A QUALITATIVE STUDY TO IDENTIFY CORPORATE RECRUITERS’
COMPETENCIES IN WORKING WITH INDIVIDUALS WITH DISABILITIES
IN THE UNITED STATES

A Dissertation in
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by

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ABSTRACT

Although it has been nearly 25 years since the Americans with Disabilities Act (ADA) was signed into law and 40 years since the Rehabilitation Act became the first civil rights law in the United States to guarantee equal opportunity for people with disabilities, there remains a wide employment gap between people with disabilities and those without (Barrington, Bruyère & Waelder, 2014). On August 27, 2013, the U.S. Department of Labor’s Office of Federal Contract Compliance Programs (OFCCP) released final regulations outlining changes to Section 503 of the Rehabilitation Act of 1973. Section 503 requires federal contractors and subcontractors to engage in affirmative action practices regarding recruitment, hiring, promotion, and retention of protected individuals with disabilities. The most effective ways to recruit, hire, and retain talented employees with disabilities has become a critical issue in the human resources management field. In this study, ten disability inclusion experts from three different occupational areas (e.g., recruiters, professionals in the disability employment field, and support employment specialists) participated in semi-structured interviews based on the behavioral event interview technique to identify corporate recruiters’ competencies in working with people with disabilities in the United States. The Kappa test showed good agreement between the researcher’s and the second coders’ coding. Study results revealed 26 corporate recruiter competencies when working with individuals with disabilities, including six knowledge competencies, 14 skill competencies, and six attitudes competencies. Both a categorical and a holistic description of corporate recruiters’ competencies in working with individuals with disabilities were presented. Based on the
results, corporate recruiters’ competencies were proposed in a three-layer model, with attitudes competencies as the foundation, knowledge competencies as the second layer, and skill competencies as the top layer of competencies. In addition, it is suggested that corporate recruiters’ competencies in working with individuals with disabilities also be included in human resources management and professional development practices, as well as when developing and implementing strategies and interventions used in fostering corporate recruiters’, hiring managers’, or human resources practitioners’ competencies in working with people with disabilities.
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Chapter 1

Introduction

Current Disability Employment

Since the Americans with Disabilities Act (ADA) was enacted in 1990 to protect individuals with disabilities from workplace discrimination, the socially appropriate course of action has been to support the hiring of individuals with disabilities (Siperstein, Romano, Mohler, & Parker, 2006). The Rehabilitation Act of 1973 prohibited employment discrimination in the federal government based on disability and served as a foundation for the equal employment opportunities requirements in the ADA. According to the U.S. Equal Employment Opportunity Commission (EEOC, 2013a), the law forbids discrimination when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment. Yet despite the many equal employment policies for people with disabilities, this group still has a harder time entering employment than do those without disabilities, even when they are qualified, eager to work, and able to work.

On September 24, 2013, the U.S. Department of Labor’s Office of Federal Contract Compliance Programs published a Final Rule in the Federal Register that implements Section 503 in the Rehabilitation Act of 1973 (U.S. Department of Labor, 2015). Section 503 prohibits federal contractors and subcontractors from discriminating in employment against individuals with disabilities (IWDs), and requires these employers
to engage in affirmative action to recruit, hire, promote, and retain these individuals. Further, the new regulations establish a nationwide 7% utilization goal for qualified individuals with disabilities. Contractors apply the goal to each of their job groups or to their entire workforce if the contractor has 100 or fewer employees (U.S. Department of Labor, 2015). Contractors must conduct an annual utilization analysis and assessment of problem areas, and establish specific action-oriented programs to address any identified problems. Since Section 503 went into effect on March 24, 2014, many federal contractors’ and subcontractors’ recruiters or employers have been actively recruiting people with disabilities. According to a 2015 U.S. Bureau of Labor Statistics report, 17.1% of persons with a disability are employed, and the employment rate for people with disabilities declined by 0.5 percentage points from 2013 to 2014; conversely, the employment rate for people with no disabilities increased 0.6 percentage points from 2013 to 2014. The employment rate for people with disabilities is still lower than that for people without disabilities, even for those with a bachelor’s degree and higher.

Recent studies have shown that company size and disability inclusion programs are also important influences on disability employment. However, disability inclusion programs have not been found to be an effective way of hiring people with disabilities. The Kessler Foundation and National Organization on Disability (2010) found that large companies (20%) are twice as likely as small (10%) and medium (11%) companies to have a disability program. One in five companies employ a specific person or department who oversees the hiring of people with disabilities. In addition, even though the company has a disability program, most corporate managers (54%) have stated that that program is
only somewhat or not at all effective in recruiting, hiring, and retaining people with disabilities.

Stereotypes and social aspects also influence employment rates for people with disabilities, often to their detriment. For example, employers have cited a significant concern about the safety of employees with disabilities, which may indicate a misconception that all people with disabilities have safety problems due to their physical or mental conditions (Ju, Zhang, & Pacha, 2011). These stereotypes and prejudices often impede the disabled’s opportunities to be hired to perform higher-level tasks or promoted to higher-level positions. On the other hand, some researchers have had different perspectives on recruiting people with disabilities. Businesses are part of the society in which they operate, and they must consider the impact of their behavior and reputation. At present, the consumer is looking beyond the brand name at the company itself. Consumers consider hiring a person with a disability as a company’s social responsibility (Markel & Barclay, 2009). Siperstein et al. (2006) found that 75% of participants had direct and positive experiences with people with disabilities in a work environment. In their study, about 92% of consumers felt more favorably toward companies that behave in a socially responsible manner toward people with disabilities. And 87% of consumers had strong positive beliefs about the value and benefits of hiring people with disabilities.

In human resources practices, the benefits of hiring people with disabilities include recruiting qualified workers (e.g., Chomka, 2004; Gröschl, 2004; Hartnett, Stuart, Thurman, Loy, & Batiste, 2011; Hernandez et al., 2008), lowering turnover costs (Hernandez et al., 2008), avoiding significant training costs, increasing profit or productivity (e.g., reducing the likelihood of litigation, gaining government tax break,
etc.; Chomka, 2004; Hartnett, et al., 2011; Hernandez et al., 2008; Jasper & Waldhart, 2013; Luecking, 2008), and increasing employees’ commitment and loyalty (Gröschl, 2004; Hartnett, et al., 2011; Hernandez et al., 2008; Jasper & Waldhart, 2013).

Nevertheless, these benefits are based on employers providing appropriate job accommodations. Employers experience multiple direct and indirect benefits after making accommodations (Job Accommodation Network, 2013). The direct benefits include retaining a qualified employee, increasing the employee’s productivity, and eliminating the costs of training new employees. The indirect benefits include improving interactions with co-workers as well as increasing overall company morale and productivity. In fact, the accommodations needed by employees cost absolutely nothing or are low-cost (around $500), according to Job Accommodation Network (2013). Hence, if a corporate recruiter can provide appropriate accommodations to employees with disabilities, hiring those with disabilities not only helps companies increase profits but also improves organizational development. Recruiting a qualified person with a disability is a good investment in a company.

Even though many studies have cited the benefits of recruiting people with disabilities, few empirical studies have explored ways in which to recruit people with disabilities, effective methods for doing so, and what recruiters should be aware of during the recruitment process when hiring people with disabilities. Few studies on disability recruitment have been conducted because disability is rarely considered an aspect of diversity programs and there are no affirmative action requirements under the American Counseling Association (ACA; Colella & Bruyère, 2011). Another recruiting issue of interest to industrial and organizational psychologists is how certain recruiting methods
and content influence the likelihood that people with disabilities will apply. No research has been published on this issue (Colella & Bruyère, 2011).

Additionally, employers have different attitudes about recruiting those with different types of disabilities; several research studies have shown that employers have less interest in recruiting people with psychiatric disabilities (also called mental illness). Differentiating employers’ views of various types of disabilities is a critical distinction, as is the way in which industry employers view those with physical versus psychological disabilities (Jasper & Waldhart, 2013). Individuals with psychiatric disorders or hidden disabilities face different and difficult barriers than those people with obvious physical disabilities (Schartz, Schartz, & Blanck, 2002). Employer perceived moderately difficult in hiring individual with mental illness (Gilbride, Stensrud, Ehlers, Evans, & Peterson, 2000). Also, Unger (2002) found that employers expressed greater concerns over employing persons with mental or emotional disabilities than employing persons with physical disabilities.

The important role of recruiters in recruiting people with disabilities

Recruiters are not only part of an organization's human capital; they can propagate and extend its influence (Forman, 2004). A great recruiter can find, attract, and enlist tens if not hundreds of people who bring new ideas, skills, and networks to the enterprise. These new entrants become the lifeblood of the organization and the source of its future competitive strength. If this flow of talent slows or is reduced in quality, the organization can be impaired for years. Michele Miron, CIGNA's assistant director of corporate staffing, mentioned that:
We as recruiters have an inordinate opportunity here to impact on our organizations' bottom lines. If we're well trained and if we're hiring the right kind of people, we can impact turnover costs, training costs, levels of employee satisfaction and morale -- all those things that have a heavy impact on the value of a company (Miron, quoted in Beebe, 1996, p. 5).

Hence, a recruiter’s competencies are very important to a company in recruiting high potential and talent employees.

The short training course may not be an effective way to train recruiters to be competent in judging the worthiness of candidates and reasonable costs of hiring potential top people (Beebe, 1996). The recruiter is the first-line person in contacting and recruiting people with disabilities; hence, the competencies of recruiters who work with people with disabilities are very crucial in disability employment. The Kessler Foundation and National Organization on Disability (2010) suggested that employers follow five steps in recruiting and retaining people with disabilities: (1) recognize that hiring people with disabilities makes for a diverse and productive workforce; (2) appoint a dedicated recruiter to find employees with disabilities; (3) create an affinity group for people with disabilities; (4) set hiring targets; and (5) create an inclusive work environment.

**Problem Statement**

Past researchers have found that employers have various reasons for not hiring people with disabilities and challenges in hiring them (Gröschl, 2004; Hernandez et al., 2008; Houtenville & Kalargyrou, 2012; Jasper & Waldhart, 2013; Kaye, Jans, & Jones, 2011; Schartz, et al., 2002). Schartz et al. (2002) indicated that the major barriers to hiring individuals with disabilities are a lack of knowledge and experience in working
with this group. The lack of knowledge includes actual costs of accommodation and not knowing how much accommodations will cost (Gröschl, 2004; Hernandezm et al., 2008; Houtenville & Kalargyrou, 2012; Jasper & Waldhart, 2013; Kaye et al., 2011; Schartz et al., 2002), the fear of litigation (Hernandezm et al., 2008; Houtenville & Kalargyrou, 2012; Jasper & Waldhart, 2013; Kaye et al., 2011), information about people with disabilities (Jasper & Waldhart, 2013; Kaye et al., 201; Schartz et al., 2002), and the cost of health care coverage (Houtenville & Kalargyrou, 2012; Jasper & Waldhart, 2013; Kaye et al., 2011).

In addition, attitudes toward hiring people with disabilities from employers, supervisors, or managers who are decision makers is the other key factor influencing disability employment. Concerns expressed by employers include ineffective performance of people with disabilities (Gröschl, 2004; Hernandezm et al., 2008; Houtenville & Kalargyrou, 2012; Kaye et al., 2011), attitude of supervisor (Gröschl, 2004; Houtenville & Kalargyrou, 2012; Jasper & Waldhart, 2013; Kaye et al., 2011), attitude of co-worker (Houtenville & Kalargyrou, 2012; Jasper & Waldhart, 2013); attitudes of customers (Hernandezm et al., 2008; Houtenville & Kalargyrou, 2012; Jasper & Waldhart, 2013; Kaye et al., 2011), and discomfort or lack of familiarity regarding hiring people with disabilities (Hernandezm, 2008; Houtenville & Kalargyrou, 2012; Jasper & Waldhart, 2013; Kaye et al., 2011). Kaye et al. (2011) identified several reasons for an employer not hiring people with disabilities, such as not knowing how to handle the needs of a worker with a disability on the job; and not asking about a job applicant’s disability, making it difficult to assess whether the person can do the job, and so on. These concerns relate to an employer’s recruiting, job assessment, communication, and
leadership skills. Additionally, lack of outreach skills is the other challenge for employers who would like to hire people with disabilities (Hernandezm, 2008; Houtenville & Kalargyrou, 2012; Jasper & Waldhart, 2013; Kaye et al., 2011; Luecking, 2008). The Kessler Foundation and National Organization on Disability (2010) found that a lack of qualified candidates and uncertainty about the process for locating qualified candidates are two major reasons why companies have not hired more people with disabilities in the past three years.

Jasper and Waldhart (2013) recommended that future researchers explore human resource capacity as well as experience in complying with federal mandates such as the ADA to recruit people with disabilities. Lack of knowledge and skills as well as negative attitudes toward working with people with disabilities are among the main problems in hiring people with disabilities. Furthermore, employers also have greater concerns about hiring people with psychiatric disabilities or mental illness than those with physical disabilities (Dalgin & Bellni, 2008; Diksa & Rogers, 1996; Gilbride et al., 2000; Jasper & Waldhart, 2013; Ju, Robert, & Zhang, 2013; Schartz et al., 2002; Unger, 2002).

While corporate recruiters’ competencies have been developed since 1996 by CIGNA, there has been no related research on corporate recruiters working with disability populations. The problem examined in this study was the apparent absence of a validated list of competencies for corporate recruiters working with people with disabilities. Therefore, this study’s goal was to explore and identify the competencies of corporate recruiters who work with people with disabilities in the United States. These competencies were identified through behavioral event interview interviews with experts who have strong knowledge, experience, and expertise in recruiting people with
disabilities. The outcome was the identification of recruiters’ competencies for human resource practice and training.

**Significance of the Study**

Study findings have empirical and academic significance. To this point, there have been limited empirical and academic findings on corporate recruiters’ competencies. Related articles on these competencies were published by companies (e.g., AIR, 2004; CIGNA, 1996) and in non-empirical research papers (e.g., Rahman, 2012; Sullivan, 2013; Williams, 2002). This study represents pioneering empirical research on the identification of corporate recruiters’ competencies.

Improving the hiring outcomes for people with disabilities can help reduce these disparities (Jasper & Waldhart, 2012). Minority-group model describes as people with impairments as a minority subject to stigmatization and exclusion in a multicultural society that is called as minority-group model (Stanford Encyclopedia of Philosophy, 2011). This study’s findings hold multicultural significance for those people with disabilities who are the basis of the minority-group model for present disability-related research. In addition, in several studies on disability employment, respondents reported that people with psychiatric disabilities had experienced the worst discrimination; many perceived discrimination in the hiring process when they were turned down for jobs (Dalgin & Bellin, 2008; Stefan, 2002). The number of disability discrimination charges increased from 15,964 to 26,379 from 2002 to 2012 (U.S. Equal Employment Opportunity Commission, 2013a), even though Title I of the ADA prohibits covered employers from discriminating against a qualified individual with a disability with regard
to job applications, hiring, advancement, discharge, compensation, training, and other terms, conditions, or privileges of employment (Dalgin & Bellin, 2008).

In addition, the findings from this study could increase individual awareness of the basic competencies needed to work with people with disabilities in the recruiting or hiring process. Corporations enjoy many benefits from hiring people with disabilities. Houtenville and Kalargyrou (2012) summarized those benefits, which include an improved workforce (i.e., most businesses reported that employees with disabilities had the same or better attendance records as their colleagues without disabilities), a direct link to profitability (i.e., Walgreen and Verizon Wireless indicated that people with disabilities are productive labor which provide direct links to profitability), and benefits accrued from diversity and corporate social responsibility (i.e., corporate social responsibility as represented by employing people with disabilities can benefit a company financially, but such policies also combine profit and social considerations). Yet identifying methods for recruiting a qualified employee with disabilities remain a challenge for employers (Hernandezm, 2008; Houtenville & Kalargyrou, 2012; Jasper & Waldhart, 2013; Kaye et al., 2011; Luecking, 2008). The findings of corporate recruiters’ competencies may benefit to implementation of recruitment practices. Companies may provide training programs to recruiters for developing their recruitment skills and learning how to interact with people with disabilities based on this study’s findings about corporate recruiters’ competencies. Overall, study findings are significant to empirical and academic research, multicultural aspects, and implementation of recruitment practices.
Research Questions

To identify the competencies of corporate recruiters who perceive people with disabilities, the following three research questions were asked.

1. What competencies should corporate recruiters have relative to working with people with disabilities?
2. To what extent does a match exist between the competencies of corporate recruiters identified in the research literature and those competencies identified through interview results?
3. What different competencies should corporate recruiters, support employment specialists, and professionals in the disability employment field have for working with people with disabilities?

Limitations

Due to the research topic and questions, this study had three main limitations. First, disability inclusion experts should have trustworthy attitudes toward and have positive experiences with people with disabilities. Kay et al. (2011) found that only employers who were not being completely honest or who had had positive attitudes and experiences responded to the survey. Also, past researchers attempted to question few such employers directly about their attitudes and experiences with unsuccessful recruiting and hiring; participants became defensive and answered disingenuously, according to interviewers’ perceptions (Kay et al., 2011). In this study, the researcher was aware of this limitation during the interview and carefully examined data from interviews with disability inclusion experts for this phenomenon.
Second, the literature review for this study lacked publications directly related to recruiters’ competencies in working with people with disabilities—this literature is needed to fully support the research questions. In addition, there is little empirical research on recruiters’ competencies and no research or articles have looked at recruiters’ competencies in working with people with disabilities. Hence, the researcher may lack strong empirical study examples to support the research questions asked here. Third, several disability inclusion experts did not meet participant selection criteria for this study. While two corporate recruiters had not worked for ten or more years with individuals with disabilities; they were still knowledgeable about and experienced in working with people with disabilities, recruiting or hiring people with disabilities, or supervising people with disabilities. Therefore, they were still recruited to be participants in this study. Lastly, the sample size did not reach a minimum number of 12, which was suggested by Onwuegbuzie and Collins (2007). However, Guest, Bunce, and Johnson (2006) indicated that six interviews may be sufficient to enable development of meaningful themes and useful interpretations in a semi-structured interview study.

**Assumptions**

The first assumption was that the competencies of corporate recruiters who work with people with disabilities are needed and desirable in industry. It was assumed that the competencies of corporate recruiters who work with people with disabilities could help employers, supervisors, managers, and human resource employees learn how to recruit people with disabilities and provide comprehensive training to recruiters working with people with disabilities.
The second assumption was that the interview questions in the semi-structured interview are phased in a manner that is clear and understandable. Vague or ambiguous questions could result in invalid results. In addition, the qualitative data from the semi-structured interview were transcribed and interpreted accurately. The assumption of compromising the trustworthiness and inter-coder reliability was vital in this study.

The third assumption was that the criterion and referral selection procedure for the disability inclusion experts and supported employment experts followed sample criteria. Also, the research offered reasonable accommodations to participants if needed.

The final assumption was that the extended list of competencies of recruiters who work with people with disabilities stemmed from a qualitative content analysis of data from the semi-structured interview and current literature.

**Definition of Terms**

- Competencies: Boyzatis (1982) was one of the early proponents of using competencies to profile performance. He defined them as having attributes of knowledge, skills, attitudes, values, traits, motives and social role. There is a variety of definitions of competency in the literature. The definition of competency proposed by Griffiths and King (1986) was adopted in this dissertation:

> A competency is a generic knowledge, skill or attitude of a person that is causally related to effective behavior as demonstrated through external performance criteria (p. 123).

Three components were included in this definition (pp. 31–33):

- Knowledge is having information about knowing, understanding, being acquainted with, being aware of, having experience with, or being familiar with something, someone or how to do something.
• Skill is the ability to use one’s knowledge effectively.
• Attitude is a mental or emotional approach to something or someone.
• Behavioral Event Interview: “Behavioral event interview (BEI), is a semi-structured interview in which the respondent is asked to recall recent, specific events in which he or she felt effective (Boyatzis, 2009, p.751).
• Disability: “The term ‘disability’ means that an individual has (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or (c) is regarded as having such impairment.” (ADA, 2013)
• Recruitment: “The practice of soliciting and actively seeking applicants to fill recently vacated or newly created positions using a variety of methods (i.e., internal job postings, advertising in newspapers or electronic job boards/sites, utilizing search firms, or listing position with trade and professional associations, etc.).” (Society for Human Resource Management, 2016)
Chapter 2

Review of Related Literature

This literature review has three main sections: overview of competencies, corporate recruiter competencies, and competencies needed to work with those with disabilities. These concepts contribute to the development of corporate recruiters’ competencies, as gained by working with people with disabilities in industry.

This review of the related literature begins with an overview of competencies according to different types of definitions, longitudinal competency development, and competency identification approaches. The second section contains a description of the literature pertaining to corporate recruiter competency and a list of corporate recruiter competencies. The third section starts with a review of the methodology for competency identification in disability population studies; this literature is related to competencies needed by those who work with people with disabilities, including knowledge of working with people with disabilities, skills in working with people with disabilities, and attitudes toward working with people with disabilities. The literature review concludes with a brief summary of corporate recruiters’ competencies in working with people with psychiatric disabilities, identified during the review process.

Overview of Competencies

The term competency has been defined in the literature from various points of view. According to Hoffmann (1999), a variety of stakeholders have used the term for different purposes. For example, “psychologists were concerned with the concept as a measure of ability and whether the observable performance of a person represented his or
her underlying traits or capacity” (p. 275). And “human resource managers viewed the
custom of competency as a technical tool to implement strategic direction through the
tactics of recruitment, placement, training, assessment, promotion, reward systems and
personnel planning” (p. 275). Spencer and Spencer (1993) defined a competency as an
underlying characteristic of an individual that is causally related to criterion-referenced
effective and/or superior performance in a job or situation. McLagan (1997) summarized
six types of definitions of competency, including task competencies (what to do), result
competencies (the benefits to produce for the company and customers), output
competencies (what to provide to others), knowledge, skills, and attitude competencies
(KSAs = knowledge, skills, and attitudes needed to perform a specific task or job),
superior-performer differentiators (knowledge, skills, and attitudes that distinguish
superior performers from others), and attribute bundles (clusters of KSAs or tasks,
activities, outputs, and results).

Task competencies refer to a job’s tasks and activities. These are often listed in
job descriptions in a manner that lessens the amount of thinking needed, eliminates
performance variability, and spreads best practices. Result competencies add the word
‘ability’ to the mix (e.g., the ability to produce profits), so that the total contribution to
subresults equals the desired grand result. An output competency is something that a
person or team produces, provides, or delivers to meet customers’ (internal and external)
needs and receive outputs. KSA competencies refer to knowledge, skills, and attitudes
(also values, orientations, and commitments) needed to succeed; sample behaviors or
tests are provided as evidence of specific goals. Superior-performer differentiators focus
on people’s abilities as rooted in intelligence and personality. Attribute bundles is a
hybrid form of competency, including a collection of knowledge, skills, and attitudes, or
tasks, outputs, and results, such as leadership problem-solving which contains several
elements. McLagan (1997) concluded that the most common types of competency
currently in use are the task competency and the superior-performer differentiator. In
addition, Rothwell and Lindholm (1999) longitudinally summarized competency
development in the United States (see Table 2.1).

After conducting an analysis of related literature, Hoffmann (1999) defined
competencies as: (a) observation performance (i.e., individuals’ performance described as
competencies to be performed, observed, and assessed to obtain accreditation as
competent); (b) the standard or quality of the outcome of the person’s performance (e.g.,
a minimally acceptable level of performance, higher levels of acceptable performance
than had previously existed, and the need to standardize performance across parts of a
company, etc.); and (c) the underlying attributes of a person (e.g., individuals’
knowledge, skills, or abilities). A reference to a person’s underlying attributes results in a
focus on individuals’ required inputs for producing a competent performance. LaLiberte
(2005) also defined abilities as attitudes, values, dispositions, and judgments. According
to Hoffmann, the definition of competency was “by describing the existing knowledge,
skills or attitudes of competent performers, the inputs needed for the development of a
learning program could be defined” (p. 3). In this study, the definition of KSAs served as
the foundation, since recruiters develop their competencies by using knowledge, skills,
and attitudes.
## Table 2.1
**Definitions of and Methodologies related to Competencies**

<table>
<thead>
<tr>
<th>Author</th>
<th>Definition</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flanagan (1954)</td>
<td>1. Determine the general aim of the activity; 2. develop plans and specifications to collect factual incidents regarding the activity; 3. collect data; 4. Analyze data; 5. Interpret and report the requirements of the activity</td>
<td>Critical Incident Technique</td>
</tr>
<tr>
<td>White (1959)</td>
<td>Identified human trait as competence</td>
<td></td>
</tr>
<tr>
<td>McClelland (1973)</td>
<td>An underlying characteristic of a person which enables them to deliver superior performance in a given job, role, or situation. Competency can be learned and developed over time; if competencies are made visible and training is accessible, individuals can understand and develop required level of performance.</td>
<td>Intelligence testing as an approach to predicting competence - A large-scale competency program focus centered on answering one question: What competencies do successful managers exhibit that not such successful managers do not exhibit.</td>
</tr>
<tr>
<td>McLagan (1980)</td>
<td>A competency model as a decision tool which describes the key capabilities required to perform a job</td>
<td>Job competency menu to facilitate matching individuals to jobs by building block competencies.</td>
</tr>
<tr>
<td>Boyatzis (1982)</td>
<td>Certain characteristics or abilities of the person enable him or her to demonstrate the appropriate specific actions</td>
<td>Collecting and analyzing examples of the actual performance of individuals doing the work by behavioral event interview.</td>
</tr>
<tr>
<td>Spencer &amp; Spencer (1993)</td>
<td>An underlying characteristic of an individual that is causally related to criterion-referenced effective and/ or superior performance in a job or situation; and clarified that a characteristic is not a competency unless it predicts something meaningful in the real world.</td>
<td>Competency model can be developed from behavioral event interviews to identify job task by a sample of exemplary and full-successful performers.</td>
</tr>
<tr>
<td>Boyatzis (2008)</td>
<td>Competencies are a behavioral approach to emotional, social, and cognitive intelligence. (1) Cognitive competencies, such as systems thinking and pattern recognition;</td>
<td>The Learning Skills Profile (LSP) is a card-sort based on experiential learning theory. The Critical Incident</td>
</tr>
</tbody>
</table>
Several approaches have been used to identify competencies: a work analysis, a behavioral event interview, and sets of critical-incident interviews. These are used to create assumptions about the future and work-planning processes (McLagan, 1997). A work analysis focuses on high performers—they are observed as they work, and those results are recorded. The resulting competency model documents all of the tasks, outputs, or knowledge, skills, and attitudes demonstrated by those performers. A critical-incident interview involves asking current performers what situations and challenges they have faced, what their thoughts are, what they did, what they felt, and what happened; the responses from the critical-incident interview were described as tasks and/or outputs or inferred knowledge, skills, and attitudes. Sets of critical-incident interviews were based on conversations with current average and superior performers; their competencies were listed and any shared by both types of performers were eliminated. For example, to create some assumptions about the future of work and the work environment, competency requirements and current best practices must be combined.
Rothwell and Lindholm (1999) indicated that the critical incident technique would resurface to focus around significant behavioral events that distinguish between exemplary and fully successful performers. But, Boyatzis (2008) noted that a modification of the critical incident interview was adopted using the inquiry sequence from the Thematic Apperception Test and the focus on specific events in one’s life from the biodata method. Later informant assessment through 360 or assessment center and simulations coded by reliable “experts” are essential. This behavioral approach assesses a person’s talent.

In addition, Patterson, Ferguson, and Thomas (2005) used job analysis to identify core and specific competencies for three secondary care specialties (e.g., anesthesia, obstetrics and gynecology, and pediatrics). The job analysis was conducted within a two-phase program of research. Phase one was a qualitative job analysis, including 4.5-day behavioral observations by a trained occupational psychologist, critical incidents focus groups with doctors (five groups) and other health care professionals (six groups), critical incidents interview with 14 doctors and 91 patients, and reviews of relevant research literature. Phase two used a questionnaire to help specify the nature of the job as defined by experts in phase one; and 223 participants were asked to provide ratings of importance for each competency using a 5-point Likert scale (1 = of little importance, 5 = of high importance).

In summary, for this study, integration of the semi-structured interview using behavioral event interview techniques were the main techniques used to identify corporate recruiters’ competencies for working with people with disabilities.
Corporate Recruiter Competencies

A few articles reported on recruiters’ competencies. Only two studies focused on methods of developing recruiters’ competencies such as CIGNA (Anonymous, 1996) and AIR (Forman, 2004). In addition, Rahman (2012) presented a paper on “Competencies for developing recruitment and selection professionals” at the Ninth AIMS International Conference on Management in India; however, the paper lacked a description of the methodology used to develop recruiters’ competencies. Williams (2002) and Sullivan (2013) published two non-empirical articles on recruiters’ competencies in the Electronic Recruiting Exchange Network. The competencies developed by these five authors were as follows.

First, CIGNA companies identified 13 competencies to use in defining the operating characteristics of the superior staff recruiter. For each competency, CIGNA companies used knowledge and behavioral traits to describe each characteristic, as shown in Table 2.2.

Table 2.2
CIGNA 13 Competencies with Knowledge and Behavioral Description

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Knowledge Description</th>
<th>Behavioral Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action/Results Oriented</td>
<td>Understands the hiring manager’s business and staffing needs.</td>
<td>Actively sources candidates directly and through advertising, employee referrals, job postings, third parties, the Internet, and other sources, as appropriate. Acts decisively and determines quickly which candidates are worthy of pursuit and which are not. Manages recruiting process and customers to ensure progress and that positions are filled in a timely manner. Demonstrates self-confidence and instills trust in hiring managers and candidates.</td>
</tr>
<tr>
<td>Assessing People</td>
<td>Has a detailed knowledge of</td>
<td>Collaborates with hiring managers to</td>
</tr>
<tr>
<td>Behavioral Interviewing Skills and Competency-Based Selection</td>
<td>Identify competencies required for success in each job to be filled. Ask behaviorally-based questions to solicit examples of behavior to objectively assess candidates. Conducts phone and face-to-face interviews within legal and corporate guidelines. Selects, coordinates, monitors, and evaluates activities of third-party recruiting sources, including contingency recruiters, contract recruiters, and researchers. Conducts reference checks and coordinates job-related background checks through third parties within legal and corporate guidelines, as appropriate.</td>
<td></td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td>Has a detailed knowledge of legal aspects of interviewing and selection.</td>
<td>Has specific knowledge of human resource laws, current practices, issues, and trends. Has a general knowledge of recent events, current issues, and trends in the employer's industry. Has knowledge of recent events, current issues, and trends in the general economy. Answers line and human resource managers' questions and provides advice regarding recruiting sources, candidate qualifications, and interviewing techniques. Actively participates in human resource professional associations and attends educational sessions, as appropriate. Networks with other human resource professionals to exchange information on current human resource trends, practices, and issues. Read human resource journals, books, electronic material, and other sources of information regarding current human resource issues, legal rulings, and trends. Networks internally with line professionals and managers to learn about and discuss trends and issues related to the employer's business. Participates in internal and external training to stay knowledgeable about human resources, the employer's industry, and business in general.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Acumen</th>
<th>Communicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the techniques of writing reports and business correspondence. Understands active listening concepts and techniques. Has knowledge of proper telephone etiquette. Has knowledge of presentation techniques.</td>
<td>Listens with an open mind and withholds judgment of candidates until all the facts are in. Speaks clearly, concisely, and confidently. Refers to and addresses people by name. Provides a realistic job preview to each candidate by describing the position, the company, and the company culture in a positive manner. Provides timely verbal and written formal...</td>
</tr>
<tr>
<td>Creative Problem Solving</td>
<td>Has a good understanding of problem-solving techniques. Knows of alternative recruiting sources and methodologies.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Customer Focus</td>
<td>Understands the general concepts of superior customer service. Has a general knowledge of line clients' activities and history.</td>
</tr>
<tr>
<td>Dealing With Ambiguity</td>
<td>Knows the client's business. Has knowledge of typical positions in the marketplace and client's specific positions.</td>
</tr>
<tr>
<td>Negotiating</td>
<td>Has a general knowledge of negotiating skills.</td>
</tr>
<tr>
<td>Skill</td>
<td>Ability Description</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Persuasiveness</td>
<td>Has a general knowledge of sales and influencing techniques.</td>
</tr>
<tr>
<td>Priority Setting</td>
<td>Has knowledge of time management techniques.</td>
</tr>
<tr>
<td>Relationship Building</td>
<td>Has knowledge of customers' businesses.</td>
</tr>
<tr>
<td>Strategic Agility</td>
<td>Consults with multiple hiring managers and division human resources representatives to develop hiring strategies and implementation plans for both short-and long-term staffing plans. Asks line clients questions to gather information about their staffing needs, problems, and history. Analyzes information from line clients and other sources to identify key issues related to specific staffing situations. Presents concise analysis of specific</td>
</tr>
</tbody>
</table>
staffing situations with proposed solutions. Look beyond current job openings to develop staffing/sourcing strategy. Collects competitive information. Takes responsibility for handling specific customer requests and problems. Demonstrates patience with customers who make unreasonable demands.

Supporting Diversity

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Diversity</td>
<td>Has general knowledge of concepts of supporting and managing diversity. Knows of the differences and appearances in diverse cultures representative in the candidate pool. Has knowledge of interviewing techniques that are sensitive to the needs of disabled candidates and candidates of diverse cultural background.</td>
<td>Serves as a role model by exhibiting tolerance of differences and by taking action to make the employer's organization an inclusive environment for candidates of diverse backgrounds. Proactively sources candidates using nontraditional sources and techniques to ensure a diverse candidate pool. Uses verbal and written communication that is culturally neutral and inoffensive to people of diverse backgrounds. Withholds judgment toward candidates who exhibit differences that may be culturally or disability based. Consults with hiring managers and advises them in strategies and techniques to support diversity in the selection process.</td>
<td></td>
</tr>
</tbody>
</table>


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Second, Forman (2004) identified an AIRS recruiting competency model according to three high-level groupings: core recruiting skills (e.g., assess, profile and plan, source and contact, and present and close), performance traits (e.g., drive for results, inquisitiveness, sales and service orientation, relationship builder, flexibility, and passion), and executive search and partnership competencies (e.g., market intelligence, business savvy, organizational management, candidate management, and networking building). The AIRS competencies are described in Table 2.3.
<table>
<thead>
<tr>
<th>Group</th>
<th>Competencies</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Recruiting skills</td>
<td>Profile and Plan</td>
<td>Build successful candidate profiles, clarify required job skills and competencies and use the best sourcing strategies and techniques for each job category</td>
</tr>
<tr>
<td>Source and contact</td>
<td></td>
<td>Can attract and find the right candidates for each job, use each sourcing technique effectively and establish rapport with potential candidates.</td>
</tr>
<tr>
<td>Assess</td>
<td></td>
<td>Is able to use and interpret various assessment methods in order to make the most valid and reliable decisions about a candidate's fit to the company, team and job.</td>
</tr>
<tr>
<td>Present and close</td>
<td></td>
<td>Presents strengths and weaknesses of leading candidates, overcomes objections in the hiring process, sells the opportunity and negotiates final agreement.</td>
</tr>
<tr>
<td>Performance Traits</td>
<td>Drive for results</td>
<td>Is dedicated to achieving the best results, perseveres and uses metrics to analyze own performance.</td>
</tr>
<tr>
<td>Inquisitiveness</td>
<td></td>
<td>Wants to know more and understand the reasons for a problem or issue, asks intelligent questions and looks for better ways to accomplish tasks.</td>
</tr>
<tr>
<td>Sales and service orientation</td>
<td></td>
<td>Commits to quality conversations, responds quickly to questions, goes the extra step to please clients and candidates.</td>
</tr>
<tr>
<td>Relationship builder</td>
<td></td>
<td>Takes a genuine interest in people, listens well, enjoys linking people up to opportunities.</td>
</tr>
<tr>
<td>Flexibility</td>
<td></td>
<td>Adjusts easily to change, learns quickly, and understands how internal and external factors impact decisions.</td>
</tr>
<tr>
<td>Passion</td>
<td></td>
<td>Ardently believes in the value great recruiting brings to the organization, enjoys helping people achieve their goals, and is committed to integrity and the ethics of the profession.</td>
</tr>
<tr>
<td>Executive Search and</td>
<td>Market intelligence</td>
<td>Knows the external factors that impact the supply of top talent, understands the competitive position of the company and has knowledge of salary levels, supply and candidate requirements.</td>
</tr>
</tbody>
</table>
for different job categories.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business savvy</td>
<td>Understands the company's value proposition and strategy, distinguishes among opinions, activity and results measures, and constructs solid business cases to support positions.</td>
</tr>
<tr>
<td>Organizational</td>
<td>Gain respect from the hiring manager, knows the formal and informal sources of company influence, sets expectations for the hiring process, and follows through on organizational commitments.</td>
</tr>
<tr>
<td>Management</td>
<td>Gains respect from candidates, understand the motivations and interests of candidates respond quickly to questions and are able to work with many candidates at once.</td>
</tr>
<tr>
<td>Network building</td>
<td>Views every meeting as a network opportunity, uses technology to systematize candidate information, and provides regular, high value communication to network members.</td>
</tr>
</tbody>
</table>

*Note: Adapted from The AIRS Recruiting Competency Model, (pp.17-19). by D.C. Forman, 2004. Copyright 2004 by AIRS.*

Third, Rahman (2012) identified 15 competencies required for successful recruitment and categorized them according to three core competencies—core competencies (i.e., communication, relationship building, empathy, influence and persuasive ability, and flexibility), functional competencies (i.e., networking ability, result orientation, planning and organizing, ability to use hiring tools, assessment ability, and domain expertise.), and business competencies (i.e., strategic orientation, knowledge of business, market intelligence, and talent mindset). Rahman suggested that training, coaching, feedback, on-the-job training, and job rotations are effective methods of developing recruiters’ competencies in the workplace.

Fourth, Williams (2002) identified four general responsibilities of recruiters: identifying job requirements, finding candidates, assessing candidate skills, and "selling"
the organization. He then distinguished between a reactive and a strategic recruiter across these four areas of responsibility. William identified two types of recruiters: strategic and reactive. The comparison of strategic and reactive recruiters is offered in Table 2.4.

Table 2.4
Comparison of Strategic Recruiter and Reactive Recruiter

<table>
<thead>
<tr>
<th></th>
<th>Strategic Recruiter</th>
<th>Reactive Recruiter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizes job titles into a workable number of job families</td>
<td>Works from competency lists for each family</td>
<td>Looks primarily at job titles</td>
</tr>
<tr>
<td>Works from competency lists for each family</td>
<td>Works from job descriptions and old job requirements</td>
<td></td>
</tr>
<tr>
<td>May not be an expert but knows the Uniform Guidelines on Employee Selection and the Standards for educational and Psychological Testing</td>
<td>Never heard of them</td>
<td></td>
</tr>
<tr>
<td>Converts changing business strategy into job competencies</td>
<td></td>
<td>Waits for job requisitions</td>
</tr>
<tr>
<td>Knows what competencies can and cannot be measured</td>
<td></td>
<td>Makes up competencies that cannot be measured</td>
</tr>
<tr>
<td>Uses only situational or behavioral interview technology</td>
<td></td>
<td>Uses a few favorite interview questions</td>
</tr>
<tr>
<td>Takes full responsibility for sending hiring managers fully qualified candidates</td>
<td></td>
<td>Tries to get managers to do more in the hiring process</td>
</tr>
<tr>
<td>Never ceases recruiting even though there are no open positions</td>
<td></td>
<td>Recruits only when there are job openings</td>
</tr>
<tr>
<td>Conducts formal studies to determine the predictive ability of each hiring</td>
<td></td>
<td>Takes vendor claims at face value</td>
</tr>
<tr>
<td>Uses multiple hiring tools depending on the competency and required accuracy</td>
<td></td>
<td>Relies primarily on interviews</td>
</tr>
</tbody>
</table>

Note: Adapted from Are You Hiring A Reactive Or Strategic Recruiter? by W. Williams, 2002. Copyright 2013 by ERE Media
Recently, Sullivan (2013) proposed 19 competencies for identifying exceptional recruiters. Sullivan defined exceptional recruiters as those able to secure high-quality hires in key jobs. The 19 competencies are shown in Table 2.5.

Table 2.5
_Sullivan’s 19 Competencies of Exceptional Recruiters_

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rapid learning</td>
<td>Rapid learning and benchmarking are absolute necessities because not only do the recruiting market and best practices change frequently but talent competitors are continually updating their recruiting practices.</td>
</tr>
<tr>
<td>Becoming a business expert</td>
<td>Exceptional recruiter is their in-depth knowledge of the business, the product, customers, and the product competition.</td>
</tr>
<tr>
<td>A sourcing focus on not-actives</td>
<td>Exceptional recruiters focus their sourcing activities on identifying and convincing the top currently employed individuals to become candidates at their firm.</td>
</tr>
<tr>
<td>A focus on selling and relationship building</td>
<td>These recruiters build their selling skills and focus on building relationships that allow them to build trust, identify, a candidate’s job acceptance criteria, and then sell top prospects on applying for and accepting a job.</td>
</tr>
<tr>
<td>They prioritize jobs and candidates</td>
<td>Exceptional recruiters prioritize and focus on high-impact candidates and the highest-impact jobs (i.e. mission-critical jobs, revenue-generating jobs, and hard-to-fill jobs) that require the highest level of recruiting skills.</td>
</tr>
<tr>
<td>A focus on diversity</td>
<td>Exceptional recruiters understand the added business impact of diverse hires, so they develop skills and best practices to identify and sell diverse candidates.</td>
</tr>
<tr>
<td>Direct sourcing</td>
<td>Direct sourcing approaches, which includes finding and evaluating a prospect’s work online, searching LinkedIn and social media profiles, proactively seeking out employee referrals, and even cold calling. Obviously direct sourcing requires advanced relationship-building and selling skills that most recruiters simply don’t have.</td>
</tr>
<tr>
<td>Identifying not-obvious prospects</td>
<td>Exceptional recruiters look beyond the obvious job titles, degrees, and experience that top firms to find the highly qualified that others have overlooked. They also excel in selling skeptical hiring managers to the point where they will agree to interview these “not-obvious” candidates.</td>
</tr>
<tr>
<td>Building a candidate pipeline</td>
<td>Exceptional recruiters are forward-looking and proactive, which requires them to be continually sourcing and selling top prospects for future openings. Exceptional recruiters also coach top-quality candidates who were not hired in order to maintain their interest and to place them at a later date. They also excel at convincing skeptical hiring managers to consider someone who has already been rejected by another manager.</td>
</tr>
<tr>
<td>Identifying and using</td>
<td>Exceptional recruiters use current data to identify the most effective sources for...</td>
</tr>
<tr>
<td>the best sources</td>
<td>a particular job family (i.e. referrals, boomerangs, social media, etc.) and then they use the most effective sources exclusively.</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Using the best communications approaches</td>
<td>Exceptional recruiters vary their communications tools and approaches (i.e. mobile phone, text, video, social media etc.) so that they match the preferences of their target prospects and candidates.</td>
</tr>
<tr>
<td>Quality-of-hire follow-up</td>
<td>After a hire is completed, they follow up to track the performance and retention rates of their new hires. They use that information and data to improve their own hiring approach. They also conduct a failure analysis after all major recruiting failures.</td>
</tr>
<tr>
<td>Hiring manager coaching</td>
<td>Exceptional recruiters use data to convince and coach hiring managers that they work with so that the hiring manager will also continually improve both their approach and their results.</td>
</tr>
<tr>
<td>Global recruiting</td>
<td>When appropriate, the best recruiters convince hiring managers to allow global and high-impact candidates who won’t relocate to work remotely.</td>
</tr>
<tr>
<td>Expedited recruiting</td>
<td>Exceptional recruiters develop the capability of rapid hiring when it is needed to land a quality candidate who has another compelling offer.</td>
</tr>
<tr>
<td>They become visible experts</td>
<td>Exceptional recruiters realize the importance of building a personal brand, because they know that many top prospects will conduct a personal assessment on them before proceeding.</td>
</tr>
<tr>
<td>They convince recruiting leaders</td>
<td>Exceptional recruiters help their leaders build effective business cases for additional funding. They also help to convince their leaders to fund the latest recruiting technologies/tools and to adopt effective recruiting metrics.</td>
</tr>
<tr>
<td>Beyond recruiting</td>
<td>Exceptional recruiters work closely with other related talent functions (including onboarding, retention, employer branding, professional communities, and compensation) in order to improve and integrate the entire talent management process.</td>
</tr>
<tr>
<td>They don’t get caught up with fads</td>
<td>Recruiting has its share of fads, some good and some not so good (i.e. Friendster, Jobster, Facebook, Tweetajob, MySpace, etc.). As a result, exceptional recruiters try new things but they quickly use data to sort out “what works” from what happens to be popular at the moment.</td>
</tr>
</tbody>
</table>

*Note: Adapted from *Comparing The Competencies Between A “RINO” And An Exceptional Recruiter* by J. Sullivan, 2013. Copyright 2013 by ERE Media

To sum up, a total of 30 competencies were offered by CIGNA, AIR, Rahman, Williams, and Sullivan. The researcher used qualitative comparative analysis to categorize the themes of the competencies and omit duplicated competencies from these five articles. Comparative analysis is a systematically analyzing similarities and
differences across sources, typically being used as a theory-building approach, allowing the reviewer to make connections among previously built categories, as well as to test and to develop the categories further (Onwuegbuzie, Leech, & Collins, 2012). This analysis is particularly useful for assessing causality in findings across sources. A total of 29 competencies remained: action/result-oriented, assessing, business acumen, candidate management, communicating, creative problem-solving, customer and selling focus, dealing with ambiguity, empathy, flexibility, global recruiting, hiring tools, hiring manager coaches, market intelligence, negotiating, networking, organizational management, passion, persuasiveness, profile and plan, priority-setting, rapid learning, relationship-building, responsibility, strategic agility, support diversity, technology and social media, talent management, and personal brand. These 29 competencies are listed in Table 2.6.

Table 2.6

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Description</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action/result-oriented</td>
<td>Actively sources candidates directly and acts decisively and determines quickly which candidates are worthy of pursuit and which are not. Is dedicated to achieving the best results, perseveres and uses metrics to analyze own performance.</td>
<td>AIRS (2004), CIGNA (1996), Rahman (2012)</td>
</tr>
<tr>
<td>Assessing</td>
<td>Is able to use and interpret various assessment methods in order to make the most valid and reliable decisions about a candidate's fit with the company, team and job</td>
<td>AIRS (2004), CIGNA (1996), Rahman (2012), Sullivan (2013), Williams (2002)</td>
</tr>
<tr>
<td>Business acumen</td>
<td>As a result, the second most accurate identifier of an exceptional recruiter is their in-depth knowledge of the business, product, customers, and product competition.</td>
<td>AIRS (2004), CIGNA (1996), Rahman (2012), Sullivan (2013)</td>
</tr>
<tr>
<td><strong>Candidate management</strong></td>
<td>Gain respect from candidates, understand the motivations and interests of candidates, respond quickly to questions and ability to work with many candidates at once. Coach top-quality candidates who were not hired in order to maintain their interest and place them at a later date.</td>
<td>AIRS (2004), Sullivan, CIGNA (1996), Rahman (2012), Sullivan (2013)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Communicating</strong></td>
<td>Demonstrate appropriate communication skills such as active listening with an open mind, speak clearly, concisely, and confidently, as well as provide timely verbal and written formal and informal feedback. Is able to use communications tools and approaches (i.e., mobile phone, text, video, social media etc.) so that they match the preferences of their target prospects and candidates.</td>
<td>CIGNA (1996), Rahman (2012), Sullivan (2013)</td>
</tr>
<tr>
<td><strong>Customer and selling focus</strong></td>
<td>Practices active listening to surface customers' stated and unstated concerns, needs, problems, and wants. Evaluates customer needs and seeks a high level of customer satisfaction with line clients and candidates. Build up their selling skills and sells top prospects on applying for and accepting a job.</td>
<td>AIRS (2004), CIGNA (1996), Sullivan (2013)</td>
</tr>
<tr>
<td><strong>Dealing with ambiguity</strong></td>
<td>Determines when to push hiring managers and candidates for more information in order to take action or make a decision, and when to proceed without all the information desired.</td>
<td>CIGNA (1996)</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>Present attitudes of empathy and understanding during the interview.</td>
<td>Rahman (2012)</td>
</tr>
<tr>
<td><strong>Flexibility</strong></td>
<td>Adjusts easily to change, learns quickly, and understands how internal and external factors impact decisions</td>
<td>AIRS (2004), Rahman (2012)</td>
</tr>
<tr>
<td><strong>Global recruiting</strong></td>
<td>When appropriate, the best recruiters convince hiring managers to allow global and high-impact candidates who won’t relocate to work remotely.</td>
<td>Sullivan (2013)</td>
</tr>
<tr>
<td><strong>Hiring tools</strong></td>
<td>Is able to use multiple hiring tools depending on the competency and required accuracy</td>
<td>Rahman (2012), Williams (2002)</td>
</tr>
<tr>
<td><strong>Hiring manager coaches</strong></td>
<td>Use data to convince and coach hiring managers that they work with so that the hiring manager will also continually improve both their approach and their results.</td>
<td>Sullivan (2013)</td>
</tr>
<tr>
<td><strong>Market intelligence</strong></td>
<td>Knows the external factors that impact the supply of top talent, understands the competitive position of the company and has knowledge of salary levels, supply and candidate requirements for different job categories.</td>
<td>AIRS (2004), Rahman (2012), Sullivan (2013).</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
<td>Source(s)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Negotiating</td>
<td>Collaborates with hiring managers to analyze candidates' strengths and weaknesses and determine priorities. Pays close attention to wants and needs of candidates and anticipates the need to negotiate details of an offer.</td>
<td>CINA (1996)</td>
</tr>
<tr>
<td>Networking</td>
<td>Views every meeting as a network opportunity, uses technology to systematize candidate information, and provides regular, high value communication to network members.</td>
<td>AIRS (2004), Rahman (2012),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sullivan (2013).</td>
</tr>
<tr>
<td>Organizational</td>
<td>Gains respect from the hiring manager, knows the formal and informal sources of company influence, sets expectations for the hiring process, and follows through on organizational commitments</td>
<td>AIRS (2004)</td>
</tr>
<tr>
<td>management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passion</td>
<td>Ardently believes in the value great recruiting brings to the organization, enjoys helping people achieve their goals, is committed to integrity and the ethics of the profession.</td>
<td>AIRS (2004)</td>
</tr>
<tr>
<td>Persuasiveness</td>
<td>Persistently closes on qualified candidates in order to encourage them to accept offers. Uses a variety of techniques to surface and overcome objections and resistance from hiring managers and qualified candidates. Highlights to qualified candidates the benefits of working for the employer. Suggests moving on to the next logical step in filling the position when appropriate.</td>
<td>CIGNA (1996), Rahman (2012),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sullivan (2013)</td>
</tr>
<tr>
<td>Profile and plan</td>
<td>Build successful candidate profiles, clarify required job skills and competencies and use the best sourcing strategies and techniques for each job category.</td>
<td>AIRS (2004), Rahman (2012),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Williams (2002)</td>
</tr>
<tr>
<td>Priority-setting</td>
<td>Prioritize and focus on high-impact candidates and the highest-impact jobs (i.e. mission-critical jobs, revenue-generating jobs, and hard-to-fill jobs) that require the highest level of recruiting skills. Have knowledge of time management skills.</td>
<td>CIGNA (1996), Sullivan (2013),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Williams (2002)</td>
</tr>
<tr>
<td>Rapid learning</td>
<td>Rapid learning and benchmarking are absolute necessities because not only do the recruiting market and best practices change frequently, but talent competitors are continually updating their recruiting practices.</td>
<td>Sullivan (2013)</td>
</tr>
<tr>
<td>Relationship-building</td>
<td>Is responsive to qualified candidates and hiring managers, and builds trust. Uses direct and supportive communication with hiring managers and qualified candidates in formal and informal situations. Develops and maintains relationships with qualified candidates, as appropriate.</td>
<td>AIRS (2004), CIGNA (1996),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sullivan (2013), Williams (2002)</td>
</tr>
</tbody>
</table>
Competencies Needed to Work with Those with Disabilities

Past researchers were more interested in exploring the competencies of individuals working with people with disabilities in a wide variety of positions in the education (e.g., teachers; Scott, 2002) and mental health systems (e.g., psychiatrists, vocational counselor, support employment specialist, crisis counselor, residential support worker, and community support provider; Aubry, Flynn, Gerber, & Dostaler, 2005; Clement & Bigby, 2012; Corbière, Brouwers, Lanctôt, & Weeghel, 2013; Glover & Frounfelker, 2013; Niehaus & Marfels, 2010; Whitley, Kostick, & Bush, 2010). Three main methodologies have been used to identify individuals’ competencies, including quantitative, qualitative, and mixed-methods. In relation to quantitative studies, Gilbride et al. (2000) developed Employer Hiring Practices and Perception Survey (EHPPS) to examined employers’ perception of vocational rehabilitation programs and identified vocational rehabilitation counselors’ competencies. And, Niehaus and Marfels (2010) used Rehabilitation Skills Inventory-Amended 1 (RSI-I) and the International Survey of

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Description</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support diversity</td>
<td>Serves as a role model by exhibiting tolerance of differences and by taking action to make the employer's organization an inclusive environment for candidates from diverse backgrounds. Consulti...</td>
<td>CIGNA (1996)</td>
</tr>
<tr>
<td>Technology &amp; social media</td>
<td>Knowledge of using technology and social media in the recruiting process</td>
<td>Sullivan (2013), Williams (2002)</td>
</tr>
<tr>
<td>Talent management</td>
<td>Work closely with other related talent functions (including onboarding, retention, employer branding, professional communities, and compensation) in order to improve and integrate the entire talent management process.</td>
<td>Rahman (2012), Sullivan (2013)</td>
</tr>
<tr>
<td>Personal brand</td>
<td>Realize the importance of building a personal brand, because they know that many top prospects will conduct a personal assessment on them before proceeding.</td>
<td>Sullivan (2013)</td>
</tr>
</tbody>
</table>
Disability Management Practices (ISDMP) to identify two main domains with 30 competencies for disability management professionals in Germany by utilizing factor analysis. Corbière et al. (2013) also developed Behaviors, Attitudes, and Knowledge Specialists (BAKES) questionnaire to explore employment specialists’ competencies for administrating supported employment programs.

In addition, Clement and Bigby (2012) and Whitley et al. (2010) both used qualitative method—semi-structured interviews to identify front-line managers and support specialists’ competencies who provide services to people with disabilities. These two studies all adapted a critical incident technique to ask participants sharing examples of good practices about each relevant competency or skill. Also, participants were promoted to talk more about their perception of being a specific position with these competencies. For example, Clement and Bigby identified 14 competencies domains via focus groups by semi-structured interviews with a sample of 16 high-performing and five senior managers on supported accommodations for people with intellectual disabilities.

Besides quantitative and qualitative methods for competencies identification, Aubry et al. (2005) used mixed methods to identify 59 competencies for community support providers working with people with psychiatric disabilities. That study had two stages. In the first stage, researchers asked 15 community support providers to rate the importance of each of the 21 competencies in Job Activity Questionnaire. And the expert opinion survey and in-person structured interviews with critical incident technique were used with 10 consumers receiving services. The second stage utilized a card sort methodology to identify a list of core competencies as needed “Before Starting the Job” and “To Be Learned on the Job within the first six months” from the list developed in the
first stage. These relevant competencies identification studies are summarized in Table 2.7.

Table 2.7
Relevant Competencies Identification Studies by Three Main Methodologies

<table>
<thead>
<tr>
<th>Author</th>
<th>Subjects</th>
<th>Methodology</th>
<th>Competencies</th>
</tr>
</thead>
</table>
2. Advanced competencies: Provide disability issues training, perform ergonomic analyses, assist with networking, identify/address personnel needs, perform job analyses, develop/improve programs, provide career development, develop cost-effective accessibility plans, design accommodations, and assist with ADA compliance |
| Aubry et al. (2005)    | Community support providers working with people with psychiatric disabilities | Mixed-methods:  
- Stage one includes Job activity questionnaire for staffs as well as expert opinion survey and semi-structured interviews for consumers receiving the services  
- Stage two include card sort methodology to identify a list of core competencies from the list developed in the first stage and to differentiate these core competencies according to when | 1. Personal attribute  
2. Knowledge: General knowledge, specific knowledge about psychiatric/mental illness, and knowledge of community and health resources  
3. Skills: Brokerage skills, individual assessment and planning skills, as well as relationship and counseling skills |
<table>
<thead>
<tr>
<th>Authors</th>
<th>Occupation</th>
<th>Methodology</th>
<th>Findings</th>
</tr>
</thead>
</table>
| Niehaus & Marfels    | Disability management professionals | Quantitative method: Rehabilitation Skills Inventory-Amended 1 (RSI-I) and the International Survey of Disability Management Practices (ISDMP) | 1. Client-centered support with vocational rehabilitation  
2. Organizational intervention and program management |
| Whitley et al.       | Supported employment specialists   | Qualitative method: 22 semi-structured interview | 1. Initiative  
2. Outreach  
3. Persistence  
4. Hardiness  
5. Empathy  
6. Passion  
7. Team orientation  
8. Professionalism |
| Clement & Bigby      | House supervisors and senior managers on supported accommodations for people with intellectual disabilities | Qualitative method: Focus group with two-hour semi-structured interview | 1. Enhancing staff relations  
2. Providing direct support  
3. Building inclusive communities and supporting residents’ networks  
4. Support planning and monitoring  
5. Managing personnel  
6. Leading training and staff development activities  
7. Promoting public relations  
8. Maintaining homes, vehicles, and property  
9. Protecting health and safety  
10. Managing financial activities  
11. Rostering and payroll  
12. Coordinating weekday daytime supports  
13. Coordinating policies, procedures, and rule compliance  
14. Office work |
| Corbière et al.      | Employment specialist for supported employment programs | Quantitative method: The Behaviors, Attitudes, and Knowledge in Specialists (BAKES) | 1. Teaching proactive skills and strategies to obtain and maintain employment  
2. Teaching social skills and self-management  
3. Establishing relationships with stakeholders and service providers  
4. Informing clients |
Past studies focused on employers’ knowledge, skills, and attitudes in hiring people with disabilities. Jasper and Waldhart (2013) found that disability awareness training, onsite consultation or technical assistance, mentoring, visible top management commitment, disability targeted internship program, employer tax credits and incentives, short-term on the job assistance with an outside job coach, assistive technology, training existing staff, developing a targeted recruitment program for people with disabilities, flexible work schedule, centralized accommodations fund, and reassignment would be helpful to leisure and hospitality employers who sought to hire people with disabilities. In addition, Gilbride, Stensrud, Vandergoot, and Golden (2003) found three key characteristics of employers who are open to people with disabilities: (a) work cultural issues; (b) job match; and (c) employer experience and support issue. Work culture issues related to employers’ attitudes toward people with disabilities, for example, employers include people with disabilities with all workers and treat them equally. Job match as well as employer experience and support issues are more likely to fit with the skills setting of competencies. For instance, the employer focuses on the consumer’s capabilities and effectively matches the worker with the job requirements and has ability to supervise a diverse workforce. In order to classify competencies of working with people with disabilities, the knowledge, skills, and attitudes of those working with people with disabilities are discussed next.
Knowledge of working with people with disabilities

Past research has shown that employers’ knowledge of best practices for working with people with disabilities influences their decisions about hiring members of this group (Aubry et al., 2005; Bryen, Potts, & Carey, 2007; Currier, Chan, Berven, Habeck, & Taylor 2001; Colella & Bruyère, 2011; Fraser, Ajzen, Johnson, Hebert, & Chan, 2011; Fraser et al., (2010) Gustafsson, Peralta, & Danermark, 2013; Gröschl, 2004; Schartz, et al., 2002). Most employers lack knowledge of accommodations, employees with different types of disabilities, supporting resources, disability policies, and financial incentives, among other things. Knowing how to use appropriate accommodations and accessibility in the recruitment process is very important to recruiting people with disabilities (Bryen et al., 2007).

Employers’ lack of knowledge may be particularly profound for less obvious disabilities such as people with mental illness, chronic illness, learning disabilities, and so on. For example, employers often confuse learning disabilities with mental retardation or Attention Deficit Disorder, or perceive their ADA responsibilities to primarily relate to accommodating physical disabilities (Schartz et al., 2002). Hence, those who lack knowledge expect applicants and employees with disabilities to be proactive and advocate for the accommodations that they need. A lack of knowledge about appropriate accommodations may in part be fueling employers’ fears about the costs of accommodations. The most important element in successful supported employment is educating employers about employees with disabilities’ needs and identifying supports that meet those needs (Gustafsson et al., 2013; Schartz et al., 2002).
Considering the perceptions and stereotypes surrounding people with disabilities, and the case study organizations’ accommodations and support systems, such as employee assistance programs already in place and easily and inexpensively tailored towards the particular needs and wants of employees with disabilities, education and guidelines for these managers could provide the basis for future changes in the case study organizations’ human resources strategies (Gröschl, 2004). Colla and Bruyère (2011) identified four common types of accommodations: (1) assistive technologies (e.g., screen reader, adapted keyboard, hearing aid, etc.); (2) environmental accessibility (e.g., ramps, automatic door, ergonomic tables, etc.); (3) personal assistance (e.g., job coach, assistant, personal assistance service, etc.), and (4) job restructuring (e.g., reassignment to different job, reassign tasks to coworkers, flextime, etc.) to support employees with disabilities in companies.

In addition, there are some benefits of hiring people with disabilities that may not be known by general employers. For example, human resources representatives would receive benefits from an understanding of the financial incentives for hiring qualified workers with disabilities (Fraser et al., 2010). Fraser et al. (2011) also found that representatives in small or middle-sized companies were less familiar with vocational rehabilitation and accommodation training. Large companies appeared to maintain their commitment and were more aware of tax credits and available accommodations.

Various types of knowledge relating to working with people with disabilities were identified in two studies. First, Aubry et al. (2005) identified general knowledge (i.e., knowledge of relevant ethical standards related to provision of community support), specific knowledge about psychiatric/mental illness (i.e., knowledge of how different
mental disorders affect functioning), and knowledge of community and health resources (i.e., knowledge of community and health resource) as absolutely necessary competencies to be learned on the job. In addition, Currier et al. (2001) identified 21 knowledge domains in disability management. These twenty-one were: (1) rationale for disability management; (2) business practices and operations; (3) definition and components of disability management and disability management model; (4) employment and disability-related legislation, compliance strategies, and program intervention; (5) corporate lexicon; (6) basic interpersonal communication skills; (7) teaching, training, and presentation techniques; (8) negotiation and conflict-resolution strategies; (9) legal and forensic aspects of business, disability, and rehabilitation; (10) labor and management collaboration and negotiations; (11) union work rules and regulations; (12) managed health care, behavioral health care, and workers’ compensation systems; (13) health care ethics; (14) employee assistance programs, resource, and principles; (15) public benefit programs; (16) psychosocial aspects of chronic illness and disability; (17) rehabilitation service delivery systems; (18) theory and techniques of case management; (19) job analysis, modification, and accommodations; (20) mental health and psychiatric disability concepts; and (21) clinical practice guidelines for health and disability care management.

Skills in working with people with disabilities

Several studies have identified skills employers, human resources, support employment specialists, or managers who work with people with disabilities should have (Aubry et al., 2005; Bryen et al., 2007; Chomka, 2004; Colella & Bruyère, 2011; Gilbride et al., 2003; Glover & Frounfelker, 2013; Gröschl, 2004, 2007; Kessler Foundation & National Organization on Disability, 2010; Whitley et al., 2010). Findings from these
Several key findings on skills required for people who work with those with disabilities have been reported. Aubry et al. (2005) identified the required skills of community supporters who work with those with psychiatric disabilities as having two stages—required skills before starting the job and skills to be learned on the job.

Competencies in work practices skills include being able to work on a team, adopting a professional approach to work, and maintaining confidential information on those receiving service who have been identified as needing competencies before starting the job. Some skills must be learned on the job, including brokerage skills (i.e., assists...
persons receiving services to identify, access, and benefit from relevant community resource), individual assessment and planning skills (i.e., assists persons receiving services to identify needs and aspirations), relationship and counseling skills (i.e., providers emotional support to persons receiving services when needed and wanted), work practice (i.e., time management skills), and supporting community living roles (i.e., facilitate involvement of persons receiving services in community activities).

Communication skills are also important to human resources in building relationships between employees with and without disabilities (Gröschl, 2004). Based on his findings on human resources policies and practices in hiring people with disabilities in the hotel industry, Gröschl (2007) suggested several human resources strategies for integrating people with disabilities into the organization. These included communication, diversity awareness training, proactive initiatives, relationship maintenance, internal job coach, and collaboration with partners. Chomka (2004) indicated that partnerships with supported employment agencies are important to selecting a qualified disabled employee.

Job match as well as employer experience and support issues are key characteristics of employers who are open to employing people with disabilities (Gilbride et al., 2003). Job match understood to mean professionalism (i.e., the employer focuses on the consumer's capabilities and effectively matches the worker with the job requirements), assessment and communication (i.e., the employer obtains input from people with disabilities on their ability to perform job duties, and he or she includes people with disabilities in all accommodation discussions), empathy (i.e., the employer focuses on essential rather than marginal functions), as well as job coach (i.e., the employer offers internships that often lead to jobs). Employer experience and support
issues relate to supervision (i.e., the employer has the ability to supervise a diverse workforce) and collaboration with partners (i.e., the employer views the community rehabilitation program or other rehabilitation agency as a partner and as an ongoing employment support resource).

Outreach and networking are helpful to recruiters in hiring qualified candidates with disabilities. Bryen et al. (2007) found that a significant number of employers utilized information and networking recruitment strategies to hire people with disabilities who reply on augmentative and alternative communication devices. Also, employment-related network and alternative interview methods (e.g., via email or computer chat room) are significant resources for those seeking people with disabilities. Various recruitment methods are used by employers to recruit people with disabilities, including referrals (e.g., internal/external referral, job agencies, association, friends, etc.), and job posting/advertising (internal/external job posting, online job posting, advertisement, etc.). The most common recruitment methods are referrals (Bryen et al., 2007; Kessler Foundation & National Organization on Disability, 2010). Ways in which companies recruit people with disabilities include referrals (employee referrals, 70%; friend/word-of-mouth, 62%) and online job boards (58%), non-profit or community-based service provider agencies (40%), and state or federal providers (39%), such as vocational rehabilitation (Kessler Foundation & National Organization on Disability, 2010). In addition, job analysis is an important skill for job seekers (Colella & Bruyère, 2011). Job analysis offers important information on the minimum level of sensory and motor requirements for performing each task; incumbents and supervisors estimate the importance of various knowledge, skills, and abilities for performing tasks. Chomka
(2004) indicated that undergoing a pre-selection process is a good recruitment strategy for checking a disabled individual’s suitability.

Recent researchers have been interested in studying supported employment specialists’ competencies. Whitley et al. (2010) conducted 22 semi-structured qualitative interviews to identify desirable characteristics and competencies of supported employment specialists who work with people with severe mental illness. The supported employment specialist has the following roles: outreach to and engage potential clients, provide job placement and development, and provide follow-up supports. Eight dimensions were identified: (1) initiative; (2) outreach; (3) persistence; (4) hardiness; (5) empathy; (6) passion; (7) team orientation; and (8) professionalism in accurately representing characteristics and competencies for successful functioning. Based on these findings, team orientation, professionalism, and passion are the top three competencies for the supported employment specialist who works with people with a mental health illness (see Table 2.8).

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
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<tbody>
<tr>
<td>Initiative</td>
<td>Initiative often leads to decisive action in the field that is used to facilitate engagement, deepen relationship with clients and employers, and outreach.</td>
</tr>
<tr>
<td>Outreach</td>
<td>Outreach was considered imperative to developing close and trusting relationship with employers and clients, as well as for updating, deepening and expanding specialists’ database.</td>
</tr>
<tr>
<td>Persistence</td>
<td>Persistence and perseverance are key attributes in the successful delivery of supported employment because the job involved a lot of rejection and frustration.</td>
</tr>
<tr>
<td>Hardiness</td>
<td>Hardiness is more about being “thick-skinned” and not having a negative emotional reaction to setbacks or occurrences.</td>
</tr>
<tr>
<td>Characteristic</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Empathy</td>
<td>Empathy specifically refers to an ability to empathetically partake in and understand the experience of the client at an emotional as well as cognitive level.</td>
</tr>
<tr>
<td>Passion</td>
<td>Passion refers to a palpable sense of ardor and zeal for the job; excitement and enthusiasm are often expressed as essential to successful performance.</td>
</tr>
<tr>
<td>Team orientation</td>
<td>Team orientation includes relevant communications and collaboration with other treatment teams that includes case management, social worker, nurse care coordinators, therapists, psychologists, psychiatrists, program administrators, or a congeries of human resource.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Professionalism refers to both human service techniques (e.g., empowerment) and corporate business techniques (e.g., sales and customer services).</td>
</tr>
</tbody>
</table>


Glover and Frounfelker (2013) used ground theory to identify more and less successful employment specialist competencies. The researchers observed specialists for an average of 12 hours each while they performed duties related to vocational engagement, vocational assessment, job development/finding, follow-along supports, and job termination/leaving supports. They analyzed field notes, included verbal statements and behaviors of specialists and consumers, descriptions of observation locations, and memos or summary notes by the ground theory approach. They found that more successful employment specialists worked efficiently, developed egalitarian relationships with consumers, and collaborated well with other partners. Less successful employment specialists understood the model but lacked these behavioral skills. The identified
competencies of employment specialists include efficiency, relationship with consumers, and collaboration with partners (see Table 2.9).

Table 2.9
_Glover and Frounfelker’s (2013) Competencies of Employment Specialist_

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficacy</td>
<td>Efficacy refers to how the specialist structured and managed time, prioritized duties, and responded to challenges.</td>
</tr>
<tr>
<td>Relationship with consumers</td>
<td>Specialists’ attitudes, statements, and behaviors defined their relationships with consumers like partnerships with consumers that are characterized by following their preferences, verbalizing expectations of mutual support, and communicating in a transparent and explicit manner.</td>
</tr>
<tr>
<td>Collaboration with partners</td>
<td>Successful collaboration with partners involves focusing interactions on obtaining and providing relevant information to partners such as current and potential employers, supported employment teams, clinical/mental health treatment teams, and consumers.</td>
</tr>
</tbody>
</table>

Using this information, the researcher integrated 21 skills into the list of recruiters’ competencies and deleted duplicate domains such as assessing and planning, communicating, empathy, networking, and passion. The remaining 16 competencies were brokerage skills, collaboration with partners, confidentiality, diversity awareness training, efficiency, hardiness, initiative, internal job coach, persistence, pre-selection process, professionalism, recruitment methods, supervision, supporting, team orientation, and time management.

**Attitudes toward people with disabilities**

Recent research has shown that employers’ attitudes toward employees with disabilities are not only more favorable toward employing persons with disabilities in the workplace but also view workers with severe disabilities as dependable, productive workers who can interact socially and foster positive attitudes among their coworkers (Unger, 2002). However, only a few articles indicated that employers with positive
attitudes toward people with disabilities (e.g., Walters & Baker, 1996) had found that employers or recruiters who attended job fairs were more likely to hire persons with disabilities and had positive attitudes toward them.

Employer attitudes toward people with disabilities in the workforce by such factors as types of employee or applicant disabilities, previous experience with workers with disabilities, size of employer, and sector of business or industry (Domzal, Houtenville & Sharma, 2008; Unger, 2002). For example, employers expressed greater concerns about employing persons with mental or emotional disabilities than about employing persons with physical disabilities (Ju et al., 2013; Unger, 2002). Employers’ previous experiences with individuals with specific disabilities such as deafness, mental retardation, epilepsy, and psychiatric disability also led them to report more favorable attitudes toward hiring applicants with the same disabilities (Schartz et al., 2002). Unger found that research conducted after the implementation of the ADA offered no significant findings related to business size and employers’ favorable attitudes toward persons with disabilities in the workplace. However, recent research findings have shown that large companies (250 or more employees) actively recruit people with disabilities (Domzal, Houtenville & Sharma, 2008; Houtenville & Kalargyrou, 2011; Jasper & Waldhart, 2013). Diksa and Rogers (1996) found that the social services sector offers the most hospitable work environment for persons with psychiatric disabilities among all employment sectors studied. However, there have been inconsistent findings on the business or industry sector and employer attitudes toward people with disabilities in recent studies (Ju et al., 2013; Unger, 2002). Nevertheless, large employers tend to hold more positive views of disability awareness training, onsite consultation or technical
assistance, and mentoring than do medium- and small-sized companies; large employers also believe that these three strategies are helpful in hiring people with disabilities (Jasper & Waldhart, 2012). Walters and Baker (1996) concluded that employers’ and recruiters’ knowledge and probable acceptance of Title I of the ADA is moderately correlated to their attitudes toward individuals with disabilities.

In general, research on stereotypes attached to people with disabilities indicates that these stereotypes and the related stigma of hiring people with disabilities may lower productivity (e.g., workers with disabilities have low performance and lack necessary skills; Gröschl, 2004; Hernandezz et al., 2008; Walters & Baker, 1996), higher costs of accommodation (Fraser et al., 2010; Hernandezz et al., 2008; Walters & Baker, 1996), high frequency of absences (Fraser et al., 2010; Hernandezz et al., 2008), superstition issues (Fraser et al., 2010; Hernandezz et al., 2008), and potential litigation (Fraser et al., 2010).

Researchers who have examined employers’ stereotypes about people with disabilities identified several strategies for improving employers’ stereotypes about hiring these individuals. Walters and Baker (1996) suggested that people with disabilities and their advocates must design, implement, and evaluate educational programs to improve attitudes toward individuals with disabilities. Also, work culture issues also influence employers’ attitudes toward hiring people with disabilities (Gilbride et al., 2003). For instance, employers’ open attitudes toward working with people with disabilities (e.g., employers treat workers with or without disabilities equally and are egalitarian and inclusive), flexible and personal management style, focusing on workers’ performance, not his or her disability, as well as providing accommodations and cafeteria-style benefits
are helpful in hiring members of this group. In addition, Aubry et al. (2005) divided personal attributes into two subcategories: values and attitudes (i.e., shows sensitivity to and respect for individual differences, demonstrates a positive attitude towards people with psychiatric disabilities, adopts caring and supportive attitude towards person receiving service, etc.) and personal characteristics (i.e., is sincere and genuine in interactions with others, demonstrates common sense and good judgment, adopts a positive and optimistic view of others, etc.), and indicated that these were absolutely necessary competencies for community support providers. In addition, demonstrating sensitivity and understanding of personal difficulties as well as adopting an approach guided by service recipient needs and desires are competencies identified as “To be learned on the job”. Gröschl (2004) indicated that greater disability awareness within the organization in order to change any biases shown by employers or workers without disabilities would improve the disability work environment.

In summary, thirteen competencies were identified for those working with people with disabilities: (1) advocacy, (2) positive attitude, (3) supportive attitude, (4) flexible and personal management, (5) providing accommodations, (6) providing cafeteria-style benefits, (7) sensitivity, (8) respect, (9) caring, (10) sincere and genuine interaction, (11) optimistic view, (12) understanding their needs and desires, and (13) adopting.

To sum up, these relevant studies about competencies needed for working with individuals with disabilities in a wide variety of positions such as teachers, vocational counselors, and support employment specialists provide the authors a comprehensive scope of competencies that corporate recruiters might acquire when they work with employees with disabilities. In this study, the author would base on the finding of the
literature review to explore and categorize corporate recruiters’ competencies in working with people with disabilities.

**Chapter Summary**

This literature review raised a number of salient findings, including the following: (a) a list of 29 recruiters’ competencies; (b) five knowledge competencies for working with people with disabilities; (c) 16 skills competencies for working with people with disabilities; (d) 13 attitude competencies for working with people with disabilities; and (e) different types of disabilities. Previous experience with workers with disabilities, size of employers, and business and industry sectors are four main factors influencing employers’ attitudes toward hiring people with disabilities. A total of 63 competencies were identified in the literature review.

With respect to research methodology, methods used to identify the competencies of people recruiting those with disabilities typically are qualitative, quantitative, or mixed-method. Since the competencies of corporate recruiters have not been identified in previous research, the researcher adopted qualitative methods in this study to identify the corporate recruiters’ competencies for working with people with disabilities.
Chapter 3

Methodology

The literature review documented competencies lists of corporate recruiters who work with people with disabilities have been developed using a variety of approaches. For example, some studies have utilized scientific approaches such as the behavioral event interview to identify a competency model. Some competencies have been developed and validated via information gathered through different questionnaires, and incorporating quantitative techniques.

In this study, to comprehensively identify the competencies of corporate recruiters who work with people with disabilities, the researcher chose a qualitative approach for analyzing results from a semi-structured interview. The behavioral event interview technique was used to explore the competencies of corporate recruiters who work with people with disabilities and to gain a professional consensus about those competencies that would increase this group’s psychosocial perspectives on hiring people with disabilities. Specifically, the research questions include:

1. What are competencies that corporate recruiters should have relative to working with people with disabilities?

2. To what extent does a match exist between the competencies of corporate recruiters identified in the research literature and those competencies identified from interview results?
3. What are different competencies that corporate recruiters should have relative to working with people with disabilities among three disability inclusion expert groups?

This chapter begins by illustrating the three-phase approach undertaken to complete this study (see Figure 3.1). Additionally, this chapter provides a general overview of the research design, including qualitative strategies/methods, characteristics of the behavioral event interview technique, participant selection, semi-structured interview protocol, data collection, data analysis, and strategies for enhancing trustworthiness.
Figure 3.1. Outline of research methodology

**PHASE 1 Design Research**
- Environmental scan
  - Determine research focus
  - Conduct literature review
  - Select qualitative methods design
- Participant selection
  - Determine target population and sample
  - Identify sampling techniques: Disability inclusion and support employment
  - Design behavioral-event interview protocol

**PHASE 2 Semi-structured Interview**
- Data collection
  - Description of participants
- Data analysis using NVivo 10
  - Constant comparison analysis
  - Keyword-in-context analysis
  - Classical content analysis
  - Domain analysis
  - Taxonomic analysis
  - Inter-coder reliability
- Strategies for Trustworthiness
  - Credibility: Triangulation, and member check
  - Transferability: Thick description and purposeful sampling
  - Dependability: Native English speaker transcript
  - Confirmability: Inter-coder reliability, and writing journal and memos

**PHASE 3 Identify Competencies**
- Finalize the list of recruiters’ competencies
- Discuss results and implications
- Offer conclusions
Three-Phase Methodology

Phase 1: Research design

Phase one of the study design had five steps: (1) utilize environmental scanning to determine research questions; (2) conduct a literature review to identify corporate recruiters’ KSA competencies for working with people with disabilities; (3) select an appropriate qualitative method/approach design; (4) determine the target population and sample; and (5) identify appropriate sampling procedures. The researcher applied the *environmental scanning* technique to further understand incumbent challenges in disability employment as well as to determine research interests and questions through interviews with disability experts (e.g., the director of the Disability Office Services, ADA specialist, etc.), corporate recruiters, and faculty members. Environmental scanning is defined as “the study and interpretation of the political, economic, social and technological events and trends which influence a business, an industry or even a total market” (Kroon, 1995, p. 76). In addition, according to Fraenkel and Wallen (2006), “A literature review is helpful in two ways. It not only helps researchers glean the ideas of the others interested in a particular research question, but it also lets them read about the results of other (similar or related) studies” (p. 67). Onwuegbuzie, et al. (2012) demonstrated the ways in which 17 qualitative data analysis techniques may be used to analyze literature, including constant comparison, domain analysis, taxonomic analysis, componential analysis, talk, observation, document, etc. Classic content analysis was used to analyze literature on the KSA competencies of recruiters working with people with disabilities. Onwuegbuzie, et al. (2012) indicated that classic content analysis is a
clear and efficient way to synthesize the literature on best practices for conducting and writing on qualitative research.

**Qualitative research**

This study adopted a qualitative methodology design in exploring participants’ narratives of their experiences. Definitions of qualitative research vary by focus and context. Creswell (2013) defined qualitative research as:

> Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive, established patterns or themes (Creswell, 2013, p.44).

Leech and Onwuegbuzie (2007) also defined qualitative research as designed to obtain insights into regular or problematic experiences and the meaning attached to these experiences by selected individuals and groups, under certain conditions. In addition, qualitative data have many features: (a) providing naturally occurring information, (b) collecting in close proximity to the specific situation such as via direct observation or interview, with the influences of local context taken into account and not discarded, (c) containing some inherent richness and holism, with strong potential for revealing complexity, (d) collecting data over a long period, allowing for longitudinal analyses, or (e) studying how cultural meaning might be exchanged and negotiated as a result of intercultural attempts to find solutions to problems (Leech & Onwuegbuzie, 2007).
Woolsey (1986) pointed to the critical incident technique as an exploratory qualitative method for research shown both to be reliable and valid in generating a comprehensive and detailed description of a content domain. Flanagan (1954) utilized the critical incident technique in developing ethical standards for psychologists, measuring task proficiency, selecting and classifying personnel, designing job procedures and equipment, identifying motivation and leadership attitudes, and identifying factors in effective counseling. Especially as employed in the present study, the Behavioral Event Interview (BEI) is an adaptation of the critical-incident interview originally developed by Flanagan (1954) and later elaborated by Dailey (1971) (McClelland, 1998, p331). This technique involved obtaining an accurate recording of the person’s behavior (and internal thoughts while doing it), and came from multiple sources (Boyatzis, 2009). Therefore, the researcher adopted in this study the behavioral event interview technique as a qualitative approach appropriate for identifying the competencies of corporate recruiters working with individuals with disabilities.

**Participant selection**

Participant selection is critically important to the semi-structured interview approach. Sample selection is also an important contributing factor to the validity and reliability of the semi-structured interviews approach. Those who participate in a semi-structured interview must have the appropriate knowledge of and interest in the topic (Hasson, Keeney, & McKenna, 2000). The sample should be fairly homogenous and share critical similarities related to the research question (DiCicco-Bloom & Crabtree, 2006). Often the selection of the study sample of “experts” occurs via a non-probability sample technique, whether for purposeful sampling or criterion sampling (DiCicco-
Bloom & Crabtree, 2006; Hasson et al., 2000). The criterion and referral- sampling technique (also called multiple snowball sampling or chain sampling), which was presented by Onwuegbuzie and Collins (2007), was applied in this study. According Onwuegbuzie and Collins, criterion sampling involves “choosing settings, groups, and/or individuals because they represent one or more criteria.” (p. 286); and after beginning data collection, the researcher conducts subsequent analyses to verify or contradict initial results from referral sampling. Chain referral sampling is defined quite similarly to snowball sampling, it relies on a series of participant referrals to others who have experienced the phenomenon of interest (Penrod, Preston, Cain, & Starks, 2003).

**Selection of disability inclusion experts.** To select participants for phase 1 and phase 2, the researcher focused on the disability inclusion expert group. Disability inclusion experts were selected to discuss their professional experiences in working with people with disabilities, and also their knowledge of hiring the disabled, ADA, and Equal Employment Opportunities. Ericsson, Krampe, and Tesch-Römer (1999) indicated that many characteristics once believed to reflect innate talent are actually the result of intense practice extended for a minimum of 10 year, in which called expertise. Two main professional networks were tapped to recruit disability inclusion experts. First, the U.S. Business Leadership Network (USBLN) is engaged in the employment of and customer service to individuals with disabilities. Second, the Career Opportunities for Students with Disabilities (COSD) is an organization that provides resources and consultation that aid universities and employers in recruiting, hiring, and retaining students with disabilities. The researcher contacted the USBLN and participated in a COSD conference to obtain a list of disability inclusion specialists and disability inclusion experts in
corporations and non-corporation settings (i.e., professional disability employment researchers, educators, and faculty members). After receiving an initial list of disability inclusion specialists and disability inclusion experts in corporations and non-corporations from USBLN and COSD representatives, the researcher contacted each individual to determine: (a) if he or she met the expert criteria (see Table 3.1), (b) whether or not the person would be willing to participate in the semi-structured interview, and (c) if the individual could refer the researcher to additional experts who might meet the criteria and be willing to participate in this study. With regard to the validity of participants involved in the disability inclusion workplace, the researcher examined whether disability inclusion experts met the USBLN Workplace Disability Inclusion criteria in using the USBLN Workplace Disability Inclusion Assessment Tool. USBLN (2011) has provided a USBLN Workplace Disability Inclusion Assessment Tool, including 21 items in five categories (e.g., recruitment, employment, diversity supplying, technology access, and marketing). Participants who worked in a corporation received the USBLN Workplace Disability Inclusion Assessment Tool before the interview, and were required to determine whether their company met at least one criterion in the five categories. Additionally, even if a participant was determined to be a disability inclusion expert based on participant selection criteria, if that participant lacked knowledge of accommodations for employees with disabilities or the job accommodation process for employees with disabilities, he or she would not be considered a qualified participant.

Selection of supported employment experts. To select participants for phase 1, the researcher recruited supported employment experts. Supported employment agencies such as the Office of Vocational Rehabilitation, Clubhouse, and Project SEARCH are
examples of disability employment agents operating in the labor market. The objective of supported employment is to achieve employment and inclusion in the workplace for people with disabilities through close and continual support. Previous research has highlighted the important role played by disability employment agencies and disability advocates in recruiting and hiring people with disabilities (Hernandezm et al., 2008). Supported employment agencies provide services to employees with disabilities, employers, and fellow employees in the form of a job coach. The researcher contacted the Office of Vocational Rehabilitation in Pennsylvania, Clubhouse, and Project SEARCH to recruit supported employment experts to participate in the semi-structured interview in phase 1, and determined whether those individuals met the expert criteria. Specific criteria for participant selection and group assignment are listed in Table 3.1.

Table 3.1

\textit{Participant Selection Criteria}

<table>
<thead>
<tr>
<th>Disability Inclusion Experts</th>
<th>Supported Employment Experts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 10 or more years of professional/practical experience directly related to disability in industry.</td>
<td></td>
</tr>
<tr>
<td>• Published and/or presented on disability inclusion topic, emphasizing employment, recruitment, and hiring topics.</td>
<td></td>
</tr>
<tr>
<td>• Disability and/or human resource-related professional organization.</td>
<td>• 5 or more years of professional/practical experience directly related to people with disabilities in supported employment agencies.</td>
</tr>
</tbody>
</table>

\textbf{Sample size.} Sample size is as important as the choice of a sampling scheme because it also determines the extent to which the researcher can make statistical and/or analytic generalizations (Onwuegbuzie & Collins, 2007). With regard to sample size for
semi-structured interviews, Onwuegbuzie and Collins (2007) suggested that a minimum sample of 12 represents an appropriate number of interviews for qualitative research. Many published studies on semi-structured interview-related competency studies that focused on the identification of or attitudes toward people with disabilities included 18 to 27 participants in the semi-structured interview process (Aubry et al., 2005; Bryen, Potts, & Carey, 2007; Clement & Bigby, 2012; Whitley et al., 2010). Twenty participants were invited to participate in the semi-structured interview in this study; and ten participants agreed to participate in the semi-structured interviews.

**Semi-structured in-depth interviews**

Semi-structured interviews are the most widely used interview format for qualitative research with an individual or group (DiCicco-Bloom & Crabtree, 2006). The interviewer needs to develop and use an interview protocol that includes a list of questions and topics. The interviewer follows the interview protocol but is able to follow topic trajectories during the conversation even when the conversation does not follow the guide regarded as appropriate by interviewers. In this study, the researcher adapted behavioral event interview technique to conduct semi-structured interviews.

**Instrument design.** In this study, the researcher applied the behavioral event interview technique in one-hour semi-structured interviews. The semi-structured interview involved seven open-ended questions designed to solicit background information (e.g., academic background, job title, job function, personal experience of working with disability, current employees with disabilities, and disability employment in current company) needed to determine whether interviewees met the selection criteria for participants. To answer this study’s three research questions, six open-ended questions
were developed to comprehensively identify the competencies of corporate recruiters who work with people with disabilities. A behavioral event interview design was selected so that the researcher could ask current performers about situations and challenges they have faced, their thoughts, what they did, what they felt, and what happened; participants were encouraged to offer their answers as tasks and/or outputs or inferred knowledge, skills, and attitudes (Clement & Bigby, 2012; McLagan, 1997; Patterson et al., 2005; Whitley et al., 2010). The researcher followed the behavioral event interview approach in developing interview questions, including two general questions relating to recruiters’ competencies in working with people with disabilities, two specific situations in which the participant’s skills as a recruiter had been utilized in recruiting and hiring people with disabilities, and two specific questions relating to recruiting or hiring people with different types of disabilities and recruiters’ considerations of recruiting or hiring people with disabilities. Detailed descriptions of semi-structured interview questions may be found in Appendix A.

**Phase 2: Semi-structured interview**

**Data collection**

**Description of participants.** A total of twenty participants were recruited from among a group of corporate recruiters, disability inclusion experts, and supported employment experts for semi-structured interview—either face-to-face or by phone. Ten participants agreed to engage in the semi-structured interviews, including four corporate recruiters, three disability professionals, and three support employment specialists. Their average work experience was ten years. Key demographics of participants appear in Table 3.2.
Interview. A pilot interview was conducted to gain an overall perspective of the flow of the whole interview and to test the utility of the interview questions. Original questions were slightly revised after the pilot interview. In the pilot study, the researcher focused on recruiters who work with individuals with mental illness or psychiatric disabilities. After the interviews with three disability inclusion experts, all disability inclusion experts emphasized that recruiters could not have any inclination of recruiting or hiring individual with specific disability, like visible disabilities or invisible disabilities. For example, the researcher revised interview questions from “what should a corporate recruiter know or be aware to do if he/she would like to recruit people with mental illness or psychiatric disabilities?” to “what should a corporate recruiter know or be aware to do if he/she would like to recruit people with disabilities?”. After revising the questions from the pilot interview, the researcher sent a recruitment letter (see Appendix B) to 20 disability inclusion experts, and subsequently ten disability inclusion experts agreed to participate in this study. After the researcher scheduled the interview appointment with participants, a formal research invitation was sent to the ten participants, including the semi-structured interview questions, a consent form approved by Institutional Review Boards at the Pennsylvania State University (see Appendix C),

Table 3.2
Demographics of Phase Two Participants (N=10)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Disability Inclusion Area</th>
<th>Year in Disability Employment</th>
<th>Experience of Working with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male (4)</td>
<td>Corporation (4)</td>
<td>1–5 (3)</td>
<td>Yes (10)</td>
</tr>
<tr>
<td>Female (6)</td>
<td>Professional organization/association (3)</td>
<td>6–10 (3)</td>
<td>No (0)</td>
</tr>
<tr>
<td></td>
<td>Support employment agency (3)</td>
<td>Over 10 (4)</td>
<td></td>
</tr>
</tbody>
</table>
and the USBLN Workplace Disability Inclusion Assessment. Actual interviews were conducted from September 10th, 2014 to February 18th, 2015, and all were recorded electronically. At the beginning of the interview, the researcher briefly clarified the research purpose and confidentiality statements for participants, and received all ten participants’ oral consent. Then the researcher began to interview the participants. During the course of the interview process, some prompts for additional related questions clarified meaning. Usually the interview lasted one to one and one-half hour per participant. All records were verbatim-transcribed by a professional transcriber using MovieCaptioner software, and were exported to the text format. The researcher utilized NVivo 10 to review transcriptions and audiorecording again, and revised the missing and incorrect parts of transcriptions.

Data analysis

After the researcher collected qualitative data from the semi-structured interviews, a series of data analysis procedures were conducted, including organizing audio documents, transcribing text, reading through the data, writing memos, developing a qualitative codebook, and analyzing data using NVivo 10. NVivo is a software program that supports qualitative and mixed methods research and helps the researcher easily organize and analyze unstructured information from interviews, focus group discussions, surveys, audio, social media data, YouTube videos and web pages (QSR International, 2013). Onwuegbuzie et al. (2012) cited 17 qualitative data analysis techniques; in this study the researcher adopted five phases of qualitative analysis strategies, including constant comparison analysis, keywords-in context, classical content analysis, domain analysis, and taxonomic analysis.
**Phase 1 constant comparison analysis.** *Constant comparison analysis* is used to systematically reduce sources(s) to codes inductively, and then enables the development of themes from the codes. These themes may become headings and subheadings. Leech and Onwuegbuzie (2007) indicated that some authors use the term “coding” when referring to this type of analysis. To perform a constant comparison analysis, the researcher first read through the entire set of data and, based on the review of the literature, a codebook was developed, including categories and themes. After doing so, the researcher chunked the data into smaller meaningful parts. Then the researcher labeled each chunk with a descriptive title or a code (see Table 3.3).

<table>
<thead>
<tr>
<th>Chunks</th>
<th>Code for each Chunks</th>
</tr>
</thead>
<tbody>
<tr>
<td>So, that’s important from a people and relationship perspective to have that level of empathy and awareness</td>
<td>Empathy attitude</td>
</tr>
<tr>
<td>They should have an understanding of reasonable accommodations</td>
<td>Accommodation knowledge</td>
</tr>
<tr>
<td>Provide or explain deep job description to access their qualification</td>
<td>Assessing skills</td>
</tr>
<tr>
<td>So I would say that competency is best embodied in the word empathy in addition to awareness, and then also just the knowledge of the right kind of language to use</td>
<td>Profiling and plan skills</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phase 2 Keywords-in-context.** *Keywords-in-context* involves identifying keywords and utilizing surrounding words to understand the underlying meaning of the keyword in a source or across sources (Onwuegbuzie, et al., 2012). To perform a keywords-in-context analysis, the researcher read through the data and identified keywords, namely, words used either frequently or in an unusual manner (see Table 3.4).
Phase 3 classical content analysis. Classical content analysis entails systematically reducing source(s) to codes deductively or inductively, and then counting the number of codes (Onwuegbuzie, et al., 2012). In performing classical content analysis, the researcher counted the number of times each code was utilized. This type of analysis is helpful when there are many codes; use of this technique enables the identification of which codes are used most and which might be the most important concepts for the interviewee (see Table 3.5).

Table 3.4

<table>
<thead>
<tr>
<th>Keywords-in-Context</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate recruiters should make no assumptions about candidates who apply for position with their company</td>
<td>Corporate recruiter should be unprejudiced</td>
</tr>
<tr>
<td>Corporate recruiters should treat all candidate equally</td>
<td>Corporate recruiter should be unprejudiced</td>
</tr>
<tr>
<td>The best solutions, we think, is proactively educating recruiters and mangers to remind them that they need to consistently ask fact-based questions that relate to the job</td>
<td>Corporate recruiters and hiring manager should have diversity awareness training</td>
</tr>
<tr>
<td>You are educating the hiring manager in how to test the wide talent</td>
<td>Corporate recruiters and hiring manager should have diversity awareness training</td>
</tr>
</tbody>
</table>

Table 3.5

<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>186</td>
</tr>
<tr>
<td>Types of disabilities</td>
<td>52</td>
</tr>
<tr>
<td>Accommodations</td>
<td>51</td>
</tr>
<tr>
<td>Supporting resources</td>
<td>27</td>
</tr>
<tr>
<td>Disability policy (Law)</td>
<td>29</td>
</tr>
<tr>
<td>Business acumen</td>
<td>23</td>
</tr>
<tr>
<td>⇒ Nature of work</td>
<td>1</td>
</tr>
<tr>
<td>⇒ Market intelligence</td>
<td>7</td>
</tr>
</tbody>
</table>
Right kind of language to use 4
Skills 426
  Diversity training 72
    ⇒ Internal job coaching 4
    ⇒ Hiring manager coaching 6
Collaboration/networking 55
  ⇒ Relationship-building 15
Communication 47
Professionalism 45
  ⇒ Priority-setting 5
  ⇒ Persuasiveness 4
  ⇒ Organized 4
  ⇒ Negotiating 3
  ⇒ Matching 5
  ⇒ Action- and result-oriented 4
  ⇒ Creative problem-solving 7
Interviewing 35
Recruiting methods 33
Assessing 30
Flexibility 30
  ⇒ Flexible and personal management 17
Candidate management 28
  ⇒ Talent management 2
Profile and plan 20
Organizational management 13
Technology and social media 13
Initiative 11
Customer and selling focus 11
Attitudes 183
Supportive 81
  ⇒ Understand their needs and desires 28
  ⇒ Provide accommodations 25
  ⇒ Adopt 5
Positive 34
  ⇒ Unprejudiced 13
Proactive 19
Respect 18
Empathy 17
Phase 4 domain analysis. *Domain analysis* involves utilizing the relationships between symbols and referents to identify domains in a source(s) (Onwuegbuzie, et al., 2012). To perform domain analysis, the researcher utilized semantic relationship to help uncover domain. This step also helped the researcher to generate a flowchart by taxonomic analysis (see Table 3.6).

Table 3.6
*Examples of Relationships in Domain Analysis*

<table>
<thead>
<tr>
<th>Type</th>
<th>Relationship of X and Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strict Inclusion</td>
<td>Matching is a kind of Professionalism</td>
</tr>
<tr>
<td></td>
<td>Understanding customer and selling focus is a cause of profile and plan</td>
</tr>
<tr>
<td>Rationale</td>
<td>Knowing support resources is an attribute of recruiting methods</td>
</tr>
</tbody>
</table>

Phase 5 taxonomic analysis. *Taxonomic analysis* entails creating a classification system that categorizes the domains in a pictorial representation (e.g., flowchart) to help the researcher understand the relationship among the domains (Onwuegbuzie, et al., 2012). To perform taxonomic analysis, the researcher conducted domain analysis and found the relationship between all domains in order to generate a flowchart that presented the relationship among domains (see Figure 3.2).
Figure 3.2. Corporate recruiters’ competencies relationship according to taxonomic analysis. In the study, each parent node (i.e., skills, knowledge, and attitudes) had their own child nodes (sub-themes). The arrow lines present the hierarchy, and the none-arrow lines present the association between two nodes.
Strategies for Trustworthiness

Trustworthiness is the examination of data for their truth value, applicability, consistency, and neutrality (Lincoln & Guba, 1985) in a qualitative design. Criteria for trustworthiness include credibility (internal validity in a qualitative study), transferability (external validity in qualitative study), dependability (reliability), and confirmability (Lee, 1998; Lincoln & Guba, 1985). Credibility relates to the accuracy and completeness of the phenomenon description (Lee, 1998). Member check was one credibility technique used to examine the internal validity of the semi-structured interview in this study.

Member check is a frequently used approach in which the investigator takes summaries of the findings back to key participants in the study and asks them whether the findings are an accurate reflection of their experience (Creswell & Clark, 2006; Lincoln & Guba, 1985). Transferability relates to the generalizability of the study’s inferences (Lee, 1998). Thick description and purposive sampling are two transferability tactics used to examine the external validity of the semi-structured interviews in this study. The researcher was responsible for collecting sufficiently detailed descriptions of data in context and reporting them with sufficient detail and precision to make transferability judgments possible on the part of potential appliers (Lee, 1998; Lincoln & Guba, 1985).

Dependability involves accounting for (or explaining) the dynamic, changing qualities of the study’s phenomenon of interest (Lee, 1998; Lincoln & Guba, 1985). Interview agreement is one of the dependability strategies used to examine the reliability of semi-structured interviews in this study. Inter-coder agreement is a basic procedure that involves an individual in the coding of a transcript and subsequent comparison other coders to determine whether they arrived at the same codes and themes or different ones.
(Creswell & Clark, 2006; Lee, 1998). Confirmability relates to a study’s objectivity.

Reflexible journal (or reflective journal) is a type of diary where researchers reflect on how their biases, values, and personal background shape interpretations formed during a study (Creswell, 2008). A reflective journal was used to examine confirmability in this study. Table 3.7 presents those indicators and strategies that enhanced the trustworthiness of this study.

Table 3.7
*Indicators and Strategies Used to Enhance the Trustworthiness of the Study*

<table>
<thead>
<tr>
<th>Indicator of Trustworthiness</th>
<th>Supported Employment Experts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credibility</td>
<td>• Triangulation: Reference to multiple sources regarding the topic (literature, journals, other reference person’s narratives)</td>
</tr>
<tr>
<td></td>
<td>• Member check: Verification from participants about analysis results and findings Experts examination: Consulting with three disability inclusion experts from industry, professional organization, and support employment agency regarding emerging categories and themes and obtaining their feedback</td>
</tr>
<tr>
<td>Transferability</td>
<td>• Thick description: Rich and detailed description about participants’ experience and analysis process</td>
</tr>
<tr>
<td></td>
<td>• Purposeful sampling: Stratified sampling to include, disability employment expertise, years of experience, level of positions</td>
</tr>
<tr>
<td>Dependability</td>
<td>• Asking a native English speaker to transcript</td>
</tr>
<tr>
<td></td>
<td>• Intercoder agreement</td>
</tr>
<tr>
<td>Confirmability</td>
<td>• Keeping a process journal</td>
</tr>
<tr>
<td></td>
<td>• Writing memos</td>
</tr>
</tbody>
</table>
**Inter-coder reliability.** To increase the credibility of coding, the researcher trained one individual as a second coder uninvolved in and unfamiliar with this research on the meaning of the themes and concepts. The second coder coded three interviews independently until comfortable with the categories and the task. The researcher evaluated reliability by calculating values of Kappa (Cohen, 1960), which is the appropriate index of rater agreement when nominal (rather than ordinal) categories are involved. Values for Kappa above 0.60 represent “substantial” agreement and above 0.80 represent “almost perfect” agreement (Landis & Koch, 1977, p. 165). The researcher used NVivo 10 to calculate the values of Kappa. The average value of Kappa across multiple resources was 0.30 and the percentage of agreement was 95.75. Then the researcher reviewed and compared the coding from the researcher and the second coder, and found that second coder only coded one or two phrases as a domain. The researcher coded a complete sentence as a domain that caused the low values of Kappa in NVivo 10. After revising the coding, the average value of Kappa was 0.70 and the percentage of agreement was 96.4%, which indicates good agreement between the researcher and the second coder’s coding.

**Phase 3: Identify Competencies**

Based on findings from the semi-structured interview, the researcher finalized the list of recruiters’ competencies, discussed results and implication, and offered conclusions.
Chapter 4

Findings

This chapter presents the results of this study. The study was conducted according to the qualitative research design, details of which were set forth in chapter 3 (see Figure 3.1). This chapter begins with a brief review of this study, including purpose, research questions, and research methods. The results of corporate recruiters’ competencies in working with people with disabilities follow, along with a description of the themes that emerged from five phrases of data analysis. Finally, a summary of the results is presented.

Review of the Study

The purpose of this study was to identify the competencies of corporate recruiters who work with people with disabilities in the United States. To identify the competencies of corporate recruiters, the following three research questions were asked:

1. According to the semi-structured interview, what are competencies that corporate recruiters should have relative to working with people with disabilities?

2. To what extent does a match exist between the competencies of corporate recruiters identified in the research literature and those competencies identified from the semi-structured interview results?

3. What are different competencies that corporate recruiters should have relative to perceiving people with disabilities among three disability inclusion expert groups?
To explore these questions, ten semi-structured interviews with behavioral event interview techniques were conducted from September 10th, 2014 to February 18th, 2015. The entire interview time ranged from one hour to one and one-half hours per individual participant. All interviews were transcribed and coded. The NVivo 10 program was used for constant comparison analysis, keyword-in-content analysis, classical content analysis, domain analysis, taxonomic analysis, and inter-coder reliability, with results then used to generate categories and themes, compare categories and themes from the literature review and semi-structured interviews, and compare the categories and themes that emerged in interviews among the three disability inclusion expert groups.

Results

This section contains a report on the results of this study—competencies of corporate recruiters in working with people with disabilities, a comparison between corporate recruiters’ competencies as detailed in the literature review and findings from the semi-structured interviews, and the different perceptions of corporate recruiters’ competencies between three disability inclusion expert groups. The results were based on KSAs competencies (McLagan, 1997) model to identify three main categories of corporate recruiters’ competencies in working with people with disabilities: Knowledge, Skills, and Attitudes. The analysis of the collected data pointed to six major themes in the knowledge competencies category, 14 major themes in skills competencies, and six major themes in the attitudes competencies category. To ensure all participants’ privacy and confidentiality, interviewees are referred by their employment—that is, as R if recruiters,
P if professionals, and S if support employment specialists—each individual was assigned both a letter and a number (R1, R2, R3; P1, P2, P3; S1, S2, S3).

**Corporate recruiters’ competencies in working with people with disabilities**

**knowledge competencies**

The knowledge competencies category included six major themes: Type of disabilities, Accommodation, Support resources, Right kind of language to use, Disability policy/law, and Business acumen. And there are two sub-themes of Business acumen. A total of 186 references indicated knowledge competencies, and Type of disability and Accommodations have been cited in over 50 references (see Table 4.1). Although Right kind of language use only had four references, it offered a strong attribution of communication and interview skills in the skills competencies category.

Table 4.1

*Themes and Reference Counts of Knowledge Competencies*

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<th>Themes</th>
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<td>Types of disabilities</td>
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<td>Accommodations</td>
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<td>Support resources</td>
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<td>Business acumen</td>
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<td>⇒ Nature of work</td>
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**Type of disabilities.** Knowledge of type of disabilities was described 52 times by all participants. All participants indicated that corporate recruiters should have strong
knowledge of different types of disabilities. All participants stated that the competency of knowledge of disabilities can increase corporate recruiters’ disability awareness etiquette and social etiquette with individuals with disabilities; also, corporate recruiters should know how to provide interview or job accommodations to individuals with disabilities if they are aware of different types of disabilities. The following are examples of participants’ narratives regarding knowledge of types of disabilities.

R3: I would say corporate recruiters should be trained in regards to social etiquette for working with people with disabilities as well as understanding the recruiting process and accommodation process. So, especially if a candidate requests an accommodation that a recruiter knows how to handle it and escalate that accommodation to the appropriate individual.

P1: And if whatever types of disabilities, if the person discloses that they need an accommodation, then ask questions about they can effectively accommodate and not probe more deeply into the disability or the ideology of it or even the symptoms of it, but more how it will affect their working ability and what the organization can do to accommodate it.

S1: I think this is lacking with corporate recruiting in general, is just to have knowledge of mental illness in general and psychiatric disability in general. I think there's a lot of misconceptions. I think there's a way the media and popular culture portrays mental illness is very different than ramifications that hiring a person with a mental illness would have. So, I think the first part is more knowledge. And I think that is part of corporate recruiting. There's no knowledge as to how hiring a person with a mental illness could benefit the company and how to work with a person with a mental illness.

Accommodations. Knowledge of accommodations was described 51 times by nine participants. Nine participants indicated that corporate recruiters should have strong knowledge of accommodations; therefore, a corporate recruiter not only can enhance the interview process’s efficiency and effectiveness but they or employers can provide appropriate accommodations to individuals with disabilities if they have knowledge of the accommodations competency. The following examples focus on knowledge of accommodations.
R2: And as well as to make the recruiter aware that at every point along the way that we should be offering, not just to this applicant, but to all applicants that if there are any accommodations that are required or requested that they should be made aware of that so that they’d be able to consider and bring those accommodations to the actual interview process.

P3: They should have an understanding of reasonable accommodations and how those accommodations can often be very affordable and easy solutions to overcome what may have previously been a barrier to employment.

S1: I had someone who worked for a supermarket and she was constantly washing her hands. Like, she would just stay in the bathroom washing her hands, washing her hands. And she was getting back to work late. And she disclosed to her employer that she had an obsessive compulsive behavior’s. So, I was able to work with this employer and we were able to set a timer on her phone. So, when she went to break, she hit the timer and she would know she only had a certain amount of time to have lunch and she couldn’t spend all that time washing her hands in the bathroom.

**Disability policy.** Knowledge of disability policy was described 29 times by nine participants. Six participants indicated that corporate recruiter should know more about disability policy. Six interviewees believed that it is helpful to know about current disability policy because armed with this knowledge corporate recruiters or employers will not violate government policy or law and will provide equal employment opportunities and a diversity inclusion work environment to people with disabilities. The following are participants’ narratives regarding knowledge of disability policy.

R4: I think that if recruiters are familiar with local and federal laws, that would be helpful.

P1: I think, you know, giving them information about people with disabilities rights under the ADA

S3: …hey, we're an Equal Opportunity Employer and we want diverse people. Sometimes when we call those companies back we don't always get a response. Like, now that there have been regulation changes last year, especially for the federal contractors throughout and the requirements that they have to hire a certain percentage you know, being aware to recruit is even more important in making those relationships.
Support resources. Knowledge of support resources was described 27 times by nine participants. Seven participants indicated that corporate recruiters with knowledge of support resources can help corporate recruiters find qualified candidates with disabilities, share hiring strategies for those with disabilities or disability employment information with other corporations, consult on disability policy with professional organizations, and provide appropriate referral information to individuals with disabilities. The following are examples of participants’ narratives regarding knowledge of support resources.

R1: Yep, so we have an employer resource group or ERG, called our Professionals with Disabilities Network. It’s something that launched this year spurring off our Disability Caregivers Network, which has existed for many years...

R3: ...you know, somebody would ask me if they need accommodations, I would make sure that they know what the accommodation process is. If they need to talk to our EAP services, you know, if they feel they need to share something with them and just letting them know that these are different options that are available to them as well.

R4: ...And if they know specifically where they can go in their company, such as employer relations department, or a legal department, whichever group within the company can handle those requests for guidance by the recruiter, I think if they know where they can go, where they can turn to for assistance or for guidance would be helpful.

S3: You know, the other part of that is making sure that, as a recruiter, they connect themselves to an organization like a business leadership network who can kind of help them enhance their strategy of where they’re posting jobs of who they have relationships with of what relationships should look like.

Business acumen. Knowledge of business acumen was described 23 times by nine participants. Knowledge of business acumen included two sub-themes: Market intelligence and Nature of work. Seven participants stated that corporate recruiters who know more about the nature of work and have access to market intelligence could search for target candidates easily and find good qualified candidates who really fit into the
position. The following are examples of participants’ narratives regarding knowledge of business acumen

**R2**: So, they should have at least a background in or an understanding of the business that they're involved in. And that includes and understanding of the practices that that particular corporation provides. So, whether that is professional services, consulting, banking, manufacturing, sales, a recruiter should have a pretty robust knowledge, at least at a high level for each of those areas.

**R4**: I think the recruiter should have knowledge of the market that they're working in. I think that they should have knowledge of the specifics of the role It doesn't need to be...so that they could actually know enough to do the job themselves. So, in IT, in information technology they may not be a strong technologist themselves as a recruiter, but I think they need to have a strong understanding of what that role is, what it means to the department, what it means to the manager, how it fits in so that they can understand if they're talking to a candidate that is a possibility for that position.

**P1**: hey need to have knowledge of their own industries, for one thing. They need to understand the nature of the work within their industry. And they should also understand why that industry is important and it's trajectory so that they can describe that to clients.

**Right kind of language to use.** Knowledge of the right kind language to use was described four times by three participants. These three participants indicated that knowledge of the right kind of language to use could increase the comfort level for individual interactions with people with disabilities. The following are examples of participants’ narratives regarding knowledge of the right kind of language to use.

**R2**: Having that again, that heightened sense of awareness as to what is the right comfort level for the individual on a unique interaction. Interaction basis is very important. So, I would say that competency is best embodied in the word empathy in addition to awareness. And then also just the knowledge of the right kind of language to use.

**P1**: You know, it's an area that's one of the scarier areas for employers. And so that more education needs to be done there. Because many supervisors don’t know what kinds of questions they can ask and they don’t know what kinds of accommodations that they could possibly make for the person.
S2: You can look at someone with Down Syndrome and know, okay, this person has Down Syndrome. Someone with depression or Schizophrenia, you can’t see that. So, a lot of times...and I’m shocked recruiters would ask this, they should know better, they want to know what’s wrong with them? What’s the diagnosis? And I can’t do that.

Skills competencies

The skills competencies category included 14 major themes: Diversity Training, Collaboration/Networking, Communication, Professionalism, Interview skills, Recruiting methods, Assessing, Flexibility, Candidate management, Profile and Plan, Organization management, Technology and Social media, Initiative, and Customer and Selling focus. There were seven sub-themes in Professionalism, two sub-themes in Diversity training, and one sub-theme in Collaboration/Networking, Flexibility and Candidate management, respectively. A total of 426 references indicated skills competencies; also Diversity training and Collaboration/Networking were cited in over 50 references (see Table 4.2).

Table 4.2
Themes and Reference Counts of Skills Competencies

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Diversity training. Diversity training skills were described 72 times by eight participants. Diversity training skills also included two sub-theme: hiring manager coaching and internal job coaching. Eight interviewees indicated that diversity training skills should be increased among corporate recruiters and hiring managers as well as among employees who should receive training in diversity awareness and knowledge of disability, in order to educate hiring managers about how to interact or handle incidents with individuals with disabilities, and hiring managers or human resources specialists on how to provide referral information or job accommodations and assess the qualification of candidates with disabilities. The following are examples of participants’ narratives regarding diversity training skills.

R2: So, they need to have some cultural dexterity training. It's what we call it in a diversity space. Cultural dexterity training to be able to be cognizant of the signs of a mental illness. And that could take, obviously, many forms, because there are many forms of mental illnesses as well. But the key thing is heightened sense of awareness and observations of individuals that they're interacting with. So, for example, a recruiter should have the presence of mind to understand when a person may potentially be going through a panic attack and be able to have the comfort in putting a pause on the conversation. I feel like anybody in, kind of, a general sense of conversation would know to do that. But a recruiter may feel hesitant about taking that kind of action given the tight time frame that many of
these candidates have to be processed. But they really should have the awareness to recognize when a person is not ready and able to perform well in an interview or interaction situation and be able to say, let’s reconvene at another time.

R3: I think recruiters also have to be talent advisers and educators. Because many times we’re educating our hiring managers, our HR, our employee population.

P1: You know, the best solutions, we think, is proactively educating recruiters and managers to remind them that they need to consistently ask fact-based questions that relate to the job. And if whatever types of disabilities, if the person discloses that they need an accommodation, then ask questions about they can effectively accommodate and not probe more deeply into the disability or the ideology of it or even the symptoms of it, but more how it will affect their working ability and what the organization can do to accommodate it.

P2: Most companies’ policies don’t allow recruiters to make a decision based on whether accommodations are necessary or what accommodations would be provided to someone, to anyone with a disability. That’s not their role. Their role is to bring the people in. And to be the initial or the secondary screen. The hiring manager is gonna be the one with HR to make those decisions as far as truly hiring someone. But I don’t know what the requirements would be for someone actively looking for...

SE3: I’ll tell you, it’s still the same process. But sometimes because you can’t wrap your hands always around the non-visible, it tends to make people more nervous. So, again, I think if a company has a regular way of trying to educate their workplace, again, some companies are using those Tuesday Talks we provide every month to engage different people in the work setting into a little bit more to be dangerous. So, sometimes it’s about a specific disability. Sometimes technical accessibility types of things. Sometimes it’s about legal ends. topics, and stuff like that.

**Collaboration/Networking.** Collaboration or networking skills were described 55 times by eight participants. Collaboration or networking skills also included a relationship-building sub-theme. Eight interviewees emphasized that collaboration or networking skills could help corporate recruiters identify talented candidates, and aid outreach people in a similar industry with training from professional organizations that would enhance their recruitment strategies. The following are examples of participants’ narratives regarding collaboration or networking skills.
R1: we reach out to the US Business Leadership Network Career Opportunities for Students with Disabilities, The National Business and Disability Council, Enable America, The American Association of People with Disabilities. We have interacted with a company called Birch Family Services. We’re about to explore opportunities with Line Connect. We have relationships with the Autism Spectrum, Training, and Employment partnership, or ASTEP. We also interact with Spring Board Consulting, as well as the Cornell University around research for individuals with disabilities, among a whole host of other organizations as well.

R3: Being able to build partnerships and network with organizations as well... we’re partnering with the Office of Disability Services at a lot of the university campuses. We’re attending that COSD National Career Fair. It’s a national conference, it’s not a career fair. We also partner with Springboard Consulting. Springboard Consulting has been helping us with our training. So, we’ve been partnering with Springboard Consulting and then we attend their Disability Matters Conference that they hold every year for North America. We also work with a lot of veterans’ organizations in regards to disabled veterans. We also partner with...we’re partnering with a lot of the state vocational rehabilitation centers. We’re partnering with the state rehabs.

R4: Yeah, I think there is outreach. I think that it is recognized that there are people who have many disabilities that will still be wonderful employees. And there’s great talent and they need an opportunity to be you know, to present their skills to the company. And I’ve always...I’ve thought that. One of my first positions, I remember doing outreach to organizations that had individuals with disabilities who were interested in positions. And we make contacts and partnerships. And that’s important.

P3: General corporate recruiter competencies should include good communication skills, relationship building skills, ability to form a rapport with a candidate, and being perceptive and analytical.

S1: the one additional skill, is they should have an ability to work with and support an employment provider. And to engage with in support employment providers. I guess, what I’m going at is for a lot of recruiters this is a missed opportunity to save money for the company in the long run.

SE3: You know, the other part of that is making sure that, as a recruiter, they connect themselves to an organization like a business leadership network who can kind of help them enhance their strategy of where they're posting jobs of who they have relationships with of what relationships should look like.

**Communication.** Communication skills were described 47 times by eight participants. Eight interviewees emphasized that collaboration or networking skills could
help corporate recruiters reach talented candidates, and outreach people in a similar industry could receive training from professional organizations and enhance their recruitment strategies. Eight interviewees indicated that good communication skills could establish a comfort zone for individuals with disabilities and reduce their anxiety during the interview process. Corporate recruiters with good communication skills could clearly introduce a company employment opportunity to individuals with disabilities that could assist those individuals in understanding the position. The following examples focus on participants’ thoughts about communication skills.

R2: In terms of qualities that recruiters should be able to have, they need to have strong communication skills, both written and verbal... They should be able to communicate that effectively in person, over email, or over the phone...also feeling comfortable about using colloquial language that a person may initially be afraid to talk about, but they should be able to feel comfortable about saying. So, like, even the phrase, don't stress about it, can, if a person is aware that someone has stress anxiety disorder, may seem insensitive, but is really just a colloquial term.

R4: And then they need to be great listeners. They have to have very good listening skills and communication skills.

P2: And if they're able to do that, and provide an environment that helps that person to feel comfortable to disclose, then that's a different story.

S3: Because I think if they get that increased comfortability to understand some basic communication issues. So, for example, when you’re talking about people who might be deaf or consider themselves to be hard of hearing, they need to understand as a recruiter that not everybody knows sign language... Like, if they're very clear with me, and then you know what, as an interviewer that makes me feel more comfortable that we've got someone here who's aware of their ability, aware of their limitations, knows how to communicate what they need.

**Professionalism.** Professionalism skills were described 45 times by all participants. Professionalism skills included seven sub-themes: Creative problem-solving, matching, Priority setting, Action- and Result-oriented, Negotiating, Organized, and Persuasiveness. According to findings from the literature review, creative problem-
solving, matching, priority-setting, action- and result-oriented, negotiating, organized, and persuasiveness are basic competencies of professional recruiters. Interviewees also described these sub-themes as being related to professionalism. For example, R1, P2, and S3 all mentioned that problem-solving skills can be exceptionally valuable to an employer and team environment, adding to the bottom line and the overall success of a company’s mission. Gilbride et al. (2003) defined job match as including professionalism. For instance, R2 stated that recruiters should be aware of a candidate’s needs, interests, and values, in order to ensure a true alignment between the candidate’s interests and the job position. In the Human Resources Professional Competency Framework, the Human Resources Professionals Association (2014) categorized professionalism and ethical behavior together. P1 and S1 both indicated that recruiters should focus on a person with disability’s strengths and use them to better their business.

The following are examples of participants’ narratives regarding professionalism skills.

**R3: To me it's more about the recruiting process rather than accommodations. So, who do I escalate this if I come in and ask for accommodation? How do you get that process escalated in regards to their needs? But we would also not be advising candidates in regards to our recommendations, because there should be an enterprise company process put together that we're leveraging because it should be going to the appropriate individual.**

**R4: You know, they are going to be working again with multiple requisitions or multiple jobs at once. And many of them get very complex. So, depending on what's happening in a requisition they have to really be able to solution quickly and keep things moving forward knowing that they have many candidates that they're working with who are waiting for answers as well.**

**P3: Corporate recruiters should demonstrate professionalism as they are representing their company to the public.**

**S1: I think they should also know how to hire both economically, that's economically sustainable for a company and also know... they should know that a diverse workforce is beneficial in the long run.**
Interview skills. Interview skills were described 35 times by nine participants. These nine indicated that interview skills included asking specific or appropriate questions, such as providing a scenario or focusing on a specific skills set, forming a rapport with a candidate with a disability, as well as being an active listener and genuinely trying to grasp a candidate with disability’s needs and interests. Nine interviewees stated that good interview skills are strongly associated with the results of assessing a candidate’s performance during the interview. The following are examples of participants’ narratives regarding interview skills.

R1: ...to ask specific questions such as providing scenario and specific skills set.

P1: And I think I can tell you when recruiters when they tell us about their situations, I can describe that better. Yeah, what they talk about is feeling uncomfortable and not knowing if they can continue the interview without asking questions about the disability. I think that the natural inclination is to say well, what’s wrong? Or what happens to you when you feel anxious?

P3: General corporate recruiter competencies should include... ability to form a rapport with a candidate... Recruiters should be trained about questions and topics of discussion that are appropriate and lawful during an interview.

SE1: I think if a person discloses to an employer, to a recruiter, what they would have to say is, what are this persons strengths and can they benefit the company? And I think that is a skill and that is what they have to ask themselves. And I don't think they ask themselves that enough.

SE3: Because again, by law, if it's an obvious disability and if your questions as an employer are related to their specific tasks, you can ask them to explain or demonstrate how they'll do things.

Recruiting methods. Recruiting methods skills were described 33 times by seven participants. These seven participants stated that understanding the recruiting process as well as building up a partnership with professional organizations, universities, and agencies related to disability or individuals with disability are two key skills sets in
recruiting methods. The following are examples of participants’ narratives regarding recruiting methods.

R3: So, you’re educating the hiring manager in how to test the wide talent. You’re educating HR on the same thing. You’re educating employees and external individuals who bid on your position and how to put their best foot forward through the recruiting process from day one.

R4: So, we work with those hiring managers and then the recruiters go out and they source talent. They look for talent in many different places. We post those jobs internally and externally. Which means we post them for current employees to review. as well as external talent, new talent to review.

P1: I think, that it would be helpful to know what organizations in the community can supply qualified candidates with disabilities.

P2: With disclosure being so difficult, particularly in this area, and that’s reason why the veteran area, when you have a person with a similar condition or at least a similar situation in general to the folks that you’re recruiting, it makes it a whole lot easier for that individual and the applicant to feel safe that they can disclose.

Assessing. Assessing skills were described 30 times by all participants.

Professionals and support employment specialist interviewees all emphasized that corporate recruiters should focus on candidates with disabilities’ strengths, abilities, and skills sets as well as be perceptive and analytical in finding the best fit for a position.

Recruiter interviewees focused on job function as well as matching the hiring managers’ needs and requests as key domains in assessing skills. The following are examples of participants’ narratives regarding assessing skills.

R1: …to provide or explain deep job description to assess their qualifications.

R2: So, the bottom line, is recruiters need to be able to focus on the essential job functions that an applicant is applying for and assess that applicants ability to be able to perform those job responsibilities related to all the other candidates that have applied too and express their interest in the position as well.
R4: The recruiter assesses the skills based on the requirements that the hiring manager puts forth to make sure that they meet the basic requirements of the position. That's done through the screening process.

P1: I think focusing on their abilities not the disability. I think the most important thing they can do is treat this person like they would treat everyone else. That's really what people with disabilities want.

S1: The most important thing is to focus on the persons strengths not their deficits.

S2: They should be aware of strengths and weaknesses for our clients.

Flexibility. Flexibility skills were described 30 times by seven participants. Flexibility skills included one sub-theme—Flexible and personal management. Seven interviewees indicated that flexibility skills included corporate recruiters’ work flexibility such as working hours, work location, and traveling, as well as flexibility with individuals with disabilities such as interview accommodations, job accommodations, and recruiting process. The following are examples of participants’ narratives regarding flexibility skills.

R3: Flexibility! I think people within recruitment need to be very flexible... I think sometimes you need to be able to speak to hiring managers, our candidates in the evening. It’s not a 9 to 5 job. If somebody is working during the day and they can’t talk to you, you need to be able to talk to them in the evening or early in the morning before they head to work. Being able to travel too, sometimes, to different conferences and have the opportunity to network.

P2: Well, again, if the person discloses and you need to be flexible as far as what the accommodations are.

SE2: Well, maybe this person could do more than that. I think they should be flexible as much as possible. I think also they should be aware that this isn’t a hand out or a sympathy.

SE3: Like, okay, well, since you can’t access it this way, why don’t you just give me the answers and I’ll write them down for you. Or here’s another method that you can use to complete that test that’s online.
Candidate management. Candidate management skills were described 28 times by all participants. Candidate management skills included one sub-theme—Talent management. Most interviewees claimed that continued communication with a candidate, tracking potential or talent candidates, and providing career progression for people with disabilities were the main tasks of candidate management. In addition, support employment specialist interviewees all emphasized that corporate recruiters should collaborate with professional associations in searching for talented candidates with disabilities and assist candidates with disabilities with their job performance. The following are examples of participants’ narratives regarding candidate management.

R1: to maintain relationship with talent candidates even not hire them now is very important, like, continue communicate with candidate

R2: They also should technically be able to be very organized and be able to manage and track the individuals that they themselves are recruiting or have decided not to recruit. Because it’s very important for a recruiter to be able to track individuals that the corporation has decided not to pursue in the event that they were to be a repeat applicant.

R4: In our situation those conversations happen between the candidate and the recruiter. So, the recruiter stays involved and stays connected to the candidate the whole time, but when it comes to putting together an offer, negotiating that offer, discussing any special situations such as relocation, all of those things occur between the candidate and the recruiter. While the recruiter is working with the manager to make sure that everyone is on the same page....

P1: We talk about how employers can do a better job with retention, and advancement, and career progression for people with disabilities. You know, and we talk about how to design engagement surveys that might naturally encourage people to disclose about disability and how to create a climate for inclusion more broadly.

S3: We recently hired someone who has a significant hearing loss And honestly, the way she handled herself in the interview, and even in this initial stage of her employment, you know, having that dialog with her and saying, hey, how did you do this in your past job?
Profile and plan. Profile and plan skills were described 20 times by seven participants. These seven interviewees indicated that corporate recruiters should provide and explain deep job descriptions to individuals with disabilities, understand the current job market, as well as focus on matching candidates with disabilities’ work experience and skills with the job description. The following are examples of participants’ narratives regarding profile and plan skills.

*R1:* ... to provide or explain deep job description to assess their qualification...to give material to review with candidates, like company brochure, description of engineering or IT activities.

*R2:* Again, a recruiter’s tool set and skill set should include an awareness and ability to understand and communicate a company's employment opportunities and what they do in the marketplace.

*SE2:* I usually try to redirect and say, you know, let's look at their resume. You know, there's a lot of skills there, look at the resume. They have a lot of good work history.

Organization management. Organization management skills were described 13 times by five participants. These five interviewees stated that organization management involved corporate work culture and organization recruitment policy. The following are examples of participants’ narratives regarding organization management.

*R2:* And we need to be able to evolve as an organization and as a corporate work culture to be able to do that. And the manner in which somebody gets the job done may not necessarily be the same as what a recruiter may perceive.

*R3:* ... then at that point the hiring manager may need to either or supervisor may need to get involved to help ensure that those accommodations are put into place. And they would be partnering with our Global Help Services and different organizations and departments within our group to make sure that the person has what they need to be, you know, do the role successfully.

*P2:* Most companies’ policies don’t allow recruiters to make a decision based on about whether accommodations are necessary or what accommodations would be provided to someone, to anyone with a disability.
SE3: I think companies really do need to give guidance on how, as a company, they want recruiters to respond at that early stage disclosures. And where they should go or how they should handle some of those things and that they’re also not ignoring disclosures.

**Technology and social media.** Technology and social media skills were described 13 times by four participants. Three recruiters and one support employment specialist interviewee indicated that corporate recruiters should have basic technology and social media skills so that they can not only effectively advertise companies’ job opportunities online but also can connect to a talented candidate. Also, it is important to check a website’s and social media’s accessibility for individuals with disabilities. The following are examples of participants’ narratives regarding technology and social media.

R2: From a technical standpoint, a recruiter should have at least a basic level of competency to be able to operate online through email, and potentially through social media, in order to be able to effectively connect with candidates, whether that means Twitter, Facebook, LinkedIn or other forms of social media.

R3: Yeah, I mean, definitely technology. So, I think it’s very helpful if recruiters are proficient in social media. Because what’s the best way to reach out to people in today’s day is social media. So, having knowledge of LinkedIn and Twitter. So, being comfortable to use social technology.

S3: So, if you normally, as a recruiter, make people go to an online application process but some folks might have difficulty with that online process because of the technology they have to use to access it.

**Initiative.** Initiative skills were described 11 times by six participants. These six interviewees stated that initiative skills relate to providing accommodations during the interview process and after hiring, on the job, to individuals with disabilities. Also, searching for supports or consulting with professional associations is part of initiative skills—corporate recruiters should feel free to ask questions about recruiting or hiring people with disabilities. The following are examples of participants’ narratives regarding initiative.
R3: So, especially if a candidate requests an accommodation that a recruiter knows how to handle it and escalate that accommodation to the appropriate individual.

R4: Typically recruiters do a screen. Yes, I would screen and often those are over the phone. And then if we feel that the talent meets or exceeds the requirements of the position. We’ll then work with the manager to set up interviews.

S2: And use the supports. Use the job coach. And also we try to build natural supports on the job site. It might be a team leader or a senior staff who maybe can take this person under their wing and teach them and show them. That way the manager doesn’t have to do all that.

**Customer and selling focus.** Customer and selling focus skills were described 11 times by seven participants. All recruiter interviewees emphasized that corporate recruiters should actively work with hiring managers to learn about hiring managers’ needs and to find qualified candidates for them. But, professionals and support employment specialist interviewees are inclined to focus on how corporate recruiters sell the idea of working at the company to candidates with disabilities. The following are examples of participants’ narratives regarding customer and selling focus.

R4: The process is that the business determines hiring needs. When they determine that they need to make a hire or replace someone who has left or who has moved on to a new position. They process what we call a requisition for that hire. It then gets approved. And then it is assigned to one of our recruiters or also known as Talent Consultants. So, I assign to the team based on what the function is that they’re going to be hiring for. The recruiter then works with the hiring manager.

P2: Being able to feel comfortable to sell the idea of working at the company to potential candidates. Being recently understanding of the candidates and having a good sense of people and discernment of those candidates that they would like to hire.

**Attitudes Competencies**

The attitudes competencies category included six major themes: Supportive, Positive, Proactive, Respect, Empathy, and Sensitivity. There were three sub-themes in
Supportive and one sub-theme in Positive. A total of 183 references offered information on attitudes competencies; and Supportive was cited in over 50 references (see Table 4.3).

Table 4.3
Themes and Reference Counts of Attitudes Competencies

<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes</td>
<td>183</td>
</tr>
<tr>
<td>Supportive</td>
<td>81</td>
</tr>
<tr>
<td>Understand their needs and desires</td>
<td>28</td>
</tr>
<tr>
<td>Providing accommodations</td>
<td>25</td>
</tr>
<tr>
<td>Adopting</td>
<td>5</td>
</tr>
<tr>
<td>Positive</td>
<td>34</td>
</tr>
<tr>
<td>Unprejudiced</td>
<td>13</td>
</tr>
<tr>
<td>Proactive</td>
<td>19</td>
</tr>
<tr>
<td>Respect</td>
<td>18</td>
</tr>
<tr>
<td>Empathy</td>
<td>17</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>14</td>
</tr>
</tbody>
</table>

**Supportive.** Supportive attitudes were described 81 times by nine participants. Supportive attitude included three sub-themes: Adopting, Providing accommodations, and Understanding their needs and desires. Specifically, understanding their needs and desires was cited 28 times by eight participants. And, providing accommodations was cited 25 times by nine participants. Nine interviewees all emphasized that a corporate recruiter should be able to assess the needs of candidates with disabilities and understand their requests for accommodations. After gaining this understanding, a corporate recruiter should be able to provide interview or job accommodations. The following are examples of participants’ narratives regarding supportive attitudes.

R2: And as well as to make the recruiter aware that at every point along the way that we should be offering, not just to this applicant, but to all applicants that if there are any accommodations that are required or requested that they should be
made aware of that so that they'd be able to consider and bring those accommodations to the actual interview process.

**P3:** They should have an understanding of reasonable accommodations and how those accommodations can often be very affordable and easy solutions to overcome what may have previously been a barrier to employment...This helped to set an environment where the candidate more easily shared answers to my questions. I offered extra time for the candidate to answer and offered encouragement post answer.

**S2:** They might need a little bit more support but they will be outstanding workers.

**Positive.** Positive attitudes were described 34 times by nine participants.

Supportive attitude included one sub-theme—Unprejudiced. Specifically, unprejudiced was cited 13 times by six participants. For example, R3, R4, P1, P3, S1, and S3 indicated that a corporate recruiter should make no assumptions about a candidate with disabilities and should treat all candidates equally. Nine interviewees all pointed out that corporate recruiters are not comfortable working with people with disabilities; hence, they may have negative attitudes toward or feelings about working with individuals with disabilities (e.g., stigma, treating a person with a disability differently, doubt about a person with disabilities’ ability or performance, fear of working with a person with a disability, and uncertainty about providing interview or job accommodations). Therefore, nine interviewees encouraged corporate recruiters to have positive attitudes toward individuals with disabilities during the recruiting process. The following are examples of participants’ narratives regarding positive attitudes.

**R3:** Because lots of times there's a stigma that people feel that if they say they have a disability people will look at them differently.

**P1:** Oh, I think they're afraid of a number of things. I think they're afraid of violence, afraid of outbursts. You know, will the person get angry? Will they hit? Will the person be so depressed that they'll cry a lot? So, they're afraid of
behavior. They're afraid of productivity. They're wondering if they're going to miss work.

S2: Be patient. Understand there's gonna be ups and downs. But don't miss out on a great employee because of bias or because of stereotypes. You know, there's a lot of great employees out there. They might need a little bit more support but they will be outstanding workers. Just be patient. Make yourself aware. Read up on the topic. Do some research. Recruiters should definitely do that.

S3: I'm trying to be honest here and I feel you know, and again, providing businesses with a safe environment to be frank without getting judged. The great first steps so that you can say, well, let's think about this. Let's break this down.

Proactive. Positive attitudes were described 19 times by seven participants.

Recruiter interviewees focused on the association between proactive attitudes and providing interview or job accommodations as well as referral information to individuals with disabilities. Professional and support employment specialist interviewees focused on proactively recruiting or hiring individuals with disabilities or proactive attitudes among those working with individuals with disabilities (e.g., encouragement, thinking out of the box, and so on). The following are examples of participants’ narratives regarding proactive attitudes.

R3: But we do let them know that, you know, somebody would ask me if they need accommodations, I would make sure that they know what the accommodation process is. If they need to talk to our EAP services, you know, if they feel they need to share something with them and just letting them know that these are different options that are available to them as well.

P1: I think that they should understand if they're going to target people with mental illness proactively, I think, that it would be helpful to know what organizations in the community can supply qualified candidates with disabilities.

S2: I would say, recruiters should encourage growth. And also recruiters should...if they have a successful story at Macy's, then that recruiter should call the Macy's in the next town and say, this is working for us. This program this person, you should try it. You know, they should share those things.
**Respect.** Respect attitudes were described 18 times by five participants. All five interviewees emphasized that a corporate recruiter should respect the diversity of individuals with disabilities, treat them equally, and follow the rules of social etiquette. The following are examples of participants’ narratives regarding respect attitudes.

*R4:* But followed the same process for the interview that we followed for everyone else and made sure that the individual was treated the same as everybody else. You know, not taking into account that there was a disability.

*P2:* But I think the supportive environment, trying to be as non-judgmental as possible about things.

*S2:* They should try not to pigeon-hole our client. You know, oh well, you can only hand out fliers. Well, maybe this person could do more than that.

**Empathy.** Empathy attitudes were described 17 times by six participants. All six participants believed that corporate recruiters with empathy can increase their awareness of working with people with disabilities and understand their needs. The following are examples of participants’ narratives regarding empathy attitudes.

*R2:* So, that's important from a people and relationship perspective to have that level of empathy and awareness... So, I would say that competency is best embodied in the word empathy in addition to awareness.

*P2:* To be as...nobody is gonna ever fully understand this, but you need to make every attempt that you can to understand it.

*S2:* I think also they should be aware that this isn't a hand out or a sympathy.

**Sensitivity.** Sensitivity attitudes were described 14 times by seven participants. All seven interviewees indicated that sensitivity could help a corporate recruiter in handling any incidents with individuals with disabilities during interviews and being discerning. The following are examples of participants’ narratives regarding proactive attitudes.
R2: I had explained to the recruiter to share with the interviewer that they, like I had explained, need to be acutely sensitive and aware of the potential signs of a panic attack and to feel comfortable about pausing the conversation and reconvening after the atmosphere has settled down.

P2: Being recently understanding of the candidates and having a good sense of people and discernment of those candidates that they would like to hire. And it has to be a very, very significantly well-developed discernment on that.

S3: It really challenge yourself before you rule people out as an option. You know, really challenge yourself to what you’re focusing on and some people may choose to disclose. Some people, like you just described, may choose to bring in an agency to work with them like an AHEDD who can help pave that way for them just by knowing that someone is affiliated with our organization is sometimes enough of a, hey, these folks wouldn’t refer anyone to us that couldn’t do the job, so, we should really give them a shot at interviewing.

Comparison of findings on corporate recruiters’ competencies between the literature review and semi-structured interviews

According to findings from the semi-structured interviews, a total of 26 corporate recruiters’ competencies for working with people with disabilities were identified, including six knowledge competencies—(1) Type of disabilities, (2) Accommodation, (3) Disability policies, (4) Supporting resources, (5) Business acumen, and (6) Right kind language to use; 14 skills competencies—(1) Diversity training, (2) Collaboration/Networking, (3) Communication, (4) Professionalism, (5) Interview, (6) Recruiting methods, (7) Assessing, (8) Flexibility, (9) Candidate management, (10) Profile and plan, (11) Organization management, (12) Technology and social media, (13) Initiative, and (14) Customer and selling focus; and six attitudes competencies—(1) Supportive, (2) Positive, (3) Proactive, (4) Respect, (5) Empathy, and (6) Sensitivity. In comparing the findings on corporate recruiters’ competencies from the literature review and those from the semi-structured interviews, a total of 21 competencies were not cited by ten interviewees in the semi-structured interview: Advocacy, Brokerage skills, Caring,
Confidentiality, Dealing with ambiguity, Efficiently, Financial incentives, Global recruiting, Hardiness, Hiring tools, Passion, Persistence, Personal brand, Pre-selection process, Providing cafeteria style benefits, Rapid learning, Sincere and genuine interaction, Strategic agility, Supervision, and Team orientation.

A total of 17 competencies identified during the literature review were included in the sub-theme of KSA competencies in the semi-structured interviews, including one knowledge competency (e.g., Market intelligence), 10 skills competencies (e.g., Action/result-oriented, Creative problem-solving, Hiring manager coaching, Internal job coaching, Negotiating, Persuasiveness, Priority-setting, Relationship-building, Talent management, and Time management), and six attitudes competencies (e.g., Adopting, Flexible and personal management, Optimistic view, Providing accommodations, Support diversity, and Understanding their needs and desires). A comparison is presented in Table 4.4.

Table 4.4

<table>
<thead>
<tr>
<th>Recruiters’ Competencies: Literature Review</th>
<th>Corporate Recruiters’ KSA Competencies: Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Accommodations</td>
<td>*</td>
</tr>
<tr>
<td>Action-/result-oriented</td>
<td></td>
</tr>
<tr>
<td>Adopting</td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td></td>
</tr>
<tr>
<td>Assessing</td>
<td></td>
</tr>
<tr>
<td>Brokerage skills</td>
<td></td>
</tr>
<tr>
<td>Business acumen</td>
<td></td>
</tr>
<tr>
<td>Candidate management</td>
<td></td>
</tr>
<tr>
<td>Caring</td>
<td></td>
</tr>
<tr>
<td>Collaboration with partners</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
</tbody>
</table>

Comparison of Corporate Recruiters’ Competencies: Literature Review and Findings from Semi-structured Interviews
Confidentiality
Creative problem-solving
Customer and dealing focus
Dealing with ambiguity
Different types of disabilities
Disability policies
Diversity awareness training
Efficiently
Empathy
Flexibility
Financial incentives
Flexible and personal management
Global recruiting
Hardiness
Hiring manager coaching
Hiring tools
Initiative
Internal job coach
Market intelligence
Negotiating
Networking
Optimistic view
Organization management
Passion
Persistence
Personal brand
Persuasiveness
Positive
Pre-selection process
Priority-setting
Professionalism
Profile and plan
Providing accommodations
Providing cafeteria-style benefits
Rapid learning
Recruitment methods
Relationship-building
Respect
Responsibility
Sensitivity
Sincere and genuine interaction
Strategic agility
Supervision
Support diversity
Supporting
Supporting resources
Supportive
Talent management
Team orientation
Technology and social media
Time management
Understanding their needs and desires

Note: The asterisk symbols mean that the competencies were found from the literature review and semi-structured interview.

**Differences among corporate recruiters’ competencies in disability inclusion groups**

In comparing the reference number of corporate recruiter’s competencies between disability inclusion groups, it was revealed that support employment specialists are more likely to focus on attitude competencies than are recruiters and professionals; and recruiters place greater emphasis on knowledge competencies. In addition, recruiters, professionals, and support employment specialists have different inclinations toward skills competencies (see Table 4.5). With regard to attitude competencies, support employment specialists placed greater emphasis on positive and proactive attitudes than did recruiter and support employment specialist interviewees. Three support employment specialists all indicated that a corporate recruiter should have a positive attitude toward people with disabilities, focusing on their strengths, exploring their talent, and recognizing their abilities. For example, S1 stated that “So, in most cases, employers
focus on people strengths and how to develop them”; and S2 mentioned that “Don’t miss out on a great employee because of bias or because of stereotype”. Three support employment specialists also stressed that a corporate recruiter’s proactive attitude toward individuals with disabilities includes providing accommodations, actively recruiting or hiring people with disabilities, and collaborating with disability organizations or associations. Additionally, recruiters thought that a supportive attitude is important when providing accommodations to people with disabilities, as is establishing a diversity and inclusion climate in the organization, compared with support employment specialists and professionals.

In addition, comparing perceptions of knowledge competencies among disability inclusion groups, recruiters believed that knowledge competencies relating to accommodation, business acumen, and disability policy or law were important to a corporate recruiter. These three competencies are directly related to the recruiting and hiring process, including how to interview or provide job accommodations to people with disabilities, how and where to recruit or hire a good candidate with disabilities, and how to learn more about current disability policies or laws.

With regard to skills competencies, recruiters are more focused on communication, professionalism, recruiting methods, technology and social media skills compared to professionals and support employment specialists. Support employment specialists thought that candidate management, collaboration or networking, diversity training, and organization management skills are more important compared to recruiters and professionals. Professionals only emphasized interview skills, compared with other disability inclusion groups.
Conversely, there were no differences in perceptions of 11 competencies among the disability inclusion groups, including attitudes competencies of empathy, respect, and sensitivity, knowledge competencies of supporting resources and the right kind language to use, and skills competencies of assessing, customer and selling focus, initiative, and profile and plan.

Table 4.5
Comparison of Corporate Recruiters’ Competencies by Disability Inclusion Experts Groups

<table>
<thead>
<tr>
<th>KSA Corporate Recruiters' Competencies</th>
<th>Disability Inclusion Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recruiters</td>
</tr>
<tr>
<td></td>
<td>(n=4)</td>
</tr>
<tr>
<td>Attitudes</td>
<td>38</td>
</tr>
<tr>
<td>Empathy</td>
<td>6</td>
</tr>
<tr>
<td>Positive</td>
<td>5</td>
</tr>
<tr>
<td>Proactive</td>
<td>3</td>
</tr>
<tr>
<td>Respect</td>
<td>7</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>4</td>
</tr>
<tr>
<td>Supportive</td>
<td>26</td>
</tr>
<tr>
<td>Knowledge</td>
<td>49</td>
</tr>
<tr>
<td>Accommodations</td>
<td>22</td>
</tr>
<tr>
<td>Business acumen</td>
<td>11</td>
</tr>
<tr>
<td>Disability policy (Law)</td>
<td>12</td>
</tr>
<tr>
<td>Right kind of language to use</td>
<td>1</td>
</tr>
<tr>
<td>Support resources</td>
<td>10</td>
</tr>
<tr>
<td>Types of disabilities</td>
<td>11</td>
</tr>
<tr>
<td>Skills</td>
<td>85</td>
</tr>
<tr>
<td>Assessing</td>
<td>10</td>
</tr>
<tr>
<td>Candidate management</td>
<td>9</td>
</tr>
<tr>
<td>Collaborate/networking</td>
<td>13</td>
</tr>
<tr>
<td>Communication</td>
<td>25</td>
</tr>
<tr>
<td>Customer and selling focus</td>
<td>6</td>
</tr>
<tr>
<td>Diversity training</td>
<td>18</td>
</tr>
<tr>
<td>Flexibility</td>
<td>4</td>
</tr>
<tr>
<td>Initiative</td>
<td>3</td>
</tr>
<tr>
<td>Interviewing</td>
<td>5</td>
</tr>
</tbody>
</table>
The study findings were described in this chapter. A total of 26 corporate recruiters’ competencies in working with people with disabilities were identified during interviews with ten disability inclusion experts. Table 4.6 offers summaries of the themes and descriptions emerging from the KSA competencies. A comparison of findings on corporate recruiters’ competencies in working with individuals with disabilities between those offered in the literature review and semi-structured interviews led to a decrease in themes from 63 to 26; 17 themes from the literature review were integrated as a sub-theme into KSA corporate recruiters’ competencies in findings from the semi-structured interviews. Ten themes from the literature review were not revealed in findings from the semi-structured interviews. A comparison of differences in corporate recruiters’ competencies among diversity inclusion groups indicated that support employment specialists cared more about positive and proactive attitudes toward people with disabilities, and recruiters were more focused on being supportive to people with disabilities as well as being knowledgeable of accommodations, business acumen and disability policies or laws. In addition, recruiters placed greater emphasis on human resources management skills including communication, professionalism, recruiting methods, and technology and social media than other disability inclusion expert groups. The support employment specialists focused more on personal management skills such as candidate management, collaboration or networking, diversity training, flexibility, and

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization management</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Professionalism</td>
<td>19</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Profile and plan</td>
<td>7</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Recruiting methods</td>
<td>17</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Technology and social media</td>
<td>10</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Summary of Results

The study findings were described in this chapter. A total of 26 corporate recruiters’ competencies in working with people with disabilities were identified during interviews with ten disability inclusion experts. Table 4.6 offers summaries of the themes and descriptions emerging from the KSA competencies. A comparison of findings on corporate recruiters’ competencies in working with individuals with disabilities between those offered in the literature review and semi-structured interviews led to a decrease in themes from 63 to 26; 17 themes from the literature review were integrated as a sub-theme into KSA corporate recruiters’ competencies in findings from the semi-structured interviews. Ten themes from the literature review were not revealed in findings from the semi-structured interviews. A comparison of differences in corporate recruiters’ competencies among diversity inclusion groups indicated that support employment specialists cared more about positive and proactive attitudes toward people with disabilities, and recruiters were more focused on being supportive to people with disabilities as well as being knowledgeable of accommodations, business acumen and disability policies or laws. In addition, recruiters placed greater emphasis on human resources management skills including communication, professionalism, recruiting methods, and technology and social media than other disability inclusion expert groups. The support employment specialists focused more on personal management skills such as candidate management, collaboration or networking, diversity training, flexibility, and
organization management. The professionals indicated that the interview skills competency was relevant to corporate recruiters who worked with individuals with disabilities.

Table 4.6

<table>
<thead>
<tr>
<th>KSA Competencies</th>
<th>Themes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of disabilities</td>
<td>Has basic knowledge of different types of disabilities and symptoms they may have Has general knowledge of interview and job accommodations for different types of disabilities</td>
<td></td>
</tr>
<tr>
<td>Accommodations</td>
<td>Has basic knowledge of assistive technologies for interview or job accommodations Has specific knowledge of interview or job accommodations process</td>
<td></td>
</tr>
<tr>
<td>Supporting resources</td>
<td>Has general knowledge of internal and external supporting resources for individuals with disabilities</td>
<td></td>
</tr>
<tr>
<td>Disability policy (Law)</td>
<td>Has general knowledge of disability policies or laws (e.g., ADA, REHAB ACT, EEOP, WIA, HIPAA, FMLA ) Has basic knowledge of human resource laws, current practices, issues, and trends.</td>
<td></td>
</tr>
<tr>
<td>Business acumen</td>
<td>Has general knowledge of recent events, current issues, and trends in the employer's industry and general economy</td>
<td></td>
</tr>
<tr>
<td>Right kind language to use</td>
<td>Has general knowledge of right kind language to use and social etiquette to people with disabilities</td>
<td></td>
</tr>
</tbody>
</table>
Diversity Training

- Serves as a role model by exhibiting tolerance of differences and by taking action to make the organization an inclusive environment for candidates with diverse backgrounds
- Educates hiring managers or HR person and advises them in strategies and techniques to support diversity in the recruiting, selection, and hiring process
- Receives external diversity and inclusion training from professional associations, events or conferences

Collaboration/Networking

- Successfully collaborates with partners to focus interactions on obtaining and providing relevant disability employment information to partners
- Strong relationship building skill
- Actively participates in disability professional organizations, associations, conferences, or events to increase network opportunities
- Provides regular and high-value communication to network members.

Skills

- Uses right language to individuals with disabilities during the interview
- Builds comfortable conversation environment and interacts with individual with disabilities naturally
- Uses verbal and written communication that is culturally neutral and inoffensive to people of diverse backgrounds
- Has creative problem-solving skills. Focuses on candidates with disabilities' strengths and abilities and uses their strengths or abilities to better the position
- Acts decisively and determines quickly which candidates with disabilities are worthy of pursuit and which are not

Communication

- Manages recruiting process and customers to ensure progress and that positions are filled in a timely manner
- Demonstrates self-confidence and instills trust in hiring managers and candidates
- Collaborates with hiring managers to analyze candidates with disabilities' strengths and weaknesses and determine
priorities
- Manages multi-tasks or projects in an appropriate time frame
- Uses a variety of techniques to surface and overcome objections and resistance from hiring managers and qualified candidates

Interviewing
- Able to form a rapport with candidates with disabilities
- Has sufficient interview techniques and asks specific and appropriate questions
- Actively sources candidates with disabilities directly and through advertising, employee referrals, job postings, third parties, the Internet, and other sources, as appropriate

Recruiting methods
- Builds up partnership with university career services, university disability services, state vocational agencies, support employment agencies
- Focuses on candidates with disabilities’ capabilities and abilities for the job function

Assessing
- Assesses candidates with disabilities’ performance and needs without stigma, stereotypes, and prejudice
- Uses appropriate assessment methods to make decision of candidates’ fit to the company or job
- Adjusts easily to change, learns quickly, as well as understanding candidates’ needs and how internal and external factors impact decisions

Flexibility
- Being flexible for recruiting and interviewing process as well as interview or job accommodations
- Persistently closes on qualified candidates in order to encourage them to accept offers

Candidate management
- Develops and maintains relationships
with qualified candidates, as appropriate

Profile and Plan
- Builds successful candidate profiles, clarifying required job skills and competencies and using the best sourcing strategies and techniques for each job category
- Provides deep job descriptions to candidates with disabilities
- Understands recruiting and hiring process, job accommodation process, and organizational dynamic and culture for individuals with disabilities

Organization management
- Provides accessible organizational policy and procedure of disability recruitment to recruiters, hiring managers, and HR person

Technology and social media
- Sufficiently uses technology and social media in the recruiting process
- Checks the accessibility of recruitment materials online
- Leads decisive action in the field that is used to facilitate engagement, deepen relationships with individuals with disabilities, hiring managers, and outreach.

Initiative
- Actively listens to and understands hiring managers’ concerns, needs, problems, and wants

Customer and selling focus
- Feels comfortable selling jobs to candidates with disabilities

Supportive
- Pays close attention to wants and needs of candidates with disabilities
- Adopts caring and supportive attitude toward individuals with disabilities
- Supports interview and job accommodations to individual with disabilities
- Values candidates with disabilities’ strengths, abilities, and past relevant experiences

Positive
- Treats individuals with disabilities equally and normally

Proactive
- Proactively sources candidates using nontraditional sources and techniques to ensure a diverse candidate pool

Respect
- Respecting individuals with disabilities' differences from other people
<table>
<thead>
<tr>
<th>Empathy</th>
<th>Sensitivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Follows social etiquette to interact with</td>
<td>• Acutely sensitive to and aware of potential signs and needs from</td>
</tr>
<tr>
<td>people with disabilities</td>
<td>individuals with disabilities</td>
</tr>
<tr>
<td>• Listens to concerns of qualified</td>
<td></td>
</tr>
<tr>
<td>candidates and hiring managers, and</td>
<td></td>
</tr>
<tr>
<td>expresses empathy</td>
<td></td>
</tr>
<tr>
<td>• Presents attitude of empathy and</td>
<td></td>
</tr>
<tr>
<td>understanding during the interview</td>
<td></td>
</tr>
<tr>
<td>• Acutely sensitive to and aware of</td>
<td></td>
</tr>
<tr>
<td>potential signs and needs from</td>
<td></td>
</tr>
<tr>
<td>individuals with disabilities</td>
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</table>
Chapter 5

Conclusion and Recommendations

In this study, corporate recruiters’ competencies in actively recruiting and hiring individuals with disabilities were identified over the course of one and one-half years. A literature review and environmental scan as well as methodology development occurred in summer 2013. The research proposal was approved in spring 2014 and the Penn State Institutional Research Board in summer 2014. Three pilot studies and 10 semi-structured interviews were conducted from fall 2014 to spring 2015. The final list of corporate recruiters’ competencies was completed in fall 2015.

The list of corporate recruiters’ competencies was developed aid recruiters in working with and recruiting individuals with disability effectively. These competencies also could guide human resources management and human resource development practices in building corporate recruiters’ competencies to professionally recruit and hire people with disabilities.

The previous chapters presented the background and rationale, purpose, a review of related literature, research design, detailed description of methodology, and results of this study. The purpose of this chapter is to discuss study findings and suggest recommendations for both research and practice.

Summary

This study identified corporate recruiters’ competencies in working with people with disabilities in the United States. To explore these competencies, semi-structured interviews based on the behavioral event interview technique were employed as a
research method and ten disability inclusion experts from three different occupational areas (e.g., recruiters, professionals in disability employment field, and support employment specialists) were recruited.

Twenty-six corporate recruiters’ competencies for working with individual with disabilities were identified. Based on the KSA competencies model, knowledge competencies revealed six themes: 1) type of disabilities, 2) accommodations, 3) supporting resources, 4) disability policy or law, 5) business acumen, and 6) right kind of language to use. Skills competencies were identified according to 14 themes: 1) diversity training, 2) collaboration/networking, 3) communication, 4) professionalism, 5) interviewing, 6) recruiting methods, 7) assessing, 8) flexibility, 9) candidate management, 10) profile and plan, 11) organization management, 12) technology and social media, 13) initiative, and 14) customer and selling focus. Attitudes competencies were categorized into six themes: 1) supportive, 2) positive, 3) proactive, 4) respect, 5) empathy, and 6) sensitivity. Twenty-six competencies were exemplified as described in the findings section.

In addition, 25 themes were found in the review of corporate recruiter competencies resulting from the comparison of findings from the literature review and from the semi-structured interviews. One competency—interviewing skills—was not discussed in the literature review. Furthermore, diversity inclusion groups’ perceptions of differences in corporate recruiters’ competencies showed that the professionals did not have specific preferences for certain competencies. Recruiters stressed supportive attitudes, knowledge of accommodations, business acumen and disability policies or laws, as well as human resources management skills (e.g., communication, professionalism,
recruiting methods, and technology and social media). Lastly, the positive and proactive attitudes of support employment specialists were emphasized as were personal management skills (e.g., candidate management, collaboration or networking, diversity training, flexibility, and organization management).

Based on study results, this study proposed visualizing KSA corporate recruiters’ competencies as a three-layer model. In order to develop a comprehensive view of corporate recruiters’ competencies in working with individuals with disabilities, at a minimum corporate recruiters must have attitudes competencies and gain knowledge competencies. Bases on attitude and knowledge competencies development, corporate recruiters may efficiently strengthen skills competencies. Furthermore, several strategies and interventions for corporate recruiters’ competencies development were discussed such as Branson’s self-reflection, appreciative inquiry, internal and external training or events as well as human resources disability recruitment and hiring policies.

Based on results and discussions, this study offered a recommendation for research and practices founded on identifying corporate recruiters’ competencies in working with people with disabilities.

**Conclusions and Implications**

This section summarizes the themes generated from the analysis of interview narratives and highlights important points on corporate recruiters’ competencies in working with people with disabilities. The main focus is in relating study findings to the existing literature, and discussing the corporate recruiters’ competencies model and implications of findings for human resource development for this recruiters’ group.
Corporate recruiters’ competencies in working with individuals with disabilities

**Modeling**. The purpose of this study was to identify corporate recruiters’ competencies in working with individuals with disabilities in the United States. Findings from semi-structured interviews with 10 disability inclusion experts from industries, professional associations, and support employment agencies offered a total of 26 competencies, including six knowledge competencies, 14 skills competencies, and six attitudes competencies. Spencer and Spencer (1993) indicated that knowledge and skills competencies tend to be visible, and relatively close to the surface, like the characteristics of people; while self-concept, traits, and motive competencies are more hidden, deeper, and central to personality as illustrated in Figure 5.1. Surface knowledge and skills competencies are relatively easy to develop; training is the most cost-effective way to secure these employee abilities. Finally, core motive and trait competencies at the base of the personality iceberg are more difficult to assess and develop, while self-concept competencies lie somewhere in between. Attitudes and values such as self-confidence can be changed by training, psychotherapy, and/or positive developmental experiences (Spencer & Spencer, 1993).
Instead, the KSA corporate recruiters’ competencies in working with people with disabilities are similar to Spencer and Spencer’s central and surface competencies. Attitudes competencies are the foundation of corporate recruiters’ competencies.

Although Spencer and Spencer (1993) stated that knowledge and skills are visible and the same level of competencies (see Figure 5.1), the author believes that knowledge is a key factor in forming and strengthening skills competencies. For example, Karpur, VanLooy, and Bruyère (2014) conducted a scoping review to explore employer practices for disability employment and found that attitudes and knowledge were two key sub-themes of accommodations—with the emphasis on how the organization or its employee felt about as well as what they actually were doing to accommodate. In addition, the research also found an association among the competencies of knowledge, attitudes, and skills (after conducting a taxonomic analysis). Research findings showed that to have good
communication skills, a corporate recruiter not only had to have empathy and respect for individuals with disabilities but needed to know how to use the right kind of language with people with disabilities. Hence, people must have general attitudes toward and basic knowledge of how to work with people with disabilities—and this can only be gained by acquiring skills competencies. KSA corporate recruiters’ competencies were characterized as having two layers. Attitudes competencies are the foundation of KSA corporate recruiters’ competencies in working with individuals with disabilities, and these are highly associated with knowledge competencies. The top layer is skills competencies because a corporate recruiter must have attitudes and knowledge competencies to be able to work with people with disabilities and be adept at skills competencies (see Figure 5.2). Specifically, there is also an interaction among the competencies of attitudes, knowledge, and skills. For example, an individual’s strong knowledge competencies may also influence and strengthen attitudes and skills competencies.

In addition, emotional intelligence (EI) and environmental contexts (e.g., society, culture, organizational climate, current policies, and so on) influence an individual’s competencies development. Spencer and Spencer (1993), Goleman (1998), and Boyatzis, Goleman, and Rhee (1999) discussed how self-concept, trait, motive, and emotional intelligence lead to an outstanding performance at work. Boyatzis et al. (1999) defined Emotional Intelligence (EI) as when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation (p.3). Recently, Goleman (2006) distinguished between EI and social intelligence (SI), and
indicated that social awareness and social facility are, components of SI. Cherniss (2010) even concluded that EI should refer to the basic abilities of emotion recognition, reasoning, and regulation; other personal qualities that contribute to positive work-related performance should be thought of as competencies. Therefore, the author proposed that emotional intelligence would play an important role in developing individuals’ attitudes, knowledge, and skills competencies. The stigma of disability from society, cultural difference, organizational climate, and governmental policies always were some of the primary influence on disability employment. Although environmental context was not mainly explored in this study, the author believed that environmental contexts should be considered as factors influencing corporate recruiters’ competencies development.

![Diagram](image)

*Figure 5.2. KSA corporate recruiters’ competencies of working with individual with disabilities*
Knowledge competencies. According to findings on KSA corporate recruiters’ competencies in working with people with disabilities, six knowledge competencies were needed: type of disabilities, accommodations, support resources, disability policy or laws, business acumen, and right language to use. This finding is consistent with other literature on competencies needed to work with individuals with disabilities—knowledge of different types of disabilities (Aubry et al., 2005; Currier et al., 2001; Schartz et al., 2002), knowledge of different types of interview or job accommodations (Collela & Bruyère, 2011; Currier et al., 2001; Fraser et al., 2010), knowledge of the interview or job accommodations process and cost of job accommodations (Bruyère et al., 2007; Gröschl, 2004; Gustafsson et al., 2013; Karpur et al., 2014), knowledge of support resources (Aubry et al., 2005; Collela & Bruyère, 2011; Currier et al., 2001; Fraser et al., 2010; Gröschl, 2004), knowledge of disability policy or law (Currier et al., 2001; Fraser et al., 2011; Schartz, et al., 2002), familiarity with business acumen (Anonymous, 1996; Currier et al., 2001; Forman, 2004; Rahman, 2012; Sullivan, 2012), and knowledge of how to use the right kind of language with individuals with disabilities (Currier et al., 2001).

This finding also provided significant information to corporate recruiters on support resources and disability policies or laws related to disability employment. To summarize seven participants’ descriptions of support resources, knowledge of support resources included internal support resources (e.g., employee assistant program, diversity and inclusion program, and support group in the organization) and external support resources (e.g., Employer Assistance and Resource Network, LEAD Center, Partnership on Employment and Accessible Technology, Workforce Recruitment Program, Office of Disability Employment Policy, Professionals with Disabilities Network, Job
Accommodation Network, States Vocational Rehabilitation, U.S. Business Leadership Network, Support employment agencies or consultants, and so on). Disability policy or law related to disability employment included: The Americans with Disabilities Act, The Rehabilitation Act, The Workforce Investment Act, The Vietnam Era Veterans’ Readjustment Assistance Act, The Civil Service Reform Act, Health Insurance Portability & Accountability Act, Family and Medical Leave Act, and Extended Medicare. An organization could include these knowledge components in their training program to increase corporate recruiters’, hiring managers’, and human resources management specialists’ knowledge of working with individuals with disabilities.

**Skills competencies.** Based on findings on KSA corporate recruiters’ competencies in working with people with disabilities, 14 skills competencies were needed: diversity training, collaboration/networking, communication, professionalism, interview, recruiting methods, assessing, flexibility, candidate management, profile and plan, organization management, technology and social media, initiative, and customer and selling focus. These 14 skills competencies were consistent with findings from the literature review on corporate recruiters’ competencies or competencies of working with individuals with disabilities. Specifically, five competencies were supported by both the literature and this study’s findings:

- **Diversity training:** Internal and external diversity training for corporate recruiters, hiring managers, human resources specialist, and employees could increase their diversity and inclusion awareness and train them in how to interact with employees with disabilities (Anonymous, 1996; Gilbride et al., 2003; Gröschl, 2004).
• **Collaboration/Networking:** Building collaborations or networking with professional organizations related to disability employment, university disability services, support employment agencies, and state vocational rehabilitations as well as attending national conference related to disability could help corporate recruiters search for talent candidates with disabilities and learn the best practices in disability recruitment, hiring, and retention from other companies or professional organizations (Anonymous, 1996; Aubry et al., 2005; Forman, 2004; Gilbride et al., 2003; Glover & Frounfelker, 2013; Gröschl, 2007; Sullivan, 2013; Whitley et al., 2010; Williams, 2002).

• **Communication:** Corporate recruiters must strengthen their communication skills (e.g., social etiquette, comfortable conversations, and use of the right kind of language to individual with disabilities) (Anonymous, 1996; Bruyère et al., 2007; Gilbride et al., 2003; Gröschl, 2004, 2007; Rahman, 2012; Sullivan, 2013).

• **Professionalism:** Being organized, having creative problem-solving skills, focusing on candidates with disabilities’ strengths and abilities, managing the recruiting process well, and collaborating with hiring managers and human resources specialists are basic conditions of the professional recruiting and hiring of individuals with disabilities (Anonymous, 1996; Aubry et al., 2005; Gilbride et al., 2003; Forman, 2004; Whitley et al., 2010).

• **Assessing:** Lastly, how to assess candidates’ abilities and capabilities without prejudice and make a decision on candidates’ fit within the company or job without stigma and stereotype of disability as well as using appropriate assessment methods with candidates with disabilities are important competencies
for corporate recruiters (Anonymous, 1996; Aubry et al., 2005; Collela & Bruyère, 2011; Forman, 2004; Gilbride et al., 2003; Rahman, 2012; Sullivan, 2013; Williams, 2002).

In addition, although flexibility (Forman, 2004; Rahman, 2012), candidate management (Anonymous, 1996; Sullivan, 2013), profile and plan (Forman, 2004; Rahman, 2012, Williams, 2002), technology and social media (Sullivan, 2013; Williams, 2000), as well as customer and selling focus (Anonymous, 1996; Forman, 2004; Sullivan, 2013) competencies were only supported by the literature review, these competencies are apparently related to competencies in working with individuals with disabilities as follows:

- **Flexibility**: Corporate recruiters could be flexible in the recruiting and interviewing process as well as in making interview or job accommodations, and in quickly adjusting recruitment methods, interview format, and interview or job accommodations based on individuals with disabilities’ needs.

- **Candidate management**: Developing and maintaining relationships with qualified candidates with disabilities or current employees with disabilities are important to building candidate management competencies; corporate recruiters not only can build their own talent pool but can encourage current employees with disabilities to refer talented candidates with disabilities to corporate recruiters.

- **Profile and plan**: Profile and plan competencies focus on providing deep job descriptions, building clear candidate profiles and job descriptions (e.g., job...
skills, competencies, responsibilities), and using strategic sourcing techniques to search for candidates with disabilities.

- **Organization management**: Corporate recruiters must understand all phases of the recruiting, hiring, and interviewing or job accommodation process as well as organizational dynamics and culture for diversity inclusion in the organization. Also, the organization must provide to recruiters, hiring managers, and human resources specialists an accessible organizational policy and procedure for recruiting and hiring employees with disabilities.

- **Technology and social media**: Technology and social media competencies not only include sufficient skills in using technology and social media to do job posting, marketing, and sourcing of candidates, but also checking the accessibility of all online recruitment materials for individuals with disabilities.

- **Customer and selling**: Customer and selling competencies maybe divided into two parts. First, customer competencies involves understanding hiring managers' concerns, needs, problems, and wants as well as finding qualified candidates for hiring managers. Selling competencies not only involves selling qualified or talented candidates with disabilities to hiring managers, but a corporate recruiter must feel comfortable selling jobs to candidates with disabilities.

Lastly, two competencies were specifically discussed in the literature review—recruiting methods (Bryen et al., 2007; Kessler Foundation & National Organization on Disability, 2010) and initiative (Aubry et al., 2005; Glover & Frounfelker, 2013; Gröschl, 2007; Whitley et al., 2010). This study found that these two competencies are important to corporate recruiters who would like to recruit individuals with disabilities:
• **Recruiting methods**: A corporate recruiter must be able to identify candidates with disabilities directly and through advertising, employee referrals, job postings, and social media or third parties; and also must be able to actively build partnerships with university career and disability services, state vocational agencies, and support employment agencies. Further, collaboration and networking skills are core competencies in recruiting methods.

• **Initiative**: A corporate recruiter needs to lead influential action and use interventions to increase employees with disabilities’ engagement in the organization as well as deepen relationships among these individual, the hiring manager, and outreach.

  Additionally, **interviewing skills** were the only new competency revealed in this study. Recent studies on disability employment or recruiters’ competencies did not emphasize interviewing skills. Bruyère, Erickson, and VanLooy (2004) found that the majority of respondents from the Society for Human Resource Management (SHRM) were familiar with framing questions about job tasks, restrictions on medical issues, and when to ask about how the applicant would perform job tasks. This study found that the focus on interview skills involved creating an interview environment that emphasized creating a rapport with individuals with disabilities and using sufficient interview techniques to ask specific and appropriate questions of these people.

  **Attitudes competencies.** Besides the findings on KSA corporate recruiters’ competencies, six attitudes competencies were identified: supportive, positive, proactive, respect, empathy, and sensitivity. These six were consistent with findings from the literature review. Specifically, proactive (Anonymous, 1996; Gröschl, 2007; Sullivan,
competencies were supported by both findings from the literature review and from this study, as follows:

- **Proactive**: A corporate recruiter should proactively engage in outreach with professional organizations, support employment agencies, and university career or disability services related to disability employment in order to identify talented candidates with disabilities as well as others, using nontraditional sources or techniques to ensure a diverse candidate pool.

- **Empathy**: Being an active listener to candidates with disabilities’ and hiring managers’ concerns and expressing empathy and understanding to individuals with disabilities during the interview or any conversation.

In addition, four attitudes competencies were significantly discussed in the literature review—Supportive (Gilbride et al., 2003; Jasper & Waldhart, 2012), positive (Aubry et al., 2005; Unger, 2002; Walters et al., 1996), respect (Aubry et al., 2005; Fraser et al., 2010; Hernandez et al., 2008; Walters & Baker, 1996), and sensitivity (Aubry et al., 2005). This research showed how corporate recruiters take these six attitudes to work, as follows:

- **Supportive**: Adopting caring and supportive attitudes toward individuals with disabilities, paying close attention to candidates with disabilities’ needs, and supporting interview and job accommodations are three key components of supportive attitudes competencies.
• **Positive:** A corporate recruiter should value candidates with disabilities’ strengths, abilities, and past relevant experiences as well as treat them equally and normally during the interview or recruiting process.

• **Respect:** A corporate recruiter should follow social etiquette when interacting with individuals with disabilities and respect their differences—these are core commitments in adopting respectful attitudes competencies.

• **Sensitivity:** A corporate recruiter needs to be sensitive to potential signs and needs and provide appropriate supports to them.

Karpur et al. (2014) recently conducted a scope review to explore current research topics related to employer practice in disability employment. They found that more than half of the 243 total employer research articles focused on workplace accommodations (63%); organizational culture, climate, and attitudes toward people with disabilities (55%); and/or recruitment and hiring (53%), less than one-fifth of articles addressed the areas of benefits (17%), or dispute resolution and termination from work (13%). They recommended engaging in more implementation and dissemination research or knowledge translation research in the field of employer practices to build capacities among practitioners and help them adopt leading practices. Therefore, identification of 26 KSA competencies was a significant indicator of a need to engage corporate recruiters in professional development and build their and hiring managers’ attitudes, knowledge, and skills capacities in the field of disability employment. Next, the ways in which 26 KSA competencies for corporate recruiters may be implemented in human resource development and what interventions or strategies to apply in building attitudes,
knowledge, and skills competencies in human resource development practices are discussed.

**Implications for talent development**

Based on the discussion of KSA competencies modeling in the previous section, the researcher developed a professional development process for building corporate recruiters’ competencies in working with individuals with disabilities (see Figure 5.3). This process would benefit human resources practitioners’ or managers’ mind-set by negating defensive and embracing offensive mind-sets on disability employment issues. For example, human resources practitioners or managers might feel defensive about disability employment— not hiring or recruiting people with disabilities because they seek to avoid culture or diversity conflicts in the organization, federal Equal Employment Opportunity Plans (EEOP) violation, discrimination in the workplace, the cost of job accommodations, and so on. Armed with this information, human resources practitioners or managers could take a broad view of corporate recruiters’ competencies in working with people with disabilities; and their defensive mind-set would change to an offensive mind-set, which allowed them to coach their staff or employees in how to hire, recruit, supervise and support employees with disabilities.

To build corporate recruiters’ competencies in working with individuals with disabilities, a three-stage of professional development process is required. Attitudes are the foundation of KSA competencies for corporate recruiters who work with individuals with disabilities. Hence, attitude competencies development is the first stage in the KSA competencies development process which includes Branson’s self-reflection and appreciative inquiry interventions. Second, gaining professional knowledge of disability
employment is the second stage in the KSA competencies development process. In order to acquire knowledge related to disability employment, attending internal or external training as well as developing human resources disability recruitment and hiring policies are good strategies for knowledge competencies development. Strengthening skills competencies is the final stage in the KSA competencies development process. A digital badge system may encourage corporate recruiters, hiring managers, or human resource practitioners to actively participate in internal or external training to increase their skills competencies. The following sections focus on interventions or strategies in attitudes, knowledge, and skills competencies development.

Figure 5.3. Process of developing KSA corporate recruiters’ competencies in working with individuals with disabilities

**Attitudes competencies development**

Spencer and Spencer’s (1993) discussion of attitudes competencies development indicated that attitudes and values such as self-confidence can be changed by training, psychotherapy, and/or positive developmental experiences. Branson’s structured self-
reflection and appreciative inquiry is a good intervention in aiding a corporate recruiter, hiring manager, or human resources practitioner to adopt supportive, positive, proactive, respect, empathy, and sensitivity attitudes in working with individuals with disabilities.

**Branson’s structured self-reflection model** presents a sequential order of components as one moves from self-concept to behaviors. The structured self-reflection process includes self-concept, self-esteem, motives, values, beliefs, and behaviors. An individual level of conscious awareness plays a role in each component, influencing the achievement of a particular desired purpose (Branson, 2007). *Appreciative Inquiry* (AI) focuses on the generative potential of positive images, which Cooperrider (1990) called anticipatory realities. He argued that positive images (ideals and vision) have a heliotropic effect; that is, they energize and orient human behavior toward the realization of the ideal (Yballe & O’Connor, 2000).

Brandon’s structured self-reflection model started with a self-concept defining life experience (i.e., Briefly describe a particularly significant personal life experience). This moment is described concisely, along with a general description of the likely personal image captured at this moment in the principal’s self-concept (i.e., The image I have recorded in my self-concept as a result of his life experience can be described in the following way). Each subsequent column then illustrates how this self-concept image has influenced the development of the principal’s self-esteem (i.e., as a result of this life experience I have), motives (i.e., this experience mainly affected my core needs as follows), values (i.e., from these motives, I have a preference for the following values), beliefs (i.e., as a result of these motives and values I have created the following beliefs), and behaviors (i.e., as a consequence of this life experience and its effect on my self-
concept, self-esteem, motives, values and beliefs, I have adopted the following leadership and management behaviors). In all, an individual life experience plays a vital role in influencing personal ethical decision-making because the level of moral conscience is derived from the inner Self. For human resource professionals, Branson’s self-reflection model may be utilized as an intervention in a group facilitation with corporate recruiters, hiring managers, human resources practitioners, or employees on their perceptions of working with people with disabilities. The participants could learn how to interact or work with people with disabilities from group members’ experiences in doing so. Furthermore, group members also could discuss the dilemma, prejudices, and stereotypes that attend recruiting a person with a disability, based on Branson’s self-reflection.

Based on Cooperrider and Srivastva’s (1987) AI theory, Watkins and Stavros (2009) stated that “the appreciative paradigm is a perspective that attends to the positive core of relationships and organizations. The positive core lies at the heart of the AI 4-D cycle process (Discovery, Dream, Design, and Destiny)” (p. 3640, Kindle); moreover, Watkins and Stavros also indicated that in the AI 5-D model, a fifth D (Define) is added to the beginning of the cycle to cover contracting of the process. They also created five questions for the 5-D model: “What is our purpose?” – Define, “What gives life?” — Discovery, “What might be?”—Dream, “How can it be”—Design, and “What will be?”—Destiny. These five questions can help individuals to clarify and create the inquiry process, understand and appreciate the best of what is, imagine and envision their future, determine and co-construct the ideal, and empower and sustain their action. Therefore, AI may be utilized as an intervention in a group facilitation with corporate recruiters, hiring managers, human resources practitioners, or employees on developing strategies for
recruiting or hiring individuals with disabilities and for working with people with disabilities.

According to several studies, employers’ life experiences in working with people with disabilities are the main influence on their ethical decision-making about disability employment (Hernandez, 2000; Unger, 2002). For example, employers’ previous experiences with individuals with specific disabilities such as deafness, mental retardation, epilepsy, and psychiatric disability also reported more favorable attitudes toward hiring applicants with the same disabilities (Unger, 2002). In addition, Barrington, Bruyère and Waelder (2014) found that having senior management self-disclose (publicly) a disability also helps in disability recruitment and selection. These findings supported the core concept of Branson’s self-reflection model and AI intervention—positive life experiences in working with individuals with disabilities lead to positive visions of disability employment. If a corporate recruiter, hiring manager, or human resource practitioner wishes to open or change their attitude toward working with people with disabilities, a positive experience or affect gained from doing so transforms his/her self-esteem and values and motivates the employer to transfer these positive values into a desire to engage in more such recruitment.

Knowledge competencies development

External and internal training as well as disability recruitment and hiring policies in the organization are good strategies for increasing knowledge competencies regarding types of disabilities, accommodations, supporting resources, disability policy or law, business acumen, and right kind language to use. For example, Bruyère et al. (2004) found that staff who had received training in each ADA topic area, including media
information confidentiality requirements (87%), non-discriminatory recruiting/hiring (86%), non-discriminatory discipline (86%), defining essential job functions (81%), accommodation process (72%), disability awareness/sensitivity (67%), equal access to promotion and training (62%), conflict resolution in the accommodation process (55%), limitations on health plans (53%), mental health problems (48%), and available organizational resources on accommodations (45%), found it helpful in recruiting and retaining employees with disabilities. In addition, the Society for Human Resource Management (2012) released a report commissioned by and conducted in collaboration with Cornell University’s ILR School Employment and Disability Institute. The finding on organizational practices and policies related to the employment for people with disabilities indicated that nearly two-thirds (61%) of organizations included people with disabilities explicitly in their diversity and inclusion plans and 58% pointed to the importance of training HR staff and supervisors in effectively interviewing people with disabilities.

To broaden knowledge competencies, actively participating in external training, workshops, or conferences could help corporate recruiters, hiring managers, or human resources practitioners gain insights or learn more about federal disability employment policies or laws, such as the Equal Employment Opportunity Plan, Rehabilitation Act 503, or ADA; learn best practices in disability recruitment and hiring from other companies; and acquire professional consultation relating to disability employment issues from professional associations. In addition, internal training also could help a corporate recruiter, hiring manager, and human resources practitioner gain knowledge of types of disabilities, accommodations, supporting resources, business acumen, and disability-
related social etiquette. Internal trainers or facilitators could collaborate with diversity and inclusion groups in the organization and development of a series of training workshops including types of disabilities, disability social etiquette, types of job accommodations, the job accommodation process, internal and external referral information, and disability recruitment and hiring policy topics. For example, internal trainers or facilitators could offer a training program on disability law (e.g., the Rehabilitation Act, Americans with Disabilities Act, Equal Employment Opportunities, etc.), information on disability employment resources (e.g., Job Accommodation Network, tax benefits for businesses with employees with disabilities, vocational rehabilitation services, referral information, etc.), and on disability-related social etiquette (i.e., how to interact with individuals with different types of disabilities and how to use the right kind of language with individuals with disabilities) for corporate recruiters, hiring managers, or human resource practitioners could be made available to enhance their knowledge of how to work with those with disabilities and thereby increase their comfortable zone in doing so.

Further, establishing disability recruitment and hiring policies in the organization and making it as accessible as possible on companies’ internal website are very important strategies in developing knowledge competencies for corporate recruiters, hiring managers, and human resources practitioners. The policies not only helps corporate recruiters, hiring managers, or human resources practitioners know the organizational policies of disability recruitment and hiring, but they also know a comprehensive process of disability disclosure, providing interview or job accommodations, specific orientations for new employees with disabilities, financial incentives, supplemental disability
insurance, and so on. The following effective workplace policies and practices are also helpful to Human Resource (HR) professionals and managers in recruiting or managing people with disabilities (Bruyère et al., 2004; Kaye et al., 2011):

- Provide a centralized organizational structure to facilitate accommodation in the workplace;
- Establish a relationship with local community agencies that can help with recruitment of qualified candidates with disabilities and also in the identification of appropriate accommodations, when needed;
- Have policies and practices that minimize discrimination in the recruitment and hiring process;
- Have policies and practices that promote career and promotional opportunities for workers with disabilities;
- Design medical leave and other benefits of employment in an equitable manner;
- Involve representatives of internal organizational resources and labor unions in the accommodation process;
- Maximize the benefits of disability management or return-to-work programs;
- Provide staff training on the disability nondiscrimination requirements of relevant civil rights and employment legislation; and
- Have a diversity specialist who deals with disability issues.

**Skills competencies development**

Knowledge competencies development, and internal and external training are still important to corporate recruiters, hiring managers, and human resources practitioners working with individuals with disabilities. Skills competencies development requires,
among other activities, actively attending internal and external training and being members of professional associations related to disability employment or diversity employment. Other good strategies include diversity training, collaboration/networking, communication, professionalism, interviewing, recruiting methods, assessing, flexibility, candidate management, profile and plan, organization management, technology and social media, initiative, customer and selling focus. A good validation system would include how to present and validate the accomplishment of attitudes, knowledge, and skills competencies, using digital badges to show a corporate recruiter’s, hiring manager’s, and human resources practitioner’s competencies in working with individuals with disabilities and achievements.

Being a member of professional and attending external events could increase their collaboration, networking, recruiting methods and candidate management skills. For example, Erickson, von Schrader, Bruyère, VanLooy, and Matteson (2014) suggested that HR professionals often assist with developing the recruitment pipeline, and they must be aware of community agencies that can provide qualified candidates. This can be done by attending regular meetings of local HR professional organizations, local Chamber of Commerce, or other local business organization events. These points of contact can assist in establishing relationships that this study showed to be an important factor in maximizing employment of individuals with disabilities. Erickson et al. (2014) also found a key strategy that provides low-risk and mutually beneficial awareness-raising about the qualifications and abilities of people with disabilities is the creation and implementation of internship programs for individuals with disabilities. Internships could be coordinated in collaboration with local school systems or as a part of school-to-work
transition programs for youth with disabilities.

Identifying and learning about best practices in the employment of people with disabilities from professional associations, companies, and consultants would benefit organization management and professional development. Specifically, Erickson et al. (2014) conducted a study of disability-inclusive employer practices and hiring of individuals with disabilities; the majority of human resources professionals from SHRM presented articulated statements by top leadership about the priority placed on the recruitment and hiring of people with disabilities and the importance of including disability in company diversity statements. In addition, Barrington et al. (2014) interviewed the members of the Conference Board (TCB), which describes itself as a global, independent business membership and research not-for-profit that works in the public interest to provide leading organizations with practical knowledge on improving their performance and better serving society. They found that the business case for expanding recruitment, engagement, and advancement of people with disabilities was organized into four categories: (a) talent pool; (b) costs, including workers’ compensation costs, health care costs, accommodation costs, and legal and related costs; (c) benefits, covering growth in revenue and market share, coworker/team performance, and financial incentives; and (d) fulfillment of executive and legislative mandates.

Also, Barrington et al. (2014) conducted interviews with members of the Center for Advanced Human Resource Studies (CAHRS), which is the leading partnership association between industry and academia in the United States devoted to global HR management. It has close to 70 corporate members, more than one-third ranking in Fortune 100. Barrington et al. found nine strategies for recruiting, engaging, and
advancing employees with disabilities as follows:

- Presence of and participation in employee resource groups, including employees with and without a disability;
- Recruitment of talent with disabilities from “pedigree” colleges and universities;
- Ease (speed and quality of experience) of hiring and onboarding of employees with disabilities;
- Representative share of total employee base that is employees with disabilities;
- Number of senior management who self-disclose (publicly) a disability;
- Metrics on employees with disabilities are as common as those for other dimensions of diversity;
- Numbers of interns with disabilities and offer acceptance rates;
- Numbers of college offices of students with disabilities services that are integrated into the corporate recruiting process; and
- Tracking how applicants with disabilities found the job posting to improve the reach of recruiting (“website” was the most frequent response identified).

Therefore, it is important for a corporate recruiter, hiring manager, and human resources practitioner to identify and learn about the best practices in disability recruitment, hiring and retention in industries, be a member of professional associations, and build organization management and professionalism competencies.

To extend external or internal training on attitude, knowledge, and skills competencies development, digital badges would be a good strategy—they help to build up and validate a corporate recruiter’s, hiring manager’s, or human resource
practitioner’s competencies in working with people with disabilities. Erickson (2015) stated that digital badging is an emerging credentialing system designed to validate skills and competencies achieved in nontraditional and traditional education settings. Badge initiatives have emerged as a pragmatic solution to reimagine education and build a highly skilled workforce. Digital badges are also tokens that show your achievements. They look like icons or logos on a Web page, on social media such as LinkedIn, and elsewhere online (Stone, 2015). For example, Field (2015) developed a sample of open digital badge collaboration for librarian professional competencies development. She noted that the digital badge collaboration included partners, competencies, learning pathways, and badge accredited. Therefore, the organization or human resources professionals could use their attitudes, knowledge, and skills competencies in designing a digital badges system for validating a corporate recruiter, hiring manage, and human resources practitioner who completes a project, masters a skill, takes certain courses, or acquires specific professional experience.

**Recommendations**

This study aimed to identify corporate recruiters’ competencies in working with individuals with disabilities. Twenty-six competencies were identified in this study, including six knowledge competencies (e.g., type of disabilities, accommodations, supporting resources, disability policy or law, business acumen, right kind language to use), 14 skills competencies (e.g., diversity training, collaboration/networking, communication, professionalism, interviewing, recruiting methods, assessing, flexibility, candidate management, profile and plan, organization management, technology and
social media, initiative, customer and selling focus), and six attitudes competencies (e.g., supportive, positive, proactive, respect, empathy, sensitivity). Based on the results and implication, the following are recommendation for research and practices.

Recommendations for future research

Prior to developing the research design and engaging in the interviews for this study, it was clear that qualitative investigations are not the only way to identify corporate recruiters’ competencies in working with individuals with disabilities. In addition, this study did not attempt to define these 26 corporate recruiters’ competencies in working with individuals with disabilities. Nor did it indicate that these competencies are more important than other competencies not found in this study. Several recommendations are offered based on these findings. Recommendations for future research are directed toward research design, sample size, excluded competencies, and extended research topics.

First, to comprehensively identify the competencies of corporate recruiters who work with people with disabilities, the future researcher could choose mixed-methods for analyzing results from a qualitative and quantitative study. The mixed-methods could include conducting focus groups using behavioral event interview techniques to explore the competencies of corporate recruiters who work with people with disabilities as well as utilizing Delphi techniques with questionnaires to gain a professional consensus on corporate recruiters’ competencies that would increase their psychosocial perspectives on hiring people with disabilities. For example, Patterson et al. (2008) utilized mixed-methods to develop a competency model for three secondary care specialties. Their
mixed-methods included two phrases—qualitative (e.g., behavioral observation, focus groups, and interviews) and quantitative (e.g., job analysis questionnaires) research. Mixed-methods research is an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints (always including the standpoints of qualitative and quantitative research) (Johnson et al., 2007).

In this study, the researcher used semi-structured interviews based on the behavioral event interview technique to gather information from disability inclusion experts in three major groups. In fact, the researcher found that these interviewees overlooked some important facts or competencies of working with individuals with disabilities—this could be due to their hesitancy to share some behavioral events or experiences in working with individuals with disabilities. Specifically, some behavioral events or cases related to ethical issues, EEOP violations, or discrimination. Therefore, the author recommended that future researchers adopt the use of focus groups and behavioral event interview techniques as major qualitative methods. Likely, Onwuegbuzie, Dickinson, Leech, and Zoran (2009) identified focus group research as “a way of collecting qualitative data, which—essentially— involves engaging a small number of people in an informal group discussion (or discussions), ‘focused’ around a particular topic or set of issues” (p.2). Focus groups are less threatening to many research participants, and this environment is helpful in encouraging participants to discuss perceptions, ideas, opinions, and thoughts. The sense of belonging to a group can increase participants’ sense of cohesiveness and help them to feel safe in sharing information; moreover, this environment creates the possibility of more spontaneous
responses and can provide a setting in which the participants can discuss personal problems and provide possible solutions (Onwuegbuzie et al., 2009).

The author also recommended that future research utilize the Delphi technique when conducting quantitative research to gain professional consensus on the importance of recruiters’ competencies in working with people with psychiatric disabilities. For example, the Delphi technique also has been utilized by several researchers to identify the importance of knowledge and develop a competencies questionnaire. Currier et al. (2001) utilized a Delphi study to systematically examine the importance of job functions and knowledge domains in the practice of disability management, obtaining the opinions of a panel of 44 recognized experts in disability management. The Delphi method was one technique used by Corbière et al. (2013) to develop BAKES for the employment questionnaire. Additionally, Scott (2002) used Delphi to identify competencies needed by business teachers to work with students with disabilities.

According to Dalkey and Helmer (1963), the Delphi technique may be defined as a method used to obtain the most reliable consensus of opinion of a group of experts, by a series of intensive questionnaires interspersed with controlled feedback. The Delphi technique is a research tool that enables anonymous systematic refinement of expert opinions with the aim of arriving at a combined or consensual position (Bonner & Stewart, 2001). Nevertheless, researchers identified several advantages of using the Delphi technique. Benefits include (Bonner & Stewart, 2001) the opportunities for large numbers of people to participate and see where their opinion fits in relation to the rest of the group and for participants to reconsider their opinion in different interactions (Bonner & Stewart, 2001; Duffield, 2007; Hasson et al., 2000; Mckenna, 1994). In addition, a
more beneficial feature of the Delphi technique is to emphasize ideas rather than individuals; also, participants’ anonymity allows them to contribute open and honest ideas without fear of criticism (Bonner & Stewart, 2001; Duffield, 2007; Mckenna, 1994; Smith, 2013). Hence, the Delphi technique not only could validate corporate recruiters’ competencies, but could aid researchers in developing a series of behavioral indicators for corporate recruiters’ competencies and a measurable inventory of those competencies.

Second, the author recommended that future researchers recruit at least six interviewees in each group of disability inclusion experts—recruiters, professionals, and support employment specialists. Guest, et al. (2006) carried out a systematic analysis of their own data from a study of 60 women and reproductive health care in Africa. They examined the codes developed from their 60 interviews in an attempt to assess at which point their data were returning no new codes, and were therefore saturated. Their findings suggested that data saturation had occurred at a very early stage. Of the 36 codes developed for their study, 34 were developed from their first six interviews, and 35 were developed after 12. Their conclusion was that for studies with a high level of homogeneity among the population, “a sample of six interviews may be sufficient to enable development of meaningful themes and useful interpretations” (Guest, et al, 2006, p.78). Furthermore, after increasing the sample size of disability inclusion experts in each group and using the Chi-square test, future researchers also could compare differences in corporate recruiters’ competencies among the three types of disability inclusion experts.

Last, findings from the comparison of corporate recruiters’ competencies in working with people with disabilities between the literature review and semi-structured interviews indicated that 20 competencies identified in the literature review were not
found during semi-structured interviews with ten disability inclusion experts. These competencies were: advocacy, brokerage skills, caring, confidentiality, dealing with ambiguity, efficiently, financial incentive, global recruiting, hardiness, hiring tools, passion persistence, personal brand, pre-selection process, providing cafeteria style benefits, rapid learning, sincere and genuine interaction, supervision, and team orientation. In future studies, researchers could add an open-ended question about competencies or provide a list of competencies to participants and ask them to select those they believe are important to a corporate recruiter working with people with disabilities. Also, environmental contexts, emotional intelligence, or personality/characteristics should be explored and discussed further to see how these factors influence the development of corporate recruiters’ competencies. In addition, the purpose of this study was to identity corporate recruiters’ competencies in working with people with disabilities; these competencies may provide future researchers or human resources professionals with ideas for extending these competencies and applying them to active and efficient recruiting or hiring of individuals with disabilities. Therefore, future researchers could extend these competencies to employers, hiring managers, or human resources professions so that these individuals may better examine whether these competencies are effective for companies who seek to recruit, hire, or retain employees with disabilities.

**Recommendations for practitioners**

This study of corporate recruiters’ competencies in working with individuals with disabilities is the first known attempt to develop a competency model to build corporate
recruiters’ competencies in working with employees with disabilities and allow them to actively recruit, hire and retain employees with disabilities. Specifically, Schur, Nishii, Adya, Kruse, Bruyère, and Blanck (2014) suggested that the value of devising effective strategies to increase awareness of diversity inclusion in the workplace should include increasing co-worker knowledge and support for their provision. Also, improved consistency, accountability, and information on the disability recruitment and hiring process would help mitigate heavy dependence in recruiting or hiring decisions on the individual supervisor or manager who responds to the recruiting or hiring process. Due to the implications of competencies development, two recommendations are offered.

First, in designing training programs for attitude, knowledge, and skills competencies development, the ADDIE model is the generic process traditionally used by instructional designers and training developers. The model (ADDIE = Analysis, Design, Development, Implementation, and Evaluation) has five phases. In most cases, the ADDIE model inspired this researcher’s design and development of training programs created to help participants achieve learning goals (Visscher-Voerman & Gustafson, 2004). Second, the research cited the digital badge as a good strategy for encouraging corporate recruiters, hiring managers, or human resources practitioners to participate in training programs on competencies development and validate their competencies and skill sets in working with individuals with disabilities. Before establishing a digital badge system for developing the competencies of those working with individuals with disabilities, future researchers or human resources professionals should create learning pathways and opportunities for professional growth. Questions include the following: (1) what are digital badges; (2) how can digital badge paths provide visibility and structure to
learning pathways; (3) how can the digital badges’ collaborative model be applied in developing new competencies for corporate recruiters who work with individuals with disabilities; and (4) how can digital badges benefit the organization and the immediate needs of a changing profession?

In conclusion, this study’s findings hold extensive implications for researchers and human resources professional. Armed with the 26 corporate recruiter’ competencies identified in this study, results could be used to develop a checklist of competencies to be used by corporate recruiters, hiring managers, or human resources practitioners who seek to know which attitudes, knowledge, and skills competencies are needed in recruiting, hiring, and retaining employees with disabilities. In the future, human resources professionals or consultants could utilize these 26 corporate recruiters’ competencies in designing and creating a series of trainings, workshops, or events for competencies development that may result in both increased recruiting and hiring of talented employees with disabilities and enhance employees’ diversity and inclusion engagement in the organization.
References


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doi:10.1177/003435520104400303


Mason, M. (2010, August). Sample size and saturation in PhD studies using qualitative interviews. In *Forum Qualitative Sozialforschun / Forum: Qualitative Social*


Appendix A

Semi-structured Interview Protocol

Introduction

Thank you so much for talking with me today. My name is Nai-Fen Su, a PhD candidate in Workforce Education and Development at the Pennsylvania State University. I am starting my dissertation now. My dissertation topic is a whole focus on identifying competencies of corporate recruiters working with people with disabilities. I am looking at what competencies a professional recruiter who working in people with disabilities should have and what the most important recruiters’ competencies effectively contribute to hiring people with disabilities.

Besides note taking, I would like to audio recode our conversations today. Please verbally agree with the consent form, which I attached in the email, to meet our human subject requirements. For your information, only I will be privy to the digital recorder, which will be eventually destroyed after the audio recording is transcribed. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Thank you for your agreeing to participate.

I have planned this interview to last no longer than one hour. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

__________________________________________

Interview Date:

Interviewee Name:

Background Information on Interviewee

1. How many years have you been working in _________ field?

2. What is your educational background (i.e., academic level and major)?
3. What is your job title?

4. What primary functions do your job involved related to disability employment?

5. How many years have you been worked with people with disabilities or working with people that your perceived to have disabilities?

6. To your knowledge, do any of your company’s current employees have disabilities? (Only for recruiters)

7. In the past 12 months has your company hired any person with disability? (Only for recruiters)

**Corporate Recruiter Competencies**

1. What general competencies should a corporate recruiter have?

2. What should a corporate recruiter know or be aware to do if he/she would like to recruit people with disabilities?

3. Please describe a specific situation in which you had to use skills beyond a typical corporate recruiters’ competencies after an applicant disclosed his or her disabilities.

4. Please describe a specific situation in which you had to use skills beyond those of typical corporate recruiters’ competencies when you perceived that an applicant had a disability but he or she did not disclose it to you.

5. What other specific skills would be useful to recruit or select people with other chronic illness (for example, HIV/AIDS, diabetes, multiple scleroses, cancer, and other illness)?

6. What are the most important things an employer would consider when hiring people with disabilities?
Appendix B

Recruitment Letter

Dear <<insert name>>:

I am wiring to invite you to participate in a research about identifying competencies of corporate recruiters perceiving entry-level employees with mental illness in the United States. This study is being conducted by Nai-Fen Su at the Pennsylvania State University. Since new 503 Rehabilitation Act has been prohibiting federal contractors and subcontractors from discriminating in employment against individuals with disabilities (IWDs), and requires these employers to take affirmative action to recruit, hire, promote, and retain these individuals. Hence, this study’s goal is to explore and identify the competencies of corporate recruiters who perceive people with disabilities in federal contractor and subcontractor companies in the United States. These competencies were identified through a semi-structured interview with experts with knowledge, experience, and expertise in disability employment. The outcome was the identification of recruiters’ competencies for human resource practice and training.

I am contacting you for this study through Dr. XXX, (Ms. XXX), or (Mr. XX) who referred your contact information to me. We believe that your professional experiences of disability employment will bring a lot of contributions to this study.

Or

I am contacting you for this study through the Office for Disability Services at the Pennsylvania State University, (the United States Business Leadership Network), or (The Employer Assistance and Resource Network). We notices that your company actively recruits people with disability and we believe that your professional experiences of disability employment will bring a lot of contributions to this study.

If you would like to participate in this study, when will you be available for doing the semi-structured interview? And what phone number should I contact you?

Please feel free to contact me if you have any question or would like additional information about this study; please contact Nai-Fen Su, 1-217-418-8398 or nzs5134@psu.edu.

Thank you again for considering this research opportunity.

Sincerely,

Nai-Fen Su, M.A., PhD. Candidate
Workforce Education and Development
The Pennsylvania State University
Appendix C

IRB Approval

EXEMPTION DETERMINATION

Date: August 29, 2014
From: Julie James, IRB Analyst
To: Nai-Fen Su

<table>
<thead>
<tr>
<th>Type of Submission</th>
<th>Initial Study</th>
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<tr>
<td>Title of Study:</td>
<td>A Mixed-Method Study to Identify the Competencies of Corporate Recruiters Perceiving Entry-level Employees with Mental Illnesses in the United States</td>
</tr>
<tr>
<td>Principal Investigator:</td>
<td>Nai-Fen Su</td>
</tr>
<tr>
<td>Study ID:</td>
<td>STUDY000000824</td>
</tr>
<tr>
<td>Submission ID:</td>
<td>STUDY00000824</td>
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<tr>
<td>Funding:</td>
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</tr>
<tr>
<td>Documents Reviewed:</td>
<td>Protocol for HSR_NF_Competency_082514.pdf (0.01), Category: IRB Protocol, Data collection instruments.docx (0.01), Category: Data Collection Instrument</td>
</tr>
</tbody>
</table>

The Office for Research Protections determined that the proposed activity, as described in the above-referenced submission, does not require formal IRB review because the research met the criteria for exempt research according to the policies of this institution and the provisions of applicable federal regulations.

Continuing Progress Reports are not required for exempt research. Record of this research determined to be exempt will be maintained for five years from the date of this notification. If your research will continue beyond five years, please contact the Office for Research Protections closer to the determination end date.

Changes to exempt research only need to be submitted to the Office for Research Protections in limited circumstances described in the below-referenced Investigator Manual. If changes are being considered and there are questions about whether IRB review is needed, please contact the Office for Research Protections.

Penn State researchers are required to follow the requirements listed in the Investigator Manual (IRB-193), which can be found by navigating to the IRB Library within CATS IRB (http://irb.psu.edu).

This correspondence should be maintained with your records.
EDUCATION

The Pennsylvania State University, University Park, PA
Ph.D. in Workforce Education and Development
August, 2016
M.Ed. in Counselor Education
December, 2014
National Yunlin University of Science and Technology, Taiwan
M.A., Magna cum laude, in Leisure and Exercise Studies
May, 2004
National Taiwan Sport University, Taiwan
B.B.A. in Recreation and Industry Management
May, 2002

RELEVANT EXPERIENCE

Research Specialist
Division Continuing Studies, University of Wisconsin-Madison
- Develop research projects on Education-Workforce Dynamics
- Design online course curriculum and instruction
- Prepare grant proposals and research-oriented manuscripts
December 2015-Present

Assessment Research Assistant
Education Technology Services in Information Technology Services,
The Pennsylvania State University
- Support with designing and implementing institutional assessment process for education technology services’ strategic planning
- Develop research protocol and survey, analyze assessments data, and write reports
- Design and facilitate assessments training materials and facilitate workshops for staffs and faculty to support the process and use of assessment tools
July 2012-Present

SELECTED PUBLICATIONS & PRESENTATIONS


AWARDS