The Art of Selecting Candidates

A Case Study Investigating How Managers Make Competency-Based Selections

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Abstract:

This thesis aims to investigate, analyze, and describe how managers select candidates with a structured competency-based approach. The case study has a qualitative design, where three observations and interviews were conducted with two managers participating each time. To get an in-depth understanding of managers' decision-making, a theoretical perspective of competency-based processes, as well as subjectivity and objectivity, is used. The findings from the empirical material show that decisions take place with two sub-processes, the scoring of competencies which becomes the basis of the second process, the actual decision-making. Findings also show the complexity for managers to select candidates and thus, challenge the assessment tool. The implications of the thesis are especially aimed to contribute to people working with recruitment and selection, such as recruiters and human-resource departments.

Keywords:

Competency-Based Hiring, Decision-Making, Employee Selection, Intuition, Recruitment, Selection

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Table of Definitions

Gut-feeling = Intuition	The ability to understand something instinctively without the need for conscious reasoning (Davidson, 1882). Gut-feeling is often used in everyday language, while intuition is used in research. In this study, they will be considered synonyms, and therefore intuition will be used. For further definitions, see section 2.1.4.
Managers = Recruiters	In this study, the managers act as recruiters. They are responsible for the interviews with the candidates, to assess and score them, and to make decisions.
Recruitment Day	Assessment days held by the case organization to meet and interview potential candidates.
Recruitment Process	The recruitment process is in general terms defined as the process of attracting, screening, interviewing, and selecting candidates to fill vacancies. Often there is a distinction between recruitment process and selection process, where recruitment focuses on attracting the candidates (Elearn, 2009). For the selection process, see definition below.
Scoring Sheet	Tool for assessment of candidates, including competency-based questions and a sheet for scoring.
Selection Process	The process of selecting the final candidates to hire. The selection process includes holding interviews, assessing the candidates, making the decisions and checking references (Elearn, 2009).
Competency-Based Process	A structured recruitment and selection process, asking predetermined questions and evaluating candidates based on competencies (Brennan, 2017).

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1 Introduction

Imagine you are a manager, working at an organization currently recruiting new employees. Yesterday, you met two potential candidates for an open position, and you conducted individual interviews with each of them. The interviews were structured, and as a helping tool you had a scoring sheet to evaluate the candidates' competencies. Hence, you scored the candidates based on their answers.

Today, the day after the interviews, you are sitting in a meeting with another manager. Together, you have four candidates with similar scores, and you are now supposed to decide which candidate to keep in the process and hire. Who do you select?

1.1 Background

Recruitment and selection is a broad subject including everything from attracting candidates to conducting interviews and deciding which candidates to hire (Elearn, 2009). If you are a lucky manager, only one of the interviewed candidates has shown excellent competencies and thus, is the obvious choice for the position. However, reality can be more difficult, especially if having multiple promising candidates, because then, the actual decision-making of which candidate to hire immediately turns into a more challenging process (Harvard Business School, 2008).

Companies spend enormous amounts on recruitment and hiring (Cappelli, 2019). Hence, recruitment is a relatable topic for recruiters and human-resource departments, but also managers and organizations in general. Over time, there has been a lot of effort to develop best practices for how to hire the right candidates. Tools like structured interviews have evolved to increase reliability (Blackman & Funder, 2002), and ability tests have emerged as cost-saving instruments (Scherbaum, Goldstein, Yusko, Ryan, & Hanges, 2012). Also, the structured competency-based process, which aims to increase objectivity, has become a common approach in many organizations (Barclay, 1999; Brennan, 2017).

Research of recruitment and selection has, for instance, investigated advantages and disadvantages of recruitment tools, and whether those support assessments of candidates' abilities and predict candidates' job performance (Goldstein, 2017). Notwithstanding, there has been less research about how decisions of candidates are made in real life (Zysberg & Nevo, 2004). Although studies have been made regarding managers' perception of selection tools (Jackson, Dewberry, Gallagher, & Close, 2018), little research has thus investigated *how* selection tools are guiding managers when making decisions.

Consequently, decision-making supported by selection tools is like a black box. We know that decisions are made, and we know that the outcome is new employees; but we do not always know how recruiters argue and make their decisions in real life (Bolander & Sandberg, 2013). Therefore, with the belief of an interesting, rather unexplored topic, many questions emerge. For instance, *What is happening during the decision-making meetings?, How do managers motivate and decide which candidates to hire?,* and *How do competency-based selections take place in reality?*. This study will, therefore, explore managers' decision-making, and how they make competency-based selections.

1.2 Purpose

The purpose of this study is to make an in-depth and detailed investigation into how managers select candidates on the basis of a competency-based approach. The study aims to analyze and describe managers' decision-making in practice.

1.3 Research Question

With regards to the background and purpose, the research question is:

> *How do managers make decisions on the basis of a competency-based selection process?*

1.4 The Scope of Our Study

With the aim to explore and understand managers' decision-making, this study is designed as a single case study, with one anonymized Swedish organization. The data is collected particularly from observations, but also from interviews.

Since criteria and requirements differ depending on positions and industries (De Zeeuw & Terry, 2018), the observations in this study are limited to one specific department. The scope of the study extends to the case organization's warehouse department, where the managers make selections of candidates regarding vacancies as warehouse workers. Considering the time frame for the thesis, the observed selection processes cover part-time positions, such as summer and temporary positions, and thus not full-time.

Furthermore, to answer the research question, the study is scoped to cover how managers make decisions. Therefore, aspects such as gender and age of managers and candidates, and whether those influence the decision-making, will not be examined.

Finally, with a narrative approach, the empirical material guides you through a recruitment and selection process, with a focus on scoring and decision-making. The theoretical perspective of competency-based methods, objectivity, and subjectivity, later supports the analysis of how decisions are made.

1.5 Expected Contributions

By an investigation into how managers select candidates, this study is expected to contribute with an in-depth understanding and knowledge for how competency-based decisions are made in practice. The findings and knowledge are primarily expected to be relevant for people working with recruitment and selection processes, such as human-resource departments and recruiters.

Moreover, the study and its findings will contribute to management research. As the study has gathered data from observations of managers' decision-making, it has resulted in the opportunity to explore the world of managers, and what aspects they consider when selecting candidates. Since previous research is limited, this study's empirical material therefore contributes to broadening the empirical evidence about employee selection in practice, with a competency-based approach.

Lastly, we aim to highlight and contribute with relevant and interesting insights into the complexity and challenges of selecting and hiring the right candidates.

2 Theoretical Perspective

2.1 Previous Research

2.1.1 The Development of Research Regarding Recruitment and Selection

When studying recruitment and selection prior research has, for instance, examined what attracts candidates to certain jobs or organizations (Furnham, Eracleous, & Chamorro-Premuzic, 2009), and how to find the best-suited candidates (Breaugh, 2008). Furthermore, as candidates possess different capabilities, which in turn impact their job performance (Goldstein, 2017), researchers have examined different tools to evaluate abilities, such as intelligence and cognitive ability tests. The tools are seen as cost-saving and valuable instruments for employers, to ensure a high standard of candidates' job performances (Scherbaum et al., 2012). Since demands and aspects continuously are changing, Goldstein (2017) concludes that the development has made recruitment and selection a highly dynamic area in management, as well as in psychological research.

Another well-established method for selection, studied by many researchers (Barber, Hollenbeck, Tower, & Phillips, 1994; Barclay, 1999; Cogger, 1982), is interviewing. Although interviews are the most common selection instrument, it can be very informal (Blackman & Funder, 2002). Researchers have argued that interviews, especially unstructured, can be influenced by an interviewer's overconfidence, which can hurt decisions (Kausel, Culbertson, & Madrid, 2016). Blackman and Founder (2002), however, found that one factor that increases the reliability and predictive validity of interviews is structured interview questions, a competency-based method.

2.1.2 Competency-Based Methods

Competency-based methods are used to evaluate a candidate's level of competencies, to see if the level is in line with required competencies for a certain position (Brennan, 2017). Thus,

targeted questions are asked to ascertain that candidates exhibit competencies needed to be successful in the company (Brennan, 2017). For instance, the tool is often used for management selections since these positions are difficult to fill (Barclay, 1999). A competency-based method typically assesses candidates by using a structured interview guide, with pre-planned questions, asked in a predetermined order, with no or a few follow-up questions (Conway & Peneno, 1999). Also, note-taking is encouraged to recall details more accurately. The interviewer often uses an evaluation form that constitutes as a benchmark when evaluating and scoring candidates' responses (Goldstein, 2017).

One of the main reasons why structured interviews have received a lot of attention are the benefits (Goldstein, 2017). Research has found that structured interviews focus more on relevant criteria, and competencies, which results in a higher likelihood of a better selection (Barclay 1999), and thus increases the reliability and validity as confirmed by Blackman and Founder (2002). Furthermore, Barclay (1999) stresses that the use of structured interviews allows for more consistency and fairness when selecting candidates. Hence, structured interviews enable a more inclusive selection process, with a reduced risk of being biased.

However, studies have shown that structured interviews have a hard time predicting the organizational fit of the candidate, or to predict counterproductive behavior (Townsend, Bacigalupi, & Blackman, 2007). This can, in turn, lead to long-term problems of high employee turnover (Goldstein, 2017). Moreover, as interviews can be held by different people, Goldstein (2017) emphasizes the risk of different interpretations, leading to subjective skewness when evaluating candidates. Researchers also argue that structured competency-based methods can be an obstacle to select the right candidate, as the tools are used in an inflexible manner, making managers believe they have made the right decision instead of using their judgments (Brooks, 2006; Derek Martin & Pope, 2008).

Nevertheless, the demand for reliable and valid structured interview questions has led to two basic styles (Culbertson, Weyhrauch, & Huffcutt, 2017): experience-based questions (Janz, 1982) and situational questions (Latham, Saari, Pursell, & Campion, 1980).

Experience-based questions mostly begin with "What did you do when…", and assess candidates based on past experiences (Goldstein, 2017). This enables candidates to discuss their behavior in detail, and the organization has an opportunity to evaluate each response in relation to expectations (Barclay, 1999). A disadvantage of these kinds of questions is that the candidate likely uses different examples of past behavior, which can make it hard to rate answers. Also, if the candidates have more experience, they can relate to the questions, and their answers will likely be described in detail, thus making it disadvantageous for those with no or little experience. These aspects further limit the reliability and validity of the rating (Motowidlo et al., 1992).

Situational questions proceed with "What would you do if…", and are often based on critical incidents to measure the candidate's future intention and behavior (Barclay, 1999; Goldstein, 2017). An advantage of these questions is the comparability with other applicants' responses, enhancing the reliability of the rating (Mcdaniel, Whetzel, Schmidt, & Maurer, 1994). However, there is a risk of interviewees' exaggerating their answers (Ellis, West, Ryan, & Deshon, 2002). Therefore, situational questions have in general a lower ability to predict candidates' performances, compared to experience-based questions (Pulakos & Schmitt, 1995).

2.1.3 Objective and Subjective Tension

Brunsson (2007) argues it is expected that decision-making within organizations should, in general, be guided by a rational intention. Thus, also having a rational intention when selecting candidates. As emphasized by Barclay (1999), structured interviews enable a higher degree of fairness when selecting candidates, and are often used to mitigate the risk of being biased.

Hence, organizations' ambitions are to use structured competency-based methods, to be objective during recruitment and selection processes.

However, in general, organizations cannot limit their decision-making to be fully rational since it requires a lot of data and information to understand situations from a completely rational perspective (Brunsson, 1986; Brunsson, 2014). As recruitment and selection processes mainly are controlled by people, there is a risk of being biased in the process (Broflowski, 2020). Thus, a subjective and objective tension can be present in decision-making. As described by Kahneman (2011), human decision-making is governed by two cognitions: *System 1* and *System 2*. System 1 is defined as subjective, affective, reflexive, and intuitive, while System 2 is objective, rational, reflective, and analytical (Kahneman, 2011; St. B. T. Evans, Jonathan, 2008; Stanovich & West, 2000). Researchers argue that humans are far from rational when making decisions, since System 1 affects our decision-making (Kahneman, 2011; Simon, 1987). Even if objective decisions are desirable, the subjective influence of System 1, often referred to as intuition in the context of recruitment (Miles & Sadler-Smith, 2014), cannot be overlooked in decision-making processes.

2.1.4 Intuition in Selection Processes

Intuition is defined as a type of cognition, which works in two ways: "knowing", which sees intuition as sensemaking of past experiences and "feeling", the connection between body and mind. Intuition as knowing, also called intuition-as-expertise, is seen as unconscious knowledge acquired from implicit learning, known as tacit knowledge. Intuition-as-feeling, on the other hand, is synonymous with what people often call "gut-feeling", a somatic view of intuition where we do not consciously understand where the feeling is coming from (Sadler-Smith & Shefy, 2004).

The cognition of intuition is a well-debated subject with two distinct camps arguing about the advantages and disadvantages of intuition in selection processes. According to Miles and Sadler-Smith (2014), intuition can be seen as a tool that helps decision-makers weigh and select

relevant information. Constraints in resources, limitations of structured approaches, or personal preferences, can be reasons why recruiters use intuition. Intuition can thus impact decision-making by giving recruiters indications of candidates' performances, personalities, and personal-environmental fits (Miles & Sadler-Smith, 2014). Furthermore, Miles and Sadler-Smith (2014) noticed that participants in their study used intuition together with structured and non-intuition-based approaches to justify their behavior, as they were aware of the risk of being biased. Moreover, in Burke and Miller's study (1999), 40 percent of their participants, experienced managers, tended to be guided by intuition when making personnel-related decisions. Intuition was especially suited to situations characterized by uncertainty, complexity, and time pressure (Burke & Miller, 1999).

Nevertheless, a different view of intuition exists. Since intuition is a phenomenon so deeply rooted in experience (Highhouse, 2008a), people use intuition with a belief that their prediction of human behavior is improved by their experience and have, therefore, an inherent resistance to analytical approaches of selection (Highhouse, 2008b). However, Highhouse (2008b) argues that practitioners' decision-making should rely on expert systems, such as selection tools, rather than using intuition.

2.2 Theoretical Discussion

2.2.1 The Research Gap

Existing research on employee selection mainly incorporates knowledge of how selections should take place (Goldstein, 2017). Furthermore, as expressed by Bolander and Sandberg (2013), prior research focuses more on the individual and disregards parts of the social context. Consequently, only a portion of selections is examined (Ramsey & Scholarios, 1999), and studies investigating the actual decision-making processes are limited. Some researchers have investigated the individual decision process (Herriot & Wingrove, 1984), and others have conducted experimentally designed studies (Highhouse & Bottrill, 1995; Hough & Oswald, 2000; Slaughter, Bagger, & Li, 2006). However, little research has been done into how selections

take place in real life (Bolander & Sandberg, 2013; Zysberg & Nevo, 2004). Moreover, although many researchers have studied competency-based methods (Barclay, 1999; Brennan, 2017; Blackman & Founder, 2002), few have examined the tools in practice. Jackson et al. (2018) goes close by investigating managers' perception of different tools' validity and fairness in practice, however, with a quantitative approach, and thus, not answering the question of *how* decisions are made.

Accordingly, with a qualitative approach, this study is going to contribute to this empirical research gap, by exploring and analyzing how managers select candidates on the basis of a structured competency-based process.

2.2.2 Theoretical Focus

Since there is no theory tailored to our research question, a theoretical perspective, based on previous research, has emerged. As this study will observe and analyze how selection and decision-making take place, the theoretical perspective will support the interpretation of the empirical data.

Previous research argues that a competency-based method is a useful tool to increase objectivity, and rational decisions, in recruitment and selection processes. However, considering the research on intuition, there seem to be difficulties to hire only based on structured competency-based methods. With the aim to answer the research question, and thus to contribute to the research gap, the analysis and interpretations of decision-making will be supported by a theoretical focus on competency-based methods, subjectivity, and objectivity.

3 Method

3.1 Choice of Method

3.1.1 A Qualitative Study

In consideration of the aim of the study, the study had a qualitative approach. In contrast to a quantitative methodology, a qualitative approach more deeply emphasizes subjectivity and symbolic aspects (Bryman & Bell, 2015). The qualitative approach was considered advantageous when studying how decisions are made, since it offered tools to process understanding to a greater extent (Blumer, 1956).

In line with the qualitative approach, three observations of managers' decision-making meetings, as well as three interviews, were conducted. We believed observations, compared to for example surveys, were a richer way to understand decision-making, as it meant a greater opportunity to analyze human behavior (Guest, E. Namey, & L. Mitchell, 2013). Moreover, instead of letting managers try to explain and specify their behaviors, the observations captured discussions and decision-making on a real-time basis, in a natural setting (Lashley, 2017). The semi-structured interviews were conducted after the observations to let the managers further discuss and explain their view of the selection process, as well as recruitment and selection in general. Semi-structured interviews were considered a good complement to the observations as they were flexible, and allowed us to stay open-minded when conducting the interviews (Bryman & Bell, 2015). A detailed explanation of the gathering of qualitative data can be found in section 3.3.

3.1.2 An Abductive Process

In light of previous research, empirical data were collected, which in turn facilitated the theoretical perspective (Bryman & Bell, 2015). Theoretical and empirical insights that arose during the research process, enabled an iterative development of the research question, to make it narrower and closely linked to the theoretical perspective and empirical data. Therefore, the

study had an abductive approach to ensure a collection of relevant empirical evidence, as we continuously re-examined the theoretical perspective based on the empirical findings (Alvesson & Sköldberg, 2018). Hence, the abductive approach resulted in a deeper understanding of the different parts in the research field, and also enabled a better fit of the theoretical perspective.

3.1.3 Epistemological and Ontological Perspective

Through observations and interviews, the aim was to understand managers' decision-making, hence understand human behavior. Therefore, the study took an interpretative approach (Bryman & Bell, 2015), as it through the conducted observations and interviews, intended to interpret and understand how selections were made.

Since candidates and managers interact and exchange information with each other, the recruitment and selection process can be seen as a social interaction. Furthermore, the reality that both parties are constructing, is constantly revisited. The recruitment and selection process can thus be seen as socially constructed, and in a continuous state of revision. As we through a qualitative study have interpreted how selections are made, our implicit ontology was constructionism (Bryman & Bell, 2015).

3.1.4 Case Study

To explore decision-making, a case study was conducted, involving detailed and in-depth analysis of a single case. The method was considered appropriate as case studies are preferred for "how" and "why" questions, in contemporary events with little control over the behavioral events (Graetz & Smith, 2010; Yin, 2014). A limitation of case studies is that the results are not considered applicable to others than the organization examined (Bryman & Bell, 2015). However, because of the data collected, which later could be analyzed to gain a deeper understanding of general issues (Bryman & Bell, 2015), the case study enabled an in-depth approach (Dubois & Gadde, 2002). Therefore, the method suited the purpose of the study.

Another alternative could have been a multiple-case study between different organizations in different industries, or different positions and levels. That could have strengthened the generalizability, by comparing factors in decision-making, to find and distinguish what was common and unique. Nevertheless, considering the scope of the study, a wider scope or a multiple-case study would have affected the depth of the result negatively. Therefore, our study focused on one organization and one profession only.

3.2 Choice of Sample

3.2.1 Case Organization

The chosen case organization was a subsidiary of a Swedish corporate group, within logistics and warehousing. The organization actively works with structured competency-based methods, as they believe it increases their objectivity and transparency. Due to the need of summer workers, the case organization is frequently hiring new employees during springtime. Fortunately, this meant a great opportunity to analyze ongoing selection processes. Their competency-based approaches, as well as their recruitment and selection processes, made them appropriate to answer the research question. Thus, the organization was considered to have the potential of being an interesting case for the study.

3.2.2 Participants

As recruitment is present in most organizations, it was deemed that recruitment and selection processes were different depending on positions, companies, and industries. To ensure that this would not affect the results, the chosen managers from the organization had all interviewed candidates regarding the same vacancy. Hence, a purposive sampling technique was applied. Since the observations and interviews were made in conjunction with recruitment days, participants were selected conveniently, rather than strategically, to provide reliable empirical material.

Six managers participated in the study. At each decision-making meeting, two managers were observed, and complementary interviews were made immediately after each observation. In total, three observations took place, where managers discussed ten candidates regarding the same vacancy. Since our study has a narrative approach and the purpose of making an in-depth investigation, we argue that the number of observations and interviews was sufficient, since a smaller sample still brought a rich and deep data (Squire, Andrews, & Tamboukou, 2019). Also, Onwuegbuzie and Collins (2007) argue that a sample size of 3-5 participants is considered sufficient for case studies. Throughout the empirical gathering, we could identify patterns which also strengthen the argument that the sample was considered sufficient.

To generate representativeness, the aim was to have a nuanced sample in regards to gender. The gender distribution of the sample consisted of one woman and five men, thus, 16.7% women and 83.3% men. Although only one woman participated, it gave a fair image of the gender distribution on the managerial level at the case organization, which has 13% women, making our sample nuanced and representative. More information regarding the participants is presented in Appendix 1 and Appendix 2.

3.3 Qualitative Empirical Gathering

3.3.1 Literature Review

As suggested by Bryman and Bell (2015), the study began with a narrative literature review to find out what our study could add to existing knowledge. The review provided an overall understanding of recruitment and selection, which resulted in the design of observations and interviews. With the research question and iterative approach in mind, the designs and the theoretical perspective were constantly altered and evolved throughout the study.

3.3.2 Observations

The observations of the decision-making meetings took place the day after recruitment days, at three different dates. Usually, the managers had these meetings in a more informal context and

discussed candidates sometime after the recruitment days. However, as we were to conduct observations, the meetings were booked beforehand and thus, became slightly more formal. Nevertheless, since the managers normally had these meetings, we considered the observations to be representative of their decision-making.

The observations lasted around 35 minutes and were conducted in closed meetings rooms at the organization's office. As we sought to observe the managers' behavior, in their own setting, participant observations were made, as suggested by Bryman and Bell (2015). However, since we wanted to limit our participation as much as possible, we were sitting in the rooms without guiding or interacting with the managers. The observations were unstructured in nature (Bryman & Bell, 2015), which allowed us to observe and document many details of the participants' behavior and interactions. Due to the unstructured format, there was no need to initially make a pilot observation. Thus, all collected data was used in the study. The observations were recorded to obtain reliable data, and the managers' interactions were observed and documented by note-taking.

3.3.3 Interviews

Given the scope of the study, vacancies of warehouse workers, the study did not account for all professions within the organization. To counteract this shortcoming, interviews were conducted to understand the thinking behind the managers' decision-making, and their thoughts about selections in general.

In total, three interviews were conducted as a complement to the observations, with an average interview time of 25 minutes. An interview guide was used, see Appendix 3, but went through some minor changes after the first interview, such as making the questions more open-ended to get a more nuanced answer. Suggested by Bryman and Bell (2015), the interviews were semi-structured in nature, which allowed us to choose directions that were not always included in the interview guide. While this style might have reduced the comparability (Bryman & Bell,

2015), it made it possible to develop a deeper understanding of the managers' experiences. Also, to make the comparison of the answers easier in the stage of interpretation, all questions were at large, asked in similar wording (Bryman & Bell, 2015).

Aiming to keep the managers' experiences of their decisions fresh in memory, the interviews were conducted in connection with the observations. This reduced the risk of managers distorting or miss recollecting their experiences. The observations and interviews resulted in a more in-depth and comprehensive analysis than if only conducting one of them.

3.4 Data Analysis

3.4.1 Narrative Research Method

Interviews and observations were conducted between February 19 and March 11, 2020. Given the abductive approach of the study, it was considered beneficial that the collection of empirical data was spread over three weeks. This made it possible to continuously process the data, and thus, enabling the iterative development. Collected data was transcribed after each occasion, which made it possible to alter the designs for the upcoming occasions. After three observations and three interviews, saturation was assessed to be reached as the empirical data was extensive with recurring patterns. The original transcripts were in Swedish. However, considering the academic language of this study, the presented extracts and quotes were translated into English. Moreover, to simplify reading, extracts were modified by shortening quotes with square brackets and by removing filler words.

The empirical material was processed based on a narrative research method. The method was considered appropriate since it emphasized the role of storytelling and language in human interaction, and the understanding of reality (Bruner, 1986), which is reflected in the managers' discussions and decision-making. As observations constituted the main part of this study, the majority of the presented data belongs to the observations. We argue that a distinction between observations and interviews would not have contributed to our study, as it would not have

resulted in a different understanding. Therefore, when presenting and analyzing the empirical data, no distinction was made.

From the empirical data, managers' decision-making process could be divided into two sub-processes: the scoring of candidates' competencies, which became the basis for the second sub-process of the decision-making. Therefore, two distinctive narratives were identified, which created: *the scoring* narrative*,* and *the decision-making* narrative.

3.4.2 Analysis of Empirical Data

Suggested by Sahlstein Parcell and M. A. Baker (2018), a narrative analysis was made to interpret the empirical data to get an overview of how candidates were selected. Initially, we made the analysis individually to increase the interpretation range and reduce the risk of a too narrow analysis, which could have arisen with an initial shared discussion. By analyzing the written and recorded empirical material, different patterns about the selection process emerged, such as the two narratives presented in 3.4.1. The empirical material was then analyzed, and with support from the theoretical perspective, an understanding of how managers made their competency-based decisions emerged.

Moreover, during the observations, the managers used the word gut-feeling. Nevertheless, supported by the theoretical perspective, we interpreted intuition and gut-feeling as the same, and therefore intuition was used in the analysis.

3.5 Methodical Discussion

3.5.1 Trustworthiness

In this study, we have strived for high trustworthiness. However, by doing participant observations, we were aware of the fact that our presence in the room potentially could affect the discussions between the managers. Being observed might have affected the way they chose to

describe and motivate their decisions. The participants may also have chosen, consciously or unconsciously, not to share certain information because of fear of being judged or to glorify their behaviors. To assure *credibility,* we reduced our impact on the participants by explaining beforehand that the study was only focused on the understanding of how selections are made, with no purpose of judging or analyzing if the tools were used appropriately and if the decision-making was "correct".

Furthermore, the interview questions were neutral and open in nature, and observations unstructured. Our interpretations of the empirical material could, therefore, be influenced by our personal values and opinions (Bryman & Bell, 2015), and thus, reduce credibility. To mitigate this risk, observations and interviews were recorded and transcribed to ensure correctness.

Since it is difficult to conduct a true replication of a case study*, transferability* is not considered high. However, this is a common feature for qualitative studies, as studies' participants are exposed to constant change, hence, the studied environment and conditions are impossible to keep constant (Bryman & Bell, 2015). The lower transferability was however not considered a weakness for the study since the purpose was to understand decision-making, which required qualitative methods and in-depth analysis.

Dependability was assured as complete records of the research process have been kept accessible. The study can be considered having high transparency through a clear description of the research method, resulting in a clear research process. Although the outcome might not be the same, it is possible to replicate the study in terms of method.

To ensure the *confirmability*, different auditing methods were used as suggested by Bryman and Bell (2015). Both authors were present in all observations and interviews to correct for subjective skewness of each other, and to increase the probability of staying objective. Moreover,

all empirical data was recorded and transcribed to avoid misquoting, and our supervisor and supervision group was also involved in the process, acting as auditors to ensure confirmability.

3.5.2 Ethical Considerations

Since we were examining how managers select candidates, the empirical data was sensitive, consisting of candidates' stories and experiences, as well as of managers' discussions and decision-making. Considering that the coordination with participants was through an intermediary, the HR department, it could potentially be easy for them to identify the managers and their decisions if presenting extensive data. The ambition of this study was, therefore, to maintain a high degree of anonymity regarding the organization and participants.

To maintain anonymity, and to facilitate the readability of the empirical material, all participants were referred to as *managers* and the assessed candidates were referred to as *candidates*. Moreover, acknowledging the aspect of gender, all managers and candidates were presented with the pronoun "he", since men constituted the majority of the sample (83.3%). Also, to maintain anonymity, no deeper analysis of the gender was examined since it would have enabled a higher degree of traceability.

The case organization, and all participants, were willing to participate. The participating managers were informed that they could withdraw at any time and had a choice to reject or approve the recordings. Furthermore, to ensure that the participants felt comfortable regarding the treatment of the empirical material, they were given the opportunity to access the content before the final version had been determined. If anyone would have any comments or objections, the empirical material could be corrected or removed.

4 Empirical Data

With a narrative approach, this empirical study guides you through a recruitment and selection process. The story begins at our case organization, a subsidiary with an office and warehouse located a couple of hours from Stockholm, operating within logistics and warehousing. When entering the building and checking-in at an empty reception, it is hard to tell that more than 350 people are working there. However, by taking the stairs down to the warehouse, this suddenly changes. You will see the warehouse workers picking orders and making packages ready for shipping, as well as the managers who have the responsibility for the workers. But more importantly, they will see you. There is a welcoming atmosphere, and everyone is offering a friendly greeting when seeing you.

4.1 The Beginning of the Process

Every year, the organization hires new employees. There is always a need for additional workers during the summer. Furthermore, there are often temporary and full-time positions open. This process includes summer and temporary positions.

When the organization needs to hire new employees, they develop a job description and a requirement profile, and as soon as this process is done, the open positions will be announced. After the closing date, a CV-screening determines which candidates that are qualified to continue the process. These will receive a link with online performance and personality tests. The purposes of using the tests are to make fair assessments and to minimize the risk of any biases when selecting candidates for a second assessment, the interview.

4.2 The Middle of the Process

All relevant candidates are invited to an interview. The organization works with structured competency-based interviews aiming for objectivity, which means that they ask the same

questions to every candidate and evaluate them based on competencies. The interview questions are experience-based.

At each interview, one manager interviews one candidate, and as a tool for assessment, the manager has a scoring sheet with questions regarding competencies, such as problem-solving and adaptation. Additionally, since positions within warehousing require physical capacity, there is one question regarding health. Each candidate can get a maximum of sixteen points on competencies, and two on health/physical activity. Thus, competencies weigh the most. For a detailed scoring sheet, see Appendix 4.

4.2.1 The Scoring

After the interview, the manager who was responsible for the interview immediately scored the candidate, based on the scoring sheet, to minimize the risk of forgetting details.

Competency-Based Scoring

When the managers discussed and compared their candidates with each other, candidates that had given good and well-formulated answers got high scores. Candidates with high scores had all an easy time answering the interview questions about competencies, and they gave clear examples to most of them. They could describe a situation and explain what they did themselves and how they had made an impact.

> "He stayed optimistic and focused to solve the problem in the best possible way, so therefore I put a high score on that competency."

> "This person is very straightforward and structured, so on that competency I, of course, gave a high score. He had very clear goals, schedules, and assignments."

> "He was that kind of person, a person with many years of work experience, and these people almost always give excellent answers."

Moreover, when candidates talked about one competency, the managers could see other competencies as well, such as structure and efficiency.

> "By showing this behavior, he also showed that he was good at planning and prioritizing, despite his young age."

Nevertheless, there were also candidates that, according to the managers, had a harder time answering the questions, which resulted in low points. During these interviews, the candidates gave answers of lower quality, thus, answers lacking good explanations, formulations, and structure. Some answers were also very general or indicated a lack of competencies.

> "At this question, I couldn't even… I gave zero points on that competency. Because he never gave a concrete explanation about how he solved it."

> "It was the fact that he answered [all questions] way too general."

> "And here I got that feeling again, the feeling of a very unstructured way of working."

With the competency-based scoring, good answers proving competencies, or answers lacking evidence of skills, resulted in high respectively low scores.

Challenges with Competency-Based Scoring

However, it was not always easy for managers to score the candidates. Many times, scoring was challenging since candidates gave unclear answers.

> "I had a really hard time to understand what the [candidate's] actual problem was. He said a problem, but then the problem-solving was on something else [...] I gave him a middle score on that one."

> "You can tell that he knows, but there is not anything… Not any concrete and clarified answer of what he had done and contributed with himself."

Furthermore, younger candidates were, in general, not only very nervous during the interviews, but many also lacked work experience, which made it hard for them to show on the competencies the scoring sheet was seeking for.

> "My overall impression is that the [young] candidates get very nervous when we say it is a competency-based interview. And then it is challenging for them to give specific answers."

> "The difficulty for them, especially for this person that has never worked before, is that it is really hard for him to find answers to the questions. Because when they are only referring to school, the answers often end up being wide and open, and it is never what they have done and contributed with themselves, but what the entire group has done."

Also, the competency-based scoring sheet was not always the best predictor of who is most suitable for the jobs within warehousing.

> "We have examples of candidates getting almost the highest scores on this scoring sheet. But then it has turned out that the person neither has the physical capacity nor the dedication to work here, and consequently has quit after a few weeks. That's a waste of resources."

> "We have people who started to work here before we implemented structured interviews, who never would have gotten a job offer if we would have asked them these competency-based questions. And I can let you know; our workplace would never be the same without these people. They are perfect for the job."

Warehouse working requires physical capacity since the daily work includes using the body as the complement to other equipment. Therefore, this is an important aspect according to the managers. However, looking at the scoring sheet, the competencies weigh the most.

> "[…] that's actually a problem with this type of interview, because what is somehow most important for the work is not only the competencies, which weigh the most but [also] the physical ability, which is a minority of the total points."

4.2.2 The Decisions

When all candidates were scored, it was time for the managers to make decisions and decide whether to keep a candidate in the process, or not.

Decision-Making with a Straightforward Approach

With the competency-based scoring, several candidates ended up having low scores, while others got high. These scores were also the core of the managers' decisions. Generally, a high score meant a decision of *yes,* while a low score indicated a *no*. Thus, these decisions had a straightforward approach.

When making decisions, the managers also included other aspects that either became supportive arguments for why a candidate should be kept in the process, or supported the motivations for why a candidate should get a *no*. First of all, several of the suitable candidates who got a *yes,* preferred to work late/night shift, and had a big interest in their physical health, which were great advantages according to the managers.

> "He wants to work nights [...]. [And] for the summer, he would like to work late/night shifts [as well], so that is of course an advantage."

> "He is working out four to five times at the gym each week. And he has no injuries or allergies that we need to be aware of".

Moreover, aspects like work experience and references could make the managers more secure about their decisions.

> "He is very experienced, both within logistics and… years in the industry. And most of the answers are good, so therefore I consider it to be a *yes*."

> "He had good answers to the questions […]. He [also] has good references, many references. No complications. He said that he could give more references if needed, and that gives you a feeling that the answers are pretty much okay. I haven't checked the references yet, but from… Right now, this candidate is a *yes*."

For several candidates, the journey ended after the interview. In addition to the low scores, the managers motivated these decisions by referring to aspects such as low interest in exercising, or warning signs when the candidates' talked about their competencies.

> "And the fact that he lost all focus when he had a lot to do… Then all warning bells start to ring."

> "He is working out by walking, and now that question [about physical capacity] isn't the only crucial one, but he also had an issue with his knee [...]. Everything taken into account, this is a *no*."

Decision-Making in a More Complex Setting

In an ideal recruitment process, every candidate selection has a straightforward approach, where decisions easily can be supported by the scoring sheet. However, reality is often more complex, and almost as many times as they had a straightforward approach, the managers were struggling when trying to make decisions. In contrast to how aspects could support the managers' decisions of *yes* or *no,* additional information regarding these candidates made decision-making more challenging for the managers. Despite good scores, there were things holding them back from giving candidates a *yes*, and instead, the final decision turned out to be *unsure*, *maybe* or *neither a yes nor a no.*

Aspects holding them back varied from case to case, but regardless of variation, it resulted in uncertainty. When the managers started to reflect and discuss the candidates, they realized that all answers were maybe not that clear and structured after all, even though the total score was high.

> "The answers weren't… If you look strictly at the scoring sheet, that we should follow and go after, he is not always showing concrete behavior, in all questions. But he still gets a pretty high score."

> "He has many years of experience, but he starts to talk about irrelevant things on the questions and never gives clear answers. So, that makes me unsure. I really want and need to check the references before being able to decide on this candidate."

Another dimension of the complexity when making decisions was connected to references. When hiring a candidate, the manager conducting the interview has the responsibility to check references for candidates who are still in the process. Checking references has the function of being a safety-net for managers, as well as the organization, to check things such as work attendance. Accordingly, references can both feel and be important for managers when making decisions.

> "The biggest difficulty to decide on this candidate is the fact that he has never had a job before and he has no references, and he said he won't be able to get any reference… Not at all. Then I got this feeling, you know, when the interview isn't that perfect, the references can have a very good and important function. But without the references, which also is our routine, I put myself… [in a risk] … If we hire him."

Moreover, high scores and great competencies were not always enough, because if a candidate had no interest in working out, it made the managers very unsure, since the job is physically demanding.

> "In his cover letter he writes '[…] it will be a physical challenge for me. On the other hand, I see this work as an investment in my physical well-being, since I rarely workout in my free time'. This is a warning sign for me because it is also about the fact that he needs to be able to work here from the very beginning."

> "I always think about these aspects, for my own sake, 'Can I put my name in this candidate?'. There is an internal pressure to hire good candidates because otherwise, co-workers will react 'Who hired this one?'. But at the same time, when discussing this candidate with you, I believe that since his answers are excellent, he might be mentally strong enough to be perfect for this job. And when he starts to work here, he may start working out as well… But I don't know, it is a hard one."

One of the purposes to have structured competency-based interviews is to reduce and minimize the risk of subjective decisions. Sometimes, however, this can be challenging and complex.

> "We have been told to not make decisions based on gut-feeling, even though it is a natural thing. Without gut-feeling, we would never have survived evolution. Therefore, it is hard and challenging to completely turn it off. In one way, it is always there, since we immediately get a perception when meeting new people. […] We can have candidates getting high scores, but it is still a tempting idea to listen to the gut-feeling."

> "It can be really difficult [with candidates having no work experience]. Then you almost need to use the gut-feeling. It is [however] not that good either. […] But at some point, they must also be given a chance. It doesn't matter. We cannot always say no and stop them only because they don't have concrete answers on several questions."

As a consequence of a high degree of uncertainty, managers usually will continue to discuss the candidates with each other and/or with the HR department.

> "Sometimes there is an obvious *yes* or *no*. But at other times, it can be really difficult to score and make a decision whether to keep the candidate or not. Then it feels secure to know that you can always talk with colleagues and/or HR."

4.3 The End of the Process

This late in the process, after the decision-making, the candidates that got a *yes* are the ones that the managers think are preferable, suitable, and the right candidates for the vacancies. Before offering any job, the managers will do a check of references. If the references confirm the manager's evaluation of the candidate's competencies and abilities, the manager will call the candidate and offer the job. Hopefully, the candidate is still interested and will sign a contract. After hiring, the very last step will be onboarding with introduction days, to make the newly hired co-workers feel welcomed and part of the team.

5 Analysis

5.1 Scoring and Selection with a Competency-Based Approach

Scoring based on a structured competency-based process can be efficient and useful. When candidates gave high-quality answers with clear explanations, or lower-quality answers lacking arguments, scoring was less complicated. Aligned with Motowidlo et al. (1992), candidates with work experience could easily describe a past situation and behavior, as they could better relate to the question. In these cases, the scoring sheet made it possible for the managers to see if candidates exhibited the required competencies or not (Brennan, 2017). Furthermore, the managers had straightforward explanations of why candidates had gotten the points they had, which indicated that the structured interviews constituted a successful benchmark for evaluation (Barclay, 1999; Brennan, 2017). Structured interviews also increased the likelihood of selecting candidates suitable for the vacancies (Barclay, 1999), since a high or low score indicated a yes respectively a no. Hence, by using the scoring sheet for decision-making, the managers could rationally strengthen their arguments. They could rely on an expert system, the assessment tool, rather than using intuition, which is a desirable state according to Highhouse (2008b).

However, as humans made the decisions, intuition and unconscious biases might have existed and affected the outcome (Broflowski, 2020). Notwithstanding, regardless of existing biases or not, it was never reflected in the managers' decision-making, since the managers argued and motivated their decisions by referring to the competencies and scoring sheets. This behavior corresponds to the findings in Miles and Sadler-Smith's study (2014), that managers tried to justify their decisions with structured and non-intuition-based approaches.

These observed events, with candidates getting a *yes* or a *no*, manifest that competency-based methods can be substantially useful when candidates' responses are easy to evaluate since it then becomes an efficient tool for decision-making.

5.2 When Tools Are Not Enough for Objective Selection

However, since managers in several cases found it difficult to select candidates, ending up with decisions such as *maybe* or *neither a yes nor a no,* findings from the empirical material challenge the fact that structured processes are efficient for selections, as expressed by Barclay (1999). Candidates with less work experience could relate to the experience-based questions to a lesser extent (Motowidlo et al., 1992), which made scoring difficult. In turn, this indicates that situational questions perhaps would have been a better choice (Barclay, 1999; Goldstein, 2017). Moreover, managers' fear of hiring wrong candidates confirms the disadvantage of a structured process, that it can have a hard time to predict the organizational fit (Goldstein, 2017).

By analyzing scoring as a basis for decision-making, a question that arises is whether the competency-based process is evaluating candidates based on competencies, or evaluating them on how good they can formulate answers to the interview questions. Thus, a score itself can mislead managers, to make them believe they make the right decision by looking at the score (Brooks, 2006; Derek Martin & Pope, 2008), as in Section 5.1. In contrast, to reduce the risk of being misled, it can in fact be beneficial for managers to incorporate their own judgments when selecting candidates, rather than only considering a score.

5.2.1 Humans Are Not Rational Decision-Makers

The cases where managers found it challenging to completely consider the objective assessment can be explained by Kahneman (2011) and Simon (1987), that humans are not rational actors. Managers' rational part knew that they should select candidates with high scores, but their discussions and thoughts were parallelly influenced by their intuition and judgments. The tension between subjectivity and objectivity, that arose in managers' decision-making, can thus be related to a tension between System 1 and System 2 (Kahneman, 2011).

5.2.2 Intuition Not Along the Same Line as Competency-Based Selection

To continue to build on this tension, managers showed that they were aware of the disadvantages of using intuition when selecting candidates. At the same time, several managers expressed how they, despite high scores, could become unsure, which indicates that intuition impacted their decision-making. Thus, their intuition emerged in situations characterized by uncertainty, confirming Burke and Miller (1999). The tension between competencies and intuition made selection difficult for the managers, and therefore, they neither made an objective decision based on the score, nor a selection completely based on intuition.

Considering the theoretical perspective, there are two conflicting sides regarding intuition in decision-making (Burke & Miller, 1999; Highhouse, 2008b)**.** Managers could agree that objective selection was the most optimal. However, some of them expressed how intuition is not always something bad, since they have made intuition-based selections resulting in better outcomes than competency-based selections. Therefore, their obtained tacit knowledge, their intuition (Sadler-Smith & Shefy, 2004), could signal information regarding candidates not captured in the scoring sheet. They also expressed that young candidates must be given a chance at some point, despite not having excellent scores. This confirms Miles and Sadler-Smith (2014), that managers sometimes need to use intuition when experiencing constraints in resources, such as in the tool. It also explains why managers could get warning bells despite high points, or other feelings in contrast to the scoring sheet.

As a further example, based on managers' experiences, which influenced their intuition (Sadler-Smith & Shefy, 2004), they considered a good physical capacity important for the role. However, in the scoring sheet, physical activity only accounted for two points, compared to competencies at sixteen points (Appendix 4). Consequently, managers became unsure if a candidate had a high score in total, but low on physical activity since they were afraid that the low interest in exercising would be a limitation. This reflects upon whether competencies are of

high importance within warehousing or not, as other aspects such as physical capacity seem to be of almost equal importance when hiring. A competency-based method is, thus, perhaps not the most efficient tool for all recruitment processes. For some professions and industries, it might work excellent, for example, executive recruitments (Barclay, 1999). However, for warehousing and similar industries, additional or other tools may be more efficient to mitigate the challenges of decision-making. For instance, assessments of practical skills in the warehouse itself could probably assess the candidates' aptitudes and competencies from another angle.

Analyzing managers' decision-making also reflects upon the fact that a scoring sheet might collect data about competencies; but, that managers still get a lot of additional information about candidates that they want to consider. In the end a score can, therefore, be seen as pretty empty with limited usability for decision-making, since intuition can give the managers further indications. This confirms that intuition can be seen as a tool itself (Miles & Sadler-Smith, 2014), helping managers select relevant information before making final decisions.

Seeking for objective decision-making is far more challenging than it seems. When striving for these selections, tensions between objectivity and subjectivity, competencies and intuition, will appear. A competency-based method is considered a great tool, which can be helpful in many ways when guiding managers. Nevertheless, it seems to not always be enough as long as humans are the final decision-makers.

6 Conclusion and Discussion

6.1 Conclusion

6.1.1. Answer to Our Research Question

With a qualitative approach, this study has investigated how competency-based selections are made in practice. The study has aimed to contribute to the research gap, by answering the following question:

> *How do managers make decisions on the basis of a competency-based selection process?*

When searching for answers on how managers make their decisions, two sub-processes could be identified: the scoring, and the actual decision-making. Conducting the study, we realized that scoring was a big part of a managers' selections since scoring acted as a foundation for the decisions.

In cases where candidates' responses were easy to evaluate and score, decisions and selections were predominantly made based on the competency-based scoring. Thus, in the observed events where candidates either got a *yes* or a *no,* the competency-based approach was useful, since the score efficiently could guide the managers when selecting candidates. Therefore, we can conclude that a structured competency-based method can be a great tool to increase objectivity and to make selections easier.

Notwithstanding, from the analysis, we can also conclude that what in theory might look like a straightforward method, is not as easy in practice. When scoring was challenging, decision-making became difficult as well. Sometimes, the tool could not sufficiently capture the competencies, and additional information about the candidates was taken into consideration during managers' discussions. As a result, subjectivity fostered and a high degree of uncertainty emerged. However, with a strong tension between subjectivity and objectivity, the managers

ended up with no concrete decisions to, of their own record, minimize the risk of making a too subjective selection. One can therefore argue that the scoring sheet still impacted the decision-making, but in a way that resulted in no definite decision.

6.2 Discussion

6.2.1 Implications of Our Findings

As this study has contributed to the research gap regarding competency-based selections, the implications of our study are of high relevance for people working with recruitment and selection, as well as for management research.

First of all, our study confirms that with humans making decisions, subjectivity and intuition are hard to exclude (Kahneman, 2011; Simon, 1987). However, as many of the managers in our study were aware of the risk of using intuition, they often rationally motivated their selections, as similarly shown in the study conducted by Miles and Sadler-Smith (2014). Therefore, our study implies that even if subjectivity is hard to exclude, decisions supported by competency-based tools are presumably more objective, than without the tool. Thus, making it beneficial to use competency-based methods in selection processes.

At the same time, our results challenge the efficiency and predictability of the tool, since it was not always enough for selection. Managers encounter a lot of information regarding candidates not captured in the scoring sheet, therefore, a score can end up having limited usability since managers still consider other information when selecting candidates. This implies that practitioners, using competency-based tools, need to be aware of the limitations. Humans are complex, making it difficult to be rational, and this study has shown it can be beneficial to not always rely on selection tools. Assessment tools can be standardized to a very high degree, but the social contexts, in which people use the tools, cannot be as standardized.

Finally, studies and research indicate the importance of identifying precise needs an organization has when starting any recruitment process (Harvard Business School, 2008). However, our study implies it should be of equal importance to also analyze and identify how to best assess those needs. As recruitment and selection processes are dynamic, the results of this study show that competency-based methods should not be taken for granted as an efficient tool. When analyzing required competencies, organizations parallelly need to discuss how to assess those competencies in the best possible way. If being flexible in adapting tools after certain requirements and needs, we believe the predictability of candidates' capabilities will increase, and thus making selection easier.

6.2.2 Reflections on the Study's Scope and Transferability

Having an interpretative paradigm, our analysis and results have been influenced by our own values, opinions, and interpretations, limiting our possibility to present complete fairness of reality. What have been central processes in this study's observations and interviews, does not have to be the most crucial factors in other cases.

Doing a case study, with a scope of warehousing, has been very insightful. In one way, we realize that our study has become specific for warehousing since the profession as a warehouse worker, for instance, requires more physical capacity compared to many other professions. Therefore, as concluded in the analysis, competency-based methods are presumably differently efficient depending on the profession, and additional tools might be needed to sufficiently capture all relevant aspects for positions within warehousing. We also realize that our findings likely would have been different if covering full-time positions, since part-time positions, especially for the summer, often include young candidates. Therefore, considering the scope, and the design as a case study, the transferability of the results can be questioned.

On the other hand, reflecting on our results, we believe that similar challenges and complexities are present in many recruitment and selection processes. With the aim to make an in-depth

investigation to understand how managers make competency-based selections, our observations have shown that many aspects are taken into consideration, and that tensions between objectivity and subjectivity are hard to exclude. Therefore, we consider our results to be useful for other organizations that are using or ponder to use, a structured competency-based process.

6.2.3 Future Research

Concerning the scope of the study, it is suggested to make observations of competency-based selections on larger samples within similar organizations, but also in other industries, and professions at different levels. By conducting the study on a larger sample, and in other contexts, the study's credibility and generalizability would increase, and the relevance of the study's results would be strengthened.

We also believe, after analyzing our empirical data, that competency-based methods might work better in some industries and professions compared to others. Therefore, it would be interesting to do a study, including several selection tools, to see which tools are most valuable and accurate to best predict a candidate's organizational fit, and whether it differs depending on industry and profession.

As the research area is limited, future research could also involve how parameters such as age and gender might influence decisions based on a competency-based method. For example, whether biases as similar-to-me preferences exist, and whether the manager, for that reason, is biased. Also, it would be interesting to do a more focused and detailed investigation of whether recruiting experience affects how strictly a manager follows the recruiting guidelines, or how much intuition affects the decisions.

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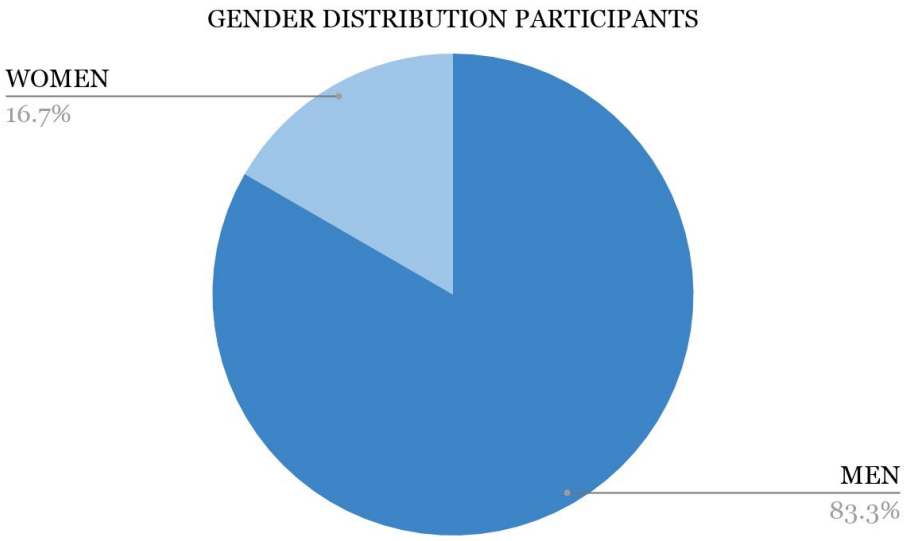
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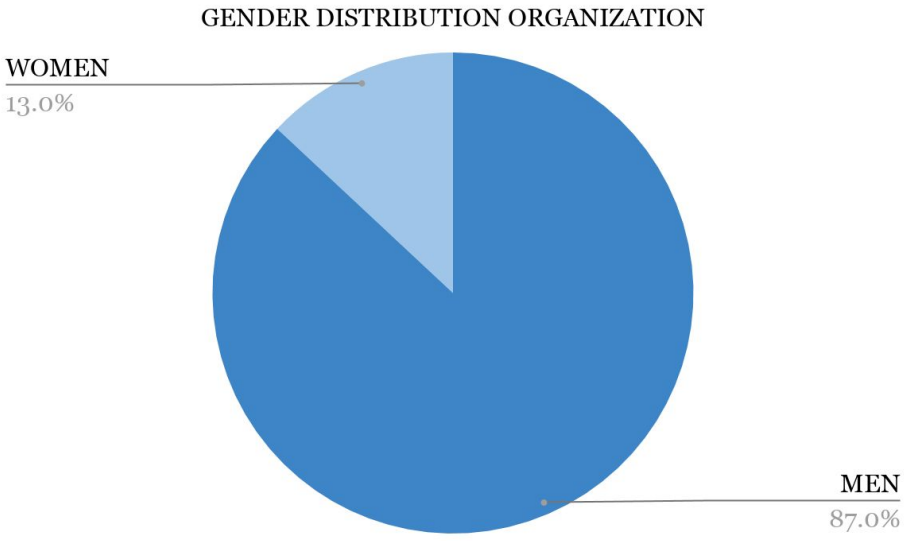
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Appendix

Appendix 1

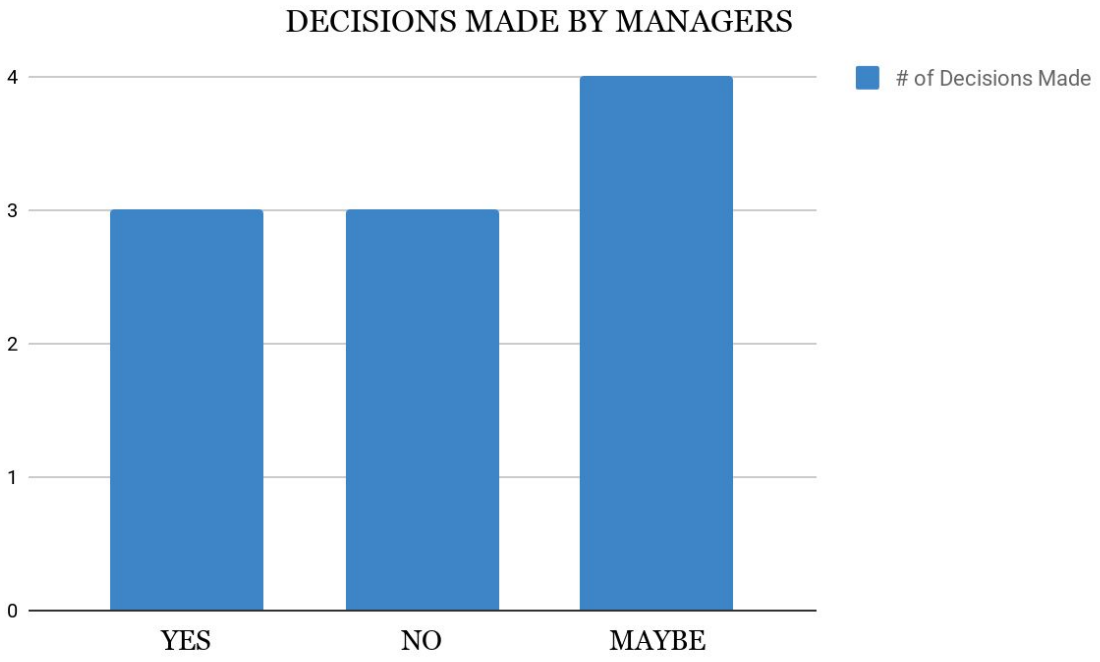
Information about sample; gender distribution of participants and organization as a whole.





Appendix 2

Information about the decisions made by managers.



Appendix 3

Interview Guide - Semi-Structured Topics and Questions

Beslutsfattande

1. Skulle ni säga att ni säga att det generellt är lätt eller svårt att ta beslut om kandidater?
2. Vad är era spontana tankar om att gå på magkänslan? Har det blivit bra eller dåliga resultat av besluten när ni gått på magkänslan?
3. Om ni tycker det är svårt att välja kandidat och komma fram till ett beslut, brukar ni då bolla kandidaten med varandra?
4. Skulle ni uppskatta om man var två personer/chefer som intervjuade en kandidat, istället för en?
5. Vilka underlag/aspekter brukar väga tyngst när ni tar beslut?
6. [Case företaget] har ett flertal mångfaldsmål. Är det något ni är medvetna om? Något ni har i åtanke när ni tar beslut?

Rekryteringserfarenhet

7. Hur länge har ni jobbat med rekrytering [på case företaget]?

Övrigt

8. Har ni något ni vill tillägga?

Appendix 4

Scoring Sheet Used by Managers at Case Organization - Scores per Competency

	Low	**Moderate**	**High**
Problem-Solving	0p	2p	4p
Structure	0p	2p	4p
Adaptation	0p	2p	4p
Collaboration	0p	2p	4p
Health/Physical Capacity	0p	1p	2p
Maximum Total Score		**18p**	