DETERMINATION OF THE IMPORTANCE OF EVALUATION CRITERIA DURING THE PROCESS OF RECRUITMENT AND SELECTION OF PERSONNEL BASED ON THE APPLICATION OF THE SWARA METHOD

Abstract

Personnel selection for an organization is an extremely important process. Modern organizations strive to improve the process of recruitment and selection of personnel as much as possible, in order to provide the organization with quality personnel and thus long-term competitiveness. In addition, the evaluation criteria on which the recruitment and selection process is based is also important, as it has a large impact on the final selection of candidates. Therefore, the aim of this paper is to propose the application of multi-criteria decision-making methods for the process of determining the weighting coefficients of evaluation criteria. Accordingly, the SWARA (Step-Wise Weight Assessment Ratio Analysis) method for determining weights was applied in the paper. The SWARA method proved to be extremely reliable when it comes to defining the weights of evaluation criteria, primarily due to its simplicity and the fact that respondents and domain experts could easily express their views on the issue.

Keywords: SWARA, MCDM, group decision-making, personnel selection, weights determination

JEL classification: C44, M12

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Employees are a valuable resource on which the success of a company depends and without which the company cannot be highly competitive (Ulutaş et al., 2020; Karabasevic et al., 2016). The selection of adequate personnel today is a great challenge primarily due to extremely variable and demanding business conditions (Đorđević, 2021; Wedajo & Chekole, 2020). Human resource management and personnel selection is an important part of business activity on which the success of the realization of tasks and set goals of an organization depends. Many factors affect the process of choosing the right person for a particular business position, such as, for example, changes in business behavior, job changes, social changes, changes in the law, improvement of information technology, and so forth (Robertson & Smith, 2001; Liao, 2003). The importance of quality personnel gained special importance during the current Covid-19 pandemic (Stošić-Mihajlović & Trajković, 2021). Therefore, it is very important to invest in intellectual capital in order to obtain quality personnel (Petković et al., 2021).

The selection of personnel directly affects the quality of the human resources base available to a particular organization, and therefore the selection of personnel is an important task for organizations, whether public or private. Different approaches have been developed to help and make it easier for organizations to choose the best candidate, more specifically to select the right people to do certain jobs (Karabasevic et al., 2018; 2015). Traditional methods for selecting candidates are mainly based on statistical analyses of test results that are considered to reflect reality. Modern approaches start from the thesis that selection is a complex process that characterizes uncertainty and subjectivity. As one of the ways to minimize or even avoid uncertainty and subjectivity, the authors suggest the application of multi-criteria decision-making methods (Afšhari et al., 2010).

The application of multi-criteria decision-making (MCDM) in the process of evaluation and selection of personnel for a certain positions in an organization implies respect for all the criteria on which the selection is based (Jauković Jocić, 2020a, 2020b). MCDM methods enable the successful overcoming of the problem that arises in the case of the existence of conflicting criteria, because everyone is involved in the evaluation process and everyone influences the final decision and choice (Bakir &
Atalik, 2021; Stanujkic et al, 2018). In that way, the subjectivity of the obtained results is minimized and the reliability and relevance of the obtained results and decisions made is increased. Accordingly, the MCDM technique may be extremely suitable for determining the significance of evaluation criteria. It is important to note that the MCDM area has experienced intensive growth over time, accordingly, many methods have been proposed, some of which are used for the determination of weights, whereas some are used for ranking of the alternatives, such as (Zavadskas & Turskis, 2011):

- the SAW method,
- the AHP method,
- the TOPSIS method,
- the PROMETHEE method,
- the ELECTRE method,
- the VIKOR method, and so on.

In addition, newer generation of the MCDM methods have been proposed, such as (Ulutaş et al., 2021; Stanujkic et al., 2021):

- the SWARA method,
- the ARAS method,
- the WASPAS method,
- the MULTIMOORA method,
- the EDAS method,
- the CODAS method,
- the PIPRECIA method,
- the WISP method, and so forth.

Accordingly, the paper proposes the application of the SWARA method for determining the importance of evaluation criteria in the process of recruitment and selection of personnel (Keršuliene et al., 2010). Therefore, the remainder of the paper is as follows: In Section 1, the Introduction is presented, whereas, in Section 2, the SWARA method is presented. Determining the significance of the evaluation criteria is demonstrated in Section 3, finally, Conclusions are given at the end of the paper.

The SWARA method

The SWARA method was developed by (Keršuliene et al., 2010). Over time, the method has been applied to solve a wide variety of problems, such as: evaluation of green suppliers (Akcan & Taş, 2019), risk management in supply chains (Ansari et al., 2020), project risk assessment (Valipur et al., 2017), selection of employees (Karabasevic et al., 2015; 2018), packaging design (Stanujkic et al., 2015) and so on.

The computational procedure of the SWARA method can be illustrated by applying the following steps (Stanujkic et al., 2015; Keršuliene et al., 2010)

Step 1. Defining the criteria on which the evaluation will be based and sorting of criteria in descending order. Sorting is done depending on the importance that the decision maker assigns to a certain criterion

Step 2. Expressing the relative importance of the criteria \(j\) in relation to the previous criterion \((j-1)\). The relative importance is expressed for each criterion separately, and it
starts with second criterion.

Step 3. Determining $k_j$ by using following Eq.:

$$ k_j = \begin{cases} 1 & j = 1 \\ s_j + 1 & j > 1 \end{cases} \tag{1} $$

where $s_j$ represents the ratio of comparative importance of the average value.

Step 4. Determination of recalculated weight $q_j$ is performed as follows:

$$ q_j = \begin{cases} 1 & j = 1 \\ \frac{c-j-1}{s_j} & j > 1 \end{cases} \tag{2} $$

Step 5. Determination of the relative weights of criteria by using the following Eq.:

$$ w_j = \frac{q_j}{\sum_{k=1}^{n} q_k} \tag{3} $$

where $w_j$ represents the relative weight of the criteria $j$.

The ease of application of the SWARA method has contributed to its popularity and application for problem solving and determining the importance of evaluation criteria in various areas of life and business.

**Determining the significance of evaluation criteria based on the application of the SWARA method**

In this part of the paper, the segment related to weight determination is presented, i.e. the significance of the evaluation criteria based on the application of the SWARA method. Interactive questionnaires are designed to graphically and numerically present the importance of the criteria after entering the attitudes of the respondents, with the possibility for the respondents to finally correct their views, if necessary. A total of 50 questionnaires were distributed by e-mail. Feedback was received from 42 respondents, however, 31 questionnaires were completed correctly.

The weights of the following evaluation criteria will be considered:

- $C_1$ – Relevant previous work experience,
- $C_2$ - Education,
- $C_3$ – Interview readiness,
- $C_4$ – Interpersonal skills,
- $C_5$ – Communication and presentation skills, and
- $C_6$ – Computer skills.

In the continuation of the paper, the obtained weights of evaluation criteria of all respondents for the stated criteria are presented. The relative meanings of the criteria obtained from the first respondent are shown in Table 1. Table 1 also shows the procedure for calculating weights using the SWARA method, as well as the calculated weights of the criteria.
Table 1: Weights of the criteria obtained from the first respondent

| Criteria                                      | $s_j$ | $k_j$ | $q_j$ | $w_j$ |
|-----------------------------------------------|-------|-------|-------|-------|
| $C_1$ Relevant previous work experience        | 1     | 1     | 0.21  |       |
| $C_2$ Education                               | 0.10  | 1.10  | 0.91  | 0.19  |
| $C_3$ Interview readiness                     | 0.20  | 1.20  | 0.76  | 0.16  |
| $C_4$ Interpersonal skills                    | 0.00  | 1.00  | 0.76  | 0.16  |
| $C_5$ Communication and presentation skills    | 0.10  | 1.10  | 0.69  | 0.14  |
| $C_6$ Computer skills                         | 0.00  | 1.00  | 0.69  | 0.14  |

Values of variables shown in columns $k_j$, $q_j$ and $w_j$ were calculated by using Eqs. (1), (2) and (3).

The relative meanings of the criteria obtained from the first five respondents are shown in Table 2, while the weights of the criteria obtained based on their responses are shown in Table 3.

Table 2. Relative significance of the criteria obtained from the first 5 respondents

| Criteria          | $I_1$ | $I_2$ | $I_3$ | $I_4$ | $I_5$ |
|-------------------|-------|-------|-------|-------|-------|
| $C_1$ Relevant previous work experience        | 1     | 1     | 1     | 1     | 1     |
| $C_2$ Education                               | 0.10  | 0.00  | 0.15  | 0.10  | 0.20  |
| $C_3$ Interview readiness                     | 0.20  | 0.10  | 0.10  | 0.20  | 0.15  |
| $C_4$ Interpersonal skills                    | 0.00  | 0.20  | 0.25  | 0.30  | 0.36  |
| $C_5$ Communication and presentation skills    | 0.10  | 0.25  | 0.10  | 0.05  | 0.05  |
| $C_6$ Computer skills                         | 0.00  | 0.20  | 0.03  | 0.15  | 0.01  |

Table 3. Weights of the criteria obtained from the first 5 respondents

| Criteria          | $I_1$ | $I_2$ | $I_3$ | $I_4$ | $I_5$ |
|-------------------|-------|-------|-------|-------|-------|
| $C_1$ Relevant previous work experience        | 0.21  | 0.21  | 0.23  | 0.23  | 0.24  |
| $C_2$ Education                               | 0.19  | 0.21  | 0.20  | 0.21  | 0.20  |
| $C_3$ Interview readiness                     | 0.16  | 0.19  | 0.18  | 0.18  | 0.18  |
| $C_4$ Interpersonal skills                    | 0.16  | 0.16  | 0.14  | 0.14  | 0.13  |
| $C_5$ Communication and presentation skills    | 0.14  | 0.13  | 0.13  | 0.13  | 0.12  |
| $C_6$ Computer skills                         | 0.14  | 0.11  | 0.13  | 0.11  | 0.12  |

The relative meanings of the criteria obtained from 31 respondents are shown in Tables 4a, 4b and 4c, due to the length of the table.
Table 4a. Relative significance of the criteria obtained by the first 10 of 31 respondents

| Criteria | $I_1$ | $I_2$ | $I_3$ | $I_4$ | $I_5$ | $I_6$ | $I_7$ | $I_8$ | $I_9$ | $I_{10}$ |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---------|
| $C_1$    | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1     | 1       |
| $C_2$    | 0.10  | 0.00  | 0.15  | 0.10  | 0.20  | 0.25  | 0.10  | 0.15  | 0.14  | 0.20    |
| $C_3$    | 0.20  | 0.10  | 0.10  | 0.20  | 0.15  | 0.05  | 0.10  | 0.05  | 0.25  | 0.30    |
| $C_4$    | 0.00  | 0.20  | 0.25  | 0.30  | 0.36  | 0.20  | 0.30  | 0.10  | 0.24  | 0.15    |
| $C_5$    | 0.10  | 0.25  | 0.10  | 0.05  | 0.05  | 0.10  | 0.10  | 0.15  | 0.20  |         |
| $C_6$    | 0.00  | 0.20  | 0.03  | 0.15  | 0.01  | 0.15  | 0.00  | 0.04  | 0.04  | 0.04    |

Table 4b. The relative significance of the criteria obtained by the following 10 respondents

| Criteria | $I_{11}$ | $I_{12}$ | $I_{13}$ | $I_{14}$ | $I_{15}$ | $I_{16}$ | $I_{17}$ | $I_{18}$ | $I_{19}$ | $I_{20}$ |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| $C_1$    | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        |
| $C_2$    | 0.10     | 0.00     | 0.00     | 0.05     | 0.10     | 0.05     | 0.03     | 0.25     | 0.10     | 0.00     |
| $C_3$    | 0.20     | 0.10     | 0.10     | 0.20     | 0.15     | 0.10     | 0.08     | 0.00     | 0.20     | 0.30     |
| $C_4$    | 0.10     | 0.10     | 0.15     | 0.15     | 0.20     | 0.30     | 0.30     | 0.25     | 0.20     | 0.10     |
| $C_5$    | 0.10     | 0.20     | 0.20     | 0.25     | 0.10     | 0.15     | 0.15     | 0.20     | 0.20     |         |
| $C_6$    | 0.11     | 0.02     | 0.10     | 0.20     | 0.20     | 0.00     | 0.06     | 0.15     | 0.15     | 0.10     |

Table 4c. Relative significance of the criteria obtained by the remaining respondents

| Criteria | $I_{21}$ | $I_{22}$ | $I_{23}$ | $I_{24}$ | $I_{25}$ | $I_{26}$ | $I_{27}$ | $I_{28}$ | $I_{29}$ | $I_{30}$ | $I_{31}$ |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| $C_1$    | 0.10     | 0.00     | 0.00     | 0.10     | 0.05     | 0.25     | 0.00     | 0.10     | 0.00     | 0.10     | 0.10     |
| $C_2$    | 0.09     | 0.20     | 0.25     | 0.15     | 0.30     | 0.03     | 0.02     | 0.20     | 0.30     | 0.25     | 0.20     |
| $C_3$    | 0.30     | 0.25     | 0.25     | 0.15     | 0.30     | 0.30     | 0.10     | 0.20     | 0.15     | 0.30     | 0.30     |
| $C_4$    | 0.15     | 0.05     | 0.05     | 0.25     | 0.15     | 0.10     | 0.10     | 0.15     | 0.20     | 0.00     | 0.25     |
| $C_5$    | 0.15     | 0.00     | 0.15     | 0.15     | 0.00     | 0.07     | 0.15     | 0.10     | 0.00     | 0.00     | 0.00     |
| $C_6$    | 0.10     | 0.00     | 0.00     | 0.10     | 0.05     | 0.25     | 0.00     | 0.00     | 0.10     | 0.00     | 0.10     |

The mean value of the relative significance of the criteria from Tables 4a, 4b and 4c, based on which the criteria weights were calculated, are shown in Table 5. Table 5 also shows the minimum and maximum values for each criterion, as well as the standard
deviation. The coefficient Cronbach alpha for the relative meanings of the criteria collected from the thirty-one respondents is as high as 0.999, which indicates a very high agreement in the attitudes of the respondents.

Table 5: The average relative importance of the criteria based on the attitudes of all respondents

| Criteria          | $s_j$ | $min$ | $max$ | $stdev$ |
|-------------------|-------|-------|-------|---------|
| $C_1$             | 0.09  | 0.00  | 0.25  | 0.08    |
| $C_2$             | 0.16  | 0.00  | 0.30  | 0.09    |
| $C_3$             | 0.21  | 0.00  | 0.36  | 0.09    |
| $C_4$             | 0.14  | 0.00  | 0.25  | 0.07    |
| $C_5$             | 0.08  | 0.00  | 0.20  | 0.07    |
| $C_6$             | 0.09  | 0.00  | 0.25  | 0.08    |

Table 5 summarizes the weights calculation procedure by using the SWARA method. The calculated criteria weights are also shown in Table 3.

Table 6: Weights of criteria obtained based on the attitudes of all respondents

| Criteria                         | $s_j$ | $k_j$ | $q_j$ | $w_j$ |
|----------------------------------|-------|-------|-------|-------|
| Relevant previous work experience | 1     | 1     | 0.22  |       |
| Education                        | 0.09  | 1.09  | 0.92  | 0.21  |
| Interview readiness              | 0.16  | 1.16  | 0.79  | 0.18  |
| Interpersonal skills             | 0.21  | 1.21  | 0.65  | 0.15  |
| Communication and presentation skills | 0.14  | 1.14  | 0.57  | 0.13  |
| Computer skills                  | 0.08  | 1.08  | 0.53  | 0.12  |

From Table 6 it can be noted that the criterion designated as $C_1$—Relevant previous work experience, based on the attitudes of the thirty-one respondents is the most significant and that its significance amounts to 22% of the overall importance of all criteria. According to the respondents, criterion $C_6$—Computer skills has the least importance for the selection of candidates, and its weight amounts to 0.13.

Conclusion

Hiring competent people is crucial for an organization. Multi-criteria decision-making methods have been developed to support decision-makers during a single decision-making process. The process of recruitment and selection of personnel can also be seen as a problem that can be solved by applying the methods of multi-criteria decision-making.
Consequently, in this paper, the SWARA method was successfully applied to determine the importance of evaluation criteria in the process of recruitment and selection of personnel. The obtained group weights of the six evaluation criteria are based on the views of 31 respondents/domain experts. The reason for applying the SWARA method is its simplicity and convenience of application for examining the attitudes of decision-makers even if they are not well acquainted with multi-criteria decision-making. Therefore, the weights of the evaluation criteria are successfully determined. However, it should be noted that one of the limitations is the application of the crisp numbers in this process. So, it was not possible to include the vagueness of the environment. As a direction for future research, some extensions of the SWARA method could be used to get even more reliable results.

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