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Recruitment and selection of immigrant
professionals in Canada: A case study

By

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Approval of Dissertation

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In partial fulfillment of the requirements for the degree of

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Dedication

To my family,

You believed in me when I doubted myself,

You were unfailingly interested,

You indulged my selfishness as I pursued my dream.

I know you are as happy for me about this accomplishment as I.

 John and Mom, you show me every day the power of love.

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Dad, we miss you. Thank you to you and Mom for raising me to dream big and work hard.

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Abstract

As Canada continues to move towards a high-skilled knowledge economy, immigrant professionals are necessary to fill the shortfall of required workers. This study is designed to answer important conceptual and practical questions about the reasons for a gap between an organization's goal to hire immigrant professionals and the actual outcome. Utilizing a case study of three multinational corporations, all recipients of Canada's Best Diversity Employer award, 18 informants were interviewed. These informants included recruiters and hiring managers working across Canada, holding positions of junior manager to executive. By analyzing the organizations' recruitment and selection processes, a better understanding of what strategic human resource management (SHRM) systems lead to immigrant professional hiring has been gained. Focusing on vertical and horizontal linkages under a configurational SHRM theory, it is evident that implementation of a holistic process is fundamental to improving recruitment and selection of immigrant professionals outcomes. This research adds to the body of work of SHRM by applying a fine-grained perspective and provides recommendations for practical applications.

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Chapter 1 – Introduction

As Canada continues to move towards a high-skilled knowledge economy, immigrant professionals are necessary to fill the shortfall of required workers (www.hireimmigrants.ca). Yet, there has been a decline in the numbers of immigrant professionals who find full employment in Canada (Reitz, 2011). This study is designed to answer important conceptual and practical questions about the reasons for the discrepancy between stated desire and reality. Recruitment and selection practices will be considered as potential solutions to this disconnection. Interviews with key informants from multinational corporations regarding their recruitment and selection processes will contribute to our understanding of the strategic human resource management systems that lead to the hiring of immigrant professionals.

This introduction includes definitions of key terms, a discussion of pertinent issues, statement of the problem, purpose of the study, research questions, significance of the study, and limitations of this research.

Definitions of Key Terms

There are several terms used in this paper that require definition.

- Recruitment and Selection

- Discriminatory practices

- Immigrant professional

- Visible minority

- Hiring

Recruitment and *Selection* can be discussed as two separate albeit sequential parts. "Recruitment" is most commonly defined as an organization's effort to identify, attract and

influence the job choices of competent applicants (Ployhard, 2006). Recruiting is the fundamental phase preceding selection and is critical to an organization's survival (Taylor & Collins, 2000). "Selection" includes a variety of techniques (e.g., interviews, tests of ability and personality) that are used to choose the preferred candidate from a field of applicants. The "selection" component of this process captures the majority of attention among staffing scholars (Ployhard, 2006).

Discriminatory practice. Discrimination is required to make a selection. However, unsupported discrimination is to be guarded against in hiring employees. Direct and indirect discrimination are two types of harmful discrimination that require actions to guard against. Direct discrimination occurs when a person is treated less well than others due to a difference such as race, ethnicity, or gender. Indirect discrimination occurs when an unnecessary barrier to a group of people is instituted. These constructs align with two terms that have evolved from U.S. Employment Law, "disparate impact" and "disparate treatment," need to be considered in understanding discriminatory practice. Kojornkiatpanich and Kleiner (2000) clarify these two terms as follows: "disparate impact" looks at the qualifications the employer sets, how the qualifications will be evaluated, and who is thereby excluded due to these qualifications; "disparate treatment" looks at an employer's motivation for selection between two candidates who both meet the stated qualifications for hiring. The challenge in uncovering these types of discrimination is that they can happen with the best of intentions and not be recognized as discriminatory; for example, employers may hold a genuine belief that Canadian experience is necessary, which results in the majority of immigrant professionals being disqualified from applying (cf. Toronto Region Immigrant Employment Council, 2011). Further complicating the

identification of discriminatory practices is that "fair" practices are not necessarily "identity blind"; in fact, some practices established to eliminate discrimination in human resources management actively consider group identity in decision-making processes (Konrad & Linnehan, 1995). Dietz (2010) also provides the reality check that discrimination likely will not be found as blatant practice, since in our society such actions are deemed to be socially unacceptable. In recruitment, discrimination is typically subtle, making it difficult to document and therefore harder to prevent (Fleras & Elliot, 1995).

Immigrant professional. Canada has three immigration policies, one of which is called "Economic Class" (*Immigration and Refugee Protection Act* – S.C. 2001, c. 27). Within this category is the largest class, "Federal Skilled Workers," which considers skilled professionals (and their families) for permanent resident status. In 2011, nearly 250,000 people immigrated to Canada as permanent residents; of that total, almost 37,000 people were the primary applicant under the Federal Skilled Workers (FSW) program (Citizenship and Immigration Canada, RDM, Preliminary 2011 Data). An application under the FSW program is based on six factors, with a possible maximum total of 100 points. Seventy points can be earned for education, work experience, and Canadian official language proficiency. Age, arranged employment, and adaptability have equal weighting for the remaining points. The individual successfully admitted to Canada under this process will be referred to as an "immigrant professional."

Visible minority is a focal population within Canada's *Employment Equity Act* (EEA). Visible minorities within the EEA are "persons, other than Aboriginal persons, who are non-Caucasian in race or non-white in colour" (Statistics Canada, 1991). The majority of immigrant professionals due to their country of origin are visible minorities in Canada (Statistic Canada

2013). By 2031 approximately three of ten Canadians will be members of visible minority groups with S. Asians and Chinese now and then being the largest visible minority groups with Arabs and W. Asians groups growing the fastest (Statistics Canada 2013).

Hiring is the result of an offer of employment being extended to and accepted by the preferred candidate. Discrimination can impact both the choice of preferred candidate and that candidate's choice to accept an offer.

Discussion

Canada has purposefully positioned itself as one of the world's most ethnically diverse countries (Statistics Canada, 2007; Hawthorne, 2008). Hiring visible-minority candidates will be increasingly necessary as demographic projections show this population segment will yield the highest growth for the Canadian population: the visible-minority population will double by 2031 whereas the rest of the population is expected to grow by 12% (Statistics Canada, 2010). Many leaders of business embrace the value of a diverse workforce (Ng & Sears, 2008; Ng & Tung, 1998; Richard, 2000). David Denison, president and CEO, Canada Pension Plan Investment Board, stated:

> Diversity is quite simply a business imperative. At its heart, it reflects a commitment to find the best available talent and ensure that decisions are informed by inputs from people with varying backgrounds, experiences and perspectives — ultimately, these are key ingredients for success. (Denison, 2006)

Socially, Canada supports diversity hiring, as evidenced through the *Employment Equity Act* (EEA).

The purpose of this Act is to achieve equality in the workplace so that no person shall be denied employment opportunities or benefits for reasons unrelated to ability and, in the fulfilment of that goal, to correct the conditions of disadvantage in employment experienced by women, aboriginal peoples, persons with disabilities and members of visible minorities by giving effect to the principle that employment equity means more than treating persons in the same way but also requires special measures and the accommodation of differences. (S.C. 1995, c. 44)

This Act (in effect since 1986 and revised in 1996) has two mandatory federal employment equity programs: the Legislated Employment Equity Program (LEEP), which applies to all federally regulated industries and Crown corporations with 100 or more employees; and the Federal Contractors Program (FCP) which applies to organizations of 100 or more employees bidding on over $200,000 of federal contract work. An estimate of the total economic cost of underutilization of all four identified groups in the EEA is $5.0 billion (Harvey & Blakely, 2001). The most recent statistics to be found related to the cost of underutilization is based on the 1996 Canadian census. Of this $5 billion cost of underutilization, $2.4 billion is due to underemployment of all immigrants of which immigrant professionals will be a part of that group (Reitz, 2001).

In the 1940s to 1970s, immigrants were brought to Canada to support the national farming agenda and then, in the 1980s, the construction boom. In those contexts, hiring was focused on physical attributes. While this is not to say that discrimination did not occur, recruitment decisions were less complex and there was no need to equate foreign with Canadian granted credentials. Today, as Canada continues to move towards a highly skilled, knowledge-

based economy, immigrant professionals are required to fill the shortfall of required workers (www.hireimmigrants.ca). Reitz (2005) wrote about the issues of hiring immigrants in the current knowledge economy, and he suggested that employers do not have the institutional supports to make informed recruitment decisions.

Despite a need, desire, and legislation to support hiring of visible minority applicants, which includes immigrant professionals, there is a decline in immigrant professionals finding full employment in Canada (Reitz, 2011). Foreign-trained immigrant professionals experience higher underemployment than do native born Canadians (Boyd & Schellenberg, 2007). In a 2008 survey of Canadian human resource professionals, 70% responded that their organizations supported workplace diversity; however, only 14% had concrete plans to increase the diversity of their employees through hiring (Tapia & Crawford, 2008).

Immigrant professionals are the component of the Canadian labour pool with the greatest growth projection (Statistics Canada, 2012); yet this is the population which has had the most negative experience regarding employment (Dietz, 2010). Hackett, Lapierre and Gardiner (2004), in their study of Canadian Human Rights cases concerning employment interviews, found that one third of the 75 complaint cases they reviewed involved race issues. In 2008, 82% of immigrant professionals to Canada held a university degree (Houle & Yssaad, 2010). Fully 67% of this group were mismatched to their credentials in the work they do, having accepted work at a non-university-level occupation, compared to only 40% of native-born Canadians with university degrees. For professionally regulated work, 76% of immigrant professionals were in a mismatch situation compared to only 38% of native Canadians (Houle & Yssaad, 2010).

For the past five years, some organizations in Canada have competed to be ranked among Canada's Best Diversity Employers (http://www.canadastop100/diversity/). The author of this thesis interviewed diversity and recruitment professionals representing seven of the 45 organizations that were recipients of this award in 2011 (Thompson, 2011). Her objective was to learn about the companies' recruitment practices. An interesting finding was that these organizations determined best practices through word of mouth, not through scholarly research. There was no identifiable difference in the selection process that these organizations used to purposefully increase their desired diversity hiring results from the hiring practices commonly reported by other organizations. Simply, all organizations used interviews.

From a research and best practices perspective, it is concerning that the study found no disciplined application of structured interviewing (Schmidt & Hunter, 1998). Organizations focused instead on listing acceptable or unacceptable questions to ask candidates. They did not use panel interviews, stating that the logistics were prohibitive; instead they used single interviewers. Only one organization had an accommodation process, emailing candidates in advance of a standard written test to determine if there was an access need, extra time required, or need for the test to be administered verbally rather than in writing. All of these organizations believed that their diversity training for employees, which was not recruitment specific, made an improvement to their organization's preparedness to hire immigrant professionals. However, despite diversity training, none of these seven organizations was able to meet its internal targets for diversity recruitment.

There are some people who argue that discrimination is no longer an issue. Brief, Dietz, Cohen, Pugh and Vaslow (2000) discuss the reality of *modern racism* which manifests as non-

prejudicially motivated choices. An example of such beliefs and behaviours, excused because it is said to be driven by business strategy, is to have White people serve White customers, and Black people serve Black customers. This may seem logical to some, but the authors argue that this is veiled racism. Some believe that diversity and affirmative action are socially and politically driven, and that there is no empirical evidence to support the connection that they are effective (Williams, 2000), despite significant evidence that EEA in Canada and affirmative action in the U.S. have had positive impacts (Konrad & Linnehan, 1995; Leck & Saunders, 1992).

Reitz (1988) studied the differences in levels of discrimination between Canada and United Kingdom. He noted that the degree of racial conflict in Canada has been much lower than in the U.K. He presented some possible differences in Canada to account for there being less conflict, such as: the generational composition of racial minorities; selective immigration resulting in higher economic status for racial minorities; the stability of immigration policy; and the bilingual and multicultural structure of Canadian society. However, none of this speaks to the extent of discrimination in Canada. Generally, it is possible for social conditions and processes to moderate social conflict without necessarily ensuring that underlying issues and inequities are addressed. Canadians are "politely discriminating" (Fleras & Elliot, 1995).

Reitz also noted that in 1984, the Royal Commission on Equality in Employment, headed by Judge Rosalie Abella recommended independent regulation to ensure upholding of minority protections. Rather than regulation, however, in the EEA the Canadian government chose to make data about employer hiring publically accessible, believing that public opinion would drive the "right" behaviours. In 1986, the year in which the EEA came into effect, Reitz noted that in

his opinion the patterns of discrimination would be impossible to detect, and relying on public

influence for change might take years to actually cause change. Reitz reminded us that weakness

in the program did not necessarily mean that discrimination in Canada was weak or at low levels.

Yet, Leck and Saunders (1992) and Leck, St. Onge, and Lalancette (1995) have documented

several statistically positive impacts realized through the EEA program. In the 1992 study, 86%

of the 386 organizations covered under the EEA participated in a telephone survey which

showed that the more formalized, comprehensive, and supported the organization's employment

equity programs were, the better the impact on raising the equity of female employees. This was

particularly true for White females with no disabilities, but all females did show an improvement

in representation within organizations after the introduction of EEA regulations. Even more

impressively, the 1995 research showed that over the five-year period of 1989 to 1993,

organizations that fell within the EEA mandate closed the wage gap between White males and

the EEA's four protected groups.

How will we measure the extent to which future success is derived from improved

recruitment processes? Current methods of measurement work well. These methods include

"immigrant professional" percent of overall candidate pool and hiring rates, retention rates, job

performance, feedback from new hires regarding the fit between description and reality of the

job, and percentage of offers accepted (Breaugh & Starke, 2000), as well as the applicant pool

compared to total-hire statistics.

Understanding the candidate/applicant pool is also important. Attracting applicants for an

employment position is the first step in recruitment and selection (Barber, 1998). What attracts

applicants has been studied but as yet there is no definitive understanding (Breaugh & Starke,

2000; Brakhaus, 2004). The study by Backhaus (2004) of 200 corporations in ten industries analyzed the written corporate descriptions on the then-largest recruitment website, Monster.com. The results suggested that recruitment information focused primarily on firm attributes and secondarily on employee advancement. Breaugh and Starke's review of recruitment research (2000) indicated that organizations that do not provide sufficient information (Barber & Roehling 1993, as cited in Breaugh & Starke), or the appropriate level of expression and correct language (Jablin, Putnam, Roberts, & Porter, 1987, as cited in Breaugh & Starke), are viewed unfavourably by applicants. Applicants need the information to be understandable and credible (Breaugh & Billings, 1988). Messages that conveyed unexpected information (Kulik & Ambrose, 1993), used concrete rather than abstract language (Tybout & Artz, 1994), or that used personally relevant information (Chaiken & Stangor, 1987) were more attractive to applicants.

More recent research on applicant attraction speaks to employer branding, which is "concerned with building an image in the minds of the potential labour market that the company, above all others, is a great place to work" (Ewing, Pitt, de Bussy, & Berthon, 2002, p. 12). Employer branding techniques serve applicants in finding a match with the organization's values, priorities, and work styles (Bergstrom & Anderson, 2000). Yet it was found that most organizations fail to differentiate themselves in any material way from their competitors (Brakhaus, 2004).

Successful implementation of diversity recruitment practices has the potential to benefit employers and candidates. It can be expected that success will beget success by way of a heightened corporate reputation for active diversity recruitment, leading to other measureable

outcomes including more unsolicited resumes, more interest at job fairs, more interest at on-campus recruiting events, more referrals within the minority communities, and more interest from candidates who are approached directly.

From a practical perspective, there is no clearly defined range of practices that ties specifically to optimum corporate strategy when it comes to employee recruitment and diversity. The tools and issues related to employee recruitment, and what is known about their impact on diversity, need to be considered. Ployhard (2006) noted that we actually do not know much about how managers decide what selection practices to use (see e.g., Terpstra, Mohamed, & Rozell, 1996).

Purpose of the Study

The literature shows there is no lack of selection tools used to hire employees, but very little research addresses how best to combine these tools. The meta-analysis by Schmidt and Hunter (1998) is one notable exception, yet their work was limited to pairs of tools. As will be discussed in Chapter 2, "Literature Review," they showed that of pairs of tools available, the use of general mental ability (GMA) and integrity testing drove the highest predictive validity. However, if one looks further, one discovers an abundant amount of literature in psychology (Gottfredson, 2000) behooving us to stop using GMA testing due to its unacceptable adverse impact on diversity objectives. Which brings us to the question: What is the recruiter to do? How much of the research specifically considers the impact on immigrant professionals?

We must meet the challenge to eliminate bias in order to hire immigrant professionals who, as part of Canada's visible minorities, will be an increasingly larger demographic in the future as projections show this population segment will yield the highest growth in the Canadian

population. In a paper published in 2010, the authors Ng and Burke noted that the Employment

Equity Act affected 6% and 6.9% of the Canadian workforce through the Legislated

Employment Equity Program and the Federal Contractors Program respectively. Jointly, this

means the ECC covers close to 2.2 million workers. Eighty-seven percent of the workforce is

therefore not covered under regulated EEA actions and reporting. Therefore, for this vast

majority of workers, which presumably includes the vast majority of immigrant professionals,

there is not the protection of the EEA. Eighty-seven percent of Canadian employers are able to

create their own recruitment and selection processes without having their hiring results annually

reviewed and published as part of the audit process of the EEA. The intent of this audit process

was to have impact on employers through social pressure to adhere to the Act rather than

punitive measures.

      Numerous organizations want to be successful in what was coined the "War for Talent"

(Chambers, Foulon, Handfield-Jones, Hankin, & Michaels III, 1998) because they believe their

business will be more effective with a diverse employee base (c.f. Kochan et al., 2003; Wilkins,

2004), and/or that they have an ethical responsibility to embrace diversity. These organizations

are best served to find a way to ensure that their selection practices are defensible, perceived to

be fair, repeatable, affordable, and efficient, with high validity and predictive accuracy for

candidate selection, or they risk not being able to attract a large applicant pool, or effect a

successful hire from that pool. Helping companies in this endeavor is one of the goals of my

research.

Research Questions

Based on recent, current, and future demographics for Canada, the pool of candidates in job selection should include a significant proportion of immigrant professionals if it is to be reflective of the citizenship demographics. This growing population of immigrant professionals brings value to businesses through their knowledge, skills, and abilities. The literature focuses on many recruitment tools, but does not yet tie all the parts together to recommend successful recruitment and selection processes. The aim of the current research is to fill this gap, following a Strategic Human Resource Management (SHRM) configurational perspective.

Moreover, much of the recruitment and selection literature focuses on experimental situations, on candidates with minimal experience at best (e.g., new university graduates), and/or on filling low-level positions within an organization. The current research will add to the literature due to its having being conducted in the field, and its focus on experienced candidates applying for mid-management positions. Immigrant professionals are part of this group as immigrant professionals have work experience and post-secondary education and would not be in the less experienced category of entry level positions.

A challenge in the selection process is the evaluation of foreign education, experience and references. By researching the experience in multinationals operating in Canada we can learn how such elements are evaluated. Multinationals by definition have cross cultural experience and when they are large are likely to have a human resources function with dedicated recruiters (Barber, Wesson, Roberson and Taylor, 1999) as is the reality for the selected case study sites.

Specifically, this study addressed the following research questions:

1. How are recruitment processes structured by multinational and diversity-conscious organizations?

2. How are selection processes structured by multinational and diversity-conscious organizations?

3. What factors lead to the development of effective recruitment and selection practices for hiring immigrant professionals?

4. What process combinations create synergies of fair and unbiased hiring of immigrant professionals?

Significance of the Study

Statistics show that professional immigrants must be hired if Canada is to meet its future workforce requirements and yet this group is struggling to reach full-employment (Reitz, 2011). This is a very practical problem that if left unaddressed will get worse. This research adds to the body of knowledge in recruitment and selection, diversity, and strategic human-resources management – all of which will be discussed in the review of the literature in the following chapter.

This work also has significance to the immigrant professional community and potentially to Canadian policy makers. The existence of Canada's Employment Equity Act provides evidence that as a society, Canadians do want to protect marginalized groups through equal opportunity measures. However, the Act only applies to 13% of the Canadian workforce (Ng & Burke, 2010). The remaining 87% of the population does not benefit from the insight and protection of the EEA. Understanding how to structure recruitment and selection processes to

harmonize with the potential goal to hire within marginalized groups can be a practical measure

for the majority of employers not covered by the EEA, as well as those covered by the EEA.

Limitations of the Study

This research will not provide generalizable answers suitable for all businesses. It is

meant to provide a deeper understanding of a few successful organizations and through rich

detail the reader may determine that the understanding can be applied to her own situation.

There is a danger of overfamiliarity for me, as the researcher, given my eighteen years of

work on behalf of dozens of organizations as a recruitment professional. However this issue is

minimized as I have no prior experience in the exact study cases of multinational corporations.

Furthermore, I am not an immigrant professional who might have personal experience with

discrimination in recruitment and selection.

The choice to study multinational corporations situates the research within cases that can

be expected to have greater and easier access to international resources for information gathering

than many other types of organizations operating in Canada. The expectation is that if these

larger, more resource-rich organizations cannot access unbiased recruitment and selection

programs, then how can we expect other less well-endowed organizations to do so?

Introduction to the remaining Chapters is it in the table of contents?

This chapter has introduced the nature of the problems involved in hiring professional

immigrants, and the practical and conceptual importance of conducting research to address these

issues. Chapter 2 covers the foundational literature in a number of disciplines that provide

constructs and guidance for this study. Chapter 3 discusses the methodology and chapter 4

introduces the case sites and the participants. Chapters 5 through 8 focus on the four research

questions. Chapter 5 is focused on Research Question 1, Chapter 6 on Research Question 2, and so forth sequentially. The research questions also build sequentially to show how recruitment and selection (R&S) are conducted in the case-study organizations, with the last research questions encompassing all that has been understood from the research. Chapter 8 focuses on Research Question 4 by incorporating SHRM theory, and looks for how this research connects to and possibly builds on that theory. The last chapter, 9, presents the conclusions, implications for practice, limitations of this research, and recommendations for future research.

Chapter 2 – Literature Review

Recruitment and selection of immigrant professionals is a complex area of study that is of interest to many academic disciplines. Sources of information for this literature review come from the fields of economics, sociology, industrial and organizational psychology, political science, ethics, law, and management. The databases of ABI/INFORM, Business Source Complete, and Consult Carswell (particularly for legal reviews) were searched using key terms such as: employee selection, employee recruitment, diversity recruitment, adverse impact employment, biased employee selection, visible minority immigrants Canada, and discrimination employee selection. For Canadian diversity information, Statistics Canada and Conference Board of Canada websites were surveyed. This literature review has four sections: reducing individual bias; traditional recruitment tools; immigrant professional considerations; and perceived fairness. A discussion section follows, focusing on the theory that will be used as the foundation in the methodology.

Reducing Individual Bias

Given current source countries for Canada's immigrant professionals include a variety of countries whose citizens are predominantly non-White (Statistics Canada, 2010), it is necessary to consider racial bias in employee recruitment and selection. Minimizing bias in the recruitment and selection process will support the attraction and retention of an increasingly diverse workforce and forge a competitive advantage for companies (Cox, 1991). However, Devine, Plant, Amodio, Harmon-Jones, and Vance (2002) warned that to overcome the "prejudice habit" is extremely challenging. Devine's foundational work, spanning the years 1989 to the present, goes far to help us understand the intricacies of prejudice, including the responses of people who are motivated to not reveal their historically programmed biases. Devine (1989) and Devine and Monteith (1993) showed that bias is natural in humans, and that to eliminate bias requires a conscious process of internalizing and integrating a new pattern of unbiased beliefs into one's self concept. Their research also showed that implicit measures – i.e., stimuli that bypassed conscious control – caused a biased response in some people despite their effort to be unbiased. Devine et al. (2002) studied this phenomenon more explicitly by using common African American names and common white Anglo-Saxon names in study one; Black and White faces in study two; and adding busyness work to the interviewers to reduce their cognitive control in the third study. They found that when individuals with high internal motivation to control their biases were put into a situation that demanded of them to be unbiased, and when at the same time the circumstances of the situation made it difficult for the person to focus on their intention to be unbiased, they were less successful in minimizing bias than were those without distractions. Interestingly, success was measured by comparing a subject with another individual who was

also internally motivated to be unbiased, but who was put in a setting without pressure to act without bias. This research shows that organizations that are driving a prejudice-free culture would see diminished results from this effort compared to an organization that simply hires people who are personally motivated to be unbiased and does not put pressure on them to act that way.

Tetlock, Mitchell, and Murray (2008) draw attention to the difference between group stereotypes and individuating information. The concern highlighted by these authors is that there are two beliefs: one says that people cannot be dissuaded from their natural tendency to generalize, which can result in unfair discrimination; the other says that with pre-accountability, this tendency to stereotype can be minimized to cause no harm. Researchers vary in their beliefs regarding this issue. This means if those who believe people cannot be dissuaded from prejudice are correct, procedures to minimize bias will lead to corporate recruiters either holding their bias against a candidate of a different race, or will be overly positive to this candidate because of his different race (this is called over- or under-correcting for this issue). In the recruitment process neither correction is desirable.

Brewer (2007) discussed in-group and out-group behaviour, noting that it is anthropologically natural for humans to want to be part of a group, and moreover to want to belong to the dominant group. She noted that this does not mean hostility towards (prejudice against?) the out-group (immigrant professionals in this case), but nor would it be an instinct to want the out-group to join one's own in-group. With this in mind, if the current in-group (employee base) comprises immigrant professionals it would be natural for them to add more. And yet the research of Bettencourt, Dorr, Charlton, and Hume (2001) provided evidence

through meta-analytic examination that members of low-status groups discriminate in favour of the higher-status group. In this regard, immigrant professionals empowered to hire diversity candidates might thwart the hire of other immigrant professionals.

Joshi (2010) studied how evaluating foreign credentials of immigrant professionals who were visible minorities provided an opportunity for recruiters to express prejudicial attitudes. His research showed that if the candidate's credentials were known to be equivalent to Canadian credentials, there was no bias shown towards the candidate (prejudice, if any, was kept in check), whereas if the credentials were unaccredited, prejudice is more likely to be expressed against visible-minority candidates. Joshi's research speaks to the fact that subtle, not blatant, discrimination exists in western societies, and is more likely to occur when justifications for expression of prejudice are present (cf. Crandall & Eshelman, 2003; King, Shapiro, Hebt, Singletary, & Turner, 2006). When recruiting immigrant professionals, this needs to be considered in the recruitment process as these candidates have foreign educations, credentials and experience.

Commonly Used Selection Tools

Konrad (2007) theorized about diversity-related human relations (HR) practices that promote the attraction of applicants who are members of minority groups, which would include immigrant professionals. And as Ng and Sears (2008) note, employee selection is a key area for biases to impact this group. Academics, over many years, have studied selection techniques seeking to minimize such bias. This literature review will highlight some of this work.

Tests of General Mental Ability. The field of cognitive mental ability is important to recruitment, but it is a complicated subject and could result in disparate impact which runs

contrary to the goal of increasing immigrant professional hires. In an examination of 85 years of research, Schmidt and Hunter (1998) evaluated pairs of standard recruitment tools for their predictive ability. They first confirmed that General Mental Ability (GMA) is the best single predictor for job performance and ability to learn (mean predictive validity .51). Using meta-analysis they coupled GMA with one other recruitment tool. Their ultimate recommendation was to pair GMA with integrity testing (mean predictive validity .65). This pairing is a relatively low-cost and time-efficient combination that yields the highest validity for predicting job performance of any dual testing. The second highest predictor combination was GMA with a structured interview (mean predictive validity .63). The article reviewed 17 other pairs with GMA as the constant. Others have stated that a drawback to this approach is that the predictive ability of interviews, assessment centres and biodata is variable. Schmidt and Hunter refuted this issue, establishing that variability is eliminated since the large sample of the meta-analysis makes the statistical assessment of all the considered tools valid. The authors recommended further research on the combination of GMA, job experience (ability to learn), and conscientiousness.

The use of general mental ability testing or cognitive ability tests and the recognition of racial differences in scoring has been a topic of study since at least the era of Charles Darwin in the later 1800s. In recruitment, we do not have to solve the debate of what is the cause of the racial difference – genetics or socialization – but we do have to be concerned about the negative impact on certain racialized groups who might therefore be excluded from consideration as a candidate. Immigrant professionals in Canada, the majority being visible minorities would therefore be further marginalized by the use of this testing.

Various suggestions have been made in an effort to reduce the group difference produced through these tests. The suggestions include: minimizing the amount of cognitive demand in the instructions, eliminating culturally specific information in the test, retesting, test taking training, and giving more time to do the test (Outtz, 2010). However, none of these ideas have shown a significant impact on outcomes or actually impact all subgroup test-takers equally, so there has been no relative change to the mean score differences (Outtz, 2010). A study commissioned by the Canadian government on cognitive ability tests confirmed negative impact on many races and recommended a search for other recruitment tools (Cronshaw, 1999). This resulted in a recommendation to public service recruiters to find alternative tool(s) to GMA testing (Public Service Commission, 2006). Ng and Sears, (2008) studied the use of cognitive ability testing (and other tools) in recruitment in 286 Canadian organizations. They found cognitive ability testing to be a very popular choice despite the fact that the negative impact on visible minorities due to scores was known to 57% of the recruiters surveyed.

Why is there such concern about using GMA in recruitment? The answer becomes clear in the following scenario. Accepting that the mean score difference between Blacks and Whites is 1 standard deviation (SD), with the Black group overall scoring lower, if an employer considered only scores above 115 this would result in only Whites who were 1 *SD* above the mean and Blacks who were 2 *SD* above the mean being eligible to apply. In other words, five of six applicants would be White. Three percent of Blacks and 16% of Whites would qualify. With these statistics, the recruiter might as well be saying that "Blacks need not apply" (Ceci, 2000, p. 235). Herein lies the conundrum. Cognitive ability testing is highly predictive in recruitment yet

the results cause great concern in an inclusive society that is trying to increase the opportunity

for visible minorities to reach their full employment capacity.

Further complication to cognitive or mental ability testing is what is known as the "Flynn

effect." The Flynn effect deals with globally rising IQ scores. IQ tests over time have their norms

reset. The issue from resetting norms is that some people who wrote the day before a re-norming

are less likely to score as "mentally challenged" and more likely to score as "gifted," with the

same number of correct answers (Flynn, 2000).

Personality tests. According to Morgenson et al. (2007), the use of self-report

personality tests has been proven absolutely to have very low validity for predicting job

performance. These authors find it surprising that with clear evidence of this fact, their use

remains wide-spread (Piotrowski & Keller, 1992; Thumin, 2002). The individual personality

dimensions determined by the meta-analysis of Barrick and Mount (1991) showed correlations of

0.08 for extraversion, 0.05 for emotional stability, 0.04 for agreeableness, 0.13 for

conscientiousness, 0.03 for openness to experience, and 0.13 for all five dimensions of

personality, referred to as the "Big Five." In a study of U.S.-based Fortune 1000 companies

across a wide range of industries, feedback from 150 organizations on the types of personality

tests they planned to use or used showed the heaviest use to be 28.5% for integrity-honesty and

21.9 % for violence potential.

Morgenson et al. (2007) considered studies about faking on personality tests but clearly

stated that the tests are not predictive: thus, faking or not faking is unimportant. Yet, integrity

tests, which are a subset of the personality tests, were shown by Schmidt and Hunter (1998) to

have the highest dual predictive capability of job performance and ability to learn when coupled

with GMA (mean validity .65). So we need to decide carefully before completely abandoning a potentially effective recruitment tool.

Through their survey research, Mount, Barrick & Strauss (1994) agreed that "the preponderance of evidence shows that individuals who are dependable, reliable, careful, thorough, able to plan, organized, hardworking, persistent, and achievement oriented tend to have higher job performance in most if not all occupations" (p. 272). Taken together, these personality types create "conscientiousness" (mean validity of .13 in predicting job performance), which therefore is held as perhaps the most important trait motivation variable in personnel psychology (Barrick, Mount, & Strauss, 1993; Schmidt & Hunter, 1992).

Ones, Viswesvaran and Schmidt (1993) addressed the statement by O'Bannon, Goldfinger and Appleby (1989) that "different test publishers claim that their integrity tests measure different constructs, including responsibility, long-term job commitment, consistency, proneness to violence, moral reasoning, hostility, work ethics, dependability, depression, and energy level" (p. 125). They suggest that this integrity measure is really "conscientiousness," one of the five dimensions of personality hypothesized in the Big Five theory of personality (Barrick & Mount, 1991; Digman, 1990; Goldberg, 1990). Conscientiousness reflects such characteristics as dependability, carefulness, and responsibility. They further found that integrity tests really do correlate to job performance outcomes (estimated mean validity .41) by testing for irresponsible or counterproductive behaviour (absenteeism, tardiness, disruptiveness, and disciplinary problems). Compared to the predictive validities of other selection techniques, integrity testing should definitely be included in a selection process so long as it does not show bias against immigrant professionals.

Foldes, Duehr, and Ones (2008) conducted a meta-analysis of the Big Five Personality factors considering different groups. Their analysis of 700 effect sizes included White, Black, Asian, and Hispanic comparisons. The findings showed sufficient effect size differences over some of the five personality traits such that they would have an adverse impact on diversity hiring outcomes, and they stated that even for conscientiousness, a lack of data cannot be interpreted as being without risk of having an internal bias against a group in the measure.

Interviews. There is debate over which is a better predictor of the two structured interview styles, namely behavioural description and situational. Behavioural description interviews (BDI, developed by Janz in 1982) are based on the assumption that past behaviours predict future behaviours. Situational interviews (SI) (Latham, Saari, Pursell, & Campion, 1980) use "what if" questions, assuming stated intentions will predict future behaviours. The authors of two meta-analyses reported similar results in their studies of situational interviews, of corrected mean validities of 0.47 and 0.45 across 20 and 30 studies respectively (Latham & Sue-Chan, 1999; Taylor and Small, 2002). An even higher mean corrected validity of 0.56 for behaviour description interviews was reported in a meta-analysis of 19 studies (Taylor & Small, 2002). The commonly used unstructured interview has received a poor performance rating for its predictive ability of a candidate's job performance potential and is less trusted to be unbiased (Hackett, Lapierre, & Gardiner, 2004).

Simola, Taggar, and Smith (2007) surveyed Canadian HR practitioners (n=329), and reviewed the outcomes from Canadian Human Right Tribunal cases. Their results, which they described as mostly descriptive, found that there is relatively strong convergence between HR professionals, Human Rights Tribunal, and interview researchers in favouring behavioural

interviewing with note-taking (BDI "always used" [48.2%] and "used most of the time" [37.5%] with note-taking "summary form" [52.8%] or verbatim [31.9%]).

Regardless of the protocol used, BDI or SI, applying a consistent script of questions, using a ranking method for answers, and recording information during the interview all enhance the predictive abilities of the structured interview tool and provide more legal defense across all interview styles (Dipboye, 1994). Hackett et al. 2004 also reach this conclusion based on Canadian cases. These findings are consistent with the review by Williamson, Campion, Malos, Rochling and Campion (1997) of U.S. court decisions involving alleged discrimination.

The issue becomes one of practice. Are the required elements of either type of structured interview being consistently applied? If not, the inherent utility of these tools is compromised. The use of structured, documented ranking methodologies shared by all interviews for all candidates must be applied.

Panel or individual interviews. The work of Dipboye, Gaugler, Hayes, and Parker (2001) addressed the use of two- or three-person panel interviews. They reported a corrected validity coefficient of 0.18 for job performance. Uncorrected r=.11, which the authors noted is consistent with meta-analyses conducted on the predictive validity of job performance using unstructured interviews (Hunter & Hunter, 1984; McDaniel et al., 1994). Dipboye et al. (2001) also showed that the panel's ability to predict a candidate's job capability was higher than the same sized panel if just one person on the panel was good at predicting candidates' job capability. This leaves us to wonder how much value does the rest of the panel bring? They also studied whether the non-interview elements that were used, including five pen and paper tests (e.g. math, vocabulary) and seven elements of biodata (including age, sex, height, and weight),

were as predictive of future job performance as the panel interviews. The findings showed three

elements were statistically significant: vocabulary test scores ($r=.12$, $p<.05$); education level

($r=.11$, $p<.05$); and weight ($r=.15$, $p<.05$). The job being evaluated was that of prison guard, so

biodata was deemed relevant for consideration. When this study was extended with a hierarchical

regression analysis, only weight ($B=.15$, $t-2.72$, $p<.01$) and education level ($B=11$, $t-2.12$, $p<.05$)

were found to be statistically significant. The next issue addressed was whether panel-interview

ratings predicted beyond what was yielded by test scores and biodata, and it was found that the

addition of the panel interview yielded a small but marginally significant increase in prediction

($\Delta R^2 =.01$, $F(1,366)=2.84$, $p<.07$).

Lin, Dobbins, and Farh (1992) found that by using situational interviews ("What would

you do if"-type questions) rather than conventional interviews (general questions, although

equally rigorous of note-taking; using the same questions for all candidates with the difference in

the scoring specificity), panels reduced the bias to a small degree. In the case of interviewer

panels based on race using conventional structured interviews, results indicated that a Black

panel with Black candidates showed a bias for Black candidates ($F=10.99$), and a Hispanic panel

with Hispanic candidates showed a bias for Hispanic candidates ($F=6.25$), whereas a

White/White showed no statistically significant bias ($F<1$). However, when using situational

interviews the results were significantly different, with only Black panels showing a bias for

Black candidates ($F=4.54$). Of interest is that mixed-race panels in all post-hoc tests did not show

significant differences, thus suggesting that a mixed-race panel may serve to reduce bias in

selection. The study used the situational interview technique. Will the equally predictive

behavioural interview technique lead to different results? It is not clear how many people were

on the panel and what if anything was done to minimize intimidation to the candidate. This work is important but does not cover all the likely permutations, so the implications of these findings have limitations.

Cable and Judge (1996) studied the impact of candidate and interviewer similarity in recruitment decisions. They considered gender, race and age similarities and found none of these elements to be a determinant in recruitment. Prewett-Livingston, Field, Veres, and Lewis (1996) found a same-race rating effect for balanced interview panels and a majority-race rating effect for unbalanced panels. It appeared that for a mixed panel where only one individual was White or Black, that individual on the panel identified more with the panel findings, not showing a bias for her own racial group (Posthuma, Morgeson, & Campion, 2002). Based on the literature review conducted so far, it would be reckless to state whether a panel interview is superior to an individual interview, let alone what racial makeup the panel should have based on each candidate or the pool of candidates. The practicality of implementation must also be considered. It is a challenge to schedule busy recruiters and hiring managers individually, and contemplating a panel interview would at the very least require significant lead time.

Looking at the person(s) who interview from the candidate's perspective, Breaugh and Starke (2000) researched who is best able to represent the organization to achieve the most positive impact on candidates. Interestingly, there is no strong recommendation for a particular approach. Some variables are in fact benign. It does make sense intuitively that recruiters who are informative and personable helped the candidate to rate the job and employer as more attractive. Also it was found that a functional manager is more positively viewed than a recruiter, as the former holds more detailed information about the position. This finding is only valid if the

person is deemed to be trustworthy (Coleman & Irving, 1997). Rynes (1991) showed that the less the candidate knew about an organization, the more the recruiter was held as a symbol for that organization. The point to consider here is that given the challenge to hire immigrant professionals who will meet job requirements and fit the corporate culture, all aspects of the recruitment process need to be carefully considered.

Telephone or face-to-face interviews. Significant evidence exists to show that the richness of communication derived from face-to-face interviews is superior to that obtained in telephone interviews (Motowidlo & Burnett, 1995; DeGroot & Motowidlo, 1999). The telephone continues to be used extensively in interviewing. The reason for this choice will be empirically explored in this research. As long as superior candidates are not screened out in the early stages due to the shortcomings of verbal-only communication, then there is no downside. But do we know this to be the case? On the other hand, might the telephone interview remove a bias of race that would be more obvious in face-to-face conversations? Another issue of course is that of accent. In the majority of cases the immigrant professional can safely be assumed to have an accent. Hosoda and Stone-Romero (2010) studied the impact of accents (American-English, French and Japanese) on hiring decisions. A lab experiment was structured so that 227 participants reviewed resumes and watched a taped interview of six candidates (one male and one female for each of the three accent groups). These candidates were all applying for entry-level positions suitable to recent undergraduates. Each candidate spoke for approximately two minutes, reading from a tight script that exhibited correct grammar. The roles varied by level of communication required, and by status of the position. The participants were to make a decision on suitability of the candidate for the job and to make a hiring decision considering how they felt

others would rate the candidates, not their own opinion. The interaction between applicant accent and job status was not statistically significant, $F (4, 544) = 1.20$, Wilk's $L = 0.98$, $p = 0.21$ (p. 123). The study found that when communication demands were high, that applicant accent interacted with job status. For a job demanding a high-level of communication skills there was no difference in accent rating but for low-status jobs (low skill, little interaction) there was a definite tendency to place the Japanese-accented candidate as the most suitable for the low-communication job. Unless the interviewer is highly experienced with various accents, there is likely to be an increased need for that individual to focus in order to understand the candidate. In this way, the telephone is likely to be a disadvantage when gestures, facial expression and body language can all assist in communication (Gifford, Ng, & Wilkson, 1985). This presents a dilemma in the recruitment of immigrant professionals as phone interviews are often used as a front-end screening tool. Based on the above research, the phone is not the best communication medium.

Case testing. To understand how candidates approach complex situations, candidates are asked to read a detailed scenario and then answer questions in writing or orally detailing how they would deal with the situation. The scenario is often an example of something that could or has actually happened. The literature on this topic was not found under the term "case testing," although that is what practitioners call this selection tool. Increasing the challenge to researching this strategy, in the literature "case testing" is not separately discussed, and appears to be discussed as part of job-knowledge tests.

For example, it is covered in Schmidt and Hunter's 1998 meta-analysis of tools that show a validity enhancement in predicting candidate job performance of something less than

situational interviews and more than integrity or personality testing. Job-knowledge tests are different from case studies in that they consist of a series of single questions that do not necessarily develop a complex scenario, and they usually have multiple-choice answers. This is substantively different from reading a case and answering open-ended questions.

In the literature, case studies are also sometimes categorized under situational judgment tests, although again, these tests are often a series of single questions. Assessment-centre testing can be included in this category of testing as well: in this case, the candidate attends a facility and actually demonstrates the skills required in the job. Finally, the research by Chapman and Weber (2003) of the use of technology in assessing job applicants could include case testing if the cases are marked electronically. Chapman and Weber highlight a reduced amount of rater bias as a benefit of electronic testing (cf. Gallois, Callan & Palmer, 1992; Graves & Powell, 1995; Lin, Dobbins, & Farh, 1992; Pingitore, Dugoni, Tindale, & Spring, 1994), along with a reduction in human errors that naturally occur when marking, including emphasis on early information as well as emphasis on negative information (cf. Dipboye, Fontennelle, & Garner, 1984; Dougherty, Turban, & Callender, 1994; Macan & Dipboye, 1988, 1990; Phillips & Dipboye, 1989; Rowe, 1989).

Reference checking. Surveys of human resource professionals continue to show that reference checking is commonly used (Lilenthal, 1980; Ryan, McFarland, Baron, & Page 1999). Levashina and Campion (2009) detail the legal importance of background checks which include reference conversations. Failure to do such checks could result in liability if the employee causes harm to another employee or a customer. At issue is how effective will this tool be for new immigrant professionals? The value of the reference is driven by the quality of questions asked

by the hiring person and the depth and breadth of answers provided by the referee. Cultural differences could result in a less useful reference when using a foreign-based referee as compared to a native-born Canadian who is well versed in this process. Different cultures might have different responses, such as humility, parsimony, lower command of English, or uncertainty of the work's relevance in Canada, all resulting in a weaker reference which might do injustice to the immigrant professional's candidacy. Additionally, there might be legislative or corporate policies that severely limit the content a referee may share. The effort to reach a foreign reference might be a bias against an immigrant professional with few or insufficient local work references.

Realistic job preview. Detailing the job through a realistic job preview (RJP) is seen as fundamental by some researchers (Breaugh & Starke, 2000). Two concerns are addressed by a RJP: mistakenly hiring someone who cannot do the job, and unmet expectations of the candidate. RJPs are used to drive the questions posed in structured interviews. Importantly they have been used in legal defensibility of recruitment decisions as RJPs are transparent, drive-test protocols, and are seen as supporting fairness and reasonability (Murphy, 2009). However, when looking for empirical evidence of the value of RJPs, Murphy discusses his research as inconclusive. He states that using tests linked to RJPs are only just as predictive as tests that are not linked to RJPs. Despite this lack of evidence, it should not be forgotten that the interview should provide information to the candidate, and to use RJPs, as long as they do not handicap the evaluation process by the recruiter, does provide clues to the candidate about the job.

Diversity training. Diversity training (DT) is a method to encourage self-realization of biases. A review of the last 30 years of literature in Academy of Management journals indicates

that some attention is paid to workplace diversity training, but nothing links it empirically to hiring outcomes. Twenty years ago, it was found that 60% of US organizations with over 100 employees had some type of DT (Hemphill & Haines, 1997). More recently, Thompson (2011) found all seven of the diversity-aware organizations interviewed thought DT was an important element in their business strategy.

A range of academic streams have investigated DT. Pendry, Driscoll, and Field (2007) demonstrated how adhering to social psychology principles can improve DT impact. These principles relate to stereotyping and so-called automatic responses and biases (Bargh, 1999; Devine & Monteith, 1999). Work to train participants to avoid acting on preconceived biases has met with some success (Kawakami, Dovidio, Moll, Hermsen, & Russin, 2000: Kawakami, Dovidio, & van Kamp, 2005). In a UK based study that surveyed 134,591 respondents from healthcare organizations, King, Dawson, Kravitz, and Gulick (2012) found that diversity training can have a positive effect for both individuals and the overall organization by reducing the chance that minority groups in that organization will experience prejudice. There was support for the hypothesis that "The negative relationship between the percent of employees who participate in diversity training and the likelihood that individual employees experience ethnic discrimination is stronger for ethnic minority employees than for White employees" (p. 8) and it was found that in organizations where there is higher ethnic diversity, the impact of discrimination on an individual causes more job dissatisfaction. This has the implication that if an organization is going to showcase diversity, it needs to live diversity in its operations. If a diversity culture is established for appearances only, it will be more negatively received than if discrimination happens in an organization where discrimination is expected. As discussed in a

prior section on reducing individual bias, widespread commitment is demonstrated by the vast

amount of research intended to reduce prejudice, but there are no easy answers. Unchecked bias

is a threat to achieving diversity recruitment goals.

Social Media

In relation to recruitment and selection, social networking sites (SNS) provide a means

for people to get in touch and keep in touch with others and to find out information about

organizations and people. . Interestingly, Google Scholar searches using these descriptors: "e-

recruitment," "mining social media employees," and "social media employee recruitment"

brought forward very little research. E-recruitment literature, limited as it was, is focused on

different topics including using e-software to screen candidates using qualifying questions, with

some of that research focused on: person-organization fit screening questions (Dineen & Noe,

2009); the organization's online image and how best to provide memorable information that

correlated to increasing acceptances of job offers (Young & Foot, 2006; Walker, Field, Giles, &

Bernerth, 2008; Walker et al., 2011) typically dealing with U.S. college student responses; the

legality of using social media to acquire information about candidates, often personal

information that interviewers are trained not to ask such as gender, age, race, religion, and

marital status (McCreary, 2010; Verhoeven and Williams, 2008); and job boards as a posting

vehicle for candidates to self-select and apply for a position, similar to newspaper ads (Jattuss &

Sinar, 2003; Backhaus, 2004).

How I use SNS and how it is discussed by research participants is as a tool to recruit

potential candidates: a way of finding people by matching their qualifications to a particular

position. A commonly used vehicle for professional networking is LinkedIn. As of LinkedIn's

financial report 2011, the site had 187 million members; Wikipedia states the 2013 usage as 259 million (as of June 2013). On LinkedIn the user is guided through a series of prompts to create a resume. A picture of the user is also prompted. The individual chooses how much information to enter. Dekay (2009) showed that LinkedIn is populated with resumes of mostly active job seekers, many of them people who are currently employed but looking to change jobs. Either way, it is a recruiting tool that can be very efficient. Why give a completely cold call to someone currently in the role you are looking to fill at a competitor's company if first you can peruse that person's resume and decide if it is worth your time to reach out to this individual?

As a recruiter on LinkedIn, your goal is to build a network of contacts. This is done either by directly inviting people to join your network through an email invitation (limited by the site to 300 letters), or by having one of your contacts making an introduction on your behalf. Within your network you can search on a variety of fields relevant to a job description, including education, current and past employer, current and past title, and any word you choose for the selection of potential candidates, such as "international sales," "Brazil," "manages 20 staff," "MBA."

Beyond LinkedIn there are also professional social networking sites. These include groups of engineers, accountants, human resources professionals, etc. Recruiters follow the chats looking to identify individuals with the desired skills, and then directly connect with that person — who is likely a passive candidate (i.e., not looking for a new position).

Among many other uses, organization websites provide information about employees or partners (although usually only senior individuals). This is a vehicle to mine for talent if you are seeking information about passive candidates. Websites are also used to post positions and to

offer information relevant to job seekers. Active candidates (those looking for a job or a change of job) frequent company websites.

Immigrant Professional Considerations

   Recognition of foreign credentials and work experience. Reitz (2001) presented a policy paper on immigrant skill utilization in Canada. He considered employment discrimination (and other circumstances that have negative impacts), reviewed existing research, sought out sources of under-utilization of immigrant skills, and made policy recommendations. He highlighted the following examples of employment discrimination: not recognizing foreign professional or trade credentials, even when equivalency license exists; deeming foreign experience as less valuable; discounting foreign university degree programs; discounting foreign managerial experiences; and requiring Canadian experience. Reitz then turns to a plethora of studies and census data that show that immigrants receive less credit than native-born graduates for their education. The same degree earned outside of English-speaking countries is rated by employers at about half the value of a Canadian-born degree holder. The value for experience of an immigrant, with the same type and years of experience, was one-half to two-thirds of a native-born Canadian of the same gender. Reitz studied varying degrees of discrimination depending on the country of origin of the immigrant. Non-European immigrants earned between 15 and 25% less than most European immigrants, with yet further differentiation amongst European immigrants. Reitz also highlighted the reality that women earn less than men across all immigrant categories.

   Houle and Yssaad (2010) drew conclusions from the *Longitudinal Survey of Immigrants to Canada for 2000 to 2005,* a comprehensive survey of 7,716 immigrants with data points at six

months, two years and four years after arrival in Canada. The survey showed that within the four

years studied, 20% of this mixed immigrant group obtained recognition for their work

experience, whereas the members of this group who were classified as immigrant professionals

had their work experience accepted at a higher percentage (39%) within four years of landing in

Canada. Similarly over the same four-year period, 25% of all new immigrants across all

categories of immigration obtained recognition for their credentials, whereas 56% of immigrant

professionals obtained recognition for their credentials. Of the immigrant professionals, one half

received recognition for credentials and work experience within the first six months. The country

of origin for work experience or credentials had a significant impact. Immigrants from Africa

and Asia had the greatest difficulties finding work that recognized their credentials and work

experience.

Can these alarming statistics be corrected through less discriminatory recruitment?

Equivalency information for degrees is provided by several provincially based organizations. Are

these organizations widely accessed? Is the information valued by employers? Does this service

meet the recruitment needs of employers for cost, timeliness, accuracy, and global coverage? The

equivalency information in all provinces is basic and is stated simply as "the Sri Lankan

university degree is equivalent to a Canadian degree." No further information is given about the

rank of the school in Sri Lanka, nor is the degree aligned with university rankings in Canada. For

professional credentials, professional associations set the equivalencies and outline the criteria

needed to re-qualify in Canada. Recruiters working for multinationals might have easier access

to education and credential ranking that is the same as or perhaps more specific than this

commercially offered education equivalency, and perhaps offers a more accurate assessment of

the professional credential as well. If this is the case, how is it applied in the recruitment process?

Requirement for Canadian experience. The requirement by employers for candidates to have Canadian experience that is not defensible is one form of systemic discrimination. No matter what selection process is used, if Canadian experience is a requirement, then immigrant professionals will not be qualified candidates until they have gained the experience that is required. Yet how is Canadian experience acquired when one is unemployed? Can Canadian experience requirements be adjusted to include having knowledge of the relevant Canadian practices, thereby allowing the consideration of candidates who have textbook learning or have completed training courses? Recruitment professionals and hiring managers need to debate this requirement and not just use "Canadian experience" as a blanket necessity. In this regard, there is a collaboration of academics and community agencies that has formed the Beyond Canadian Experience Project (BCEP) whose purpose is to challenge the need to require Canadian experience (httyp://beyondcanadianexperience.com). This group challenges associations that grant professional designations and Canadian employers to rethink their historic practices.

Measurement of impact. The organizations falling under the EEA have various reporting requirements to demonstrate proactive attention to diversity hiring outcomes, while other Canadian employers have no requirements. The Adverse Impact (AI) law in the United States gives a sobering perspective to the complexity of trying to use diversity statistics in recruitment situations – although AI actually covers much more than just recruitment. Commonly referred to as the "four-fifths rule," AI occurs when any group (race, color, religion, gender, or national origin) has less than 4/5 their representation in the available labour force for that position. AI,

which links to Title VII of the *Civil Rights Act*, is against the law in the United States, although the requirement may be waived if the employer can show that there is a business or job-related reason for non-compliance. The AI concept appears clear; however, the application, and specifically how AI is calculated, can be complex, and various methods can result in different answers. Several statistical approaches can be used in AI calculations, such as the Z Test, chi square, chi square with Yates correction, and Fisher's exact probability test. Some are more suitable than others – such as when considering sample size (Outtz, 2010).

Canada does not at this time have a similar definitive measurement rule to protect minorities. It might appear that, given the mandate of the EEA, Canada should have a rule to measure for diversity objectives; however, as the U.S. situation shows, there is no easy solution. If there is a process that supports recruitment of immigrant professionals, then the reporting can be relegated to a position of lesser importance whereas now much energy might be put into achieving target numbers rather than getting the outcome right.

Perceived Fairness

No matter what can be accomplished to improve the recruitment process by minimizing discrimination against immigrant professionals, if the perception of fairness is missing, the results will be less satisfactory. Gilliland (1994) sets out two terms that need to be understood in this regard. The first is *distributive justice* which is concerned with the perceived fairness of an outcome and is evaluated typically on equity (effort in = reward received), but the evaluation can also include equality and need. The other term is *procedural justice,* which relates to the perceived fairness of the process. The perceived fairness of the process can have an impact on the perceived fairness of the outcome. According to Gilliland, to heighten the probability that

diversity recruitment will be perceived as fair, a few specific considerations can be incorporated into the selection process. These are: the accuracy rule, which means that decisions are based on as much good information as possible; the opportunity for the candidate to perform/contribute, which makes it an inclusive process; the reconsideration opportunity, which provides a chance to re-do if the group feels they did not put its best argument forward, contributing to an open, iterative approach; consistency or standardization of approach; timely and informative feedback; the provision of selection information, or justification, which means making it clear how the decision will be, and has been, made; interpersonal effectiveness, which means treating parties with warmth and respect; two-way communication – offering opportunities for parties to ask questions rather than just providing information; honesty and truthfulness in communications; and propriety of questions i.e., respect.

The work of Arvey, Strickland, Drauden, and Martin (1990) focuses on the candidate's motivation to take a test of job related skills and then in turn how that feeds into the overall experience, results, and ultimately the perception of fairness in the process and outcome. Motivation does come from within an individual, but an employer can help boost motivation by ensuring the candidate understands the recruitment process. This is particularly important if a requirement is unique or arduous. In diversity recruitment of new immigrant professionals, it is also important to recognize the phenomenon known as "stereotype threat," which occurs when the test taker is from a negatively stereotyped group and fears her performance will serve to perpetuate that stereotype. Hundreds of papers have been published regarding stereotype threat (see for example, Wax, 2009) since it was identified by Steele and Aronson in 1995. Repeated exposure to stereotype threat has been shown to result in the individual's diminished capacity in

that particular quality (Gilovich, Keltner, & Nisbitt, 2006). Moreover an individual who strongly

identifies with a group of people (immigrant professional is likely such an example) is more

likely to succumb to the ill effect of stereotype threat (Steele & Aronson, 1995). There are

several methods to mitigate stereotype threat. One is to foster the individual's belief that through

effort a stereotype characteristic, such as intelligence, is malleable (Aronson, Fried, & Good,

2002). Another method is the use of positive mantras (Cohen, Garcia, Apfel, & Master, 2006)

before doing the activity that the person fears will be negative to her group (e.g., speaking with

an accent). Taking steps to avoid suggesting that the activity could align with a negative

stereotype is another method. An example of this is to position the activity as a game rather than

a test of intelligence. Increasing the individual's feeling of belonging to the majority group is

another option (Walton & Cohen, 2007). As recruitment is effectively a series of "tests," the

consideration of stereotype threat is highly relevant to the matter of immigrant professional

recruitment. Are organizations aware of and sensitive to this threat, which can drive

underperformance?

Smither et al. (1993) present other aspects to consider in building a process that is

determined to be fair by the candidates. Having a process that the candidate perceives to be fair

will heighten his opinion of the employer and positively impact his decision to accept an offer.

The authors focus on two concepts: face validity and predictive validity. *Face validity* measures

how much the candidate thought the selection tools related to the job. Higher face validity is

thought to be a factor in the candidate's decision about organizational attractiveness, as was

confirmed by the results of the authors' research (with n=433 recently employed university

graduates, where r=.48). *Predictive validity* relates to how useful the tool is in actually

predicting the ability to do the job. Predictive ability was most highly correlated to the candidate recommending the company to a future candidate (r=.23). Creating a process that results in candidates' positive impression supports the necessity of attracting a candidate pool.

Ryan and Huth (2008) state that over the past 15 years there has been much research on the impact of the selection process on the attraction of candidates. They cite the reviews of Ryan and Ployhart (2000), Schmitt and Chan (2004), Steiner and Gilliland (2001), and Hausknecht, Day, and Thomas (2004). They found that four common recommendations permeated the literature: treat applicants with greater respect; increase face validity; provide more information about test purpose and use; and provide explanations for selection decisions. Nonetheless, Ryan and Huth state that the recommendations made throughout the literature lack specificity, so there is no concrete direction for organizations to follow. Of concern to these researchers was the fact that just eight years earlier, Ryan – then working with Ployhard (2000) – reviewed 15 years of applicant-perception literature, noting that there was not enough evidence to demonstrate a significant association between a negative applicant perception and the applicant's choice to reject a job offer or to speak negatively about a company. Furthermore, due to the many differences in organizations and recruiting processes, the authors did not recommend generalizing findings, as this approach would neglect to consider influencing conditions. And yet, despite a lack of empirical direction, continuous vigilance is necessary if companies wish to reduce negative perceptions of fairness in hiring. There are social, ethical, legal, and financial impacts from being perceived as having unfair practices. Article 23 of the "Universal Declaration on Human Rights" promises "the right to work, free choice of employment, to just and favourable conditions of work and to protection against unemployment."

To this point, this literature review has included a comprehensive array of commonly practiced recruitment variables Test centres, biodata, and on-the-job trials are noteworthy practices that are missing from this review. From my experience as a professional recruiter, these tools are not commonly used for mid-management recruitment.

A review of the literature that will be used to build a foundational theory for this research follows.

Discussion of Theory

Strategic Human Resources Management (SHRM) has been defined as "the planned pattern of human resource (i.e., workforce) and human resource management (i.e., functional) deployments and activities intended to enable the organization to meet organizational goals and objectives (McMahan, Virick, & Wright, 1999; Wright & McMahan, 1992)" (Way & Johnson, 2005, p. 1). SHRM emphasizes that HR systems should be designed to maximize the contribution of those working in the jobs that are critically aligned to the organization's performance (Delery & Doty, 1996). The literature notes the necessity of recruitment and selection as one element through its inclusion of human capital, and the importance of recognizing that people are fundamental to an organization in part because they share their knowledge, skills, and abilities (Snell & Dean, 1994: Wright et al, 2001).

Much of the work in SHRM considers the linkages between the HR policies and practices of an organization, and either the organization's effectiveness (a measure) or the organization's strategy (a direction). Empirical research that looks at the fundamental practice of HR management to recruit and select the organization's human resources will add to the SHRM literature. Just as there is not one definition of SHRM, there is not one agreed-upon single model

that encompasses the complexity of SHRM (Bahuguna, Kumari, & Srivastava, 2009). The SHRM literature over the past 30 years shows varying focus on the influencing components. With the focus for this paper being recruitment and selection as it applies to immigrant professionals, Way and Johnson's model (2005) will be utilized with two additional features, namely: the organization-fit elements developed by Werbel and DeMarie (2005), and implementation (Becker & Husalid, 1998). Finally, the explanation by Martin-Alcazar, Romero-Fernandez and Sanchez-Gardey (2005) of configurational theory as applied to SHRM will be considered, supported by Stavrou and Brewster (2005).

The primary purpose of the Way and Johnson (2005) article is to outline a framework for examining the impact of SHRM. The research intention of this dissertation is to consider organizational strategy and the ensuing primary linkages between human resource management (HRM) and strategy. In particular, the focus is to look at an organization's strategy as it relates to the diversity of its workforce, and in particular to examine what HRM recruitment and selection processes best serve strategies for workplace diversity.

The SHRM model developed by Way and Johnson (2005) allows for varying levels of analysis, has a time dimension, recognizes the organization's overall strategy, and considers the organization's multiple (internal and external) stakeholders (see Freeman & McVea, 2001; Kaplan & Norton, 2001; Rogers & Wright, 1998; Ferris et al., 1998). Such a dynamic model relates well to the many inputs impacting recruitment and selection.

Their model goes beyond the recognition of only basic linkages between HR architecture and organization effectiveness, since basic models consider only a very limited number of inputs and outputs. Way and Johnson appear to be responding to the criticism of some scholars that

without broader understanding of linkages, we are left with little insight into the processes of

SHRM that make for organization effectiveness (e.g., Becker & Gerhart, 1996; Wright &

Sherman, 1999). These critics encourage us to realize that organization effectiveness is

multidimensional, and therefore the model should be able to consider many linkages; for this

reason, Way and Johnson's open system model of SHRM is appealing to some. This model also

accepts that there is no one right answer but that research offers practitioners empirically based

information that allows them to determine which alternatives best suit their organization's

strategy.

SHRM is a goal-directed process (Wright & McMahan, 1992). To accurately measure the

effectiveness of such a process, researchers evaluate the degree to which it meets the goals and

objectives that it was implemented to achieve (see Becker & Gerhart, 1996; Kaplan & Norton,

2001). Typically SHRM uses one of the following measures: increased productivity (MacDuffie,

1995); good customer service (Fox et al., 1999); improved efficiency (Becker & Gerhard, 1996);

increased firm value (Huselid, 1995), greater profitability or financial returns (Delery & Doty,

1996); and organizational survival (Welborne & Andrews, 1995). This research will not test

these measures explicitly but through a process that will be explained in the methodology

chapter, outcome successes will be considered in the categorization of the organizations.

Important to SHRM, and a key consideration in this research, is the concept of linkages.

In relation to SHRM, Way and Johnson state that:

...vertical linkage typically refers to the degree to which SHRM is consistent with other

key organizational processes (see Delery & Doty, 1996; McMahan et al., 1999), while

horizontal linkage typically refers to the degree to which the HRM practices deployed by

SHRM elicit congruent behaviors (outcomes) from the organization's human resources

(see McMahan et al., 1999; Wright & Boswell, 2002). (2005, p. 6)

Vertical and horizontal linkages come into play in my current research as well, as there is

a belief (Way & Johnson, 2005) that HR processes and practices, unless attached to other

elements in the organization, are not enough in and of themselves to create a sustainable

competitive advantage. The open system theory proposed by Way and Johnson (2005) also

includes two new concepts: systematic agreement theory (SAT), which deals with congruence

between the input pieces, and strategic reference points theory (SRPT), which is the cognitive

piece of SHRM that details how input decisions are made to achieve horizontal and vertical

linkages in the overall SHRM.

Figure 1: A Visual Summary of Way and Johnson's Model.

Adapted from Theorizing about the impact of strategic human resource management by S.Way & D.E. Johnson, 2005, Human Resource Management Review, 15(1) p.11.
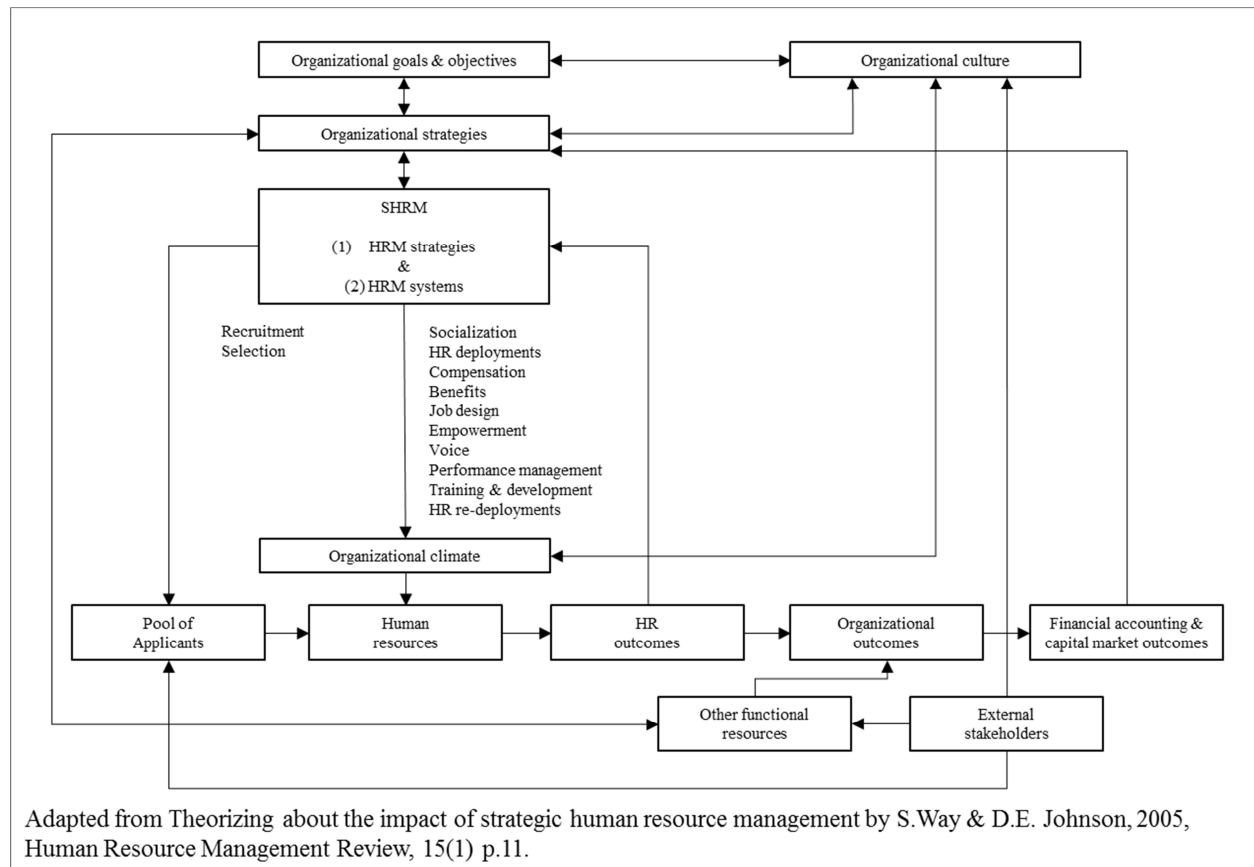
SAT focuses on having the internal parts working in harmony towards corporate goals (Semler, 1997). Thinking about how individual pieces fit to create larger functional groups gives a framework for understanding alignment within SHRM so we can determine what alignment within SHRM leads to corporate effectiveness (Way & Johnson, 2005). Way and Johnson developed SAT to include structural, cultural, and performance alignment, and environmental fit. Vertical structural alignment is concerned with the extent to which goals and processes of key organizational functions are congruent with the overall goals of the organization. Horizontal structural alignment is focused at the grassroots level, and includes ensuring that the right individuals are hired, motivated and retained. Cultural alignment allows for SHRM to link

horizontally to how people in the organization operate day to day, and vertical cultural alignment

considers how, at a bigger-picture level, the overall organization culture supports the goals of the

organization. Performance alignment provides a feedback mechanism to the open system, with

horizontal performance alignment used for feedback on how the HR outcomes are aligning with

the overall corporate goals. Lastly, environmental fit considers the organization's ability to

respond to the external environment. Through all of these input-feedback elements, the HRM

systems are structured so that they are the primary means through which SHRM can

communicate to human resources which behaviours (outcomes) the organization expects and

values (Jackson & Schuler, 1995; Schneider, Wheeler, & Cox, 1992).

The other noted component of Way and Johnson's model is SRPT, which uses the work

of Fiegenbaum, Hart, and Schende (1996) to incorporate internal conditions, external conditions,

and time, and adds a focus of fit and consensus. Fiegenbaum et al. use these strategic reference

points to be able to see how decisions within an organization are made so we have the link

between organization strategy and practice. The impact of fit and consensus is offered by Way

and Johnson. Fit includes both external fit, which they refer to as vertical linkage to ensure the

functions of the organization fit together to deliver on the strategy, and internal fit, which looks

at horizontal linkages between HR management and what the human resources of the

organization are doing, and ties it all to the overall corporate strategy. Consensus is externally

focused on the consensus of top management within and between functional units of the

organization. In sum, SRPT adds to the SHRM model by giving a form to understand how

decisions are made through various reference points. Thinking of both SAT and SRPT will help

in understanding why recruitment and selection process choices are made, and will also serve to

highlight incongruences which can lead to opportunities for improvement or for replication due to the outcomes.

A key aspect of SHRM is equifinality, wherein systems can reach the same state from different initial conditions and through a variety of paths (see Becker & Huselid, 1998; Delery & Doty, 1996). Both a strength and challenge of SHRM and in the research on recruitment and selection is that it reminds us that there is not one right process to be uncovered, but rather many to be highlighted – and perhaps used to create even further diversification.

Werbel and DeMarie (2005) discuss fit in their work related to SHRM. Coincidently, their fit terminology is shared in the selection literature, making for congruence between their SHRM work and the focus of this research on recruitment and selection. In their conceptual paper, Werbel and DeMarie highlight person-group (PG) fit, person-job (PJ) fit, and person-organization (PO) fit. They state that these three aspects make up person-environment (PE) fit. It is through the PE concept first developed by Kristof (1996) and Werbel and Gilliland (1999) that Werbel and DeMarie bring in both vertical and horizontal SHRM considerations. As with Way and Johnson's model (2005), Werbel and DeMarie suggest this dual focus provides a point of difference in their work from most theoretical models in SHRM. They suggest consistency supports the horizontal SHRM and consensus supports the vertical SHRM. They also suggest that person-environment fit has traditionally been used to guide HRM choices, and therefore PE is linked to the HRM paradigm to assure legitimacy, validity, and reliability of HRM practices. These fit choices create levers for organizations to create their competitive advantage. Person-job fit will focus on the knowledge, skills, and attributes of the organization's human resources; person-group fit will focus on interpersonal attraction and broad-based skill diversity; and

person-organization fit will focus on values and interests. These three drive different corporate

competencies, any of which can be said to be difficult to replicate and are thereby a competitive

advantage.

These various types of fit drive vertical outcomes which the authors label as functionally

based (related to person-job fit as per Hamel, 1994), innovative based (related to person-group fit

as per Katzenbach & Smith, 1994), or culturally based (related to person-organization fit as per

Barney, 1986; Leonard-Barton, 1992). The horizontal links are the processes used in the

organization, with the vertical being about the resulting unique advantage to the firm (when

properly executed). The processes driven by a PJ focus means the recruitment and all HR

practices that support the retention and development of the employee focus on knowledge, skills

and attributes, while PG considers both supplementary fit (common norms for team synergy) and

complementary fit (skill diversity), and PO is concerned with compatibility with the culture and

having shared values.

The parallels are interesting in the use of a theory, typically used for selection, applied to

SHRM. With its focus on recruitment and selection, the current research will be able to look at

the elements of person-job fit, person-group fit, person-organization fit and person-environment

fit from two perspectives that can potentially add to two bodies of literature.

SHRM is thought to be tied to resource-based view (RBV). As SHRM is about linking

HRM to firm strategy, it is through the firm-strategy aspect that RBV is presented. Barney's

RBV of the firm strategy (1991) has maintained popularity within the strategy literature (Werbel

& DeMarie, 2005), and speaks to competitive advantage for firms that implement unique

combinations of resources and business that are hard for competitors to replicate. Stavrou and

Brewster (2005) also talk about this in their work on SHRM, noting that resource-based theory is about putting the organization in a competitive position by creating internal resources that are immobile, rare, difficult to replicate, have no close substitute, and create value to drive profitability and stay competitive. In 2001, Barney observed that the implementation phase is conveniently dropped from the RBV discussions. Becker and Huselid (2006) suggest that this has relevance to SHRM, nothing that the implementation that joins the underpinning of SHRM and HR management to drive an organization's success is also conveniently assumed to happen effectively and therefore is not discussed in SHRM. And yet, there is evidence that implementation is fundamental and cannot simply be assumed (Mintzberg, 1994). So it is with recruitment and selection. Techniques need to be effectively applied, and processes need to be adhered to and well executed, or the effectiveness will be compromised.

Furthermore, the extant literature shows links between HR architecture and firm competitive strategy, typically suggesting three or four corporate strategy options. With the theory of a direct link between a correct HR architecture for each strategy, this results in only a few combinations which Becker and Huselid (2006) point out actually defeats the purpose of competitive advantage as the reduced number of HR architecture choices makes them easier to imitate. This point addresses the idea of multiple solutions and takes us to the work of configurational theory.

Martin-Alcazar, Romero-Fernandez & Sanchez-Gardey (2005) use as their definition of SHRM "the integrated set of practices, policies, and strategies through which organizations manage their human capital," adding that "[SHRM] influences and is influenced by the business strategy, the organizational context, and the socio-economic context" (p. 651). In their review of

the SHRM literature, Martin-Alcazar et al. discuss four models for theorizing that collectively encompass the range of SHRM approaches, namely: universalistic, contingent, configurational, and contextual. The configurational theory in particular aligns with the focus of the research questions in this dissertation. Configurational theory, as described by Martin-Alcazar et al. allows for multiple combinations of practices to achieve the same business goal. Synergistic integration is a strength of this perspective, whereas neither universalistic nor contingent perspectives recognize synergies. The universalistic perspective yields a definitive best practice from a linear, additive focus. The contingency perspective accepts variation that is driven by a third variable influencing the dependent and independent variable, and therefore does not allow for a best practice. The context perspective introduces a social dimension. It is important to note that these are not mutually exclusive theories (Brewster, 1999); therefore, Martin-Alcazar et al. were able to propose a theory combining all four perspectives.

Configurational theory will allow us to look at what happens in recruitment looking at (1) strategy, (2) policies, and (3) practices, and extract patterns that represent ideal possibilities. Such ideals are the aim to which organizations can tend, although based on the different organizational practices and the external influences, a different pattern might be selected by each organization. It is noteworthy is that the policies and practices can be additive or interactive, with interactive options being further differentiated either positively or negatively by substitutive or synergistic perspectives (Delery & Doty, 1996 and Delery, 1998). A configurational perspective yields a systems perspective, in that it allows for a holistic pattern of HR practices. As Delery and Doty (1996) explain, part of this holism is the incorporation of horizontal and vertical fit when studying the pattern of practices. Recall that vertical is concerned with a fit with the

organization's strategy, while horizontal deals with internal consistency of HR policies or practices. It is this view of recruitment and selection as a system looking for holistic patterns that aligns with the current research intentions.

Stavrou and Brewster (2005) cite several works in building their position; Ichniowski et al. (1997), who support configurational theory, stating that when HRM practices are combined their impact is greater than individually; Marchington and Grugulis, (2000), who say that HRM practices cannot be implemented effectively in isolation, but require a coherent package; and MacDuffie (1995) and Perry-Smith and Blom (2000), who talk about bundles of practices rather than individual practices. It is the bundling of recruitment and selection methods into a process, and also the recognition that one process will not serve all contexts, that speaks to the nature of this research effort.

Figure 2 is a starting point, combining the literature, the research question, and my experience to form a visual compilation as understood before any data is collected.

Figure 2: SHRM Recruitment and Selection Process Considering Configurational Theory and Horizontal and Vertical Linkages.

PJ person job fit/PG person group fit/GMA general mental ability/SI situational interview/ BDI behaviour description interview.
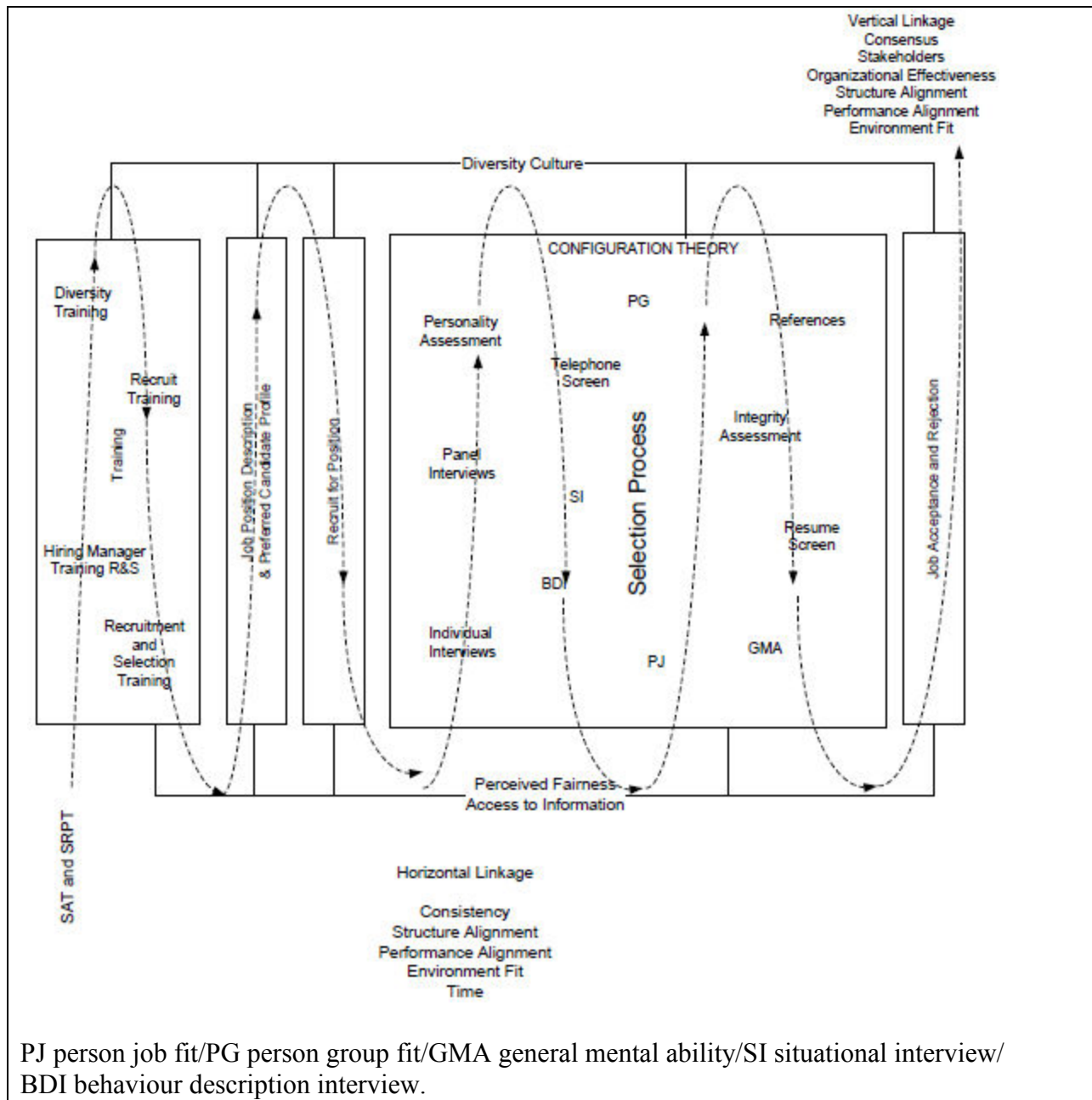
Moving from left to right, the diagram represents the passage of time and the horizontal

linkage of SHRM, and from top to bottom, the vertical linkages, with organizational

effectiveness determining the specific goal(s). The horizontal shows a progress within the

recruitment and selection process with "recruit for a position" the initiating step at the far left and "job acceptance or rejection" the concluding step at the far right. The "pulse" of the system is bounded by the diversity culture and perceived fairness. The pulse begins at the leftmost of the diagram: the decision to recruit. It is a fluid process of mixing systematic agreement theory (SAT), which deals with congruence between the input pieces, with strategic reference points theory (SRPT), which is the managements' decisions about required inputs and desired outcomes. Both of these theories are influenced by their own internal and external stakeholders.

Through a continual recalibration process influenced by diversity culture and perceived fairness, the pulse of SAT and SRPT interweaves through the baseline process of recruitment and selection, and influences the bundles of procedures. Many actions can be bundled to successfully achieve congruence between SAT (input harmony) and SRPT (management decisions on process). This bundling triggers the introduction of the configurational theory box. These selection tools can be bundled in a variety of ways that drive equally valuable outcomes (equifinality). Similarly, the training and communication box has the same property of equifinality.

There are many ways HRM has been shown to have a statistically significant impact on organizational performance: e.g., financial results, survival, productivity, firm value, and turnover, as noted earlier in this chapter. Desirable human capital will be the measure we will use in this research, as it would be unlikely that a system will maximize all performance indicators (Delery, 1998). The focus will be on management-level hires of immigrant professionals, with the object of the study being the particular recruitment and selection devices. There is some

controversy in this decision to look at the fine-grained level (Delery, 1998) which allows for the potential contribution of this research. This will be discussed in the methodology chapter.

As highlighted in the definition of SHRM, I will be guided by a holistic approach that will consider the organization's guiding strategy (does diversity in its human capital matter to the organization?), human resource management (the processes), human resource function (the individual selection tools), all of which are impacted by other factors in the organization and externally (e.g., supply and demand for immigrant professionals, customer expectations about diversity).

The next chapter introduces the methodology for this research.

Chapter 3 – Methodology

My aim is to contribute something that is "more than a review of the existing literature and more than a repackaging of established constructs and models" (Klein & Zedeck, 2004, p. 931). Using a case study methodology will serve to answer the research questions with the aim to develop new conceptual insights and propose new explanations of constructs, relationships, and the recruitment and selection phenomena.

Theory building from case studies has become popular and has been used in a multitude of important studies (Eisenhardt & Graebner, 2007). Gibbert, Ruigrok, and Wicki (2008) studied six years of case study research published in ten top journals between 1995 and 2000. In their introduction, they note that case study research has undergone a resurgence after 20 years of low activity. Flyvbjerg (2006), an eminent user of case study, refers to Beveridge who in 1951 concluded that more discoveries stem from the type of intense observation made possible by the case study than from statistics applied to large groups. Kuhn (1987) believed that case study is

fundamental to a scientific discipline because it systematically produces exemplars, without which the discipline would be ineffective. He said that social science could be strengthened by more good case studies.

Case study can be used to provide description, as well as to test and generate theory (Eisenhardt, 1989; Creswell, 2009). My focus is on generating theory by identifying themes that are interrelated (as per Creswell, 2009). By using case study, I hope to provide a fresh perspective on a long used and widely researched topic, namely recruitment and selection. Eisenhardt and Graebner (2007) state that case study is an excellent bridge between inductive and deductive research methods (p. 25). Both methods share an emphasis on testable theory. Inductive research methods focus on building new theory using data through constructs and deductive research methods focus on testing the theory with data. These authors suggest they are mirrors for each other (p. 25). Because case study focuses on empirical data, the theory-building that results can be empirically valid when rigorous data collection and analysis methods are used. Eisenhardt states that by building a theory from cases, research can produce, or at least begin to produce, a theory that is accurate, interesting, and testable (1989). The theory that can result from case study satisfies the criteria of "good" theory, which is parsimonious, testable, and cognitively accurate (Pfeffer, 1982).

The intention of the current research meets Yin's definition of case study "as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between the phenomenon and the context are not clearly evident, and in which multiple sources of evidence are used" (2002, p. 18). This fits well with the research needs related to recruitment and selection processes for immigrant professionals. The work is current,

and studying it on-site will provide valuable insights into the application of various recruitment and selection tools. The case study will be bounded by the specific organizations studied, and in particular will focus on one aspect within their respective SHRM agendas. Witnessing the influence of the organizational culture and the impact of those participating in the process (for context, cf. Pettigrew, 1973) is an example of one of the valuable insights that can be gleaned from on-site research. Similar to the work of Greenwood and Suddaby (2006), who used case study methods to research accounting firms using institutional change theory, I am using SHRM configurational theory and, as recommended by Eisenhardt & Graebner, "extending it with the ability of qualitative data to explicate the complex social processes involved" (2007, p. 26). How can the "context" influence the process outcomes when a company is hiring immigrant professionals? Is the process strong enough that it will not be impacted by the context? Only through real-life in context research can we hope to learn the answer. Eminent case study advocates confirm that "how" and "why" questions can be effectively researched through case study (Stake, 1995; Yin, 1984), and that by using case study, an effective researcher can explain, describe, illustrate and enlighten readers about a process (Yin, 2009). Case study allows for in-depth explanation of the phenomenon that is being researched.

Eisenhardt and Graebner (2007) note that case study is the basis for the inductive development of theory. They suggest that two key elements should be present in the research to support the choice of inductive methodology. First, it must involve a significant research question. In the case of the current research, as discussed in the literature review chapter, the lost earnings across the immigrant workforce were approximately $15B in 1996 (Reitz, 2001). In addition, organizations can financially benefit from a diverse employee base. Secondly, the

researcher must be able to show that existing theory does not adequately address the research question. In this case, the body of work on recruitment and selection deals with individual tools, or at times with multiples of the tools. This research will add to the body of research in two ways: 1) by looking at the entire process, and 2) by focusing on the recruitment and selection process that would minimize the incidence of discrimination when hiring immigrant professionals. As a professional recruiter, I believe there is a gap between the use of recruiting techniques as prescribed and the actual application of these techniques. Also, SHRM theory has not specifically dealt with diversity recruitment. In particular, there is a need to consider stereotype threat as described by Devine (1989), whose research revealed that when there is external pressure on an individual to be non-biased, the opposite effect can happen and the individual may be less able to control his biases.

Yin (1994) and Eisenhardt (1989) in their respective work talk about the value of case study in early stages of theory development when the researcher is looking to understand relationships of variables. "The theory is emergent in the sense that it is situated in and developed by recognizing patterns of relationships among constructs within and across cases and their underlying logical arguments" (Eisenhardt & Graebner, 2007, p. 25). Case study deals well with phenomena in which there are many variables (Yin, 1994).

Case study is well suited to developing a detailed understanding of social or organizational processes because of the rich data collected in context (Hartley, 2004, p. 323). The focus on processes suits recruitment and selection research. Also, the influence of context is key as recruitment and selection might work quite differently in organizations with different cultures or different organizational goals, and with different people executing the recruiting.

Case studies are particularly relevant for developing management theories as they are typically carried out in close proximity to practitioners (Amabile et al., 2001; Leonard-Barton, 1990). Case study observes without manipulation.

There are two views regarding the epistemology behind case study. One is more positivist and is looking for evidence of situations; this is the view from which I will generate my understanding. By comparison, the other view relates more to the "felt sense," taking an interpretive, naturalistic approach that emphasizes the social construction (Eisenhardt & Graebner, 2007). When inducting theory from cases it is important to be explicit about the theory-building goal, and to use footnotes to sharpen the distinction of the paradigm being used (Eisenhardt & Graebner, 2007).

Case study offers us the chance to really experience a phenomenon through feedback from those closest to it, and to test our understanding as we develop our thoughts. The goal of case study is not to prove something, but rather is to learn something (Flyvbjerg, 2006; Richardson and St. Pierre, 2005; Eysenck 1976). "Predictive theories and universals cannot be found in the study of human affairs. Concrete, context-dependent knowledge is, therefore, more valuable than the vain search for predictive theories and universals" (Flyvbjerg, 2006, p. 224). The understanding that case knowledge can bring is central to human learning (Christensen, 1987; Cragg, 1940). Context-dependent knowledge is central to the attainment of expertise. If one stays at context-independent knowledge (i.e., not using case study types of research), then knowledge remains at a rules-based level, which makes the learner capable but not an expert (Flyvbjerg, 2006). This is why case studies are very valuable. However, despite this support for a case study approach, there are many criticisms.

Criticism of Case Study

Reviewing the works of Yin, Eisenhardt and Graebner, and Hartley reveals recurring criticisms about case study methodology. I will state each of the common criticisms and give feedback as to how such criticism should heighten my vigilance to be diligent in my application of this methodology to ensure a valuable contribution to theory building.

1) Case study is not a methodology (Eisenhardt, 1989) but is a choice of what is to be studied (Stake, 1995).

   a) Denzin & Lincoln (2005); Merriam (1998); Yin (2003); Creswell (2009) all call case study a methodology. Creswell actually calls case study many things: a methodology; a type of design in qualitative research; an object of study; and a product of the inquiry (p. 73).

   b) Whichever label is used, all eminent scholars are clear that case study needs to follow a rigorous approach that includes setting a research protocol.

2) Case study lacks rigour. Similarly, case study is too subjective, it allows for too much researcher interpretation.

   a) Rigour can be achieved through triangulation. This will be attained through the use of various participants whose experience is likely different due to their positions in the hierarchy, their areas of functional expertise, their lengths of tenure, and their levels of training. Other sources will also be incorporated, including observation, interviews, documents, etc.

   b) "The data provide the discipline that mathematics does in formal analytic modeling" (Eisenhardt & Graebner, 2007, p. 25).

3) Cases can be manipulated.

This opinion confuses case study research with case study teaching. In case study teaching, the teacher may manipulate the cases to make a point, whereas the case study researcher guards against manipulation through following a research protocol. See also 5 a). Selective attention must be considered and is mitigated by peer review, triangulation, participant review and external examination of the data.

4) Case study provides little basis for generalization.

a) Case study is about generalizing to theoretical propositions and not to populations or universes. Case study is not statistically generalizable; it is analytically generalizable (Yin, 2002).

b) The "not generalizable" criticism is mixing a natural science objective in a social science research initiative. Case study is good for falsification in regards to surprise events or observations – to the observer – as these surprises are highlighted in Taleb's black swan theory (2004, 2010). For the proposition all swans are white, all it takes to falsify this statement is to find a single black swan (Flyvbjerg, 2006).

c) Some critics want theory to generalize and therefore expect representative cases. The goal is to develop theory, not to test it (Eisenhardt & Graebner, 2007). As such, theoretical rather than statistically driven sampling is desired. Case study is like a lab experiment conducted to find out something. Similarly cases are sampled for theoretical reasons, including contrary replication, elimination of alternative explanations, and elaboration of the emergent theory.

5) Researchers find what they are looking for (Hartley, 2004), and therefore case study research lacks validity.

   a) Eisenhardt (1989) argues that the opposite happens as the methodology gives opportunity to find contrary data (as a matter of fact, the research protocol specifically sets out to uncover contrary data) and sets an expectation for the effective researcher to rework the case study even so much as reconsidering the very first step, the research question, to take into account contrary data. True, case study can be poorly executed, but the same can be said of any methodological application.

   b) Case study, through the natural triangulation of sources of data, provides the opportunity to find out information you might not have planned to seek.

   c) Case study is different from a one-off interview or answers to an anonymous survey because it provides better opportunity to guard against an participant answering with the "party line" (Hartley, 2004, p. 325)

   d) Different sources of information are used.

   e) Checking the final account with select participants guards against biased learnings (Creswell, 2009).

6) Case study takes too long.

   a) This is likely a confused understanding between data collection with ethnography or participant observation – methods which typically require an extended onsite presence to execute. You could do case study over the phone, as an example.

7) Many social scientists say case study is only appropriate for the exploratory phase of research, while surveys and histories are necessary for the descriptive phase, and experiments for explanatory or causal inquiries.

There are many examples of explanatory case study, See, for example, Allison on the Cuban missile crisis (1971); Whyte on street corner society (1943/1955); the study by Neustadt, Califano and Fineberg on swine flu immunization (1978); and Gilbert's article on newspaper industry adaptation to discontinuous environmental change (2005), which won an *Academy of Management Journal* award.

8) "Is theory just the retrospective sensemaking by image conscious participants?" (Eisenhardt & Graebner, 2007, p. 28)

a) The best way to handle this issue is by using data collection methods that limit bias through triangulation. This methodology is the use of numerous and highly knowledgeable participants, including outside observers, who view the phenomenon from diverse perspectives including different hierarchical levels, different functions, and different geographies. It is unlikely that such participants will all share the same sensemaking perspectives or biases, or that their responses will require impression management.

9) Case study produces idiosyncratic rather than a grand theory (Eisenhardt, 1989).

a) This is perhaps true. However, if my research can add to theory in a modest way and get people thinking anew, then I will have made a contribution.

Eisenhardt and Graebner perhaps addressed concerns surrounding case study research best when they said, "The good news is that these often very legitimate challenges can be mitigated

through precise language and thoughtful research design: careful justification of theory building, theoretical sampling of cases, interviews that limit participant bias, rich presentation of evidence in tables and appendixes, and clear statement of theoretical arguments" (2007, p. 30).

Research Design

Case study research is a highly iterative process between data collection and analysis. Because the empirical data drives the possibility for discovery, the result can be a need to change the research question, the constructs, and/or the number of cases used. With the potential need for such changes, the criticism of falling into preconceived ideas becomes less feasible as I show a research design that tests within a case, across cases, across sources, across types of data, and constantly goes back to extant literature (Eisenhardt, 1989).

My goal as a case study researcher is to show careful analytic procedure, provide evidentiary support of the theory, rule out rival explanations, and compile enough evidence that the theory fits the data (Eisenhardt, 1989). The challenge in achieving these goals is that a definitive guide on how to do case study research does not exist (Merriam, 1988; Eisenhardt, 1989). My work has been guided by many researchers, including: Glaser and Strauss, 1967; Eisenhardt, 1989; Gilbert, 2005; and Gersick, 1988. I will follow Eisenhardt's eminent example, as described in *Building Theory from Case Study Research* (1989) and look to Glaser and Strauss (1967) and Yin (1984, 2009) to provide specific guidance to produce a good theory. From Glaser and Strauss I will take direction regarding theoretical sampling, theoretical saturation, data collection, data analysis, and overlapping coding. From Yin I will take guidance in the matters of design, replication logic, and internal validity. Miles and Huberman provide a format for the data

analysis, which is a tabular display of the evidence used to build constructs (Eisenhardt, 1989). I will now discuss each element noted here in more detail.

Multiple case study (theoretical sampling). Eisenhardt and Graebner (2007) discuss the issue of deciding whether to confine research to a single case or to include multiple cases. They note that although a single-case approach enables the development of a complicated theory rich with detail, where no elements need to be purged from being incorporated into the theory, the advantages of a multiple case study are compelling. A multiple case theory is positioned to yield a superior theory, as it lends itself to parsimony, robustness, and generalizability. These outcomes are achieved because multiple cases: 1) show that the phenomenon was not idiosyncratic due to replication with other cases; 2) drive more robust theory because the propositions are more deeply grounded in empirical evidence; 3) help constructs to be better defined, as it is easier to delineate precisely from multiple cases; and 4) add further longitudinal elements to a theory through successful and unsuccessful cases.

Labeled "extensive case study" by Yin (2002) and "collective" or "multiple case study" by Creswell, 2009, multicase study analyzes more than one organization's experience. Multiple case research supports mapping of common patterns (Eriksson & Kovalainen, 2008; Creswell, 2009). This methodology fits with SHRM configuration theory which also deals with patterns, recognizing multiple ways to reach a goal. The positivist nature of extensive case study does have some alignment with quantitative methodology, which might make case study feel more accessible for those readers who are less comfortable with qualitative methods. Case studies look at issues in a way that can be accessible and vivid, and they provide details from reality which serve to make the research engaging to the reader (Eriksson & Kovalainen, 2008).

Selection of cases for study. In order to meet the criterion for theoretical sampling as established by Eisenhardt (1989) and Glaser & Strauss (1967), I will research three multinational corporations (MNC), focusing on their Canadian recruitment and selection processes. These cases are anticipated to meet Eisenhardt's recommendation for a "transparently observable" process at each site. As is acceptable within case study (Stake, 1995; Creswell, 2009), there will be a pragmatic factor driving the selection of the cases based on access, level of interest, and commitment from the Canadian head office diversity and recruitment leaders.

The rationale to select MNCs is that these organizations have the potential for easy access to important diversity recruitment information. When hiring immigrant professionals, a potential challenge for recruiters in Canada is the need to compare the education and experience of candidates from other countries to that of local candidates. Moreover, recruitment is affected by preferences for mannerisms: for instance, in Canada a firm handshake means confidence; eye contact means honesty; modest chivalry means sensitivity; and winking is disrespect. However, evidence suggests that these mannerisms are not universally shared across cultures (Earley & Mosakowski, 2004). Of concern is that variations from standard use of these culturally unique mannerisms might lead to a bias unrelated to qualifications or ability to contribute value to the organization. In multinational corporations, the Canadian recruiter has potential access to foreign based colleagues with whom they can discuss cultural norms and get information about the education and experience of international candidates. This makes MNC the best case organizations with the potential for the study of recruitment of recruit immigrant professionals because the likelihood is lower and there is less of an excuse that the credentials of this group were not understood and therefore not fairly evaluated. By removing the issue of insufficient

information to evaluate the experience and credentials of immigrant professionals, we can focus

on the key issues in this research: recruitment and selection processes that minimize bias.

Choosing one type of organization (multinationals) will help control for extraneous

variation as recommended by Eisenhardt. Three cases will be used. (Eisenhardt [1989]

recommends four to ten cases while Creswell [2009] notes that typically researchers choose four

or five cases.) A fourth case had been intended in the current research, but the organization

dropped out as the research commenced and two other back-up organizations were not able to

participate. Three cases matched the resources (timing) of the researcher which is a factor

supported by Hartley (2004). The findings from these cases did not require the addition of more

cases as there was not an "extra-ordinary finding" which as per Eisenhardt (1989) would require

more data until saturation of themes.

I did not intend to make the case selection random or representative. I considered

selecting cases that were polar types, which – as Flyvjberg (2006) explains – samples extremes

in order to more easily extract contrasting patterns. However, given the social sensitivity of

inclusive hiring, it is unlikely that an organization will overtly position itself as not being

interested in or hiring diversity candidates. Therefore, I could not find one half of the polar

extreme. Even if such a case had been found, it is unlikely that the organization would have

wanted to invest the use of its resources to participate in time-consuming interviews and other

requirements to improve diversity. For these reasons extreme exemplars were not sought.

Creswell (2009) talks of "purposeful sampling" (p. 75), which entails selecting cases that

show different perspectives on the problem or event. With this in mind, some basic

differentiation in the cases was sought. Organizations with different national head office

locations, different sizes, and different levels of multinational dispersion were included. In doing

this, I hoped to gain insight into how the processes differed among cases (as suggested by

Flyvbjerg, 2006). In using replication logic following the example of Eisenhardt (1989), each

case served as a distinct example that stood on its own as an analytic unit. Following the

guidance of Yin (1994) and Eisenhardt (2007), all three of the individual cases served as

replications, contrasts and extensions to the emerging theory while staying within their rich

context.

Appendix A includes a list of potential case sites I considered. All were recipients of

Canada's Best Diversity Employers Award between 2008 and 2012. I did not include those that

were not multinational organizations in my first phase of requests to participate. Due to the

number of organizations that declined to participate for reasons of "not enough interest across the

recruitment team to participate," "current hiring freeze so not relevant," and "not sufficient

resources to participate," I did need to be flexible on the multinational aspect, and included cases

that are predominately doing business in Canada with limited international operations.

The unit of analysis for the current research was the recruitment process within each of

the three organizations – neither the individual participants nor the organizations. This unit of

analysis served to distinguish what was in or out of scope.

Through their analysis of 159 case studies published between 1995 and 2000 in ten top

journals, Gibbert, Ruigrok and Wicki (2008) showed that the best research 1) talked about the

importance of internal validity, construct validity, external validity, and reliability, and 2)

showed an explicit plan to address these critical aspects of the research. Noteworthy is that the

research of Gibbert et al. highlighted a disproportionate focus on external validity (related to

generalizability); however, other literature suggests that relatively more focus be given to internal and construct validity (e.g., Yin, 1994). My work will follow Yin's recommendations (shared by Campbell & Stanley, 1963; Cook & Campbell, 1979; McGrath, 1981) and therefore might be seen by some to be incongruent with typical emphasis on external validity. These scholars are clear that good case study could emphasize internal and construct validity and reliability and forego external validity, but the more common path of emphasizing external validity and foregoing the others makes for poor case study research. External validity and reliability will be discussed next. Internal validity will be discussed in the data collection section and construct validity in the data analysis section of this chapter.

Case studies simply do not generate statistical generalizability. The required statistical components are not a goal of such study. However, as discussed, analytical generalizability can be achieved with case study research. This means generalizing from empirical observation to theory. This process allows for recognition of a cause and effect, and forms a basis from which statistical efforts can take the developing theory and test it for generalizability across a population. By using cross-case analysis, as is done in this research using three cases, **external validity** or analytical generalizability can be achieved. Keeping in mind that validation is a process (Angen, 2000), using thick rich description in case study will allow the reader to transfer the information to other settings (Creswell & Miller, 2000).

Careful documentation ensures that research can be replicated by another researcher. The transparency of the case study protocol is fundamental to attaining **reliability**. To assure replication potential, in the current study the database notes were provided and clearly labeled (cf. Asmussen & Creswell, 1995; Gilbert, 2005). Reliability can be enhanced through tape

recording and transcription with a codebook, as well as by using coders who are not the research

director (Creswell & Miller, 2000). The coding was done by the researcher except for one

participant interview was coded by an external scholar to test the researchers coding assumptions

at the beginning of the analysis; research committee members reviewed the coding during the

analysis; and a focus group from each case study organization reviewed the findings as a

measure of validating the coding to outcome understanding. Achieving reliability does not mean

that readers will necessarily agree with the theory but rather that they can trust the process that

was used. Richardson (in Richardson & St. Pierre, 2005) says, "What we see depends on our

angle of response" and uses a crystal – multi-faceted, ever changing, reflecting externalities and

refracting within – as a metaphor for qualitative study (p. 963). This view is echoed by Creswell

(2009) who calls any research "a representation by the author" (p. 207) which can be

substantiated and supported by review by external researchers and practitioner experts.

Participants were pairs of recruiters and hiring managers for each case. Three pairs per

case were selected by the case site primary contact. Specifically the three recruiters were selected

and they in turn invited a hiring manager, with whom they work, to be a participant. It was

important to the research to have these pairs of participants as they each play a critical role in

recruitment whether that be collaboratively or in sequence. The three case study sites had

internal recruiter roles reporting within the HR function. In practice often the recruiters are

charged with the recruitment phase and early selection and the hiring managers meet a "short

list" of candidates pre-selected by the recruiter. It is the hiring manager who makes the final

hiring decision not the recruiter. There can be power positional differences large and small

between the two roles. Understanding recruitment and selection processes is best served by

learning about how and why the recruiter and the hiring manager do what they do for the process. Their degree of collaboration, stress, training, decision making authority, skill, adherence to process, etcetera can impact the process and its targeted outcome for hiring immigrant professionals. Participant interviews were scheduled based on each participant's availability. The artifact data (process documentation and participant interview notes from an actual candidate interview) was reviewed case by case. For this artifact data, one case at a time was completed to maintain better organization of the voluminous data; always keeping in mind the directive of Leonard-Barton (1990) that the researcher must remain an observer and not move into the role of advocate.Field notes were used to capture emerging concepts (Eisenhardt, 1989; Glaser & Strauss, 1967). I wrote these notes after each interview and did not edit them creating a history of my process of analyzing the data.

Theoretical saturation. This term relates to the number and depth of cases analyzed. The work has reached theoretic saturation and therefore the data collection can be stopped when it is clear that new data will not add new information or will only incrementally add to what has been found (Yin, 1994). The researcher must always be aware that more cases can be required – an outcome can be due to the findings not yet being at a point where additional data only brings incremental contribution to the research, or to a serendipitous finding (cf. Gersick, 1988).

Theory development is an essential part of the design phase in case study (Yin, 2009). Through the design phase, I constructed a preliminary theory related to my topic of study. This theory development prior to data collection separates case study from grounded theory and ethnography. Sutton and Straw (1995) state that for case study you need a sufficient blueprint including theoretical propositions – "a hypothetical story about why acts, events, structure, and

thoughts occur" (p. 378) – which guides what data to collect. It is fundamental in case study to

realize and work with the fact that the theoretical framework might not survive to the end.

Changes during research should be expected and incorporated (Eisenhardt, 1989; Hartley, 2004;

Dubois & Gaddle, 2002; Eriksson & Kovalainen, 2008).

Yin (2009) and Creswell (2009) recommend completing a pilot study, and I followed

that recommendation. This pilot study was conducted one year prior to my defense of my

dissertation proposal. In the pilot study, seven human resources professionals from Canada's

Best Diversity Employers award-winning companies were interviewed about their experiences of

hiring immigrant professionals. Their interest in this research motivated the current, more

expansive research, and also was the reason I included the recruitment aspect in the dissertation

research, as finding candidates was an area of concern. None of the organizations involved in the

pilot study participated in my dissertation research, as for some the commitment was too much.

Due to time and resources considerations and concerns regarding availability of cases agreeing to

participate in the dissertation research, I tested my interview protocol with two executive-level

human-resources professionals. The interview protocol was also reviewed by an experienced

consultant focused on qualitative research.

Ethics

It was possible that in my research, I might find out something that was out of line with

my values. In such cases, there is a dilemma about what to do with that information. Stake

(1995) advises that how you handle that information should be determined by ensuring that you

leave everyone no less able to carry out her responsibilities; a no harm approach. Researchers

may also face the dilemma of what to do when you ask an participant to review your notes for

accuracy and the participant, despite you as the researcher being certain that person was quoted accurately, asks you to remove the information. Stake says that when he is certain of the information and he feels it is important he leaves it in, but includes it in a different section so it is not seen as attributable to the concerned individual.

In keeping with the ethical approval required from Athabasca University, as also suggested by Yin (2009), I got consent from a representative of each organization (see Appendix B for the letter used) and the informed consent of all participants (see Appendix C). I ensured the confidentiality of both the organization and the individual. I described the purpose of my research as seeking to gain a better understanding of what recruitment and selection processes are being used by multinational organizations. I needed to be sensitive with questions about prejudice; if I had been too overt about this matter, it might have reduced the participant's candour. Giving a general statement, rather than a specific statement, to introduce the research is acceptable (Creswell, 2009) under these circumstances.

Data Collection

The data collection should be done systematically, and not in an ad hoc fashion (Eisenhardt, 1989). And yet, this does not preclude serendipity (Gersick, 1988) or taking advantage of casual opportunities for participant conversations. The research question and constructs set boundaries. Without this the research will have no end. Boundaries are not limitations to creative thinking and the research questions could even change (Gersick, 1988; Eisenhardt, 1989). I think it is important to follow Wittgenstein's teaching of philosophy "by taking his learners down side streets like a tour guide who shows it all, not just the main streets" (in Flyvbjerg, 2006, p. 239). I needed to find a balance related to the research questions but to be

open minded and allow myself the opportunity to let the data take me in direction that I did not

consider at the launch of this research based on the literature. The collection of data ends when

there is no new information being uncovered; when the same themes are reappearing

(Eisenhardt, 1989).

Data was carefully catalogued. Conversations were documented with time, date, place,

interviewer name, name of interviewees, position/title of the interviewees. References were made

to the number of previous conversations with that same individual. My reflections were added at

the time to document how they developed. Reflexivity speaks to the transparency of the research

process in which "plausible interpretations" are sought (Wolcott, 1990, p. 146). See Table 1 for a

list of data sources.

Table 1: Sources of Data Collection

	Case 1	Case 2	Case 3
Participant interviews			
	3 recruiters 3 hiring managers	3 recruiters 3 hiring managers	3 recruiters 3 hiring managers
Documentation			
Participant actual interview notes with respective candidate resume	3 recruiters 3 hiring managers	3 recruiters 3 hiring managers	3 recruiters 3 hiring managers
Standard guidelines	recruiter hiring manager	recruiter hiring manager	recruiter hiring manager
Interview template	recruiter hiring manager	recruiter hiring manager	recruiter hiring manager
Other artifacts as supplied by organization			

I was aware in advance that collecting data would be complicated by the fact that the recruiters and hiring managers might apply the recruitment tools differently from the standard protocols. This was not overly taxing but required organization of the data to spot this subtle but, to me, pivotal difference. The higher complexity arose from the need to look for bias often without being able to directly ask about it, due to the likelihood that I would get the socially correct answer. It took time in the interviews to have the participant relax and/or trust my integrity to keep information in confidence. The support for this can come not only from what is said but from what is not said (Creswell, 2009).

Construct validity comes to play during data collection. These constructs are that which we can explain but we cannot actually see as they are not objects like a table or a person. Construct validity was upheld by simply ensuring that I investigated exactly what I had set out to investigate by using prescribed procedures (as per Denzin & Lincoln, 1994). Using a chain of evidence approach (as set out by Yin, 1994), each step in the collection of data was documented and produced in an appendix (see Chapter 3, Table 4 for reference). Additionally, as with internal validity, triangulation was used, with each source being identified and researcher notes being made available. Lincoln and Guba (1985) talk about confirmability, which seems to be similar in that they suggest researchers provide sufficient detail so readers can audit the process (Creswell & Miller, 2000). Lather (1991) speaks about construct validation, which is recognizing the constructs that exist rather than forcing constructs onto the participants or data. Angen (2000) considers substantive validation by having a chain of reflections for others to evaluate.

One source of data was documents. Each organization upon my directed request chose what they were comfortable to supply for this research. Following Yin's work (2009), I did not

assume all that I read was true. The documents supplied related to recruitment and selection

process guidelines, training materials, job descriptions, and interview guides.

The interviews followed a semi-structured model (see Table 2). I combined a scripted set

of questions with flexibility to allow the participant to take the conversation in different

directions. The benefit to this style is that it is not realistic to think that I will be able to think of

all relevant questions. The information collected is highly contextualized (Eriksson &

Kovalainen, 2008) which is a fundamental reason for choosing case study. The challenge is that

semi-structured interviews make it much harder to compare and sort the data (Eriksson &

Kovalainen, 2008). Another challenge – or perhaps this should be seen as an opportunity – the

semi-structured-question format heightens the possibility that the research question will need to

be changed as new material comes to the forefront. As noted, a pilot test of the interview

questions was conducted.

I had first planned for the interviews to be in person, but since some were local to me and

others not I wondered about that causing different candour. When I learned that some local

people did not have time to meet in person, I chose to conduct all interviews by phone. The

participants told me they were comfortable with this and, given that the recruiters all regularly

interview candidates by phone, and that actually all the hiring managers hold meetings by

conference call as well, I saw no diminishing impact to this choice. Following the work of Angen

(2000), I feel I created a forum for equitable treatment of diverse voices.

In order to find out more information from participants, it is important to secure their

trust and comfort with the topic of discussion. Therefore my interviews began with general

recruitment questions and moved to the specific. Also I used "how" questions, which Yin (2009)

points out are less intimidating than "why" questions, making participants less guarded. Asking participants to clearly detail examples was intended to enhance clarity, thereby enriching the data more than a discussion of abstract principles would have done (Konrad, personal communication, (10th, June, 2012). Yin (2009) uses a two level interview approach which I followed. For Level 1 questions, I asked the participants in a way that did not reveal to them what I was thinking, or lead, or bias them. I directed the conversation but left it open-ended so I could get candid information and perhaps even information the participant valued, that I might not have thought to ask. While during Level 2 questions I viewed myself as a detective, allowing my thinking into new and important directions.

Every opportunity was sought to interview immigrant professionals involved in the recruitment and selection process of their employers. I believed that this might lead to opportunities to uncover informal protocols within recruitment and selection processes that were perhaps driven by the participants own immigrant experience. As a white female interviewer, I need to be deliberate in showing that I would not question, argue, judge or trivialize any participant's views (Konrad, personal communication, 10, June, 2012). Looking for examples that were contrary to the "corporate protocol" was critical to validating what actually happens in recruitment and selection settings. For a socially guarded topic such as prejudice, maximizing candour was important. I knew that what is not said can be important.

Researchers are cautioned not to become transfixed by data made vivid by particularly skillful respondents (Nisbett & Ross, 1980; Miles & Huberman, 1984). Keeping this in mind, I hope to guard against giving a "loud-spoken" participant's words more power than a "soft-spoken" participant's words that may also be brief in answering my questions.

Table 2 provides some examples of questions used during the interviews. It was

important to understand the organizational context which would be analyzed from data collected

through interviews. I was aware that although the "how" might seem like a simple question and

answer, the complexity of actually using a tool correctly was pivotal in this study. Such probes as

"Tell me more," "Give me an example," and "Will you be specific?" would all be important.

Table 2: Participant Interview Guide

<u>Section 1</u>

1. Tell me about how you find candidates, the recruiting process, in this organization.
   o Mining for candidates

2. What is the selection process used in this organization?
   o Consider the following:
     ▪ Resume screening
     ▪ Telephone screening
     ▪ Panel interviews
     ▪ Integrity assessment
     ▪ Personality assessment
     ▪ General mental ability testing
     ▪ References
   o How does applicant's experience of "fairness" in the process impact setting the standard process? Your personal process?
   o Is there an internal dialogue about applicant perceptions?

3. What training has the organization provided to you so that you can be successful in recruitment and selection?
   o Recruiter training
   o Hiring manager training
   o Diversity training

4. What is the process for determining R&S standard processes?
   o What is the process for making changes?
   o When do you individually need to alter from the process? Why is that?
   o Do you think the organization's R&S process reflects the culture of this organization?

5. What metrics are tracked for recruitment and selection in the organization?
   o Would you change this?
   o Are there any other metrics you think would be useful?
   o How is your performance evaluated related to recruiting? Would you make any changes to this?

6. Is R&S viewed as a strategic imperative/valued by the leaders in your organization?
   o Is there a dialogue that is always happening about the impact of R&S on the business?
   o Are R&S processes consistently understood across business functions?

       o Is there a mutual understanding between recruiters and hiring managers?

7. Does being part of a multinational corporation provide different tools for recruitment?
   - Is there anything you have found to be different in recruiting for this organization from another one?
   - What do you most appreciate about recruiting for this organization?

Section II

8. Does your organization have a goal to hire immigrant professionals specifically?
   - Has your organization developed a specific business case for diversity recruiting? What are the reasons given for the importance of diversity recruitment to drive business success?
   - Is the organization meeting this target? How regularly and by whom is this discussed?

9. Are there any different techniques that you use when recruiting and selecting immigrant professionals?
   - How do you determine the equivalency of foreign education?
   - What about determining the relevance of foreign experience?
   - Does being part of a multinational organization impact your answer regarding foreign education rating? Foreign experience rating?
   - Are there any different techniques you use when working with professional immigrants? For instance, some report that interviewing people with strong accents is more easily done in person and some say over the phone? Are there any suggestions like this you have to improve this process?

10. Given the increasing focus on the need to import professional labour highlighted in the news, I'd like to ask just a few questions about this specific topic before we close.
    - Do you think about diversity hiring when you launch a recruitment and selection?
    - Do you think others you work with are similarly inclined?
    - In describing the corporate culture of your organization to candidates do you emphasize diversity? Where does it rank in the list of things you emphasis? Is that your choice or company policy?

Section III

11. What do you think are future challenges or issues for R&S?

12. Given that this study is about improving R&S, is there anything we haven't talked about that you think is important for me to know?

Wrap Up 5 minutes

13. Participant information
    Recruiter

    - # of recruitments a year
    - Years of recruiting
    - Level of candidates hired (i.e. entry level, junior, director, VP, senior executive)
    Hiring Manager

    - # of years you have had responsibility to hire
    - Approximate # of people you hire each year?

Observation of actual employment interviews would have been valuable in this study to assess whether prejudice might have been present, and to determine if there was a gap between documented process and the actual application. However, ethics approval was not granted as this could have caused harm to actual candidates by the person being extra nervous or the recruiter adjusting a particular interview because it was being taped. As a proxy, I requested a sample of each person's interview notes related to an actual interview.

Based on the findings of Zigler & Muenchow (1992) where one of the researchers was the first director of the program they studied, I believe that my personal experience was an advantage to my research. With seventeen years of professional recruitment experience, I have deep knowledge of the commonly applied recruitment and selection tools, and through working with a variety of organizations across industry sectors and of various sizes, I have been exposed to a variety of processes. I have not spent much of my time consulting to multinational organizations; it is unlikely that I have biases stemming from my experience with the context of the case studies selected for this research. However, I may be criticized for having preconceived ideas about the recruitment and selection tools from experience and the literature I have read. I have disclosed my relevant experience (Chapter 4) as recommended by Merriam, (1988). I checked my objectivity using a variety of participants, documenting my interpretations, and presenting my understanding of the research to the principal contact with each organization and at least one representative from the group of participants from each case. This created a forum for feedback about my impressions, but kept it at an anonymous level so that participants did not lose their confidence to speak candidly. Strong reactions incited me to double check my transcripts and interpretation to ensure I did not embellish the data with my biases. I was also

clear in my analysis as to what were reflective comments (Creswell, 2009). As a recruiter, for

case study, my interview skill set was well-developed. Considering Yin's (2009) list of desired

skills of an interviewer (asks good questions, listens, unbiased, flexible, and has a firm grasp of

the issues being studied) I felt well suited to the data collection task.

Data Analysis

There is a general literature that speaks to the value of individual tools within

recruitment, or even pairs of tools. As noted there is a gap in researching an overall process.

Furthermore, there is a need to research a process that would result in more hiring of immigrant

professionals. As in data collection, the analysis in this study stopped at theoretical saturation

(as per Glaser & Strauss, 1967), when the iterations between the data and theory produced no

new themes or concepts, or just yielded incremental enhancements (Eisenhardt, 1989).

To be successful in theory building, according to Glaser and Strauss (1967) and

Eisenhardt (1989), I needed to start as closely as possible to a clean slate without bias for what I

might or should find, and an openness to what the data could tell me. My approach borrowed

from grounded theory but did not adhere to all aspects of that methodology, in that I did have a

research question and I had studied the literature in advance of my site work.

I wrote reports on each case separately to deepen my familiarity with the sites. The

general description of the case sites was created using a thematic order to highlight themes and

conceptual categories (Eriksson & Kovalainen, 2008) in order to construct meaning by linking

themes (Stake, 1995; Creswell, 2009) analyzing within each case (Creswell, 2009). I then used

cross-case analysis (Creswell, 2009) which started with comparing the cases pairwise, reporting

similarities and differences (Eisenhardt, 1989). To develop theory I needed to offer fresh

insights, new ways of understanding constructs, finding new relationships (Klein & Zedeck,

2004). As I saw these emergent concepts, it was necessary for me to compare them to existing

literature, again using comparison, to identify what was similar and what was contradictory. This

is known as replication logic (Glaser & Strauss, 1967; Eisenhardt, 1989). I used theories that

might not have been relevant to my topic of recruitment and selection but could show a logic that

could build credibility to what I had inducted (cf. Gersick, 1988. In analyzing her findings on

students' mid-way transition in group work, she likened it to 50-year-old mid-life crises, and also

to strategic transitions in organizations, thereby supporting generalizability).

The data was analyzed and then presented in this thesis using the following stages of

sorting by groups: first, the research questions were covered one question per chapter:

How are recruitment processes structured by multinational and diversity- conscious

organizations? Chapter 5; How are selection processes structured by multinational and diversity-

conscious organizations? Chapter 6; What factors lead to the development of effective

recruitment and selection practices for hiring immigrant professionals? Chapter 7; and

What process combinations create synergies of fair and unbiased hiring of immigrant

professionals? Chapter 8; then, within a chapter, one or more interview questions were grouped

as they related specifically to each research question as shown in Table 3.

Table 3: Research Questions Linked to Interview Questions for Analysis

Chapter	Research Question	Interview Question											
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
5	RQ1	x							x		x	x	x
6	RQ2		x							x	x	x	x
7	RQ3			x	x	x	x		x				
8	RQ4												

Within each chapter the data is organized by each case separately and grouped into "hiring manager" and into "recruiter" participant comments. Then within each of these groups the data was organized by interview question or topics, and these formed subheadings for each group. The subheadings were predictable from the interview questions asked, which were in turn driven by the literature review. Whenever it was appropriate and data was available, the documented process was compared to the actual process. The analysis was done at each subheading level. This was the lowest level of analysis. Figure 3 shows how the data will be analyzed.

Figure 3: Format for Data Analysis

Case A			
Hiring Mgr	Recruiter	Comparison	analysis emergent themes Case A
Case C			
Hiring Mgr	Recruiter	Comparison	analysis emergent themes Case C
Case D			
Hiring Mgr	Recruiter	Comparison	analysis emergent themes Case D
Cross Cases			
A B C			overall summary
All Hiring Managers	All Recruiters	Comparison X case	

The analysis will be done case by case. For each case I will analyze the data for recruiters, then hiring managers, then compare both. Finally across all cases the recruiters will be compared, then hiring managers compared across all cases finishing with a comparison of 18 participants.

Case B declined to participate in the research after interviewing had begun at the other sites. A naming convention for the sites had been established with data already labelled and stored.

The qualitative nature of this research supported me in finding out why these relationships exist (Eisenhardt, 1989). Looking at the cases and making comparisons allowed

me to confirm or disconfirm the proposition in a process known as analytical replication (as per Yin, 2009). It was only through diligent construct-building, following the dictates of the data and not conveniently ignoring contrary evidence, that I was able to achieve good theory building (as per Eisenhardt, 1989). Where I found actual evidence of a theme or pattern during the process it is called literal replication. If something did not follow the pattern but it was not contradictory to my proposition, it is called theoretical replication. This approach takes a positivist perspective – each step is tied to empirical evidence (as per Eisenhardt, 1989).

Following Creswell & Miller (2000), my academic advisors provided a perspective different from mine, as they were not in the field, and could therefore support the triangulation process to valid this research. Guided by Sutton and Callahan (1987), by writing down my field notes, in a stream of consciousness, without editing, I could track how my analysis has evolved. It was not necessary to add questions to my interview guides because I used two open ended questions at the end of the interview script to allow participants freedom to take the interview in different directions and to answer if they felt the interview had covered all they wanted to share about the topic. The pilot study (Thompson, 2011) had given me an opportunity to vet the interview guide and make enhancements prior to these informant interviews.

Gibbert et al. state that the data analysis phase is key to ensure **internal validity** (also called logical validity by Yin, 1994; Cook & Campbell, 1979), by addressing causal relationships between variables and results. In the current research, how the recruitment and selection processes were structured in the different organizations made up the variables that were linked to the results, which in turn measured improvements in number of immigrant professionals hired. To show a clear research framework of cause and effect for the variables, I used pattern-

matching within the three selected contexts, as well as explanation building, addressing rival

explanations and using logic models. Additionally, using various sources guarded against bias

from early impressions. Checking with participants to get their perspective on my findings was

another safeguard.

Table 4 shows how I organized the data and my field notes.

Table 4: Format of Appendix - Database Notes

Participant	Date Log	Case A	Case C	Case D	Interpretation of commonalities	Interpretation of differences
Transcript						
Recruiter 1						
Recruiter 2						
Recruiter 3						
Hiring Mgr 1						
Hiring Mgr 2						
Hiring Mgr 3						
Copy of actual resume and participant's interview notes						
Recruiter 1						
Recruiter 2						
Recruiter 3						
Hiring Mgr 1						
Hiring Mgr 2						
Hiring Mgr 3						
Documented Guidelines						

Theory building occurred through recursive cycling among the case data and referring to

extant literature to understand the patterns uncovered. Working with data in this way ensured an

empirical grounding. To avoid premature closure I used careful description of the data and

developed categories such as sorting by themes and central questions. I continually refined the descriptions based on my findings. I used tables to sort the date to look for patterns. Table 5 is an example of the type of tables I built. The challenge was to look for alternative explanations of the phenomenon.

Table 5: Patterns in the Data - Record the Number of Occurrences

Case	Job description	Corporate website	Job boards-social media	Referrals	Mining of candidates-social	Screening resume and phone	Recruitment software weighting	Recruit s/w screening questions	Unstructured	Semi structured	Structured - BDI	Structured - situational	GMA testing	Personality testing	Predictive index	Integrity testing	Work sample tests	Job knowledge-case testing	Assessment centres	Biodata	References
	Recruitment					Selection															
A																					
C																					
D																					

It was important to determine if the recruitment tool is applied in its pure form or if a modification was made to the tool without any consideration by the users as to the impact difference. For example, when it was reported that structured behaviour description interviewing was done, was there adherence to the requirement to have a standardized measure for the responses? As mentioned in the literature review, in my experience this requirement is often overlooked. This is where my practical knowledge of recruitment and selection can be advantageous.

The process of the research analysis was inductive, as I hoped to move from small observations to being able to make a larger statement a theory, about the data. Erikson and Kovalainen (2008) suggest having a theoretical foundation for the research. I used SHRM configurational theory as a foundation for my thoughts by giving a reference context, a backdrop, as I developed my new theory (cf. Eisenhardt, 1989). I looked for similar results both within one site and across the cases (literal replication) and I looked for contrasting results (theoretical replication). I had no preference for one or the other. Both aided in sorting the data and supporting my understanding. I was looking to create an understanding (as per Stake, 1995).

Producing a chain of evidence is critical to case study (Yin, 2009). In my study, this was accomplished by taking the research one step at a time and at each step questioning myself as to whether the chain was such that I had enabled my reader to be able to move not just forward but also backward through the hierarchy of evidence (as per Yin, 2009). As noted in this methodology section, I moved forward through research questions, research design, data collection, and data analysis. In unison with this flow I heeded Eisenhardt (1989), who cautions about having enough evidence for each construct. I also supported this through triangulation. I used SHRM, and specifically a configurational perspective, as the theoretical framework. From this I was able to create propositions. Different findings from the current literature supported my theory development (Hartley, 2004, p. 330).

Coding

Baxter and Jack (2008) talk about the importance of conceptual frameworks in the interpretation stage to categorize, or as Miles and Huberman (1994) say, "[to provide] the researcher the opportunity to gather general constructs into intellectual bins" (p. 18). I was

cautious not to have my framework limit my thinking, and made my work a deductive rather than inductive exercise (as per Baxter & Jack, 2008). To ensure credibility with my readers, I also will now explain how the excerpts of empirical data were chosen and how the evidence was interpreted (as per Eisenhardt, 1989).

Databases

The software tool NVivo was used to store and sort information. Databases are all important when developing a case study (Wickham & Woods, 2005; Yin, 2009). Their purpose is to be a repository of all data and inductions made, so that others can draw independent conclusions. My rough notes are organized enough so that someone else can attempt to follow them to reach my conclusions (as per Yin, 2009).

The advantages and disadvantages of such a database have been described in the literature (Richards & Richards, 1994, 1998). One of the greatest drawbacks is the distancing of the researcher from the data (Baxter & Jack, 2008).

Write up

Yin advised that more time be spent on the innovation of research than on writing up the history and background of the cases studied (2009). Hartley (2004) advised that in the write up, narrative is not the most important aspect, and yet Flyvbjerg, whose powerful work commands attention, would likely say the opposite: the narrative is fundamental. And so even in the final stages of case study there are competing views. Yet, I am captivated by the view of Flyvbjerg (2006) when he argues that summarizing case study can be counterproductive. He asks us to think of the difference between a computer processing information and the work of a virtuoso, who does not just apply rules but uses the richness of experience. Peattie (2001) shares

Flyvbjerg's opinion, warning against summarizing dense case studies whose value comes from the context and as she explains, the interpenetrating forces that bring value to the reader and social theory. Creswell (2009) suggests that through vignettes shared in the write-up, the reader can have a vicarious experience. Of consideration in the write-up is confidentiality which can be achieved by creating composite pictures rather than individual ones (Creswell, 2009).

The write-up of my research has been intended to show transparency with rigour, creativity and open-mindedness. My intention has been, as with Angen (2000), to raise awareness of and create conversation about new possibilities in order to instigate change. This work is not as tightly summarized as quantitative research because of the thick rich detail (Eisenhardt & Graebner, 2007). With theory development as my overarching objective, I followed Eisenhardt and Graebner's protocol to develop the theory in sections, using propositions and showing support with the empirical evidence. In the body, I wrote each proposition (implicitly or explicitly stated) and linked it to supporting empirical evidence for each construct and the proposed relationship between constructs. The propositions are consistent with most or all of the cases because the pattern between theory and data matches. A table for each construct was developed to summarize the cases in that section. Finally, I provided a visual theory summary such as a "boxes and arrows" diagram or summary table. The goal was to have theory development the central purpose.

Wrap up

I informed each case site's primary contact that my onsite research was complete. I invited the primary contact for each case to read my write up to confirm that I have ensured the

anonymity of the organization and also that no one individual is recognizable. Finally, I

presented my findings to each organization (Hartley, 2004).

Chapter 4 – Introduction to Cases, Participants and Data

Cases

This work, which uses field research, is not concerned with generalizability as would be

the goal of statistical analysis. Rather this study builds an understanding of three cases. The cases

are bound by their common characteristics of all being winners of Canada's Best Diversity

Award within the past six years prior to the research study. Two are multi-national organizations

and the other, albeit not multinational, is one of Canada's largest national employers. These

parameters controlled for extraneous variation (Eisenhardt, 1989). As such the sample is

purposive (Miles & Huberman, 1994). These organizations are large but ordinary in their

industry, and they were accessible to me – which factored into the selection. The fact that they

are each from a different industry speaks to replication logic (Creswell, 2009).

All cases have been in business in Canada for decades and were enthusiastic participants

in this research. The original research described four participating organizations; however, a

fourth could not be found after approaching the entire group of qualifying organizations. The

reason given by every declining organization was that they were too busy to invest the time, with

one exception that noted that they were in a hiring freeze so that recruitment and selection

("R&S") research was not relevant. With three qualified and committed organizations, this

research will address future recommended research by Almeida, Fernando, and Sheridan (2012),

to "examine whether the industry-based organisational culture and role-specific characteristics

influence organizations to pursue traditional recruitment processes resulting unfavourably in their recruitment of skilled immigrant professionals" (p. 1964).

Case A: This organization has been awarded Canada's Best Diversity Employer Award once. The 80-year-old organization is multi-national, with the majority of its workforce in Canada, followed by the US, then Europe. This company is a manufacturer and a wholesaler. I had no personal or professional contact within the organization prior to the research. When approached, the organization's human resources (HR) executive was quick to appreciate the link of this research to the organization's agenda to continue to focus on diversity initiatives, to be up-to-date on HR best practices, and to invest in recruitment and selection activities thereby meeting pragmatic factors for selection (Stake, 1995; Creswell, 2009). The organization's lead sponsor delegated to one of her HR managers, the task of selecting their six participants. This step took almost double the time compared to the other organizations. However, each participant was engaged in the interview and generously offered for me to follow up.

I found it interesting that there was such a deep concern for imposing on people to take one hour to speak with me when I offered total flexibility for timing within a six-week period. Then some of the recruiters ("R") seemed reluctant to ask a hiring manager ("HM") to participate. More so than in any other case there seemed to be a time consuming process to get buy-in from business groups to agree to participate and then it seemed there was hesitation to ask the participants to agree to an interview time "as they are very busy".

Case B: This organization chose not to participate once the research was underway with the other case sites. An equally interesting back-up organization also took a long time to refuse to participate while the other cases were in the midst of interviews.

Case C: This organization is a multiple winner of Canada's Best Diversity Employer Award. It is the organization's commitment to diversity hiring that made it a logical choice of case study. This financial institution, over 50 years old, is the least multinational of the cases but the most nationally diverse. Commitment to participate was gained through a personal contact with an HR leader who was able to secure corporate commitment in a very short amount of time.

Case D: This organization is also a multiple winner of Canada's Best Diversity Employer Award. A consulting firm, structured as a partnership, it is over 50 years old and is the most multinational of the cases and arguably is as diverse as any global organization. Commitment to participate was gained through a professional acquaintance with the diversity leader, who in turn ensured executive approval. The organizational sponsor has not used my professional services and met me for the first time in my research role. She participated in a pilot study for this research.

Participants

In all, eighteen individuals participated. This number was not meant to be representative but was selected in keeping with the qualitative concept of saturation (as per Guest, Bruce, Johnson, 2006). This was a starting number of participants and had I not reached a point of seeing recurring themes with no new themes coming from additional interviews, I would have asked for more people to participate from one or more of the organizations. I saw repetition in the themes, theoretical saturation, clearly within the three pairs per case site. The diversity of participants (including recruiters and hiring managers, their experience levels and their levels in hierarchy) ensured a wide variety of perspectives related to the topics covered in the interviews. Their words were paraphrased and directly quoted throughout the following chapters.

I knew none of the participants in Case A and Case C. In Case D I have been contracted to do recruiting work for one of the participants and have met two others in face-to-face meetings to introduce them to my professional services. The fact that the person I know is very senior in the organization and holds power over me reduces the chance that this person was intimidated by me or was trying to please me. The other two individuals have mandates such that they meet with many recruiters to select service providers and they hold the power to work with me or not as a professional recruiter. Based on their reaction to me, at most my connection to them validated me as a professional and that the interview would be worth their time. Having the interviews recorded and transcribed by a professional transcriptionist protected again me misinterpreting a comment by one of these participants.

To ensure anonymity the following table does not label the participant specifically as case A, recruiter #1 with his or her associated demographics. When attributing a comment to an individual I used the naming conventions "R" for recruiter and "HM" for hiring manager. When I am referring to a specific individual I used Case A, R1, R2, and R3 for the three recruiters and H1, H2, and H3 for the three hiring managers. In the following summary, Table 6, I do not use this naming convention so that the identifying features of the participants are kept anonymous.

Table 6: Participant Summary

	Years of experience hiring	Approximate # of hires /year	Location of current experience	Level in corporate hierarchy
Participant 1	15 years	75	Saskatoon & Moncton	Intermediate
Participant 2	14 years	70-80	Calgary	Low Intermediate
Participant 3	9 years	70-80	Calgary	Intermediate

Participant 4	8 years	3-30	Saskatoon	High Intermediate
Participant 5	25 years	10	Calgary	High Intermediate
Participant 6	10 years	12-24	Calgary	Lower Executive
Participant 7	7 years	Over 100	Toronto	Low Low Intermediate
Participant 8	10 years	Over 100	Toronto	Low Low Intermediate
Participant 9	30 years	200	Calgary	Intermediate
Participant 10	5 years	Over 200	SW Ontario & Prairies	Low Low Intermediate
Participant 11	8 years	15-20	Calgary	Intermediate
Participant 12	6 years	3	Toronto	Intermediate
Participant 13	15 years	30	Toronto	Low Intermediate
Participant 14	13 years	100	Toronto	Low Intermediate
Participant 15	6 years	150	Montreal	Intermediate
Participant 16	6 years	6-10	Halifax	Lower Executive
Participant 17	20+ years	20	Toronto	High Executive
Participant 18	5+ years	5	Toronto	Lower Executive

Once participants were identified to me, I contacted each of them by email to schedule an

interview time, and emailed them the interview questions and an agreement-to-participate form

(see Appendix C). At the time of the interview I briefly introduced myself, noting my practical

experience as a professional external executive recruiter and my academic background.

All of the interviews were conducted over the telephone and voice recorded. There are

pros and cons to this decision. The advantages were: it allowed me to gain a more national

perspective, reaching participants in Alberta and New Brunswick; it seemed less of a burden to

the busy participants whose organizations had volunteered them to participate; it allowed the

participant to feel more anonymous when dealing with the sensitivities of bias or missed goals.

The disadvantage was I missed the cues of body language. The best I could do was to include in

the transcripts "laughter" "ahs" and "ums" etcetera as encouraged by Sturges & Hanrahan, 2004.

As a professional recruiter, I have 18 years of telephone-interview experience which served me

in this exercise.

The interviews were structured using an interview guide (see Chapter 3, Table 2

methodology). The organizational contacts gave corporate permission for one-hour interviews

with the participants. Only one interview had to be interrupted and another two had to be

rescheduled. All participants commented that they found the material engaging and felt their

knowledge of recruitment and selection within their organization had been thoroughly covered

through the interview questions. All offered his/her time for follow up or clarification should it

be required.

The interviews were not scheduled in clusters by case as originally planned in the

proposal. This is because scheduling was not easy. Some participants had limited availability so I

always agreed to the first appointment time offered to me. What was lost through this ad hoc

scheduling was the ease of tracking progress, and the capacity to immediately see themes

develop within each case. However, on the positive side, the scheduling change forced me to do

more analysis within each case after the fact, to cluster the participants' transcripts by case and

see developing themes by case. It also benefitted the research as I was required to listen carefully

because I could not get lulled into a rhythm with each case being investigated one at a time with

all six participants in succession.

Based on candidates' reaction at the time of scheduling the interview and/or the HR

delegate who facilitated scheduling, I was asked to do my best to keep the interview to 60

minutes. The use of the phone is an approach that is acceptable; however, the drawback is that I

might have misinterpreted the participant's intended meaning in a response (Jackson and

Trochim, 2002). Taping the interviews reduced this possibility by allowing me to replay the

interview. The benefit of a phone interview was that it supported an environment of anonymity.

Given the subject matter dealt with negative discrimination not having to be face to face might

have been a benefit.

Supplementary Data

To minimize the potential for participants to try to create what they felt was a positive

image, supplementary data was introduced whenever possible (as per Greenberg, 1990; Paulhus,

1984). Both the availability and the lack of certain documentation helped me to understand the

cases. Table 7 lists the documents I requested and received. I was never told "no" that I could

not have something but some documents, despite reminders, were never shared with me.

Table 7: Recruitment and Selection Documentation

Data supplied	Case A	Case C	Case D
Recruitment and Selection Process	Hard copy only	Not provided	Soft copy
R&S training materials	Hard copy only	Soft copy	Soft copy
Sample job posting	Corporate website	Corporate website	Corporate website
Sample interview questions	Not provided	Soft copy	Soft copy

Supplementary data included participants' interviewer notes with the relevant candidate

resume and recruitment and selection process documentation. This use of secondary sources

allowed for triangulation of the data (Yin, 2003). Recruitment and selection process and training

materials were supplied by someone other than a participant in Case A and Case D, and by one

of the participants in Case C.

Due to ethical approval limitations resulting from a concern for potential harm to

candidates, I was not allowed to witness actual interviews with immigrant professionals.

Alternatively I requested from each participant, a copy of his notes and the relevant resume,

detailing an actual interview. I suggested that the notes correspond to an interview of an

immigrant professional candidate. This provided another means of testing my understanding of

how interviews with candidates are conducted (as per Margolis & Molinsky, 2008). From these

notes, I checked for the participant's explanation of what he does to match what he recorded

showing what he thought was relevant in rating a candidate. Yin (2009) describes this as looking

for rival explanations (Yin, 2009).

I was surprised by the few interview notes I was able to collect. Participants told me that

they did not keep them (one even saying he purposefully shredded them so his notes could not be

used in any investigation), that they did not know where they were, or that I would have to ask

the recruiter for the HM notes.

Table 8: Interview Notes Documentation

Copy of interview notes and corresponding resume submitted to reviewer

	Case A	Case C	Case D
R1	no	no	yes
R2	yes	yes	no
R3	no	no	no
H1	yes	no	no
H2	no	no	no
H3	no	no	no

The participants said they were open to any follow up that I might require, however, one organization sponsor was very clear that the facilitator viewed this process as a stress on the resources of the organization. This made me a bit cautious to ask anyone in that case for more time. I chose not to go back to the participants for more detail or points of clarification. One reason was the transcriptionists had no difficulty in transcribing, as the audio was clear as were the participants. More importantly, I was looking for emotion, top-of-mind information and impressions, and any hints of prejudice. For participants to review the transcripts would have provided a vehicle for all of what I found most valuable to be edited out and perhaps replaced with a more guarded answer. What is recognized to be the trade-off from this decision is the use of participants' care of accountability (as per Gillham, 2000).

Data transcription

The recorded interviews were logged, for example as "Case A R1," to ensure confidentiality, rigid categorization, and allow me to keep separate the voices of the recruiters and the hiring managers so that I was able to compare the two groups. Two different backups were created. I transcribed two interviews to get a very intimate feel for the data. A professional transcriptionist transcribed 13 interviews, with detailed transcribing including the chuckles, "ahs, "ohs," and "ums." For scheduling reasons, another professional transcriptionist completed three transcripts.

The richness of the captured experience was tremendously enhanced by retaining the sounds that framed the words, the participant's answers. These are the ahs, ums, chuckles, laughter. These give a sense of what might be a strain to recall, uncomfortable, confused, and confident etcetera (as per Rubin & Rubin, 2011).

It was obvious to me after reviewing two of the early interviews that my voice had to be more silent. Instead of using such interruptive cheerleading terms as "Yes" and "Um-hum," etc., I became silent after asking the question. I explained this would happen and why to each participant in the introduction to the interview, and based on the passion of the responses and the enthusiastic wrap up with each participant, it appeared that they were glad to be heard and did not need my coaxing.

Data NVivo

All transcripts and my working notes were individually loaded into NVivo v10. This software was used to search and retrieve, link data, look up quotes, make memos, code similar things, do queries and store the results, and store all data. Proactively and as verification for my impressions, I used NVivo for content analysis, to count frequencies, and to find exact locations of words, word stems, phrases, etc. Using this program, I was able to search all data, any combination of participant transcripts, and my notes. The data display produced numbers and provided displays so that I could "see" volumes of words or patterns without numbers. In this regard NVivo was a tool to help me verify my conclusions and theory building. I was always mindful that, as suggested by Denzin & Lincoln (2000), what I did not see showing up in the data was also important.

For coding to establish inter-rater reliability (as per Yin, 2009), I had an academic peer code two transcripts independently from me. He was a stranger to me but had interest in my research and had used qualitative methodology for his dissertation.

Internal validity, a fundamental consideration (cf. Yin, 1994: Gibbert et al., 2008), was maintained in my research by the extensive and detailed organization of the participants'

responses, comparison within groups, across groups for each case, and then across cases. When

documentation was made available by participants in support of what they said they do, this

material was compared to the process, to fellow participants, within case recruiters, to hiring

managers (HMs), and across cases.

Theoretical saturation was achieved as I did see the same themes appear repeatedly and

not see new themes arise. However, there was a pragmatic factor for 18 being the number of

participants in the study, and that was each organization's threshold for the resources they were

willing to invest.

My background in the field studied in my research includes 18 years of professional

recruiting experience and, prior to working independently, I was a hiring manager in two

multinational and diversity-embracing organizations. My voice will be heard in the analysis but

never to drown out the voices of the participants. As I wrote my field notes, I reflexively

challenged myself with the question, Who is the speaker – me or the participant? The "Aha"s

were a mix of both of us gaining a clearer understanding of how things work in recruitment and

selection in their organization.

Conclusion

The next four chapters are directly linked to the four research questions. Although

chapters 5 to 8 share a common purpose, in that each addresses one of the four research

questions, the approach to each chapter differs. This requires an explanation.

In Chapter 5, the research question deals with how recruitment happens. The question

was deliberately open-ended, inviting the participants to discuss whatever they chose. I did not

drive the themes. The responses were not necessarily spontaneous, as the interview questions

were provided in advance, but spontaneity was not the objective. Participants' experience, and their techniques for choosing what one thought was important, was the focus. With 18 participants, responses to this question went in a lot of directions. A grounded theory approach of looking for common themes was applied.

In Chapter 6, the research question deals with how selection happens. Here I started with an open question and then, to get the quality and depth of information – the full picture that I wanted – knowing that selection is complex because it is multifaceted – I probed. Otherwise I risked the participants being unable to recall various tools that they use during interviews. I refer to the multifaceted aspects as tools in selection, and review the content based on these tools. This question was not about themes, as it was directed with my probes. The final section in this chapter reviews what the participants were saying, so that my desire for specific tool use did not override the voices of the participants.

In Chapter 7, I focus upon the use of seven factors which the literature positions as either helpful to implementing a strong process in general and/or recruitment and selection techniques specifically.

In Chapter 8, I look at the findings from chapters 5 – 7 with the lens of SHRM theory to develop a micro application for SHRM for recruitment and selection. (Chapter 9 is the conclusion.)

Chapter 5 – Research Question 1

The focus of this chapter is a presentation of the data collected to answer Research Question 1: "How are recruitment processes structured by multinational diversity-conscious organizations?" In this context recruitment is defined as the "sourcing" or "finding" piece of the

recruitment and selection ("R&S") process. The data reviewed for this chapter is driven by the

participants' answers to interview questions 1, 7, 10, 11, and 12 (see Chapter 3, Table 2 for a list

of the interview questions).

By analyzing the comments related to these five interview questions across all 18

participant transcripts, we see that certain words are more frequently used than others. By

looking at the more frequently used words I found a way into the depth of data to better

understand what the participants had to tell us. Figure 4 is a word-frequency summary of the top

51 four-or-more-letter words said when answering the five interview questions.

Figure 4: Top 51 Word Frequencies

finding top 51 word freq 4+ so can include diversity

know	people	candidates	also	need	hiring	recruiting	find
	right		organization	sort	position	process	good	want
	just		recruitment	canada	yeah	kind	might	person
think	really	work	question	looking	sure	terms	somebody	things
		okay				talent	able	back	maybe
			time	going	make	mean		
like	well	different	actually	experience	tools	within	part	years	probably	diversity

The relative size of the box is an indication of the relative frequency, as is the placement, reading top to bottom starting at the leftmost column to the rightmost. In other words, "know" is the most-used word and "diversity" is the 51st most frequently used word.

During the interviews and through analyzing and coding the data, four themes became apparent.

They were "time," "process," "diversity," and "social media." The themes of time and process

were made evident in the interviews with the recruiters and hiring managers and in the corporate

documentation across the three organizations. These two themes also were intertwined with

topics beyond recruitment. The theme of process was analyzed across the organizations as each

had a different way that they communicated and trained their staff about the process. The

diversity theme was noteworthy because despite the participants knowing that this research was

about diversity recruitment and selection, there was not an emphasis on diversity in the

participant interviews nor in the organizations' documentation. The theme was expected and its

minimal attention made it a noteworthy theme to analyze. There was not a substitute for this theme to imply that something other than diversity was top of the participant's minds. It was clearly important just not consuming nor was it a point of reflection with the participants. Social media was a theme that was almost consistently positioned as the solution to the challenge of finding candidates and yet the depth and breadth of its implementation was noteworthy.

These four themes were substantiated using content analysis, facilitated by word frequency using NVivo. (See Appendix D1, "Recruitment; Top 100 most frequently used words".) The word-frequency query purposefully eliminated pronouns, articles and other typical parts of speech by counting only words of at least four letters. I looked at each word in the list and then reviewed the transcripts for the context and eliminated words that did not give insights into how recruitment is accomplished in these three organizations. In Table 9, the top ten words are shown relative to the theme words to give perspective to frequency. "Know," "think," and "like" are the three most frequently used words; however, they are also used in common lazy language – e.g., in phrases such as "you know?" "like, I mean," "see what I mean?" – and this increased the frequency unfairly and thereby I eliminated these words from consideration as themes. Once I eliminated these three words, the relative position of our theme words became more significant and you will see not much difference in frequency between #10 ranked and #21 ranked words.

Table 9: Summary of Top Words used to Describe Finding Candidates

ranking	Word	frequency	ranking	word	Frequency
#1	Know	523	#6	really	124
#2	Think	254	#7	well	109
#3	Like	198	#8	candidates	107
#4	People	171	#9	right	96
#5	Just	169	#10	work	96
#21	Time	81			
#25	Process	66			
#51	diversity	44			

"Time" is the most frequently used of the four I selected as theme words used when discussing the recruiting of candidates. It was said 81 times in the five interview questions related to finding candidates. As a point of fact, the word "time" was said 581 times over the entire transcripts. This word was used more frequently by recruiters ("R") than by hiring managers ("HM") Does that difference impact recruitment? As a professional recruiter it seems to me as though HMs are always anxious to hire the new employee, so to find that "time" is an important theme is no surprise. However, the fact that time is not equally used by HMs and recruiters may have ramifications. How time impacts choices in recruiting candidates across the three organizations may be telling and will be discussed in this chapter.

The word "process" was said 66 times. This was almost 20 percent less often than "time," but was still a top quartile frequently used four-plus letter word. I had noticed this word being

commonly used and recorded that fact in my field notes, which were written immediately following each interview as a recap of what struck me during each participant interview. Over the entire transcript for all participants, the word "process" was used 575 times. What interests me is how the word "process" is used. Is it the foundation to tools used, to decision making, to aligning efforts? Or is the process seen as cumbersome or of little value? Recruitment deals with people and from the literature and tracking diversity issues we know that R&S can be fraught with bias. I wonder if people are hiding behind the process and making poor choices and not taking ownership of what they do. Or does the process make efforts efficient and produce synergy over large organizations?

"Diversity" was the 51st most-frequently-used word. I was surprised that it was not a more frequently-used word because these organizations are Canada's Best Diversity Employer award winners. However, when considering the entire transcripts, the number rose: "diversity" was the 20th most-frequently-used four-plus-letter word, said 383 times. I looked for other terms related to diversity, such as "visible minorities," "immigrant professionals," "marginalized groups," and "protected groups" but these did not make the top 1000-word frequency in the transcripts. The open ended question "How do you recruit in your organization?" allowed the participant to talk about diversity if she felt it was relevant. I also asked each participant about diversity specifically, so that I would be able through further analysis to see if diversity was a top of mind element with these participants or was only discussed when probed.

"Social media" was conspicuous by its absence in the word counting. It is not identified in the top word-frequency count as the label "social media" but it is the collector theme for references to various tools used to find candidates including emails, LinkedIn, Workopolis,

Facebook, Twitter, Indeed.ca, "the box," and internet. These social media tools were mentioned by every recruiter and therefore I felt it was important to include this theme construct. Interestingly, all recruiters mentioned one or another tool in social media but not all HMs talked about social media.

Exploring these themes provides an understanding of how these organizations find candidates. The difference between what is the documented process or "espoused theory" (Argyris and Schon, 1974), the "company line" answers (i.e., a scripted response to the question), and what actually happens – the "theory in use" (Cicmil, Williams, Thomas, & Hodgson, 2006) – can all provide valuable data.

In the following sections, I will analyze one theme at a time. Within each theme I will review the theme on a case-by-case basis, looking at the similarities and differences between the recruiters and the HMs, and finishing each theme with a cross-case analysis. I chose to discuss "process" first as it will give insight into what is going on in recruitment – the backbone – providing a context from which I review other constructs.

Process

To give a context for the use of this word in each case, Table 10 shows the number of times each participant said the word using a simple frequency perspective, and the weighted average relative to all four-plus-letter words the person said. For example in Case A, H1 (hiring manager #1) said the word "process" 0.37% of the time over the entire transcript, whereas in Case C, hiring manager #1 said the word process 1% of the time over the entire transcript. Note that for this level of detail we are reviewing the entire transcript for each participant, not just the occurrences when speaking in particular about finding candidates.

Table 10: Use of the Word "Process" or "Processes"

Case A	# times said	Weighted Average%	Case C	# times said	Weighted Average%	Case D	# times said	Weighted Average%
H1	21	.66	H1	46	1.70*	H1	14	.35
H2	34	1.01	H2	17	.51	H2	21	.92
H3	29	.72	H3	38	.82	H3	22	.65
R1	26	.66	R1	20	.33	R1	25	.80
R2	31	1.18	R2	21	.51	R2	21	.67
R3	36	1.19	R3	41	.53	R3	21	.53

Note. These numbers are reflective of the number of times word was said over the entire transcript.
*This is 1.7% not 170%.

This table shows us "process" was used by Case A participants (except H1) more frequently than by participants in other cases. This is not surprising as Case A has the most prevalent and accessible process documentation. Now moving from the high-level counts we turn to exploring just how these themes were used in each case.

Case A "process" theme. Participants from this organization most consistently and most often noted "the process" compared to the other cases.

Case A "process" as documented. Case A has the most detailed, user accessible and visually memorable documentation. This organization has reified the R&S process in the form of a highly visual artifact detailing its process. In the year prior to the study, Case A had a full colour glossy desktop piece professionally produced that details separately the hiring manager and the recruiter responsibility for each step in recruitment and selection, and rolled out training

on the process for all recruiters and for all management who hire staff (the "hiring managers").

The documented process is listed in Table 11.

Table 11: Case A documented Recruitment Process

Hiring manager	Recruiter
- Invite recruiter to join business managers at networking events throughout the year. - Promote role internally for referrals (or internal candidates). - Share with recruiter, known potential sources for quality candidates e.g. associations, niche networks, inter-company work groups.	- Recruiter, prepared with background research, is to meet with hiring manager to agree on recruitment strategy. Use job intake form to determine ideal candidate profile, criticality, and time for completion. Set expectations up front. - Discuss posting venues, networking events both internal and external which either recruiting or the business can attend. Prepare how and where recruiter will find candidates. - If required discuss a phased approach to sourcing tools based on cost/time. - Plan regarding time to fill and criticality. Set expectations. - Strategy beyond post and wait for results from corporate website. - Block time daily in calendar for proactively sourcing candidates.

Note. To understand how recruitment works in Case A, *Figure 5* details the process flow indicating who initiates recruitment, and the subsequent interaction between the recruiter and hiring manager.

Figure 5: Case A Recruitment as Documented

This figure is representative of the guideline documentation "The Manager's Guide to Recruitment." It is expected that there will be proactive networking done by HMs and recruiters. The documented process also calls for frequent communication between the recruiter "R" and the hiring manager "HM." "Find" means building the candidate pool.
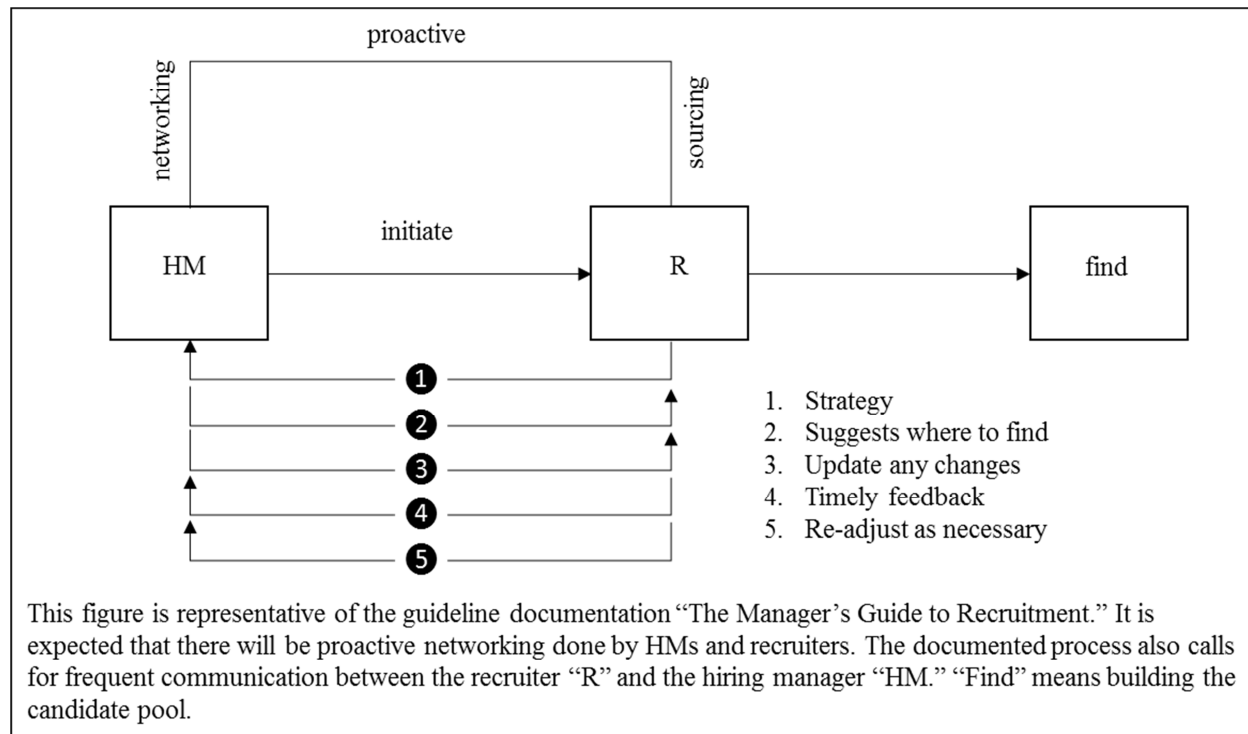
Case a hiring managers' discussion " process." In reviewing the HMs' understanding of the process of recruitment, none of the hiring-manager participants referenced the desk-top document specifically, but all noted that there was a set process. The objective was that current hiring managers had been trained in the process and familiarized with the guideline document and that newly hired or newly promoted managers would be taken through the process on an as needed basis, when they were ready to make a hire, and that the training would be conducted one-to-one by the recruiter or if he was not available the human resources designate. One new HM said that this did not happen for him.

By comparing the documentation to HM comments we see that the detailed process steps are not all quickly top-of-mind to the HM. Admittedly, the hiring function is only one part of the job of hiring managers, and a part that might not be frequently required. The process notes the

HM needs to identify known potential sources of candidates. This was not discussed by the HM. H2 said "[the] recruiter knows where to find candidates." This could be viewed as a compliment to the recruiters but it raises the concern about whether it constitutes reneging on a responsibility or a lack of clarity about job responsibilities related to recruitment.

The three HMs all avoided use of "I" statements when it came to finding candidates or advising recruiters of where candidates might be accessed (e.g., through a professional association where the HM is a member and the HM can provide access to the recruiter by sharing a membership list.) This distancing is exemplified in the comments made by H1 for technical roles, in which case he and his team write the job description and send it to their assigned human resources professional "as a sort of requisition." For basic roles, human resources has proactively created a job description, so the HM assumes that the recruiter will just follow that. Another HM mentioned reviewing the job description as a starting point for the recruitment.

Overall I had a sense that HMs were at a minimum satisfied, if not impressed, with the process of finding candidates within the Case A organization. H3 called it a "fairly well developed process, almost advanced." The hiring managers seemed impressed with, and confident in, the process; and to take what recruiters said as "fact." H2 said that the recruiter produces candidates in two weeks. From my experience as a professional recruiter, this is fantastic turnaround, and it was striking that it was said with such certainty. Overall, H2's comments implied a confidence in his recruiter that amounted to viewing the recruiter as an expert. The strength of this pairwise relationship (recruiter and HM) was only seen with one other pair in Case C. H2 notes that there is "a lot of work to find candidates, not just wait for people to see us. We have recruiters doing things that external recruiters do, data mining."

Similarly H1 mentioned the recruiters' work like "some kind of headhunter type of people, to find you know some of those hard-to-find people." This said, the comment noted earlier about internal recruiters doing things that external recruiters do can be recognized as a compliment to the recruiter.

Was "hard to find" a common theme? This was investigated using NVivo in a word frequency search within the transcripts of these three participants. There was only one instance where this term was used – the one quoted above. The words "challenging," "difficult," and "hard" also did not appear in the discussion of finding candidates (and appeared very few times throughout the entire length of transcripts for this case). One such example discussed later but relevant to the subject of finding candidates was this statement: "It is different and it's, ah, it's a survival strategy in Alberta Kerri, I have to tell you, because engineers and, well, pretty near all the trades are very difficult to, to magnetize so you have to really perk it up…Strike when you can. Mm-hm, mm-hm. And strike early" (H2). This statement was made in reference to an opportunistic hiring practice described by participants: when great candidates are "found" they are hired even when there is not a job vacancy.

However, power is being demonstrated with the comment by H1 that he/she "will go out and hire an agency if HR too is slow. It is our budget I'll spend it as I see fit. Don't care if prequalified vendors I'll use who I like to get the job done. Critical hire is just that –- critical must act to fill position." This comment has a divisive tone and suggests that the process does not necessarily apply to him, a HM. This statement raises concerns in regard to the overall acceptance of the process: The hiring managers made many references to "process." At times it seemed that it was something removed from them, which could be an abdication of their

responsibility for parts of the process. This thought is supported by the fact that they do not speak of their role in that process.

Case A recruiters' discussion of "process." The recruiters' single focus is recruitment and selection; therefore, it was not surprising that the recruiters had more detailed process awareness than the hiring managers, as shown in their interview transcripts. Surprisingly, the process as documented in the published guideline was never articulated in full by any recruiter. Each recruiter appeared to have a preferred individualized process for recruitment. Combining these elements, a robust list can be made that includes: starting with a job description then looking in the applicant tracking system, as well as looking at referrals. As a source of candidates, referrals from employees was not mentioned by the recruiters. If it is used but forgotten in the list, does that mean it is not that effective? If it has been purposefully eliminated that shows sophistication in the process as employee referrals are a way to perpetual the "old boys network" which impedes diversity. R2 noted the importance of social media postings, such as on the corporate website, niche websites, and sites like Workopolis and LinkedIn. R1 mentioned emails sent to different diversity groups to bring awareness about specific job postings. R3 provided a description of the process that most closely resembled the recruitment process as documented.

From the recruiter perspective, the process has the recruiter and the hiring manager working hand in hand to find the ideal candidate.

> Um, a lot of it is through word of mouth, ah, from our hiring managers so I would ask questions like, um, you know if you were looking for a job in this particular area, where would you go to look and, and so we find out from them you know is, if there's an

association that they belong to, um, or a you know a network, a group, um, and sort of

where their points of contacts are. (R1)

This matches the process artifact but of note is that the HMs did not mention this joint effort.

What seems to be another deviation from the process – based on a lack of discussion during the

interviews for this study – is the requirement for a recruitment strategy to be set collaboratively.

Recruiters also attend diversity events to build relationships within communities, such as the

Aboriginal community. The process states that HMs should be asked to attend these events with

the recruiter, or solo when the recruiter is unavailable.

Consistent with the process, R3 noted that even candidates whom the recruiters searched

out and directly recruited were asked to apply through the company's online process and answer

the standard screening questions. However, R3 also noted that "We hand-hold a candidate we are

targeting a bit more through this process."

Case A comparison between HM and recruiters regarding "process."

Figure 6: Case A Hiring Manager Perspective of the Recruitment Process

The HMs seem to have a simplistic view of the process. They initiate and the recruiter finds the candidates without the HMs active participation.
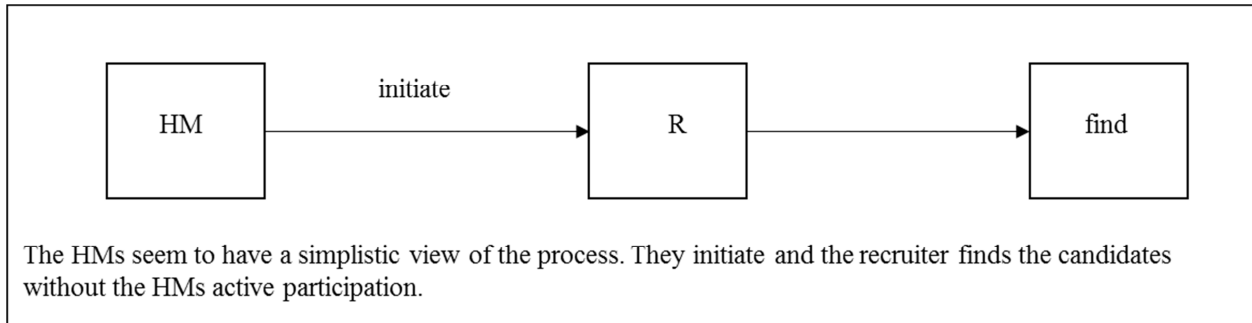
Figure 7: Case A Recruiter Perspective of the Recruitment Process

The recruiter's view has interaction between the HM and the recruiter before the searching task when the HM works with human resources as a preliminary step before the recruiter gets involved. The recruiter does not include the HM in the searching efforts.
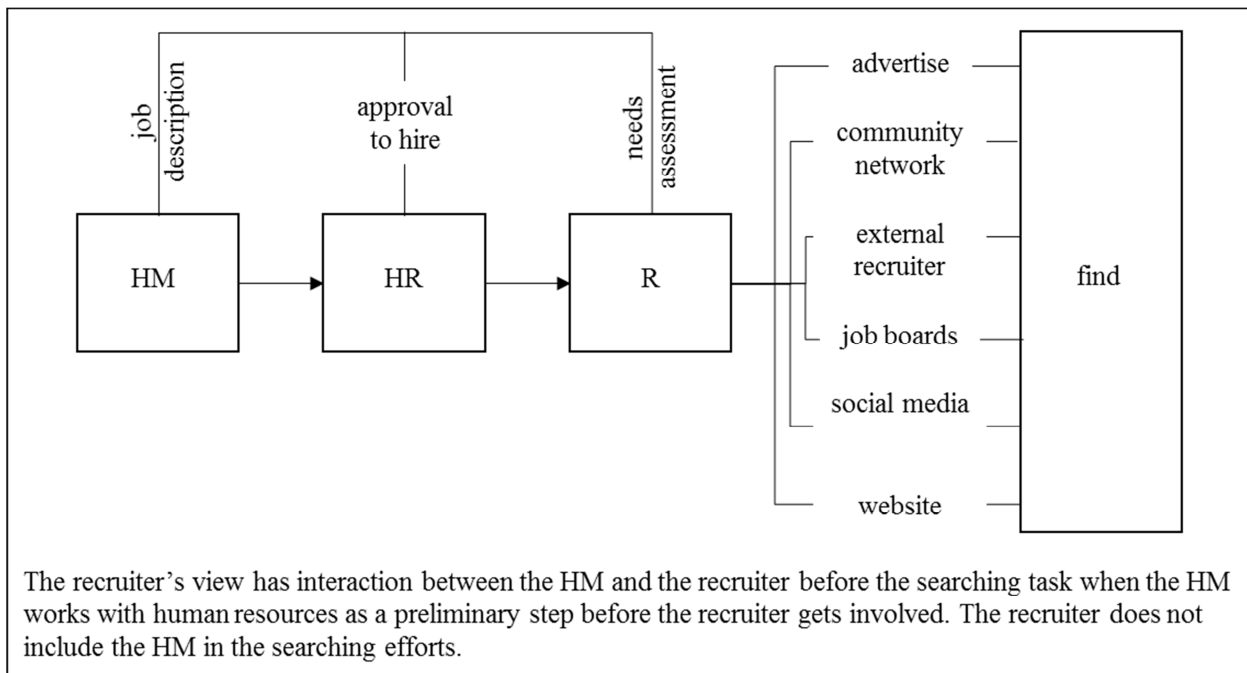
Despite being a diversity-embracing organization, the process for recruiting in Case A does not address diversity, nor did the hiring manager appear to feel responsible or get involved in setting out where to look for candidates, despite the officially documented process guidelines. Both recruiters and hiring managers seem to see the other group as "the one" to establish where to find candidates. The responsibility for communication throughout the process was not

mentioned by either group. Both were respectful of the other's role and pleased with the relationship, but opportunities to jointly strategize were not mentioned.

The job description did not get much attention from either group. Nor was there any discussion of who had responsibility for this, despite the process documentation which stated that the recruiter needed to do this by utilizing a Job Intake Form, working with the HM who is required to review the previous position profile and work with human resources to implement any changes.

Case A summary of "process" theme. Case A hiring managers were complimentary about the work of the recruiters, and noted their efforts to actively pursue targeted candidates. The HMs did not reference the process documentation and did not note their expected role in the strategy to find candidates. The recruiters gave more details of the process, however, no recruiter was as detailed as the actual process guideline document. The process expectation for the recruiter to communicate to the HM and work with the HM to determine best sources for recruitment was not discussed by any recruiter. The actual tools used to find candidates were common to each case, and familiar to me as a professional recruiter. These included internal postings, website posting leading to online application, word of mouth, networking, social media e.g. LinkedIn, and mapping (figuring out who does a similar job in another organization and then approaching that person). The absence of employee referrals is seen as a positive discontinuance of the old boys network. Recruiters' process requirement to collaborate with HMs to set a strategy was not mentioned perhaps herein lies the issue and the solution for ensuring the engagement of HMs. Working with human resources to create job descriptions received very

little attention, which could indicate a problem as it defines who to look for: without a precise job description, how will a recruiter benchmark candidates?

Case C "process" theme.

Case C "process" as documented. No process documentation was supplied. This could mean that it did not exist or that it was not easily accessible.

Case C hiring managers' discussion of "process." There was a varied level of personal experience recruiting among the group of three HMs in Case C. (As noted in Chapter 4, Table 6 - the range is 5 years to plus 25 years.) H1 noted the organization's challenge was not one of trying to find candidates; it was one of trying to weed them out. This was surprising, as everyone else in this and all the other cases talked about the "war for talent," and how hard it was to find candidates. This could be because H1 is in a unique department with a supply of candidates well beyond the organization's demand. However, such vastly different experiences from easy to find to a war to find candidates makes it very challenging to create one process to meet the divergent realities.

One hiring manager (H2) when asked about the process said, "[T]he actual process for getting all the applications and all that I'm not familiar with." The unknown of the process was heightened for H2 through a recent experience when in one case he had only one candidate for a job, and then two months later he required another staff member; the recruiter reposted exactly the same position and got 15 or 16 applicants. Such an experience makes the process all the more mysterious to HMs who stay removed from the steps leading to group of candidates being recommended to them by their recruiter. H3 lamented that it is not the process at fault but rather how much time elapses between steps. He says the organization needs to figure out how to make

things happen faster.

The HMs in Case C had a variety of wisdom to share. One said, "Finding really good candidates I think comes with really good networking" (H2). Career websites and reaching out to staff were mentioned as good vehicles for finding candidates. Another HM said, "If your job description is quite poor, there'll be quite a number of questions. You really want to give the recruiter the, the, the best, ah, the best chance at finding somebody for you by giving them all the information" (H3). According to the literature this is fundamental to ensure the recruiter knows the type of candidate to find, yet only one hiring manager out of all of those addressed in all cases mentioned the importance of the job description. Other than providing information to the recruiters, the HM in this case again saw little to no role for himself in finding potential candidates.

Case C recruiters' discussion of process. The recruiters had details about the process and lots of experiences to share. R3 said that the first step, job descriptions, were predetermined and could be "slightly tweaked." She elaborated that there was a challenge to making these documents more readable because it was an endless loop: any changes were readjusted back to the original version by governance and legal departments. R3 listed the steps after the development of the job descriptions; all of which are commonly used:

- Posting through internal and external corporate website. Do not simply "post and pray"
- Use a variety of methods to reach potential candidates
- Rural areas use paper posters in their retail locations
- Newspaper advertising was used occasionally, but typically only when the company was desperate
- Recruiting calls were made to targeted candidates (known as "talent scout calls")
- Talent Scout employee referral program with financial incentives for referrals
- "[We] try to get hiring managers to go and try to either solicit names for us, anybody in the community they're losing business to, get the name and we'll headhunt or they can

> approach [that person]" (R3)
- Senior HMs are asked by recruiters to do talent scout calls

What stood out in this list was that the more labour and skill-intensive aspects of recruitment – i.e., trying to identify and access passive candidates – was said by R3 to be either done by the recruiter or the HM.

"Talent scouting" means making direct recruiting contact with targeted potential candidates, typically making a first introductory contact by phone or email. This is the type of recruiting done by third-party recruitment firms, like mine, and until recently was a primary way of differentiating between a recruitment firm and an internal corporate recruiter. There was no evidence that the recruiters or HMs in Case C (in general in fact) were trained to do talent scout calls.

> There's not really an executive recruitment function internally. I think that's something companies in general could get better at is, ah, I don't think they fund their recruiting groups enough to be true recruiters that go to market and source and find top talent and get them into the organization 'cause there's just way too much other stuff that we're involved in doing…. (R2)

R2 also said that direct sourcing by the organization's recruiters is attractive to candidates, as recruiters can talk very knowledgably about the company. (This is contrasted to contracting external recruiters/professional executive search firms.) R3 said there was a lack of time available for mapping, which is the first step in talent scouting. "Mapping" is a process which researches and identifies qualified people at other companies, and directly pursues them, knowing that these people are likely not even looking for a new opportunity.

Talent Scout, not to be confused with talent scouting as described above, is the name of

the employee referral program which provides financial incentives to employees to register names of potential candidates.

R2 and R3 noted that recruiters attended events with community partners, and they found candidates at such functions. They also attended career fairs some of which were diversity focused. Open houses held by the organization for interested potential candidates to have an impromptu meeting were also as source of candidates however the attendees were more at entry-level positions.

The volume of candidates/responses to a posting impacted process. If there was a large volume, then the recruiters used Taleo (applicant tracking software) to search on key words such as "city from," "most recent job title," to sort for preferred candidates. When there were few candidates, the recruiter had time to read all of the resumes.

Weaknesses in the process were also noted. R3 mentioned that the corporate recruiting software, Taleo, is not user-friendly and what she felt was very valuable recruiting information she had inputted into Taleo, she was upset might never be retrieved by anyone else – which means that it would be effectively lost. She was also concerned about the missed opportunities that arise because her company did not operate like a recruiting company nor were they willing to pay the fees demanded by retained search firms which are best suited to handle challenging recruitments. An alternative to retained firms are contingency firms which provided poor outcomes because such firms could not be expected to work on hard searches as contingency firms are only paid if a hire is made, and there is too much risk for them to receive payment for their time. By contrast, retained search firms, which Case C did not choose to use, are willing to work on harder recruitment projects because their time is paid for in instalments and is not

contingent upon a hire. R2 also spoke about the missed opportunity of greater remuneration to the recruiting groups to enable them to be true recruiters (talent scouts) who could go out and actively recruit top talent. R2 felt the value of what they were expected to do (and what it was believed by the HMs that they were doing) was not fully appreciated, as evidenced by the shortage of resources allocated to the function of recruitment.

Case C comparison between hiring managers and recruiters regarding "process."

Figures 8 and 9 show the respective perspectives of the hiring managers and the recruiters in Case C for the flow of the recruiting process.

Figure 8: Case C Hiring Manager Perspective of the Recruitment Process

The HMs are involved in finding candidates through supplying names to the recruiters and by directly reaching out to the potential candidates.

Figure 9: Case C Recruiter Perspective of the Recruitment Process

The recruiters use many methods to reach candidates and do so without interaction with the HMs.

In Case C, HMs thought the recruiters were responsible for the entire recruitment process and the HM would help in finding candidates as much as they felt they could but not take an ownership role of finding candidates, whereas recruiters wanted the HMs to feel shared ownership. This is similar to Case A. The HM "needs" someone to be hired, but the recruiters' performance was linked to effecting hires.

Case C summary of "process" theme. In Case C, the HMs assumed that the recruiters were using tools to find candidates that they actually were not using, due to time constraints. And for their part, HMs were not involved in the recruitment process, despite the recruiters feeling that they could play a role. Communication between HM and recruiters was not mentioned. In one HM-recruiter pair a relationship of mutual respect had developed. This could possibly be because the two had worked together for years. Such a connection was not so obvious in the other two pairs. A lack of a relationship makes it hard for the pairs to work synergistically, and

tougher recruitment projects might suffer if there is less understanding between the pair.

Recruiters provided a lot of detail regarding where to find candidates. The HMs had different

levels of knowledge about the recruiting process, and remained at arms-length–seemingly on

purpose. I am not sure whether this was because they did not want extra work or believed they

would be interfering with the recruiter's role. There was one exception. An HM who was a

strong supporter of networking actively engaged himself in networking, which was one of the

process tools. Important here was that this person participated in networking because he saw the

value of doing so, not because his role mandated this activity.

The recruitment software for applicant tracking at Case C is Taleo, and it was not well

liked by the two participants who commented on it: they labelled it as user-unfriendly. Recruiters

commented on the time pressures they faced, and on having responsibility for so many hiring

projects at the same time.

Case D "process" theme.

Case D "process" as documented. At Case D, each participant had his/her own process of

finding candidates. No corporately-endorsed process was referenced. The only documentation

supplied was for Taleo applicant-tracking instruction and provided a very cursory overview of

recruitment.

Case D hiring managers' discussion of process. In this case, more than the others, the

theme of hard-to-find candidates was prominent as noted by "finding the, the, the absolute right

candidate and you know we know it's not easy…like it's difficult to find the right candidate, um,

so I think we're going to continue to have those challenges" (H1). Similarly, H2 noted that

"there's a particular type of person who is not necessarily readily available. I often want

somebody who isn't actually looking but is doing you know an excellent job in another organization and is at the right time for a change or, or, or what have you."

The HMs at Case D did not talk about working with their recruiters, despite a sensitivity shared with recruiters as to how difficult finding good candidates can be. Each had an opinion as to how best to accomplish this. Two of the HMs used their own networks, with one of them routinely asking his team to reach out to people to try to recruit directly. Moreover, one HM stated that using one's own network was superior to targeted recruiting. Another HM, by contrast, was not satisfied with the outcome of only working with people who approached the organization directly for a position or came through networks; this individual strongly believed that using an external recruiter was the best way to allow potential candidates to discreetly explore an opportunity. Job descriptions were noted and said to be specifically laid out and reviewed by HMs at the launch of a recruitment.

Case D recruiters' discussion of "process." The recruiters in Case D had more details than in the other cases to share about the multiple avenues that were pursued to find candidates. Only one recruiter mentioned the formalized link to diversity, saying "We have a talent and diversity, um, section or initiative that is tied in to our performance, ah, plan and that goes for everyone in the organization" (R1). This fact did not come up in the process discussion with any other participants in Case D as an imperative target of anyone's performance. Given that the participants all knew the research interview questions in advance and saw that there were some diversity-related topics, it was surprising that only one person thought to talk about the process linkage to diversity. This might mean the talent and diversity performance metric was not very important to people in this organization.

The recruiters described a variety of ways candidates were recruited, including referrals, direct sourcing, job sites, heavy use of LinkedIn, job-specific associations where jobs were posted to members, and recruiting agencies. Another recruiter noted that of this longer list, internal posting, LinkedIn, and referrals were the three main sources. Newspaper ads were used for roles that were not commonly associated with the company, with the hope of reaching people who would not think to look at the company website. The referral program was leveraged by increasing the dollar value to the employee as an incentive to get engaged to produce referrals for certain challenging positions.

Taleo is the recruitment software used at Case D. R2 was the only recruiter to comment about Taleo. He said that for roles with few applicants all resumes were read by the recruiter, and Taleo's weighting scores were not used to rank candidates. This participant felt that is was better for a recruiter to review the resumes noting one of the reasons for this is his lack of confidence in the validity of the software's weighting scores.

The three recruiters were not consistent in presenting a process of recruitment. There was not a disagreement in terms of the tools used but rather in the lack of a detailed, specific sequence, a "process." This suggested that the process was quite variable in its implementation in this organization. Job descriptions were mentioned by R2 who said there is a national approach to creating them.

One of the recruiters, R2, stressed the importance of working as a three-way partnership that involves the HM, recruiter and human resource generalist. This recruiter also mentioned the importance of communication with the candidates. This was the first time in any of the cases that consideration was given to the candidates in the recruitment process. R2 said:

The reality is though is that that's the person that you're not going to close or hire today, doesn't mean that you're not going to close or hire them tomorrow and so taking that three minutes to have that conversation will mean the world to that applicant and that's where you can build strong relations with that individual and/or potentially referrals from that individual down the road.

R2 showed a long-term strategic perspective to recruitment which also was novel and not previously considered by any participant in any of the cases. (The other long-term reference related to candidates arose in another interview question and was also made by this recruiter).

Case D comparison between hiring managers and recruiters regarding "process."

Figures 10 and 11 show the respective perspectives of the hiring managers and the recruiters in Case D for the flow of the recruiting process.

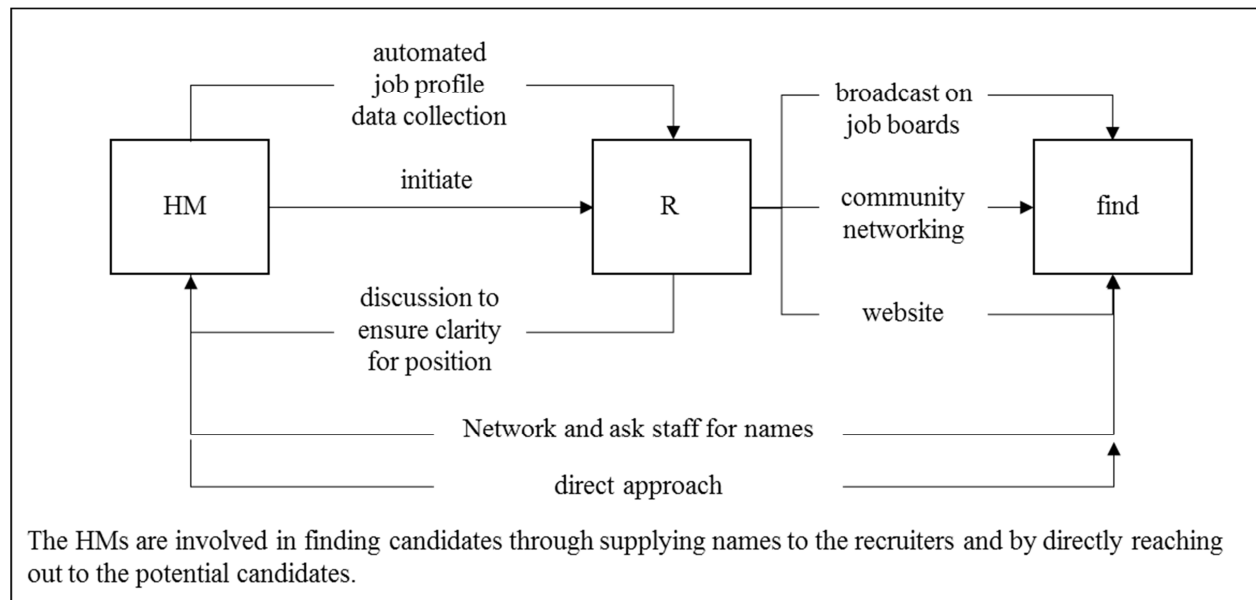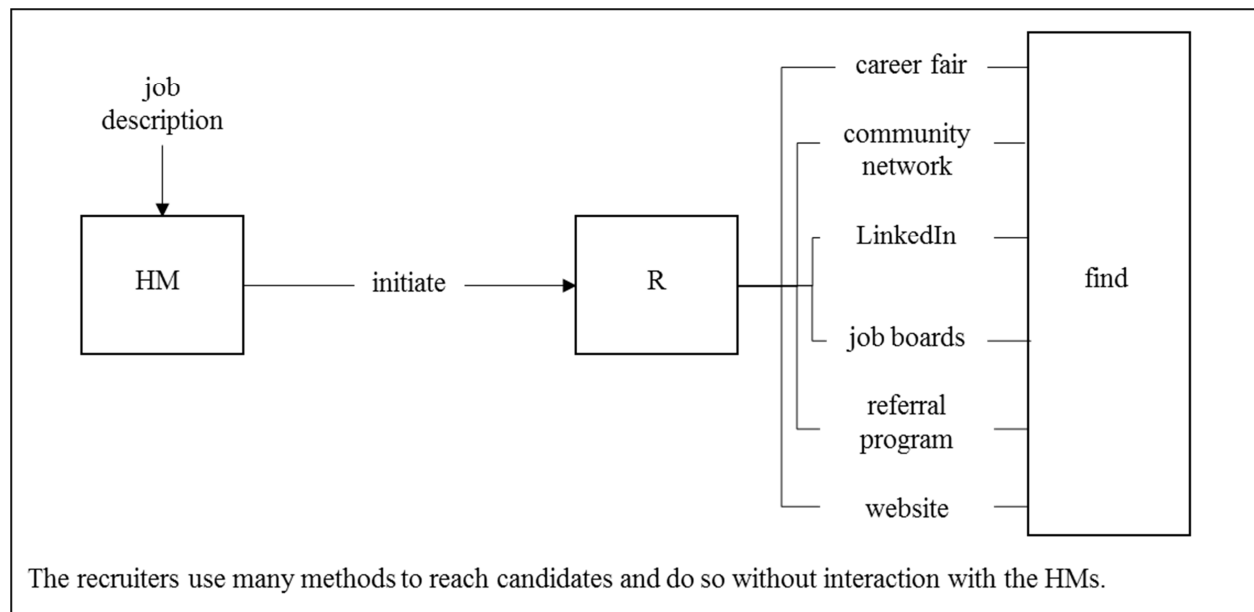*Figure 10: Case D Hiring Manager Perspective of the Recruitment Process*
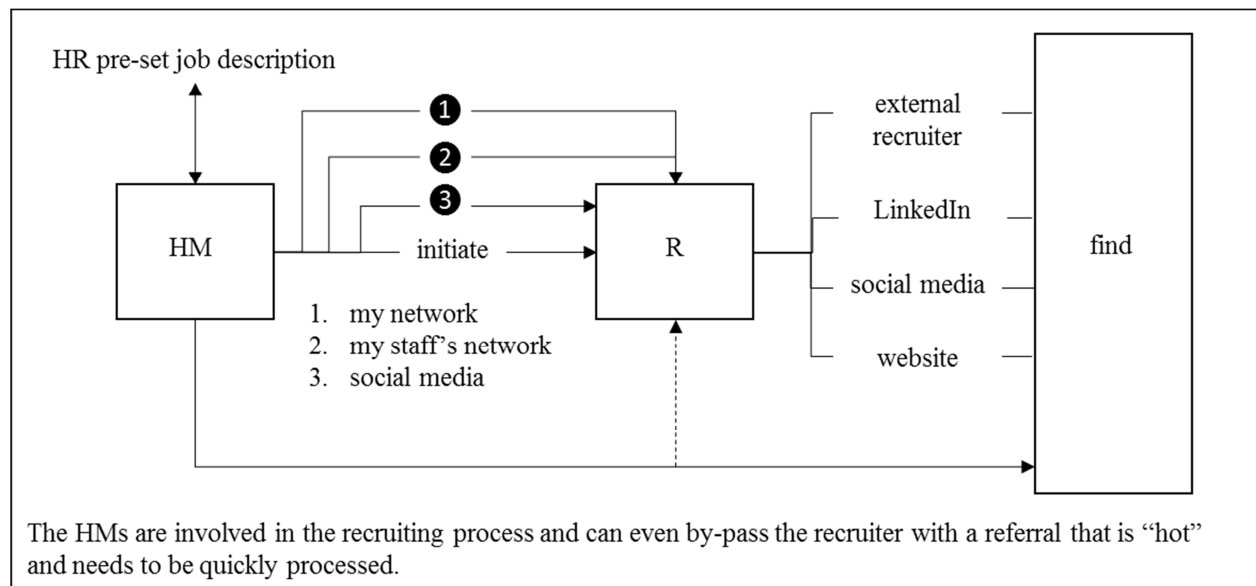
Figure 11: Case D Recruiter Perspective of the Recruitment Process

The recruiter works with the HM to set the job description. The recruiter is responsible for finding candidates.
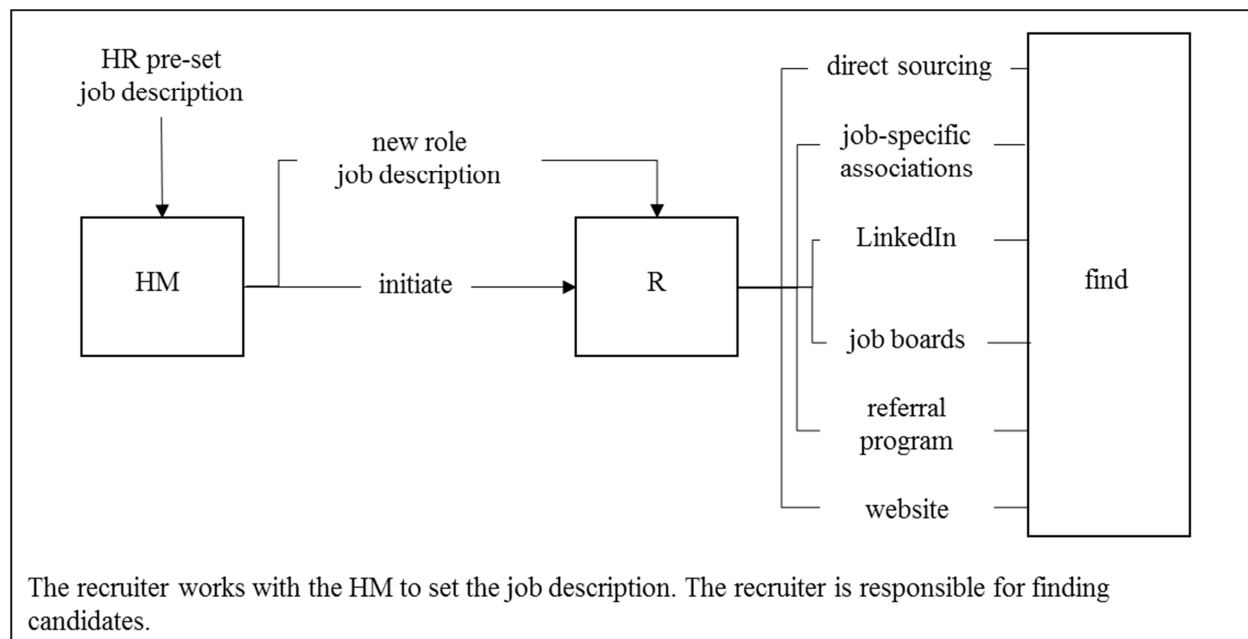
HMs in Case D were actively engaged in finding candidates, but did not talk about collaborating with the recruiters. It is tempting to think that there is a power difference that the HM feel above the recruiters. As a matter of fact in this three pairs the HMs are significantly more senior. But the comment by a recruiter that the more senior HMs value the recruiters more highly than do the more junior HMs, who see the recruiters as paper pushers, challenges my power statement. There were no other statements made that might help to explain why there is not more collaboration.

Case D summary "process" theme. The theme of hard-to-find candidates was more dominant in this case. There was a polar difference between the HMs on the best method of recruitment – networking or using an external search firm. The HMs who believe in networking actively do so and do not leave the recruiter to be the only one networking.

In Case D, there was a shared responsibility in everyone's performance scorecard for diversity, but only one person mentioned this. Internal referrals were encouraged by varying financial incentives. This can support diversity hiring if there is already a diverse employee base making the referrals, but there is no guarantee as the diversity literature shows that minority groups often align with the majority group which would thwart this diversity opportunity.

Cross-case analysis "process" theme. The processes in all cases were very similar, despite the variations in corporate investment in designing the process. Across all cases, social media was used, with LinkedIn being the most often mentioned. All recruiters expected an interaction with hiring managers but the HMs did not always note their role in the process of determining where to find potential pools of candidates.

The summary of recruitment tools used by each organization is found in Table 12.

Table 12: Summary of Recruitment Tools used in each Organization

Recruitment process steps	Case A	Case C	Case D
Job description	yes	yes	yes
Launch meeting	yes	yes	not discussed
Internal posting	standard	standard	standard
Corporate website posting	standard	standard	standard
Paper advertisement	no	for remote areas	not mentioned
Employee referrals	yes	yes	yes
HM networking	yes	yes	yes with 1 strong no
Recruiter networking	yes	yes	not mentioned
Ongoing recruiter networking	always year round	always year round	not mentioned

Social media	LinkedIn preferred	LinkedIn preferred	LinkedIn preferred
Online applications	yes	yes	yes
Headhunting by corp recruiters	yes	yes	yes
External headhunters hired	not discussed except one HM will contract if he feels too slow	sometimes	yes if challenging
Software	OpenHire	Taleo	Taleo
communication plan during search	not mentioned	not mentioned	yes

Table 12 shows us that there is more similarity than difference among the cases. Apart from Case A not mentioning a referral program and Case C and Case D trying to leverage theirs, there are no identifiable differences. Regarding networking the recruiters in Case A and Case C talked about networking particularly Case C. Case D recruiters did not however two of the hiring managers were very committed. All of the organizations discussed their effort to recruit diversity candidates using social media, networking with associations, and affinity groups through social media, conferences, or meetings.

As a professional recruiter, all of the tools are familiar to me. Case A participants utilized their documented process. In Case C there was more concern for having the time (see next theme) than was expressed by any other case. Each Case D HM had more to say than other case HMs, and they were the ones who seemed to invest the most time to help to identify candidates.

Case A expecting passive candidates who were pursued by direct contact from either the HM or recruiters to apply online to a position (even with very involved handholding) is a step I would monitor to understand how many of these candidates actually follow through and apply online. Passive candidates – those who are not actively looking – might not be willing to invest

their time to apply online, and might say that they will apply online just to be polite to the

recruiter, but have no intention of following through. Also there might be, for some immigrant

professionals, more challenge in this step, as they might be less familiar with the nuances of

Canadian head office online application systems. For example, "salary expectations" might seem

like a simple question but it can be a loaded issue. Much can be inferred from the answer–too

low of a salary might imply a lack of value in the marketplace for this person's skills. Even

"years of experience" could be a challenging issue. Consider the descriptor "He's had ten years

of experience in five," referring to the intensity of the experience. How does the applicant get

that across in an application screening system?

Social media

As noted above, participants referred to "social media" most often by applications such as

LinkedIn (the most often discussed site), Twitter, Indeed.ca, and Facebook rather than by the

term "social media."

Case A social media

Case A social media as documented. Although the documented process did not use the

term "social media," there is a directive in the documented process to both HMs and recruiters to

find candidates. Posting and waiting is discouraged.

Case A hiring managers' discussion of social media. Each HM participant spoke about

social media, and each one highlighted LinkedIn. H2 went so far as to state that "no one reads

the papers anymore" and therefore the organization does not use newspaper advertisement for

positions. He is excited by the use of social media, noting that candidates can follow recruitment

of a company by getting "threads" for job postings. Other social media tools such as Indeed

(H1), job boards like Workopolis (H1), and different sites that attract people with common

backgrounds (H3) were mentioned.

> I mean improving, im-improving recruiting and selection is, I think it's, it's, it's
>
> improved by virtue of access in technology by itself …I think recruiting is better than
>
> ever as far as being able to tap people on the shoulder and ask them if they're, if they're
>
> interested, wouldn't you say? (H2)

Being aware of social media sites is one thing, but the HMs did not talk about their role in

identifying such sites to the recruiter or networking within their social media connections. As a

professional recruiter I do agree with H2 that we have better-than-ever access to people, if we

know where to look. It is still hard to find great candidates. Not everyone has uploaded his

profile to LinkedIn, nor answers requests to connect on LinkedIn, or accesses LinkedIn routinely

for such requests to connect, or may not have described oneself adequately on LinkedIn to match

search criteria or visual scanning of profiles. LinkedIn can provide great leads to candidates but

it is not as thorough as mapping out, where people hold certain relevant roles at specifically

interesting organizations.

> Social media is felt by the hiring managers to offer companies a chance to connect more

easily to a wide geographic audience. This speaks to diversity of candidates but also shows this

individual was not catching the subtle differentiation of an immigrant professionals who by

definition is already located in Canada.

> …any of the platforms is, is now giving, ah, foreign nationals an opportunity to, to apply
>
> for, for jobs they probably never could in the past. I can remember years ago I was
>
> packing up and flying to Europe and doing you know, um, university shows with respect

to our company to try and attract candidates but you don't see that anymore. Not nearly

as much as, ah, as we did in the past. It's all done through the, through the box. (H2)

Social media was seen to give access to more candidates and that was valued by all hiring

managers.

Case A recruiters' discussion about social media. Again with recruiters in Case A, the

term social media was never actually used, but social media sites were highlighted. In one of the

provinces, Indeed.ca is where R1 estimated that 75% of candidates were sourced. Workopolis,

Monster and LinkedIn were also reported as being used. Posting on the corporate website and on

specific association or industry job boards was thought to be the most successful recruitment

practice. "These niche websites come from word of mouth and through hiring managers, where

they suggest for niche or associations where their networks are" (R2). This appears to say that

there is an expectation that hiring managers know where to look for candidates.

I've used Internet searches, um, to find other areas where we think there might be those

pockets of candidates, um, and sort of taken the results of those searches and validated it

back with the hiring manager to say you know do you think this would be a, an area that

would make sense for us to post? (R3)

The recruiters try to interact with their HM partner to learn about helpful sites. There was no

mention of a shared repository of useful sites.

A multinational advantage is noted by R1 who says LinkedIn is a "new tool, um, that a

lot of organizations use and, and they use successfully….[Because we are a multinational] Ah,

we can afford, we can, ah, afford, um, recruiter seats, ah, on LinkedIn." At the time of the

interview, this organization was just starting to look into their assets as a multinational to use to

help them in recruiting. Costs were certainly considered. The U.S. has specific diversity websites to meet their legislation. "In Canada such websites are out there, but they aren't plentiful and if they don't produce candidates it is a big expense for us to post on these websites" (R3). How is the expense measured against a corporate culture that values diversity?

Summary Case A social media. Social media sites were noted by all Case A HMs and recruiters. Recruiters credit HMs for identifying niche websites whereas HMs did not state this is their responsibility. Being a multinational was thought by one recruiter to allow for an investment in LinkedIn recruiter seats. However, training on LinkedIn was not mentioned. Spending on social media sites needed justification as per R3. Since no other mention was made this does not seem to be a limitation that impacts recruiting success.

Case C social media.

Case C HMs' discussion of social media. There was no conversation of HMs using social media themselves to find candidates. (This was confirmed by word frequency NVivo search using word stems.) One hiring manager mentioned that he knew that his recruiter used social media. "T]he second recruiter, the one that gave me lots of resumes, ah, I happen to know she posted on LinkedIn and like Monster and you know a trillion other places" (H3). Saying "a trillion other places" is interesting. It seems like a random approach to use so many sites (the exaggeration aside) with a hope that if enough sites are hit there will be a payoff. When the hiring managers do not talk about where to find candidates, responsibility is divided, making it the role of the recruiter. To have the hiring manager more engaged in this process would bring value as the hiring manager might be a member of social media groups that have a higher

probability of having site users with the skills and knowledge being recruited for and thereby reducing the randomness in the use of social media as it was described.

Case C recruiters' discussion of social media. The recruiters in Case C were very interested in the value social media could provide to their recruiting mandate. The organization after a "long hard battle" (R2) has embraced LinkedIn, but sufficient training was not provided so a self-selected group of recruiters implemented its own training program (R1). However, recruiters felt that there was not enough time to use LinkedIn (see Time section), not enough licences for everyone to have access (R3), and improper metrics to measure the effectiveness of using LinkedIn (R3) which had the ramification of letting users keep their licence when they did not actually uncover viable candidates but who were "heavy users" and therefore mistakenly appeared productive (R3).

> LinkedIn is, I'd say, you know, an area that we, we need to tap into more effectively and, and so the, the challenge of being from a big organization that we are from is really that, um, it costs a lot of money to, to actually get us full, ah, full usage for things like LinkedIn for example …and, um, so you know so to get a proper account would be like you know ten, ten thousand dollars or something like that per recruiter which is unfeasible so we have you know certain individuals within our recruiting group who have those, who have those, ah, you have those special access and so we go to them but then they, they of course have their, have their own work to do as well so there's, there's those limitations, um, and then there's just certainly just volumes sometimes (R1).

LinkedIn can also be used to access background information about a candidate to save time by avoiding the pursuit of undesirable candidates. LinkedIn is not the only social media tool

but others have access issues due to company firewalls so Twitter and Facebook and Get Hub are not used – to the disappointment of both recruiters and HMs in this organization.

Summary Case C social media. None of the HMs mention how they might use social media to aid in recruitment; however, the recruiters were very active and passionate about social media. LinkedIn received by far the most attention from the recruiters' comments. Several concerns about access to, use of, and training for LinkedIn were noted. Firewalls were also discussed as a limitation. This social media focus is predominantly about finding candidates. Only one participant talked about using social media to prescreen candidates.

Case D social media.

Case D HMs' discussion of social media. Social media was mentioned by two of the hiring managers in Case D. H1 mentioned social media for keeping track of his network. H2 noted that social media makes it necessary for the recruiter to be conscious of the personal brand he/she is creating as a professional recruiter. Social media provides a recruiter with many network contacts and therefore H2 suggested being conscious of one's interactions as someone who is not a candidate at the time might be the right candidate for future recruitment and you want that person to remember you positively.

This is the only negative comment about social media, "I would say that in my experience we don't have a ton of success there except if you're looking for a very specific skill set like, um, it tends to work really well in the technology space" (H3). This is perhaps because technology-savvy individuals are likely to embrace technology, social media, and can make themselves easily found by recruiters. It is interesting to note that this HM had an opinion about recruiting candidates, meaning that he was aware of and moreover, keeping track, of what the

recruiter was doing.

Case D recruiters' discussion of social media. The recruiters do not emphasize any

social media as a tool for finding candidates. R1 was the exception in Case D, saying, "We

heavily use LinkedIn and we also use job-specific associations, ah, so we tend to post our needs

on these job specific associations."

> [I]n all honesty, as a recruiter you no longer have the ability to hide behind a company.
>
> LinkedIn has kind of taken that away. Your brand goes with you, regardless of the
>
> organization you work with, and so in the past recruiters may have been able to hide
>
> behind a company and an applicant may forget that recruiter a year, two years, three years
>
> down the road. Because of LinkedIn or social media, you no longer have that. You must
>
> ensure that you are maintaining a strong relationship at all times because it will follow
>
> you. You are now a public figure, more so than what you were say five years ago. (R2)

Although R2 made this comment, there were few comments from these recruiters about using

social media.

Case D summary "social media" theme. Social media was mentioned by two HMs and

two recruiters from this organization. This is four of the six participants, but the difference in this

case is the amount of conversation about various social media tools was minimal. One mention

was actually by a hiring manager who questioned its effectiveness.

Cross case analysis "social media." No collaboration about social media between HMs

and recruiters was discussed by either group in any case. Given the HM awareness of social

media resources, are these HMs more likely to use social media to enact their expected role of

helping to find candidates? One HM in Case D said that he uses social media to organize his

network which is a step closer to helping in the finding of candidates. There was only one negative comment about online networks from all participants in all the cases.

Case C participants talked the most about social media and also raised the most concerns, such as what they perceived as an insufficient number of licences on LinkedIn, firewalls blocking access to sites of potential value for recruiting, a lack of organized training to use social media tools effectively, and internal metrics that allow for, if not encourage, the wrong behaviours in the use of social media. With these concerns highlighted by Case C it leaves me to wonder if the other cases which did not mention these issues have them solved, are not as heavy users so have not experienced this yet, or it just is not a problem for them.

As many HMs as recruiters noted the importance of social media so this might be a common ground for the two groups from which to engage in more collaboration. In all cases the recruiters talked about getting help from the HMs to identify where to find candidates but the transcripts did not detail that actually happening. This could be an opportunity for shared responsibility to develop.

The role of the corporate recruiter is changing. We were told this by the recruiters who now need to engage in more direct outreach to passive candidates. They noted that this initiative is driven by the difficulty in finding candidates. Social media comes at a time to help recruiters with this active search into the population of passive candidates (those who are not looking for a new job) and try to directly target those with the desired skills. As a professional recruiter I have done this for decades. Social media is a tool and like all tools it is only as good as the user. In this evolving world of social media are the users being supported for maximum effectiveness?

No participant said conclusively that social media had worked for her organization. Does it? If it does, are there best-practice ways to use this tool that could be taught and measured to guide behaviours? Are immigrant professionals using social media?

Time

Table 13: Usage of the Word "Time" across the Entire Transcript

				Use of word time				
Case A	# times said	Weighted Average%	Case C	# times said	Weighted Average%	Case D	# times said	Weighted Average%
H1	13	.41	H1	6	.22	H1	9	.23
H2	14	.42	H2	14	.42	H2	13	.57
H3	8	.20	H3	20	.43	H3	13	.39
R1	1	.03	R1	15	.25	R1	6	.19
R2	13	.50	R2	22	.53	R2	20	.64
R3	10	.33	R3	38	.49	R3	0	0

This table gives us an opportunity to look at the use of the word time at a participant level so we can see possible differences across cases and between recruiters and hiring managers.

Case A "time" theme.

Case A HMs' discussion of "time." Time, in the recruitment process, was actually not a dominant theme in Case A but certainly an interesting one, especially how the HMs referred to time. H2 mentioned that he had not had time to take the R&S training program which was seemingly an important initiative for the organization. Yet, this participant knowing it was a corporate wide initiative skipped the training. H1 used time two ways in one of his comments.

I think that we we kind of like the 80/20 rule, you know, we take enough time to make

sure that we're getting somebody that can stay here for their entire career and I think the

organization allows for, you know, if you if you need to take your time, you know, the

organization lets you do that, if you want to be certain about it, because the last thing you

want to do is bring in someone that's not going to stay here forever and then or won't fit

or whatever. (H1)

This HM felt that he had the organization's commitment to giving him time to select a

candidate. How does this align with a recruiter who is measured on time to hire, when a hiring

manager adds extra interviews and takes his time to be sure before hiring? There is a disconnect

between the HM and the recruiter. But to me the surprising use of the construct "time" in this

response was HM's desire to hire someone who would stay for life. No other participant

mentioned the goal to recruit a candidate who would stay with the company for life. This is a

huge commitment and a recruiting goal that is was not mentioned by any other participant in any

case. H1 was in his early 30s at most. He was a confident, no-nonsense, empowered engineer. He

could have been projecting his own desires onto candidates, expecting them to be "employees for

life." He was the HM who said he would deviate from the process and retain an agency for

staffing if he felt that recruitment was not meeting his timeframe. He repeatedly acknowledged

that this was not the direction recruiters wanted him to take. This was the most grandstanding act

of defiance against the process noted in the transcripts.

Case A recruiters' discussion of time. Time was mentioned as frequently by the

recruiters in Case A as it was by the HMs which for either was not much relative to the other

cases. How the word was used made it interesting. Unlike other cases time was not said to be a

constraint that was hampering the process of recruitment in Case A. It did however, impact

training, but there was a work around and human resources staff would do one-on-one training

for new hiring managers when the recruiters were too busy. It was also noted that time had a

business impact on the company's projects: if it took too long to hire, the project had to move

forward without that hire (R1).

It is interesting that R2 mentioned that when jobs are posted past 60 to 90 days, an

external recruiter is brought in. By contrast, the hiring manager in that dyad indicated that he got

screened candidates within ten days (H2). Time passes at the same pace for all of us, but it is the

experience of it that might lead someone to feel something happened quickly or not. This pair

certainly stated much different time periods.

Summary Case A "time" theme. Both groups were consistent in stating that time was not

a disadvantaging constraint. Something is working well if time is not an issue. Are there more

resources doing recruitment so service levels are better? Are the expectations of the HMs less

than at other organizations? Is there better communication so no one is frustrated with timing?

There is a bit of a disconnect in that one HM said that the company took as long as it needed to

hire, whereas the recruiters were monitoring time to fill and were dictated by the process to set

out timing expectations for hiring. Were the expectations realistic and agreed to by both parties?

Case C time.

Case C HMs' discussion of time. Time was an issue for all HMs in this organization. H3

sarcastically shared that "in this new wonderful system that we have," prior to even starting to

find candidates time is spent on administration that just delays the recruiter's start. H3 said it

typically took five to six weeks before he was interviewing candidates. The need to fill a vacancy

when so much time elapses before the HM is getting recruitment services means that there is pressure to take any shortcuts available. This can impact quality by not ensuring the best pool of candidates has been accessed. Time, not process, was faulted.

> Um, um, I guess more just to be, you know it's not so much the process itself but it, it's the duration in between each stage in the process. Um, I know that we're a *large organization* and I, as I said I've been here a very long time you know, things that should actually take half a day end up taking a month or two but I think that when you're dealing with highly skilled technical people, they'll find another job by tomorrow. Like they, they're not going to wait for you so we need, I, we need to actually figure out how to make things faster 'cause as I, as I just answered in the previous question of the challenges, if and how, ah, ah, if and how you've managed to actually find somebody, to actually come to your company, if you can't give them an offer by this afternoon, like forget about it. (H3)

This is a huge time constraint to require turnaround the same day. With the frustrated opening comment, this too could be a sensationalized comment but what it shows is that there is likely a stressor between the HM and the recruiter before the recruiter's process even begins.

Case C recruiters' discussion of time. Recruiters at Case C spoke passionately about their time concerns. R2 noted he was taken away from the actual recruiting. Consulting, technical-system support, meetings to strategize, all took time from recruiting; this recruiter summarized with the statement that, "there's just way too much other stuff that we're involved in doing." Similarly,

> Um, then oh when, when and if we have some time Kerri, you know this isn't all the time

but the team should be able to try to also we do, ah, mapping. Now this is not done all the

time so this is sort of that, that hey I know how to do it and we should be doing it this

way but not necessarily have the time to do it all the time….(R3)

The dismay about the lack of time for mappings is clear from this quote. The critical nature of

R3's summary was noteworthy:

We, we take on too much, too fast. We want it to be too quick. We don't ever give that

process enough time, like I don't know if you know like really a, a good recruiter, it takes

between three and six months at senior levels right, at senior levels, um, but we

expecting, actually that tied in, I've thought of that when you asked about the speed and

qual-quantity right or speed, speed of the recruiting process, we want it done yesterday

and we're not very patient to get it done right. We always give in and go with an internal

that we actually for two months have been heeing and hawing about. (R3)

Another concern in Case C was that LinkedIn which was hard to get the organization to

subscribe to, was not being used due to time constraints.

We, we, we finally have LinkedIn. It was a long hard battle but we finally [chuckle] got

heard and now it's, you know we're really trying to use it as, as a core tool, um, when we

have time to source, like I said we're extremely busy right now so sourcing is more on

the back burner than I'd like it to be. (R2)

Two of the recruiters feel that they do not have enough time to use the tools that are in place to

serve them; even tools they fought to have.

The reality of time pressures leads to power issues. R3, a manager of recruiters, talks

about the challenges faced by her recruiters who are paired with HMs who are in more senior

positions.

> I've been here for ten years now, I know that my team members are putting my name on the e-mail, then they, [hiring managers] know that all of a sudden somebody's getting tipped. They're like this is their warning that it's come to me now right and so then if I, we still don't see the traction or anyone, we're getting the answers that we need to move this forward or we're going to lose candidates 'cause no one's doing anything, then I'll go to escalate it to the geographic executives if I have to. I try not to right away alert the geographic executives, I try not to but it, when push comes to shove, we try to nudge, nudge, nudge. Yeah and I, and I keep on trying to really promote to the team it's coaching. You need to keep coaching, coaching, coaching, pushing and, and you know we've got to just stay on that, like every, every, every week we gotta give them an update, every week we gotta push them forward, every week we've gotta sort of point out and give them the context to get it done. We're, we're, we still got a long way to go by the way 'cause we got a real mix of junior and seniors. (R3)

Interesting that the HM is not available to support the recruiter who is attempting to recruit for him. It appears from what R3 said that the hierarchical level of a recruiter matters in this company. Is part of this issue caused by the balance of power between the recruiter and the hiring manager? Recruiters get bogged down with the administration of the recruitment. This is not only frustrating they tell me, but as noted earlier, they cannot do things they need to do to hire successfully.

Case C summary "time" theme. Both the HM and the recruiter groups had time challenges in Case C. The HMs felt the pressure of a process that takes too long. The recruiters

stopped using the full array of recruitment tools when they felt the pressure of time. There was a power struggle whereby the recruiter needed to call his senior manager to prompt the HM into responding. It seemed clear that there was an opportunity for better communication. Communication between the recruiter and HM and also from the executive who could communicate the organization strategy for the length of time to hire. Right now, the five weeks pre-recruiter involvement seems to be held against the recruiter who had nothing to do with it.

Case D "time" theme.

Case D hiring managers' discussion of time. The challenge of the recruitment phase is that it is just the very beginning of the process. It is not a time, no matter how well it is going, when the HM can relax and think, Okay we have it all under control.

> …and you know we know it's not easy, um, but what specifically can we, we do, ah, through you know working together to try and get the right candidate and, and time is of the essence. I mean we sometimes have, ah, an immediate need that needs to get replaced and, and it's not and, and it's, it's sometimes stressful because it's, it's urgent and you want to get, you want to get the replacement. (H1)

Case D recruiters' discussion of time. R3 noted that it is very hard on HMs to run a business "cause in their world you know they will want to have somebody quicker or whatever on the ground." R3 actually paid more attention to the HM's recruitment pressure than the recruiter's, because she felt that the recruiter's job was to recruit, so another recruitment should not add to the pressure: "It's all in a day's work," was her perspective. The recruiters knew that they were measured on their time to hire, and that the passage of time is felt by the HM who was short staffed. R2 tracked time to hire, not to fault his recruiting staff but more to set the

expectations of the HMs by being able to provide them with historical data. This did not necessarily take away all time pressure, and as such the time pressure could impact diversity recruitment.

> …but we also have to be honest with ourselves to say recruiters are driven by the need to fill the role and so if they have 25 to 30 openings and they're going to be looking at filling that role as quickly as they possibly can to satisfy that hiring manager, if they're finding applicants in a pool that is local and less diversity they may be less concerned about that because they're being pushed hard to fill that opportunity, so it's about shifting the mindset, making sure that we're not focusing on time to fill or getting in situations where we're losing revenue and ensuring that we're hiring the best person for the role and possibly looking at a more diverse mindset. (R2)

It seemed as though "time to fill" might override other quality control metrics. What would happen if the metric became number of diversity hires?

One recruiter mentioned that the process in his division required getting approval to hire once the finalist candidate has been selected. From a time perspective, this is a backward approach compared to most. Time is not only important to HMs and recruiters. It is also important to candidates. How is this process respectful of the candidate's time? Was there a proviso that there may or may not be an actual job available when the candidates were being interviewed before final approval to hire? Is it tracked how many times a finalist candidate is selected and then final approval to hire is not granted? This appears to be an abuse of power to candidates and a waste of resources internally.

Summary Case D "time" theme. Both recruiters and HMs were time sensitive in Case D. R2 noted a direct impact on diversity recruitment due to time pressures. The fastest path in this company was taken to fill a position, so diversity may be skipped as it was thought to take more time. Does diversity recruiting take more time? Is someone measuring this in the organization? Ensuring the development of a shared strategy and then communicating that strategy to all stakeholders is fundamental. Here we see a situation where a possible corporate goal to be a diverse organization, including diversity hiring, can be circumvented by misaligned actions driven by more proximate relationships; the needs of the HM feel more critical than a distant corporate goal. Training, performance metrics, processes, and communication can ensure shared actions.

The empathetic comment by a recruiter about the HM's business pressure was a perspective not discussed by any other participants in any of the cases. Actually there were more compliments and appreciation shown by HMs towards recruiters than vice versa, sometimes even empathy saying it is a hard job for recruiters.

Cross case analysis "time" theme. Time was an issue for all cases. Case C was the most vocal about what opportunities to recruit were missed due to time pressures. The pressure was so intense as to make two recruiters stop doing what they needed to do most, and that was to move beyond "post and pray" and actively recruit to reach the much larger passive-candidate population. The process discussion highlighted the use of many tools including reaching out to diversity associations, diversity networking, and diversity social media sites. When the pressure of time breaks the process, a corporate diversity goal is put at more risk. It seems that the goal of time overshadows the goal of diversity in Case C.

Communication of timing is important. In Case D a recruiter talks about using historic data regarding time to hire in order to influence the expectations of the recruiters. In Case A, the documented process requires the setting of a strategic plan jointly with the HM, and time was repeatedly mentioned in those guidelines "take time to meet, to review, to discuss," etc.

Case A seemed to have the fewest concerns associated with time. Maybe it is because of following the guideline document which sets out an expectation of availability between the two groups. I found the HMs did not talk about initial strategy setting with their recruiter which is a key point in the process guidelines to discuss timing and availability. And yet, they talked positively as if they were in sync with timing.

Only Case C noted the approval-to-hire process which is conducted upfront. The upfront timing seems unduly long in one HM's opinion. The recruiter joins in after approval to hire, which could be weeks later, and by then the HM is already frustrated about timing. This is where empathy and relationships can support effective communication and help to set expectations once the recruiter is working on the project. On the other hand, as we noted in Case D, to have a backend approval process potentially wastes resources and can also abuse candidates' time.

Diversity

Given that the focus of this research is immigrant professionals, to understand the conversation around diversity is important. The participants were provided the interview questions in advance, so it was clear that I would be asking them about diversity. Table 14 provides a summary by participant of the times the word diversity was said over the entire transcript (not only in relation to the topic of recruitment).

Table 14: Frequency of Use of the Word "Diversity" by each Participant over the Entire Transcript

				Diversity				
Case A	# times said	Weighted Average%	Case C	# times said	Weighted Average%	Case D	# times said	Weighted Average%
H1	13	.41	H1	9	.33	H1	34	.86
H2	17	.51	H2	20	.60	H2	10	.44
H3	24	.60	H3	8	.17	H3	21	.62
R1	5	.13	R1	28	.46	R1	19	.61
R2	7	.27	R2	19	.46	R2	20	.64
R3	7	.23	R3	30	.39	R3	14	.36

Case D participants discuss diversity more than Case A and Case C. The lower number in Case A could be explained by the fact that Case A measures "time to fill" a position and not diversity.

Case A "diversity" theme.

Case A hiring managers' discussion of "diversity." None of the hiring managers actively recruited to enhance diversity. "It's to not deselect an immigrant candidate who applies because of their diversity. Everybody would be looked at equally based on their skills, knowledge and ability to do the job" (H2). When H2 was asked if he thought about diversity hiring when launching a recruitment, he replied:

> No. To be honest with you I don't. I mean we cast the, the net and whatever the net brings in, ah, we screen down and interview. If there's an East Indian sitting at the table with the right skills, um, that's applied, then you know then they get the same recruitment as, as, as anybody.

When asked if his colleagues thought the same way, H2 responded:

I think it's the same way. Truly I do and I, and I watch a lot of the recruiting activities

that are going on, very busy company when it comes to recruiting here. I mean there's a

100 open positions at any given time at [our organization] and I, I watch the diversity

thing go on and, and I see who's being hired and it's, it's, it's tremendous. People are not

being opted out because of their ethnicity or their immigrant status. (H2)

It is interesting that it was not the company culture to go out to hire an immigrant

professional despite the fact "the organization is trying to become a [more] multinational

organization growing through diversity" (H2).

The HMs were not aware of any targets to drive diversity recruitment. "No it's really and

for me is, is finding the individual for the right position, um, is kind of the, the, main goal, um,

and if whoever that is, is whoever that is" (H3).

Recruiting "the best" of the available pool of candidates appeared to be a shared goal. But

what about expanding the pool to include diversity candidates? Could more have been done to

increase diversity? One HM seemed to be straddling the issue by gently advocating for

Aboriginal hiring, wanting a metric to monitor, but then thinking there should not have been any

active practice to reach a diversity target.

Well you know I have an Aboriginal background so I advocate for the Aboriginal

communities gently right and I believe that there should be a diversity metric that kind of

tell us if we're going in the right direction. On the other hand I don't support targeting,

ah, ah, the Aboriginal people specifically, ah, just because they're Aboriginal so I think

it's important that we measure the demographic of the organization from a you know

cultural diversity perspective and that we at least talk about you know techniques and

strategies that would entice, um, the properly, um, trained and, and equipped people to, to

come work for us. (H2)

I found it interesting that of the two diverse HM participants in Case A, one even forgot

he was a visible minority, and the other wanted to help Aboriginals but did not want to do

anything "different" in order to do so. Case A HMs said that the organization was committed to

diversity. "The company is very, very strong about understanding you know to compete in a, in

a, in a business workplace, ah, on a multinational front, you have to capitalize on having a, a

diverse workforce so they're very, very strong at [this company]" (H2).

At Case A, the documented process did highlight diversity building. But diversity was

not a part of the HM conversation. There was no sharing of sources to find diversity candidates.

The only philosophy appeared to be, "We do not hire for diversity. We hire for the best".

Interestingly, one HM seemed to pass the responsibility of diversity on to the recruiters. "Our

talent acquisition team [recruiters] is diverse. This is good to avoid diversity issues" (H1).

Case A recruiters' discussion of diversity. The recruiters at Case A also did not feel

compelled to enhance diversity recruitment. They did not believe diversity hiring was mandated.

"We don't specifically, ah, go out and look for a diverse, ah, a diverse candidate. Um, our goal is

to hire the best" (R1). When asked if there was a goal to hire diversity candidates, R1 answered,

"Um, yes I have thought that, um, but we don't actively go out and try to accomplish that

goal. I don't go, I don't go out and say I am going to hire a woman tradesperson. Ah, we

go out and we hire the best candidate, um, from the pool that we have…

Recruiter R2 noted that she does not purposefully consider diversity but assumes her

peers do. When asked why she does not also do so,

Um, I think they may have you know different, um, perspectives on, on what could be the ideal candidate for them right. For me I, when I look at a resume, I'm not inclined to look at the name of the individual that could tell me if it's a diverse candidate or not. I look at the experience. (R2)

R2 also noted that she thinks of "diversity" as "diverse work experience" and the diverse industries from which people come. She does not think of diversity as being visibly different based on country of origin. I found this interesting, as she was a visible minority herself that she used a definition of diversity that did not include herself.

As much as diversity is not mandated, there is an understanding that it is necessary. Um, you know in terms of our own hiring, I think it is going to be, um, educating, continuing to educate our, our hiring managers, um, you know that given the, the, ah, the large, um, population of, of existing employees that are going to retire, you know that our, our hiring managers, um, do need to be open, um, you know and, and open to individuals with experience from other countries, um, and understanding that that experience is, ah, just as valuable as North American experiences. (R3)

There was a definite focus on Aboriginal hiring, of which all recruiters are aware. Two actions were noted: R1 had emailed an Aboriginal group to share that the company had a hiring need, and another recruiter and her HM had gone to an out-of-province Aboriginal conference to meet potential candidates. This was certainly a start to match actions to goals.

There was some attempt at Case A to build diversity during the recruitment phase. When discussing the outreach to diversity groups, R1 stated that [it] is purposeful to have diversity candidates apply and in the selection phase "then we pick the best from what we have." This

speaks to the importance at Case A of the recruitment phase in building diversity. Clearly, a company cannot select a diversity candidate if no such candidates are in the candidate pool. Participants said that they highlight the company's diversity to candidates (see Chapter 6 "Highlighting Diversity" section) as a tool of solidifying candidates' interest during the interview.

     Case A summary diversity. In Case A, HMs were open and were aware of the importance of diversity to the organization but did not target candidates on the basis of diversity. There were no policies in place about hiring diversity candidates. Case A HMs stated "We do not hire for diversity. We hire the best." The HMs noted that "we hire from the pool we have." So it became an issue of who the recruiters had put into that pool. It seemed as if the HMs were so intent on ensuring they were not biased that they were adverse to recognizing diversity.

     With one exception (a HM and a recruiter went to an Aboriginal conference), Case A HMs did not actively network or provide names or association links to the recruiters. Here it seemed that the HMs were abdicating responsibility for diversity recruitment or else it had not been made clear to them they had an important role to play in recruiting as per the guideline document. The HMs expected the recruiters to produce the candidate pool. The HMs seemed interested in expressing their non-biased view.

     While stating that she did not hire for diversity, R2 was also proud to say that she is not screening out diversity: "I do not look at names on the resume." The guidelines showed no direction related to diversity recruitment.

Case C diversity theme.

Case C hiring managers' discussion of diversity. There was no mention of diversity by any of the hiring managers in Case C when answering the question about the recruitment process. (This was confirmed by a content analysis through an NVivo search using word stems.) We could, however, gain an idea of the HM's position on this subject by what was said by the recruiters about the HMs' response to diversity. For instance, R1 noted that ". . . we need our, our managers to sort of be able to be receptive to the pool that we introduce." When asked if HMs share a common goal regarding diversity recruitment, R1 said that HMs did not have the same regular exposure to hear about the importance of diversity the way recruiters did. For the purpose of building more awareness, the HMs were included in HR conferences to hear the discussions around diversity.

> They don't hear about it every day and they, they're not, they don't see it every day the way we see it so really don't think about it the way we think about it. Ah, that's my, that's my personal opinion and I could, I could be wrong about that but that's my interpretation. (R1)

It seemed from the hesitant way she spoke that it was very difficult, perhaps worrisome, for this recruiter to give a negative opinion.

Case C Recruiters' discussion of diversity. Recruiters in Case C were proud of what they did do in the area of diversity. "Like if anyone identifies themself as a diverse candidate, we absolutely, they're one of our priorities" (R3). An IT recruiter said "I think we are, um, within the organization we are probably a little more ahead of the curve on considering new immigrants, ah, mostly because you know we have to or we're not going to staff our [laughter], our positions

right" (R2).

The necessity to consider diversity candidates is addressed in Case C through a joint

department that has been created to align recruitment with diversity. The diversity group

searches for links to diversity candidates and invites the recruiters to attend community events

where immigrants are reached directly through certain community partner(s) (R1). "By the way

in team meetings weekly, it's always what are our equity numbers, what are our diversity, what

do we go on the go, do we know of any events that we should be going to, ah, any candidates

that look interesting that we need to be pushing through?" (R3) R3 was referring to candidates

to be pushed through to get to the interview stage.

It seemed that at Case C the recruiters had a diversity objective but the HMs, those who

made the ultimate hiring decision, did not. This means that there was no accountability on the

back end of the process (i.e., the HM's part, where the ultimate selection of a candidate is made).

This sets up the recruiter for failure by making the diversity agenda belong to the recruiters. The

HMs – not recruiters – choose to hire, fire, promote, and engage employees. If a HM has a

personal diversity bias there is no check and balance from the recruiter. This situation in Case C

is similar to saying quality belongs to the quality control group rather than to those who build the

product.

In an effort to connect with diversity candidates at Case C, in order to meet the recruiters'

diversity targets, R1 noted that community partner speakers were invited constantly to come to

present to the recruiters to better understand diverse groups.

…and talk to us about, ah, just, just getting us up, up to speed as far as you know the, ah,

the importance of hiring from, from these groups so you know we're certainly always

aware of our responsibility to community and then living the, le-leveling the playing

field. (R1)

Additionally, through the annual HR convention, external speakers, in-house affinity groups

(there were five – one each for LGBT (lesbian, gay, bisexual, and transgender people), women,

Aboriginals, people with disabilities and visible minorities), and the diversity team there were

constant reminders all year through about diversity. R1 described it as, "We, we, we have that

really engrained, um, as, as a culture within our talent acquisition group about the, the

importance of, of hiring from, from those groups."

Moreover the recruiters felt that their colleagues are also focused on diversity hiring.

However, from a geographic perspective R1 did not know if being in Toronto and immersed in

diversity made a difference in the perspective of recruiters to diversity.

…I don't know if, how, how much of an importance they, how much, how much they

think about it when they're recruiting and selecting as opposed to you know just finding

the candidate you know who fits, who is you know most qualified, that sort of thing, um,

so I think about it, I'm entrenched in it based on my department being, ah, head office

being in Toronto so there's always talk about it. All the speakers that, that come here face

to face are, are here, um, you know again I'm just, I'm, I'm entrenched in it, ah, but, but

our ex-our department is, is spread throughout Canada and so I don't necessarily know

that, ah, you know Atlantic Canada or Prairies Canada are, or think about it as often as I

do. (R1)

It was not just provincial considerations that affected diversity, but also rural-urban

factors. "Sometimes it's harder to sell some diversity candidates to the more rural [office]

depending on the rural location and how open they are to it but we keep nibbling away at that."

(R3) Also in relation to geographic differences, R3 commented that the diversity team was in

Toronto and so that was where initiatives were focused. "We had some great [diversity]

initiatives five years ago but nothing rolled out around them to support it."

From this information we see that the differences in a large national organization may

result in different focus matched to the local needs. Awareness without supported

implementation does not change behaviours or practices.

> We also have, now we don't do a very good job at this but we also have, ah, lists of all
>
> the diversity and associations that we know are out here that we really need to build those
>
> networking so if whenever possible we try to reach out to them. We have not a very good
>
> job of that by the way, um, but we've got the lists and we know that it's an important,
>
> that we should be doing it. We just, you know it's time and, ah, and, ah, time and head
>
> count [chuckle]…if we know that there's a diversity kind of event and we're not in that
>
> location, we'll also try to hit the managers up, you know, ah, to either attend. (R3)

Just as we saw in the "time" theme, the fact that recruiters are so busy has impacts, such

as their feeling compelled to cut corners or ask for help from the HMs. It seems that the

recruiters were feeling undervalued,

> I guess, I guess my, my general point is, um, to me recruitment, hiring the right people
>
> is hugely important to an organization and then on top, and then beyond that being able
>
> to retain them obviously which once the recruitment part is done, we don't have a lot of
>
> involvement of that but given the importance of it, I feel like a lot of companies don't,
>
> you know they could put more, they see it as cost versus the benefit so budgets are

usually really lean. That's kind of for HR in general I guess and, um, I think we could

do a lot more in, internal corporate recruiters could do a lot more if we had the means to

do it. Does that make sense? (R2)

Companies need to consider whether there are enough recruiters for the hiring to be

done? Are the recruiters properly trained? Are they positioned with enough seniority in the

organization to be respected by HMs? All of these factors can impact productivity.

Case C summary "diversity" theme. HM participants in Case C did not address diversity

in recruitment. Moreover the recruiters appeared to have some concern about HMs being open

to diversity candidates and thus they had organized internal conferences to boost diversity

awareness for the recruiters and HMs in other offices across the country, as some regions had

more demographic diversification than others. Recruiters saw diversity as essential and their

department was measured on diversity metrics. The issue was that recruiters had diversity on

their scorecard but HMs did not. Diversity was also fostered through the diversity team looking

for avenues to reach diversity candidates, and sharing that information with recruiters. However,

if the recruiter's process did not have the recruiter acting on this information, and if not

measured, perhaps diversity initiatives can be thought of as optional when the recruiters find

themselves too busy to keep up.

 If a candidate self-identifies as a diversity candidate, that person becomes a priority to

the recruiter. Unfortunately with the HM not as immersed in diversity and not measured on

diversity recruitment, this candidate stands much less of a chance. Chances of a diversity hire are

less in a rural office due to customer prejudice (R3).

Amongst the recruiters there was obvious awareness of diversity recruitment needs but

due to time, resources, social media access, and lack of HMs being mandated to hire diversity candidates, the process was not consistently applied and the outcomes were not what the recruiters were trying to achieve. It is interesting to note that only one participant mentioned that diversity numbers are monitored at the national office but did not say outright that the organization is federally regulated, and as such is required to report its diversity statistics. Since there are expectations regarding diversity employment, I would have expected of the six participants for some to note that they need to be conscious of measurements for reporting, and even to feel pressure to reach diversity targets.

Case D diversity.

Case D HMs' discussion of diversity. The hiring managers at Case D showed an openness to diversity in recruitment, as can be seen by H1's opinion.

> It's difficult to, to find the appropriate candidates in, within, within this region so we, we have, ah, we have found recently that we need to start thinking about other sources candidates and you know we, if that, if that's within Canada, ah, fine. If we can, we can bring people from other cities, fantastic, ah, but if there's opportunities as well to bring in other people from, ah, from outside Canada, then, then, then that that's what we need to consider as well. (H1)

And yet the very same person admitted to falling short in his actions for diversity. "…finding [a] skill set sometimes is, is, ah, is easier than finding the fit and the personality and, and, ah, that's been the challenge, so to answer that question I don't personally think probably enough about diversity when I'm, um, looking at specific recruitment" (H1).

H1 was not representative of the HMs in Case D; as a matter of fact, these three HMs

were the most diverse in their opinions based on their experiences. H2 did not talk about diversity, while H3 was very committed to diversity and to trying to help an immigrant community become successful in the organization through understanding the cultural differences between Canadians and others.

H3 stated his belief that necessity fuels diversity.

Now all [in our industry] go to the same places to recruit. Are there places we're missing where there's just as good applicants or better and so that's the kind of thing what I'm saying about thinking outside the box, like we just need to keep pushing the envelope so we can get the best people from wherever they come from and we, and we can make them the most effective when they get here. (H3)

This openness to consider diversity candidates seems to be coming about as a response to a challenge. It is not an altruistic initiative but exists because of the difficulty in recruiting. H1 in an answer said "difficult to find" three times and then wrapped up by saying the organization needs different ways to find employees. A barrier to immigrant professionals being included in the recruitment pool of candidates is the requirement for Canadian experience. This is a form of indirect discrimination. One HM noted that requiring Canadian experience was necessary to meet their customers' expectations.

The reality of diversity hiring is that it is understood to take time. And time, as has been discussed in the "time" theme section, is a guarded resource. Witnessing diversity success will influence and give HMs confidence to hire a variety of candidates. Some of H3's confidence in diversity hiring might have been gained from his example that he has hired Canadians who have not succeeded and East Indians who have.

Case D Recruiters' discussion of diversity. The recruiters at Case D had an appreciation for diversity recruitment but felt the firm had to change its metrics, consider timing, learn where to look, share resources that worked across the firm, and make it a priority in order to be more successful.

> …lot of times it can be a bit of a challenging environment for recruiters because a recruiter's looking for the hire and so if they're in a pool of resources where they know they know they're going to find the right person, they're less concerned about making sure that that their posting is going to a diverse environment, because they're really being pushed to hire the person, find that person. A lot of times they're not being pushed on "Find me a diverse pool, find me a diverse applicant." It's, "I'm losing revenue, I need a body, let's find someone today. (R2)

The recruiters did try to focus on diversity but the time pressure of filling 25 to 30 openings with the metric of "as quickly as possible" meant that the recruiter did not take the time to search out a diverse pool. Recruiters at Case D recognized that change was necessary. "It's about shifting the mindset, making sure that we're not focusing on time to fill or getting in situations where we're losing revenue and ensuring that we're hiring the best person for the role and possibly looking at a more diverse mindset" (R2).

> I think when it comes to diversity specifically it's an area that we all recognize that we need to do a little bit more with it, you know, the banks are leading examples of this one and they've shown how it can work and of course there's regulations in place there that have help to them along the way and I think that perhaps taking a step back and kind of changing our mindset on how we evaluate our recruiters or focusing so much on time to

fill or time to hire or getting someone in that chair to increase revenue, if we can change our mindset a little bit on that to making sure that we're not hiring just the best person who's available but the best person for the job, the culture or the firm will be better off overall. (R2)

This organization invested additional resources in recruiting to focus on mining for candidates and approaching them directly. However, R3 said the expectations were for too much success too fast and therefore the idea was deemed not successful.

As with the process of recruitment, the recruiters did not discuss in a formal way what was happening in regard to diversity hiring. (The conversations were ad hoc and individually elected). Different areas of the organization were focusing on different diversity initiatives across the four protected groups. Since finding candidates was said to be difficult, and more so finding diversity candidates, can the sources to reach candidates be better shared? Not all the divisions of the organization felt they had it right yet.

[An] issue that I see is really the sourcing itself, like going to places where we will be able to find people. We don't think that way. I think it's a mindset. I think we think about our, you know usual way of recruiting and if we do have professional immigrants in that net then that's fine. I think well you know once the candidate is sourced within our traditional sourcing mode we will you know treat that candidate as another one. I think it's really the sourcing, to attract them to the [organization]. Maybe I don't know about the perception of the [organization] outside in terms of you know bringing in professional immigrants or being open or even successfully integrate so I really see it in terms of sourcing. Developing a link and developing connections and connectivity with a

professional immigrant. (R3)

Despite these challenges, some success was achieved. Diversity recruitment was successful within certain service groups in the organization. R2 talked about a focus on hiring women due to inequality in numbers in the organization and within two years they were able to produce a shift to hiring more women than men at all but one level. (At that level there was equal gender hiring). Furthermore, R3 said, "I think we're open once we have people in front [referring to the interview stage] of us."

Case D summary of diversity. It seemed to me that there were a lot of well-intentioned people in Case D who were not doing what the business required, or what was necessitated for growth demands, who were also attempting to figure out how to hire diversity candidates. With one exception, all the participants talked about diversity recruitment, but only one group set a goal to hire significantly more women, and achieved it. Could this not be repeated but with the focus on immigrant professional hiring? So what was holding them back? The reasons recruiters gave is that they did not know where to look, and that they were pressed for time because the business expected fast hires. The business either values diversity or it does not. If the business values diversity then the HMs should be evaluated on diversity hiring (and retention, but that is beyond the scope of this research) which it appears they do by their diversity metric. So then why does the goal to hire quickly supplant the goal for diversity hiring? Is it simply the easiest path wins? There is a perception that there is more work to hiring diversity candidates. Is this true? What is the payback?

H1 said they needed goals and a plan of action. Otherwise after a lot of inspiring talk, next year his group would be in exactly the same place. He made a very important point. The

participants in Case D were reflexive. There was awareness and conversation but there was no confidence in a process to execute diversity recruitment. Time trumped diversity when it came to priorities.

Cross case analysis of diversity. Case A had the most detailed process for HMs and recruiters. However, it did not include diversity goals explicitly in the process, nor was either group measured on diversity. As such, diversity, although seen as a corporate directive for growth, was not present in the actions of recruitment. The HMs hired the best from whomever was in the pool and they did not actively work to diversify that pool. The recruiters thought of diversity as "diverse work backgrounds" and immigrant professionals had no place in the conversation. One recruiter thought there was a diversity goal, perhaps, but took no action to meet that goal. To not be prejudiced is not enough: the pool of candidates needs to have diversity candidates.

In Case C there was a strong consciousness about diversity in the recruiter group. The "constant" presentations by external diversity associations and internal affinity groups kept diversity top of mind and built a connection as to why it is important to support diversity. Joining the recruitment and diversity functions gave further connection to the issue. The diversity group provided the recruiters with ways to tap into diversity groups, and this was meant to support candidate pools to include diversity. What was working here was that recruiters were measured on their results, results were discussed regularly, there was help identifying diversity candidates, and there was constant reinforcement about why diversity is important. Case C was now at the point where newly hired recruiters chose to join the organization because they believed in diversity and wanted to work for an organization like this that shared their beliefs. The circle

would be complete when HMs also had diversity on their scorecard.

Case D had diversity on everyone's scorecard, supporting the two groups to work with an understood shared goal. A challenge for diversity recruitment with this case was that the HMs play a role in bringing forward candidates. They typically do this through their networks. If their network is not diverse, then they are not helping to change the diversity of the pool of candidates. This group demonstrated a belief that it takes more energy to recruit diversity candidates. This is damning to diversity recruitment. It might be true, and if so there needs to be resources applied so that some momentum can be built. But there must be adequate resources for a reasonable time. Case C did something like this and the recruiter mentioned it was not successful because the expectations were too high and the time period too short.

There was an awareness across participants about diversity hiring, but typically individual metrics for diversity were not tracked at the recruiter level. Case D had done so in one business unit and planned to do so in the future in another unit. In Case C the metrics were tracked at head office. Case D had a diversity performance measure applied to both groups but no details of this program were given. All of the recruiters who said that they thought about diversity, they all agreed that knowing where to look was the challenge. The HMs were more apt to consider it when they understood a direct connection to their business success. Otherwise there was not much talk of diversity by the HMs.

Conclusions

The data in this study showed us that these three organizations had a common combination of goals related to recruitment. These goals in this order of priority were: to recruit quickly, at a low cost, creating a pool of candidates with at least one "best" candidate, and

possibly considering diversity. These goals impacted the process used. Analyzing recruitment through the key themes of process, social media, time and diversity gave us a view of how the participants highlighted what are their challenges and what practices are working.

The biggest challenge was their inability to broaden the candidate pool. Recruiting candidates is difficult, the recruiters say. Broadening the pool of candidates to include diversity candidates was seen to be even more difficult. Many reasons were given for this problem, including time (which was most often blamed), not knowing where to look for candidates, lack of sufficient access to tools such as LinkedIn, firewalls precluding access to certain social media sites, improper metrics incenting ineffective behaviours, and hiring managers not being accountable for the same metrics as recruiters. Recognizing that R&S is difficult, the organizations invested in their own unique combination of tools, such as R&S training, applicant tracking software, documented process guidelines, social media access and licences, funding employee referral programs, setting metrics, performance management expectations, corporate websites with online application portals, and leaders communicating to their employees that R&S and diversity are strategic and valued. Despite all these tools, the war for talent leaves many recruiters time pressured from multiple concurrent recruitment projects, not knowing where to find candidates more so for diversity candidates, pressured by metrics driving timing and quantity goals, and not having HMs sharing in the strategy of where to find candidates (except in Case D), and not always being responsive (a Case C issue). Whereas the hiring managers feel time pressure from having an unfilled position on their team.

No participant complimented their organization's process. At best some steps in the process raised no concerns by any participant: these included the creation of job descriptions,

corporate websites for attracting candidates and posting positions, portals to receive resumes, employee referral programs, and shared performance goals (different from weekly metrics, this ties to annual reviews). The complaints were varied and spanned almost the gambit of the recruitment process. The impact on time was the dominant factor common in almost all criticized process steps. These include too little time: to properly mine for passive candidates, to take training about the process, to meet to set the strategy for the project, to waste on a user-unfriendly applicant tracking system, for the HM to reply to the recruiter's request for information, to read every resume, and to share a LinkedIn licence. A lack of trust in the weighting system for resumes using the applicant tracking system was also criticized. The shortcomings were not of enough concern to paralyze the recruiters or disengage them from the process.

The comments that were contributed to this study came from articulate professionals who seemed committed to doing a good job. Even in booking the research, those around the recruiters who booked the interview on their behalf would warn me about just how little spare time the recruiter had. In turn, in Case D only, two recruiters felt the same way about their HMs and were very hesitant to ask for anyone's time to participate. I wonder if that speaks to power? The recruiter perhaps did not feel secure enough to ask for something from a HM? I make these points as overall there seems to be an intensity about recruiting. It is so time-dependent that everyone involved is pressed for time.

Time is a measure for each element in the process. It is expected to be predicted and controlled for each step. When one party or the other misses a deadline, as would be expected the next element is squeezed or the time slippage cascades through the project. Figure 12 shows

how the balance of time dominates the process and Figure 13 shows how if the process elements

take longer than expected, the diversity aspect can feel too big and can be derailed.

Figure 12: Time: The Planned Process

1. Open position
2. Permission to hire/rehire
3. Job description
4. Strategy setting with recruiter and HM
5. Posting internally and on corporate website
6. Review database of resumes
7. Social media – mining for passive candidates

The recruiter "balances" multiple tools across a targeted timeline with the intention of building a pool of candidates.
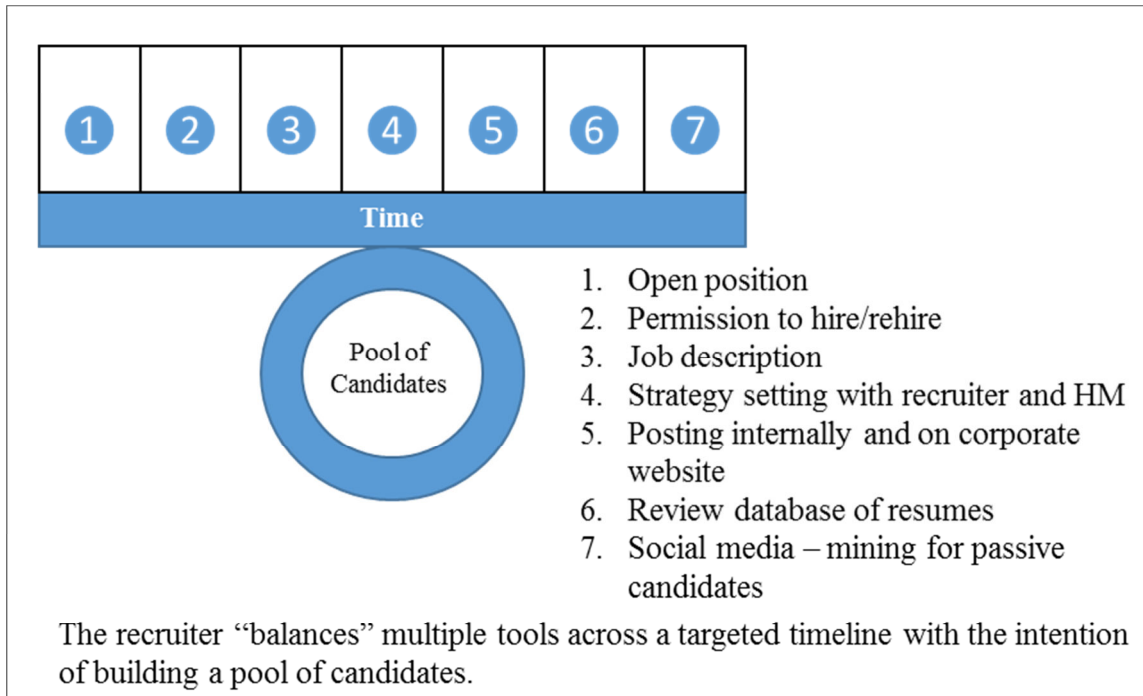
Figure 13: Balancing Time: Reality and Perceptions

1. Open position
2. Permission to hire/rehire
3. Job description
4. Strategy setting with recruiter and HM
5. Posting internally and on corporate website
6. Review database of resumes
7. Social media – mining for passive candidates
8. Diversity objective

Balancing time reality and perceptions. The recruiter has a time objective to balance by compressing steps when other steps take longer. If diversity is the last initiative added to recruitment it seems that it can be the one to tip the balance.

The recruiters are trying to balance the recruitment process elements within the targeted time frame to reach the desired outcome "O" – the objective of finding a pool of candidates. In the ideal process plan, the activities work as prescribed and fit into an established timeline; one ideally that is mutually agreed upon between the recruiter and the HM, and driven by historic data of how long similar recruitments have taken. The balance is preserved even if one step takes longer, as long as another step is shortened.

In reality there are multiple projects and a war for talent, so it is never "easy" to recruit, and business pressure may add to the need to be aggressively optimistic about timing. All too

quickly the balance starts to tip. More time is added to try to re-establish the balance, which still might not be enough time to balance out the process steps. Then if we add the challenge of diversity recruitment which, if it is not a familiar goal will feel like a major additional time factor, and the balance tips. Unfortunately, in the minds of the recruiter and the hiring manager, the "hard" step was the diversity piece, the latest expectation in the process. Unless the process is reviewed from beginning to end and better understood, diversity is likely to be held responsible for extending the time pressure.

As shown in the data, "process" is a frequently used term in the recruitment section of the transcripts. The cases used for this research provide us a serendipitous combination. One year before the study, Case A implemented a major process initiative; the two other organizations did not. (This statement is based on the data and lack of any explicit participant comments about a new process from Case C and Case D participants.) Through the participant comments we can see three things: 1.) as already noted, the process is very similar across the three organizations; 2.) Case A hiring managers had fewer criticisms of the process; and 3.) across all cases, all recruiters wanted HMs to work with them to determine where they will be most likely to find targeted candidates.

The process documentation supplied by Case A (consistent with the majority of recruiters across all cases) directed for interaction between recruiters and hiring managers. All recruiters across all cases said they valued this kind of interaction because they want the input of the hiring managers to figure out where to source passive candidates. In Case A there was more collaboration between the two groups on this than there was in the other cases. There was certainly interest from all HMs about finding sources of candidates, but the comments referred

specifically to joint efforts, sharing ideas, and having a mutually agreed upon strategy.

Why do recruiters so value this step in the process, to collaborate with the HM? I interpret this as meaning that for the hard part, the part that can bog down the search, they want help. Is it likely that the HM knows where to look? Perhaps he/she does have ideas. He might belong to an association, or use social media sites relevant to his experience and technical competence, or provide the name of a past colleague who can be tracked and who might work with the company, or for someone who is suited to the open position. To get the best results from collaboration, the recruiter needs to specifically guide the HM to understand how he can help. Too often in my experience the HM abdicates at this point, and declares the recruiter is the expert and therefore knows where to look. However, the recruiter does not feel this is true. She is juggling many projects and she wants to be confident in how she spends her effort to pursue passive candidates. Add to this a diversity component, and all too often neither party has had experience to know the best sources of candidates. This creates the apparent tipping point.

We might be able to hold some hope for the impact of social media in that it is a tool used for networking beyond recruiting, maybe HMs are more comfortable with social media and will engage in more networking for recruitment in addition to business development.

Yet, what if there is this collaboration effort and the hiring manager has no more ideas than the recruiter of where to look for candidates: then how are meetings between the two useful? From basic communication, it will bring the HM closer to the situation so he/she can appreciate what the recruiter is doing and can adjust his expectations accordingly, whether it be timeframe or to work with the candidates already in the pool by adjusting the job description, onboarding with reduced expectations of performance, and/or training investment in that person.

The steps in the recruiting process showed no difference in techniques used across the

cases. Time was not a stress on the process in Case A. It was noted in Case D but not as acutely

as described in Case C where it was a subject of discontent.

The next chapter focuses on selection of candidates.

Chapter 6 – Research Question 2

The previous chapter explored how the case organizations recruited candidates to build

candidate pools. This chapter focuses on how they selected candidates from candidate pools. The

Research Question 2 specifically asked: "How are selection processes structured by

multinational diversity-conscious organizations?" The interview questions related to this

research question are 2, 7, 8, 9, 10, 11 and 12 (see Chapter 3, Table 2). The related focus of these

questions is: steps in the process, multinational influence, corporate-diversity focus, impact on

the techniques when immigrant professionals are part of the candidate pool, personal diversity

focus, future challenges, and an opportunity for the participants to add any ideas about

recruitment and selection that they had not yet discussed in the interview.

This chapter is organized into four sections. The first section focuses on the selection

tools as discussed in Chapter 2 in the literature review section. The selection process begins with

screening, which is done to create a pool of qualified candidates from which the selection will be

made. Screening is always the first step of selection, regardless of which techniques or order of

techniques is used after it. When provided, the guiding documentation produced by each

organization is displayed and, case-by-case this documentation is compared to what the hiring

managers ("HM") and the recruiters ("R") said they were doing. A cross-case review concludes

the section. The second section is a case-by-case summary of some additional selection

considerations that were mentioned by participants when they were asked about issues for selection in future. This provided an opportunity for the participants to bring forward any themes they had realized they did not talk about earlier in the interview, many used it to re-emphasize a theme already discussed in their interview, and it was another open questions for me to see how much they considered diversity hiring and what were their thoughts. It formed a check that I had not driven all the themes by my choice of interview questions. The third section considers the impact of diversity to the selection process specifically as it relates to an immigrant professional's experience, education, and accent. This section is also laid out case by case, followed by a cross-case analysis. The final section reviews, when the participants talk about selection, what do they say? This provided another opportunity to check the evolving themes and ensure they were not completely driven by my knowledge of the literature and the types of questions that I asked.

Selection Techniques

Case A. The Case A organization has invested in the production of a user-friendly glossy-coloured desktop processed document (henceforth referred to as the "guideline document"). It is two-sided with one side dedicated to the hiring manager's responsibilities and the other side to the recruiter's responsibilities. Each page details a step in the process-recruitment strategy, including sourcing (which was discussed in Chapter 5), screening, selection, offer and legal.

Case A screening. Screening in Case A was typically done by the recruiter to protect the time of the hiring manager. Figure 14 provides a description of the screening process, taken from the guideline document for HMs and recruiters.

Figure 14: Case A Documented Screening Process

Screening / Sourcing Hiring Manager Responsibilities
- Be aware that a timely response to the applicants by the recruiter is important.   - Review pre-screened candidates by the recruiter and make time to comment on all candidates presented. Set expectations with recruiter as to when he/she can expect your feedback   - Make time to meet with your recruiter either in person or on the phone to receive the full context of their discussions with candidates. This allows you the opportunity to dig a bit and ask questions that may not be apparent on the resume.   - Communicate to the recruiter of any changes to your schedule to ensure successful interview timing and set-up.   - Do not rely solely on the resume. Read the recruiter notes and talk to the recruiter about why she recommends the candidate.
Screening Recruiter Responsibilities
- Prioritize candidates based on answers from Applicant Tracking System mandatory questions, the candidate's experience and what you know to be facts about the position and the environment.   - Review resume for relevant experience and qualifications.   - Conduct telephone interviews to gather further detail on background, interest in the role and communication skills.   - Send short-listed, thoroughly pre-screened candidates for review to hiring manager.   - Conduct face-to-face interviews with the hiring manager.   - Provide candidates with insight into the role including team structure, work environment and selling points discussed with hiring manager.   - Coach candidate on any concerns you may have with their background.   - Personalize feedback to every candidate you speak to in order to improve their [name of company] experience.   - Where appropriate, leverage the assessment tool in place for a specific role/function.   - For candidates who have lived in more than one country and/or state as an adult, a criminal record check must be conducted for each of the respective locations.   - When presenting your screened candidates to the hiring manager always include the resume and your detailed screening notes.

The HMs' descriptions of the screening process mostly matched the documented protocol and were consistent with R&S norms. Some HMs at Case A did not know the exact details of their guideline but they were all aware that the recruiter would present to them the recruiter's preferred candidates and look for confirmation of the candidate pool. "[W]e will sit down with the recruiter and we'll go through and we'll talk through each of the [candidates] and they'll give

us some thoughts and opinions and for the most part I'd say a good majority of the time we go

with what their kind of recommendations are in terms of the folks that we want in that interview"

(H3). Different from the guidelines, and something the HMs did not emphasise was the

requirement for them to be available to the recruiter for briefings about candidates.

The recruiters said they screened candidates based on mandatory skills (linked to job

descriptions), education and years of experience, and sometimes certifications. Only one

recruiter mentioned the applicant tracking system, Open Hire. The guidelines indicated that

recruiters were to read resumes but it was not clear whether these included only those flagged by

the Open Hire software or all that had been received, or whether they were to make a personal

judgement based on number of resumes received.

For the next level of screening, typically a telephone interview, the recruiters talked about

focusing on the candidate's communications – how they were presenting – and asking the

candidate to walk the recruiter through his experience to see if it matched the resume. The

recruiter then presented the best-fit resumes to the hiring manager to get his agreement as to

which candidates would have a joint in-person interview. The screening questions "that are a

must to be answered" (R1) could be problematic for immigrant professionals. I was not

presented with a list of screening questions.

The documented screening process for Case A stated that "For candidates who have lived

in more than one country and/or state as an adult, a criminal record check must be conducted for

each of the respective locations." This upfront notation of extra work required, and possibly time

delays, for immigrant professionals is a potential barrier. It could raise a bias against candidates

with foreign experience.

The remaining techniques were typically categorized as the selection process. Figure 15

lists the documented guidelines for selection.

Case A selection guideline document compared to participant description.

Figure 15: Case A Documented Selection Process

Selection Hiring Manager Responsibilities
- Ensure that you and the other interviewers are aware of the interview process, roles, responsibilities and do's and don'ts.   - Ensure that you are familiar with and have reviewed the interview questions and scoring system.   - Provide candidates with details on the role including role responsibilities, expectations and challenges.   - Understand that the candidate is assessing you and your interview team as much as you are assessing them.   - Be prepared to answer any and all questions the candidate directs to you e.g. Why do you like to work at [name of company]? What are future opportunities for the successful candidate?   - Demonstrate enthuiasm to meet the candidate and to have the opportunity to learn more about him/her.
Selection Recruiter Responsibilities
- How can you ensure an objective and robust recruitment process? What factors are essential in making the correct recruitment decisions?   - An objective selection process is essential. Candidates should be assessed consistently and in line with [name of company's] success criteria   - Ensure those participating in the interview process are aware of their roles, responsibilities, and legal do's & don'ts.   - Determine who, if anyone, from HR, is required to participate in hiring manager interviews (in person or virtually).   - Co-develop interview guide and scoring system with hiring manager.   - Facilitate the interview process to ensure proper assessment of the candidate's skills and behaviours takes place.   - Be an advocate of [name of company] programs, benefits and location specific details.   - Coach the hiring manager on interview skills and make recommendations on the 'selling features' of the position to deliver to the candidate.   - Coach the candidate prior to the interview and ensure they understand the key aspects of the [name of company], function, group, and specific role.

> Note: Share with your hiring manager what the candidate hot buttons are. Before interviewing, have a plan on how to sell your opportunity to the candidate.

All of the recruiters interviewed felt that they followed the process, although none recounted the process in as much detail as the guideline document's detail. R2 noted a key step of sitting down with the HM to plan the interview. The setting of a selection "strategy" for each hiring project is mandated in the guideline document. Only R2 mentioned this mandated step out of all six Case A participants.

The process requires that the hiring managers and recruiters be consistent and apply a proper assessment. No specifics are provided, except to mention avoiding "legal do's and don'ts," which are not detailed in the document; nor does the document direct the user as to where to access this information. Recruiters' comments indicated that they seemed to know that there is a difference between types of interview questions: e.g., structured and unstructured. The interview style descriptors were used but it was not clear whether the technical differences and strengths and weaknesses of each were understood. For example, one participant discussed a senior hire candidate requiring an interview with a senior leader by saying, "It's not a structured interview process. Um, it's not a behavioural based interview process. It's more just a, a meet and greet and just kind of a discussion" (H3). The senior level management person interviewing does not veto a candidate but might direct the HM "Hey, let's just make sure that we do maybe a little bit of follow up in this area" (H3). H3 endorses the other senior-level management's approach.

For me I like, yeah that, that's much more my style is, ah, um, is more of the discussion.

Ah, you know use the, the situational, ah, questions when you need to but, um, yeah I'm

> much more of an instinctive hirer than I am on using a kept retrieval process to, ah, score
>
> all the candidates and take the one that has the highest score. (H3)

This is exactly what the process is trying to guard against – guard against instinctive evidence

rather than that informed by evidence. Not every HM took the R&S training, and the guidelines

were not explicit as to how to conduct an interview, so there seemed to be a lot of individual

interpretation. Concerning me is the recruiter has no issue with the senior-level manager not

conducting a structured interview with the candidate. Why would a structured interview not be

used? It has been shown through academic research to result in the least bias against racio-ethnic

candidates (Huffcutt & Roth, 1998).

H2's comment about the candidate interview was more promising: "It is scripted. Yeah,

there's a series of questions and it's determined who will ask what question prior to the interview

so we find, we, we stay standardized across all of the interviews on, on, on that script just you

know to keep it fair." Important to HMs was pre-determining who should ask which question.

Use of a structured interview, seems to be not recognized by the HMs and those senior-level

managers who were mentioned as having a discussion with the candidates.

The Case A selection guideline document recommends the hiring manager be familiar

with the interview guide and scoring systems, and be prepared to answer any questions posed by

the candidates. Only one participant, R2, noted a scoring protocol.

> It's actually pretty easy [chuckle] so we have, um, it's from one, two, three, um, and
>
> basically you can look at the first column as, ah, meets the requirements, two to be
>
> somewhat meets the requirements and lastly, exceeds the requirements. Um, then they,

they would go through each question and, and read it and at the end we would just add up

the score.

With a simple scoring guide the hope is that it can be easily applied. Critical, and noted by two

recruiters, is the criteria to rank answers candidate interview answers. Later in this section in the

review of actual interview documentation I will review how the rating system is structured.

The process documentation did not provide any guidelines about when and how to

debrief in order to select candidates, reducing the pool until a finalist is selected. One hiring

manager, leading panel interviews, believed the best practice was to debrief after all candidates

had been interviewed. To his disappointment he had not been able to implement his preference.

He said, "I like haven't been able to kind of keep that one tight and, and I'm sure you experience

the same thing…Yes. Yeah but it, it's literally impossible to do…I like to get autocratic and they

say oh be quiet. [Laughter]" (H2)

The process does not give direction to this situation and other elements of selection that

will be covered within the Case A discussion. It is not that immediate feedback is an issue, but

consistency and keeping candidate interviews scheduled in a tight timeframe so the last

interviews are not the ones best remembered is important (Li & Epley 2009). Also, the direction

about keeping interview notes is important. These HMs did not retain their interview notes. One

even throws away his notes so they cannot be used in court. This is contrary to what the Human

Rights Tribunal bases decision upon; favouring good interview note taking (Simola, Taggar, &

Smith, 2007). It also raises a concern that this individual does not believe that his decisions about

selection of candidates are defensible.

The number of interviews required is not set out in the guideline. R3 mentions two and sometimes three if hiring for a more senior position or someone is having a challenge to decide. Sometimes the third interview is "an opportunity to meet the team and so perhaps a team lunch with the candidate, ah, to get a feel for the, you know the team's dynamic to ensure from, ah, the candidate's perspective that it's also a good fit" (R3). The process at Case A by the participant description seems flexible in implementation.

In the war for talent, attracting passive candidates to your company's position is necessary. The guideline document says that recruiters "coach the hiring manager on the 'selling features' of the position to deliver to the candidate." This is an opportunity to highlight the diversity of the organization if indeed diversity exists. However, this opportunity is not necessarily well applied "…but I don't specifically talk about diversity" (R1).

The process documentation lays out a standard process and makes no mention of special circumstances, nor does it encourage a creative approach to selection, and yet one participant when discussing the process claimed, "But it really depends on the situation, on the role et cetera. It's not what I would say, ah, always a cookie cutter approach" (H3). Something is missing here. There is a process but it is not sufficiently detailed about the critical elements like interviews and rating systems, number of interviews and who to include, or type-of-interview protocol to use (e.g., discussions or group lunches). H3 described the process as "not cookie cutter." Individuals added their own exceptions to the process. A critical step was setting a selection strategy and only one person talked about that, and there was no mention of a communication plan also being part of the process guidelines.

Case A telephone interviews. There was definitely a strong preference in Case A to interview face to face. This very emphatic agreed upon preference was supported by each person's own experience, from "I would never hire before, ah, seeing somebody" (H2) to "Ah, that's pretty much always face to face. Yeah, at some point I, I, you know per I have never seen us hire somebody just over the phone" (H3). H1 commented:

Oh for sure that, you know, the um some of it is that you know on the phone that person could have lot of notes in front of him and that type of thing, so you know if there was if there was ever a time to get kind of fooled on an answer it's definitely easier on the phone, because, like I say, they could have that help in front of them. You know, I say body language, depending on like I think that myself, I think that I'm good at reading body language through the phone, you know, you can do it, and it is difficult, but um for sure when you're face to face you kind of get a little more of that body language getting into the process. Um, some people aren't comfortable on the phone, so you lose maybe a little bit of their best qualities when they're not in person. That would be a con, I guess. So, the pros, you know again with with the speed and efficiency, like if you want to have your four or five fifteen-minute phone calls where you pick off some of your key criteria for even getting you know like a paid trip out to wherever you are, very efficient that way.

R3 agreed with H1's comment. Body language and nonverbal cues are the advantage of face-to-face although he thought both phone and face-to-face were effective tools. He said they have hired well with just the phone and they have made hiring mistakes with some people they have interviewed face to face. He noted that they were looking at Skype and other types of video

conferencing which he felt would give them more intimate communication benefits. It is hard to figure out his point. He seems to have a preference and recognizes there is contrary evidence against his preference but notes the support his preference has within the organization.

Case A panel interviews. The guideline document was followed for panel interviews. R2 noted that it is a challenge for recruiters to follow the guideline to be present at all first interviews with the HM. This is a significant investment of resources for both HM and recruiter to attend the interview, particularly, as is the most common practice in Case A, for the recruiter to also attend in person. Even the logistics to schedule a panel interview requires more time. The literature does not conclusively state if panel interviews are superior. As noted in the literature, an issue in applying any of the research about panel interviewing is that it is often not conducted with experienced management level candidates (McDaniel, Whetzel, Schmidt, & Maurer, 1994).

The process guidelines included no direction about panel-interview composition except to say the recruiter needed to join the hiring manager in the first face-to-face interviews. Based on HM feedback in Case A, it appeared that for most interviews two or three people formed the panel (H1). H2 indicated that there were three people on the panel when he wanted his internal customer representative to add his opinion to the selection of the finalist. "[I] prefer the panel interview because I can get an unbiased, ah, series of opinions…Yeah it prevents the halo, you know" (H2). When I asked H3 why he used a two-person panel, he replied that it is a matter of "personal style," and he mentioned not wanting the candidate to be intimidated or overwhelmed by a board interview so he preferred to keep the panel small.

The recruiters kept panels at two or three people interviewing the candidate. R2 noted that the use of panels was defined early in the process during the intake strategy with the hiring

manager. The level of seniority of the position being filled dictated which levels were asked to

participate in the panel. As was noted also by the hiring managers, R2 said, "From my

perspective, I think it helps that everybody is hearing the same answers from the candidate… I

think it also takes, um, pressure off the individual managers as well, um, so they like it. I mean I

haven't heard any sort of push back on it…"

R3 talked about the benefits of getting more than one perspective in that someone may

see something that others do not:

I do see less cons, ah, in it and unless it was you know someone with a very strong

opinion, ah, who perhaps sways the decision in a, a different direction, um, than what the

actual hiring manager would, would do. Um, you know we do try to mitigate that by

having HR in all first round interviews, um, you know who can be there as sort of the, the

neutral opinion, um, and to you know, ensure that the process is being followed through

clearly and, and without bias (R3).

Despite there being no directive regarding panel interviews beyond the first face-to-face

interview including at least two interviewers, their opinions on the constitution of panel

interviews was highly consistent at Case A: namely, keeping to a small group, preferably two.

Case A testing and assessments. Integrity and personality assessments were not used.

H2 said "You know [name of company] doesn't believe in EQ and IQ testing although it's funny

that you ask because…I just had a request." Situational testing was not used. (Asking the

candidate to complete a case study related to the job responsibilities of the sought after position.)

H3 was not sure but thought that General Mental Ability (GMA) testing might have been

used for some higher-level positions. In my experience as a professional recruiter, I find that it is

common for companies to invest more resources in the recruitment and selection ("R&S")

process for a senior hire. Unfortunately, as this HM suggested, in an effort to invest in the

success of a senior hire, a biased tool (GMA testing) may be applied. There is not enough

information to comment except to warn that if the senior-level testing and the new testing

methodology being developed for one of the divisions (H3) that GMA testing should not be used.

It produces racially biased results against diversity candidates (Cronshaw, 1999; Outtz, 2010).

Case A reference checking. The guideline document did not address the question of how

or who conducts reference checking. Only one hiring manager mentioned reference checking,

noting his separation from the process (H2). The separation of this hiring manager from this part

of the process is concerning in that whenever someone is separated, a decision to end a person's

candidacy due to a poor reference might not be felt to be a shared decision between the recruiter

and the hiring manager.

According to R1 at Case A, the recruiter tells the third-party referencing professional

(e.g., BackCheck) which questions to ask, based on competencies required in the role for which

the company is hiring. R2 notes that references are used to better understand foreign work

experience, particularly when the candidate has worked for an organization unfamiliar to the

recruiter. So as not to negatively impact the reference for an immigrant professional, the

reference checker needs to have an understanding of important cultural differences when

recruiting professional immigrants for whom it is likely the reference will not be a Canadian

employer. For example, a Chinese national employer where individuality is not highlighted

might not showcase what was the impact of an individual candidate's work.

Case A documentation: sample interview notes with resume. One recruiter and one hiring manager each provided a sample of an actual resume and the corresponding interview notes. The recruiter used a structured interview and was joined by two other employees as a panel. There was a 1-3 rating system with an option of not applicable. The rating system was not used with any of the 10 interview questions. There was a summary page with a summary scoring system of 1-3. This was completed at "2" meets what we would expect for the role. There is no way to identify how this average of the ratings was achieved. The hiring manager provided two samples. In both instances an interview guide with pre-set questions, space for note taking and a 1 – 5 rating system was provided. No rating was provided for the answer provided to each of the interview questions. An overall rating was given but there were no summary notes to help the reader understand the support for given rating. On one interview guide it looked as if the candidate's age was written and circled. This is unacceptable and against the Human Rights Act (R.S.C., 1985, c. H-6) which protects against age discrimination. All the questions were competency based and age with the only overtly discriminating information documented. It would be very difficult for someone else to review these notes to understand the support for the interviewer's decision about the candidate.

Case A summary. There were no inconsistencies between hiring managers about the selection process. The process appeared to be accepted by the hiring managers, as no concerns were raised. The documentation implied a great deal of collaboration but, although there was no apparent antagonism, neither group stressed collaboration. For example, the process required a proactive joint approach to setting the interview questions, but this issue was not addressed at all by the participants I talked to, with the exception of one recruiter who noted that a preliminary

strategy meeting was held. The participants did not continually refer to the guideline document but I felt there was "something" that created harmony in actions. With one exception, there was no power play or unilateral owning of decisions. It was clear that the HMs appreciated the recruiters. It was interesting that one participant said the process was "not cookie cutter": the review of the overall process showed that there was a shared understanding, but a lot of individual approaches were taken. The knowledge of the importance of diversity, as discussed in the Chapter 5 section on diversity, was not brought into the conversation about selection. Certain aspects of the selection process specifically relevant to immigrant professional candidates will be discussed in a later section.

Sometimes a disclaimer was used: participants would say, "in my experience," rather than demonstrating a firm knowledge of the company process. A sense of "that's their job" came out from the HMs for the steps of screening and reference checks, pushing sole ownership to the recruiters rather than sharing it. The HMs were familiar with the selection tools to the same degree as the recruiters. However, in relation to some of the techniques applied the HMs thought the recruiters had sole responsibility rather than as in the guidelines it was meant to be a shared responsibility. The recruiters wanted a shared responsibility for inputs and outcomes.

As we will see in Chapter 7, Case A recruiters are measured on speed and outcome, so there was no incentive for recruiters to deal with unknowns, e.g. foreign national work experience. However, if the pool of candidates were very limited, then the recruiter would have a natural incentive to try not to screen out the immigrant professional in order to ensure a sufficient number of candidates.

For the recruiters there was a sense of process, but the information given was abbreviated. It took probing to get to more specifics. Since the organization had invested in setting a process and having users trained on the process, and equipped them with guidelines. This could mean they are taken for granted daily activities. There was limited independent opinion among recruiters, with the exception of how to manage panel interviews. The recruiters were all experienced, and so I expected a greater range of opinions. Not having a lot of independent opinions could denote that the recruiters embraced the company's process by not talking out of the bounds of that process. No one mentioned "best practice" or "common industry practice" nor any current research about selection practices. No recruiters criticized the practice, and the only personal comments offered were to praise the engagement of the HMs.

It was interesting that without a process direction on panels, there was a shared norm of a panel cap of two or sometimes three people. This is in keeping with the research by Dipboye, Gaugler, Hayes, and Parker (2001) who studied two and three person panel interviews. In scheduling panels it would be interesting to know how much more time it took to schedule people for the panel who were other than the recruiter and the hiring manager. Timeliness to candidates is emphasized in the guidelines but what is "timely" was not defined.

The matter of reference checking at Case A appeared to have a "not my job" tone. Are the reference organizations and those actually conducting references monitored for bias? Do they understand cultural differences when conducting references internationally? No participant mentioned reference checking as a concern however, since further probing on this aspect was not conducted, this is a limitation of this research.

This organization was not using any tools other than those studied in the literature and included in the interview question probes. General mental ability testing and personality testing, which were shown in the literature to have adverse impact, were not used.

Deviations from the Case A guidelines included the addition of a step by recruiters to the screening process; namely, reviewing resumes with the HM to get buy-in for which candidates to telephone screen. The other change is that face-to-face interviews with the HM are suggested in the screening guidelines. The participants did not do it this way; instead they met candidates jointly face to face after the recruiter telephone screened.

It was not clear whether the recruiters had a selection of well-vetted interview questions from which to choose for each job description. One recruiter made it sound as though such a list existed, but there was scant detail and no other mention.

From my practitioner perspective, the process at Case A was logical and standard. The guidelines required more recruiter and HM collaboration than what was done in practice. Even if the HMs are causing this lack of collaboration, the recruiters need to address the issue rather than working around the problem. What appeared to be lacking from the information provided by the participants was adequate front-end planning between recruiters and the HMs, and then continuing communication between the two groups.

Case C.

Case C screening. Figure 16 provides a description of the screening process in Case C.

Figure 16: Screening Interview Guidelines for Recruiters

INSTRUCTIONS	
Before the Interview:	• Review the job posting & hiring manager needs to create the guide • Review the Candidate's resume/profile. • Review this interview guide and familiarize yourself with the questions.

During the Interview:	1. **Ask all mandatory questions**
	2. **Establish Rapport** (Approx. 3 Minutes)
	  • Establish a positive climate so that the Candidate will talk freely and openly.
	  • Provide more context/detail about the position.
	  • Outline the interview structure.
	  • Listen attentively and make appropriate comments.
	  • Keep questions and conversation related to job requirements.
	3. **Conduct the Interview** (Approx. 15 Minutes)
	  • Ask Interview Questions.
	  • Listen and take notes.
	  • Use the probing questions to obtain more information.
	  • Check (✓) the behaviours as you hear them.
	4. **Wrap-up** (Approx. 2 Minutes)
	  • Inform the candidate that you are finished with your formal questions.
	  • Ask the Candidate if they have any questions.
	  • Explain the next steps in the selection process and provide timeframes where appropriate.

After the Interview:	• Complete the Candidate Summary Form at the end of the Interview Guide

Screening at Case C was typically done by the recruiter, and the document reproduced in

Figure 16 is actually labeled by the organization as "for recruiters." The instructions are

comprehensive. Missing is a stress to the user on the importance of completing the rating

section, and reminding interviewers to ask only questions that have been documented in the

guide and have a common ranking system. The words "keep questions and conversation related

to job requirements" leave it open for interviewers to add their own preferred questions. As a professional recruiter, I find this guide relevant to what I know happens in recruiting, and is respectful to candidates: outline structure, listen to candidate, take notes, ask candidate if he has any questions and explain the process. The recruitment team sets templates complete with questions, probes, and a specific ranking 1 to 5 with definitions of how to score is necessary for consistency.

> H3 said the debrief by the recruiter prepares him to interview pre-screened candidates:
>
> I get a whole briefing like, um, you know person X is very, very chatty so you'll have to control the interview, ah, because they'll just talk forever or you know person Y is, ah, very, very shy so you have to like get them comfortable before they'll even talk to you or person you know, ah, F is, ah, just wants to, just you know they, they told me off during the interview, do you really want to interview them? [Laughter] You know like, ah, stuff like that so that, that I will get a briefing on. (H3)

Few comments were made about Taleo, the applicant tracking system. R3 mentioned that Taleo is coming along. She said Taleo utilizes three "ace questions" which are pre-screening questions; these are stored within the Taleo system and are related to different job levels. At the time of screening an applicant or telephone screening, they are programmed into the application software for the position connecting screening questions to the job posting. Taleo was not well liked by a recruiter and HM pair who were unsuccessfully using it to try to produce an offer letter. Even a technically savvy HM called it unintuitive.

An interview guide with relevant questions for the position was provided. H2 stated the importance of a standard interview to compare "apples to apples." One experienced hiring

manager with years of experience chose to augment the interview guide with questions that over

time she had found successful for evaluating candidates. Ideally these questions should have

been vetted by the recruiting group to ensure they met legal constraints; if they held predictive

value, they could be shared with others in the organization. Deviations of interview questions

could get the organization into trouble on matters of fairness. The interview guide targeted

attributes to look for which facilitated the ranking of answers. The ranking followed a 1 to 5

system, with "5" denoting the candidates does not meet the required level and "1" denoting the

candidate exceeds the required level for the job of a competency or attribute. There were generic

interview guides for each role. "Um, just looking, generally looking at the same, um,

competencies, just obviously, um, a higher level depending on the position that we're looking

for, um, so trust, teamwork and accountability are values. Um, they're really embedded in our

interview guide" (H1). This guide was reviewed but could not be included for reasons of

confidentiality.

The hiring managers at Case C were directed about what to look for in candidates'

answers. To use behavioural description interviewing correctly, there needs to be a scoring

procedure. "I do put them all through standard list of questions so I have questions that I, that I

use, um, the same questions with every single person 'cause I want to compare apples to apples

right so I just go through the standard questions" (H2).

The recruiters outlined the process as follows:

- Broadcast the posting for five days internally then as long as we want externally
- Initial screening of the resumes submitted online
- Use applicant tracking system Taleo ("Taleo is not friendly to us" [R3]). All candidates regardless of where sourced need to go through this process.
- Piloting Predictive Index (PI) "it's not a test, we don't call it a test. It's more of a survey and it just gives you a profile how a person would, what roles they would fit best into

what management style" (R2). Post-pilot, the plan was for all external candidates to have a PI.

- Create a short list based on core skills
- Telephone screen interview (95% of the time by phone, as not enough time to meet in person). The screen includes a general background overview and candidate's compensation expectations and some behaviour questions.

"Um, all through national right, like the, the company has their standards and protocol and policies and guidelines that so, um, you know like we've got a general process that we have to follow" (R3). A recruiter mentioned the overload of work for her team. "This isn't normal circumstance but right now my team are running at about, um, 55 to 60 jobs each" (R2).

Case C telephone interviews. The hiring managers preferred face-to-face interviews. H3 said that there was not a policy, but he felt fortunate that he could interview in person. H2 said she needed to meet in person to make sure the candidate looks professional. Her example was to ensure someone was not dressed for "the gym."

For the recruiters, the preference also was to meet in person, as stated by R2. "[By phone you miss testing] punctuality, ah, [chuckle] and, ah, sort of how, how they enter and introduce themselves and throughout the interview you know body language can tell you a lot." And yet, many positions required the hired candidate to work by phone, so phone screening allowed recruiters to assess phone communication skills.

In relation to rural locations, R3 said, "I've, ah, really tried to ask the hiring managers to do Skype or face to face or any of that kind of stuff. Most of them aren't [chuckle] really IT literate, they don't, ah, they don't do that." There was no other mention of Skype as a tool.

Case C interviews. Interviews at Case C were conducted in person. Meeting the top three to five candidates was the target. There were potentially more than one round of interviews, depending on the level of the role and what stakeholders need to be involved in the hiring

decision (R2).

Figure 17 is an example of one of the six questions provided in a full interview guide for a HM. Each question relates to one of six skills required. The rating guide is similar across questions, and to that used by recruiters with their interview guide.

Figure 17: Sample Question from the Hiring Manager Interview Guide

Can you tell about a time when you took responsibility for a situation or a problem which required teamwork and partnering to resolve? What was the situation and what was the outcome?	
Probes: • What was the situation? • What did you actually do, say? • What were you thinking, feeling? • What happened next? • How often have you done this? • How did you measure success?	**Targeted Behaviours: (tick as you hear)** ☐ Willingly shares information and learning with others ☐ Actively contributes to team activities and shares responsibility for accomplishing team business goals ☐ Respects the opinion of others and relates well to people from varied backgrounds ☐ Ask for input and feedback, and takes action to enhance own effectiveness and contributions to team goals ☐ Takes personal responsibility for own performance ☐ Admits mistakes, learns from them and takes corrective action ☐ Exhibits ethical behaviour in all circumstances ☐ Is open and candid with others, especially when communicating about issues that affect them ☐ Operates with integrity and does the right thing in difficult or controversial situations
Notes:	**Assessment:** ☐ Below required level ☐ Meets required level ☐ Exceeds required level ☐ Not evident

The above figure shows the interview process for one particular question. The two figures below

are for the HM's use.

Figure 18: Scoring Summary Sheet for Hiring Manager Interview Guide

Candidate Assessment Summary			Scoring Guide	
Job Related	Job Specific	**1 2 3 4 5**	❶ Does not meet required level	
	Results Orientation	**1 2 3 4 5**	❷ Somewhat below required level	
	Relationship Building	**1 2 3 4 5**	❸ Meets required level	
	Initiative	**1 2 3 4 5**	❹ Somewhat above required level	
	Service Orientation	**1 2 3 4 5**	❺ Exceed Required level	
	Communication	**1 2 3 4 5**		
Future Potential	Future Potential within role	**1 2 3 4 5**	(Assign rating based on overall assessment) **/35**	
Lists the six skills being tested for in the interview by the HM and the scoring guide using a 1-5 rating system.				

Figure 19: Hiring Manager Interview Guide

Listen for these elements as you assess the person's experience.
- Listens closely to others and responds in ways that communicates clear understanding of what was said
- Asks probing questions to gather more information
- Communicates clearly and concisely using good examples or llustrations to explain things.

❑ 1
❑ 2
❑ 3
❑ 4
❑ 5

Give me an example of a time when you had to explain difficult concepts to someone.
Probe: Give a specific example. What did you do? What did you say? What were you thinking? What happened next? What was the final outcome?

Score

This is a detailed example of one of the six skills questions that would be used by a hiring manager in an interview. The creator highlights the skill of communication and guides the HM with experiences that should be listened for, driving the rating scale of 1 to 5.

Figure 20: Recruiter Guide Rating Template

Attributes/Competencies Evaluation				
Attributes	**Below Required Level**	**Meets Required Level**	**Exceeds Required Level**	**Notes / Comments**
Trust/Teamwork/	☐	☐	☐	
Accountability	☐	☐	☐	
Building Trust	☐	☐	☐	
Job Specific: Skills & Competencies	**Below Required Level**	**Meets Required Level**	**Exceeds Required Level**	**Notes / Comments**
	☐	☐	☐	
	☐	☐	☐	
Resourcing Comments				
Strengths				
Gaps				
Technical Skills				
Areas to probe further				
Other				
The recruiter guide is slightly abbreviated compared to the hiring manager's more detailed guide.				

It is interesting that the rating scale used is 1 to 5 in the HM templates and 1 to 3 for the

recruiter. If there was a reason for this, no participants addressed it.

Case C panel interviews. The hiring managers in Case C had definite opinions about panel interviews based on their experience. There was no policy that they were aware of to guide panel use. H3 said that to go beyond two people "you're ganging up on a candidate and that is just not fair." This is from personal experience: he'd been interviewed by seven people, "so I understand how you can be overwhelmed." He said he always interviewed candidates with at least one other person, and that a maximum of two people joined him. The shared thinking was to have either someone who was closer to the business on the panel, or someone with the technical skills required for the role. In this organization there were city-wide job recruiting events where multiple managers attended to jointly determine at which location the candidate would have the best fit (H2).

The recruiters also noted that there was not a policy in this company regarding panel interviews. R3 said its use was "hit and miss." R2 did not use the descriptor of "panel interview," but rather he related to the function of the "group interview." "[I]t usually has to do with time. If they want to, um, get the process finished quicker, to have all the decision makers in one room is easier than having that person come back a second or third time." R3 also commented on how efficient a panel interview can be to the process. R1 noted that the decision of who interviews is at the discretion of the hiring manager. Typically more senior managers are invited for a second opinion.

Case C testing and assessments. There was no integrity or personality testing used. A HM mentioned the new tool that the company had recently adopted, Predictive Index (PI), albeit not by name. She was interested in the tool's usefulness saying, "I just wonder if there is an element that would be able to screen for lazy or any other derivative of lazy" (H2). R3 said PI

was not being used to deselect candidates, but rather to provide more insight. For her a concern

was that users would think of PI as a test rather than a tool, and said that it was meant to provide

more insight into a candidate. PI is calibrated by applying the index testing with successful

people grouped by specific positions. The output is a list of the attributes of successful people by

position. Candidates fill out the index to see if they match those attributes of people who are

successful in the role. R3 mentioned that there was a disconnect currently in the implementation

and she looked forward to when it is sent out automatically to candidates triggered through

Taleo. R3 was the only person who could speak to PI as a user.

General mental ability testing is not used. A review of the research literature was

presented in Chapter 2 – General Mental Ability testing. Only three participants in all of the

cases linked GMA to its weaknesses. (Two from Case C quoted below and one from Case A.)

The quotes I feel are overt implications that the participant made a direct connection between the

research and practice by explaining why one technique or process step is chosen instead of an

alternative.

> We don't. We don't use any, ah, testing that isn't standardized and, ah, and through a
>
> third party, um, and we, even then we very rarely use that. It's something we embedded
>
> with our governance, our resourcing governance group that there's just, testing, especially
>
> self-created testing or IQ testing can be too open to interpretation and leave us in a, in a
>
> position of risk if a candidate came back and wanted to see their file and felt that there
>
> wasn't fairness in the process so we discourage it. You know with technical roles,
>
> managers often want to know how, how can this person code or what are their skills with
>
> Excel and we ask that they work those questions verbally into their interview and if they

want the person to you know write some things out on a white board or something, that's,

that's sort of our direction that we give. But no, no IQ testing. (R2)

R3 stated emphatically that "um, so commercial [business units] do business cases but no we

don't do any kind of IQ kind of intelligence testing. No."

R3 mentioned the use of business cases (situational case testing). Candidates are given a

"case" that is representative of something the hired individual will be expected to understand.

The candidate answers questions about the case which show the candidate's competence. R3

noted the purpose is not to score the answer as right or wrong but it is used to see how the

candidate reached his or her conclusions. This is not completely different from structured

interviewing but is more detailed and the candidate is given time to prepare his answers.

Case C reference checking. References were conducted by the company's corporate

security. Checks included education, and regardless of whether or not the HM required certain

education, it is corporate policy to confirm any education that is listed on a resume (H3). The

organization requires references from finalist candidates (a standard procedure) but will not

supply same for their own past employees (not uncommon). One HM was clear that managers

are not to call references themselves without checking the policy

> Ah, I know that there's certain, certain policies that, that have to be adhered to when
>
> you're calling for references and I'm not sure on that one so I, I would consult and see if
>
> I'm allowed to, if that's something I wanted; it's never come up so I, I, I can't answer it
>
> but I, I think I would consult the policy before just jumping ahead, even if it was a buddy
>
> of mine (H3).

A strong impression had been made on this HM to follow policy. I was not advised whether that was due to this organization's training, his recruiter's influence, or prior experience in another organization carrying over.

The candidate filled out a form and was asked to self-identify any issues related to being hireable. If issues were flagged, then a background reference was done. R3 believed that despite this process supposedly providing protection to the company in the case of Employment Rights issues, half the time it has not saved the company a lot of time in such dealings.

Due to the length of time to complete the referencing process (it can take four months in situations when the candidate had a past criminal charge) the organization has created a policy for the person to start work agreeing that he will be terminated if the reference, once completed, is not acceptable. One participant described the process as "brutal" for candidates, leaving many of those ultimately cleared to feel like criminals.

Case C documentation: sample interview notes with resume. There was one sample provided by a recruiter. The recruiter used the "Resourcing Interview Guide." Four questions were asked from the choice of seven. The note taking was so abbreviated it was hard to determine what caused all four answers to be rated "meets required level." The targeted behaviour checklist from which to determine the ranking was not completed following "tick as you hear" directions. The summary form sheet was not completed so there is no information about this candidate's recommended situation. There were no indicators of bias written. If this was the standard full length interview of 55 minutes as described in this guide, these notes were very abbreviated.

Case C summary. Although no documented process was supplied to me, the participants seemed to be aware of "a" process, and many made comments that showed they felt it necessary to adhere to the process. "[W]e always have to fill out the interview guides for that policy and process. I don't know if I'm answering this correctly and then, you know then we need to make sure that we're coaching appropriately to the hiring manager so that's the process, it's a standard process. We shouldn't deviate a whole lot from that" (R3). H3 said he would need to check the policy before he would proceed in handling a hypothetical situation I had described in which he had no prior experience. And yet, many other participants made independent decisions which were different from others' comments so not everyone was doing the exact same thing. H2 added her own questions to the interview process with the confidence that they had worked for her so they must be okay questions. There was some selective adherence to the process or perhaps ignorance about what is optional. Also H2 spoke about PI and said it was being applied in a variety of ways despite a clear directive of how to use it. So in my opinion there was not anarchy at Case C, but maybe people were feeling "they knew best" whereas they seemed to feel they were following the process. (Without access to the documented process I cannot comment.)

Overall there was more criticism of the weaknesses of the process by both HM and recruiters. The strongest criticism was of the referencing process, in that HMs and recruiters described its abusiveness to candidates (full comments are in Appendix E). The next harshest criticism involved the time to launch the project and to fill a position, after which were concerns about the struggles with using Taleo.

Documentation of a total process for selection was not provided by the organization. Specific guidelines to conduct telephone screening and structured interviews were provided. The

guideline for the phone screen by a recruiter was well laid out and had a rating system for answers. It was more abbreviated than the guidelines used for structured interviews and did not include a checklist of things to listen for in the candidate answer. This helps the recruiter decide the rating of answers. However, the recruiters are recruiting daily so their experience would help them feel confident in the rating system. The structured interviews had a version for the recruiter and one for the HM and had a very clear and easy to follow rating system of "below," "meets," and "exceeds" required level. Specific things to listen for in the candidate answer for each question helped to differentiate amongst the three levels. Each question was tied to a summary of the key attributes and competencies visually, and this created a tidy connection between question and overall ranking.

The relationship between the recruiter and the hiring manager at Case C had several stressors that the participants discussed. It started from a position of stress due to time passing while the manager coped with reduced staffing while authorizations for a replacement candidate were given. In turn, the recruiter came into a situation where the manager was already anxious and was therefore demanding a quick turnaround, which might not have resulted in the best decisions.

Case D.

Case D screening. A telephone interview script to guide the screening process is recreated in Figure 21.

Figure 21: Case D Screening Interview Guide

Case D Screening Interview Guide
1. Please tell me about the type of position you are looking for. Why are you interested in changing positions at this time?

	2. Tell me about your skills and abilities and how they relate to this role.
	3. Can you please tell me about your education/credentials/professional designations?
	4. What are your career objectives?
	5. Current and expected salary?
	6. Are you legally entitled to work in Canada?
Technical screen section	
	7. What is your knowledge of our organization?
	8. Please tell me about your interest and availability for travel for work (if applicable).
	9. Availability for interviews and start date (optional).
	10. Are you considering any other opportunities at this time?

Do you have any questions for me at this time?

Describe next steps for candidate and thank person for her time and interest.

Recruiter's comments:

Hiring recommendation: continue or not

This guide is comprehensive and is predictable. There are no discriminatory questions. Q6 is the

acceptable way to frame a question but the recruiter may not ask if the candidate is permanent

resident, Canadian citizen or on a work permit as per the protections of the Canadian Human

Rights Act (R.S.C. , 1985, c. H-6). It is wise to ask if the person is considering other

opportunities to give a sense of timing so Case D could decide to change its pace to catch up to

another organization that is also considering this candidate. A newly arrived to Canada

immigrant professional might be interviewing for many positions simultaneously (as might be

any candidate for any number of reasons). It is therefore important to train the interviewer on

how to work with a variety of answers so that an active candidate is not negatively discriminated

covering a hidden bias.

The recruiters who participated did not receive an abundance of resumes so the recruiters read each resume they received. Their alternative, if there were too many resumes to read, is to use Taleo, the applicant tracking system. Taleo has the option to weight an application – i.e., to give certain percentages based on the recruiters criteria. However, this ranking feature is not trusted by the recruiters as it was said to be misleading (R2). Whenever possible they choose to read the resumes because "we really want to make sure that we evaluate each applicant properly" (R2). After the resume screening, the recruiter presents his choice of candidates to the HM to get his agreement as to which candidates to move to the phone screening stage. All recruiters did not note this step. Some recruiters without the HM input choose who to phone interview. There was a standard list of questions in the phone screen. This list of phone screen questions was not commented on by the recruiters.

Case D selection. To detail the process a flowchart was provided. (See Figure 22).

Figure 22: Case D Selection Process
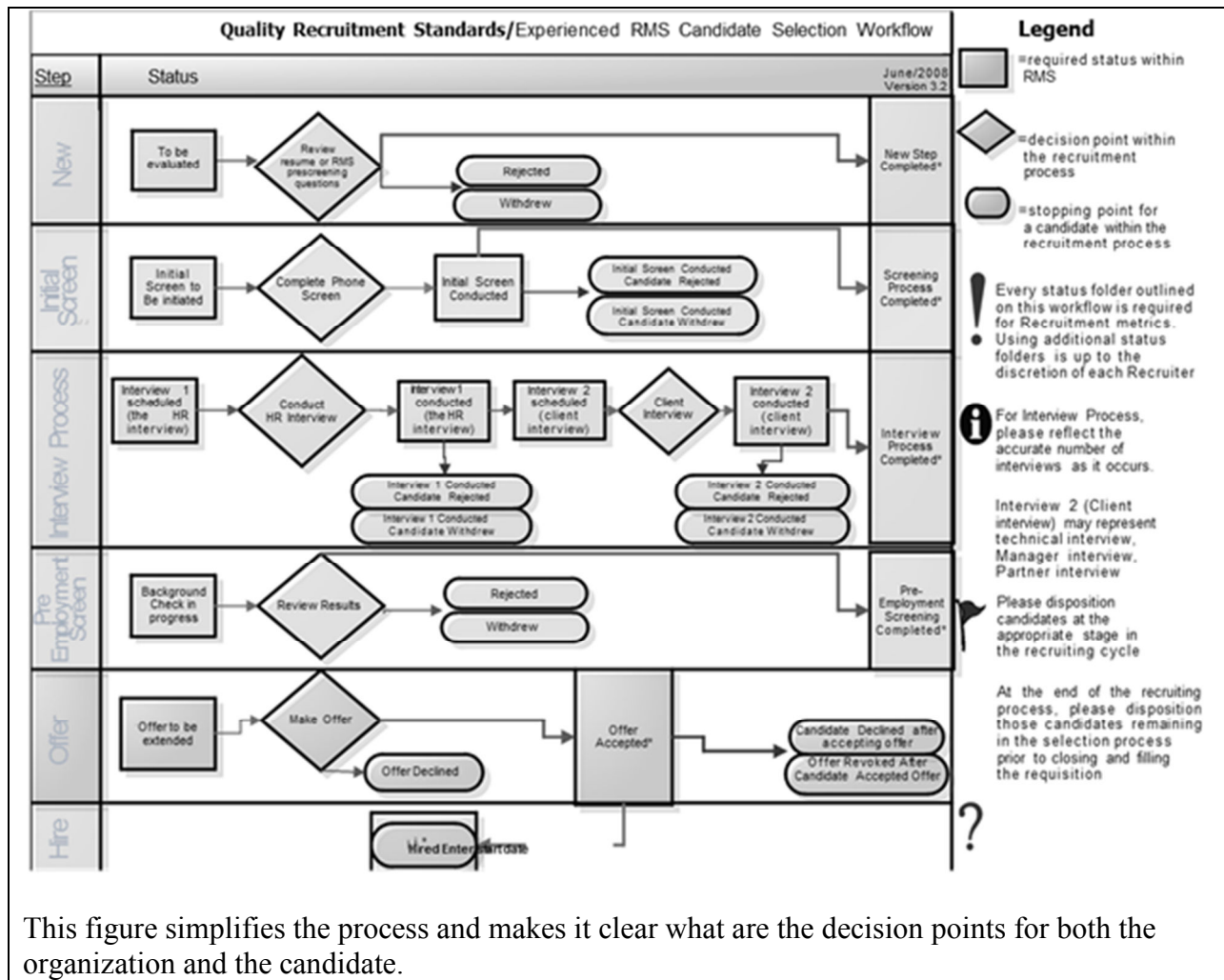
This figure simplifies the process and makes it clear what are the decision points for both the organization and the candidate.

The full HM interview guide was reviwed but could not be included for reasons of

confidentiality. A subset is shown in Figure 23, detailing the rating process for interviews.

Figure 23: Case D Hiring M anager Interview Guide Rating System

Shared Competencies	Strong Evidence Competency **IS Present** (Candidate cited one or more high quality, specific examples, in sufficient detail to inspire a high level of credibility)	Some Evidence Competency **IS Present**: (Candidate able to cite at least one example with enough specificity to indicate minimal strengths in this competency)	Strong Evidence Competency **NOT Present** (Candidate clearly unable to cite any specific examples with any degree of confidence to demonstrate any degree of credibility.)	Insufficient Evidence to **Assess Competency** (Was not able to address this competency in the interview due to time constraints)
Core Technical				
Service Excellence				
Management Effectiveness				
Marketing, Sales &				
Leadership Effectiveness				

Instructions: Please select one rating for every competency. If you do not have enough evidence to make a clear decision select "Insufficient". Do not use "plus" or "minus".

Triangulation is a **structured method** an interviewer uses to **rate** candidates.

1.   Read the Skill definition

2.   Read your notes

3.   Read the rating definitions

4.   Make a decision and record your rating

Strong Evidence Competency **IS** present: Candidate cited one or more high quality, specific examples, in sufficient detail to inspire a high level of credibility

In Case D there was more variation to the procedure than we saw in Case A and Case C. A HM who had been asked to interview a candidate talked about how he had no intention of actually interviewing.

I would say, there's probably lots of tools and resources available, I wouldn't say I'm left to my own. Um, I'm sure there's, there's lots of, lots of information and tools available for me but, ah, again you know when, when typically when I'm doing a quote, unquote interview, it's not typically an interview.

Who does the interview?

Ah, that would be done by, ah, [name of recruiter]. um, and, ah, and I, and I'd rather keep it that way. [Laughter] (H1)

There are a several concerns for the process: there is a missed benefit from not using a structured interview which yields job performance predictive value, interview questions from the corporate interview guides have been vetted against bias whereas his freestyle conversation would not be so vetted, and a good diversity candidate might not fare as well in an unpredictable conversation compared with the expected structured interview.

H1 talked about his role as a connection or discussion point with potential candidates.

…It's, it's, it's a connection point and it's a discussion to discuss with the individual and their sort of career plans, ah, you know short term, near term and long term are and you know just getting a feel for whether you know *we* would be a good fit for them at, at that particular point in time or at some point in, in the future so it's more relaxed, more informal. Um, when you, when you want to use the words interviewing, sort of the strictest definition of the word interview, I wouldn't typically be doing interviews. (H1)

Also in variation from the basic and common procedure used by cases A and C was the sheer number of interviews demanded in the Case D process. The candidate's experience of this organization is influenced by the R&S process. A high number of interviews increases the chance of depleting the candidate's energy, as most candidates are trying to fit in interviews while working. Also the coordination of the sequence of interviews demands attention to process. The interviews seem to be randomly organized. "Sometimes it's one on one, sometimes there are two of us with that person and it [interview guide] doesn't come with 'we specifically need to know this'" (H2). This is in reference to what to look for about the candidate. For the hiring of people at a partner level the expectations of the partners to coordinate what they cover in the series of interviews is not coordinated. H2 takes the initiative to ask an interviewer prior to her in the sequence to determine if there are specific areas to probe when she interviews. This HM was definitely aware of the benefit to the candidate of not wasting his time and potentially reducing the candidate's interest in the organization. Also she was conscious of effectively using the organization's resources by not repeating the same basic interview across multiple interviewers. When I asked why no panels were used (only two persons at most for a panel were used only sometimes) the response included no reference to process or best practice. "Um, yeah I just think that there's a, it's a good way to organize it but it doesn't seem to be widely adopted" (H2).

The Case D organization has multiple service lines and each one was said to have control over their own process (R2). No one mentioned a governing department. When R2 took on his recruitment leadership role he worked with his team for his business unit to create and then implement a process that would be adhered to nationally. "You can make some changes here and

there to equate for the fact that a process in Toronto may not fit to every region or location but

for the most part it's a standard process followed by all within my particular recruitment team"

(R2). Legacy processes seemed to be hard to dislodge despite R2's attempt at standardization. If

a small department of recruiters had trouble instituting a common practice, no wonder the hiring

managers came with so many different opinions about how best they could fulfill their role. One

reason for the difference from a recruiter in a small local office to a recruiter in a metropolitan

office is the number of hiring projects at one time.

Case D telephone interviews. Telephone interviews were not the preferred method of the

HMs in Case D. It seemed to be an understood process that at least one person must interview

the candidate face to face. And yet, H1 noted a situation when no one met a candidate in person

and it was a successful hire.

Of course there are pragmatic reasons for telephone interviews that invite their continued

use. R2 mentioned some of the benefits: access to people whose geographic distance make it

virtually impossible to meet with, and it can also be more convenient for the candidate who can

fit in a 10 to 30 minute telephone interview much more easily than adding travel. And there are

recognized cons as well summarized in Chapter 2. But what was interesting was R2's comment

about candidate convenience. This was one of only a few instances when the candidate's need or

perspective was mentioned. Another instance was a concern for candidates feeling ganged up on

in larger panel interviews. The other was turning a candidate off through a sequence of repetitive

interviews.

H3 found the visual interview important because it provided him with more information about the candidate. I asked H3, "When you say you get more information from the visual, what, type of information do you get?"

H3 responded:

Yeah, that's a good question. It's like level of confidence, um, comfort, you know are they getting confused or concerned, um, you know their, their level of engagement, are they passionate or enthusiasm, um, would, would we, would they be client executive ready, presentable for a client executive.

I asked, "And what does client executive ready mean?"

Yeah. It's a tough one to define. I don't know that I can define it. We, we tend to sort of see, you know say a bunch of us have seen someone, we might say no it just doesn't feel like someone I can put in front of executive and we would sort of all tend to agree without knowing why. I know it's not very helpful for your study [chuckle] but, um, it's just a matter of do they come across as somebody who has a strong point of view and is willing to make a recommendation and support it and somebody that a, a client would listen to. (H3)

When selecting a candidate, the decision to meet face to face so that someone can get a feeling about the candidate but cannot describe exactly what he is looking for has relevance to the job leaves the situation open to concerns about discrimination.

H3 mentioned that his practice group had used Skype for professional entry level roles and it had worked well. He said, "[W]e might do a little bit more of that in, there is a bit more information that you get by, by the visual too so yeah we haven't done a lot of it but it would be

something I would think about." In another case a recruiter mentioned that Skype gave

convenient video capability and was likely to become more mainstream. More readily accessible

tools that facilitate more expedient timing of interviews could take some pressure off of the

process from a "time" perspective and thereby provide more room in the process for diversity

considerations if and when diversity hiring is seen as taking longer.

Case D panel interviews. Panel interviews were not commonly used in Case D. When

used it was often over a meal (H1). There was little conversation over this style of interviewing,

with neither strong personal preferences nor corporate process directing the choices. Reasons for

not using panel interviews were said to be that panels were harder to schedule and that

confidentiality of salary conversation should not include peers on the panel (R3). Conversely, H2

saw panel interviews as a candidate-sensitive way to work through a dozen interviews for a

partner role. The literature does not help here. There is no empirical study of panel interviews at

a senior management level.

Case D interviews. Although there was not a lot of conversation around behavioural

interviews, the term was mentioned by four of the six participants: two recruiters and two hiring

managers. Behavioural interviews refer to behaviour description interviewing (BDI). One HM

mentioned that she had acquired the skill of BDI interviewing early in her career and that it has

been a cornerstone of her recruiting success. The most senior of the recruiters, noted that her

team has invested one and one half years developing a behaviour interview toolkit for their

service line.

Of note, H1 felt the best way to help the firm was to not interview a potentially senior

candidate but rather to just talk to the person about the firm and differences from his current

position, and career opportunity. This begs the question, when is this potential candidate actually interviewed? Does a more junior recruiter use the telephone screening process and a structured interview and potentially eliminate a partner referred candidate? H2 thinks the firm too often tries to fit senior people in rather have the business determine what roles best fit the business strategy. R3 notes the value of having a recruiter interview a candidate is so that salary can be discussed upfront so it is not a surprising disconnect at the end of the process and to review other key elements of the employment contract such as non-competes. Her team of recruiters is pleased that now 99% of the candidates in the business they support are met by a recruiter. This she feels demonstrates the HMs value the recruiters.

Case D testing and assessments. Integrity assessments were not used by Case D. H2 stated her belief that talking to references is a better way to learn about the candidate's integrity than through an assessment/test. No personality assessments were used. Recently, in one part of the organization there had been some conversation around the value of evaluating the candidate's personality fit with the personality of the organization.

A test that could be associated with GMA assessment was mentioned by HMs and recruiters in only one situation in Case D: candidates in Quebec are asked to complete a written test for their technical skills (details not included to protect the confidentiality of this case organization).

R2 said that situational case testing is "[v]ery common in our consulting practice, strategy and operations, will do so with their campus hires, we're looking at implementing this within our campus stream for [name of department], but as it stands right now it's not common practice." I asked why it was not common practice.

It's just something, it's not a tool that's generally been used in the past, you know, when

we're taking a look at experienced hires, we're looking at their credentials from a

designation standpoint. [The types of projects] that they've worked on, the clients or the

industries that they've been associated with. … It's just now where we're changing the

mindset of our group or our practice if you will, to decide that we really want the

[consultant] of the future. We want someone that's going to be perhaps a little bit more

analytical as opposed to somebody that may that they'd be more comfortable [doing

technical things], and so it's just not a not a practice that we've followed all that often.

(R2)

Situational case testing could be a technique to evaluate immigrant professional candidates.

Rather than the barrier of "must have Canadian experience," the immigrant professional

candidate could work through a case scenario to highlight his understanding of Canadian

business practices.

   Case D reference checking. HMs stated that reference checks were conducted by people

in a variety of positions from junior recruiters to national HR leaders to hiring managers at

various levels of seniority. There was not a standard set of questions of which H3 was aware.

There appeared to be a lack of process for this step. It appeared from the experience of H2 that

the reference-checking tool was underutilized.

…I think that that, to do a reference check properly is a particular skill and a very

important stage and I have, ah, you know I have argued that we need to use a specialist in

certain cases and, and have been successful but generally by, um, not going with the, the

grain, the norm would be that somebody in our HR group, as I say relatively junior would

be given some names to phone and they aren't you know going to be skilled to be able to seek out the information that we need. We have, you know we have made some clear errors in, in that space. (H2)

The recruiters appeared more confident and aware of the referencing process than did the HMs. They said it was handled by a third party who does verifications of criminal, education, employment and references. The recruiter's role is to review the completed reference. The recruiter was not involved in guiding the BackCheck organization, as that was seen as biasing the process. If a concern was flagged for a candidate, the recruiter at that point may ask for more information.

Case D documentation: sample interview notes with resume. There was one sample provided by a recruiter. The recruiter used the organization's "Recruiter's Interview Guide." All the guide questions were asked. There was no rating system provided in the guide. This is likely the recruiter's screening guide.

There were no comments that could show bias. The questions relate to can you travel? Relocate? Comfortable with early morning and late evening work? Travel restrictions. All are business related and although could eliminate a candidate they are not biased against a marginalized group.

Case D summary. The actual process was in harmony with the simple documented process supplied to me. According to the participants there were regional differences and slight variations within the same functional area. One example given of a regional difference was the use of the recruiters in Quebec being involved in hiring manager interviews, and one business unit allowed authorization to hire before or after recruitment.

"That I'm aware of" is a phrase that was used frequently in Case D, apparently as a respectful disclaimer. It could mean the person has not checked at all for information, or only within his team or geography.

There were hierarchical differences between recruiters and the vast majority of hiring managers in this organization. R2 made a reference to the "junior" recruiters, wondering if they were equipped for the task of referencing. The difference in hierarchical "power" does not openly show up in the comments of the recruiters. One recruiter explained that the senior staff have more value for the recruiters than junior HMs who see them more as administrative.

In the screening interview, one of the screening questions could create an issue. Asking about compensation could create a problem. An immigrant professional's foreign earnings might not be simply work on a direct-exchange basis to local market currency. Also this question might be culturally surprising and take the candidate off balance for the remainder of the brief phone interview or hesitating with an answer that leads to implications about honesty.

There was awareness of highlighting diversity during the interview process at Case D (see later in this chapter for more discussion) and to do so was noted in the process guideline for this organization. The organization has a list of values with links to how the organization is different from their competitors. I was given a copy of this document but none of the participants referred to it as a specific step in the process. R3 felt there was value to highlighting diversity and that it could be implemented better.

As previously noted, the telephone interview conversation led to a candidate centric statement about that element of the process being convenient for the candidate. As this is early stages for a candidate, particularly for a passive candidate, you do want the process to be less

taxing on the candidate. The note that panel interviews were hard to schedule was common. However, thought to the candidate should be given and to the efficiency of scheduling fewer interviews by grouping interviewers.

Personality assessment, integrity evaluation or general mental ability testing were not used. Why not and the link to racial implications were not discussed. Doing so would have linked the organizations' practices to the literature. One recruiter thought that there were pros and cons to personality assessment to possibly match a profile to the successful corporate profile but the disadvantage to doing so meant more chance of a loss of different styles and ideas. She did not make the connection to the racial bias of such testing. The reference checks were conducted by a third party. R2 spoke in the most detail of this step and commented that to direct the questions asked by the reference checker would negatively impact the process.

Additional Selection Considerations

This section of the chapter focuses on interview questions related to the impact of being a multinational organization, diversity initiatives, immigrant professionals' impact on certain selection techniques, and future issues. (These topics are related to questions 7, 9, 11 and 12 in the interview guide. See Chapter 3, Table 2).

Multinational organization impact.

Case A. No comments were made about the details of candidate selection within a multinational organization per se. What I saw was only one example of sharing of experiences internationally. For example, websites used to reach diversity candidates in the U.S. spurred a recruiter's interest in finding the same kind of sites in Canada. I found no evidence of efforts to discuss an immigrant professional candidate's foreign education and experience with a peer

location at the company's workplace located in the candidate's home country. I had expected that the multinationalism of the organization would be leveraged to help gauge immigrant professional candidacy but found no such activity.

Case C. There were a variety of comments both positive and negative about being a multinational organization. One HM noted that the brand name of this large organization drew many candidates so time is spent in "weeding out" (H1) candidates rather than trying to find them. R2 noted that steps and approval in the process are much lengthier than for a smaller organization "…a lot more bureaucracy I guess with reason. You have to be, you have to vet risk and then once a person is hired, we have a very, ah, extensive pre-employment screening process of background checks." R2 said a downside of being so large is that they cannot afford sufficient licences for LinkedIn. Overall there is no leveraging from being multinational to facilitate the selection of immigrant professional candidates.

Case D. One recruiter noted that an advantage of being part of a multinational is that the organization can afford licences for LinkedIn. Since Case D is multinational, it shares software platforms like Taleo, but the Canadian organization cannot tailor changes to suit this country's needs (R2). In response to a question about forging internal foreign contacts with fellow recruiters, R2 said it was difficult because if the foreign individual moved on you had to start again trying to figure out who to contact for local information for that foreign geography. Another recruiter mentioned that it was difficult to buy talent, by which this person meant that if there is a company with five or so similar positions they might be able to afford to increase the compensation structure to buy talent for a few positions, but when you are large and

multinational you cannot afford to play this hiring game as you have hundreds of people in that position (R3).

Special techniques applied for immigrant professional candidates.

Case A. There were no unsolicited comments about considerations for diversity candidates. When I asked about special considerations for immigrant professionals or diversity candidates, the HMs said that they did not do anything different except "ask more questions and listen" to try to understand the context of the foreign experience (H1). The recruiters said they did nothing differently.

Case C. There were some unsolicited comments about working with immigrant professional candidates made by recruiters and hiring managers in Case C. None of which triggered any concern about bias. One HM said he felt that the organization's diversity spoke for its open selection practices. R1 said that through the volume of candidates from certain countries he now recognized for several countries, the schools and the organizations that best mirrored his organization. H3 talked about probing to learn about education and experience and not to assume, even if the person worked for IBM India, that you knew his experience. Likewise for a small national unknown organization in a small country, you cannot assume the details of experience. You must ask the candidate for details. (See below. "Impact of diversity, Assessing foreign experience Case C," for more details).

Case D. Only one of the recruiters had something to note on the topic of working with immigrant professional candidates. R1 said he looked at the level of the degree and the discipline and not focusing on the name of the school or the country. To him global experience was fine as long as the experiences were relevant. He also pointed out that accents were not the focus, but

rather it was what the person communicated. "It's not you know whether they can speak English well. It's how their, it's their ability to articulate their experience right, um, 'cause we have someone born and raised in Canada and they may still not have the communication skills right" (R1).

Future issues related to selection.

Case A. A variety of different concerns were raised about the future of selection at Case A. H1 was concerned about the impact on hiring in his organization due to less experienced recruiters.

> I think from a selection point I think another thing that is maybe overlooked as an issue or a challenge is that as the workforce gets younger and younger and perhaps there is a gap between, you know, what I always call junior, intermediate and senior, there are no intermediate and so you end up having a lot of juniors doing the recruiting. They might often know not know what is the best standard for the individual that you're looking for, and they may have different criteria that aren't what I would consider, you know, sort of a best.

Since diversity hiring is necessary due to demographic changes and supply and demand of applicants, H3 felt that communication is going to be an issue for new hires. H3 suggested that organizations accept this and set up more training for new hires. He felt that work is needed to open up people's minds to making diversity hires.

> Um, you know in terms of our own hiring, I think it is going to be, um, educating, continuing to educate our, our hiring managers, um, you know that given the, the, ah, the large, um, population of, of existing employees that are going to retire, you know that

our, our hiring managers, um, do need to be open, um, you know and, and open to

individuals with experience from other countries, um, and understanding that that

experience is, ah, just as valuable as North American experiences. (R3)

Case C. This organization had significantly more in number and degree of small and

remote rural locations than the other cases. It was noted that there are Canadian geographic

differences in openness to diversity due to regions of more and less exposure was discussed.

Toronto is an example where diversity is top of mind and everyone would have a personal

experience, which is not so common on the Prairies. To overcome these logistical differences,

the HR team hosts an annual national conference to ensure those from less diverse communities

are exposed to the current realities of diversity hiring.

Yeah and so we try to do that, ah, you know and, and when we include our regional you

know groups, we try to, so they all come to the HR conference, they all, all hear the

diversity you know, you know in those days and then there are training that, that they're

involved in as well and that they are required to attend so they hear about here and there

but they don't hear about it every day and they, they're not, they don't see it every day

the way we see it so really don't think about it the way we think about it. Ah, that's my,

that's my personal opinion and I could, I could be wrong about that but that's my

interpretation. (R1)

The sensitivity around this subject could be felt with the multiple disclaimers of it's his opinion,

his interpretation and he could be wrong.

Case D. All of the hiring managers in Case D were concerned about the organization

winning the war for talent and feeling that failure would mean dire consequences to a consulting

firm differentiated by people not products (H3). H3 said he encouraged the organization to keep pushing the bar and to try to think ahead about how to attract the best people from any background. H2 believed that those who were involved in recruiting, from the professional recruiters to partners invited to meet candidates, must be the best people not just someone who has time to conduct an interview. "I'm not sure we, we, we know enough about how to do this. It's a bit of a sense that you know we, we, we can sort of do everything ourselves, um, although we would tell our clients they needed us for our specialized skills. We don't tend to apply that to our own organization" (H2).

R2 felt that when hiring, the organization needed to consider the limiting impact of measuring time to hire. He indicated that if there was a change of mindset away from "time," more time could be spent to ensure great hires thereby impacting the culture of the organization.

Another future issue as the organization continues to diversify is the consideration of emotional quotient (EQ), including empathy and interpersonal skills, which are very important to being a successful consultant. H3 believed that clients hire consultants to fill gaps that the client group cannot fill with its own interpersonal skills or communications. Some cultures do not develop these skill sets. The organization needs to consider this when hiring diversity candidates.

Requirement for Canadian experience.

Case A. There were no comments made.

Case C. There were no comments made.

Case D. H3 made the only comment on this topic, indicating that this organization whenever possible did not require Canadian experience. As professional consultants however there were some times when Case D felt that Canadian experience was expected by clients – for

example when there is knowledge of legislation required. A comment like this, couched in "client expectations", allows for veiled discrimination if the clients do not actually expect this or if the candidate can gain the knowledge from short term training that would not cause undue hardship on the employer's resources. H3 appears to have more of the open mindedness required to effect more diversity hiring and yet he makes a comment that can undo other efforts to support diversity.

> [A]s a matter of fact it's not necessarily a determinant over whether they have this interpersonal skill I'm looking for or not so I've hired people directly from say India with no experience in Canada, did great and then I've had people that have been in Canada for several years and they've just never got over the hump. (H3)

Summary cross case analysis. Knowledge of multinational information related to foreign companies, universities, and customs was not shared internally across geographies of these multinational case sites. There was no attempt to do so or a reason why not with one exception when a recruiter from Case D said if the foreign colleague (supplying local geographic information related to job evaluation measures of education, employer, and experience) moves from his position then it would be hard to figure out who to reach out to next for such information. Individuals developed their own knowledge of schools and employers from which they saw many applicants but there was no sharing of this knowledge. This is inefficient and given that time it takes to recruit is felt to be very tight in Case C and Case D, finding efficient ways to understand immigrant professionals' qualifications would be helpful to the process. Also using multinational connections within the organization for intelligence about foreign compensations could reduce issues when an immigrant professional is asked about her salary

expectations. If her answer is out of the job specified range, then there would be context to the answer to might explain a gap. This would reduce the potential for making misassumptions about an immigrant professional candidate.

No overt prejudice was seen in the practices of the participants. Listening and probing are practices that the cases all believed were needed to better know a candidate. I do wonder how it is dealt with, since such probing takes time and with timed interviews something therefore can be missed in getting to know the candidate. The requirement for Canadian experience needs ongoing evaluation. There was little information provided to say much about this important element.

Other considerations suggested by participants included the issues of young recruiters perhaps not being sufficiently experienced, and geographic differences in exposure to diversity. Recruiting was seen by one participant in Case D as the "make or break" to the future.

Impact of Diversity

Given this research is focused on R&S of immigrant professionals this section is included to ensure all the selection tools are looked at in relation to how they were purposefully used to aid diversity recruitment, particularly visible minorities, and even more specifically immigrant professionals. Each case was reviewed with consideration to: 1) the establishment of goals for diversity hiring; 2) highlighting diversity to candidates during the selection phase; 3) evaluating a diversity candidate's education and experience; and 4) handling accents.

Case A.

Case A targets for diversity hiring. None of the hiring manager participants focused upon or said he had a goal to select a diversity candidate for any open position. This was made clear

by such comments as "not diversity….we hire the best" (H1), diverse candidates "get the same

recruitment as anybody" (H2), and "[diversity is] not targeted but who is the best person" (H3).

The HMs found this mentality to be fair and unbiased and seemed proud to explain to me their

rationale for selection. In conversation there again was consistency in their answers which can be

represented by H1 (italics indicate my questions):

> *Do you consider diversity in the selection process?*
>
> Not specifically, no. Ya, no.
>
> *Not specifically, do you think about it in a different way?*
>
> Um hmm. Ya, like we're not, we're not, you know, going out to say okay, we want to
>
> hire some diverse individuals here, you know, again, we want to hire the best person
>
> available.
>
> *What about others in the organization?*
>
> You know, that I don't know. That one you would have to ask [name of recruiter] that
>
> one. Again, I don't know if they have some sort of agenda I'm not aware of that says you
>
> know, we gotta get more of this or whatever…I am not sure if they [recruiters] have goals
>
> for diversity I don't know that.

 A bit more encouraging, H3 noted he does look for diversity, just not a specific diversity group.

"I really, I have never really done any kind of targeted stuff, not in terms of saying hey I think

we need to focus in this particular area from a visible minority perspective…but in terms of just

general diversity, um, absolutely." For an organization desirous of diversity to build its business

with a stated priority to hire Aboriginals in particular, the approach of these two HMs is not

strongly linked to a diversity objective. This might be because there is no specific direction in the

documented process to encourage diversity selection.

> To target diversity is one element. To guard against prejudice is equally important. H2
was clearly confident that there was no discrimination shown in Case A.

> If there's an East Indian sitting at the table with the right skills, um, that's applied, then
> you know then they get the same recruitment as, as, as anybody…I watch the diversity
> thing go on and, and I see who's being hired and it's, it's, it's tremendous. People are not
> being opted out because of their ethnicity or their immigrant status. (H2)

But there are unconscious biases, thinking the person is too different from the Canadian ways.
H3 feels more effort to stop this is needed. Furthermore it is critical to not only avoid
discrimination, but to be diversity savvy.

> Yeah absolutely and I think that's when I go back to the Global Insights and that was one
> of the takeaways that I, I, I could specifically apply to what we do is you know, um, an
> example would be in, is if, ah, you're interviewing somebody from, um, the Middle East
> and you cross your legs and, and kind of show the bottom of your feet, um, in terms of
> your shoes, that's, that's something that they don't respect. Um, you know shaking hands
> obviously with your left hand, not that you would do that but it's just being sensitive and
> being knowledgeable or being understanding of what the, the kind of some of the cultural
> norms would be I think is something that we try to do a better job of. That Global
> Insights, um, course that we took did a good job of that. Um, it's not something that's
> been, ah, I'll say delivered out to everybody but it's something that's out there that now
> people have access to, um, but I think we try to but again I'm not sure we do a, as good a
> job as we probably should be doing. (H3)

It is apparent that sensitivity training was proving to be memorable to this participant. No one else in Case A mentioned the impact of this type of training.

   Diversity targets for the organization impact actions. The HMs generally believed there were no target numbers. H2 was uncomfortable with any type of active targeting although he did say:

> I believe that there should be a diversity metric that kind of tell us if we're going in the right direction. On the other hand I don't support targeting, ah, ah, the Aboriginal people specifically, ah, just because they're Aboriginal so I think it's important that we measure the demographic of the organization from a you know cultural diversity perspective and that we at least talk about you know techniques and strategies that would entice, um, the properly, um, trained and, and equipped people to, to come work for us.

The recruiters were similarly inclined not to want specific targeting. R1 said he did not think that there were any targets but noted it is a good idea to make a community connection to support recruitment. (He noted Aboriginals in his comment). R2 talked about post-hire metrics and noted the organization could do better with metrics to show if they were hitting or missing targets (but did not say specifically diversity targets). R3 showed the same discomfort with targeted recruiting.

> [W]e have some partnerships, um, and, and so there's times where, um, you know we may blanketly choose to do, use that or we may choose to, um, um, you know use it as part of our targeted approach, um, so I would say yes it, you know diversity hiring does come in when we're doing that, that needs assessment, um, but I support the underlying

theme of it is we want to find the best qualified candidate, um, so if that is a, a diversity

candidate or not, ultimately what we're looking for is, is the best qualified individual.

With no corporate direction on this, personal preferences and attitude about what is biased comes

into play.

Case A highlighting corporate diversity to candidates. The transcripts showed that there

is at best an ad hoc practice, despite a more general directive to talk to candidates about the

organization's culture. H1 had made his own choice to highlight diversity based on his work

experience, as his manufacturing facility staff was diverse, including age-diverse. (H1, who

laughingly noted that he forgets he is a visible minority, viewed diversity very holistically to

include age, gender, and not just ethnicity.) H2 felt a company slogan "growing together" lent

itself to diversity based on togetherness, inclusivity, so he highlights this to candidates. He

believes this is a strong attractor to the company. H3 felt there was not a focus on diversity and

that more could be done. "I don't think there's a barrier to it but I don't think it's something we

actively do and when you actively do it, you're probably going to be more successful than if you

just kind of- ignore- it isn't the right word but you're not actively engaged in it" (H3). The range

of answers to this question left me with the impression that highlighting diversity was not a well-

structured aspect of the selection process at Case A.

It is one thing to talk about diversity and for a hiring manager or recruiter to say he does

not discriminate, but actions tell. Based on pilot study interviews (Thompson, 2011) three

elements had been reviewed with human resource professionals and diversity specialists as

sources of possible bias. The three elements: assessing foreign experience, assessing education,

and accents will be discussed for each case.

Case A assessing foreign experience. At Case A, it seemed that learning about a

diversity candidate was not hinged to the resume but was accomplished by asking questions and

listening to learn about the details of the person's experience. In the words of H1, "You know,

you don't know, so it's, you've got to ask more questions and you've got to listen." Given the

fluidity of the entire, detailed response by this candidate, it appeared to be something this

participant had already considered. The challenge was asking enough questions and having the

candidate recall sufficient detail to form an accurate impression. Not asked but considered here

in reflection, how does the time taken to probe about foreign experience impact the timing of the

entire interview? Was another aspect of the interview shortened with a negative impact on the

candidate? The fact this aspect did not seem to concern the recruiters was not sufficiently telling.

It could have meant that it was not a point of prejudice and received no special attention or there

was insufficient preparation and thought given to the reality and it was not dealt with well.

As mentioned previously, another way for a multinational organization to leverage its

global reach would be to provide an exchange of information with the corporate site in the

country from which the candidate has gained his experience. "Right, we do have some global

tools. I've never used them. They're mainly for when you go to another country like if you're

working, let's say I'm going to work at our facility in Belgium, you know, we have some tools

that will help you kind of learn about the culture, but I don't believe we've done or used those

tools for sort of hiring" (H1). This is part of the interest of this research: do organizations

leverage their multi-national reach and knowledge to better understand immigrant professional

candidate's experience. In this case, they do not.

H3 recommended offering a trial basis to be sure of experience. He noted that this could work for local immigrant professionals (but that there would be too much risk for a candidate still living abroad). The reality is that all employment is conditional on doing the job well. So, even though it is not labelled "trial basis," this kind of procedure does occur.

Case A assessing foreign education. H2 differentiated between professional designations such as engineers, accountants and lawyers, and other types of other education. He viewed assessing education as a basic assurance that the level of degree required is held by the candidates but as to the school, that was not relevant.

> Um, what we need to be careful of is that the degrees that they have are actually meeting the standards necessary to function in Canada and I think that would be the only differentiator for an immigrant candidate. So we would ask them to prove education which we ask any Canadian anyway and then we would ask if the degree is accredited in, in North America which is an important piece because there are a lot of, ah, degrees out there that do not meet the standard, ah, to be able to sign off professional engineering diagrams and that sort of thing in, in, in our, in our industry. So I think the techniques that we would use with an immigrant professional may be different from a North American educated professional would be the confirmation of the foreign degree purely…I, I, they come to me with a degree from University of West Indies, Trinidad for instance, ah, and it's not a requirement for their, to do their job, they've met the spirit of the degree requirement in my mind and we need not go any deeper into it …I would be terribly upset if I found out that we were, ah, you know opting people out because, ah, we didn't think

their degree was a real degree 'cause they got it from you know a foreign country. Who

are we to, to determine that right? (H2)

H3 said that he did not believe that the organization discounted a degree based on the university

name. Understanding skills "comes from the interview et cetera" (H3).

Similarly, the recruiters had no issue with foreign education. R1 said they would treat the

foreign degree the same as they did a Canadian. Furthermore, R1 indicated that there was no

additional value attributed to a familiar school: the level of degree was what was sought, not the

brand of the institution. No one noted the various Canadian organizations who evaluate non-

Canadian education for Canadian equivalency.

Case A impact of foreign accents. There appeared to be a willingness to meet a candidate

in person to increase communication if there was some evidence in the telephone screening that

the person could be a potential hire. H1 showed sensitivity to the situation of not understanding a

candidate due to the accent.

Ya, I mean you've gotta, you've gotta be, what's the word I'm looking for, you've gotta

be straight with the person right, and just say hey, like I just, I need you to appreciate I'm

having trouble hearing you. You know, maybe slow down a little bit and sometimes like,

I'll be honest, if you do that once and then you still can't understand what they're saying,

or maybe you that twice where you are like can you slow down, and you still can't

understand, you maybe just kind of nod and say okay thanks, I appreciate it. Go to the

next question. Because it's, that's tough, that's a tough one… Like I'd say, you know, I

have instances where, let's say on a pre-screen there is 5 questions, and let's say you, you

know, out of the 5 you get one really good answer. You know, that's where you might

say okay, you know, let's give this guy a chance or whatever. But on the other hand I've

had some where I'm like you know what, I don't want to go there, it's too difficult. (H1)

The words of H1 showed an emotional investment in situations where an accent is reducing

communication. He made a personal differentiation between an accent he could work with and

one that was just too much to accept. This would be an issue for immigrant professionals if each

interviewer made his own threshold. H2 talked about being a good communicator by clarifying,

not using acronyms but ultimately "…Other than that, same stroke for everybody as far as I'm

concerned is you know recruiting wise" (H2). The speaker implied that he had no bias because

he treated everyone equally. H3 noted that "we've got a very [chuckle] diverse recruiting team

so I think, ah, which is probably a very good thing." He said he had never been told that a

candidate had been screened out due to an accent.

The recruiters were similarly sensitive to accents and R1 noted that if he is just having a

little bit of trouble understanding the candidate during the telephone interview but he feels there

is something to their answers, he will bring the person to meet face to face.

I certainly don't disqualify them because I'm have, if I'm having a little bit of difficulty

understanding them. Um, if I ask them a question and they're not understanding my

question and I repeat it a couple different ways, um, then there's a language barrier if

they're not, ah, understanding my questions and they're not answering accordingly, um,

then that becomes a safety issue for me. (R1)

The question for me becomes what drives his safety threshold decision. R2's comments also

leaned to a personal evaluation of communications. He said,

Mm, well I think communications is very important. As long as I can understand, um, the individual, um, my experience accents have never really bothered me. I'm, I'm a minority [chuckle] myself and you know, um, I've had tons of experience around that but I also need to make sure that the candidate can communicate properly and I'm understanding them, um, and that's something that, um, I think we're very receptive to that. We have a very diverse workforce here, um, and as long as they can prove that you know they've done the work and they can communicate effectively, regardless of the accent, it's, it's not really an issue.

R3 noted that he did not have trouble understanding accents but he had brought in a candidate to be interviewed by a HM who had concerns about communication for the same candidate. Again we see the issue of individual thresholds.

Reviewing these three recruiter transcripts there appeared to be a variety of stages of comfort, from having "tons of experience" to "being comfortable" with accents. One recruiter talked about giving the benefit of the doubt to the accented candidate. R1 was aware of his own accent and he shows an openness to that of others. However, it is the HM who makes the ultimate hiring decision not this open minded recruiter. Amongst this group it seemed that an accent was not a point of bias. Tracking outcomes and practice so that everyone in the hiring process had experience with accents seems to be a missed opportunity. Perhaps the recruiters by virtue of their jobs and therefore volumes of interviews got practice. The challenge therefore would be hiring managers. More than just the hiring manager's attitude towards accents should drive the hiring decision. More monitoring, training, and/or accountability will help, as it leaves

personal subjectivity allowing for individual bias in the determination of what amount or type of accent causes a safety issue by impacting communication.

Case C.

Case C targets for diversity hiring. The HMs at Case C did not think that there were any targets for diversity hiring whereas the recruiters recognized that there were diversity targets. R2 worked around the idea of targets and said there were no targets but they were encouraged to include diversity candidates including immigrant professionals in the R&S process. However, this organization is federally regulated and is accountable to the Employment Equity Act and therefore there are targets set as part of the reporting requirement. In this quote the recruiter talked about Aboriginal targets.

> if we try to sort of really promote if there's two candidates and they're equally as strong, they're equally fit, the specs that equally can do the job and we don't have any reservations they're both equally strong people, will our team sort of try to veer to try to get the hiring manager to go with the Aboriginal candidate? For sure. It's not right or wrong, like we won't butt in, in some cases we do tend to fight the business because there is lots of prejudices out there right [including from customers] that we're still working on, especially rural. Yeah I'm not going to deny that but from our team, ah, we know that there's targets that we need to achieve and we need to do our best to make sure that, that we pre-screen them and they're qualified and that we try to push them forward. (R3)

In this recruiter's experience, the business did not care about diversity targets at a local level.

R1 notes that "In Taleo we actually have a way of identifying individuals who have, have been able to self-disclose, ah, whether they are you know a part of any of the, the equity groups

we, we've spoken about so…" This was said to be helpful because for some roles there could be hundreds of applicants. However, those who do not self-identify, "unless something is obvious" R3 said, cannot be counted.

Case C highlighting corporate diversity to candidates. Two of the hiring managers at Case C said that they mentioned diversity to candidates during the selection process. "Absolutely, absolutely so, um, our employer values proposition absolutely includes, um, diversity. I mean if you look at the representation within our teams, it's, it's women, it's you know internationally educated professionals, it's, it's everyone so we, we're definitely very proud of that" (H1). H2 and H3 do not "emphasize" diversity, they clarified that they "mention" diversity to candidates. "I'm really proud of having a diverse team and I'm really proud of being able to draw on the strengths of the different types of individuals" (H2). H3 notes that there are "very strict procedures and policies for this and this and this but I wouldn't call it an emphasis, I would just call it a mention." It is interesting that only one participant in Case C noted any such strict policies. (This is H3 who was cautious about checking policy when asked about something else).

> Similarly, the recruiters also said that they talked about diversity to the candidates.
> Um, yeah, absolutely. I, I do. I mean, ah, one, you know first of all my, ah, so I'm, I come
> from a family who immigrated to Canada from India so, ah, you know I see all that, that
> I've been able to gain from, from coming here…our HR conference which you know is
> really clearly outlined from, from the chief economist who actually made a really great,
> great, ah, had a great talk with us and really showed, showed us all the percentage of skill
> gaps that we have in different industries across Canada and how you know the, the

answer is really just to be able to invite and, and to create a more welcoming you know

environment for, for, ah, newcomers to Canada right from, from overseas so, um, so do I

think about diversity hiring when I, when I'm recruiting and selecting? I, I certainly do.

Yeah. (R1)

Also R2, who personally believed in diversity, noted that the organization had won diversity

awards and the focus on diversity of the organization was what made her most proud to work

there. It was interesting to me that this participant out of all the cases was the only person to

mention the winning of diversity awards, despite my numerous questions around the topic of

diversity. This award did not seem to be top of mind with these participants (in any of the cases).

R3 suggested that although diversity was mentioned, probably it was neither done all the time

nor well enough. She noted she was speaking for the Western region and she was not sure about

across the organization. Yet recall that H3 said that there were strict policies in place. Ideally the

two groups would be in sync. The documentation for recruiter interviews includes a list of

corporate advantages and notes diversity as one from a list of strengths of the organization – but

it is simply the word "diversity," without noting specifics that should be highlighted to the

candidate.

As R1 mentioned, in Case C diversity was also supported through candidates'

opportunities for self-identification of one of the four protected groups with EEA. For jobs

where there were hundreds of applicants, if the applicant self-identified she was flagged and the

resume is read – not just left to be scanned by the applicant software system. This is in an effort

to level to the playing field to make sure fair consideration is given to all diversity candidates.

Additionally, this is the only organization where a participant mentioned an accommodation policy. The policy requires the recruiter to ask each candidate coming for a face-to-face interview if the person requires any special accommodation for the interview. Moreover, there is an accommodation budget and team so that if there is someone in need, the HMs know that accommodations do not need to come from their budget. This could mitigate a manager's concern about additional costs of hiring a candidate with a disability. Although this is not specific to immigrant professionals it speaks to the organizations culture related to diversity.

Talking about diversity is a part of understanding attitudes. Actions are also telling. I asked the participants in Case C how each person dealt with assessing foreign experience, education, and accents. Their comments follow.

Case C assessing foreign experience. H3 talked about not making any assumptions. "Even if candidates have worked for a well-known multinational company, they have not necessarily been exposed to the right IT infrastructure, for example, nor does having worked at a small company in a small country mean they have worked with rinky dink hardware." It is about not making assumptions but asking questions to understand the candidate's experience. H2 also talked about probing for a clear understanding.

Can there be some database of information built to help identify similar organizations supported by more than an individual HM's experience?

Case C assessing foreign education. H3 talked about not caring about education when there was work experience because experience was what would tell him if the person could do the work. R2 discussed recognizing the names of many international universities particularly in one country from where many candidates immigrate. If there was an unfamiliar name of a school

she would look it up (web search). She presented her recommendation to the HM for those candidates she thought the HM should meet. She knew some schools would catch the HM's attention – e.g. Harvard, but she would dissuade the HM from judging on that alone and recommend that she meet the candidate regardless of the name of the university if she felt the person had the ability to succeed in the role. The HM would evaluate experience better than the recruiter could, so she was not as much focused on that aspect.

Case C impact of foreign accents.

H1 talked about giving the benefit of the doubt when struggling in a phone interview; she met with the person face to face to make a hiring decision. R2 similarly talked about evaluating for clear communication: does the person understand the question and answer accordingly? If there is a need to constantly repeat, that will be noted. "I give, give an hon-honestly gauge communication skills" (R2). I note the descriptor of "honest." This is a sensitive subject.

> This recruiter alerts us to something vital beyond focusing simply on accents,
>
> and that's not even, I'm not talking accents or anything, just you know and even, um,
>
> diversity, even how they may answer a question, um, that we think isn't, isn't the right
>
> direction, well but you know even just the different Canadian versus a different country's
>
> kind of way of doing things and that maybe we need to pose a question differently, um,
>
> for them to understand it differently that we just, we didn't, we don't put the context
>
> together. Again we might be really missing out. (R3)

This is another rare occurrence when I noted that a participant asked us to look at a situation from the candidate's perspective. It gives us pause to wonder what we could learn from candidates about the selection process that could benefit the employer.

Overall there was openness to diversity at Case C, and a practical approach of looking for more information to qualify experience. Any checks regarding a candidate's education were concerned with confirmation the person has the degree, rather than with comparing that degree to those from Canadian universities. The Case C participants have developed their own methods for assessing foreign information. A unified approach, training, set guidelines and a database of what is learned would ensure consistency in the process, as well as speed.

Case D.

Case D targets for diversity hiring. None of the participants mentioned targets for diversity recruitment. H3 felt the organization hires a lot of immigrant professionals but did not know of any targets.

Case D highlighting corporate diversity to candidates. R1 set the tone for discussions of diversity in Case D:

> [O]ur clients are diverse and we deal with clients globally so it's important that we have a diverse group of individuals that work for us and sometimes the skills that we look for, Kerri, are very hard to find skills, um, so we have to be creative and innovative in regards to where we're going to find candidates, um, so including diversity in our recruitment process is something that we have to do in order to make sure that we're not missing good candidates.

R1 told us that not only is diversity discussed in a first interview, it is one of the values of the firm that was highlighted at the end of the process, particularly when the firm was competing against another offer extended to the preferred candidate and the firm would not compete through compensation but rather through the cultural values of the firm.

H3 differentiated between what it meant to be inclusive versus to be accepting. He felt the organization was willing to work with diversity colleagues so long as they adjusted to the organization's way of thinking. So the inclusivity has an expectation for assimilation.

I think we have lots of people of diverse backgrounds that are very, very comfortable. I think that we are very inclusive and I, I think that's kind of like the Canadian thing again, you know we're very inclusive but so the talk forward is, is sort of what's expected in the Canadian market and I'm picky but that's not my full definition of diversity is, is, um, so I'd, I'd like us to be more accepting of completely different styles and approaches. (H3)

His level of awareness is important as the organization seeks to understand what has worked in their diversity initiatives.

Two of the recruiters (R1 and R2) said that they highlighted diversity to candidates, although neither said there was a formal expectation or process requiring them to do so. R1 noted diversity is part of the value proposition. A bit surprising to me was that, through my reading of artefacts, it was stated that recruiters needed to tell candidates about the firm's values, but none of the participants talked about this. The third recruiter was not sure if her team highlighted diversity, yet she said they would definitely highlight work/life balance.

To support diversity recruitment during one group's focus on hiring more women, they ensured a woman was on each interview panel and made time for the candidate to ask questions of the woman believing there could be a confidence developed based on the same gender of the candidate and one of the interview panel members. Goals were met so this might have been one of the reasons for success. It is hard to tell as it was a multi-pronged approach.

To understand actions in more detail, foreign experience, education and accents were specifically probed to allow for more comments.

Case D assessing foreign experience. No one spoke about foreign experience except H3 who said he just needs to talk to candidates about their area, their competency, what they've done. For many positions (not all) in order to open up the field of candidates, no Canadian experience was required. This was important decision to support immigrant professional hiring; the institutionalized requirement for Canadian performance could be veiled prejudice.

Case D assessing foreign education. No comments were made about foreign education by the HMs. The recruiters were open to the country of study. R1 noted

> education is education and experience is experience, um, and, ah, you know that's something that I think we do very well, look at, um, education globally, ah, and experience globally and as long as the, the skills are relevant, the candidate will be considered.

This is a simple statement but very powerful in reducing biased triggers. There are many people involved in the hiring process. Therefore if this approach is desired it would be helpful to script it into the process so all will follow rather than risk it being personal opinion. As diversity-boosting as R1's comment is, there will be different situations. One recruiter noted that knowledge of Canadian laws and governance around human resources for example are essential and without such a candidate may be disqualified. R1 talked about another reason for disqualifying candidates.

> [I]t's not you know whether they can speak English well. It's how their, it's their ability to articulate their experience right, um, 'cause we have someone born and raised in

Canada and they may still not have the communication skills right so as long as they have

all the skills that we're looking for, um, and they have experience and they have an

education, even if it's not Canadian, we still treat it the same. (R1)

The challenge lies in a need to know Canadian business jargon or colloquialisms. This can

become a source of polite prejudice.

Case D impact of foreign accents. Of the HMs, only H3 spoke about accents,

commenting,

Our client expects us to show up, pick up the stuff really fast, have a point of view, um,

so communication skills, um, and how clearly people can communicate and understand is

important. Um, I, I don't really have any problem with accent that I normally have no

problem with but they've got to be able to use the right words, um, in English and so

that's, I mean we have some very thick accented people but if they can't pick the right

words, it's a problem.

R1 talked about giving extra interviews to help qualify if she was unsure of the candidate's

communication skills. I found it interesting when she reviewed my question, R1 thought it was

about the candidate asking for a face-to-face interview because he could not understand her

accent. She had not had that situation but it was different for someone to be thinking from the

candidate's perspective. This is one of very few situations when the candidate was thought about.

This recruiter gave the benefit of the doubt when accents hindered communication, and allowed

for a richer communication vehicle: the face-to-face interview. H3 sobered us to the bottom line

about accents

If you're a very strong person with great credentials, especially if there's a learning, um, a

language issue and in recruiting that, you don't have that time like you go do three or four

interviews and if I don't think I can make you effective right away, I'm not going to hire

you. I'm not going to invest eight months to get you up to speed.

Business moves quickly. If there is a candidate who comes fully ready to meet work demands he

will be selected. It is a simple decision for this HM.

Cross-case comparison of the impact of diversity. There is a shared enthusiasm from

the participants about the diversity of their respective organizations. Personal experience with

diversity success makes a big impression and appears to be a source of pride to many

participants.

Diversity comes close to being ignored completely in the selection process of all three

organizations with the exception of Case C recruiters who are cognizant that there are diversity

targets due to their EEA status. Direction about diversity centric activities, such as evaluating

education, evaluating experience and accents, is not tied to R&S so that participants follow their

own ideas with a few exceptions. At Case A, a step in the guideline required interviewers to be

prepared to discuss with candidates the cultural differences of the organization and to be

prepared to answer any questions. This did not necessarily highlight diversity or direct staff

about what to say if one chose to mention diversity, or how to answer questions about diversity.

No organization provided direction for what to say about diversity, although in Case C a

HM noted there is a strict policy. (No one else in Case C mentioned such a policy.) At Case D a

list of core values including "diversity" was available but was not tied into any specific selection

step. Also in Case D, diversity was an asset to be discussed in competitive-offer situations as

opposed to trying to woo a candidate with money. It was not evident that HMs know to highlight the organization's diversity to candidates; it appears that recruiters know to do so.

There was variation among the three cases when it came to responses to foreign experience, education and accents. For example, accent acceptability levels in all three organizations are at the discretion of the interviewer. In Case A, one HM said he had to be careful about safety as a reason to de-select an accented candidate, and in Case D a HM said it would be because of clients that he would have to de-select an accented candidate. It is impossible to train for each possible combination. The process needs to have clear guidelines that can be applied so that individuals are not operating randomly using their own interpretation with natural biases. There is no leverage in any of the three cases of using the organization's multinationalism to learn more about international work experience or education.

The cases all had certain diversity groups as a focus for hiring. In Case A and Case C Aboriginals were a focus. In Case C, hiring people with disabilities was also a focus. In Case D, the organization for recruitment is divided along business unit boundaries and there is little exchange between the groups. There is not a firm-wide focus. One business had focused on woman and had successfully met their goals for hiring woman. Another HM talked about immigrant professional hiring success in St. John's being supported by the local government and economically by a new local industry creating visibility and other employment. A Case C recruiter noted that to enhance diversity hiring, Taleo, the talent software, has an option to self-disclose diversity and the resume will be highlighted to be read by a recruiter not just handled through the applicant tracking software.

When the Participants Talk about Selection, What do they Say?

Using a word frequency summary of the top 50 words that are four letters or longer, we can see what literally the participants talked about when discussing the selection phase of hiring. Table 15 shows that summary.

Table 15: Word Frequency Usage for Selection Techniques

Word frequency top 50 four plus letter words used discussing selection techniques

know	like	hiring	interviews	manager	process	think
	people	candidate	testing	want	really	experience / right
interview	just	questions	telephone / done	actually	something	type
okay	yeah	well	time / mean	phone	typically / sort	technical
			different	recruiter	come	looking / somebody / meet
			back	involved	part	team / ever
person	face	panel / sure	going	kind	question	individual

This visual frequency map gives perspective for the constructs more frequency used by all participants combined when they discussed the selection process. The size of the shape is an indicator of the relative frequency with which that word was used. Reading the figure from the left column towards the right column we see the boxes denoting frequency becoming smaller to show the frequency of the construct.

In Table 15, starting at the leftmost corner and reading down the "column" the most used words are "know," "interview," "okay," and "person." What the participants seem to be saying is that there is a need to know what they are doing in the interviews and to know the person they are hiring. It seems the participants are also looking for validation, they are asking if I understand what they are telling me by asking, "you know?" Similarly with "okay" they appear to be seeking my confirmation that I am okay with what she/he said. This is not surprising. There is a checking in, as the person is talking to me about what she does and those actions may or may not be following the corporate guidelines. Also when we spoke about diversity considerations the checking in with "you know" might be related to a pause to see if I think they are showing bias.

I do not believe any of the constructs give us insight into the participants' comments that have been missed in the preceding discussion until we come to the word "time". Time is a recurring theme from the recruitment phase discussed in Chapter 5. Here too there are many comments about time related to selection. I will review the construct of time case by case.

In Case A screening process guidelines "time" is an important theme. This includes timely response to candidates, setting time expectations for when the hiring manager will get back to recruiter after receiving information about screened candidates, making time to discuss candidates with recruiter, and communicating your availability for interviews and any changes to your schedule as required. With such emphasis on timing it is interesting that the hiring managers did not mention timing whatsoever when discussing selection.

In Case C, time was a theme highlighted by the participants in the selection phase (as it was in the recruitment phase). "I don't think they fund their recruiting groups enough to be true recruiters that go to market and source and find top talent and get them into the organization

'cause there's just way too much other stuff that we're involved in doing" (R2). And there is the

time pressure on the recruiters to implement change,

> We, we take on too much, too fast. We want it to be too quick. We don't ever give that
>
> process enough time. Like I don't know if you know like really a, a good recruiter, it
>
> takes between three and six months at senior levels right, at senior levels, um, but we
>
> are expecting… we want it done yesterday and we're not very patient to get it done
>
> right. (R3)

But it seems the industry moves fast. R3 notes that in Alberta and Northwest Territories if the

HM does not meet candidates within three days, they miss the chance and the candidate is gone.

In Case D, time was not a theme. The talk was of hiring being hard, not so much about

the speed of the process.

This look at the top 50 used words is helpful to show us what can be an emotional

connection to the subject matter. As much as there is a process, selection is a complex human

interaction with important consequences. It is important to debrief with oneself, which is what

this research interview facilitated. Perhaps more debriefing would benefit both the individual as

well as the enrichment of the process through better understanding of what actually goes on.

Other comments were made, albeit not as frequently as those ranking in the top 50 words,

that stood out to me through the transcripts (see Appendix D2). One was about senior leaders

participating in interviews. In both Case A and Case D, when more senior executives meet a

finalist candidate, it is akin to a meet and greet. Why is that? Why not still follow interview

protocol? How will the interviewer objectively decide if there is a reason to dig deeper or veto

candidacy? The other is the belief that asking the same questions makes the interview

"standardized" and that "standardized" implies "fair."

What was not Discussed?

With few exceptions, no participant talked about official "best practice" or what they had heard other companies are doing. One of the exceptions was a recruiter in Case D who said the banks were leading on how to do diversity R&S.

The opportunity for recruiters and HMs to discuss candidates was not a topic in the transcripts. In Case A one HM said he usually went with the recruiters' recommendations. The chance to foster a relationship between recruiter and hiring manager and to ensure both parties are engaged and committed to the candidates being considered for selection can come from HM and recruiter discussion. The suggestion to from Case A documented guideline to "dig for details" heightens the recruiter's need to defend his recommendation. Research shows this process can reduce prejudice (Tetlock, Mitchell & Murray, 2008). Reducing bias is desirable across all cases.

There was no mention of diversity initiatives to encourage diverse candidates to remain in the selection process and to ensure everything that was done during selection gave immigrant professional candidates an opportunity to be successful. Immigrant professionals may have different experience of the selection process in their country ensuring an understanding of the organization's process might be considered. The recruitment phase gave effort to bringing diversity candidates into the pool of candidates. Keeping them in the process might be a metric to review.

Power was not mentioned by name, but there were some instances. They are important when they jeopardize the process. Looking case by case, in Case A there was a HM who would

use "his budget" to choose to call in an agency if he felt the recruitment and selection process was too slow for "his business needs….Knowing full well they [recruiters] don't like it". H1 in Case A also said, "Oh, that's, oh boy our recruiters, they they don't like me when it comes to the questions because um you know, our recruiters have kind of banks of questions but I I am probably the worst person to interview with because I don't tend to kind of go by the questions. I like to go by the theme of the question." The first instance I think speaks to metrics and performance measures that are not shared so they allow for different behaviours. The second example is concerning that the selection technique is not understood to be a researched tool and for best results is used as prescribed.

In Case C, recruiters needed to call in senior recruitment management to incite HMs to answer their emails. Recruiters knew that they needed to stay in the good graces of HMs if they wanted to ensure their career prospects were not jeopardized. Also there is the power of "national office" that creates programs "forced" out to the regions where the local staffs does not feel the programs are relevant, demanding information, forgetting about time zone differences, or creating programs with no implementation strategy. This leads to a we/they thinking that in this case made the recruiters feel that their real issues in their region were not understood or acted upon by the national office leaders.

In Case D, the power comments were very subtle. One recruiter felt valued because the HMs did not push back on R&S training. Another was the expectation that a junior recruiting will "consult" to a senior executive about the R&S process. Unless there is a structure to give confidence to a junior person to assume the role of a consultant to the executive, it is not likely to

happen and the valuable insights of the junior person, who is closer to the situation, will not be raised.

No one was talking about immigrant professionals or visible minorities except one business unit in Case D. Aboriginals were the focus for two of the three organizations. For the third organization woman had been a focus in one business unit and immigrant professionals in another business unit. All the participants were proud of their organization's diversity culture and for some it was a factor in why they chose to work for that organization. However, no one was linking his current R&S efforts to maintaining or driving diversity.

Conclusion

The most consistent challenge to effective selection in these cases is that many individuals believe they know best how to select and will adjust the selection process to incorporate their ideas. It appears that they do not see the risk to the efficacy of the selection process. Also opportunities to enhance the process are not used. Except in Case D, there is no set number of interviews for different hiring levels predetermined and documented. Making it the HMs choice can add additional cost.   For example, panel interviews are not used beyond two organizations due to scheduling and thereby the opportunity to have a check for bias is missed. Diversity candidate interviews could be too short due to the time required to question foreign gained education and foreign experience that is unfamiliar to the interviewer thereby limiting the time given to other questions in the structured interview. Additional interviewers (beyond the recruiter and the HM) might be selected based on a person's availability to interview and not his skill in interviewing. In Case A some HMs do not keep their interviews notes. One HM mistakenly believes that this choice protects his organization. Case A mentions the need to

conduct criminal checks for foreign nationals in the screening process guidelines. This highlights

more work and possibly time and serves to bias against foreign nationals. The other major

selection process challenge is time. It creates stress between the two groups and potentially

impacts the fulfillment of the techniques.

If an organization is to be successful with diversity hiring, a goal, target and feedback

about the success needs to be implemented. This full combination is missing from all the cases.

Each case has implemented a piece but not the full plan. For example, in Case A there is a

reference to diversity for the recruitment process but not in the selection process. There is

reluctance in Case A to talk about diversity hiring. "not diversity…we hire the best" (H1) H2

was clear to say that diversity candidates "get the same treatment as anybody." In this case, the

recruiters and HMs did not want targets. Case C there was more openness to the idea of targets.

(This is likely because this is a federally regulated organization covered under the Employment

Equity Act. This will discussed further in Chapter 7). One recruiter talked about "not right or

wrong" (R3) to target diversity candidates and choose her words "veer towards" or "go with" a

diversity candidate. Many participants are not open to having diversity targets, but they are

comfortable with diversity metrics. Are they likening targets to affirmative action as is done in

the U.S.? One participant recommends more expectation around targets to be met. Several

participants noted that if diversity is to work, more understanding of communications is required.

In any training implemented it needs to be remembered that there are geographic differences to

the amount and nature of exposure to diversity.

No one talked about best practices. Not that I am advocating that there is "one best

practice" but more to the point of a dialogue around what is working in the industry, who is

doing what, what is the literature telling us, etc. Some research-supported practices are being used—for example, job descriptions are standardized with the goal of being shared nationally. Having national job descriptions I think is a precursor for standardized interview guides. Also have standardized job descriptions removes an individual's decision to require Canadian experience.

Building an interview rating system with a checklist to rate the candidate's answers is required for structured interviews to be used as prescribed (Campion, Palmer & Campion, 1997) is done in Case C and Case D. No material was supplied in this area for Case A so no comment is possible.

Case C offered an accommodation program. Every recruiter must ask each candidate if an accommodation would be helpful. This term relates to access to a facility and/or vision or hearing accommodations. It does not, in that recruiter's experience, include meeting in person rather than by phone to enhance communication. However, interestingly one candidate thought of this during the interview. Further research would be required to see the impact for the resource investment.

A best practice is seen in case D where diversity is tied to values and it is expected that in the first interview candidates are told about corporate values. (However the implementation has not been successful as none of the recruiters referred to this guideline and it was said to be used at the end of the process if a counter offer is made to the finalist candidate).

Case C has implemented a Predictive Index recently which might use personality factors but that was not made clear. Following its impact is an opportunity for future research. It was apparent that the implementation of this new tool needs to be revisited.

Being conscious of the candidate throughout the process was rarely considered nor was selling the candidate on the opportunity and in particular discussing diversity. Some participants did mention diversity, but there was no coordinated approach. The multinational benefit of sharing information about global education and experience is not being leveraged across these organizations.

The things that surprised me in this part of the research include: almost no leveraging of being multinationals, the desire for the participants to check in with me, test my agreement, through saying "you know, just, and yeah", less of a power play between HM and recruiters than I had expected, despite being Canada's Best Diversity Award winners these cases are not applying anything that is uncommon, and just how important the recruiter and hiring manager relationship is to the overall evaluation of the process. When combining diversity into R&S, in some cases diversity goals are not even shared by both the HMs and the recruiters. Immigrant professionals are not a target for hiring by the cases I studied at this time, and these organizations are not clear about their diversity strategies.

The next chapter builds on the learning from Chapters 5 and 6 about recruitment and selection to discuss what factors lead to the development of effective recruitment and selection practices for the hiring of immigrant professionals.

Chapter 7 - Research Question 3

This chapter builds on the review of the research data completed in the last two chapters to focus on the proper application of recruitment and selection ("R&S") techniques. This chapter explores the research question, "What factors lead to the development of effective recruitment and selection practices for the hiring of immigrant professionals."

Six interview questions (numbers 2, 3, 4, 5, 6, and 8; see Chapter 3, Table 2) addressed

this research question. These interview questions took factors from the literature (not limited to

R&S) that traditionally aid in the proper application of business activities – including diversity.

Additionally, rating scales used for behavioural description interviews were analyzed.

The seven factors addressed in this chapter are:

- Perceived fairness by candidates
- Recruitment and selection training
- Process management
- Metrics
- R&S a strategic imperative/valued by leaders
- Business case for diversity/goal to hire diversity candidates
- Rating scales for structured interviewing

Each factor will be reviewed case by case and summarized across the three cases. How the theme

ties to the proper application of techniques will be discussed for each factor. What are the

participants actually talking about when each factor is analyzed separately? The conclusion will

present and review a diagram that summarizes what has been learned.

Perceived Fairness

Yang and Konrad (2011) state that race bias occurs in recruitment and selection, in turn

citing Neumark, Bank, and Van Nort (1996), Kawakami, Dion, and Dovidio (1998), Riach and

Rich (2002), and Pager (2003). This reality creates the need for practices to monitor and reduce

bias in recruitment and selection of immigrant professionals. Not only can organizations look

within for feedback, the candidate's perception of the process is also vital; if the process of

selection causes a candidate to reject an offer on the basis of bias then the organization has

achieved nothing. "Procedural justice" is a term that is used to denote the perceived fairness of a

process. Research shows that when a candidate finds bias where he expected none, his response

to that bias is negatively stronger than if he had expected such bias (Ryan & Ployhart, 2000). As winners of Canada's Best Diversity Employers Award, candidates would expect no bias from these employers.

To expect all candidates to provide feedback about this process is naïve. To expect marginalized candidates who feel the process is prejudicial is at best challenging. With the expectation that such reporting will reduce incidents of discrimination (Sue et al., 2007), Ashburn-Nardo, Morris, and Goodwin (2008) studied diversity education to try to increase the learners' ability to report such infractions. These authors presented a model with five elements that impact the victim's choice to confront the abuser. They are: interpreting the incident as discrimination, deciding that it warrants confrontation, accepting responsibility for confronting the perpetrator, deciding how to confront, and taking action (p. 334). By looking at the current cases, we can determine how many of the elements that impact the victim's choice have been removed by the organization, thereby improving the chances of collecting this important feedback.

Case A perceived fairness. Based on what the participants said about fairness, it is clear that in Case A there was an awareness of the importance of making the process fair. However, there was no policy statement about fairness, and no process outlining how to achieve fairness or indicating what to guard against. From the participants' comments, we saw mixed opinions of how fairness was achieved. H2 described the R&S process that the organization applied to be "as fair as you can be" while H1 said that fairness is subconscious. He was not constantly thinking to himself, "Am I being fair? Am I being harder on this guy than another?" but he said that it was there subconsciously in his mind that this was what he must do: be fair. Hiring managers ("HM")

said that having the recruiters ("R") join them in the interviews was a good way to monitor the process and ensure fairness. Rather than being able to explicitly say "This is our policy," participants used terms like "This is how we handle that." The interviews were conducted by participants who "believed" what they did was fair. It seemed that their conscious acts to make the process fair related to being "consistent" by applying the same process for each candidate. A further measure of fairness according to participants was based on the fact that they had no complaints about the process from candidates. R3 said, "I've never had anybody come back to me to say that they weren't comfortable with the process." However, the organization does not provide a vehicle for feedback.

> Yeah, people, you know what, it's [recruiter] actually goes back and asks candidates how they, you know if, if they seek feedback about how the recruiting process went. I believe the process is fair because it's consistent across all applications, applicants. Um, as fair as you can be, right? As far as you know bias goes, I think the panel, um, situation helps prevent that, um, specific bias that may be, that may exist, ah, although I, I mean I'm not well, well, well versed or well researched in, in panel type interviews. I mean, ah, perhaps they too could be, could be biased based on organizational culture but I don't get that sense. (H2)

Post-interview follow-ups with candidates were structured to collect feedback about the candidate's interest in the position. However, this opportunity was not used to ask the candidate about fairness. Nor does the organization seem prepared to handle a complaint. In a review of fairness complaints by Simola, Taggar, and Smith (2007) their findings showed that having notes from the interviews to detail the process led to the Human Rights Tribunal more often supporting

the company not the candidate complainant. R1 knew the value of keeping notes about each candidate, whereas H2 purposefully destroyed his notes, saying he did not want anyone to be able to access them for a review.

In summary there was no process to solicit feedback about the process in Case A. The organization operated in such a way that receiving no complaints from candidates was assumed to mean that the process was fair. Their effort for fairness focused on consistency. The belief as expressed by one participant that they were being "as fair as they can be" suggests a low threshold for this individual. Is he reflective of the organization's culture on this issue?

Case C perceived fairness. This case was unique in that participants had experience with actual incidents of perceived unfairness. Their process included a vehicle for the candidate to voice concerns about fairness issues. One incident of perceived unfair treatment was discussed by a hiring manager. When the issue was raised by a candidate, the HM had asked the recruiter for that position for assistance in handling the complaint. The recruiter then referred to the documentation collected about the candidate in order to compare what were the competencies of the selected candidate, and explained the gaps in the complainant's candidacy.

H1 connected fairness to his opinion that the selection process took too long, and he felt the length of the process was not candidate-sensitive. He also said that if you judge the fairness of the process on the basis of whether or not the same questions are asked of all candidates – i.e., using questions based on competencies related to the position that are developed by more than one person – then the process at Case C is indeed fair. Although none said they had concerns of fairness with the process, the HMs were not able to identify the protocol to collect feedback, the official process to deal with the complaints, or if there were many complaints.

From the recruiter's perspective, R3 explained that fairness was monitored by the national office. "Um, okay so keep in mind I'm out in the field. I'm not national right so from our perspective out here, we're not, we're not looking at the sensitivity or the, or how the candidates are totally feeling." Taking this quote literally is worrisome. Is fairness really just a head-office issue? Should not those carrying out R&S be very conscious of fairness?

R2 was confident about how to handle complaints but it seemed that the handling was about reducing the chance for litigation not from a constructive perspective to review the process. R3, who knew she was expected to follow the corporate process despite its shortcomings, had a concern about fairness for candidates who were selected, highlighting the "brutal" referencing process and how the candidates "felt like criminals…We're not being very respectful…how we made them feel" (R3). The recruiter had encouraged new hires to recount their poor experience to the national office, but she did not think they had chosen to complain. This recruiter said that even employees will not come forward with concerns about the fairness of the process. This recruiter, who was very concerned about the process, could not ignite interest to review the process. The point of "perceived fairness" is to trigger reviews and incentivize change as necessary. In Case C it did not appear to be doing either. Fairness was in the minds of the recruiters.

> You, wouldn't be able to count the amount of interviews I've done and spoken with so many, so many people and, um, so there have been situations where, ah, I've asked to provide some detail, ah, on you know okay what happened during this call and you know someone made a, someone made some sort of, ah, complaint and, ah, and, ah, we need to, we need to provide some detail based on, on that sort of thing so, um, it, it, it would come

back to the governance consultant. So what I'm trying to say is we are all very

accountable and we all, you know we can't get away with, with not being fair. It's, it's,

it's engrained in our, our roles, um, so it's, um, it, we, we all are, are very accountable

and, ah, there's, there's essentially a phone number and I don't, I don't know it off by

heart but I know that, that essentially that's, that, that's where you know we've, we've

gotten, like I, I've, I think I dealt with one or two, ah, in, in, in the last five years where

I've had to provide some you know some details on, on the call, ah, that I had and, ah,

and, ah, I know that you know colleagues have, have gotten calls in the past too so there's

somewhere on our, I'm sure on our careers website where, where individuals are able to

sort of make a call, have a complaint filed and, um, and we, we then have to go through a

process to sort of say okay we'll go back to our interview notes which we all take very

detailed interview notes and be able to say okay, ah, here's what was said, here, here's

what was asked, here's why it was asked and here's you know why we declined this

candidate, um, that sort of thing and, and ah, so that there's, there's certainly a process,

there's certain, there's certainly people we have to be accountable to so yeah absolutely.

(R1)

From this answer we can see two things: how much this recruiter had thought about perceived

fairness, and her discomfort with the topic as she "ums" her way through her answer. Having had

an actual experience with a complaint appears to change a person's reaction to this question.

While many said a brief and seemingly unreflective "No we do not have this process" here is

someone with experience who appears to have a lot of emotion in her answer to the question

about perceived fairness. No other participant in any case had as much to say about his or her company's procedure for determining if a technique was misapplied.

In summary, the participants appeared confident that they were being fair, with the exception of R3's concern about the referencing process used. The organization had a process for complaints, but only one person commented about the process.

Case D perceived fairness. In this case I received a mix of responses to this question, none of which noted a strategy or process for fairness feedback. The HMs had no idea if, or how, the candidates' perceptions were solicited. H3 gave a thoughtful answer to this question

Um, it's interesting that you say that so I, I would say absolutely I'm very concerned that

the applicant, ah, feels that they [are] treated fairly. Um, is it something like I would say

there's an auto, like every person did the same five steps kind of thing? I would say they

don't often look like that. Um, a lot of people, ah, you know might go through different,

different sets of interviews, um, so no, the situations aren't always the same but I

certainly hope that they're dealt with sort of fairly and transparently, that we're trying to

be transparent through the communication messaging and that there's no bias and we do,

you know occasionally I'll say you know, um, is there some sort of bias and the bias can

be obviously the normal diversity stuff but there may be particular companies that we are

pro or against, you know some of our competitors we may be less likely to want to hire

someone, someone but I'm like well that's just, let's just see if there's talent so trying to

focus on being fair for sure and I would hope that, I would be very concerned if an, if an

applicant said they didn't think they felt fairly 'cause I really want that to be part of our

process…Yeah I think the way I would expect it is that we were, um, transparent and sort

of what our expectations were, what the next steps were and that the rationale for decision

making was made clear to them, um, and that the rationale is based on you know fit with

our organization, capability and fit within the business case of the organization and not

based on other things but that's a good question. I'm not sure I could actually prove it if

someone said it wasn't fair…Yeah. 'Cause on the same side I could, I could say, "Well

you know I had the same five steps that wasn't fair so I don't think it's about the exact

same steps," but how to prove it was fair, that's a really difficult question. (H3)

I found the reference to "the bias can be obviously the normal diversity stuff" to be very

interesting and concerning. It sounded dismissive, and appeared to intend to minimize the topic

of prejudice when dealing with diversity situations. How can one mix the hope for no bias and

for transparency with a comment that appears to side-step the very heart of the issue diversity is

challenging? Yet his answer stated that he would be concerned if an applicant felt the process

was unfair. He suggested that the process should include stating expectations, informing the

candidate about next steps, and the rationale for decision making. This statement was in

agreement with Gilliland (1993), who listed elements to enhance the candidate's perception of

fairness.

H3 also noted that the selection decision should be based on "fit," then corrected his

statement to "capability and fit." "Fit with who and what?" is the question that needs to be

assessed in determining bias. If "fit" is with "a vast majority being all whites, all males" then this

is not in keeping with the Employment Equity Act (EEA). Although this organization is not

federally regulated and is not required to comply with the EEA, there is a lesser requirement, for

organizations that do business with the Canadian Federal Government to act in the spirit of the

EEA. The Act sets expectations to "correct the conditions of disadvantage" of the four protected

groups (S.C. 1995, c. 44). The label of "fit," I believe, needs to trigger concern in the

organization for its lack of specificity (and is an inept descriptor for making a selection) and its

potential to mask discrimination. The idea of fairness needs to be top of mind for all the

participants and a shared process of how to create a fair basis for decisions is required. We can

see hope in H3's answer, a "trying to be," but definitely a "not knowing." Why did he not know?

He is a senior person in the organization who makes hiring decisions. As much as we sensed that

he was interested, is it okay that he has abdicated "knowing" what is going on and what is fair?

For him consistency was not what made a process fair.

In summary, no other HM in this case aside from H3 responded in detail to this question.

This appeared to show that the issue was not top of mind or that managers felt that this was a

dangerous area for comment. Similarly recruiters said very little on this topic. R2 talked about

making relationships in the community, and R3 noted that internally the HMs were open to

training to ensure the process was inclusive, which she took as a sign of HMs' interest in

fairness.

Cross-case analysis perceived fairness. Across the cases there was a belief that all must

be fair since candidates did not complain about the process. However, only one organization had

a process online to collect feedback about the candidates' perceptions of fairness in the R&S

process. Yet, that process was not supported by strategies to reduce a candidate's hesitation to

report. There was a clear sense that just the very thought that something might not be perceived

as fair by the candidates was a bad thing, something that should not happen.

There was with some, particularly the recruiters, and a suggestion of relief that there were no reported incidents of unfairness. It appeared to me they looked at a complaint from a personal point of view that a complaint would reflect poorly on oneself. Do "no complaints" really mean there is nothing wrong? Immigrant professionals are already a marginalized community: would someone from this group be apt to complain and perhaps be barred from future employment opportunities?

For most participants, the idea of fairness was some combination of handling each candidate "the same," consistently applying the same process steps for each candidate, focusing on competencies as the measure, and setting clear expectations during the introduction commencing an interview. HMs were encouraged not to approach the interviews ad hoc but to have a prepared template. Using corporately supplied interview questions vetted by multiple people before being published was seen as a way to ensure fair questions.

Impact on the research question of perceived fairness. The effective use of interviews has an inherent capability to predict candidate performance and if misapplied, the efficacy is impacted (Campion, Palmer & Campion, 1997). A fairness complaint forces the organization to look at the application of the tool. It does not necessarily mean it is misapplied, but it forces a check point — which is good. The idea of soliciting feedback from candidates creates an expectation for those involved in the process of being accountable for their actions, which has been shown to reduce bias (Tetlock, Murray, & Mitchell, 2008).

To get feedback about perceived fairness there needs to be a process to solicit and review the feedback. Case C has such a process, however, to expect candidates to come forward with complaints is a lack of awareness of power hierarchies. In the recruiting world, the reality is that

power is held by the interviewers/decision makers of the corporation. Even if a person were targeted and recruited when he or she was not actively seeking new employment, the candidate would not have participated in the selection process if there was no belief that the company could be a better employer – e.g., had something the candidate wanted. It is this idea of the corporation having something that is sought after that gives power to the representatives of that organization. Whistle blowing from the party with less power is unlikely to occur. A process that is not monitored is open to being abused by intent or ignorance; either way the outcome is a negative.

The literature reviewed by Ryan and Huth (2008), as discussed in Chapter 2, provides guidance to organizations to reduce the occurrence of perceived unfairness. These are: treat applicants with greater respect, increase face validity, provide more information about test purpose and use, and provide explanations for selection decisions. "Face validity" measures how much the candidate thinks a selection tool relates to the job.

In this study, the belief that transparency is necessary for fairness was common across cases. Based on Ryan and Huth's recommendations, transparency is essential. Being transparent about the process allows candidates to opt in or out and to have information to measure face validity. The other commonly shared belief across the cases A, C and D was that consistency was required for fairness. This belief is misguided if is based on the understanding that "consistency" means "equal." The Employment Equity Act states that employment equity is achieved by employment practices that not only prevent but that also serve to correct employment disadvantages for the four protected groups. This is accomplished by removing barriers by accommodations and special measures (Employment Equity Act S.C. 1995, c. 44). Therefore, it is not accomplished by simply treating people in the same way.

This statement also relates specifically to rating candidate interviews. A clear rating method with consistent application is essential for the structured interview to be applied as prescribed. This ties to the note taking in interviews. The Human Rights Tribunal has favoured employers who have kept detailed documentation about candidates. Only five participants provided me with their interview notes. Most HMs said that they did not keep their notes or gave them to the recruiter for the candidate file. Many recruiters, even with a reminder, did not provide them although they had said they would. One person said he actually destroyed his notes, believing he was best serving the needs of his employer by so doing.

We cannot leave consistency simply as explained above for fear of being misleading. So consistency in how structural interviews are rated is fundamental. To ask the same questions of the candidates but to randomly rate the answers from one candidate to the next and between interviewers is not applying the technique as prescribed. We can also say it is better to be consistent with note taking as it helps cognition for rating interviews (Campion, Palmer & Campion, 1997) and note taking is preferred by the Canadian Human Rights Tribunal. However, it did not state in the literature that there must be consistency in every element of the process in order for the process to be fair. "Fair" is the intention to level the playing field. For some candidates, to have the playing field levelled means making accommodations. These accommodations create inconsistencies but they still result in a fair process. Immigrant professionals need to provide more information than typically is required of a Canadian educated and experienced candidate because the recruiter likely has more knowledge of Canadian schools and companies. Therefore the immigrant professional should be expected by the interviewer to require more time to complete the interview and this should be accommodated. Also, participants

noted that for candidates with accents they may need to repeat the question or not use acronyms, which means additional words to say something. All of this may take more time to cover the same material compared to interviewing a native-born Canadian, which might require less time. In such cases, the lengths of the interviews are inconsistent but still fair.

Recruitment and Selection Training and Diversity Training

In 1993, Rynes researched reasons why some corporate recruitment efforts fail to attract candidates. She noted that people who were not trained in the skill of recruitment had poor outcomes. In the meta-analysis by Campion, Palmer and Campion (1997), 15 factors were reviewed for specifically structured interviewing, and training was shown to be the most effective factor across 12 measures of reliability, validity and user reactions, scoring a positive effect across 11 measures (p. 657). It appears that there are some similarities between R&S mentality about skills and that of project management. Consider the model developed by Cicmil, Williams, Thomas, & Hodgson (2006). The model has gradations of competence, moving from novice to virtuoso/expert. The "novice" level is achieved by training and the "virtuoso" level is achieved only by practice. However, some people think the skills are innate and do not require an investment in structure and learning opportunities. The same is true for R&S, when it is said to be a "gut instinct" to select, and it is often assumed that the skills of R&S result from years as a manager of people. The virtuoso expertise comes from practice in R&S specifically not just years of general management. Nor will everyone who hires become a virtuoso.

In their review of the literature, Kulik and Robertson (2008), found studies that proved that diversity training has an impact on building diversity awareness. However, they were not able to conclusively determine from the literature what types of training were more effective.

Robertson et al. (2009) were able to show that diversity training is best received in environments where diversity is valued and by members of racio-ethnic minority groups. Cynically we might see this as "preaching to the converted." Yet, if we see evidence of this in recruitment and selection specifically, perhaps it will serve to guide the profile of the ideal recruiters for an organization and also to encourage panel interviews, as per Case A, so that the recruiters can guide the hiring managers in their interviews. Let us look at what is happening in each case regarding training in the areas of recruitment and selection skills and diversity awareness.

Case A R&S training and diversity training. The corporate R&S training goal was to give R&S training to every manager on the new R&S training program and to conduct one-to-one training when a manager joined the company or an employee was promoted into management. The training covered the contents of a guideline document called the "The Manager's Guide to Recruitment." A reference document with the same title was provided to managers. It is a flashy high-gloss desktop product. All the recruiters had gone through the training and two of the recruiters called it by its branded name. The idea was for the recruiters to have well trained on this program, so that they were able to do one-to-one training of HMs (R2). Only one HM took the training and he and another HM referred to the training by its branded name.

The recruiters had been given access to other internal and external R&S training programs and seemed pleased with the training they had been given. R1 had been to a national conference about R&S and R3 was about to take advanced R&S training for which she felt honoured by the investment in her.

R1 talked about regular monthly R&S sharing meetings, and he noted that computer-based training was seen as efficient and was more effective in the form of a WebEx, where questions and answers could be heard by all participants. There was an investment in significant R&S training for the following year, which involved ten sessions of R&S back-to-basics training for all recruiters. The training had been found to be needed as there were many new recruiters in the organization, and not all of them were comfortable with sourcing candidates and networking, skills which were increasingly required and took the recruitment process forward from "posting and waiting." It was hoped that this training would build the overall skills of the team and ensure that all recruiters know the expectations of their position.

There were no comments about combined diversity R&S. There was separate diversity training. More than half of the participants (two recruiters and two HM) took the online diversity program.

Case C R&S training and diversity training. There was training in R&S in Case C, but it seemed ad hoc. The comments showed that participants do not value job shadowing as much as they do classroom training. "Speaking candidly," H1, who had been trained through job shadowing, voiced her concern that while she felt that job shadowing had some benefits, it could also lead to picking up someone's mistakes. H2 noted that she too learned by job shadowing a long time ago with no comment as to the pros and cons of this style of training. A completely different opinion was held by H3 who described the training regime as "training ad nauseam" and quickly recanted by saying that it is not a bad thing as it makes sure the message is not lost. These three HMs came from different divisions of the organization and had different years of experience perhaps that would explain their different R&S training experiences. In relation to

R&S training, R3 was pleased that she and her recruiting staff had just completed an intensive

R&S online certification program. R1 valued a combination of formal training and on-the-job

practical experiences (R1). She said that the R&S training she took stressed which questions you

could legally and ethically ask, and which ones you cannot.

H1 said she has "tons" of cultural training for interviews whereas H2 stated that she had

not had any diversity training. The diversity training that came to mind for H3 was about eye

contact, handshakes and not having preconceived ideas. H3 noted that there was no specific

training in diversity: the approach was more based on policies saying "Don't have any

preconceived notions."

R1, a Toronto based recruiter, said that the recruiters get frequent diversity sensitivity

training through affinity group presentations in-house and from the community. Whereas another

recruiter mentioned that this type of regular diversity sensitizing depended on geography – e.g.,

that there were many such opportunities in Toronto, and fewer on the Prairies. R3 said that more

diversity training was needed for her team, and that she had taken her own training years ago.

In summary, in Case C whether it be for diversity, R&S, or combined diversity R&S, the

training was ad hoc. No one spoke about attending the same training. Those who had only been

trained through job shadowing felt that they had not been properly trained. R2 said that the

corporate leaders' message that the organization needed to "hire the right people" was part of her

training as a recruiter, but she said managers missed that training. The training plan was not clear

and at best seemed ad hoc from the comments of these participants.

What I noted was that each person, with the possible exception of the HM who described the training as "training ad nauseum," really appreciated training, and that their voices became energized when they talked about the training they had received.

Case D R&S training and diversity training. There was an ad hoc approach to training in Case D and no focus on keeping the training current. H3 noted that he had R&S training, but lacked diversity training. H2 was impressed with the impact of the diversity training she took, but said that her R&S training was decades ago. Conversely, H1 said that he did not need R&S training because recruitment belonged to the recruiters. H1 was the participant who said that he did not "interview": he had a conversation with potential candidates then referred them into the candidate pool.

> No. I mean again from my personal experience, I wouldn't be that, I wouldn't be involved in that, at that detailed a level. Again back to what I said earlier about, um, you know I, you know training for example, ah, I, I, I don't, I don't have specific, ah, training around, ah, recruitment and, and selection and you know, ah, whether you agree or disagree with this I would say, nor should I. I mean my, from my perspective I leave that to, to our HR professionals and from my perspective I'm, again if it's not a, an opportunity for me to have, um, you know if I, if I, ah, you know a personal connection with them I mean I can, and I can introduce them as a potential candidate, then, then I do but other than that, ah, I mean I, I leave the specific recruitment efforts and, and other facets of, of, of HR recruitment and selection to, to our HR team. (H1)

This participant also made the comment later in his transcript that he was starting to appreciate that he lacked formal training. He seemed to view himself on the periphery of the process but he was actually involved in the process and therefore should have full understanding.

One recruiter noted that the recruiters have an annual internal training session. However, R2 felt that the organization could improve the training offered. He pushed his team to seek out training. None of the recruiters spoke about diversity training or diversity/R&S training.

Cross-case analysis R&S training and diversity training. Participants at the three organizations had different training experiences. With one exception, no one said they had too much training and most felt more would be better. Case A had a very specific training strategy, whereas with cases C and D, it was not clear if there was any strategy. Case A had a significant focus on R&S training. They had a strategy but it was not fully implemented so it was hard to comment on the impact except to say implementation appears to have fallen short. Also they applied a method – recruiters coaching the HMs – also known as job shadowing, which was in Case C noted as a concern. In all cases, some experienced managers did not have specific R&S training. This power theme comes from several comments, one of which stands out, a recruiter in Case D commenting that the R&S training did not get push back from the HMs. So power exists and is felt and at this point in time this recruiter feels there is a shared understanding of why training is required.

The basic R&S training discussed by participants was focused on interviewing. This is not surprising as interviewing is the most used, and most researched, of the R&S techniques (Campion, Palmer & Campion, 1997). How this integrates with diversity training and further into diversity/R&S training calls for further research. I used general topic headings of training in

recruitment, training in diversity and combined diversity R&S. Over the 18 participant interviews no one asked for clarification of this differentiation of the training types.

Given how diversity initiatives and demographics have changed over the last 20 years, diversity R&S would be a good upgrade. According to participants, the diversity training they had received brought forward comments regarding eye contact and handshakes which does not integrate into accommodating diversity differences for education, experience, and communications. In Case C, much diversity learning comes from affinity networks providing information. A Case D participant left us with an important concern by saying, "I think in the selection piece we still have a lot of behaviour where it's more comfortable to hire someone who's more, more like you" (H2). This is not an unexpected hiring reaction. Moss Kanter's seminal work in 1977, highlighted through her research the concept of homosocial reproduction whereby managers tended to hire similar to themself.

Impact on the research question: R&S training and diversity training. The skill required for some techniques used in R&S are deceptive because they appear to be intuitive. For example, interviewing looks like talking. Those who are comfortable conversationalists might mistake interviewing for conversation and miss the key requirement of structured interviewing (behavioural interviewing or situational interviewing), which includes utilizing a rating system for the candidates' answers. Without training, R&S techniques are at risk of being misapplied, and thereby their value in predicting job effectiveness can be reduced. We also saw in the section that discussed perceived fairness that inconsistently applied techniques might result in complaints about perceived fairness.

All three organizations had some general diversity training but only one participant (Case C H1) perceived that she had "tons of cultural training for interviews." Is diversity training enough, or is diversity training as it relates to R&S also needed? These two areas are not mutually exclusive but the concern is that cultural recruitment and selection training should be more than understanding "eye contact and handshakes," as was the term used to describe diversity training in two instances. Of concern is veiled discrimination which can occur when Canadian experience is required where there is no evidence for such. When the participants did mention a need for Canadian experience they were confident it was required although in the instances of such, there was not specific reason given, just that it was "necessary." Necessary needs to be challenged to remove this barrier which can easily become systemic. Practice applying cultural fluency is missing in these cases and can lead to an immigrant professional hiring barrier due to the interviewers' lack of familiarity and comfort with differences.

Process Management

For a technique to be applied as prescribed, there needs to be a process for using that technique. For example interviews should have a set interview guide that includes vetted questions related to the job description, ideally approved by the legal department, and a rating system (Campion, Palmer, Campion 1997). Having process ownership in place alerts users that this process is not ad hoc and that someone is responsible. Users might then respect the structure and avoid making individual alterations. Research shows that the process will emerge over time as dictated by new needs and concerns (Yang & Konrad, 2011). Links between diversity management practices and increases in the diversity of the employee base have been increasingly

documented to show some effectiveness (Konrad & Linnehan, 1995; Moore, Konrad, & Hunt, 2010; Yang & Konrad, 2011).

Yang and Konrad (2011) note the demographic composition of the labour force may cause an organization to modify R&S, so a process to handle such modifications appears necessary. "People have a general tendency to make self-enhancing judgments" (Beggan, 1992, p. 2); therefore, a propensity to take liberties with the process of recruitment and selection seems a natural possibility. Process management practices focus on reducing variation and increasing efficiency in organizational routines (Benner & Tushman, 2001). Process management which is best suited to incremental change is useful. However, if revolutionary change is required then the empirical evidence shows that process management creates a stress that stifles immediate significant change (Eisenhardt & Brown, 1998; Benner & Tushman, 2001).

Case A process management. For the organization with the most recent major R&S process and training launch, there was little knowledge about process ownership and how changes are effected. The HMs described the process as flexible and felt that this was a positive. Taking flexibility further, H3 moved away from the process and confidently described himself as "an instinctive hirer." He added that his style worked well with the recruiter's process: the recruiter asked the behaviour-based questions, and the hiring manager drew out more information with his ad hoc questions. The recruiters did not have much comment about the process. R1 noted it requires multiple stakeholders to change the process.

Despite the complexity of R&S, little was said about management of the process. When asked about how and why they decide to make changes, hiring managers and recruiters did not think they made changes. This is not how I saw it. I felt they made many changes from the

documented process. The fact that they did not recognize their modifications as actual changes is a concern. Moreover, since this case is the one that had just undergone a corporate-wide R&S training program, and published The Manager's Guide to Recruitment, it is surprising the participants still did not know who made this change, or who owns the process.

Case C process management. There was a sense of a process in Case C. Participants mentioned process and even deferred to the process when asked about an unfamiliar situation. One HM noted that process is owned by the recruiters and that they are open to input for change. No other HM comments were made on this subject. The recruiters were clear about process ownership. Some used their experience to make some changes within the leeway they had been given, but others would not deviate from what they perceived as the set process. A frustration with trying to make business-driven changes to the process was discussed. Legal and governance requirements made it difficult to impact the change wanted on the frontline of recruitment. The leaders in this organization had impressed on at least one recruiter that the process needed to treat the candidate as a customer. This humanized the process and moved power from the recruiter to the candidate. This could be a reflection of the hiring market where there was a "war for talent," and demand exceeded the supply of qualified, accessible candidates.

Case C had the only clearly defined feedback process. Candidates with concerns were directed to the website. However, candidates needed to know where to look to find the location to state their concern. The recruiters or hiring managers did not solicit feedback. Calls made to candidates were made to the ones most likely to be offered a position, and the purpose of that call was to determine the candidates' interest at that point in the process.

Case D process management. From Case D there was almost no commentary on process. One of the HMs said that when he took on his leadership role he met with the recruiters to formalize the process. Each business unit has developed their own process. A recruiter noted that the process has to change to show they are evolving. The transcripts did not supply more context to this comment. It might be simply a motherhood statement that progress is made through change. No other comments were made on this subject.

Cross case analysis process management. Across all cases there was a sense from the HMs that the process was flexible. The HMs in all cases but one had no knowledge of process ownership and change management. The one HM said the process was owned by recruiters, but that may have been just an assumption. The recruiters with one exception had little to say about process ownership. I am concerned that participants are hiding behind the process (addressed in Chapter 5). They answer not using "I" but "the process." Certainly the process needs to drive decisions but there also needs to be personal accountability for the outcomes from implementing that process. Some of the recruiters felt constrained by the process and had been unsuccessfully lobbying for change. Other recruiters seemed indifferent to process management, making changes to the process on their own volition.

Impact on the research question: process management. In Case A and Case C we heard from an HM in each case, they did not know who owned the process, how changes were made, had not had training but did have years of experience, and added their own questions to the standard interview question list "because they have proven to work." Confident in their experience, the impact of their actions result in the misapplication of the interview tool and perhaps other tools. The HM statement of "flexibility" with the selection process can be

problematic as changing the process could lead to misapplied tools. The "instinctive hirer" self-descriptor is also concerning when it means the person is not following the protocol. The tools are there to remove the emphasis on instincts and the process is there to take away any thought of the process being arbitrary. Several HMs believed that R&S is about "gut feel" to select a candidate. Not all participants were open to applying the process different from how they understood it to be intended. R1 said, "We tenured people know not to deviate [from the process]." Misapplied techniques can still arise despite such seemingly compliant comments, as the recruiter needs sufficient knowledge of the process to identify a deviation. Less anonymity of the process ownership might support respect for protocol around change and adherence to the process.

Metrics

Few organizations formally evaluate their recruitment and selection efforts (Davidson, 1998; Grossman, 2000; Rynes & Boudrea, 1986). Kochan et al. (2003) noted that many HR initiatives go without metrics due to the challenge of designing relevant metrics. They also state that some organizations do not monitor their goals due to the cost of monitoring, the fear of what the metrics might show, and perhaps even legal ramifications driven by what the metrics expose. Some may have confidence in the value of the goal with no reason to "prove" it through metrics. Jayne and Dipboye's review of empirical research (2004) showed that monitoring the effectiveness of the corporation's diversity program impacted its success. The authors went on to say that working with diversity metrics showed commitment to the goals and could highlight what was working and flag emerging problems. This would also be true of non-diversity recruitment and selection goals.

Canadian organizations that are federally regulated, as applies to Case C, are included in the federal program laid out in the Employment Equity Act (EEA). "Employment equity means more than treating persons the same way but also requires special measures and the accommodation of differences" (Employment Equity Act, 1995, c. 44). The government requires reports with statistics on a routine basis from such organizations. The metrics from recruitment and selection link to these reports. Federal contractors (Case D) who do over $200,000 business with the Canadian government, although not part of the EEA, are required to prove that they have employment equity programs. Again, recruitment and selection metrics are relevant.

Case A metrics. The documented process calls out for interaction between the two groups throughout and yet the metrics do not seem to be shared. The most alarming disconnect from the shared intentions is that the HMs believe that "the recruiters own the numbers." Metrics are used and are typically prepared by the recruiter and presented to the HM, often on a weekly basis. The metrics all related to timing and quantity, and include time to fill, days open on critical roles, and some demographic metrics (not necessarily diversity-related statistics). One HM noted that there were six or seven "good stats" collected but he could only recall three. The recruiters are working to track costs to fill, and starting to look at number of positions per recruiter. The metrics all appear to be tied to measuring the recruiter's performance while the process involved both the HM and the recruiter.

Case C metrics. The HMs were not focused on metrics. This links to the gap between HM and recruiters not having the same performance expectations related to hiring as discussed in Chapter 5. R1 listed several metrics including: time to fill, number of roles filled, where hired from, use of employee referral program, and equity candidates, which she said was a major

focus. For Case C the equity focus was Aboriginals and people with disabilities. Immigrant professionals were not discussed by the participants as a targeted group. If any immigrant professional was to self-identify in the online application process she would be flagged for her application to be read by the recruiter. (This also applies to anyone from one of the EEA's four protected groups.) The organization was satisfied with the diversity it had achieved with visible minorities and woman. The critical metric, diversity, was only owned by recruiters, not the hiring managers, according to R1. "[T]hey don't have it on their score card so we have to actually be able to convince them to look at these groups" (R1). R1 says this is a problem. H2 said, "I know that, I'm sure you know at the higher level they're tracking what our statistics are as far as you know hiring minorities or hiring different, um, groups." Recruiters are also measured on how well they develop relationships with community partners to support proactive recruitment and the satisfaction level of their internal client group. The recruiters describe themselves as metric-focused yet less so than in previous years (R2). R2 did not say if this was for better or for worse. The recruiters tracked targeted group metrics and, based on those results, focused hiring on targeted groups that were not at goal levels (R3). Another recruiter described why metrics can allow the wrong behaviours.

> [The metric] promotes negative, ah, non-productive behaviour by how many searches they've done and how many, ah, profiles they've looked at but if you know this one person has maybe looked at 2,000 profiles, well you've made two hires, come on. We're promoting the wrong activities for the wo-wrong quantity and quality, you know what I mean. They're, they're just looking at the metrics of hey this person is using LinkedIn so he gets to keep his license whereas my two recruiters are doing it differently. (R3)

This is another example of metrics that are tracked "at a higher level" (perhaps the head office?). The mention of head office tracking was by H2, regarding diversity statistics. R1 talked about many metrics she used to guide her efforts "to recruit as needed to make her number through proactive recruitment." No details were given about who was included in the "number" target.

Since some recruiters reported having difficulty getting answers from their HMs, it appears that metrics are not shared between HMs and recruiters and not shared between the field and head office which leads to a 'we/they' separate relationship.

Case D metrics. In this case the recruiters and HMs, actually all managers across the entire organization, have a common diversity metric. But to ensure this has impact, H1 notes the organization is trying to reach more detailed breakdowns of diversity targets. He believes this is essential to change outcomes. In the past he and other leaders have discussed the historic numbers without ever reaching the diversity improvement they talked about; in hindsight he recognizes simply being aware will not yield the degree of change needed.

> …if we don't actually sit down and, and get the specific numbers and, and, and understand it in quite a bit of detail, I don't think we're going to be able to be as successful as we really want to be with diversity so we, so that was really, that was really important that we did that and I think it's going to be, um, an area of focus for us in, in, in greater detail as we move forward. (H1)

H3 said he would like to have diversity metrics tracked so he could tailor his R&S focus to attend to shortfalls in diversity. He also wanted to have metrics about declines to understand why a candidate did not accept an offer. H2, an executive participant, does not know what metrics are tracked for R&S; obviously these are not discussed at executive meetings.

R1 noted that the organization was trying to track metrics but did not know what was currently reviewed at the executive level. There were big differences between the divisions and there was no sharing of information. R3 noted that number of applicants and time to fill were tracked. R3 felt their current tools are not the best to track metrics but said that changes to the software were currently underway.

Despite these specifics, there was in general an interest in metrics across all participants. Everyone agreed that a diversity metric would be helpful but did not exist across all divisions in the organization.

Cross-case analysis metrics. No organization among the three cases had any unique metric. In all cases, the metrics collected were related to time and quantity, not to quality. Overall, Case C HMs had the least to say about metric tracking as an influence on their actions or the process. Two recruiters, one from each of cases A and D, individually tracked the promotional success of the candidates they hired. Not recalling the metrics leaves us to wonder how valuable some metrics are if they are not memorable. One of the recruiters suggested that unless recruiters and HM share the same responsibility for metrics there will not be balanced engagement.

Impact on the research question: metrics. The organizations clearly value metrics as they are used in all of the cases. But to what effect? Are the right things being measured? For the use of tools as prescribed, none of the metrics overtly track the recruiters or HMs on proper use for example, was an interview guide used? No metrics that were collected measured such issues as: are only vetted questions asked, have notes been kept, was the process explained to the candidate, were accommodations considered if communications were a challenge by phone, etc.

What gets measured gets done (a statement most often attributed to Drucker, who actually said "what gets measured gets managed") however, Becker, Huselid, and Ulrich (2001) tell us that due to a misinformed metric – time to fill – one organization moved from making experienced hires to hiring temporary personnel. This delivered a desirable metric result but was not the best decision for the business.

Time and quantity are the most frequently used metrics. These metrics potentially run contrary to hiring immigrant professionals. Many recruiters commented that it was harder to find diversity candidates, takes more convincing of HMs to consider diversity candidates and it is "thought" to take longer to hire a diversity candidate. With time and quantity as the focus, quality might be sacrificed. Rather than taking the time or having a need for training, some participants felt the selection techniques were intuitive (as evidenced by the adage "I hire with my gut" or interviews appear to be as easy as "a conversation.") This lax view of quality and reaching the degree of proficiency of a virtuoso, can lead to R&S techniques being misapplied – particularly interviews. Also since the metrics do not address diversity, it is expecting a lot from the participants to take on the cognitive effort to link disjointed diversity training and R&S training and figure out how to combine the two successfully. It also appears that the "experienced" HMs either feel they do not have time for training or do not need training. This leaves more opportunity from ignorance to misapply the techniques.

With the exception of promotability (a metric collected through personal choice and mentioned by two recruiters in Case D), no quality measures are noted. An example of how quantity can drive the wrong behaviour was given about LinkedIn, where one user spent a lot of time and had many queries so he was rewarded by having a licence to use LinkedIn whereas

another recruiter who used the tool sparingly with few queries but who made two hires from it, was told she did not have high enough usage to justify a user licence. If only time and quantity are the focus, rather than quality, there will be no feedback that the tools are being misapplied and no information to improve the process.

Extent to which Leaders Value R&S

The validation created by leaders' value of a function has similarities to goal theory as discussed by Locke, Latham, and Erez (1988). When people were given a goal by someone "legitimate" (we can think of the organization's leaders) the goal was more likely to be taken on. Also by being given a goal (something important, perhaps "strategic"), the worker's performance improved (Locke, Frederick, Beckner, & Babko, 1984). Once the worker feels noticed, if given an option to set his own goal, he would set it at a higher level than the goal that management had set for him (Locke et al., 1984). In their meta-analysis, Yang and Konrad (2011) noted that a leader's support is a positive predictor of the presence of diversity management practices (Konrad & Linnehan, 1995; Rynes & Rosen, 1995). Similarly this research looks at the leaders' value of R&S and how that impacts the actions and expectations of those involved in performing recruitment and selection.

Yang and Konrad (2011) also showed that recognition by management of the value of diversity is an antecedent to having diversity management practices. For this research, which focused on recruitment and selection practices of immigrant professionals, R&S and diversity must be inter-related to support diversity hiring. Their antecedents are drawn from resource-based view (RBV) theory which connects with the configurational theory of strategic human resource management (SHRM) introduced in Chapter 2 and discussed in Chapter 8. Making

these connections between theories leads us to expect that when R&S is valued by leaders, relevant resources are released to support the strategy, as noted by RBV theory (Delery & Doty, 1996).

Case A extent to which leaders value R&S. The HMs gave four reasons why they felt that R&S is viewed strategically by the corporate leaders: there is investment in the R&S function; hires are made opportunistically; business plans are linked to hiring; and the executive talk about the growth strategy being linked to people. The HMs actually had more to say about R&S being valued by the executive than the recruiters, although there was not a difference in opinion.

Cascading from the leaders, looking at the next level of relationship, the relationship between the hiring managers and the recruiters, the recruiters felt that the high engagement of the HMs and a willingness to participate in training (R2) showed that the R&S function was valued. As additional evidence of R&S being valued in the organization, the recruiters talked about the positive relationship between the recruiters and the HMs.

> I, I would say so and there's obviously a, a very strong vested interest between the two of them so, ah, typically what I've found is we align a recruiter with a particular group so you also start to establish a bit of a relationship so it's, um, not just where it's a, a body shop where hey you know go find me somebody and bring me some names. It becomes much more of a collaborative type approach and as you get to know each other better, you understand, um, kind of, um, strengths and weaknesses in terms of what they can do and what they can't do or the recruiter would know what, um, kind of expectations, ah, that the hiring manager would have so I'd say it's very much a, um, it's a, it's a very

good team dynamic in terms of the way they've tried to structure it and having some

focus with certain people, um, into different groups. (H3)

H3 felt he and his business group understood R&S but he was not sure the same would be true

for all groups. H1 suggested that the relationship between hiring managers and recruiters was

one where the squeaky wheel got the attention. H2 praised his R&S team, saying, "They get

excited about, ah, finding the right candidate so yeah I, I, I, I, I personally I, I don't care for

recruiting. [Chuckle] I hate to say that. That's a terrible thing to say isn't it? My specialty is, is,

is *function* so if I can get help to do that from talented people in the recruiting, well it's, it's, it's

a Godsend." From the recruiter's perspective, R1 and R3 felt the training on the documented

process supported shared understanding between the groups.

The participants in Case A, especially the HMs felt the leaders value R&S. This

perspective of the leaders could be a factor in the positive relationship between the recruiters and

HMs reducing the chance of HMs hiring without including the recruiters thereby not adhering to

the process or being open to coaching from the recruiters. The leaders' value for R&S is thought

to approve the training budget that can be designed to develop skills in R&S.

Case C extent to which leaders value R&S. Indications of leaders viewing R&S as

strategic included the senior HMs engagement in setting the R&S strategy for their open

positions and the investment in training provided to the recruiters. H3 said that the signal that

recruitment is important "[is] a message that has come down loud and clear, ah, do not hire the

wrong person." He takes this as a positive. The Western region based recruiter noted that the

national function has different panic and hot buttons that do not make as much sense in the

Western region, that there are times when national micro-manages when unnecessary, and there

are other times when Toronto asked for things seemingly oblivious to the three-hour time difference. There was a sense of national "just not understanding."

There was a lot of conversation about whether recruiters and HMs had a shared understanding of one another. HMs realized that the recruiters did not have an easy job. H2 noted a good relationship between the groups is key to success and said that it takes a while "to get each other." H3 felt that the two groups had trouble feeling in sync because the process was so very slow, causing frustrated HMs. The recruiters felt there needed to be more training of HMs, especially junior HMs, about the R&S process.

The recruiters believed that the more senior HMs viewed R&S as strategic, whereas more junior HMs viewed it as transactional. There was not a shared performance metric for diversity hiring, so these groups were not similarly motivated. Recruiters felt that more time spent up front on the recruitment could make a difference in the outcome, and that this was not a shared belief. Also since some recruiters came from the business and might return to the business there was a reluctance to set expectations and to push back on the HMs in case it "burns bridges" for the recruiter's career upon returning to the business side. This speaks to power being in the hands of the HMs.

Case D extent to which leaders value R&S. In Case D, a focus on hiring high calibre talent came from the executive, showing that recruitment was a strategic imperative for the company. Yet this positive indication is tempered by the fact that evidence from the study shows that a member of the executive is not familiar with R&S metrics so perhaps R&S metrics are not discussed at executive meetings. This leaves us to wonder to what extent R&S is discussed in the boardroom beyond the executive reaching an agreement on the need to "hire the best." Other

HMs, both partners in the firm, had high engagement in the process: one HM had immediately upon taking on his leadership role formalized the process and another executive participant was very involved in finding candidates.

The mutual understanding between the two groups was positive overall. Their comments varied from feeling connected because they met weekly, wanting more best-practice consulting provided to the HM rather than just cooperation, and feeling there was room for improvement but not stating how. The recruiters were more positive and specific in their comments. R3 said that "Ya, now they do [value R&S]. It took us a while. Honestly. It took us a while before we could demonstrate that we were bringing value outside of giving them names" (R1). Yet, R2 noted that more junior managers feel R&S is about paper pushing, whereas another recruiter felt valued:

> I think that's one of the things that I love about [name of the company]. Um, I think
>
> we're seen as a business partner. Ah, we're not looked at as just a support service. I, I
>
> think our clients, ah, really rely on us to help them, um, implement strategies and help
>
> them build strong teams. Ah, it's a collaborative effort that we do have between
>
> recruitment and our, our partners. Ah, we work very closely together to ensure we're
>
> meeting not only our clients' expectations but our employees' and our, our own needs.
>
> (R2)

For R2, being praised by the executive assures her of the value of R&S. No push back by HMs about R&S training caused R1 to feel that R&S is valued. The recruiters agree that there is an environment where R&S is valued.

All participants agree that R&S is valued by the leaders of their organization and yet interviews are being misapplied. We see from this that one factor alone cannot influence the use of the tools.

Cross-case analysis: extent to which leaders value R&S. In all of the cases the participants felt that the business leaders believed that R&S was strategic. At the immediate operational level HMs' reaction to R&S, the lack of common purpose between the recruiters and the HMs could overshadow the benefit of the extend that leaders value R&S. Case A appeared to have the strongest synergy between the two groups created by having no negative comments about the length of time the process takes and the HMs not holding recruiters singularly responsible for outcomes. In Case A, H3 talked about investing in the relationship and how, simply by the recruiter attending all first HM interviews, more time was shared. The other cases did not have time for the recruiter to join the HM in first interviews. Case A is the smallest of the three cases. Is it simply due to size they have this time to invest in the process, or is it by design despite size? The participants in Case C appeared to struggle the most with the mutual understanding between the groups. Case C had more concerns about time and being spread thinly plus the social media tools were not available to all for various reasons (as discussed in Chapter 5). The resources applied seemed insufficient as the recruiters seemed overburdened and as for training it was provided to the recruiters but not consistently across the HMs. In Case D the recruiters felt valued similar to Case C, but there were indications from the recruiters that insufficient resources were applied.

Despite the leaders appearing to the participants to value R&S, there were issues more proximate in Case C and Case D, namely the relationship between the recruiter and the HM in

these cases, that made for issues of inconsistent valuation of what was important. Also despite the leaders value possibly supporting the release of budget for training it was not consistently applied within the three organizations. The extent to which leaders value R&S did appear to give the recruiters a sense of their own valued place in their organizations. They spoke with what seemed to be confidence of the importance of their function albeit not always shared metrics or clarity of how to combine diversity into their daily hiring agendas.

Impact on the research question: extent to which leaders value R&S.

Becker and Huselid (2006) suggest that SHRM is the link between the organization's collective human resources and the implementation of that organization's strategy, and we can start to look at layers of this statement reaching the function of R&S. Human resources join the organization through the function of R&S, thereby making it fundamental to strategy execution. We come to a rhetorical position: How could leaders view R&S as anything but strategic?

The leaders' opinions impact the valuation of R&S in an organization. We saw in the cases studied that there was respect for R&S and respect for recruiters. The recruiters "felt" valued in their roles, and they believed that in their organizations, R&S was valued by the leaders, and that the leaders saw that R&S was linked to strategy. It appeared that the leaders showed their value for R&S through communication and training. Training in cost, location, uniqueness, or resulting in certification held the highest value to these recruiters. The recruiters spoke about enjoying their work and the organizations where they work. In 2006, Saks' research about employee engagement provided empirical evidence that "perceived organizational support predicts both job and organization engagement" (p. 600).

Avery and McKay (2006) reviewed 20 years of research about recruiters' impact on candidates, and although there is no conclusive evidence of the best pairing of recruiter and candidate to support diversity recruitment, there is evidence that the candidate's decisions about joining a company are impacted by recruiters (Rynes & Boudreau, 1986). As recruiters are the initial contact for many candidates, we can link successful recruiting outcomes to positive recruiter engagement, which is in turn influenced by leaders valuing the R&S function. Within this study, there was positive morale. The three recruiters in Case A voiced the most consistently and strongly positive attitude about their roles and the organization of all the recruiters in all cases. This was the organization that had the most recent concerted, communicated investment in training. In Case A, there could be a connection between leaders valuing R&S, investment in training, and recruiters having high morale. Yet there is no noteworthy difference in how the R&S techniques were applied comparing to the other two cases.

The recruiter also interacts with the HMs. Here again the leader's value of R&S is expected to have a cascading effect on employees, to enhance job performance and positive interactions (Saks, 2006). The positive relationships that exist in HM-recruiter combinations is important to the proper application of techniques because across all the cases, the recruiter had a coaching role to the HM. What was not clear was how effective the coaching was. In Case A, the guidelines of R&S directed the recruiter to coach the HM. In Case C, a seasoned recruiting senior manager was looked upon as the subject expert by her HM partner, but this was not said by other HMs about their relatively more junior recruiters. In Case D, the coaching seemed to happen with more trepidation. This was because the words used by the recruiters sounded deferential to the HM. More coaching by recruiters who worked closely with the techniques and

who collected the metrics could lead to the techniques being applied as prescribed. Empowered

positive recruiters are more likely to adhere to the process. The more the executive

institutionalize the importance of R&S, and empower the staff who run R&S, the more likely

those involved with R&S will be to respect the processes to drive the outcomes valued by the

organization.

R&S is interesting in that it is time-consuming and is most likely done when there is a

pressure on the business to hire. When this urgency is felt by one or both groups, it can be a

strain on the relationship. Having executive support for their work might be helpful to encourage

the recruiter to remain faithful to the process despite possible HM pressure to cut corners. When

the process is made seemingly more time-consuming by adding a diversity agenda, having

leadership support to keep immigrant professional hiring as an objective will help to keep this

goal from being minimized. The challenge is that the diversity goal seems like the relatively

newer add-on. No one mentioned the process timelines being readjusted for this additional goal.

Leadership support as per the literature is expected to cause the release of the requisite resources

to meet the goal. The organizations all had diversity departments and in Case C it was clear that

the group was providing information to the recruiters about how to access diversity candidates

and yet the participants from that group had the most concerns about time "takes too long" or

"not enough time." Actually one recruiter said she skipped recruiting within the diversity centric

tools as it took too long to include diversity candidates. Similarly in Case D, a recruiter said there

was a perception that diversity recruiting took longer so that under pressure diversity candidates

were not targeted. These were two instances of the diversity-related techniques not being used.

If the goal of immigrant professional hiring, or diversity hiring, is important to the

organization then expectations have to be realigned or more resources invested to meet timing

predictions for diversity hiring. Steps in the process to create fair recruitment and selection of

immigrant professionals not even being implemented due to time constraints is commensurate

with the tools being misapplied.

I noted two power plays within the participant comments. In these power plays, the

process was not followed therefore the chance of a misapplied technique is heightened simply by

not following the process. A stronger corporate valuing of R&S could set a tone for these power

situations and mitigate them as individuals are sent a message to respect the process and

contribution of R&S.

Corporate Goal and/or Business Case for Immigrant Professional Hiring

Yang and Konrad (2011) in their meta-analysis showed that organizations that recognize

and communicate the business case that diversity effectiveness is linked to performance, are

more likely to have diversity management practices (Balser, 1999; Buttner et al., 2006; Rynes &

Rosen, 1995). Recruitment and selection needs to be seen as essential to the organization's goals

in order to be allocated resources and to get executive attention (Morton, 2005). Chambers et al.

(1998) in their discussion of "the War for Talent," encouraged organizations to make R&S a

corporate priority. A Deloitte survey of Canadian organizations published in 2005 noted that

46% of the participating organizations found R&S to be of sufficient import to be discussed at

the board-of-directors level.

Case A corporate goal and/or business case for immigrant professional hiring. One

of the HMs said that he and other managers were clear that, with the corporate goal for growth,

the source of workers would come from outside of Canada and that we will see more immigrant workers. However this comment seemed to be driven by personal opinion, and not to be a corporate perspective. The corporate mandate was more general –to support diversity hiring in order to support the evolution of a globally diverse company. One HM said she would like to have a target and progress numbers so she can direct her efforts and those of her staff to hire diversity candidates. The recruiters' sentiment was summed up by R1 who said, "We just know it's a good thing." Aboriginals were this organization's focus group for hiring, but there was no specific target. The HMs and recruiters did know how to achieve visibility with the Aboriginal community (R2). The challenges with hiring within this marginalized group likely represented the challenges of hiring immigrant professionals. How are these diversity candidates recruited? This challenge was thought to be looked after by the ten-session back-to-basics R&S training that the company was launching, that was to include training on networking to build the candidate pool.

Case C corporate goal and/or business case for immigrant professional hiring. In this case, there did not appear to be a strongly-held corporate goal for hiring diversity. There were few comments among the participants, and the comments made were brief. This did not seem like an important topic of conversation. It was almost as if they were saying, "Yes of course we have diversity hiring. What else would you expect?" The hiring managers made no comments about a corporate diversity goal or business case. The recruiters knew that diversity matters, but felt diversity could be more strongly presented by showing a positive business case for diversity. There was an understanding of matching the customer-base diversity with a diverse employee population. A new strategy for the entire business including a R&S strategy

was to be rolled out so there was anticipation by one recruiter for a clear and compelling plan for diversity hiring to be included in that strategy.

Case D corporate goal and/or business case for immigrant professional hiring. There was minimal response to this topic in Case D. One hiring manager said he felt there was a business case for diversity R&S but he could not say more than that. He felt there was a diversity goal, but was not sure if there was a specific goal for immigrant professionals. "Um, I specifically don't recall or don't have, um, information around what those specific goals or, or our targets are in terms of, of numbers of hires right now. It is obvious we need to consider diversity to meet our hiring numbers" (H1). Another HM spoke about his recent commitment with other partners to taking diversity analysis to a more granular level where numbers would be imperative. He said they would be in the same place the following year regarding diversity unless they set action plans and tracked progress.

Cross-case analysis corporate goal and/or business case for immigrant professional hiring. This question did not elicit a lot of conversation in any of the cases. There was recognition and acceptance of the need to hire for diversity as a matter of principle. But there was no passion or details to the answers. The most personalized answer came from the HM in Case D who talked about the need to really start setting and tracking goals or his team would not reach their diversity targets. There was surprisingly little knowledge of immigrant professional (IP) hiring goals or the business case for IP hiring across all the cases. There was a sense by some that such hiring is a necessity for growth but beyond that there were no specifics. Even when diversity candidates are included in the pool there is a lack of commitment (awareness?) of

the goal, such that in Case C one of the recruiters said it is necessary to force diversity candidates onto hiring managers.

Impact on the research questions: corporate goal or business case for diversity. The three organizations have a corporate goal for diversity. However, in all cases by some participants the interview techniques were being misapplied as well as steps in recruitment were being completely skipped. Skipping recruiting techniques to target diversity candidates is extremely problematic for the goal of hiring immigrant professionals.

In Case D, R1 talked about her division having a business case to recruit women and how they communicated that business need and created a process to support the goal. It seemed that in that situation, there was a concerted focus. I think that, this kind of initiative could be repeated but on a larger organization-wide scale to hire immigrant professionals. R2 in Case D wanted more interaction between business units to share successful R&S programs. In Case D, the business case for the firm's success in eastern Canada required diversity hiring. The HMs understood this imperative and were open to hiring, tracking metrics, and working with community groups to be successful. To have proper supporting evidence of a bias-free candidate ranking developed by using the selection tools as prescribed will be a persuasive method for the recruiter to use to get HM buy-in when diversity candidates are being recommended by the recruiter for HM interviews. In diversity centred R&S, bias impacts the process (Reitz, 2001). Cases A and C at this time were targeting Aboriginals, not immigrant professionals. Case C additionally had a target for hiring people with disabilities. Case D differed across divisions: women and immigrant professionals were mentioned as targets in two divisions. In none of the cases did all participants talk about a specific shared goal. Furthermore, it was unusual for a

participant to link his own actions to his organization's diversity goal. Can it be that the

participants know it is the right thing to say, "We are pro diversity," but there is little effort or

clear plan to realize this goal?

Rating Scales Used for Structured Interviews

In the past 98 years, the R&S interview has proven to be a dominant R&S technique

(Campion, Palmer & Campion, 1997). As discussed in Campion, Palmer & Campion (1997),

corrected validities of unstructured interviews range from .14 to .33 whereas structured

interviews range from .35 to .62 (Huffcutt & Arthur, 1994: Hunter & Hunter, 1984; Wright,

Lichtenfels, & Pursell, 1989). Structured interviews are important in diversity selection protocols

because as an evaluative technique in employment interviews they have been shown, through

meta-analytical evidence, to significantly reduce racial-group differences (Huffcutt & Roth,

1998). And more specifically structured interviews have two styles, situational ("What would

you do if . . . ?" types of questions that can be answered without having lived the experiences),

and behavioural, ("What did you do . . . ?" types of questions that require responses that talk

about lived experiences). The empirical findings give rise to the consideration of situational

interviewing using "what-if" questions to reduce bias against marginalized groups, which

includes immigrant professionals, as such questions do not require the living of the actual

Canadian experience but rather simply an understanding.

The effectiveness of the structured interview technique is jeopardized by improper

application, most often, from a lack of a rating scale to evaluate candidate answers (Campion,

Palmer & Campion, 1997).This scale reduces the arbitrariness to rating candidate answers

without which bias can happen. Also a rating system facilitates consistency across the interviewers.

Case A rating scales used for structured interviews. Despite interview rating scales being fundamental to the proper application of structured interviewing, only two participants in this case spoke briefly about the rating system. He downplays the rating and by doing so omits how each interviewer is guided to come to the same conclusion of what is below, meets and exceeds expectations. No documentation was supplied detailing rating specifically but interview scoring was mentioned in both the recruiter and the HM guideline document.

Case C rating scales used for structured interviews. A rating system exists in the Case C process, as set out in the standard interview guides, but you would not know this from the participants with the exception of one recruiter. Figure 24 provides an example of a question from the corporate interview guide. H2's comment about how she rates answers shows her lack of familiarity with a rating system.

> Um, that's a really hard question so how would I rank what's a good answer? Um, you know what it would just be based on how it would fit so depending on what the question, like I've got certain questions like, ah, what do they look for in a leader would be a great question that I would add in and I'm looking for somebody like, I'm looking for certain qualities in the individual that would come out of that question. (H2)

Clarity of the competencies and how to rate experience in these competencies is necessary in order for others to be involved in recruiting and selecting a candidate if this HM is looking for other opinions about a candidate; all must have the same evaluation base. There was no indication that this HM is aware of the importance of a rating system.

The recruiters did not talk about a rating system except for R1 who said the check box was not being used,

> Um, I have to tell you honestly, ah, the recruiters and the hiring managers are typically
>
> not using that checkbox system, um, a lot of the time. They're really writing, what they're
>
> encouraged to do is write the answer of the, ah, candidate down verbatim so that they
>
> have clear record of what the, what the answer of, of, of the question was and then you
>
> know essentially what they're doing is they're, you know they're, they're interpreting
>
> their answer, they're, they're judging their answer right, um, and, and, and what they're
>
> able to do at the end of the, ah, ah, interview guide really just sort of give their comments,
>
> ah, based on you know what, what their, what, what their thoughts on their answers were
>
> and things like that and identifying sort of strengths and gaps so…. (R1)

All is not lost as there was understanding that the candidate answers have to be evaluated.

> We're consulting to that, to them in that respect but certainly as a hiring manager, they
>
> also know what they're looking for and so they know, they know what they're looking
>
> for in those responses and they're looking for intelligent responses, they're looking for
>
> individuals who, who have proof and have evidence of their, of, of meeting and
>
> exceeding their targets. Ah, they want to be able to, to see that in, in their, in their
>
> responses so, … where they've demonstrated our, our three you know major values,
>
> which is team work, trust and accountability, um, they're, they're asking those questions
>
> to, to sort of see if they're demonstrated those particular, ah, values that, that correspond
>
> with, with what our, our organization holds to be important. (R1)

It seems like the recruiter is coaching the HM to use a rating system. Does the recruiter separately coach each interviewer? Where did the recruiter come up with the rating system? Has it been vetted or is it her personal rating system? When a tool is supplied consistently but the users choose not to implement it there is reason to question whether the tool is being misapplied.

Figure 24: Case C Interview Guide

Can you tell about a time when you took responsibility for a situation or a problem which required teamwork and partnering to resolve? What was the situation and what was the outcome?	
Probes:	**Targeted Behaviours: (tick as you hear)**
	☐ Willingly shares information and learning with others
• What was the situation?	☐ Actively contributes to team activities and shares responsibility for accomplishing team business goals
• What did you actually do, say?	☐ Respects the opinion of others and relates well to people from varied backgrounds
• What were you thinking, feeling?	☐ Ask for input and feedback, and takes action to enhance own effectiveness and contributions to team goals
• What happened next?	☐ Takes personal responsibility for own performance
• How often have you done this?	☐ Admits mistakes, learns from them and takes corrective action
	☐ Exhibits ethical behaviour in all circumstances
• How did you measure success?	☐ Is open and candid with others, especially when communicating about issues that affect them
	☐ Operates with integrity and does the right thing in difficult or controversial situations

Notes:
Assessment:
☐ Below required level
☐ Meets required level
☐ Exceeds required level
☐ Not evident

Note the checklist on the right of this looks for a response which will support the assessment/rating. To ensure a candidate gives an answer that covers the checklist items, the probes (found on the left) can be used by the interviewer to help direct the candidate to give a complete answer. The probes and the targeted behaviour checklist are fundamental.

Case D rating scales used for structured interviews. No one talked about a rating

system despite a very comprehensive system documented for both HMs and recruiters. Both

recruiters and hiring managers used the guide provided in Figure 25. (This is the HM version; the

recruiter version looks the same except that the recruiter guide does not list the definition of the

competence). This is an example of one question from an interview guide containing multiple

questions complete with the scoring definition pre-created for different positions. The question is

provided, elements to consider are supplied in the definition section (which is only included in

the HM's guide) and there is a clear rating system included.

Figure 25: Case D Interview and Rating Guide

Leadership Effectiveness
Description of what this attribute means within this organization. (Removed for confidentiality.)
☐ **Describe a situation in which you created a vision for your team. What did you do to generate enthusiasm and commitment for that vision?**   *OR*   ☐ **Championing new ideas can be risky since they can fail. Describe a time when you championed a new idea because you believed in it, even if risky.**
Assessment on Shared Competencies

Shared Competencies	**Strong** Evidence Competency **IS Present** (Candidate cited one or more high quality, specific examples, in sufficient detail to inspire a high level of credibility)	**Some** Evidence Competency **IS Present**: (Candidate able to cite at least one example with enough specificity to indicate minimal strengths in this competency)	**Strong** Evidence Competency **NOT Present** (Candidate clearly unable to cite any specific examples with any degree of confidence to demonstrate any degree of credibility.)	**Insufficient** Evidence to **Assess Competency** (Was not able to address this competency in the interview due to time constraints)
Leadership Effectiveness				

Instructions: Please select one rating for every competency. If you do not have enough evidence to make a clear decision select "Insufficient". Do not use "plus" or "minus".
Each question has a format for rating. This example is a leadership question complete with a definition giving the elements to listen for in the candidate's answer. The evaluation box is extended with a row for each competency question such as communication skills, technical skills, etc. There is a helpful reminder of the criteria to select the rating level.

Cross-case analysis rating scales used for structured interviews. In Case A there was

one mention of a three-level rating system but without documentation it was hard to evaluate it.

Case C and Case D gave comprehensive rating system instructions. Case D had slightly more

description of how to rate answers. Their guide provided a quantitative connection to the rating –

strong meant more than one example given makes it very clear how to rate. For capturing the

content of a candidate's answer, Case C's check-mark system was more user-friendly than was

Case D's harder-to-read definition of the skill, which was given in dense micro-print. Case C

also provided probes to help the interviewer direct the candidate to a complete answer should the

candidate's actual experience/skill allow for such detail. I found it surprising that with such a

well-done tool, in Case C a recruiter stated that many people were not using the rating system and in Case D it was mentioned by only one recruiter. So whether they had a tool or not or even the quality of the tool did not assure its use as prescribed.

Impact on the research question: rating scales used for structured interviews. None of the participants said that the rating system was fundamental. This, in and of itself, is concerning as the rating system is fundamental to proper application of structured interviews. In Case D there was a guide provided within the interview guide. It had the interviewer count the number of examples given which in turn corresponded to a rating. This was very clear for a user across all levels of experience with interviewing. The key is for the interviewer to use the interview guide.

One HM described his "interview" as a "conversation" so it seems unlikely that an interview guide with a rating system would have been used. Case C's check-box system was helpful but it needed to be tied to the rating of "below," "meets," or "exceeds." It appeared that a certain number of checks drove the rating but how many checks? A method needs to be created such that my rating of a candidate with "meets expectations" is equivalent to your "meets expectations" rating. With this group of participants, training did not seem to be an assurance that the rating system would be used.

To have a way to monitor if the interview technique is being applied as prescribed is important. This is part of ensuring that interviewers (recruiters and HMs) have a focus. If the unbiased rating system supports the interviewer's intention to be unbiased, we can expect position results – i.e., a lack of bias (c.f. Devine et al. 2002). An effective rating system is one

that is understood by the users and is expected to be applied, which creates "pre-accountability."

Pre-accountability has been shown to reduce bias (c.f. Tetlock, Mitchell, & Murray, 2008).

When you have many hiring managers, who are adding their own questions, confident in their experience, and do not think they are misapplying the technique, then it is not surprising that the systematized rating system is not being used.

What Else are the Participants Telling Us?

The interview questions directed the participants' attention to common factors that impact employee behaviour, possibly impacting the use of the R&S techniques as prescribed. Using a word-frequency query in NVivo, I wanted to see what else the participants frequently talked about. Figure 26 looks at the top 100 words of four letters or longer. (The guideline of "four letters or more" was selected to eliminate parts of speech that are not possible themes.)

Figure 26: Word-frequency top 100 Four-plus Letters, All Participants' Entire Transcripts

able absolutely actually also always another around back business Canada candidate candidates chuckle come different diversity done even example experience face find first give going good group hire hiring individual individuals interview interviews just kind know level like little look looking make manager managers many maybe mean might much need number okay organization part people person position probably process question questions really recruiter recruiters recruiting recruitment right role selection situation somebody someone something sometimes sort specific specifically sure take talent talk team tell terms thank thing things think time training trying type understand want well within work yeah years

Looking at these top 100 words from all the transcripts, we see some of the factors we discussed – "process", "training", "interview" (through the association with rating system) – all have relative importance if judged based on frequency. Absent are the factors of "fairness", "goals", "metric" (also measure or feedback), and "strategic" (also strategy, plan or direction). What this might be telling us, is that these factors might not be well integrated into the process, are not in the minds of the users, or the questions posed in the research did not connect situate the relevance of a rating system in the participants' minds. However, lack of use in the participants' comments does not render them unimportant. All of the organizations are interested in diversity and said they would like to be more successful in hiring diversity candidates. When you need to overcome stereotypes and bias, confidence in the R&S techniques must be very high. To reach the maximum utility of the R&S tools they need to be applied as prescribed (Campion, Palmer & Campion, 1997).

Do other words that are factors show prominence based on frequency? The frequently used words are "know," "think," " just," "like," "okay," 'process," "people," "questions," "person," "really," "recruitment," "hiring," "right," "well" and "yeah." "Know" is the most frequently used word. To "know" that someone is the right candidate, the tools of R&S need to be applied as prescribed. The objective of selection is to know, predict actually, how the candidate will perform on the job. "Think" in the transcripts referred to both the cognitive demand of the process and most often it was used as not the definite of knowing something but "thinking" it. Misguided confidence can be an issue, when the participants think something, rather than actually know it, and choose to personally adjust the techniques. In all the cases there was only one person, the most senior participant by far, who said she had monitored her hiring success and when she deviated from the process of structured interviewing, she felt her hiring choices were less successful.

None of the other words appear to help to uncover themes that can lead to the tools being used as prescribed.

Conclusion

A summary by case and participant type of the use of the factors that influence the R&S techniques being used as prescribed is shown in Table 16.

Table 16: Factors That Influence R&S Techniques Being Used as Prescribed

	Case A		Case C		Case D	
Perceived fairness system			HM	R		
Recent interview training	hm	R		R		R
Diversity goal		R	hm	R	HM	R

Process management	hm	r	hm	r		
Owns formal quality metrics						
Leaders value R&S	HM	R	HM	R	HM	R
Panel HM & recruiter interview	HM	R				
Interview guide supplied	HM	R	HM	R	HM	R
Mutual understanding between HM and recruiters	HM	R	hm	r	hm	r
Structured interview process applied as prescribed		R				R
Rating system supplied		r	HM	R	HM	R

"HM" strongly if not unanimously noted in transcripts by the hiring managers
"R" strongly if not unanimously noted in transcripts by the recruiters
"hm" denotes some of the HM but not all noted this
"r" denotes some of the recruiters but not all noted this

Reviewing Table 16 Case A's investment in recent training and user-friendly accessible guidelines does not make up for some of the structural factors that are missing which are a perceived fairness process, quality metrics, and perhaps a rating system. (I was given no artefact interview guide but rating is mentioned in the process guidelines. I am not sure if it is well implemented. One participant gave us a simplistic overview of the rating system but the quick review left me to wonder if he realized it was a critical part of the process.) The factors in Case A that were missing were those that can support the hiring of immigrant professionals through a feedback mechanism for fairness, and quality metrics rather than time and quantity. In addition, the rating system reduces arbitrary individual ranking of the candidates' interviews which also reduces the potential for bias against diversity. They are also factors that support the tools being used as applied. Time valued over quality in R&S has shown in this research (albeit not within

Case A) to cause recruiters to skip steps in the process and could be a factor in people not using vetted interview questions as it is faster to just have a conversation and to not use rating system as that takes more cognition and therefore time. The process management seems distant and is known by only one HM as well as the recruiters. Knowing who runs the function is helpful, but to have a clear understanding of the strict practice of R&S is key. This can reduce deviations from the process.

Case A was the only case that consistently used panel interviews. Although the literature does not support the theory that for experienced-hire level positions, panel interviews are more effective for diversity hiring, we do know that pre-accountability for one's decisions does reduce bias (Tetlock, Mitchell & Murray, 2008). We also know from research that having fewer distractions (less cognitive load) allowed people who were committed to being non-biased to behave as to their intentions (Devine, Plant, Amodio, Harmon-Jones, & Vance 2002.) HMs like panel interviews because, as was noted by one recruiter, they do not have to think as much. This is not a put-down but speaks to reducing distractions and allows the HM to "be in the moment" and just listen to the candidate and not be concerned with the mechanics of the interview. And yet, with HMs not having a diversity goal there is less incentive for them to hire immigrant professionals or other diversity candidates. Moreover, without a corporate-driven diversity goal, there is no overt statement that is applied at the individual level to state that diversity is a business goal and here is how you, the individual, engages in that goal.

The training in Case A was spotty in implementation as four of six participants had taken it. It did however, have full reach, such that everyone was aware of it, thus speaking to the leader's value of R&S. This training and the message it sends within the organization about the

value for R&S could be the reason that the recruiters and HMs in Case A had the highest mutual understanding of one another. There were fewer complaints, concerns, and differences of opinion amongst this group than was found in the other two cases. The positive energy felt could lead to the organization being more attractive to candidates, although this is not unique to immigrant professional candidates it is nevertheless helpful. This energy might also support better reception of the coaching from the recruiters to the HMs. Ideally this coaching would lead to the techniques being applied as prescribed. This organization showed no indications of there being stress around "time" and, as such, there may be more inclination to use the techniques as prescribed. With less emphasis on rushing, perhaps no techniques will be skipped. We do know that the HMs added their own ad hoc questions. This is contrary to using the technique as prescribed. This could speak to the fact that not all HMs took the R&S training and one took it through his recruiter's coaching which may not have been as detailed. Or as suggested by a recruiter in Case C, when you learn from another through job shadowing, you learn another's mistakes.

Case C differed from the other two cases with their recent investment in Predictive Index. However, only two people mentioned the tool, with one participant only naming it, and then saying she had no details, while the other participant seemed highly informed and passionate about this selection assistance tool. Perhaps training and documentation could be improved. This tool focuses on personality characteristics. There is no literature that suggests that this reduces undue bias to immigrant professionals and other non-White groups.

A second point of difference between Case C and the other cases was the implementation of a perceived fairness process. If perceived fairness is to reach its potential as a feedback

mechanism for improving the process, there needs to be more emphasis on gaining feedback and less on diminishing it for fear of litigious consequences. Access to and encouragement to use perceived fairness as a feedback tool needs to be considered to remove the inherent barriers for anyone who is raising an issue about prejudice.

Having a diversity goal should support diversity hiring, but when this goal is not shared with the HM, a challenge arises. The Case C recruiter is seen to own the creation of the candidate pool but the HM makes the hiring decision. Even if the recruiter creates a diverse pool as per the diversity goal, if the HM is biased, and there are no selection techniques used to thwart this bias then diversity R&S will not be successful.

In Case C, the stressor of time and the low mutual understanding between recruiters and HMs as compared to Case A does seem to have an impact. It comes across as a "fraying" – not broken but not as it could be. Steps in the process were said to be skipped due to time, and there was only a strong complementary relationship in one recruiter-HM pair. This is seen as less mutual understanding. The rating system was only mentioned by one participant, a recruiter, who said no one used it, so we know the interview technique was being misapplied.

These issues in Case C could be due to the company's not having publicized the training. In Case A the training was strongly communicated, although with spotty implementation. In Case C, there was not a concerted training strategy and therefore no communication about training was required. Thus, the message of R&S being valued did not have this avenue for communication. This was a missed opportunity because some recruiters had specialized training and are very impressed with their manager for securing the funding for this. This activity and the investment in R&S could have been communicated across the organization.

The Case C interview guides set for at least the key roles (I was only given a sampling), with a guide for the HM and another for the recruiter, are comprehensive, easy to read, and linked to a rating system. Are they accessible? Is there an expectation that they will be used? This could lead to the interview technique being used as prescribed. The rating system, as noted, does not link the check-mark system of tracking a candidate's answer to how that translates to a rating score.

Use of panel interviews in Case C was not set out in the process. This company therefore missed an opportunity to use pre-accountability to reduce bias and to lower cognitive load through teaming, which can in turn impact immigrant professional hiring as bias is not reduced. Also it takes away the opportunity for spontaneous coaching moments when there are not pairs or groups of interviewers. Without this check and balance of being viewed by others, using the techniques as prescribed is more at risk.

The extent to which Case C leaders value R&S seems apparent with the investment in PI and leaders having a diversity goal. However the diversity goal is only applied to the recruiters. The communication of PI could have been clearer as per one of the recruiters which would support the technique being used as prescribed. The diversity goal for the organization could be more far reaching and clear to support diversity hiring outcomes. Showing the extent to which leaders value R&S, could cascade to giving the recruiters a stronger voice to influence HM use of techniques. This confidence could lead to recruiters influencing HMs (who have all said that they have not taken recent R&S training) and thereby reduce the risk of misapplying the tools.

In Case D there was no recent interview training which can be a forum to highlight the extent that leaders value R&S and to state the diversity hiring agenda. The HMs had not received

R&S training recently so they were at risk of misapplying the tools. We see the misapplication when these HMs added questions ad hoc to the interview. I do not know if they apply the formal rating system for the ad hoc questions. The metrics tracked dealt with quantity, number hired, and number of declines. The source of hire as tracked in Case D would be a good metric to use by all cases. The candidate source is an important knowledge pool to share across functions as this organization is siloed. Finding candidates is hard so tracking useful sources is important. There is some work being done in one group to track diversity. In another group a HM said he would appreciate diversity statistics to guide his group's efforts. Quality metrics are not used favouring quantity but at least there was not so much emphasis on time to hire as in Case C, which we saw has negative ramifications including skipping process steps and stress between the HM and recruiter pairs.

The lack of panel interviews misses the opportunity for pre-accountability, reducing cognitive load (because running the interview is shared), and impromptu coaching. Therefore, there is more chance of bias impacting immigrant professional hiring.

When interview guides are supplied including a comprehensive and easy to apply rating system with guidelines for use this will support the interview technique is used as prescribed.

Without the high attention to timing as was shown in Case C, no one talked about skipping steps in the process. The mutual understanding within the recruiter and HM pair is there but not quite as high as in Case A. Should this be higher? Yes, so that the recruiters can be trained as subject matter experts and their coaching to the HMs will be better received. An executive level participant asked for the recruiters to provide more "consulting" but there is a

possible challenge when the recruiter is much junior to the HM for there to be confidence to consult and confidence in the information the recruiter supplies.

What is the answer? It lies in looking across all the factors and using them. There are feedback mechanisms through metrics and candidate perceived fairness that are not being used effectively. Follow through on the application of training is missing and when given should be better communicated to show value for R&S. Panel interviews as used in Case A are a missed opportunity in Case C and Case D. We also see that the stronger the relationship between recruiters and HMs, as in Case A, when metrics are aligned and although the recruiters say they are busy, no recruiter said his recruitment load was too intense. This appears to take away any pressure to cut corners in the process.

Summary

I have reviewed seven factors, arguably eight if I differentiate diversity training which was discussed with R&S training. I propose that these factors fall into a sequence as shown in the following model. Figure 27 shows the sequence.

Figure 27: Factors Facilitating Prescribed Use of R&S Techniques

1. Extent to which leaders value R&S
2. Corporate goal/business case
3. Process management
4. Diversity R&S Training
5. R&S technique(s)
6. Perceived fairness candidate feedback
7. Common recruiter and HM quality metrics
8. Immigrant professional hiring outcome

Choice of R&S Technique(s)

Step 1 In the presence of step 1 the relationship between step 2 and step 3 is stronger. **Step 2** is a main effect and follows from Mintzberg's work that strategy requires a goal and business case from which to set actions.

Step 3 is process management. This step reduces ad hoc alterations. Note the feedback loop from later steps is in place for change management.

Step 4 this R&S training purposefully integrates diversity training.

Step 5 is variable. It is the technique or combination of techniques of R&S being applied. A focus for this chapter was structured interviews and the requisite rating system.

Step 6 is perceived fairness, always important and more so in immigrant professional hiring. Feedback loop to process management.

Step 7 is quality metrics that incent immigrant professional hiring. Feedback to process management.

Step 8 is the outcome – immigrant professional hiring

Figure 27 looking from left to right steps 1-8 give us a sequence to apply factors that will support

the selection tools being applied as prescribed. Step 1 is a moderator on step 2. The impact of

step 1 on step 3 is stronger in the presence of step 2 and the impact of step 2 on step 3 is stronger

in the presence of step 1. Step 3, process management exists in these cases but is not central

enough in the process to help reduce ad hoc changes. To have the techniques adjusted from the

prescribed method has been proven to impact efficacy (Campion, Palmer & Campion, 1997).

Note the feedback loop from later steps is in place for timely change management. Step 4 is

training. These organizations did provide training but there was no consistent plan and

implementation. Those who had basic R&S training and basic diversity training did not

necessarily draw connections between the two to arrive at diversity R&S. To have diversity R&S

summarily described as eye contact and handshake sensitivity when recruiting is alarming.

Additionally, expecting individuals to come to their own conclusions about how diversity and

R&S should combine invites process deviations which lead to misapplication of techniques.

Successful application of step 3 and step 4 will lead to heightened mutual understanding between

recruiters and HM. Less than mutual understanding might be a reason why HMs skipped training

or added their own variations when conducting interviews. Step 5 is variable; it is the technique

or combination of techniques to be applied. A focus for this chapter was structured interviews

and the requisite rating system. Step 6 provides vital feedback to loop back to process

management. How are diversity candidates, immigrant professionals experiencing the selection

process? Step 7 metrics need to be shared between recruiters and HMs so they are operating

consistently and the metrics need to drive the behaviour of immigrant professional selection.

Several participants said it takes more time to find immigrant professionals and perhaps it takes

longer to evaluate an immigrant professional's their foreign education and work experience so the metric of time runs contrary to diversity goals or more specifically immigrant professional hiring.

Let us look at an example. Consider the situation of using LinkedIn in Case C. The strategy is to be a diverse organization and have a diverse employee population and the leaders value R&S as a means to achieve this goal (step 1). The goal and business case support hiring immigrant professionals, a growing demographic (step 2). The process calls for time to mine for candidates and to reach diversity candidates to attract them to apply. Step 5 is LinkedIn usage, a tool that is used to mine for candidates. LinkedIn licences were purchased because the corporation valued R&S (step 1.) However, step 4 was missed, and there was no training on LinkedIn. This leads to less effective use of the tool. Nor was there training for diversity R&S step 4. For step 7 there were not appropriate metrics assigned to monitor the result. The outcome is that step 8 showed a misapplied tool.

In Chapter 8 I look at strategic human resources management to answer Research Question 4 "What process combinations create synergies of fair and unbiased hiring of immigrant professionals?"

Chapter 8 – Research Question 4

This chapter utilizes the theory of Strategic Human Resources Management to capture the complexities of different process combinations. The research question analyzed in this chapter is "What process combinations create synergies of fair and unbiased hiring of immigrant professionals?" To answer this research question I draw from the analysis used to answer research questions 1, 2 and 3: How are recruitment processes structured by multinational

diversity-conscious organizations? (Chapter 5); How are selection processes structured by

multinational diversity-conscious organizations? (Chapter 6); and What factors lead to the

development of effective R&S practices for the hiring of immigrant professionals? (Chapter7).

The demographic focus of this research, immigrant professionals, is included within the

group visible minorities. Both visible minorities and immigrant professionals demand

consideration as these demographics are the growing populations for future employees (Statistics

Canada, 2010). All the case sponsors confirmed an interest in improving their recruitment and

selection process for hiring immigrant professionals, however, during participant interviews it

became evident these organizations at the time of the research were focused on other

marginalized groups, namely, Aboriginals (case A and case C), women (case D) and people with

disabilities. In answering this research question a general diversity approach will be taken that I

believe can address the needs of recruitment and selection of any marginalized group in Canada.

Fair and unbiased processes, the focus of this research question, are driven by the

legislation of the Human Resource Act (Hackett, Lapierre, & Gardiner, 2004) if not by corporate

culture. The consideration of R&S process combinations is driven by equifinality in SHRM

theory as well as "the impact of HR professionals including recruiters who assert their specialist

influence" (Wolf and Jenkins, 2006) by developing specialized processes.

The possibility of process combinations is important in this research and is driven by the

underlying theory of strategic human resources management (SHRM). Often in business we hear

about "best practices"; the process that will yield the desired outcome is coveted. It is no

different in the study of R&S. These three case sponsors are interested in learning the best

practices. However, grounded by SHRM, and building upon the concept of equifinality, it is not

expected that there will be one right process. Equifinality also assumes different starting points. This fits the three case sites as none are "the same." Size, national dispersion, international dispersion, industry, ownership structure, and current employee demographics are but a few of the differences among them. Using Martin-Alcazar, Romero-Fernandez and Sanchez-Gardey's configurational theory (2005) which builds on equifinality, there will be many combinations for successful recruitment and selection of immigrant professionals. These combinations become clear through the organization's strategy, policies and practices. Martin-Alcazar, Romero-Fernandez and Sanchez-Gardey refer to integrated systems; similarly, Marchington and Grugulis' work (2000) states that HRM practices cannot be implemented effectively in isolation but require a coherent package. What the data from these cases make clear is that these cases do not have a coherent package. There is no connection between corporate strategy linked to diversity and R&S processes. This is a weakness of each case but it does not disable the process completely. There are other elements working that allow the process to drive successful outcomes but the organization sponsors and participants tell us that the outcomes are suboptimal and yet, sufficient to give a false sense of confidence about their processes to the organizations.

SHRM considers vertical linkages and horizontal linkages. Vertical linkage considers the degree to which SHRM is aligned with other key organizational processes (Delery & Doty, 1996). Horizontal linkage considers the degree to which the HRM practices deployed by SHRM elicit congruent behaviours from the organization's human resources (McMahan et al). I will discuss how these theoretical underpinnings frame the research to answer this Research Question 4. Adding to this framework is a model by Way and Johnson (2005), which drove my initial model (see Chapter 2, Figure 1) to make sense of the multiple inputs to recruitment and selection

of immigrant professionals within a SHRM context. Way and Johnson's model, recognizing the multidimensional reality of SHRM, introduces systematic agreement theory (SAT) and strategic reference points theory (SRPT). Both SAT and SRPT completely embrace horizontal and vertical linkages and introduce time, consensus, environmental fit and culture as constructs.

When we consider the processes of recruitment and selection of immigrant professionals, it is not surprising for people's minds to turn to the techniques used. These techniques, I will show through the data, are but one part of the process. How every aspect of the multi-step process is implemented is fundamental to the success of the R&S system.

It would be ideal if I could compare each organization's actual results to make inferences about their respective processes however, that is not possible. The organizations did not supply me with their numeric goals for R&S nor their outcomes, as the participants did not have this specific information. Instead, to determine if a process is effective, I will use as a baseline the comments made by the participants about the process and its outcomes (what they are thinking and what they notice), comparisons of actual practices to the organizations' documented processes, the literature's recommended practices, and my experience as a professional recruiter.

This chapter is organized into the following sections: techniques, implementation, vertical linkage, horizontal linkage, diversity, and then the interaction between horizontal and vertical linkages including SAT and SRPT. Finally, the model from Chapter 7 is further developed to include concepts from SHRM theory.

The Techniques

Based on the participants' comments, supported by the pilot study, my experience, and the organizations' documented guidelines, R&S is seen as a combination of techniques or tools. Table 17 summarizes the tools used by the participants in these three cases.

Table 17: Recruitment and Selection Techniques Used by the Organizations

Case	Recruitment					Selection															
	Job description	Corporate website	Job boards-social media	Referrals	Mining of candidates-social media	Screening resume and phone	Recruitment software weighting	Recruit s/w screening questions	Unstructured	Semi structured	Structured - BDI	Structured - situational	GMA testing	Personality testing	Predictive index	Integrity testing	Work sample tests	Job knowledge-case testing	Assessment centres	Biodata	References
A	x	x	x	x	x	x		x		x	x										x
C	x	x	x	x	x	x		x		x	x				x			x			x
D	x	x	x	x	x	x	x		x	x	x							x			x

At a glance, these organizations are more similar than different in the techniques they use. I will consider the techniques in two groupings recruiting and then selecting just as was done in Chapters 5 and Chapter 6.

Recruitment techniques. The participants from these organizations and those from the pilot study told me that there is a challenge to find diversity candidates. Across all cases there are comments about not knowing where to look similar to the following:

… I think the sourcing is probably, I think we're open once we have people in front in front of us, but I don't think we source the right way. I don't think, and it and I don't think we link it to the business enough and then I'm going to say let's say we say we need to develop more business into the [name] community, I don't think we have like a strategy to target the [name] community to come to work for us so I think that the sourcing linked to the business is one issue and the other issue that I see is really the sourcing itself, like going to places where we will be able to find people. We don't think that way. I think it's a mindset. I think we think about our, you know usual way of recruiting and if we do have professional immigrants in that net then that's fine. I think we'll you know once the candidates is sourced within our traditional sourcing mode we will you know treat that candidate as another one. I think it's really the sourcing, to attract them to the firm maybe I don't know about the perception of the firm outside in terms of you know bringing in professional immigrants or being open or even successfully integrate so I really see it in terms of sourcing. Developing a link and developing connections and connectivity with a professional immigrant….so I think sourcing, getting close to them, getting to that community is really the most challenging. We don't know where to go. We don't know how to build and the energy I think also the energy that's put into sourcing is there's a lot of energy put into sourcing and sometimes the impression is probably that you need to spend a lot of energy before you find one or two real good candidates for your business. Compared to the energy you would have to pull to get five or six candidates, like successful candidates, so maybe it's crude but…Not politically correct, but…(Case D R3)

There seemed to be an openness to diversity candidates in Case D if they were in the pool of candidates. However, there was an issue of getting diversity candidates into the pool. R3 noted that to do so took extra time and more energy for the recruiters. R3 noted that in Case D, HMs perceived that finding diversity candidates took longer. Their perception is important, as when you look at the hierarchy of the organization, there will be more HMs senior to the recruiters. The seniority matters because as we saw with H1 in Case A for example, HMs did exercise power over the recruiters, so therefore their perceptions had a direct impact on the process. Comments made by HMs in Case C and Case D noting their concern about how long it takes to make a hire put a stress on the process. Case D R3 noted the lack of strategy to target a diverse group. It is about falling back to comfortable ways: "a mindset" "usual way." This is not uncommon, that people continue to focus on previous goals ignoring new goals (Kalev, Dobbin & Kelly, 2006). Case D H2 also talked about her concern that many HMs fall into hiring someone "just like me [themselves]" which is another common habit (Wetzel & Insko, 1982).

The participants discussed social media issues that made it hard to "find candidates." The social media issues included funding for licences to seek out passive candidates (LinkedIn was specifically noted), cost of some job boards (noted in case A specifically), access (Case C noted firewall limitations), and a lack of training on how to use the tool effectively.

Limited time is another issue discussed. Having adequate time to do mining of passive candidates was mentioned. As was having time to attend community diversity networking events and to build up diversity association relationships for proactive networking. Time was the reason a HM did not attend R&S training. Timely response by HMs to their recruiter was also an issue.

These tools discussed are not inherently biased as many are global so there would be no

restriction to gaining access to post one's resume or to use the World Wide Web to review jobs posted. However, a tool found to be biased, is employee referrals. Usage of this tool was encouraged, at times with double the financial incentive, at Case D and was a metric measured at Case C for recruiters to monitor and encourage use. This tool has been found to perpetuate "the old boys' system" as researched by Reskin and McBrier (2000). Kalev, Dobbins, and Kelly (2006) talk about it, noting that organizations appear to have eliminated the old boys' system by openly posting positions, but then the HMs still ask their trusted colleagues for referrals. Almeida, Fernando and Sheridan (2012) discovered that networking "through word-of-mouth referrals from existing suppliers, partners and other industry-based networks" is practiced by professional accounting firms in Australia (p. 1958). It seems no different in Canada. This is very much in keeping with the conversations of the HMs in Case D, also a consulting firm owned by partners. These partners, who are senior and hold coveted positions in the organization, have the potential through their position to unduly influence a recruiter's opinion, when the partner makes a referral through his network.

In summary, recruiting techniques are impacted not just by the catch all "not knowing where to look" but also by the traps of doing things "the usual way", biased selection of "just like me", cost, time, knowledge, referrals from old boys' networks, and power influences. Next we consider the selection techniques.

Selection techniques. Looking for fair and unbiased combinations of selection tools we first check if diversity candidates are screened out unnecessarily. This could be caused by: poorly designed or biased job descriptions leading the potential candidate to self-reject;

screening by an applicant tracking system with parameters that are too narrow; unnecessary requirements for Canadian experience; or, a biased recruiter.

I did not identify overt bias in any participant in this research. Participant answers included: "I do not look at names," "I do not consider the country of education," "I learn about the person's experience by probing," and "I do not need to recognize the name of the company." It appears that these participants have an intention to be unbiased. They seem to identify themselves as unbiased saying, "I try to be clear by not using acronyms," "let's give this guy a chance," "same stroke for everybody," and one comment that a diverse recruiting team is a good thing. And yet, unconscious bias exists, and to expect otherwise is not helpful to the process. Oreopoulos's (2009) research using 6,000 resumes changing names but controlling the resume content showed that names bias recruiters, so much so that diversity candidates are not pursued. Joshi (2010) proved that there was discrimination when the candidate's credentials were not known to be equivalent to Canadian credentials. Such foreign credentials were treated in a biased manner and undervalued. The biased actions were attempted to be hidden under the guise of unknown credentials. Therefore, even with an appearance of being unbiased, comments from recruiters and HMs, in this research, were not accepted at face value.

The processes need to guard for bias by the users. For example, according to the research by Devine et al. (2002), if you give people who are internally motivated to be unbiased independence and time to act on their own unbiased initiative you will have more success than by putting pressure on these people. So time to act on one's own can reduce bias. However, the time metric in R&S is there to try to reduce time for each R&S project; the opposite of what is needed to reduce bias.

Next we look at other techniques applied in selecting the preferred candidate in the current study. As with the recruitment techniques, the selection techniques used in these cases were also very similar. The first exception was Case C's Predictive Index, which had been newly launched. The objective of this tool was not clear. I assume it was adopted to provide predictive capabilities and perhaps incorporate personality characteristics such as the Big Five personality characteristics or conscientiousness which have been proven to be predictive of job performance (Schmidt & Hunter, 1998). Neither of the other cases incorporated assessments for personality characteristics in their selection processes.

Another difference, in the cases otherwise similar use of selection techniques, was Case A's consistent use of panel interviews when the recruiter (or if necessary an HR delegate) joined the HM for the HM's first interview with the candidate. They would also use panel interviews when a candidate was flown to the head office location and had several people to meet; they grouped interviews into two or three person panels. Case C also used panel interviews for certain commonly hired roles when hiring for a region. All the local office leaders in a region would form a panel and interview candidates who were willing to locate to any office within that region. This is limited usage of a technique that has the property to create "pre-accountability" which can minimize the tendency for stereotyping (Tetlock, Mitchell, & Murray, 2008). Recruiters said that the barriers against use were that they are harder to schedule and made compensation conversations less confidential.

Diversity of the interview panel has been researched. Case A H3's comment that the diversity of the recruiters is a very good thing aligns with Brewer's research. Brewer (2007) suggests panel-candidate representation can leverage an instinct of supporting the in-group. So a

diverse employee population with possibly many "in-groups" using a diverse panel might therefore support further diversity. Yet a positive diversity outcome is not guaranteed if immigrant professionals are the low-status group. Bettencourt, Dorr, Charlton, and Hume (2001) produced meta-analytic evidence that the low-status group discriminate in favour of the higher-status group. Diverse panels have not been shown empirically to singularly increase diversity hiring. More research is needed to see if panel interviews can reduce potential bias caused by accents as seen in these cases when an interviewer individually determined the tolerance level for accents.

These are notable differences and it is also reasonable to think that their R&S evolution begins at different places. These differences speak to what is part of SHRM, equifinality, which I will apply to understand R&S of immigrant professionals. These unique aspects are in line with SHRM's manifestation of equifinality and use contingency theory which says there can be different combinations of processes structured to achieve similar goals. How these combinations are implemented is the next consideration.

Implementation

SHRM is described in the literature as a resource-based view (RBV). This view is based on each organization implementing unique process combinations such that it will be hard for competitors to replicate. As discussed in Chapter 2, RBV does not give consideration to implementation. Becker and Huselid (2006) stated that in SHRM theory, implementation is conveniently assumed to happen effectively and is not discussed. This research provides examples of the challenges of implementation and shows that implementation cannot be assumed to happen effectively even if supported by corporate goals and investment in resources. This

research shows that even organizations with a publicly made commitment to diversity, perhaps

more exposure to diversity through the multinational structure of their organizations, investments

in training, staffing, diversity groups, and metrics to track activities, showed a breakdown in how

and why various recruitment and selection practices were enacted.

Looking at two of the organizations' attempts to be unique, we see that implementation

was what diminished the impact of their processes. Case A had recently implemented a training-

and-process documentation initiative. We can compare this to the other two cases that had not

invested in a recent robust initiative. Case A's implementation did not fully match the

organization's goal for training all recruiters and hiring managers in R&S and to consistently

apply "The Manager's Guide to Recruitment" which outlined the R&S process. The spotty

implementation is shown by: not every participant took the training; HMs deviated from the set

guidelines by adding their own interview questions; Case A participants deviated from the

documented process-The Manager's Guide to Recruitment; and only one participant mentioned

the interview rating system as a fundamental aspect of structured interviews.

The other of the two specific implementation examples is Case C's recent roll out of a

Predictive Index (PI). According to participant comments about the tool and otherwise a lack of

comments about the tool, the implementation has not been effective. There is a lack of clarity of

where in the organization PI is being used, what triggers its use, at what stage in the process to

use it, and it appears even its purpose is unclear. We see that this attempt to differentiate and

improve the selection process in Case C is flawed by the implementation.

In Case D they too have an imperfect implementation example although it is not at the

level of investment to be unique as the above two examples highlighted. In Case D, a hiring

manager talked about not being able to change the employee diversity statistics in his Atlantic region until he implemented a new approach.

> we are starting to look at that more granularly in our specific region so what specifically are we doing as a goal or as an objective to help with diversity within our own specific region so that, ah, because a bunch of us as partners sort of talked about that and said you know we can look at the numbers but we can probably look at the numbers again next year and probably have a similar result and the year ago a similar result, so what's our objective, what's our goal and what are we going to do specifically to help, ah, with that, within our region. (H1)

By noting that there needs to be a goal, metrics, and communication of the goal to change the diversity hiring outcomes in his region, he is highlighting elements of implementation that were missing in the other case implementations.

In the three implementation examples we saw that implementation is not assured based on a good idea, and that without proper implementation the impact on the process is suboptimal. The reality that we are seeing through these three diversity-embracing, large, multinational organizations included in this study, is that implementing the ideal diversity R&S strategy aligning with HR systems is hard to do. These sophisticated organizations have only achieved a piecemeal solution. They have not integrated it into a system. SHRM and RBV theories suggest that, if an organization could achieve this theoretical ideal, it would show a competitive advantage.

By looking at SHRM's vertical linkage and horizontal linkage we can understand what is working and what is not working for these organizations in their processes for R&S of immigrant professionals.

Vertical Linkage

Vertical linkage considers the degree to which SHRM is consistent with other organizational processes. It links together each function of the organization to the overall strategic direction that drives the business. It forms the vertical baseline through which external inputs come into the organization and impact the strategy. It is the spinal cord of the business. SHRM is one critical point, a vertebra, of the spinal cord. From this central point the messages that strategically direct HR initiatives ring out, as if a sonar wave. This wave touches each human resource function. Next, I will examine the impact of vertical linkage in the three cases.

In Case A, the participants believed there was a corporate strategy about R&S. However, none of the participants shared the same interpretation of that objective. One participant mentioned the corporate focus for growth was to become multinational. Another HM believed his role was to hire people who would join the organization for life. Overall, there seemed to be confidence in the importance of R&S and the participants believed R&S was invested in by the organization. However, none of the participants could link any measures of success to the strategy.

There was mutual respect between the HMs and the recruiters. The recruiters appreciated the engagement of the HMs in R&S. The morale among the recruiters was high with all appreciating the organization that they worked for and the people they worked with. The fact that there was an investment in training and guideline materials also spoke to R&S being strategic.

Such investment seemed to please the recruiters, who appeared to feel valued. The investment in R&S would have been driven by a corporate strategy which would send a message to HMs that R&S is strategic to the business-vertical linkage. The positive morale made the organization look, and likely feel to the participants, that it was unified but it was not unified at the most fundamental point-vertical linkage.

Without a clearly communicated strategy these individuals were not able to tie their daily actions to a shared strategy. Each had good intentions but none spoke of the same strategic direction. Similarly, there was pride in the diversity and inclusiveness of the organization but no one could state what the organization's diversity strategy was. The signs that diversity mattered included a diversity and inclusiveness initiative with senior management on the committee. One participant mentioned that the organization had a multinational goal. Whereas the other participants were consistently using the term "hire the best." There were no specific diversity targets. Some of the HMs and recruiters were focused on Aboriginal hiring but others noted diversity (a less specific statement than an exact target of Aboriginal hiring). People appeared to be acting within their own interpretation of what they should be doing.

Case C's disconnection from vertical linkage was more obvious. H3's understanding of the corporate strategy, its "message," was concerning: "It's a message that has come down loud and clear, ah, do not hire the wrong person." Believing this is the guiding mantra certainly would be paralyzing particularly in a function such as R&S where no selection technique is 100% predictive. That diversity is important is a clearly shared strategic message but there were no specific goals mentioned. Hiring Aboriginals and people with disabilities was noted by some of

the Case C participants but not all. The different objectives, held across different functions

within the organization, were shown in this recruiter's comment:

> Yeah, I think it's mishmash. I think that, ah, I don't think there's anyone that's really
>
> thinking, um. That that shouldn't be the case but I think that legal, legal, ah, policies all
>
> lock us up, ah, in a lot of, ah, policy and legal [chuckle] jargon so I think that, ah,
>
> everyone likes the idea but every time you go to present something that's maybe less but
>
> cleaner, um, then you know, then you get between global, ah, ah, you know the, um, I
>
> forgotten what, ah, global resourcing, ah, global, I've forgotten what the department is
>
> and then and then it's got to get through I think marketing and then it's got to get through
>
> legal, all the different chains. All of a sudden you're back to all the other crap that you
>
> had in there that you were trying to get rid of. Um, I don't know if that makes so I think
>
> that everyone sort of agrees in theory but I think that we go through so many chains of
>
> command and so many different layers, that we still don't quite get where we should be/
>
> (R3)

It seemed that legal, governance, and R&S departments were trying to meet their objectives and

when there was no vertical linkage it became harder for each function to see what was the

common strategy. To keep Canadian experience as a hiring prerequisite definitely impacts an

immigrant professional hiring goal. Another disconnect was between HMs and recruiters. HMs

were not incented by metrics to hire diversity candidates so recruiters felt they had to "force

them." The message to hire diversity candidates had reached recruiters who would "veer to" and

"push" diversity candidates.

Does a lack of vertical linkage result in less success regarding R&S of immigrant professionals? I cannot say this with certainty. What is evident in Case C is that the HMs were frustrated with the timing of the process and the recruiters were stressed by the pressure they were under from the HMs they served and the volume of searches they needed to close. A weakness of the vertical linkage could be the reason that the recruiters were under-resourced (if indeed that is true beyond just their feeling they have too many projects at one time), training is ad hoc (although R3 was pleased with the investment in training she and her staff of recruiters had received recently), and the long hard battle for LinkedIn licences which were still too few (R3).

In Case D there was a shared understanding of the critical role of R&S but the participants did not share a clear strategy for R&S. There was not a shared strategic direction for diversity. It seemed that diversity was handled at a local level with diversity statistics monitored within a business unit. Looking at morale as a reflection of there being vertical linkage and clarity of purpose, the recruiters said they felt positive about their roles. Some were seeing change adopted and others had no push back for their ideas so they felt they were making a contribution. The only criticism of the recruiters was made by H2 who believed that they could provide a more consultative level of support. Diversity was not a consistently held goal across the two groups and it differed by business unit as to which marginalized groups were the focus for hiring.

What we learn from these cases is that the vertical linkage does not have to be ideal for R&S to function. However, the lack of vertical linkage does result in participants taking an

individual interpretation of what is important. This results in individual efforts that are not coordinated.

To answer the Research Question 4, "What process combinations create synergies for fair and unbiased recruitment and selection of immigrant professionals?" we need to consider R&S in combination with diversity. It appears that the organizations have not combined these two parts sufficiently to drive shared behaviours across the case participants. For diversity initiatives to produce better results, the research shows a diversity sponsor is necessary (Kalev, Dobbins, & Kelly, 2006). The value of such executive appointed specialists was empirically proven by Weber (1978) over 30 years ago. This executive appointed specialist can be a conduit of vertical linkage communicating diversity corporate strategy to the functions of the organizations, including the HR function where we are focused. Diversity will be discussed further in a following section.

Horizontal Linkage

Meyer and Rowan (1977) warned that if a program is not connected to daily practice it often has no impact. What they could have said is that there must be horizontal linkage. Horizontal linkage is concerned with the congruence of behaviours towards a goal; creating consistency and consensus across the HR functions to achieve a common goal (Way and Johnson, 2005). Horizontal linkage includes constructs of consistency and time, and in this R&S research horizontal linkage includes the HR sub-functions (training, performance management, metrics and diversity management.)

Consistency. Consistency was invested in recently at Case A through their training and process guideline documentation. The documentation, referred to as The Manager's Guide to

Recruitment, was recognized by four of the six participants. Two of the three HM participants did not take this training and one of those HMs did not make mention of the documented guidelines that are at the foundation of the training. This inconsistent implementation reduced the impact of the training. Case C and Case D seemed to have less focus on consistency. Examples of inconsistency are reflected in the fact that there is no corporate-wide R&S branded training program and participants from both of these cases talked about the differences in processes and goals across functions and geographies.

Time. Time is a consideration in horizontal linkage (Way and Johnson, 2005). R&S was seen as time sensitive across all the cases due to time-related metrics. Case C was particularly challenged by time concerns as shown by recruiters' and HMs' comments. Case A allowed recruiters to hire opportunistically in advance of an open position for traditionally tough-to-replace roles (engineering in this example). Similarly, Case C had a department recently established for "proactive hiring" for certain roles. Expectations for timing were seen to drive process deviations. Time pressures caused some recruiters in Case C not to use all of the resources available to find candidates and a recruiter in Case D avoided focusing on diversity recruitment for this reason. Time could be a reason that interview guides and also the rating systems were not always used. In reviewing the highly abbreviated interview notes provided by four participants across all cases, it looked as if the interviewer was too short of time to complete the interview guide write-up. Except in Case A, time was given as a reason recruiters do not join HMs in first interviews.

Why is it that Case A seemed to have "more" time as judged by fewer concerns expressed by the recruiters and HMs about time? (There was one exception: H1commented that

if the hiring was not done to his timing he would take matters into his own hands and hire

through a temp agency.) There was no negative we/they conversation between the two groups.

Panel interviews were used, which effectively was an extra step for recruiters to attend this

interview with the HM, and this was not done in the other organizations. If we look superficially

we might say it was the training and the process (which called for HMs and recruiters to jointly

set R&S strategy for each hiring project and expected a lot of interaction between the two

throughout). Yet, in reality the training was taken by recruiters and only one of the HMs and no

one spoke about the steps outlined in The Manager's Guide to Recruitment for the recruiter and

HMs to set a strategy for the R&S project and to meet frequently. The difference I saw was not

related to time at all but maybe that was how it manifested. The recruiters felt valued and

invested in and their time was guarded. (I had trouble getting through the HR gatekeeper to

schedule the recruiters to speak with me.) The respect for the recruiters created a positive energy.

Where did this respect emanate from? Although not flawlessly implemented, the difference

seemed to be the investment in R&S through training which denoted the extent to which leaders

value R&S and set the culture. Why do I think this? Because, one recruiter was new to the

organization, another tenured and senior in her career, and another had been there a few years

and was intermediate level of experience and yet despite these differences they all felt valued. A

culture of valuing R&S seems to override time pressures.

Human resources sub-functions. Horizontal linkage brings together the various sub-

functions within human resources including training, performance management, metrics, and

diversity.

Training. The training delivered in each organization was focused on R&S techniques. There was separate diversity training. There was no training that combined the two. Case A seemed unique in their corporate-wide training program but it was not well implemented. Case C and Case D had less concerted training efforts. Looking at the HMs, except for one person from each of Case A and Case C, HMs consistently had not had R&S training. By their comments, the HMs had taken liberties (although they did not describe it this way) with the application of techniques in the process, particularly interviewing. This could be due to the lack of training. Most recruiters took R&S training. Case A was the only organization where all recruiters were recently trained on their organization's current R&S guidelines. In Case C all recruiters were trained but not all recently or with the same training program. Two of three Case C recruiters were trained by shadowing someone else. One recruiter expressed the concern of "learning someone else's bad habits." It seems the training for diversity and the training for R&S being offered separately was not sufficiently pointing out synergies, compromise strategies, or supported by diversity R&S metrics. Another recruiter had just finished a R&S certification program. No one knew a reason for the highly varied approach to R&S training for the recruiters. Similar to Case C, at Case D, R&S training did not have a not clear strategy for who is trained and how to train the person.

Performance management. Accountability as monitored by performance management and metrics were used in varying degrees by the organizations. In Case A no comment was made by any of the participants relating to performance alignment between recruiters and HMs. In Case C only the recruiters were responsible for diversity R&S metrics which led to the recruiter's comment that she had to "push diversity candidates on to the hiring managers." In

Case D the HMs and the recruiters shared common performance metrics regarding diversity outcomes, but for the specific R&S metrics these were owned by the recruiters. The HMs having diversity goals for their performance seemed to be providing the incentive to network and to involve their peers and staff to assist in the effort to recruit in order for them to meet their diversity performance target.

Metrics. Time to hire is tracked in all cases. In Case A there was a clear preference for speed over diversity. All the HMs are focused on time to fill in Case A whereas that was not so in the other cases. Diversity was not a metric in Case A by either recruiters or HMs. In Case C a metric for diversity is a focus with recruiters but not HMs who focus on time to fill. In Case D two HMs felt specific diversity metrics would be beneficial in driving desired diversity outcomes.

All of these organizations would ostensibly like to be more successful in their diversity hiring. Having diversity metrics would make diversity a topic of discussion along with time to fill. Prioritizing time to hire some participants told us causes them to skip diversity efforts: thinking it takes more time. Also the metrics need to look at the two parts of hiring, recruitment and selection. To break apart the process and have metrics for each phase would provide more information about each so that preferred combinations can be realized.

Diversity management. The conversation about diversity was only a thin thread. The organizations were diversity-supportive as evidenced by their recognition as Canada's Best Diversity Award winners. These organizations had a strategy to include diversity in their R&S processes but the participants were not aware of the specific details of that strategy or the details of the business case to support diversity. Being able to speak the language of the customers was

given as a reason for diversity by a HM (Case C) and to become multicultural was a reason for

diversity, as said by a recruiter (Case A). A HM in Case D was confident in his organization's

value of diversity,

> we value diversity quite highly so we, we are focused on you know what's, what's our
>
> current make up of our staff at all levels and it goes right to partner in terms of you know,
>
> ah, you know male female and, ah, ethnic origin and, um, and, and, and even more
>
> specific than that so I, I know, I know we as a firm are doing quite, quite extensive
>
> amount of work around that and we're trying to look at where we are in terms of, um,
>
> why, why our, our, our numbers sort of are what they are if you will, like we, we want to
>
> look at why, why do we have a certain pro, proportion of….(H1)

Each organization had a reason for diversity but what to do, why to do it, and what was the

expected impact was much less clear.

Looking at horizontal linkage we see a variety of combinations to try to affect R&S of

diversity candidates. However, these efforts when not linked together fall short of the intended

outcomes for better diversity hiring. These outcome shortfalls were self-measures of the three

case sites. A group of separate actions does not yield a synergistic combination.

In Case A there was a diversity-inclusiveness initiative supported by senior management.

This initiative was mentioned by only one participant, who did not say if or how the initiative's

actions tied to R&S. There were no diversity targets for R&S and no diversity R&S training was

provided. The general diversity training was predominantly online and according to one

participant it was a module in an overall compliance training course. The diversity message was

diluted and certainly not linked back to R&S. Not having shared goals and metrics between

recruiters and HMs left room for reduced outcomes because both groups were integral to

affecting a hire but were not jointly motivated. These elements were not successfully linked

horizontally.

Case C had its resourcing group (recruiters) in the same department as the diversity

function. Having both in one department is an attempt at horizontal linkage. Yet, its success was

questionable when a recruiter noted the need to try to "force" diversity candidates. There were

diversity objectives for recruiters but not HMs, thus the one-sided push. One participant said she

had "tons" of diversity R&S training whereas no one else mentioned combined training. There

was diversity training but not all the participants had taken it. In Case C the diversity stats were

thought to be monitored at a national level and were not shared at a local level. Locally the focus

is "time to hire."

In Case D we see many pieces related to diversity but they are not horizontally linked. In

Case D there was a diversity performance metric for recruiters and HMs but there were no

diversity targets and there was no diversity R&S training. The diversity training suffered a

seemingly ad hoc application with some participants not taking it despite a lot of brand

awareness of this training. There was a diversity specialist but there was no mention of a direct

link between diversity and R&S. The example from R2 in Case D about a targeted agenda to hire

women was not linked to a diversity specialist initiative, rather it seemed to have been a goal

generated within a business unit. The process to achieve the goal, as well as the successful

outcome, seemed to remain within this group. It seemed it had not been leveraged elsewhere in

the organization to guide other such initiatives. H1 was keen about the diversity link to his

business. Leading a business group in the Atlantic region, this HM realized that for his team to

reach their business goals they needed more employees and that those employees had to come from the available pool of candidates who were increasingly diversity candidates. He was very much motivated by recent meetings with the organization's national diversity specialist. This was the only participant comment across all cases about an organization's diversity specialist.

I draw an inference that we are not seeing a lot of effective cross-fertilization. The integration of diversity with R&S was not sufficiently anchored either vertically or horizontally in the organizations. Linking the performance management system to diversity metrics would make it harder for one manager to discriminate undetected (Foley, Kidder & Powell, 2002). The challenge of diversity R&S cannot be underestimated. At issue is that cognition relies on stereotyping. Through stereotyping we group and make the situation more easily processed (Gorman 2005; Heilman 1995; Lemm & Banaji, 1999). "The act of selection is more about discriminating than stereotyping. We have to discriminate between candidates. The question is whether it is defensible discrimination" (A. Sheridan, personal communication, November 5, 2013). Then we demand HMs and recruiters not to stereotype as that shows bias. Kalev, Dobbins, and Kelly's (2006) research shows that to train out this natural mechanism has not been proved to deliver successful results. They recommend setting metrics to monitor clear goals in order to increase consciousness.

No one talked about bias with the exception of two comments both made by Case C recruiters. The comments noted the need to force diversity candidates onto HMs and that diversity hiring was harder in rural areas where there was less diversity awareness. The recruiters across all cases mentioned the challenge of finding diversity candidates and the need to form

relationships with diversity sponsoring events (such as an Aboriginal conference), associations, and affinity groups.

According to Kalev, Dobbins and Kelly (2006), the popular approach to diversity looks at it sociologically as problems with individuals and their motivations and so it can be trained out or incented out (metrics and performance management) when actually it is a problem of structure. Linnehan and Konrad (1999) advise tracking diversity statistics to influence actions. The metrics collected for R&S by participants in this study were time- and quantity-focused in Case A and a mix in Case C and Case D. So for Case C and Case D with the mix of metrics, the diversity metrics in Case C showed a disconnect because their diversity metrics were not shared by HMs and recruiters. In Case D diversity was handled at a business unit or local level which reduced the impression it gave about the importance of diversity goals.

Of the three cases, only H1 in Case D spoke about the head of diversity and her presentations and working sessions with senior leaders to discuss diversity issues and goals. This is in keeping with Weber's (1978 [1968]) recommendation for the executive to appoint specialists to drive corporate initiatives (see also Kalev, Dobbins, & Kelly, 2006). However, what we clearly see from the data, is if the goals are vertically linked through a designated specialist but are not horizontally linked, they are less impactful.

In summary, empirical findings show that the inclusion of diversity in R&S competes with speed to hire in the actions of the participants. The metrics to measure time to hire are closer than the more distant corporate strategy of hiring for diversity. The empirical findings show that the participants make a choice of one seemingly competing objective over another. They choose the more proximate, the one they monitor and discuss in their weekly metric

reviews, time. Despite the overall statements that their organization values diversity by being one of Canada's Best Diversity Employers, diversity is not being fully integrated into R&S. Proper linkage, both vertical and horizontal, can support the organizations' move to stronger SHRM.

Tying Together Vertical and Horizontal Linkages

To support the goal of fair and unbiased recruitment and selection of immigrant professionals requires the implementation of a combination of factors that create vertical and horizontal linkages.

We can see how in Case C the interpretation of the strategic R&S message "It's a message that has come down loud and clear, ah, do not hire the wrong person" (H3) might incent different behaviours than Case A's mantra "hire the best." Were these actually the strategic messages? We do not know, because there was inconsistency in the participants' statement of their organization's R&S strategy. The diversity objective and the R&S objectives do not seem to be tied together clearly in corporate strategy messages. The vertical linkage bringing these two parts together is missing. Having vertical linkage can help coordinate efforts down to an individual employee level. For example, a recruiter will know how to choose whether or not to take the additional time to find diversity candidates when he knows the corporate goal related to diversity.

What we see from these cases was that the implementation was spotty if there is no linkage to strategy and no good fit with other HR practices. For example, time, when not tempered by equally strong additional goals (horizontally linked) can incite behaviours contrary to a diversity R&S goal. It is no wonder some recruiters said they skipped trying all the possible avenues to find diversity candidates under this pressure. This is an example of missing vertical

linkage caused by no linkage to strategy and missing horizontal linkage caused by misaligned metrics and performance management.

Systematic Agreement Theory (SAT)

This concept introduced by Way and Johnson (2005) builds on congruence between input pieces – namely, structural, performance alignment, environmental, and cultural fit. From the participants' comments we see where there was linkage between these input pieces. Structurally all the organizations had established a diversity group but the level of interconnection with R&S was not congruent. In Case A and Case D it ran parallel. In Case C diversity professionals were integrated with recruitment which should lend itself to congruence but the incongruent metrics, performance management, and lack of understanding of local market differences (National office versus Western region was the example given) rendered the congruence ineffective.

The environmental fit can be explored through the choice of these organizations to compete for the award of Canada's Best Diversity Employer. This is external recognition of internal processes. Looking internally at the processes of the organizations this choice to signal their diversity process competence might have been an HR attempt to signal to the executive the importance of making a commitment to diversity in an effort to get executive buy-in. These organizations are not getting the diversity outcomes they desire as noted by their respective diversity and/or HR leaders.

Also with environmental fit, a significant external impact was supply of candidates. This was an issue in all cases. Participants talked about how hard it was to find candidates. Moreover, there was a lack of confidence about how to access diversity candidates. As Canada's demographics are changing we also see why there is a need to consider more diversity

candidates. Despite there being a social imperative to support diversity, the imperative to hire diversity candidates is dictated by the changing demographics.

In these cases we can see how the cultures of the organizations impact diversity R&S. Looking at the culture of Case A, H1 commented that he is a visible minority and he forgets he is. This might appear to imply that there was no discrimination. It could also imply that H1 identified with the in-group – possibly the majority is white Canadian-born employees – and he was therefore more likely to be biased against diversity candidates who were the out-group (Brewer, 2007). H2 identified himself as Aboriginal and he was against targets for hiring Aboriginals or any diversity candidates. Is this another situation of in-group connection? Is ignoring diversity seen as being less discriminatory? The culture sounds diverse but also one where people seem to want to blend in is my interpretation.

Legislation certainly can impact culture. Related to this topic of diversity recruitment, legislation under the Canadian Human Rights Act which prohibits discrimination would have an impact. All organizations must follow the Canadian Human Rights Act. The Employment Equity Act, which covers only certain organizations, might serve as guidance to setting a diversity culture. The EEA requires "more than equal treatment" for its four protected groups of females, Aboriginals, visible minorities and people with disabilities.

The culture of Case A was such that the three recruiters spoke positively about their employer. This might have been because the investment in them through training made them feel valued. Although no one mentioned how busy he or she was personally, the organization's research liaison for Case A took a long time to pick three recruiters to participant, had to negotiate with the business groups to participate, and then there was a lengthy delay to schedule

my interview time with them. It was clear that the recruiters' time is very consciously protected. Perhaps the culture of the organization strongly values the recruiter's function. The interview notes provided looked "rushed" with corners cut by not completing the rating system and certainly "sketchy" note taking. The culture needs to be linked to strategy (vertical linkage) and in this case this link was not clear so the culture was also not clear to me.

The culture in Case C seemed to be regional. There was a "we/they" mentality between the Western region and the national office. Also differences in experience between rural and urban centres were expressed. Hierarchy might be more prevalent in the culture of Case C than in the other organizations studied, based on one recruiter's comment about needing to escalate to get answers from the HMs. Comments about the time pressure and challenges to find candidates were more frequently made by Case C participants. This gave the impression that there was "fraying" and it was not all tying together: recruiters and HMs; rural and urban geographies; and, national office and regional offices.

At Case D, there was awareness of hiring being fundamental by both recruiters and HMs. The recruiters talked about teaming with the HMs. The criticality of time was definitely a theme. Looking for a better way to do R&S was on the minds of all the participants. The HMs took a very active role in recruiting candidates. This raised concerns of perpetuating the old boys' network and not allowing diversity to develop to its potential.

All of the cases had diversity in their culture, but there were other distractions that appear to have reduced the success of diversity hiring. For the individuals to know their organization "has a diversity culture" was not enough to direct individual actions. The linkage, from a strategic statement down to individual actions was missing in these cases.

SAT deals with the internal parts working towards the corporate goal. In these cases, the internal parts of R&S, are the factors discussed in Chapter 7, which are: perceived fairness; training; process management; metrics; communication of corporate goal; and the extent to which leaders value R&S. However, without a precise goal to steer these internal parts, there is some variety happening and likely a less than optimal outcome. The transcripts show that at least a part of the corporate goal is to have successful diversity recruitment. These factors are not incongruent with diversity R&S but as long as the goal is loosely construed as "we need to hire diversity candidates," the internal parts will not be tightly directed. Looking at each organization, it shows that their respective diversity R&S objectives and clarity about what groups they are targeting are undermined by a lack of linkage between the SAT elements.

Strategic Reference Points Theory (SRPT)

This theory considers how input decisions are made to achieve horizontal and vertical linkages in SHRM through the constructs of consensus and organization fit. SRPT works from SAT by aligning the functional groups within the organization to goals that take into consideration the impact of the external factors on the organization (Bamberger & Fiegenbaim, 1996). The external and internal conditions become reference points from which decision making is given perspective. SRPT therefore is the cognitive framework for making the decisions upon which SHRM is based (Way and Johnson, 2005).

Consensus. Consensus is concerned with the leaders of the various internal functions being aligned with the goals of that function. The reference points provide guidance for actions and decisions. When there is a low level of consensus, the organization's effectiveness is negatively impacted (Bamberger & Fiegenbaim, 1996). Case A has acceptable consensus from

the participants' perspectives: there was no talk of we/ they between recruiters and HM, nor were

regional differences shown to be negatively impacting the process. It was not clear if there were

shared performance measures to support this consensus. Case C participants showed a lower

level of consensus. There were more references to priorities at a national as opposed to a regional

level, governance and legal functions having different priorities from recruiters with regard to

job descriptions, and rural and urban differences relating to diversity. Also the recruiters and

HMs did not share common goals about diversity. Case D had consensus within business groups

but no consensus and no attempt at such across business groups. The HMs and recruiters shared

diversity performance measures which seemed to support their consensus. Case A had

consensus and that, as discussed, manifested in the participants appearing to have more time.

Consensus also applies to the parts of the process. Recruitment is one part and selection

the other. What is evident from this research is that the selection process can only be effective if

recruitment is effective. Not including diversity candidates into the candidate pool cannot be

compensated for later in the process. No metrics or performance measures address this critical

factor. Since the experience and belief amongst many of the participants was that diversity

recruitment is harder and takes longer, this definitely needs to be considered. Incentives to take

the extra time or do the extra work to include diversity candidates seemed to be missing from all

the cases. A literally distant head office goal for diversity hiring that is not explicit, measured, or

well-communicated is not able to reign above the more immediate time pressures for hiring.

Organizational fit. The concept of fit can be found in SHRM literature through Way and

Johnson (2005) as well as Werbel and DeMarie (2005), plus it is also part of R&S literature and

diversity literature (Powell, 2002). In SHRM, the construct of fit builds from person-group,

person-job, and person-organization fit culminating in person-environment (PE) fit which brings in vertical and horizontal linkages. An intention of this research was to focus on these fit elements; however, participants did not go into much details with the various fits. Person-organization fit however, was an important criterion for hiring in these cases. One person used these exact words of "organization-fit" and another spoke about "hire for life" and another said hire the "right person." Only one participant, H3 in Case C, talked about person-group fit.

Determining the fit criteria is important. If it is left to individuals to determine organization fit, it can become a source of discrimination. Even in the interview guide summary supplied by a Case A participant with her interview notes, the reminder is made "do not say 'does not fit'" as a reason not to hire a candidate. Doing so is hiding behind the construct of fit and using it possibly to mask bias rather than use it for the value it delivers- fit is important in hiring decisions (O'Reilly, Chatman, & Caldwell, 1991). All of the interview guides provided, touched on fit. Fit was measured through various characteristics including leadership and values.

Participants talked about "fit" as though it were a word for which everyone would share a common definition. Do they? The group of HMs and recruiters have power to impact diversity by creating their own definition of "fit" and hiding their bias behind the construct. Having clear expectations (back to horizontal linkage) will reduce the chance for discriminatory behaviour (Dovidio, Gaertner, Anastasio & Sanitioso, 1992).

Learnings from SHRM

SHRM supports the reality that there is not one starting place nor one process to reach a goal. This suits the current research as the organizations do not share the same starting points. To be able to follow each organization's variant of the goal for recruitment and selection of diversity

candidates will allow each organization to capitalize on its own strength of resources and external inputs relevant to that organization.

We learned through the research that without well-executed implementation, the impact of any process element (e.g., Predictive Index, The Manager's Guide for Recruitment and leverage an appointed diversity specialist) will not realize its full potential. A possible point of confusion for organizations is that we saw that even imperfect implementation can have some outcome benefits if there is some vertical and horizontal linkage (e.g., the training program in Case A with the spotty implementation still had an impact of recruiters feeling valued and HMs believing R&S was valued). So it became less clear what worked and what did not and why. What was missing was consideration of vertical and horizontal linkage as part of an effective implementation plan in order to achieve full benefits.

Metrics can drive behaviours, set expectations for future outcomes, and be used as an alert that process adjustments are needed. We learned that speed will be valued over diversity if the metrics of "time to fill" are prioritized. Performance management is another influence on actions, and we saw that the recruiters and HMs whose motivations were not aligned, had less synergy, which impacted outcomes.

Despite the participants in each organization knowing that the organization valued diversity, there was not a commonly shared diversity strategy and goal. Of the three cases, the participants in Case A were most aware of the organization's priority to hire Aboriginals. But beyond "try to hire Aboriginals because we are a diversity focused organization trying to be multinational," participants did not know of a more specific direction. Case C and Case D were even less coordinated in their focus within diversity. Without specificity and priorities we saw

that recruiters and HMs chose between competing actions based on their interpretation of what is expected. Better vertical linkage will provide the needed direction. Vertical linkage gives direction to various human resources functions which are then coordinated by the horizontal linkage. It is when both linkages are established that individual employees can know how to act to contribute to the organization's stated goal. The HRM systems are supposed to be structured so that they are the primary means through which SHRM can communicate to human resources (the employees) which behaviours (outcomes) the organization expects and values (Jackson & Schuler, 1995; Schneider, Wheeler & Cox, 1992).

Communicating out, and collecting feedback in, is required to keep the vertical linkage in harmony with the horizontal linkages' interconnecting process steps. What we saw in these cases is that in one case speed trumped diversity and in another case speed this was goal of the HMs which was at odds with the recruiters' mandate. To change this priority the organization's culture needs to be clear and therefore operate as a boundary of acceptable and unacceptable actions. The metrics and performance management system need to tie into the diversity culture further reinforcing a clear consistent message. The outcomes need to be fed back so that the function of process management can adjust to the reality of the process. Consistent with change management effectiveness is top-leader support to give pressure and resources to create and support horizontal linkages.

There are external factors impacting each organization's R&S process. These external factors were not studied in detail but their effect was noted. Comments such as diversity awareness being different in urban versus rural locations and the need for diversity hiring in St.

John's, and that in the timeframe of two months a posting received one and then 15 applicants,

all speak to external factors.

Figure 28 is a model combining the findings from Chapter 7, the factors that cause the

recruitment and selection techniques to be used as prescribed, and the SHRM theory discussed in

this chapter, incorporating vertical linkage and horizontal linkage. The model shows the process

combinations of fair and unbiased R&S and thereby answers Research Question 4.

Figure 28: SHRM Approach to Recruitment and Selection of Immigrant Professionals - A Prescriptive Model

1. Corporate strategy R & S and diversity; appoint specialist
2. Goals for diversity R & S
3. Employee performance management system
4. R&S process ownership
5. Training diversity R & S
6. Recruitment and selection techniques
7. Perceived fairness
8. Metrics and performance indicators
9. Finalist candidate chosen

This model shows that R&S techniques (step 6) are not the only consideration for successful diversity recruitment and selection. "Step 1", the corporation strategy for R&S and diversity, is the beginning point and is a moderator to step 2. Jointly they establish the **vertical linkage** which serves to coordinate all other actions. The concentric circles from this central vortex called "strategy" communicate out and importantly, get information back. **Horizontal linkage** coordinates all the human resource functions and diversity functions to ensure consensus among and consistent application of actions. **Diversity culture** is a parameter that impacts every aspect of the model.

Several elements make this model superior to the one suggested in Figure 2, which was designed

before the study data was collected. This prescriptive model created by looking at extant

literature and the empirical data deals with the issues that were inferred or were said to me when

the organizations stated that their current process was falling short in their desired outcomes for

diversity hiring including immigrant professionals. The prescriptive nature of this model shares the lens of Way and Johnson's 2005 model which is also prescriptive.

1. Step 1 has been added. Theoretically this comes first based on the theory of agency which is well established in the literature. I follow this thinking (although there are those who are opposed) that leaders of an organization make decisions that impact the outcomes of their organization. Strategy does make a difference and is supportive of making this the first step. We realized that without clearly communicated corporate strategy regarding R&S and diversity combined that employees are not equipped to make effective decisions. Appointing a specialist for diversity was added to this model and follows the work of Weber and is discussed more recently in Kalev, Dobbin and Kelly (2006).

2. Step 2 is a new step added to this model. From the empirical findings I noted that strategy seemed too far away from the day to day actions of the participants and the decision they made. Participants could loosely state the strategy but not in enough detail to impact their individual actions. Having goals serves to bring the strategy closer to the individual. Setting a specific diversity R&S goal sets the tone for driving behaviours across the horizontal process.

3. Step 3-employee performance management is added to the new model and serves to take the corporate goals to an individual action level.

4. Step 4 process management is added. This process management is at a function level not at the individual level. What I saw was individuals acting to the best of their ability based on the information they had. Selection was described often as intuitive and not as

"process" driven as ideal. Having process management will communicate that an individual's ad hoc adjustments to the process are ill-advised.

5. Step 5 represents the integration of two themes of training, namely diversity training and R&S training and formally unites them in development and delivery. The empirical findings showed that this is not formally done nor are the participants able to assimilate the two trainings.

6. Step 6 is R&S implementation recognizing the configuration model of a variety of combinations of the techniques used in recruitment and the techniques used in selection can lead to the goal of professional immigrant hiring.

7. Step 7 is the purposeful collection of external stakeholder feedback regarding the perceived fairness of the process.

8. Step 8 is the internal collection of metrics. As seen in the empirical findings, which metrics are monitored sets the tone for priorities in actions of the participants.

9. Step 9 represents the goal of immigrant professional hiring being achieved.

10. In the first model, SAT and SRPT are represented as a pulse moving from preparation (training) to initiate the hiring of an employee to the outcome – the offering of a position. It is forward moving and is not a feedback loop. The pulse was lost in these cases. It was seemingly too subtle to impact the process to the degree needed. The concentric ovals replace the pulse. This provides a feedback loop at each process step to provide information to ensure the corporate strategy and goals are aligned with the actions happening along the horizontal linkage.

11. In the first model perceived fairness was a baseline boundary. It has been relocated in the new model. In Chapter 7 we showed that perceived fairness is more effectively positioned in the process and is a monitoring step in the process, with a feedback link to the process management, so that change can be supported. This step needs to be encouraged not feared. Monitoring perceived fairness is very important. The research shows that organizations that position themselves as fair and then are not, are viewed more negatively by potential candidates than those that had not presented themselves as unbiased (Chapman, Uggerslev, Carroll, Piasentin, & Jones, 2005). These three organizations have positioned themselves as inclusive so they will be more negatively impacted should they be found otherwise. In addition to candidate feedback, quality control of anyone involved in the recruitment and selection process from outreach to desired potential candidates through to interviews, experienced recruitment professionals can be utilized as auditors of the process.

12. In the first model, configurational theory was isolated to apply to the selection techniques. Through this research two things have become evident. Selection techniques are not the critical factor. The entire process is equally important and each organization will be different as is representative of configurational theory. The other point is that now all the process steps are not predetermined to have more or less value. The exception is step 1 and step 2 with the moderating effect of step 1. Steps 6 and 7 are indeed smaller sized. They are jointly formal data collection steps. The visual is to say that without both parts you have only "half" of a step. You need external feedback through perceived fairness and internal feedback through metrics.

13. Recruit for position in the first model was much smaller than the multi-step selection

process. We now see that recruitment is equally vital to selection. Without a diverse pool

of candidates recruited, the diversity hiring will not happen.

To consider this model as it applies to immigrant professionals, due to the data collected,

we need to look at the broader category of visible minorities, which are one of the four

marginalized groups protected by Canada's Employment Equity Act. These organizations were

not specifically targeting the hire of immigrant professionals at the time of the study but were

committed to diversity hiring often specifying other of the protected groups.

In conclusion we have learned that to be successful in the recruitment and selection of

diversity candidates, diversity management needs to have a more active role in the process. This

is accomplished through a shared strategy for diversity and R&S, an appointed diversity

specialist, shared diversity R&S goals, process management, and metrics that include diversity

statistics and candidate feedback about perceived fairness. Throughout the process there must be

feedback links.

What we learned is that diversity R&S is not just about conducting a technically sound

interview. When we look at the model, the recruitment and selection tools are just one element,

the rest of the process drives behaviours that are required to be successful in diversity R&S.

These process steps are there to support a reduction in discrimination and to motivate, through

metrics and performance management, the behaviours needed to successfully hire diversity

candidates.

The model supports enough variability that organizations can maintain their uniqueness

and thereby create and sustain a competitive advantage in the war for talent. Chapter 9 concludes

this research document with a discussion of the findings, limitations of this research and suggestions for future study.

Chapter 9 – Conclusion

Importance of the Research Questions

In this research I set out to understand how Canadian multinational diversity-conscious organizations achieve their goals for the recruitment and selection of immigrant professionals in Canada. The relevance of conducting this research is grounded in two areas: diversity and management. The thought was that exploring these practices in diversity-conscious organizations would identify successful processes and insights to help other organizations understand and develop effective practices for immigrant professional hiring. The organizations agreed to participate knowing that the focus of the study is immigrant professionals thereby showing their commitment to this marginalized group. However, during the participant interviews it became obvious that immigrant professionals are not the primary focus for any of the three organizations at this time but have been in the past and could be again in the future. For this reason the label of diversity rather than specifically immigrant professionals is often substituted in this paper. Notwithstanding that immigrant professionals are not the primary focus amongst diversity candidates, issues relevant to immigrant professionals such as accents, foreign education and foreign experience were considered in this study.

Through answering the research questions, a model has been created that addresses how to implement effective recruitment and selection of immigrant professionals. During interviews that were part of a pilot study, diversity and human resource executives at seven of Canada's Best Diversity Employers award winning companies told me that they would like to know about

best practices for recruitment and selection in order to achieve their organizations' goals to

enhance the diversity of their hiring. I chose immigrant professionals specifically, as this

marginalized group is part of Canada's fastest growing demographic – visible minorities – and

yet immigrant professionals are more likely than native-born Canadians to be in positions that

require less education and less experience than their qualifications. This issue impacts

individuals, communities, businesses, and Canada's economy.

My literature review supported the importance of researching the subject of recruitment

and selection of immigrant professionals. There was a particular gap to be filled in the area of

recruitment and selection of experienced hires, as much of the existing research dealt with less

experienced, entrance-level employees, often university students. Also, much of the research is

quantitative in nature and the current qualitative case study can help to fill the gap of

understanding "how" recruitment and selection is done and to ask "why" certain choices in

processes are made. Understanding the impacts on immigrant professionals requires

consideration of the diversity literature, and learning "how" immigrant professionals are

considered in recruitment and selection situations requires the diversity literature to be

considered in situ. Lastly, bias is a consideration in relation to recruitment and selection in

general, and particularly when R&S is focused on a marginalized group. Discrimination is both

illegal and socially unacceptable, yet it happens. The qualitative approach provides a forum for

prejudice to be researched. From a theoretical perspective, strategic human resource management

(SHRM) provided a framework to study the recruitment and selection practices of three

multinational organizations that were publicly committed to hiring immigrant professionals and

other diversity candidates. This study uses SHRM as the theory to both anchor the study and add to the SHRM literature.

The Research Questions

The research was designed to answer four research questions:

1. How are recruitment processes structured by multinational diversity-conscious organizations?

2. How are selection processes structured by multinational diversity-conscious organizations?

3. What factors lead to the development of effective recruitment and selection practices for the hiring of immigrant professionals?

4. What process combinations create synergies of fair and unbiased hiring of immigrant professionals?

The questions build sequentially with Research Question 4 immersed in SHRM vertical and horizontal linkages within a configurational theory approach, acknowledging that there are many beginning points and many combinations of processes to reach the desired outcome of hiring immigrant professionals.

For this multiple case study, the three participating organizations are all winners of Canada's Best Diversity Award operating in manufacturing, financial services and professional services. They are multinational organizations with operations in Canada of 1,000 plus employees with multiple offices across the county. Three recruiter and hiring-manager pairs of participants were selected by each organization. These 18 participants were taken through a one-hour structured interview. Applying a positivist epistemology, the benefit of this case study

approach is that the rich data is collected in context; it is well suited to developing a detailed

understanding of an organization's process (Hartley, 2004).

Research Question 1. This question focused on finding candidates – i.e., the recruitment

process. The cases were more similar than different in the techniques applied. In one case, hiring

managers ("HM") worked with the recruiters to recruit candidates. In the other cases, this was

the desired situation wanted by recruiters but HMs did not participate in recruiting. There are two

ways HMs can help. The first is by helping recruiters determine where to go to find diversity

candidates (this study showed that finding these candidates was the most challenging area for the

recruiters). The second way is by approaching the potential candidates and garnering their

interest in the position to the point where they are willing to agree to compete for the open

position. Is it better for the recruiter to handle the finding on her own? No; for several reasons.

Every recruiter said finding candidates is hard work. Every recruiter welcomed help from the

HMs. HMs have connections that are different from those of recruiters – such as membership in

niche associations unknown to most recruiters that could have membership lists or posting sites

that recruiters could access. Diversity recruiting was said to be challenging so to have two minds

at work is helpful. Also if the recruiter has bias, a second person involved in the finding can

offer a check and balance point. Lastly, the research showed that better relationships between

recruiters and HMs led to less stress about timing. Minimizing the stress about timing is

important. In more than one case, those who were stressed about timing said they could not

afford the time to focus on diversity candidates because it was perceived to take longer.

The second reason it is better to have HMs share some responsibility in soliciting the

interest of potential candidates is because research shows that candidates respond more

favourably to managers over "human resources staff" (recruiters), because managers have more technical knowledge of the job (Rynes and Barber, 1990). In Case D, the recruiters partially attributed the success of one of their diversity recruiting campaigns (hiring women) to including women in the process so that female candidates would have access to someone to whom they related. Also in Case D, a partner – himself a visible minority – was celebrated for his success in hiring a diverse team of hundreds of staff. Yet, the most senior HM of the research participants shares her experience that it should not be taken for granted that all HMs are recruiters and can sell the job. Training HMs to recruit effectively would leverage the value of their participation, and mitigate the risk of poorly executed recruiting. This points to horizontal linkage, as set out in SHRM theory, ensuring synergy between the recruitment and selection function and training. This will be discussed in more detail later in this chapter.

Diversity awareness was supported in some to all of these ways depending on the case: affinity groups, association speakers, internal diversity training, and internal and external diversity conferences. The current research was not able to determine which one or ones of these ways drove higher diversity recruitment. What can be said is that each organization approached its diversity awareness differently, and none of the participants felt that his or her organization was strong enough at finding diversity candidates. Organizations approaching the same goal in different ways, as happened in this study, is considered under configurational theory, which will be discussed in more detail under the heading "conceptual implications."

Looking at SHRM we can ask two questions about this situation. First, is there a clear corporate message that tells recruiters and HMs that diversity hiring is the goal? This speaks to vertical alignment. Second, is there a horizontal linkage between diversity initiatives and R&S?

These two aspects speak to SHRM, which will be covered in more detail in the "conceptual implications" section.

Recruiters across all cases track time to hire. Recruiters in Case C are the most focused on diversity metrics. Case D has fewer existing diversity metrics, but is developing them. Case A recruiters' have no diversity metrics. Looking at HMs, time to hire is noted as a metric by some HMs in Case A and Case C, but by none in Case D. Diversity metric is the dominant metric for HMs in Case D, but not in Case A or Case C.

Looking at metrics, the combinations across the three cases show no obvious pattern. Case A recruiters and HMs focus on time to hire. This case is different from the other cases because all their HMs are actively monitoring time to fill. Diversity is not a metric monitored by either group. Case C recruiters focus on time to fill and diversity metrics with a desire to make diversity metrics more enforced and more embedded. A concern about looking like affirmative action (U.S. enforced diversity hiring quota system) and where diversity can only be tracked if candidates self-identify were mentioned as barriers to the diversity metric. HMs are not focused on diversity metrics, but one HM thinks that senior management tracks diversity metrics. Case D recruiters consider time to fill and some review diversity metrics. Two HMs are keen about diversity metrics, which separates them from other HMs in other cases who are not monitoring diversity.

What is good or bad for diversity hiring? In Case A time overshadows diversity. This does not bode well for diversity recruitment. Although this is the case with both groups focused on time there is not a feeling of time pressure within Case A as it is evident in Case C. Why? Could it be the training that was done, or the guidelines that promote recruiter and HM

collaboration? Even though the implementation in both was spotty, perhaps the corporate communication about working together takes away some of the we/them intensity. In Case C the recruiters are keen to take diversity metric tracking to another level – setting expectations related to diversity. However the HMs are not focused on diversity metrics at all. There is no alignment between these groups. This is the case where participants felt the impact of time most acutely. So the danger could be that as HMs pressure for faster hiring, in an effort to shorten the process diversity candidates might not be searched out. In Case D, both recruiters and HMs are interested in diversity metrics, and time to hire is not a focus metric for HMs. This was supported by the performance management system setting a "people" goal that had a diversity component. (Examples of other goals could be financial performance and quality.) Recruiters in Case C recommended a common measure for diversity for recruiters and hiring managers. Without this shared measure in Case C, one recruiter noted that he had to be able to convince HMs to look at diversity candidates, trying to get them to be open. We see harmony in Case A through shared metrics, but there was no conversation about their performance management system.

The research also highlighted the use across all the cases of employee referrals. In two cases, financial incentives were provided to employees if their referral was hired. To drive referrals, one of these cases monitored the use of the program, while the other case increased the incentives when the recruiting need was deemed critical. Previous researchers have found that referral programs can perpetuate the "old boys" network (McDonald, 2011) when white men are the "in group" (Brewer, 2007). In Case D however, there was a very successful diversity recruitment initiative when a senior-level visible minority partner was tasked with building a new line of business, and hired a team of predominantly visible minority employees. Despite the

demographic majority being white males the corporate culture was open to diversity. When it became obvious there was a diversity pattern in hiring, it was encouraged. This diversity success is a highlight in the firm's diversity history and shows how diversity programs can be successful.

Recruiters embraced social media across all cases. The HMs who are engaged in recruiting also use social media. Social media is used to broadcast an open position and to research or to mine for people with desired skills and experience. The participants' comments show that 10 years into the use of social media, there is a lack of training, firewalls create problems in large organizations, metrics support ineffective usage, and it is hard to find fruitful diversity-populated sites. Across cases, the source of candidates is tracked but no one gave specific details of social media's impact.

Applicant tracking systems are used in all cases. However, the recruiters prefer to read the resumes rather than let the applicant tracking system rank candidates. In one case, recruiters do not trust the weighting application. Having one of these systems was one of very few comments about the value in R&S for being a multinational. However, being multinational, the recruiter noted it was very hard to have Canadian specific requirements built into the system. Why do recruiters prefer to read the resumes? Is the software ranking less biased? Why do they not trust the software? These are questions for future research, which is a section at the end of this chapter.

The empirical findings showed us that despite corporate investment in systems, training, recruitment professionals, processes, tracking metrics and a variety of combinations in the implementation of recruitment, the outcome for hiring professional immigrants fell short of the organization's goals. Prescriptively what is missing is vertical and horizontal linkage of

recruitment techniques to ensure coordination between HM and recruiters and to secure diversity objectives into the function of recruitment. To stop the pattern of diversity goals being the last element considered in recruitment is aided by such linkages.

Research Question 2. This question focuses on the selection process which always includes some type of interview. The techniques the organizations use are almost identical. With or without R&S training, some hiring managers across all cases either add their own questions to the prescribed interview questionnaire or, worse, choose to have a conversation that completely abandons the interview protocol. Also recruiters, those trained and not, choose to ignore the rating system which is fundamental to the structured interviews predictive ranking of candidates' job performances. Only one organization consistently uses panel interviews whereas the other two use them ad hoc when it is logistically convenient but not for any other reason.

There are three elements in selection that relate specifically to hiring immigrant professionals: accents; evaluating foreign education; and, evaluating foreign experience. The multinational knowledge of the organizations in this study is not leveraged to provide relatively easier access to information to evaluate immigrant-professional candidates' foreign education and foreign experience. Rather, all participants use the method of "additional probing for clarity." This leaves the immigrant professionals vulnerable to variations in recruiters' or HMs' abilities to probe effectively, to use common terms, and to have sufficient time to probe while not impacting the time allocated to other aspects of the interview. No consideration is given to using situational questions in the interview (asks "what would you do if" questions) so the candidate does not necessarily have to have the experience just the knowledge of what to do.

The participants' handling of diversity candidates appears to support differences, however, discrimination can be masked making it hard to "catch" (Dietz, 2010). It is therefore important to review the process for discriminatory elements. Such a situation arises when considering the impact to the candidate in a timed interview, when extra time is spent on an immigrant professional candidate to understand his experience. Does this give him less time to answer other key questions and thereby put him at a disadvantage? Another situation is when the participants said that they are "open" to accents and talk about their sensitivity to avoid the use of jargon, repeat questions when necessary, and pay attention to their pace of speaking. The concern is that each participant determines her own threshold to what is "too much" of an accent and disqualify the candidate. Participants felt it was appropriate to eliminate a candidate for safety reasons or for not being "customer presentable." Using individual thresholds can create conditions where veiled bias can occur (Brief, Dietz, Cohen, Pugh & Vaslow, 2000).

The empirical findings showed that regardless of which selection techniques applied in different combinations did not sufficiently impact the hiring outcomes such that the organizations felt they achieved their diversity hiring goals. Even resources applied such as training and monitoring metrics did not make enough impact to reach the objectives in hiring outcomes. The extant literature provides no ideal combination of selection techniques and with the exception of structured interviewing; no techniques have been shown empirically to positively impact diversity hiring outcomes for experienced-level candidates. Prescriptively looking at the gaps and what the literature informs is that vertical and horizontal linkage can help by serving to coordinate intentions and actions.

Research Question 3. This question builds on the knowledge gained answering questions 1 and question 2. Seven factors were considered for their impact on R&S techniques. These factors support selection tools being used as prescribed. Attention was given to diversity practices that support hiring of immigrant professionals. The factors are: perceived fairness by candidates, training, process management, metrics, R&S as a strategic imperative/valued by leaders, business case for diversity/goal to hire diversity candidates, and rating scales for structured interviewing.

The participants are confident that their organizations embrace diversity and value R&S; however, none are able to be specific regarding exact goals, details of the business strategy or the business case to support R&S of immigrant professionals (or, more broadly, diversity candidates). The SHRM theory suggests that this lack of coordination of strategy to action will produce sub-optimal outcomes. This is reflected in the fact that each organization has stated that it is not reaching its diversity objectives and wants to enhance its R&S function. SHRM theory recommends a vertical connection between human resources goals and corporate strategy to support a goal-directed process. As found in these cases, without such interconnection the goals compete rather than align and result in suboptimal outcomes.

The metrics show the organization's value of speed and, in some cases, speed over diversity. In Case A, the two groups agreed on focusing on time and not monitoring diversity metrics. There is better synchronization between the two groups than is found in the other cases. Contrast this to Case C which seemed to have the most frustration within and between groups. The "time to hire" metric is an issue for both recruiters and HMs and a diversity metric is tracked only for recruiters. This lack of a shared diversity metric caused frustration for the recruiters who

felt that they had to convince HMs to consider diversity candidates. Case D is the opposite of

Case C. In Case D both groups consider diversity but not in a consistent fashion. Some use

metrics, others do not, and there is no tie back to a national goal. The HMs do not talk about time

to hire. Again the shared goal seems to take away the disconnection felt in Case C, and the fact

they are focused on diversity not time seems to take out some stress in the dynamic. These

metrics do not link the recruiter to the hiring manager for joint ownership of outcomes. Having

HMs and recruiters share time as a metric also creates less dissatisfaction between groups which

puts less stress on the process.

"Share" is a term that needs explanation. In this case, we are defining "sharing" as a

situation in which both groups review the metric, but with a definite ownership of the metric by

the recruiters. This is still not enough. Both groups need accountability. Adding diversity R&S to

each person's performance measures for the formal performance management system will send a

message of working jointly for a common goal. This speaks to vertical linkage aligning the R&S

process with the corporate strategy and horizontal linkage created by shared accountability.

In these diversity-aware organizations, diversity metrics range from non-existent, to

evolving, to in-place and ready for more enforcement. This study shows that whereas hiring must

happen, diversity hiring is indeed an option and as such can become a choice. Without an

expectation such as a metric or performance-management measure, if it is taking longer than

expected to find diversity candidates, or requires time to convince people to consider diversity

candidates, this study shows that an easier route might be taken which is likely a non-diversity

candidate. This is happening in three diversity-aware organizations. There needs to be horizontal

linkage, connecting the diversity process to the R&S process, as well as vertical linkage communicating that diversity R&S is a corporate strategy.

To have recruiters and HMs focused on different metrics is divisive. To produce metrics and have no one use them to make decisions is demotivating and a waste of resources. So the performance management measures for each group needs to link to the metrics, to make them personal and meaningful. Additionally, to only look at the historical metrics, without clearly set targets will not drive the desired behaviours.

An ineffectively implemented R&S training initiative at Case A resulted in positive outcomes of communicating value for the R&S function, positively impacting the morale of the recruiters, a respectful awareness of each other (recruiters of HMs and vice versa), fewer negative comments about the R&S process, and no complaints about time pressures. Is this a coincidence? This paradox shows the value of SHRM inspired vertical linkage. This organization gave a sign that R&S is valued by making the choice to invest in training. Although not everyone chose to take the training, the communication strategy made almost every participant aware of the emphasis on R&S. This effort speaks to the vertical linkage connecting the corporate strategy to human resources; the linkage of what drives the organization, the strategy, to what should be done in human resources and specifically R&S. Thus as shown in the model "SHRM application of diversity R&S" (Chapter 8, Figure 28), feedback links are required to follow up on what is directed and what is done. Telling people to take training did not make it happen. This example of spotty implementation reminds us that implementation cannot be assumed. There will be more discussion of this in the "conceptual implications" section in this chapter.

All organizations had diversity teams of some fashion and yet there was a missing connection between these diversity teams and R&S outcomes. Case A had a diversity group which included senior management, Case C had integrated its diversity staff into the R&S function, and Case D had a senior head of diversity, and diversity was a factor in all employees' performance management evaluations. Yet only one HM (Case D) had internalized that without a numeric objective driven by a deep analysis that a change would not happen. He was living the reality that the research of Linnehan and Konrad (1999) stated, which is that metrics are important to drive diversity actions. Kalev, Dobbins and Kelly (2006) talked about the need for a structure to support the attainment of diversity goals. The organizations in this study have started to create HRM structures, but the implementation is faulty. No clear vertical linkage to corporate strategy is communicated with enough specificity to influence actions. All participants know that their organizations value diversity but is that message personalized to an individual's understanding of his specific actions? The horizontal linkage supporting integration of diversity R&S in combined training, combined metrics, and combined performance management evaluations is missing.

Many participants said fairness is when candidates are "treated the same." Although not all organizations studied are required to follow the guidelines of Canada's Employment Equity Act (EEA), the wording suits this issue. The EEA directs those federally regulated organizations covered by the act requiring them to:

> [C]orrect the conditions of disadvantage in employment experienced by women, aboriginal peoples, persons with disabilities and members of visible minorities by giving effect to the principle that employment equity means more than treating persons in the

same way but also requires special measures and the accommodation of differences. (S.C. 1995, c.44, p. 1)

This act challenges anyone hiring to recognize fairness and equity are not what is necessary. Konrad and Linnehan (1995) studied Human Resource Management structures and compared "identity blind" structures which were thought to be less biased (toward out-groups) by ignoring differences (to the in-group.) The research showed biases do exist and it does not happen that organizations, specifically the people and the structures, are blind to differences. "Identity-conscious" HRM structures recognize that there are differences and are found to better support marginalized groups than the identity-blind structures (Konrad & Linnehan, 1995). So it can be with R&S. Having a vehicle to welcome feedback, rather than fearing it and trying to minimize or limit it, can be useful for process management. Only one participant for his organization, when probed, gave a brief mention of his company's perceived fairness program which handles candidate feedback. This feedback raised fears of possible litigation and was focused on diffusing concerns, not improving the process. What is needed is work on the structural aspects of diversity R&S that enable discrimination rather than try to stop individual discriminatory behaviour (Sturm, 2001). Individual levels of discrimination are more insidious and harder to detect than are blatant occurrences, let alone prevent or retrain out a person's natural reactions (Wax, 1999).

The impact of identity-conscious structures is to be aware of discriminatory actions to improve the outcomes for marginalized groups. This can impact on the recruitment and selection of immigrant professionals. How to do this speaks to process management. However, in these cases the process management system integrating diversity and R&S was not clearly understood.

The process had an "owner" but how changes are made or why had been given no thought by the participants. Naming the person responsible in their organization was all that they could do. This lack of process management could be the reason for what appears to be ad hoc adjustments to the R&S techniques. The lack of a coordinating process speaks to a missing horizontal linkage which will be discussed further in the conceptual contribution section of this chapter.

A model (see Chapter 8, Figure 28) was created to incorporate these factors and highlight continuous feedback. The model comprises sequential steps beginning with the extent to which leaders value R&S and diversity, followed by the corporate goals. Next is process management, which receives feedback inputs from the last process steps of metrics and perceived fairness. Training precedes the application of R&S techniques and it is expected that training would be adjusted by the process structure owners and be responsive to metrics and perceived fairness.

Research Question 4. To answer research question 4, the theory of SHRM was utilized to frame the multiple levels of processes impacting recruitment and selection. Adding a specific objective, "to hire immigrant professionals" added to the complexity with the realization that it was unlikely that "one best way" would be found for a diversity program (Roberson, Kulik, & Pepper, 2003). The findings showed much more similarity than difference with respect to R&S techniques used across these organizations. In all cases there was a disconnection between diversity and R&S, and it was further fragmented in two cases across business units and geography. Case A, the smallest by far of the three cases, showed less fragmentation but was also the least focused on diversity hiring: the metrics of focus the participants discussed were not diversity metrics. The number one metric across recruiters and HMs was "time to fill."

I do not believe that these findings suggest that to be less fragmented in goal focus, an organization must be small and not focused on diversity, rather the findings show a need for the application of SHRM. For these organizations to realize their R&S of immigrant professional hiring goals, horizontal and vertical linkages to drive diversity R&S need to be applied. The fragmentation of focus on a goal in Cases C and D occur because the vertical linkages are not clear and diversity is not specified within R&S nor are there horizontal linkages. The same recruitment and selection tools are used across all cases. The similarity was surprising (see Chapter 7, Table 17) but the chance for a configurational approach comes from the horizontal bundling of critical elements to create a process that ensures diversity recruitment. In these cases there is not clarity in the bundling of critical elements such as metrics, performance management, process management, diversity management, and R&S techniques; therefore, there is not a clear direction.

To incorporate the elements of SHRM, a model building on Way and Johnson's (2005) model was proposed prior to data collection (see Chapter 2, Figure 2). It was refined through the analysis. Some elements were changed and other elements added. The model is now anchored to acknowledge more clearly the elements of vertical linkage created by having a corporate strategy linking diversity and R&S. It is also this linkage that brings this strategic message down to each element in a process. It is fundamental to gaining consensus amongst stakeholders. We have seen from this research that a lack of combining diversity and R&S results in recruiters and HMs choosing between the two, apparently competing, goals – hire quickly with no diversity objective, versus hire a diversity candidate and take a bit more time to do so if required. The participants, if they thought of diversity, did so mostly in the step of recruiting, when they were

finding a pool of candidates. After that point it was as if the recruiters and HMs felt that the least

discriminatory way was to ignore the fact that a candidate was a diversity candidate. Recruiting

is not easy in a war for talent, so time to develop skills, and time to search for candidates is

needed.

Another change from the pre-research model was due to the acknowledgement that the

selection process is a much smaller factor in the process than originally understood. And with

this change, other human resource management elements such as training, performance

management, and metrics, have taken on more significance. All the organizations were very

similar in their techniques and none were applying techniques that are known to be biased, such

as the General Mental Ability testing. Making the process candidate-sensitive will keep diversity

candidates in the pool and might help to attract future candidates through word-of-mouth.

Diversity culture remains and is a boundary to showcase accepted behaviours and to deal

with unacceptable behaviours of bias. It runs horizontally with horizontal linkage and provides a

diversity structure. As discussed, individuals cannot be changed and individual behaviours are

hard to monitor so diversity R&S is best within a structure of support for diversity. There are

changes from Figure 2 which are reflected in Figure 28. Perceived fairness monitoring is now not

a boundary but a step in the process, joined with metrics to track outcomes after R&S techniques

have been applied, and to provide a feedback mechanism linking back to process management.

Recruitment and selection are not separate steps in the new model but are considered one step.

This is to denote that the model cannot be used to develop a process focused on recruitment only

or selection only when the desired outcome is hiring. It goes without saying that if you do not

have diversity candidates in the candidate pool, you will not be successful in your goal of

diversity hiring. The research model addresses this issue by combining diversity and R&S goals

to one common goal. The participants did not always know exactly what was expected regarding

diversity hiring, tracking, expectations, etc. The model now includes performance management

to incent desired behaviours with recruiters and HMs. Process management is now included in

the model to show ownership of the process, in order to try to reduce ad hoc changes and also to

facilitate change driven by the now-embedded feedback loops. Training remains an important

step; however, the training will now combine diversity with R&S, because we saw from the

research that all organizations were training in the two areas separately and the connections were

not being realized. For example, diversity training was being simplistically linked to R&S with

the suggestion that it only amounted to such customs as handshakes and eye contact. Horizontal

linkage remains the same in the current model, connecting the elements together. When any of

these steps were done isolated from each other and not vertically tied to one strategy, the study

showed that the outcome was suboptimal and did not meet the organization's objectives. (The

organizations shared the objective to learn how to improve their diversity hiring and to share

their experience to aid in the solution for under-employed immigrant professionals.)

SHRM is essential when working in a system at multiple levels with a requirement to

align recruitment and selection, and diversity management. We saw from the research that some

recruiters felt rushed and skipped more challenging recruiting tasks such as finding diversity

candidates, some recruiters wanted firm targets to influence R&S efforts towards diversity

candidates, and some recruiters had to convince HMs to consider diversity candidates. These

situations are due to the misalignment of priorities. In these cases, R&S is not tied to the

diversity objectives. Vertical and horizontal linkages would improve this missing coordination of objectives.

Applying a configurational theory (Martin-Alcarzar, Romero-Fernandez & Sanchez-Gardey, 2005) to the model allows for the unique inimitable competitive advantages as discussed by Barney (1991) to be leveraged in recruitment and selection uniting with the diversity strategy (Yang & Konrad 2011). The competitive advantage this research refers to is at a high level, and generally we think of how it ties to firm financial performance: I am referring to the competitive advantage that would come from winning the war for talent. Coming up with a good combination of R&S will help an organization attract candidates, keep the interest of these candidates, and allow the organization to recognize top talent more quickly and more consistently. When I interviewed them for this study, each of these organizations was using all the same techniques and in the same sequence. The opportunity for competitive advantage comes from efficiency of the process for example positioning the organization to be ready to make an offer when the candidate is ready to receive an offer. Hiring organizations also need to be attentive to the efficiency of their use of resources, and to pay attention to how R&S is "bundled" – the clarity of priorities, metrics and performance measures that incent common objectives with the recruiter and HM.

In a war for talent, the organization's R&S process needs to attract diversity candidates and the individuals involved in recruiting and selecting diversity candidates (or any candidate for that matter) should ensure the alignment of their skills, knowledge and abilities. SHRM, as stated by Barney and Wright (1998), goes to an individual level. This matches with the research by

Connerley and Rynes (1997) who showed that attraction of candidates also requires that the right individuals are involved to represent the organization.

Whatever the strategy and goal, this research shows the criticality of implementation, a neglected aspect of SHRM theory as noted by Werbel and DeMarie (2005). What I saw from this research is that despite talented motivated recruiters and hiring managers, there was a lack of consensus and consistency. Without these elements, there is much less opportunity to build a competitive advantage in the recruitment and selection of immigrant professionals. The way to achieve consistency and consensus is through vertical and horizontal linkages.

Significance of the Findings

Empirical contributions. The empirical findings include studying R&S jointly, focus on experienced hires, consideration of both the recruiters' and hiring managers' impact on hiring outcomes, and the study of immigrant professional hiring in Canada.

The literature about recruitment and selection is deep and broad. This research adds to that literature because case study is not commonly used for recruitment and selection research, and no other research has been completed that involves a case study of three Canadian organizations who are winners of Canada's Best Diversity Employer. Also the research about recruitment and selection is often focused on either recruitment or selection, whereas this research considers both in combination. Further adding to this empirical contribution is that participants in each case were studied as dyads of recruiters and hiring managers sometimes separately and other times as groups. With its focus on immigrant professionals the empirical contribution adds to diversity research.

Implementation becomes an empirical contribution both in the diversity literature and SHRM theory. Yang and Konrad (2011) in their meta-analysis noted that implementation is under-researched in the diversity management literature. This particular application of diversity management, recruitment and selection, focuses on implementation. The finding is that despite what appears to be diversity-supportive intentions and investments, without attention to implementation, the outcome is negatively impacted. The research provides an empirical example of the implementation of SHRM that considers vertical linkage and horizontal linkage as applied to recruitment and selection of immigrant professionals.

This research is one response to the request for future research made by Almeida, Fernando, and Sheridan (2012) in their case study research based in Australia focused on organizational factors influencing the recruitment of immigrant professionals. They highlighted a need for research that touched industries and positions outside of their focus on accounting firms and accountant positions. This research included an organization in manufacturing, financial services and professional services. It focused on any type of experienced hire role. These are multinational organizations but the focus was the Canadian operations only, rural and urban, head office and field locations.

This research built on what was studied by these researchers, as it also considered the impact of SHRM theory and configurational theory. My research was not just a matter of studying a different geography. My research was a multiple case study unlike the single case study methodology of Almeida et al.

This research has implications for the SHRM paradigm, with findings that show the importance of vertical and horizontal linkage. And, through this research it was revealed that the

horizontal and vertical linkages could be configured differently and take the organizations to the same result. This speaks to configurational theory. In order to be able to see these theories at work it was necessary to work with multiple contexts to answer questions of configurational theory and to see the common necessity of vertical and horizontal linkages.

Conceptual contribution. Perhaps part of the shortage of SHRM research is due to the fact that it is a multilevel construct which makes it hard for quantitative study. By taking a qualitative research approach, this research overcomes this challenge. I was able to gain a deep understanding of process and implementation. Working with "How" questions and gaining insights into "Why" gave rich data, a level of detail that was required to understand the challenge of implementation. Each participant's description of what she does for R&S incorporating diversity and what she thought she is supposed to do evolved into patterns when compared with another's description also in her organization in the same-type role, in the partner role, and across organizations. The interview process allowed me to ask questions for clarification when I did not understand the rich detail. I was also able to probe. For example, I was able to hear about the selection process in two ways that would not have been possible with a quantitative study. First I could ask an open-ended question, such as "How do you select candidates?" with no probes and then I was able to probe and find out if a technique was forgotten, unknown, disliked, etcetera. Some information that I did know would be important to seek, was provided because of the interview methodology and has been influential in this study. I would not have been able to uncover these findings with a quantitative approach.

The criticality of vertical linkage and horizontal linkage is considered and thereby brings a conceptual contribution. I was able to show the application of SHRM at fine-grained level and

the criticality of implementation, which in prior research has been assumed to occur, when

applying SHRM.

Looking at Figure 1, Way and Johnson's (2005) "A framework for SHRM research", this

research adds concepts to the line connecting the box labelled SHRM to the box labelled Pool of

applicants. The findings also supported the box in Figure 1 labelled organizational culture to be

used in this researched model, Figure 28, as a directional influence on the activities of R&S. The

model developed through this research is parsimonious conceptual contribution as it can move

beyond immigrant professionals to a wider swath of diversity candidates.

Vertical linkage was shown to be essential to connect diversity and R&S which had been

competing for separate outcomes and participants were being driven to actions that chose either

diversity or R&S objectives. The horizontal linkage was shown to drive consensus and

consistency without which participants were not being given the array of support necessary to be

successful with the challenging goal of R&S of immigrant professionals. In diversity we cannot

expect to prevent individual bias so the processes have to be such that bias is driven out at a

process level not an individual level. Adding performance management, operational metrics, and

process management will support diversity.

This view of SHRM at the fine-grained view, where it considers recruitment and

selection, provides a conceptual development to what is a macro theory. A model (Chapter 8,

Figure 28) is developed of how to apply SHRM to recruitment and selection of immigrant

professionals. The model shows that the efforts to affect recruitment and selection of immigrant

professionals requires the anchor of a corporate strategy that embraces diversity, otherwise it is

too easy for diversity hiring to become an option when it proves challenging to recruit diversity

candidates. This is vertical linkage. The model incorporates diversity, process and performance

management elements from HRM structure now formally aligned through horizontal linkage.

The actions can be coordinated at an individual level by horizontal linkage to the more

commonly associated R&S elements of training, techniques and metrics. The model also

recognizes the impact of the institutionalized diversity culture.

Missing from SHRM is the connection to implementation. This research provides a

conceptual contribution by studying the implementation of recruitment and selection of

immigrant professionals. There is an assumption of implementation made through RBV. These

cases despite their investment in R&S and strong diversity awareness show the struggle to

implement successfully.

Likewise implementation of diversity management practices is considered under the

theme of SHRM looking at implementation of bundles of practices and fit between diversity

management and other organizational systems addressing two of the un-researched topics

highlighted by Yang and Konrad (2011). This research shows the synergies of bundling

elements. The bundling is necessary to overcome different combinations of barriers to R&S of

immigrant professionals such as: finding the diversity candidates, misaligned metrics incenting

different behaviours, HMs might not be trained in R&S techniques because it is sometimes

assumed that with managerial experience comes competence in R&S, the predictive ability of

techniques can be compromised by ad hoc modifications, etcetera. Bundling becomes necessary

to create a harmonized synergistic approach to R&S. Configurational theory means there can be

different bundles to arrive at the same goal. The research participants were open to highlight

elements that have not been serving the achievement of the goal, and we saw bundles that were

successful despite weaknesses because the impact from one misapplied element could be overcome by other elements.

The addition of a moderator for horizontal linkage provides a conceptual contribution. This is specifically the moderating impact of corporate strategy onto corporate goals as shown by box 1 moderating step onto box 2 in Figure 28. This contribution shows how SHRM can be generalizable to a fine-grained analysis.

Practical contributions. The reality of this research is it is not statistically generalizable. However, that does not diminish its value for practice. Organizations may see themselves in these cases at an organizational level or individuals contributing within organization may see themselves as one of the 18 individual experiences. In an introduction to a special edition on what we need to know about diversity training, Bell and Kravitz (2008) discussed the work of Beyer (1997) whose work has direct relevance to practical implications. Beyer noted there are three types of research, two the coauthors highlighted as will I: instrumental use of research, which is direct application of the research; and conceptual use, which is about enlightenment but not direct application. Using case study, this research is not generalizable. It does provide a conceptual use. However, Bell and Kravitz note that practitioners want instrumental use and direct application: to be told "do this – this is the best approach." This research does not provide this exactly. This research, in following the configurational theory for SHRM, does not give a best practice. But there is "do this" empirical advice: create a process that includes vertical and horizontal linkage and then follow through on implementation. By not empirically proving there is one, and only one right process, perhaps therein will be seen, by practitioners, to be an attraction; organizations are able to create their own unique combination to achieve a process

that supports R&S of immigrant professionals. Looking at SHRM, which can be viewed with a

Resource-Based View (RBV), maintains the idea that competitive advantage stems from

valuable, unique, and inimitable resources. Organizations like to describe themselves as unique,

and their approach to recruitment and selection of immigrant professionals can also be unique.

Another practical implication is that this study shows that recruitment and selection

techniques are important but are not the sole critical aspects. For diversity hiring of immigrant

professionals (or other marginalized groups), the business case for diversity, the strategy for

implementing diversity, and awareness of risks to the process due to discrimination need to be

incorporated into the structure and maintenance of the process.

A practical contribution is the prescriptive model (see Figure 28) can be expected to go

beyond immigrant professionals to diversity groups. The empirical findings although focused on

immigrant professionals show a seamless conversation about diversity candidates from a variety

of marginalized groups. The research specifically included issues related to immigrant

professionals including accents, foreign education and foreign experience but the empirical data

show inclusivity of other groups.

The practical implication is organizations are doing very little different to hire immigrant

professionals or diversity candidates from what they do to hire non-diversity candidates. The

emphasis is on the front-end recruitment, trying to learn where to find diversity candidates. This

finding is seen as the hardest part. The study provides insight into the reasons why it can be hard

to find diversity candidates. The examples include: instances of missed opportunities to share

information of where to find diversity candidates across all business units and countrywide;

demand for Canadian experience which could have diversity candidates opt out of pursuing a

position; requirement to apply online and pass screening questions which could be biased; use of

"old boys" network referral system; and poor direct-sourcing networking skills.

Limitations of this research

I would like to discuss three limitations of this research: generalizability, my recruiting

background, and time.

Generalizability. This research is not statistically generalizable using the quantitative

definition. The sample is neither random nor sufficient to provide statistical generalizability.

However, the methodology selected was chosen for the characteristic of producing thick

description. By use of such thick rich description, the reader will be able to transfer the

information to other settings (Creswell & Miller, 2000). This is understood to be "analytical

generalizability." In 1985, Lincoln and Guba described this analytical generalizability by

saying: "The final judgment . . . is…vested in the person seeking to make the transfer" (p. 217).

Stake (1980) similarly said "qualitative methods may provide a vicarious link with the reader's

experience and thus be a natural basis for generalization" (p.64). From empirical work such as

this study, theory is evolving which can in the future be tested quantitatively for generalizability.

Researcher's background. My recruiting background is both a strength and a limitation

of this research. The strength is in the quick establishment of rapport with the participants; as a

recruiting professional, I am recognized as someone who understands and can empathize. By

knowing the common jargon of recruitment and selection, I could quickly understand the

participant comments and I was able to understand the content of the first interview I conducted

as much as the last interview with a minimal learning curve, so my field notes were equally

detailed from first to last interview. I also am very comfortable conducting interviews and

meeting people over the phone, which facilitates candour in participants. I also understand to let

the participant speak – it is not "about me" – my voice and my opinions.

And yet, my familiarity with the subject matter is also a limitation. To avoid forcing

themes upon the participants in each section of the interview I began by asking broad questions.

Then by using themes found in the literature, I used probing questions to encourage more

detailed answers. Often I needed to probe as the participant's short answers, would give

insufficient content to realize the benefits of a qualitative study. Familiarity with the topic made

me more agile as an interviewer. The participant might give me a short answer and then ask for

confirmation that he/she was giving me what I was looking for. This check in was useful, as I

would sometimes need to remind the participant that the research was focused on recruiting and

selecting people with career work experience. I restricted myself to very little dialogue except for

asking the questions (which were supplied in advance to each participant.) I believe I have done

all I could to reap the benefits of my experience and limit the biases inherent from my

experience.

Time. I could have done a longitudinal, embedded, ethnographic research project, but I

did not have the time and the resources to complete such a long-term research project. The

current research was designed to match the time resources available but ample time was

allocated to reach saturation of the data whereby no new themes were appearing in the data.

When each participant was asked about the appropriateness of the length of time of the

interviews with the broad question, "Is there anything else we should talk about that is relevant

to this topic?" their responses consistently indicated that everything had been said and the

interview format was thorough. I had one-hour interviews with each participant. The actual

length of the interview followed the precedent set by the early participants who allowed me one-hour maximum and the impression made on me by one of the case sponsor delegates "the recruiters are extremely busy please use their time carefully" resulted in an agreed one-hour interview. I then chose to keep all interviews the same length as more time with a few participants could cause those voices to be stronger in my mind when conducting the analysis. Also different length interviews would make the word frequency analyses less telling of what was important to the participants and increase the difficulty of making recruiter and hiring manager partner comparisons, or all one group across all cases, or cross-case analysis. The interview content, because it was a one-time conversation, could be influenced by top-of-mind situations and therefore not be fully representative of that person's total experience and knowledge. For example, a participant might have been particularly optimistic about R&S after hiring an immigrant professional hours earlier. This top of mind and optimistic or pessimistic point of view at the time of the interview is a limitation of the case study approach applied in this research. Interviewing 18 participants can mitigate that issue as not all participants will be in the same emotional state when interviewed.

Future Research

There are several opportunities for future research. The ones highlighted throughout the research include:

- Compare the applicant tracking software to human screening to understand if there is less bias to diversity candidates screened by a person or by the applicant tracking software.

- How are immigrant professionals using social media in their job hunting? How can recruiters and hiring managers more effectively use social media to reach diversity candidates? Is social media an effective tool for recruitment?

- Time is an important theme in R&S as emphasized by the participants. Research that deals with how time is used and potential time savings would bring value. Any of these aspects of R&S can be reviewed in the context of time. Does diversity hiring take longer? Is it advantageous for hiring managers to make the first contact with passive candidates thereby securing a candidate's interest at an earlier stage in the process?

- Effectiveness of panel interviews for hiring diversity candidates at the mid-management level.

This research studies a business issue identified across many areas of scholarship as being important. It is also equally a concern for practitioners. The research provides a tool, modeled by strategic human resources management implementation that builds on the significant efforts of three organizations and incorporates a vibrant scholarship. Increased hiring of immigrant professionals in Canada is within our grasp.

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Appendix A: Canada's Best Diversity Employers

This is a listing of the award winners over the past five of the six years this award has been in existence. The award is open to any employer in Canada and is awarded once per year. Employers are selected based on a wide variety of diversity initiatives.

Canada's Best Diversity Employers				
2012	**2011**	**2010**	**2009**	**2008**
Agrium Inc.	Agrium Inc.	Agrium Inc.	Alberta-Pacific Forest Industries Inc.	Air Canada
Amex Canada Inc.	BC Hydro	Alberta-Pacific Forest Industries Inc.	Assiniboine Credit Union Limited	Alberta-Pacific Forest Industries Inc.
BC Hydro	Bell Aliant Regional Communications	BC Hydro	Bell Aliant Regional Communications, LP	Blake, Cassels & Graydon LLP
Boeing Canada Operations Limited	Blake, Cassels & Graydon LLP	Bell Aliant Regional Communications	Blake, Cassels & Graydon LLP	Boeing Canada Operations Limited
Bombardier Aerospace	Boeing Canada Operations Limited	Blake, Cassels & Graydon	Boeing Canada Operations Limited	Catholic Children's Aid Society of Toronto
Business Development Bank of Canada	Bombardier Aerospace	Boeing Canada Operations Ltd.	Canada Mortgage and Housing Corporation	Enbridge Inc.
Cameco Corporation	Business Development Bank of Canada	Bruce Power Limited Partnership	Canada Post Corporation	Ernst & Young LLP
Canadian Imperial Bank of Commerce	Cameco Corporation	Business Development Bank of Canada	Canadian Pacific Railway Ltd.	Export Development Canada
Capital District Health Authority	Canada Mortgage and Housing Corporation / CMHC	Cameco Corporation	Catholic Children's Aid Society of Toronto	Hewlett-Packard (Canada) Co.
Centre for Addiction and Mental Health	Canada Post Corporation	Canada Mortgage and Housing Corporation	Corus Entertainment Inc.	HSBC Bank Canada
Corus Entertainment Inc.	Canadian Imperial Bank of Commerce / CIBC	Canada Safeway Limited	Ernst & Young LLP	IBM Canada Ltd.

Deloitte & Touche LLP	Canadian Wheat Board / CWB	Canadian Food Inspection Agency	Hewlett-Packard (Canada) Co.	Intuit Canada ULC
Ernst & Young LLP	Capital District Health Authority	Catholic Children's Aid Society of Toronto	HSBC Bank Canada	KPMG LLP
Fraser Milner Casgrain LLP	Centre for Addiction and Mental Health	Corus Entertainment Inc.	Information Services Corp. of Saskatchewan	Merck Frosst Canada Ltd.
Health Canada-Santé Canada	Corus Entertainment Inc.	Diavik Diamond Mines Inc.	Intuit Canada ULC	Ontario Public Service
Hewlett-Packard Canada Co.	Deloitte & Touche LLP	Ernst & Young LLP	KPMG LLP	Procter & Gamble Inc.
Home Depot Canada, The	Ernst & Young LLP	George Brown College	L'Oréal Canada Inc.	Saskatchewan Government Insurance
Human Resources & Skills Development Canada	Fraser Milner Casgrain LLP	Health Canada - Santé Canada	McGill University	Stantec Consulting Inc., Neill and Gunter
Information Services Corporation	Health Canada-Santé Canada	Home Depot Canada, The	Nexen Inc.	Suncor Energy Inc.
Jazz Aviation LP	Home Depot Canada, The	HSBC Bank Canada	Ontario Public Service	TD Bank Financial Group
KPMG LLP	Human Resources & Skills Development Canada	KPMG LLP	Pfizer Canada Inc.	Toronto Police Service
Loblaw Companies Limited	Information Services Corporation of Saskatchewan	L'Oréal Canada Inc.	Procter & Gamble Inc.	University Health Network
Manitoba Hydro	KPMG LLP	Manitoba Lotteries Corporation	Royal Bank of Canada	University of British Columbia
Manitoba, Government of	Loblaw Companies Limited	McGill University	Saskatchewan Government Insurance	University of Toronto
Mount Sinai Hospital	Manitoba Lotteries Corporation	Mount Sinai Hospital	SaskPower Corporation	Vancity Group
National Bank Financial Group	Mount Sinai Hospital	MTS Allstream Inc. (national	Scotiabank Group	

Newalta Corporation	National Bank Financial Group	Nexen Inc.	Statistics Canada	
Northwestel Inc.	Newalta Corporation	Novartis Pharmaceuticals Canada Inc.	Telus Corporation	
Ontario Public Service	Nexen Inc.	Ontario Public Service	Toronto Police Service	
Ottawa, City of	Northwestel Inc.	Port Metro Vancouver	University Health Network	
Public Works and Government Services Canada	Ontario Public Service	Procter & Gamble Inc.	University of British Columbia	
Saskatchewan Government Insurance	Port Metro Vancouver	Royal Bank of Canada	University of Toronto	
Saskatoon, City of	Procter & Gamble Inc.	Saskatchewan Gaming Corporation	Vancity Group	
SaskPower	Royal Bank of Canada	Saskatchewan Government Insurance / SGI	WorkSafeBC	
SaskTel	Saskatchewan Government Insurance	SaskPower Corporation	Xerox Canada Ltd.	
Seneca College of Applied Arts & Technology	SaskPower Corporation	Scotiabank Group		
Shell Canada Limited	SaskTel	Shell Canada Limited		
Stantec Consulting Ltd.	Seneca College	Stantec Consulting Inc.		
Statistics Canada	Shell Canada Limited	Statistics Canada		
Stikeman Elliott LLP	Statistics Canada	Stikeman Elliott LLP		
TD Bank Group	Telus Corporation	Telus Corporation		
Telus Corporation	University of British Columbia	Toronto Police Service		
TransCanada Corporation	University of Toronto	TransCanada Corporation		
University of British Columbia	Vancouver, City of	University of British Columbia		
University of	Xerox Canada	University of		

Toronto	Ltd.	Toronto		
University of Victoria				
Vancouver, City of				
Workers' Compensation Board of Manitoba				
Xerox Canada Inc.				
YMCA of Greater Toronto				

Appendix B: Company Confidentiality Agreement

< Date >

< Company Name >
Attention: < Authorizing Designate >

<Greeting>

Re: Participation and Confidentiality Agreement

Thank you for allowing your organization to be a case study within my research project. The focus is recruitment and selection in Canada. The research analysis will be conducted across four participating organizations. The research is funded by scholarship awards when possible or other such funds that will have no biasing impact on the research outcomes.

Your organization's participation will be held in strict confidence and only known to the researcher. The participation of six participants from your organization will be with your approval and their personal agreement. Any participant is free to opt out of the research should he chose. Once you have agreed to be a participating organization you have made a commitment to supply the data through the six participants and printed materials related to recruitment and selection protocol and possibly interviewer notes documenting interview outcomes.

Your organization and the six participants will not be identified in the research paper.

All data will be treated confidentially and anonymity will be maintained as no direct quotes will be attributed to any one individual nor will you or your organization be named. All data collected will be kept in a secure location under secured electronic storage and will be kept for ten years at most. After ten years, the data will be destroyed by shredding any hard copies generated of the transcript of your interview and deleting the data files from the computer storage.

The six participants you will recommend to participate will each converse with me by phone for a planned 90 minute interview covering a scripted set of questions that I will share with you and the participants in advance. I will also ask to sit in on a debrief meeting or review each participant's interview notes regarding one actual candidate whichever is the typical process used by your organization in the vetting of candidates. (The candidate's full name will remain unknown to me to ensure his/her privacy.)

If the researcher happens to proceed outside the scope of the study agreement in ways that cause duress to your organization, and having brought that deviation to the researcher's attention a remedy is not successfully offered, your commitment to host the research can be withdrawn immediately. All corporate data contributed to that point will not be included in the study, and will be deleted, confidentially shredded, or returned upon request. Any unethical behavior by the researcher should be reported immediately to the Athabasca University Research Ethics Board.

To inform the academic and practitioner communities interested in this research, the results may be published in professional journals and presented at conferences. My dissertation made from this research will be on the worldwide web. If you have any questions now or during the research period, please feel free to contact me (contact details provided below) or my research supervisor Dr. Janice Thomas by email to Janice.thomas@mba.athabascau.ca or by phone at
403-949-4965.

This study has been reviewed by the Athabasca University Research Ethics Board. Should you have any comments or concerns regarding your treatment as a participant in this study, please contact the Office of Research Ethics at 780-675-6718 or by e-mail to rebsec@athabascau.ca.

To confirm your organization's participation in this study, please sign the acknowledgement section below and return it to me via email.

Thank you for your interest in this research project.

Sincerely,

Kerri Thompson
Student of Athabasca University
Centre for Innovative Management
Doctorate in Business Administration
c/o 202 Deerglen Terrace
Aurora ON L4g 6Y5
416-898-9238
kerri@qtosolutions.com

I have read and understood the terms and conditions contained in this agreement letter, and I authorize my organization to participate in the study.

_____   _____
Name of organization and Name of Authorizing Designate   Date

_____
Signature of Authorizing Designate

Telephone Contact Information:_____

E-Mail Contact Information:_____

Appendix C: Final Confidentiality Agreement for Individual Participants

Dear Prospective Participant:

Re: Participation and Confidentiality Agreement

I am an Athabasca University student in the Doctorate of Business Administration program. I am conducting a research project to study recruitment and selection processes used by the Canadian head office of multinational organizations.

As a participant you agree to be interviewed by me regarding your work in recruitment and selection for your organization. As a research participant you will meet with me to answer a structured set of questions related to recruitment and selection. These questions relate to your experience and are not about theory or best practices. I am interested in what you do. This meeting will last between 60-90 minutes.

Your participation is voluntary, and you are under no obligation to participate in any way. You also have the right to not answer certain questions or to end the interview at any time without penalty to you.

Do I have your permission to tape record your interview with me?
☐ Yes ☐ No

Depending on your organization's process for debriefing on candidates as the candidates move through the various stages of recruitment within a hiring situation, I will either observe a debrief meeting between you and someone else on the hiring team to discuss an individual's candidacy post your interview with that person or I will review your notes detailing one of your actual interviews. (Of course the candidate's full name will not be released to me). This step is intended to not require more of your time beyond modest administration time to send me a copy of your interview notes or introducing me into an already scheduled meeting.

All data will be treated confidentially and anonymity will be maintained as no direct quotes will be attributed to any one individual nor will you or your organization be named. All data collected will be kept in a secure location under secured electronic storage and will be kept for ten years at most. After ten years, the data will be destroyed by shredding any hard copies generated of the transcript of your interview and deleting the data files from the computer storage.

To inform the academic and practitioner communities interested in this research, the results may be published in professional journals and presented at conferences. My dissertation made from this research will be on the worldwide web. If you have any questions now or during the research period, please feel free to contact me (contact information provided below) or my research supervisor Dr. Janice Thomas by email to Janice.thomas@mba.athabascau.ca or by phone at 403-949-4965.

This study has been reviewed by the Athabasca University Research Ethics Board. Should you have any comments or concerns regarding your treatment as a participant in this study, please contact the Office of Research Ethics at 780-675-6718 or by e-mail to rebsec@athabascau.ca.

If you decide you would like to be part of this study, please sign the acknowledgement section below and return it to me via email.

Thank you for your interest in this research project.

Sincerely,

Kerri Thompson
Student of Athabasca University
Centre for Innovative Management
Doctorate in Business Administration
c/o 202 Deerglen Terrace
Aurora ON L4g 6Y5
416-898-9238
kerri@qtosolutions.com

I have read and understood the terms and conditions contained in this agreement letter, and I agree to participate in the study, on the understanding that I may refuse to answer certain questions, and that I can withdraw at any time. _____ _____ Name Date _____ Signature Telephone Contact Information:_____ E-Mail Contact Information:_____ Permission to tape record your interview Yes No (please circle one)

Appendix D: Word Frequency Analysis

Figure D1. Recruitment: Top 100 Most Frequently Used Words. When the participants discussed recruitment the common words used are shown in this appendix. Only words of four or more letters are part of this appendix. For example, the word "know" was used 3% of the total four or more letter words said over all the four or more letter words when discussing recruitment across all 18 participants.

	Word	Count	Weighted Percentage (%)
1	know	523	3.02
2	think	254	1.47
3	like	198	1.14
4	people	171	0.99
5	just	169	0.98
6	really	124	0.72
7	well	109	0.63
8	candidates	107	0.62
9	right	96	0.55
10	work	96	0.55
11	okay	94	0.54
12	different	92	0.53
13	also	87	0.50
14	need	87	0.50
15	hiring	86	0.50
16	recruiting	86	0.50
17	find	83	0.48
18	organization	83	0.48
19	recruitment	82	0.47
20	question	81	0.47
21	time	81	0.47
22	actually	76	0.44
23	sort	73	0.42
24	position	67	0.39
25	process	66	0.38
26	good	65	0.38
27	want	65	0.38
28	canada	63	0.36
29	looking	62	0.36
30	going	61	0.35
31	experience	59	0.34
32	yeah	59	0.34
33	kind	57	0.33
34	might	57	0.33
35	person	55	0.32
36	sure	54	0.31
37	make	53	0.31
38	tools	53	0.31
39	terms	52	0.30
40	somebody	51	0.29
41	things	51	0.29

42	talent	48	0.28
43	mean	47	0.27
44	within	46	0.27
45	able	45	0.26
46	back	45	0.26
47	maybe	45	0.26
48	part	45	0.26
49	probably	45	0.26
50	years	45	0.26
51	diversity	44	0.25
52	another	43	0.25
53	something	43	0.25
54	manager	42	0.24
55	group	41	0.24
56	look	41	0.24
57	anything	40	0.23
58	candidate	39	0.23
59	great	39	0.23
60	business	38	0.22
61	linked	38	0.22
62	recruiter	37	0.21
63	thing	37	0.21
64	description	36	0.21
65	post	36	0.21
66	selection	36	0.21
67	team	35	0.20
68	individuals	34	0.20
69	posting	34	0.20
70	best	33	0.19
71	community	33	0.19
72	role	33	0.19
73	three	33	0.19
74	little	32	0.18
75	specific	32	0.18
76	chuckle	31	0.18
77	come	31	0.18
78	getting	31	0.18
79	hire	31	0.18
80	many	31	0.18
81	type	31	0.18
82	working	31	0.18
83	give	30	0.17
84	interview	30	0.17
85	program	30	0.17
86	areas	29	0.17
87	better	29	0.17
88	Company name	29	0.17
89	important	29	0.17
90	outside	29	0.17
91	sometimes	29	0.17
92	start	29	0.17

93	take	29	0.17
94	challenge	28	0.16
95	challenges	28	0.16
96	skill	28	0.16
97	thank	28	0.16
98	done	27	0.16
99	tell	27	0.16
100	always	26	0.15

Figure D2. Top 50 Words Used by the Participants. This figure shows what were the frequently used words in the transcripts. Participants were grouped by case and by recruiter or HM to show similarities and differences of what these groups through were important.

	Case A HM	Case A R	Case C HM	Case C R	Case D HM	Case D R	All Cases HM&R
1	know	know	know	know	know	know	know
2	okay	hiring	just	like	think	think	think
3	think	okay	like	just	like	okay	like
4	like	think	think	really	people	like	okay
5	people	process	okay	think	okay	recruitment	just
6	just	just	process	right	just	people	people
7	yeah	recruitment	actually	okay	really	question	process
8	process	interview	people	sort	recruitment	thank	really
9	hiring	candidate	person	people	diversity	process	question
10	kind	manager	question	yeah	question	well	yeah
11	right	face	yeah	well	right	also	recruitment
12	terms	like	interview	need	well	business	well
13	well	thank	questions	question	sort	really	hiring
14	interview	selection	really	process	need	just	right
15	person	question	thank	hiring	process	time	interview
16	question	yeah	recruitment	sure	specific	diversity	thank
17	organization	candidates	hiring	diversity	yeah	hiring	person
18	really	going	good	manager	mean	work	organization
19	good	organization	organization	time	selection	going	diversity
20	diversity	work	mean	thank	want	recruiter	selection
21	sure	case a	well	different	around	selection	need
22	recruiter	also	selection	group	talent	organization	different
23	manager	different	chuckle	managers	case d	good	going
24	recruiting	questions	candidates	going	going	looking	good
25	something	recruiting	sure	chuckle	probably	make	sure
26	different	well	candidate	organization	specifically	person	time

27	recruitment	looking	different	want	thank	interview	manager
28	going	managers	position	business	organization	recruiters	work
29	selection	experience	team	mean	experience	sure	candidate
30	want	look	bank	able	looking	want	candidates
31	mean	person	make	roles	involved	different	want
32	probably	terms	work	also	recruiting	case d	mean
33	thank	training	cause	interview	work	need	sort
34	type	role	looking	recruitment	find	candidates	looking
35	maybe	canada	somebody	team	might	look	recruiting
36	need	part	time	work	perspective	something	questions
37	candidates	recruiter	even	good	something	team	something
38	years	things	hire	things	time	things	team
39	questions	something	diversity	person	candidate	right	also
40	time	time	right	something	somebody	hire	make
41	might	number	training	make	come	terms	business
42	number	need	understand	looking	different	find	actually
43	understand	good	give	recruiting	look	many	experience
44	group	people	need	kind	candidates	recruiting	things
45	little	team	specific	training	good	experience	kind
46	thing	business	going	years	within	individuals	probably
47	absolutely	interviews	maybe	branch	person	number	hire
48	done	want	role	candidates	sure	candidate	chuckle
49	part	chuckle	within	certainly	make	within	look
50	role	done	absolutely	come	team	able	training

Appendix E: Participant Quotes from Interviews

This appendix is an example of the data storing system used. This example relates to the data in Chapter 7. It summarizes the comments made by the participants related to interview question 2 ("Q2"), interview question 3 ("Q3") and interview question 4 ("Q4"). The data is separate by case and then grouped by recruiters and hiring managers.

Q2-fairness	Q3-training	Q4-process
Case A		
Hiring managers		
Subconscious H1 What do you mean by fairness H2 "Um, as fair as you can be right." H2 Make sure expectations are clear H3	Lots of diversity training for mid mgmt from cultural fluency but not R&S specifically H1 & H2 H1 as an engineer I need to respect different ways of coming to answer so I'm good with differences and value add from everyone H2 leaders tool on R&S that train managers to use Manager Toolbox for recruiting I haven't had time to take it. Company is very very strong on diverse workforce as necessary to future success. H3 no formal course with a certificate but we do get coaching from the recruitment team. Diversity compliance is annual CBT wrapped with other things. This is for all employees.	H2 sees some flexibility in the process. Panel interview with recruiter to make sure adhere to fair process. Makes changes ie added a peer to candidate technical expert to be on panel for interviews. H3 process flexes to allow for differences in business groups. Talent lead is always researching best practices. H3 "I'm more of an instinctive hirer…recruiter gets to know HM and their preferences/style…recruiter asks some behavioural based type questions to get things going or to maybe draw out something, it's a good balance"
		so is there enough flexibility in there depending on the situation, um, so an example would be is, ah, in an interview, ah, sometimes like the behavioral based questions are very good but sometimes what's equally as good is having just a discussion so it doesn't, the interview process doesn't say well

		you have to use these questions. It becomes flexible in order and based on what the situation is and what the, ah, the role is and things like that." H3 likes to interview as a discussion rather than a series of questions.
Q2-fairness	Q3-training	Q4-process
Recruiters		
R1 ensures he is fair by focusing on the qualifications of the position I don't think anyone looks for fairness R2 we do make sure the candidate feels welcome at in interview and knows how the interview is organized. Encouraged to take your time. R3 explains the process and gives context to position so candidate can tailor responses to the job required. No one has ever come back to say uncomfortable with the process	Yes! travel to conferences very supportive to training. Training meetings every 3-4 weeks. Reviewed R&S document each recruiter presented a piece. Next year boot camp 12 session of R&S training. R1 Annual diversity training online R1 No diversity training specific to R&S. R1&R2& R3. Like webex so can do remote and hear everyone's Q&A. R1 Very regimented to follow R&S document to coach the HM. R1 R2 recruiters are well trained on documented process. R2 very detailed to make sure all managers trained on documented process. Company saw need to train on networking for recruiting so we will be trained next year R2 R3 training on diversity to keep it top of mind. Train HM in R&S on an as needed basis. R3. R3 company is sending me offsite for expensive R&S training.	Not much comment on process management R1 noted multiple stakeholders in changing process.

Case C		
Q2-fairness	Q3-training	Q4-process
Hiring managers		
We ask same questions to all based on competencies so we have confidence that these questions have been developed by not just one person. Length of process is unfairly long at times. We are trying to make R&S to give candidates a good customer experience .H1 H2 I've never even asked them (recruiters) I know they're experienced so I wouldn't question.	H1" speaking candidly"training is a lot of shadowing you can pick up good and bad habits. You need combination of classroom for why you do it then you need to experience. Ton of diversity training. Eye contact, natural tendencies. Ton of cultural training regarding interviews. H2 I don't know how to answer I job shadowed. It's been so many years I've been doing this… Diversity training for hiring-none.H2 H3 training ad nauseum but that isn't a bad thing. Message doesn't get lost. No training for diversity it is more policies that say don't' have preconceived notions.	H1 recruiters own process they are open to input. H2 website provides standard list of interview questions plus ideas of what to look for in an answer. H2 does not know who owns the R&S process or how changes get made to it.
Recruiters		
Encourage managers not to be ad hoc, have template prepared, ask same questions fo everybody and therefore can be measured equally.R2 "I mean for the, for the management interviews, we're not there so it's hard for us to know, I mean they do, they should be keeping a record of, of the interview, you know it's just hard for us to know exactly how that interview went so I would definitely	R1 constant guest speaker and community partners to re-level the playing field. R1 annual convention addressed diversity and we implemented our own training program. R2 no diversity training per se. We are encourage to join various affiinity networks. R3 PI training very helpful gives us new perspective. Group of us took 9 hour intensive online training with an exam and certificate. Our team hasn't had diversity training so as a	R1 we don't' make changes governance has to approve. We have a guide to follow with a framework of questions and then some leeway areas so with the HM we decide how to ensure we incorporate what they are looking for. Legal department also approves changes. We tenured people know not to deviate. R3 knows owner and will not deviate.

consult with them, um, and, ah, so that I could provide the candidate more feedback…R2 R3 I am out in the field not national head office so we are not looking at how the candidates are totally feeling. I encourage new hires to tell national their experience. Referencing is brutal.	group we need more of that but in my first few years here I took training for culture sensitivity. Handshake eye contact. R3 "Canadian versus a different country's kind of way of doing things and that maybe we need to pose a question differently, um, for them to understand it differently that we just, we didn't, we don't put the context together. Again we might be really missing out. " R3	
Q2-fairness	Q3-training	Q4-process
Case D		
Hiring managers		
H1 no idea H2 some interviewers grill candidates or act like we are doing them a favour to consider them. This is big concern for her. Not aware if candidates are asked for their feedback. H3 mentions "there's the normal diversity stuff" and not all people have the same five steps situations are not the same but I hope they are dealt with fairly.	H1 through this interview it has become obvious that I haven't had much training. Pick up from experience. Diversity training has not been extensive obviously we've had company wide diversity training. But Head of diversity and her people yes have made us very aware of the importance of diversity has on our practice and our people. H2 "I think in the selection piece we still have a lot of behavior where it's more comfortable to hire somebody who's more, more like you." H2 skeptical but it had more impact than expected-divesity training. H3 I've had R&S training but where we lack is diversity training.	H2 I have no idea. H3 when I took over this role I met with HR and recruiters and we redefined the process. Just had to formalize the process not change it really.

Q2-fairness	Q3-training	Q4-process
Recruiters		
R2 you are building relationships in the community. R1 haven't had situation where we are trying to make the process fair or to increase visibility and had HM push back. The HM are open to training and understanding that we need to be inclusive.	R2 when you first start here it is information overload we are so big. Takes a least one year to figure out. we can improve on our ongoing training we get systems training but not much other. R2 we all approach R&S a bit differently "we're siloed in that sense" I push my team to seek out training. R3 we have internal training and a summit annually.	R2 there is flexibility as expected to show we are evolving. Changes recruiters want are reviewed with the HR generalist and nine times out of ten they trust our opinion.

Appendix F: REB Approval Page

Athabasca University

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MEMORANDUM

DATE:	November 21, 2012
TO:	Kerri L. Thompson
COPY:	Dr. Janice Thomas (Research Supervisor)
	Janice Green, Secretary, Research Ethics Board
	Dr. Mihail Cocosila, Chair, Faculty of Business Ethics Review Subcommittee
	Dr. Simon Nuttgens, Chair, Research Ethics Board
FROM:	Dr. Vive Kumar, Acting Chair, Research Ethics Board [corrected]
SUBJECT:	**Ethics Proposal #12-44** *"Recruitment and Selection of Immigrant Professionals in Canada: A Case Study"*

Thank you for your revised application submitted on November 10, arising from the "Unable to Approve – Resubmission Requested" decision dated October 17, 2012. Your cooperation in revising and furnishing additional information requested was greatly appreciated. The revised proposal was reviewed by the full Athabasca University Research Ethics Board (AU REB), and I am pleased to advise that this project has now been granted **FULL APPROVAL** on ethical grounds.

Please provide for FILE PURPOSES ONLY (further review not required) an updated application showing the following recommended changes/additional information (with revisions highlighted in yellow):

Appendix E – Recruitment Letters – Organization & Informant

B2-1 on the application form indicated that the researcher may request the opportunity to personally observe debriefing meetings (when such meetings would be a normal process) or interviewer's notes (when debrief meetings are not the norm), where the interviewee's identity would not be revealed to the researcher.

Reviewers note that the possibility of this data-gathering opportunity has not been mentioned in either of the recruitment letters. **Please add a statement to both letters** to ensure that both the organization and prospective participants are aware of this possibility.

The approval for this study "as revised" is **valid from the date of this memo for a period of 12 months.** If necessary extension of approval can be requested by completing and submitting an 'Interim' Ethics Progress Report one month prior to expiry of the existing approval.

A **Final Ethics Progress Report** (form) is to be submitted when the research project is completed. Progress reporting forms are available online at http://www.athabascau.ca/research/ethics/.

As you progress with implementation of the proposal, if you need to make any significant changes or modifications, **after consulting with your supervisor and obtaining an e-mail of support for the changes** please forward this information to the Research Ethics Board as soon as possible. If you have any questions, please do not hesitate to contact rebsec@athabascau.ca

Athabasca University Research Ethics Board

Appendix G: Copyright Approval Page

Way and Johnson Model (see figure 1) is adapted from Theorizing about the impact of strategic human resource management by S. Way & D.E. Johnson, 2005, Human Resource Management Review, 15(1) p.11. This figure has been used in this paper following the assessment of Fair Dealing.

Fair Dealing Analysis	
Purpose of the Reproduction 1. Is the intended use of the work for the purposes of education, satire, parody, research, private study, criticism, reviews, or news reporting?	Yes
Character of the Reproduction 2. How many copies will be distributed? 3. Will the copies be widely distributed? 4. Is there an existing custom or practice, with respect to your intended reproduction, that encourages sharing or reproducing the work?	Single Copy Limited Distribution No
Amount of the Reproduction 5. How much of the complete work will be reproduced?	Partial Work
Alternatives to the Reproduction 6. Is there a suitable alternative to the work in the public domain, available through Open Access, open education resources, or institutional license?	No
Nature of the Work 7. What is the publishing status of the work? 8. Does the work contain confidential or privileged content?	Published No
Effect of Reproduction on the Work 9. Based on the commercial value of the work, what are the potential economic consequences to the rightsholder?	None

Documentation provided by the three case study sites has been reformated with identifying corporate logos removed to meet the researcher's commitment to confidentiality. The use of their documents in this paper was approved by the research sponsor from each organization knowing that the purpose of usage is for educational research purposes. Only small recreated sections of corporate documents are included in figures within Chapters 5 and 6.