*CHAPTER 6*

*Recruiting a Diverse Workforce*

# Personal Learning (PL) Activities

PL 1: Defining forces affecting employability 1

PL 2. Developing a Personal Workforce Plan 3

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# PL 1: Defining What ‘Employer of Choice’ means for an applicant

Review the sections in this chapter on ‘Becoming More Attractive as an 'Employer of Choice’*.* A workplace is more attractive when the culture – the values and norms underlying the culture – illustrates more inclusive values and norms of behaviour. We implement this in a code, or statement, of values and norms that describe appropriate and inappropriate behaviour.

 Select one of the four designated groups and for this group, define the barriers, values, and norms for being more inclusive. Respond to the following questions in defining the values and norms for diverse groups of people:

(a) What are some of the barriers that diverse groups of people might perceive in a traditional workplace?

(b) What are values and norms for developing a positive, inclusive culture?

(c) What are values and norms which might inhibit a positive culture from developing?

(d) Ideas for becoming an "employer of choice" from an employee's perspective.

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# PL 2. Being Strategic in Sourcing

You are asked to participate in a focus group to identify ways to recruit college graduates like yourself. Ask one person in the group to act as the facilitator who will steer the conversation.

**Task**

1. Review various recruiting activities related to sourcing such as: (i) referrals from others, (ii) university placement, (iii) job fair, (iv) newspaper or website ads, and (v) direct applications. Add other recruitment activities to the list.
2. For each activity, the facilitator asks each person to individually write down their answers to the following questions for each source:
	1. What should employers do when using this recruiting source to attract you? What are positive examples you have experienced?
	2. What should employers not do when using this recruiting source to make sure they attract you? What are not-so-positive examples you have experienced?
	3. What suggestions would you make for better using this source in recruiting applicants like yourself?
3. As a group, the facilitator should convene a discussion on each of the sources and then report the results to the class.

# PL 3. Thinking about Getting Recruited

Most individuals at some stage in their life will be looking for a job and will rely on various sources such as job advertisements in newspapers, web advertisements, and ideas from friends or mentors. In finding a job, some sources are better than others.

 In order of usage, organizations are more likely to say they post positions by using organizational websites (59%), proactive outreach strategies (15%), search firms (7%), other (6%), college career centers (6%), and newspaper and help wanted advertisements (7%).

Based on this evidence, should we assume that the best way to find a job is to rely on these sources? What are the problems with relying on these sources?

 How would you rate these sources as to their effectiveness for you in learning about a new job?

Ranking

|  |  |
| --- | --- |
| Newspaper ads |  |
| College career center |  |
| Organizational employment site |  |
| Help wanted ads |  |
| 3rd party website |  |
| Search firm |  |
| Referrals |  |
| Proactive outreach |  |
| Other |  |

Compare your responses to those revealed in the footnote.[[1]](#endnote-1) Why is there such a difference between what employers and employees find effective? Based on this evidence, what should you do when job hunting?

# PL.2. Writing a Résumé

Develop your 2 page résumé for a position of your choice and review it with one of your classmates. Your résumé should be accomplishment- based; illustrating your competencies (knowledge, skills, abilities, and other characteristics). You should also write a cover level for your résumé.

In completing this task you can use a web sources such as:

1. http://resource.educationcanada.com, from the Canadian Government Education Resource Centre

2. http://www.edu.gov.on.ca/eng/career/resume.html from the Ontario Ministry of Training, Colleges, and Universities.

3. http://mycoop.coop.uvic.ca/curriculum/workSearchPgs/08-workSearch.html from the University of Victoria Coop program.

Use the following components in your resume.

- Personal Information: name, address, telephone numbers, e-mail address. Do not include person information such as age, gender, weight, height, or health. This information is not relevant and is viewed as inappropriate.

- Career Goal or Position Objective: This provides a statement of your particular strengths in relationship to the job.

- Competencies or Skills and Accomplishments. This information should be grouped into various competency areas, matching the keywords used in the job ad.

- Employment history: This should list, in chronological order, your record of employment, including the name of your employer, period of time worked, and positions held. If you reported to a high level supervisor, you could include their title to reflect that relationship.

- Education history: This lists your formal educational training. If a level of education is listed as a required competency, highlight your education at the beginning of your resume so that it stands out.

- Awards and Recognition: This lists any awards you’ve won academically or through employment experiences.

- Professional Development: This lists professional development courses which would support your application.

- Memberships: This lists the professional or technical affiliations you have.

- Community Development: Here you would list your volunteer work.

- References. You may not need to list references unless you are asked to do so. If you do list references, you should get permission from the referees listed.

*Catch: Boxed feature*

Practitioner’s Tip: Resume writing tips

1. Keep your resume to 2 pages – recruiters are busy and will only skim its contents to decide whether you meet the job criteria.

2. Tweak your resume for each job ad you’re applying for. No one resume can meet all job ad requirements.

3. Use bullets and short sentences for easy skimming.

4. Use action verbs to describe your responsibilities. Try using words like “managed, developed, presented, monitored” rather than starting your list with “responsible for”.

5. Match your skills to those being asked for, and use the language the job ad uses. More employers are using keyword matching software to do a preliminary scan on electronic resumes. If yours doesn’t include the keywords used in the advertisement, it won’t pass the initial screen.

6. Use numbers to highlight your accomplishments, like the number of people you supervised, or the number of dollars you saved the company, or the percentage increase in sales.

7. Keep it simple – content: Only include high level content in your resume. You can get into detail in the interview process.

8.Keep it simple – design: A resume with a lot of white space is easier to scan than one with pages overflowing with small font text.

9. Ask yourself if you’ve effectively sold yourself in the first quarter of the first page. If not, edit your resume until you do.

10. Make sure it’s absolutely, positively perfect. Resumes are put into the reject pile based on one typographical error. Have someone else proof-read your resume to catch anything you have overlooked.

# References

1. How candidates learn about positions.

|  |  |  |
| --- | --- | --- |
|  | Ranking | Percentage of candidates learn about position from:  |
| Referrals | 1 | 23% |
| Other | 2 | 18% |
| Proactive outreach | 3 | 15% |
| Organizational employment site | 4 | 13% |
| Search Firm | 5 | 11%  |
| 3rd party website | 6 | 10% |
| College career center | 7 | 5% |
| Newspaper ads | 8 | 4% |
| Help wanted ads | 9 | 1% |

Source: Recruiting Roundtable New Hire Survey: Recruiting Roundtable Operational Excellence Framework. [↑](#endnote-ref-1)