. The use of employment agencies, for example, was indicated as never (61.5%) or seldom (23.1%) used. Educational institutions were also not used for recruitment. This could relate to the fact that tertiary qualifications were not specified as a requirement of a sales person at this organization.

4.4.2.3 Other activities related to the recruitment process (question 10)

Question ten inquired about adherence to the recruitment policy and procedure, time allowed for a response, feedback to applicants and the evaluation of the recruitment effort. All the respondents indicated that they followed all the steps on the recruitment process, although 23.1 percent, 7.7 percent and 15.4 percent of them responded with "sometimes" to the last three questions, respectfully.

4.4.2.4 Analysis of the results (question 7 to 10)

Staff referrals were the mostly preferred recruitment approach. In paragraph 2.5.2, staff referrals are said to be inexpensive and quick. This could be the main reason why the managers preferred to use staff referrals rather than other sources of the recruitment (question 7).
Most respondents indicated that they were not using media such as newspapers when they recruit for their respective branches, but that they relied on internal methods of recruitment such as staff referrals. In question 10, most respondents indicated once again that they followed all the steps of recruitment process with options “never” and “seldom” no response rate. This could be an indication that the questionnaire did meet the requirement for internal validity.

4.5 SELECTION (Section D)

Section D of the questionnaire dealt with the selection process.

To simplify the presentation and analysis, the questions and responses are divided into three tables. Table 4.7 (a) covers question one and two, table 4.7 (b) covers questions three and four and table 4.7 (c) covers questions five and six. All these questions relate to the selection process.

4.5.1 Presentation of the results (question 1 and 2)

The responses related to question one and two are presented in Table 4.7.

Table: 4.7 (a) Responses related to selection process

<table>
<thead>
<tr>
<th>1</th>
<th>To what extent do you follow the following selection steps?</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Interview</td>
<td>0.0%</td>
<td>0.0%</td>
<td>7.7%</td>
<td>38.5%</td>
<td>53.8%</td>
<td></td>
</tr>
<tr>
<td>Application blank</td>
<td>7.7%</td>
<td>15.4%</td>
<td>0.0%</td>
<td>38.5%</td>
<td>53.8%</td>
<td></td>
</tr>
<tr>
<td>Employment tests</td>
<td>7.7%</td>
<td>7.7%</td>
<td>15.4%</td>
<td>7.7%</td>
<td>61.5%</td>
<td></td>
</tr>
<tr>
<td>Employment interviews</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>7.7%</td>
<td>92.3%</td>
<td></td>
</tr>
<tr>
<td>Reference Check</td>
<td>0.0%</td>
<td>0.0%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>84.6%</td>
<td></td>
</tr>
<tr>
<td>Physical examination</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Offer employment</td>
<td>0.0%</td>
<td>0.0%</td>
<td>38.5%</td>
<td>7.7%</td>
<td>53.8%</td>
<td></td>
</tr>
</tbody>
</table>

2 | How often do you use a panel of interviewers in the selection process? | Never | Seldom | Sometimes | Often | Always |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
4.5.1.1 Steps in the selection process (question 1)

Twenty three percent of respondents indicated that they did not use the application blank in the selection process. The implications of this may be significant. Most authors (Schultz, 2001 and Decenzo, 2002) agree that considering applications blanks is a fundamental step in selection. Some respondents (15.4 %) did not use employment tests.

4.5.1.2 The use of a panel in the interviews (question 2)

All respondents indicated that a panel was always used in the employment interviews in their branches. The use of a panel in the selection process increases objectivity.

4.5.2 Presentation of the results (question 3 and 4)

Table 4.7 (b) Responses related to selection process

<table>
<thead>
<tr>
<th>3</th>
<th>How often do you use the following tests?</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intelligence and personality tests</td>
<td>30.8%</td>
<td>7.7%</td>
<td>23.1%</td>
<td>23.1%</td>
<td>15.4%</td>
</tr>
<tr>
<td></td>
<td>Aptitude tests</td>
<td>30.8%</td>
<td>15.4%</td>
<td>23.1%</td>
<td>7.7%</td>
<td>23.1%</td>
</tr>
<tr>
<td></td>
<td>Elementary aptitude and skills tests</td>
<td>23.1%</td>
<td>15.4%</td>
<td>23.1%</td>
<td>15.4%</td>
<td>23.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>How often do you select new employees solely on the results of your assessment tools?</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0.0%</td>
<td>15.4%</td>
<td>23.1%</td>
<td>7.7%</td>
<td>53.8%</td>
</tr>
</tbody>
</table>

4.5.2.1 The use of selection tests (question 3)

There were mixed responses from the managers in this step. More than 30.8 percent of the respondents never used intelligence and personality tests versus 15.4 percent who always used this type of test. The responses indicated the same trend even in the aptitude, elementary aptitude and skills tests.
4.5.2.2 Selection decision based on assessment only (question 4)

More than 60 percent of respondents indicated that if they did use assessments, they always or often relied on the assessment tests for the employment decision. 15 percent and 23.1 percent of the respondents seldom and sometimes, respectfully, relied on the results of the assessment tools.

In Section D (question 2) most respondents indicated that applicants who performed well during assessments did not perform well on the job. Other respondents indicated that they were uncertain about whether applicants, who did score well on assessments tests, did not perform well in their jobs and left the company. The results to this question are presented in paragraph 4.6.1.

4.5.3 Presentation of the results (question 5 and 6)

Table 4.7 (C) Responses related to selection process

<table>
<thead>
<tr>
<th></th>
<th>How often do you use the following in the selection process?</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Never</td>
<td>Seldom</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>5</td>
<td>Gut feeling</td>
<td>46.1%</td>
<td>0.0%</td>
<td>38.5%</td>
<td>7.7%</td>
</tr>
<tr>
<td></td>
<td>Instruction from your senior</td>
<td>76.9%</td>
<td>7.7%</td>
<td>15.4%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>How often do you use each of the following interview formats?</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Never</td>
<td>Seldom</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>6</td>
<td>Structured</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>7.7%</td>
</tr>
<tr>
<td></td>
<td>Semi-structured</td>
<td>84.6%</td>
<td>0.0%</td>
<td>7.7%</td>
<td>7.7%</td>
</tr>
<tr>
<td></td>
<td>Unstructured</td>
<td>92.3%</td>
<td>7.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
4.5.3.1 The use of gut feeling and senior-directed decision in selection (question 5)

More than half of the respondents (53.9%) indicated that they used gut feeling in the selection process. Thirty-eight percent of the respondents indicated that they sometimes used their gut feeling, while few (15.4%) indicated that they often or always relied on their gut feeling when making a selection decision. The rest (46.1%) of the respondents indicated that they never used their gut feeling in the selection process. The majority of the respondents indicated that they did not follow the instruction of their senior in the selection process. One can therefore assume that they make decisions independently of the senior manager.

4.5.3.2 The use of various interview formats (question 6)

All the respondents indicated that they used structured as against semi-structured and unstructured interview formats. Structured interviews ensure that important issues are not omitted during the interview and that all applicants are subjected to the same selection procedure during the interview.

4.5.4. Analysis of the results (questions 1 to 6)

These two phases, application blank and employment interviews of the selection process are important because they deal with basic requirements like biographical information (refer to paragraph 2.8) phase two and three. One of the respondents indicated that he/she did not make use of application blanks. It is possible that he/she felt that he/she could get adequate information from the curriculum vitae of respondents, although this aspect was not explored through the research questionnaire. Not using an application blank could mean that the relevant information about the applicant was not collected.
More than 53 percent of respondents indicated that they relied solely on the results of the assessment tools and therefore ignored other skills such as interpersonal skills that were not reflected in aptitude and skills tests. This could impact negatively in the quality of their selection process. Lack of experience among managers could also lead to this shortcoming (question 3 and 4). It is interesting to notice that some managers used their gut feeling. This could be dangerous, as gut feeling is not necessarily backed by objective information. The use of the panel and structured interviews by the managers could improve the chances of getting good candidates (question 2 and 6).

Positive aspects are that the respondents indicated that they mostly followed all the steps in the selection process and that they made use of a structured questionnaire.

It was indicated in paragraph 4.2.1.1 that most of the respondents (69%) had a length of service of less than two years in a managerial position. A structured questionnaire is a useful tool when the interviewer lacks interviewing experience.

4.6 THE RECRUITMENT AND SELECTION – GENERAL (Section E)

Section five incorporated general questions related to recruitment, selection and hiring.

4.6.1 Presentation of the results (question 1 to 5)

In this section, the researcher probed the thinking of the managers on general issues related to recruitment and selection. The statements and responses are presented in Table 4.8.
Table 4.8: Responses related to recruitment and selection - general

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The proper implementation of a recruitment and selection process can reduce high labour turnover.</td>
<td>69.2%</td>
<td>30.8%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2</td>
<td>Sales consultants at OM who score high during assessment tend not to perform well and then leave the company.</td>
<td>23.1%</td>
<td>30.8%</td>
<td>38.5%</td>
<td>7.7%</td>
</tr>
<tr>
<td>3</td>
<td>I have been trained by Old Mutual to be an assessor but I am not sure of what duties to perform during employment interviews.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>61.5%</td>
</tr>
<tr>
<td>4</td>
<td>I am always part of the panel that does the interviews.</td>
<td>23.1%</td>
<td>46.1%</td>
<td>0.0%</td>
<td>15.4%</td>
</tr>
<tr>
<td>5</td>
<td>I am ultimately responsible for the employment of new sales consultants at my branch.</td>
<td>61.5%</td>
<td>30.8%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Figure 4.4 Visual presentation of responses related to recruitment and selection – General
4.6.1.1 Proper implementation of recruitment and selection process
(question 1)

All the respondents (100%) believed that the proper implementation of recruitment and selection could reduce high labour turnover.

4.6.1.2 Consultants who score high tend not to perform well (question 2)

Close to 54 percent of the respondents believed that consultants who score high during assessments tend to perform badly. However, 38.5 percent of them were not sure and 7.7 percent disagreed. In Section D, question one, most respondents indicated that they did make use of assessment tests during the selection process.

4.6.1.3 Not sure of what duties to perform during interviews (question 3)

All the respondents (100%) disagreed with the statement and 38.5 percent of them strongly disagreed. All the respondents either disagreed (61.5%) or strongly disagreed (38.5%) with the statement that they did not know what duties to perform during the interview. It is therefore clear that they felt they did know what their responsibilities were during the interview.

4.6.1.4 Part of the panel during interviews (question 4)

More than 69 percent of respondents indicated that they were part of the panel that conducted employment interviews in their branches. Thirty percent of the respondents disagreed or strongly disagreed with the statement.
4.6.1.5 Responsibility for the employment of consultants (question 5)

The majority of the respondents (92.3%) agreed that the employment of sales personnel was their ultimate responsibility. Only one respondent strongly disagreed with the statement.

4.6.1.6 Analysis of the results (question to 5)

The results from Section E were mostly positive. Most of the respondents agreed that the proper implementation of the recruitment and selection process was important, that they knew what their duties were, that they were part of the interview panel and that they felt ultimately responsible for recruitment and selection in their respective branches. However, most of the respondents strongly agreed or agreed that performance on the assessments tests did not correlate with job performance, or alternatively, indicated that they were not certain that it did correlate with high job performance.

4.7 CONCLUSION

The purpose of this Chapter was to present and analyse the data obtained from the research questionnaire. The presentation and analysis was done according to objectives as set out in Chapter one.

Chapter five deals with concluding remarks and recommendations, based on the findings presented in this chapter.
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In Chapter four, the results of this study were presented in tabular and graphical form, after which they were analysed and discussed. Chapter five reiterates the main points in an attempt to resolve the objectives of the study. The objectives, main problem and sub-problems are briefly discussed. Findings of the theoretical and empirical studies are presented. Conclusions based on the findings and recommendations are made regarding the effectiveness of the recruitment and selection assessment tools used at Old Mutual Group Schemes (OMGS) for the selection of sales personnel.

The objective of the study was as follows:

To assess the use of recruitment and selection assessment tools at OMGS to employ sales personnel, problems had to be identified.

Sub-problem questions identified were:

- What recruitment and selection strategies and tools are suggested by literature?
- To what extent does OMGS utilise the recruitment and selection tools suggested by the literature?
- How competent are sales managers in using the suggested recruitment and selection tools?

The findings of the study were examined in relation to the sub-problems presented.
5.2 CONCLUSIONS AND RECOMMENDATION RELATED TO THE BIOGRAPHICAL PROFILE OF THE RESPONDENTS

Section A of the questionnaire covered biographical information of the respondents. The results of the empirical study revealed that more than two thirds of the respondents have been in management positions for less than two years. This could be significant as the business unit in which this study was conducted, was established in 1976. Managers therefore have a relatively short length of service in a managerial position at OMGS. One can therefore assume that there is a high movement of managers, either due to transfers, promotions, terminations or voluntary resignations.

The majority of the respondents (69.2%) were middle age (within the age group 40 to 49 years old and employed for less than two years in the current positions. The middle age is normally associated with more mature thinking and behaviour which is gained through experience (Bergh & Theron, 2004:70).

Only one third of respondents had a tertiary qualification. As mentioned before, the minimum educational level required by the company for the position of sales manager was either matric or grade twelve. All respondents, except one, were Xhosa speaking.

It is therefore recommended that OMGS take cognisance of the biographical data of the managers as revealed in this study. A high labour turnover rate could be disruptive to strategy implementation and goal attainment and might impact on the performance levels of sales consultants. Furthermore, the sales managers might not have the opportunity to become experienced in the recruitment and selection of sales consultants due to a short length of service in this position.
The following sections present a comparison between the literature study and the empirical study to draw conclusions and recommendations are then made for the improvement of the effectiveness of the recruitment and selection processes used for sales personnel at OMGS.

5.3 CONCLUSIONS AND RECOMMENDATIONS RELATED TO COMPANY POLICY

The statements in section B of the questionnaire probed the understanding of sales managers of the company policy on recruitment and selection, their ability to access it and the extent to which they adhered to it during the recruitment and selection process. An example of the company policy is attached as annexure 1.

All the respondents indicated that they understood the recruitment and selection policy of OMGS by either strongly agreeing or agreeing with all the statements. The only uncertainty was whether all units used the same policy. According to the results presented in Table 4.5 (question six), it is evident that the respondents indicated that they did adhere to all the steps stipulated by the recruitment and selection policy. The extent to which they did adhere to the policy was explored further by specific questions related to the recruitment and selection process.

According to the abovementioned conclusions with regard to company policy there is little that the researcher can recommend at this stage. It appears that the Human Resources department of this company had done an effective job in this aspect. The HR department should be evaluating the policy on a continuous basis to ensure that it does reflect environmental changes should these occur.
5.4 CONCLUSIONS AND RECOMMENDATIONS RELATED TO THE RECRUITMENT PROCESS

Section C of the questionnaire covered statements related to the recruitment process. Statements in this section of the questionnaire explored the following:

- The understanding of the process by respondents;
- The main recruitment sources and method/s used; and
- The implementation of the recruitment and selection process.

According to the results of the empirical study it was clear that the respondents understood the process clearly. They also showed that they implemented it according to the requirements of the company’s recruitment policy and Employment Equity plan (annexure1 and 2). Their responses illustrated that the majority of them consulted the policies during recruitment. A few issues were significant:

- One manager, who was under pressure due to low staffing levels, ignored the job description of the sales consultants during the recruitment process.
- Almost half of the respondents indicated that they never used skill inventories to identify potential recruits.
- Internal sources, staff referrals were the most preferred method used for the recruitment of sales consultants.
- Newspapers are not a preferred method for recruitment.
- Educational institutions are not a preferred method for recruitment.

Considering that OMGS struggle to retain sales personnel that are able to perform well, it could be recommended that the recruitment strategy be changed to encourage the use of alternative sources of recruitment.
It appears as if some respondents were desperate to fill positions and therefore used the first available source to obtain new employees, that is, staff referrals.

It would be interesting to find out whether most of those who were referred for employment, were unemployed, in a temporary job, or in a low-paying job during that period, or whether they had to leave other jobs to take up a position as sales person at OMGS. It could have implications for the quality of people employed at OMGS.

In the light of this, one can assume that the respondents did not follow all the steps of the company policy as they indicated in Table 4.5 or some respondents were not always implementing the steps in the most effective way.

5.5 CONCLUSIONS AND RECOMMENDATIONS RELATED TO THE SELECTION PROCESS

Section D of the questionnaire covered questions related to the selection process. The conclusions drawn from the responses proved that most respondents understood the selection process. The results illustrated the correct implementation of most aspects of the selection as they are outlined in the company policy (annexure 1) and literature study (paragraph 2.7). According to the results all the respondents used structured employment interviews and the majority did not use semi-structured and unstructured interviews (Table 4.7). The biographical results indicated that most of the respondents had spent less than two years in management (Table 4.1) so it was vital for them to use the structured employment interview until they had gained more experience.

It is recommended that the managers always use assessment tests. It is evident that there was doubt about among managers at OMGS about the effectiveness of assessment tools in the selections of sales personnel.
It is therefore recommended that the Human Resources department evaluate the assessment tools to ensure that they are valid for the selection of sales people in the insurance industry and that they are administered correctly. Secondly, it is recommended that managers should use the interview to probe whether applicants have other skills needed to ensure successful performance, such as, effective interpersonal skills, emotional intelligence and high motivational levels.

A concern in this section is the fact that some respondents (53.9%) use their “gut feeling”. Given the fact that some managers could be relatively inexperienced, it would be dangerous to rely on “gut-feeling”. Though managers indicated that they did follow all the steps as required by the selection policy, a danger could be that they considered “gut-feeling” as the last step or criteria in the selection process. Should this be the case, it could undo all the formal work done beforehand, as the process itself is designed to reveal, in an objective manner, the best candidate for the vacant position.

Once again, it has been proven that some respondents were not always adhering to the steps of the recruitment and selection policy as is indicated in table 4.5. To guard against this malpractice, the Human Resources department could introduce a monitoring system, which could be technologically driven, to monitor the way in which recruitment and selection is done. Managers could be required to record the manner in which they recruit and select employees by capturing relevant data on the system. At any given time an HR person should be able to query the step or process and take corrective actions if necessary.
5.6 CONCLUSION AND RECOMMENDATIONS RELATED TO GENERAL ISSUES

In section E of the questionnaire general statements related to recruitment and selection were presented. The results of the empirical study showed that the respondents recognised the significance of a proper recruitment and selection process. Respondents indicated that they were trained and therefore understood how to apply their skills in the job.

The majority of the respondents were aware of the responsibility and authority they had in hiring new staff. This section highlighted the fact that managers doubted the usefulness of assessment tests as an indication of future performance.

The researcher would recommend that assessment test be used in the selection process. However, managers should be made aware that assessment tests measure certain attributes only and that others, such as, motivation, interpersonal skills, emotional intelligence and perseverance, should be probed during the interviews.

5.7 LIMITATIONS EXPERIENCED DURING THE RESEARCH

There were limitations encountered during the research although the objectives of the study have been achieved. It is important to list these limitations:

- The research was confined to the Eastern Cape;
- The research was conducted in one business unit of Old Mutual and the conclusions and recommendation might not be applicable to the whole company and industry until further investigations are conducted;
• The majority of respondents were new in the job and therefore recommendations could only be made with the responses available; and
• Factors other than the recruitment and selection process could account for the low performance levels among some sales consultants.

5.8 OPPORTUNITIES FOR FURTHER RESEARCH

The opportunities for further research that revealed itself from this empirical study could be:

• To investigate the reasons for the high labour turnover among sales managers at OMGS.
• To broaden the scope of the investigation to include the industry as a whole;
• To extend the research to other provinces in South Africa; and
• To also include other sales personnel of the banking sector industry.

5.9 CONCLUSION

The literature provides comprehensive guidelines for the recruitment and selection of employees. Companies should develop policies that are applicable to their requirements and that adhere to the labour laws of the country.

Managers also need extensive and continuous training in recruitment and selection. The basis of effective recruitment and selection lies in a proper job analysis and job description, which should be used as a guideline for the development of an application blank, interviews, assessment techniques and ultimately, the employment decision. The less experienced the manager, the more he/she has to rely on given structure and the less he/she should rely on his/her gut feeling.

It is imperative for the organisation to evaluate the effectiveness of its recruitment and selection efforts and make adjustments if necessary.
LIST OF REFERENCES


ANNEXURE 1

Recruitment, Selection and Assessment/Process

When recruiting and selecting a new candidate for a job, you should:

- Compile a job description.

The job description includes:

- The job title;
- The position to which the incumbent reports;
- Any direct reports the incumbent may have;
- The location of the job;
- The possible level of the position within Old Mutual according to the job evaluation (JE); and
- The objectives and deliverables of the position.

- Have a job evaluation done.

- Have a job analysis done.

The steps are:

The JA consultant meets with line manager.
A background interview is conducted.
The relevant competencies are identified.
The line manager completes an analysis questionnaire.
The data is captured into the ICS and an analysis report is generated.
The competencies rated and ranked.
The selection strategy for psychometric assessment is determined.
The questions for interview guide are selected.

- Advertise the vacancy.

- Consider candidates who are on the redeployment list.

- Screen and short-list of applicant CVs according to minimum requirements

- Conduct a competency-based interview. Trained HR consultants or line managers should do this using an interview guide generated from the job analysis process. Line managers can be trained in interviewing skills by People Resourcing.
- Have psychometric & behavioural assessments done.
The steps are:

Book selection and feedback slots using electronic diary.

The psychologist will identify the appropriate selection tools.

The candidate is assessed.

Feedback is provided to line manager and relevant HR consultant by a psychologist.

Do employee vetting.

Make the offer to successful candidate.

Send letters of regret to unsuccessful candidates.

Facilitate the appointment process.

Provide developmental feedback to candidates based on the competencies of the position applied for.

**Recruitment, Selection and Assessment/Summary**

The recruitment, selection, and assessment process in Old Mutual begins when a vacancy becomes available in the organisation. OMSA seeks to identify and appoint the best-qualified candidate for the job, taking into account our Employment Equity strategy. In order to fill a position, a recruitment and selection process is followed. A Service Level Agreement will be signed upfront by the Line Manager and Recruitment Consultant detailing all aspects of service delivery and costing involved. The process begins with the drawing up of a job description. This is followed by completing a job evaluation (JE) and then a job analysis (JA). It is also crucial that the redeployment list is visited by all line managers to ensure that all candidates are considered for new positions.
The position is then advertised. Once CVs are received from candidates, they are screened and short-listed for a competency-based interview and relevant assessments.

If line managers engage People Resourcing for the recruitment of candidates, they are encouraged to be involved in conducting the interviews with a Recruitment Consultant or a Human Resources Consultant. They also receive feedback on the psychometric assessment. Reference checks, including previous employers, credit records, and academic records are also conducted on their behalf.

Once candidates have been placed on the final shortlist after all the procedures above, the line manager makes the final decision about the appointment.

Either the line manager or the Recruitment or Human Resource Consultant makes the offer to the selected candidate. This includes the remuneration package, the starting date and other employment information. The contract of employment and other appointment documents are then provided to the candidate on acceptance of the offer. In conjunction with competency-based interviews, reliable, valid and culturally sensitive psychometric tools, such as personality questionnaires, ability tests and simulation exercises, are used to assess the suitability of a candidate for a specific position. Appropriately skilled and qualified individuals must conduct these assessments.
Selection Assessment

The main goal of these assessments is to facilitate the decision-making in order to place the right people in the right jobs.

In any industry today, the recruitment, development and promotion of the right people can have a great impact on the success or failure of a business. Even one ill-suited individual will impact negatively on an organisation, especially at a senior managerial level. This realisation has created huge growth in the human resource field, as organisations have become dependant on specialists to hire or promote the best-suited people into critical positions.

In the past, selection was conducted through a review of the person’s credentials and past experience, interviews, reference checks and possibly testing of job specific skills. Due to the dramatic changes in the job market, these methods alone are no longer sufficient.

Respected companies receive hundreds of CVs for a single vacancy. The information contained in them is not always accurate and may leave out crucial information. In addition, legal issues and other factors, have resulted in many companies no longer providing adequate information from which to assess a former employee. As a result, reference checks are often not useful.
There has been an increasing awareness of the importance of an individual’s personality, interpersonal skills and attitudes in maximizing job success. In addition to the traditional selection methods mentioned above, many organisations have integrated psychometric assessment into their recruitment and selection process, and have found them to be extremely valuable in providing information that could not be discovered otherwise. Reliable and valid selection testing has proved to be a trustworthy way of reducing recruitment errors and increasing efficiency and performance at both an individual and organisational level. Research has shown that psychometric tests are one of the most reliable forms of revealing whether or not a candidate is suitable for a job.

It is important to remember, however, that these tools are used as part of a battery of selection methods and should be used in conjunction with more traditional selection techniques, such as a one-to-one interview to be maximally effective.

**Types of tests**

There are two broad types of psychometric tests, viz. Ability or Aptitude tests (which assess your intellectual abilities or cognitive functioning), and personality questionnaires (which create a profile of your personality traits).

**Aptitude tests**

These test your critical reasoning skills under strictly timed conditions. There are many different types of tests depending on the type and level of job you’re applying for. They are often given in groups known as batteries with each test.
## ANNEXURE 2

### GS/GA INTEGRATED EE PLAN – 2003: A SUMMARY

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>Section 5</th>
<th>Section 6</th>
<th>Section 7</th>
<th>Section 8</th>
<th>Section 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positioning of EE within the BU Business Strategy</td>
<td>Policies</td>
<td>Communicatio n &amp; Sensitization</td>
<td>Skills Development &amp; Acquisition</td>
<td>Key Role Players</td>
<td>Retention</td>
<td>Monitoring &amp; Enforcement</td>
<td>Other Initiatives</td>
<td>EE Budget</td>
</tr>
<tr>
<td>GSA/ commits itself to implementing the placement &amp; promotion policy guidelines as well as Induction &amp; Exit Interview processes</td>
<td>EE will be communicated as part of the broader business unit plans.</td>
<td>Updating of job profiles to identify current &amp; future competencies required</td>
<td>The Exec Team &amp; LMs</td>
<td>Ensure that we provide the necessary training, support &amp; environment to attract &amp; retain talented staff.</td>
<td>Prime objective to determine the progress of the implementation plans &amp; to identify blockages that impede effective implementation.</td>
<td>We envisage having a “rotating” seat that will allow potential executives to job shadow the exec team.</td>
<td>A separate EE Budget is in place to ensure successful achievement of our EE Plans (e.g. workshops for EECC members, posters; competitions, etc).</td>
<td></td>
</tr>
</tbody>
</table>

- **Operating in lower to emerging middle income & highly unionised market segments**
- **EE is a core business principle, thus forms part of business unit’s strategic priorities**
- **Support the Group Transformation Strategy to ensure adherence to market realities prevalent in SA economy.**

### Supporting Details

- **The EGM to approve and sign off non-designated appointments (i.e. only in the event where EE designated targets have been achieved).**
- **Display EE posters informing employees of the provisions of the EE Act.**
- **Ensuring all staff have focused PDPs and encourage continuous coaching and mentoring of staff at all levels.**
- **EE Consultation Comm., EE Driver and Skills Development Manager.**
- **Conduct an analysis using induction & exit interview vehicles for retention purposes.**
- **To provide Staff and management with feedback on progress on Monthly and/or quarterly basis.**
- **To build partnerships with other organisations supporting, training and developing people with disabilities both nationally and at provincial levels.**
- **To embark on diversity workshops, training of EECCs and EE-related competitions & quizzes to increase staff awareness on EE matters and experience the dynamics of a diverse workforce.**
Ensure equitable employment practices (i.e. through the various HR Governance – R&S; Training & Development; Transfers).

Achievement of EE targets forms part of the OMGS incentive scheme for management.

To adhere to Corporate EE reporting requirements by keeping accurate staff database.

Regular updates on EE will be communicated to all stakeholders via EECCs, Line managers and business unit publications (e.g. Group Talk).

To encourage all levels of staff to attend EE sensitisation & diversity workshops offered at OMBUS.

Continuously pursue other networking opportunities like learnerships and graduate recruitment program as well as partnering with institutions supporting, training & developing people with disabilities.

Other programmes to embark upon: MDP; Academy of Selling; New Advisor Training; TOPP; (Area Managers Coaching & Mentoring programmes are under construction).

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EASTERN CAPE PROVINCIAL BREAKDOWN as at MAY 2003

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<th>AFRICAN</th>
<th>COLOURED</th>
<th>INDIAN</th>
<th>WHITE</th>
<th>TOTAL</th>
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<td>221</td>
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<td>3</td>
<td>0</td>
<td>7</td>
<td>94</td>
</tr>
</tbody>
</table>
ANNEXURE 3

OLD MUTUAL GROUP SCHEMES
HUMAN RESOURCES DEVELOPMENT

ADVISORS (VP2)
MT. FLETCHER and UMZIMKHULU WORKSITES

CLOSING DATE: 31 October 2003
CONTACT PERSON: Collin Sigalelana
FAX NO: 039 727 4756

Form part of a professional sales consulting team located in the Eastern Cape Province, catering to the needs of the Emerging Middle market. The applicants will be working in the Mt Fletcher or Umzimkulu worksites under Kokstad SO2 area. Please fax or e-mail applications to Collin Sigalelana.

All positions within Group Schemes are filled in accordance with our Employment Equity Plan.

In this role you will:
◊ Market and sell various proven products to the emerging middle market
◊ Establish sound working relationships with key players in the market
◊ Build your own client base through self-prospecting
◊ Analyse and keep abreast of market trends
◊ Provide a comprehensive after-sales service

Essential will be:
◊ A matric or equivalent
◊ At least 2 years’ sales experience in the Life Assurance/Financial Services Industries – (Financial Planning Institute Courses e.g. ILPA, IISA or other appropriate academic qualifications would be advantageous)
◊ Verbal and Numeric Reasoning Skill
◊ Excellent interpersonal skills
◊ A strong service orientation
◊ Fluency in English (any other official SA languages advantageous)
◊ A valid Code 08 driver’s licence and your own transport
◊ A willingness to work irregular hours and travel as required
◊ Technology literacy (e.g. MS Office).

A competitive salary will be supported by the comprehensive benefits of a large, progressive organisation. Transfer costs, if applicable, to be borne by applicant.
Dear Colleagues

I am studying towards an MBA Degree at the Port Elizabeth Technikon. As part of my course I have to investigate the role of Recruitment and Selection processes at Old Mutual Group Schemes. Kindly assist me by spending few minutes in completing the attached questionnaire. The questions focus on the following:

- Biographical data
- Company policy
- Recruitment
- Selection and
- General Questions

TO ENSURE TOTAL CONFIDENTIALITY AND ANONYMITY, DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE.

Thank you for your participation.

Solomzi Booi
SECTION A: BIOGRAPHICAL DATA

1. NAME OF BRANCH: ...............................................................(optional)

2. JOB TITLE: .................................................................(optional)

3. HOW LONG HAVE YOU BEEN LEADING THE BRANCH?
   - Less than 2 years
   - 2 to 5 years
   - 5 to 10 years
   - More than 10 years

4. AGE GROUP
   - 20-29 years
   - 30-39 years
   - 40-49 years
   - 50-59 years
   - Older than 60 years

5. HIGHEST QUALIFICATION
   - Matric/ Grade 12
   - National Diploma
   - Degree
   - Post Graduate Qualification

6. HOME LANGUAGE
   - Xhosa
   - English
   - Afrikaans
   - Other (Specify) ....................................................
### SECTION B: COMPANY POLICY

Please indicate the extent to which you agree or disagree with the following statement by placing a cross in the block which most accurately reflects your opinion.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  All business units at Old Mutual use the same recruitment and selection policy</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2  I understand how to access the policy on the Intranet</td>
<td></td>
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</tr>
<tr>
<td>3  I have received training in the recruitment and selection policy of the company</td>
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<tr>
<td>4  I understand what is required of me by the recruitment and selection policy</td>
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<tr>
<td>5  Before recruiting new employees, I remind myself about the requirements of the policy</td>
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<tr>
<td>6  Every time I recruit new employees I follow all the steps stipulated by the recruitment and selection policy</td>
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</tbody>
</table>

### SECTION C: RECRUITMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  My recruitment strategy at the branch is in line with all the requirements of the Employment Equity plan.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2  All vacant positions are advertised internally in my branch</td>
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<tr>
<td>3  I understand how to access the EE targets on Intranet.</td>
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<tr>
<td>4  I always advertise externally</td>
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<td></td>
<td></td>
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<tr>
<td>5  I always advertise both internally and externally</td>
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<tr>
<td>6  When I am not meeting my sales budget as a result of under manpower, I tend to neglect the requirements on the sales consultant's job as stipulated in the job description.</td>
<td></td>
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</tbody>
</table>
7. Tick off how often do you use each external recruitment method. Use the scale below.

<table>
<thead>
<tr>
<th>Method</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Internal Emails</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7.2 Staff Referrals</td>
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<tr>
<td>7.3 Skills inventories</td>
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</tbody>
</table>

8. Tick off how often do you use each external recruitment method.

<table>
<thead>
<tr>
<th>Method</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Employment agencies</td>
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<tr>
<td>8.2 Walk-ins</td>
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<td>8.3 Former employees</td>
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<tr>
<td>8.4 Head Hunting</td>
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<tr>
<td>8.5 Educational Institutions</td>
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</tr>
</tbody>
</table>

9. To what extent do you use the following newspapers for recruitment purposes? Use the scale below.

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Local</td>
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<tr>
<td>9.2 Regional</td>
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<tr>
<td>9.3 National</td>
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</tr>
</tbody>
</table>

10. How often do you follow each of the following steps in the recruitment process?

<table>
<thead>
<tr>
<th>Step</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 Consult the recruitment policy and procedures</td>
<td></td>
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<tr>
<td>10.2 Allow sufficient time for response</td>
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<tr>
<td>10.3 Provide feedback to applicants</td>
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<td></td>
</tr>
<tr>
<td>10.4 Evaluate recruitment effort</td>
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</tr>
</tbody>
</table>
### SECTION D: SELECTION

1. **To what extent do you follow the following selection steps?**

<table>
<thead>
<tr>
<th>Step</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Interview</td>
<td></td>
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<tr>
<td>Application blank</td>
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<tr>
<td>Employment tests</td>
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<td></td>
<td></td>
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<tr>
<td>Employment interviews</td>
<td></td>
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<tr>
<td>Reference Check</td>
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<td></td>
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<tr>
<td>Physical examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer employment</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

2. **How often do you use a panel of interviewers in the selection process?**

<table>
<thead>
<tr>
<th>Panel of Interviewers</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>

3. **How often do you use the following tests?**

<table>
<thead>
<tr>
<th>Test</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence and personality tests</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Aptitude tests</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Elementary aptitude and skills tests</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

4. **How often do you select new employees solely on the results of your assessment tools?**

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>

5. **How often do you use the following in the selection process?**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intuition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gut feeling</td>
<td></td>
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</tr>
<tr>
<td>Instruction from your senior</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

6. **How often do you use each of the following interview formats?**

<table>
<thead>
<tr>
<th>Interview Format</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
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</thead>
<tbody>
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<td>Structured</td>
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<td></td>
</tr>
<tr>
<td>Semi-structured</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Unstructured</td>
<td></td>
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</tbody>
</table>
**SECTION E: RECRUITMENT AND SELECTION - GENERAL**

Please indicate the extent to which you agree or disagree with the following statement by placing a cross in the block which most accurately reflects your opinion.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  The proper implementation of a recruitment and selection process can reduce high labour turnover.</td>
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<tr>
<td>2  Sales consultants at OM who score high during assessment tend not to perform well and then leave the company.</td>
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<td>3  I have been trained by Old Mutual to be an assessor but I am not sure of what duties to perform during employment interviews.</td>
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<td>4  I am always part of the panel that does the interviews.</td>
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<td>5  I am ultimately responsible for the employment of new sales consultants at my branch.</td>
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</tbody>
</table>