



SHRM/Mercer Survey Findings: Entry-Level Applicant Job Skills

In collaboration with and commissioned by Mercer



Funded by the Joyce Foundation

- The Entry-Level Applicant Job Skills Survey sought to better understand the skills most commonly assessed in the hiring/selection process of entry-level job candidates, especially “soft skills” such as communication, dependability and reliability, integrity, and adaptability.
- According to the U.S. Bureau of Labor Statistics, there were 15 million job openings in the U.S. in December of 2015, while the unemployment rate was 4.9%. Many of those jobs continue to be left unfilled. Much has been published about the gap between the skills/competencies employers are looking for and the skills job applicants possess.
- The results of this survey provide a better understanding of what skills are being assessed by employers, and how they are being assessed, in order to guide educators in preparing individuals for entering the workforce, especially those who have historically encountered obstacles to entry-level employment.

- The Entry-Level Applicant Job Skills Survey assessed 15 skills employers commonly look for in entry-level applicants. For the purposes of this study, the term “skill” is used to refer to skills, competencies and attributes.
- The skills assessed include the following:
 - » Integrity
 - » Initiative
 - » Dependability and reliability
 - » Adaptability
 - » Professionalism
 - » Customer focus
 - » Teamwork
 - » Oral communication
 - » Written communication
 - » Reading comprehension
 - » Respect
 - » Critical thinking
 - » Mathematics (computation)
 - » Planning and organization
 - » Creativity/innovation

- **More than four-fifths of HR professionals indicated that dependability and reliability (97%), integrity (87%), respect (84%) and teamwork (83%) were very or extremely important when determining whether an applicant possessed the necessary qualifications to be hired into an entry-level position.** About one-fifth indicated creativity/innovation (19%) and mathematics (computation) (22%) were not at all or only slightly important for entry-level positions; few (0%-9%) indicated the remaining 13 skills assessed were not at all or only slightly valuable.
- **One-half to three-fifths of HR professionals indicated that adaptability (62%), initiative (49%) and critical thinking (49%) would become more important for entry-level job candidates to possess in the next three to five years.** Nine percent indicated mathematics (computation) would become less important in the next three to five years; 5% or less indicated the other 14 skills assessed would become less important in the next three to five years.
- **More than three-fourths (78%) of HR professionals indicated that dependability/reliability was one of the three most important skills for entry-level positions.** About one-half (49%) indicated integrity was one of the three most important skills, and more than one-third said the same about teamwork (36%).

- **The vast majority (95% to 100%) of HR professionals indicated the general definitions for entry-level job skills provided in the survey were consistent with their organization's definitions, except for initiative (85%) and customer focus (67%).**
 - » Oral communication – 100%
 - » Teamwork – 100%
 - » Respect – 99%
 - » Integrity – 97%
 - » Critical thinking – 97%
 - » Adaptability – 96%
 - » Professionalism – 96%
 - » Dependability and reliability – 95%
 - » Initiative – 85%
 - » Customer focus – 67%
- **On average, about three-quarters of HR professionals indicated that entry-level job applicants possessed the desired level of integrity (75%) and teamwork (73%) skills.** About two-thirds reported entry-level job applicants possessed the desired level of respect (69%), dependability and reliability (68%), professionalism (67%), customer focus (67%), initiative (65%), and adaptability (64%); 55% possessed the desired level of critical thinking skills
- **The majority of HR professionals indicated their organizations used in-person interviews (95%), applications (87%) and resumes (86%) throughout the hiring/selection process of entry-level job applicants.** Few said that their organizations used personality tests (13%), cognitive ability tests (10%), online interviews (4%), references (3%) or online simulation (2%).
 - » It is noteworthy that even though applications and resumes are two of the most commonly used methods in the hiring/selection process of entry-level job applicants, few HR professionals indicated they were very or extremely confident in these methods to accurately assess various skills (4%-12% and 4%-13%, respectively).

- **Overall, one-fifth (20%) of HR professionals were very or extremely confident in their organization's ability to effectively assess the skills of entry-level applicants;** 11% were not at all confident or only slightly confident.
- **Not knowing enough about the applicant was the most commonly reported concern in assessing the following skills during the job application selection process: integrity (48%), respect (45%), dependability and reliability (44%), initiative (40%), and adaptability (39%).** Being able to easily fake a particular skill was also a common concern for assessing several skills: respect (49%), teamwork (46%), customer focus (44%), dependability and reliability (38%), integrity (36%), and initiative (34%).
- **About one-half (47%) of HR professionals indicated that a completion of a career-related internship by an entry-level applicant was very or extremely valuable in demonstrating that the applicant was a strong candidate;** about two-fifths (39%) indicated the same for holding or having held a job outside of the school system.
- **The majority of HR professionals indicated their organizations used employee referrals (87%) and their organization's web/career site (72%) to identify potential entry-level job applicants; about one-half used job fairs (53%), school recruiting (49%) and LinkedIn (49%).** Few used Twitter (8%), Google+ (4%), YouTube (1%), Pinterest (0%) and FourSquare (0%) to identify potential entry-level job applicants.

- **About three-fifths of HR professionals indicated their organizations did not use selection tests in the hiring process of entry-level applicants.** Among HR professionals who worked for organizations that did use selection tests, the vast majority (84%) reported using the results of selection tests as one piece of data in the hiring decision; 29% used them for developmental purposes once the candidate began the job. Less than one-quarter indicated using them for other reasons.
- **Fifteen percent of HR professionals were familiar with the use of “big data” and machine learning algorithms to screen/hire job applicants; 30% were somewhat familiar.** Just 4% were currently using this kind of approach to screen/hire job applicants; 15% were considering using this approach.
 - » When asked what factored into their organization’s decision to use, or consider using, a “big data” or machine algorithm approach to screen/hire job applicants, about one-third (34%) indicated their organizations needed a better way to screen large volumes of job applicants or had a desire to be innovative and create a more job-applicant-friendly experience (32%).
- **Twelve percent of HR professionals were familiar with the use of gamification to screen/hire job applicants; 23% were somewhat familiar.** Just 1% were currently using this kind of approach to screen/hire job applicants; 11% were considering using this approach.

What Do These Findings Mean for the HR Profession?

- **HR professionals have an important insight into the skill levels of the labor market due to their central role in the recruiting process—and a growing number report skills gaps across industries.** Recent SHRM research published in the *New Talent Landscape* report shows HR professionals are finding it increasingly difficult to fill open positions. Shortages are being reported across the labor market in soft skills and applied skills, such as critical thinking and problem solving. Lack of experience on the job may make it harder for the newest entrants to the labor market to acquire such skills without training and development opportunities on the job or targeted educational efforts.
- **HR’s organizational culture building efforts may need to be increasingly focused on the issues of respect and integrity.** Building a respectful culture is reflected in the focus HR professionals place on dependability and reliability, integrity, respect, and teamwork when seeking to fill entry-level positions. SHRM research on employee job satisfaction has found that respectful treatment of all employees at all levels is the top employee job satisfaction factor. Trust between employees and senior leaders is also among the top contributors to job satisfaction.
- **Innovative HR professionals will continue to look for more reliable and unbiased methods of assessing entry-level job applicants, especially in relation to personal qualities such as integrity, teamwork and respect.** Although many HR professionals report that entry-level job applicants possess these skills, there will be a continued drive to improve hiring processes that further enhance new-hire job performance.

What Do These Findings Mean for the HR Profession? (continued)

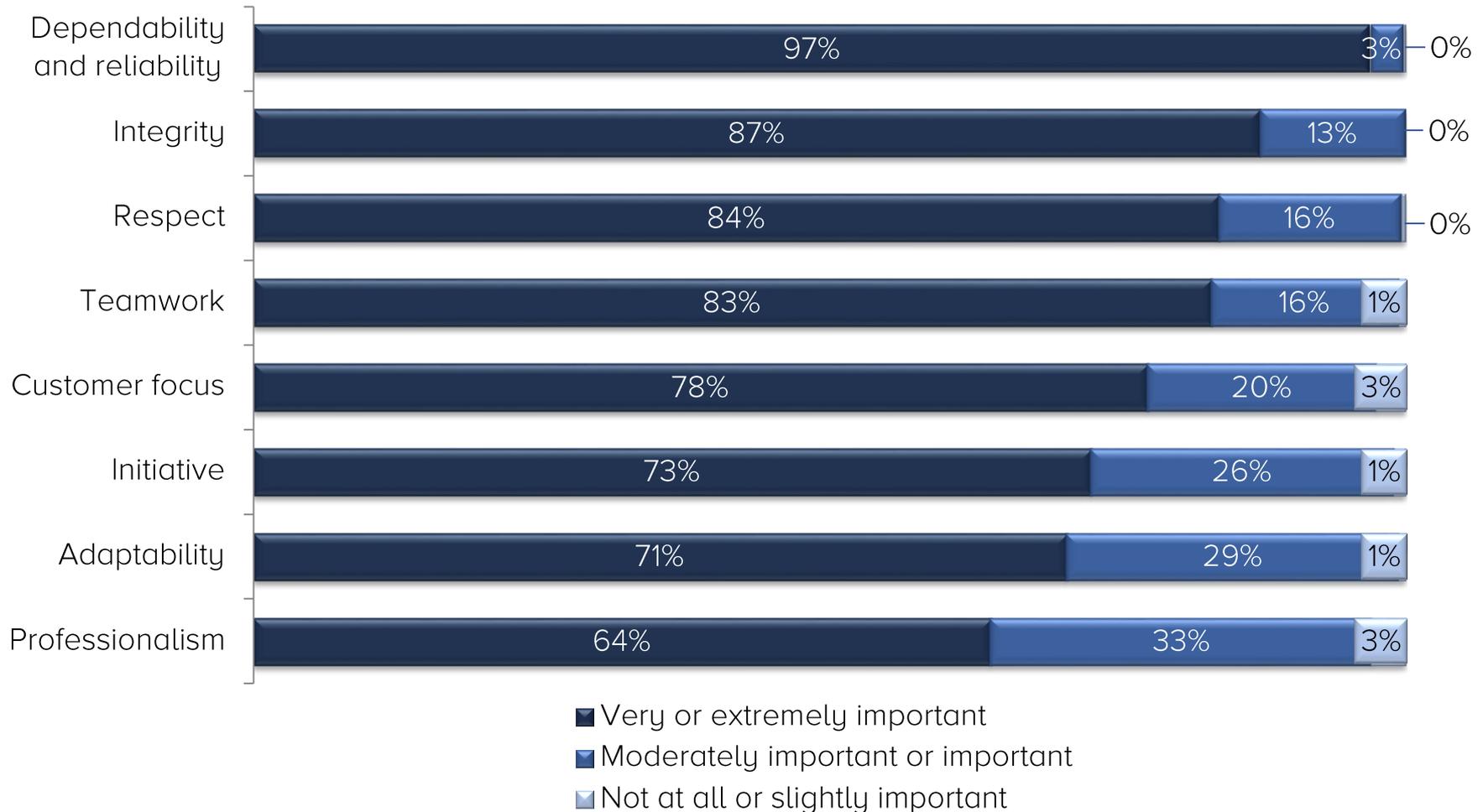
- **Dissatisfaction with current assessment methods leaves the door open for new approaches to take hold—but only if they are found to be effective.** Although applications and resumes are two of the most commonly used methods in the hiring/selection process of entry-level job applicants, few HR professionals endorsed each as very or extremely effective for assessing various skills. In addition, only one-fifth of HR professionals were very or extremely confident in their organization’s ability to effectively assess the skills of entry-level applicants. This indicates a need for new and more effective approaches.
- **Improvements in the use of predictive data modeling and assessment technologies could influence the methods HR professionals use to evaluate candidates for entry-level and other jobs.** Although few HR professionals indicated that their organizations currently used data-based assessment methods such as personality and cognitive tests or simulations, the use of these tools may grow in the future.
- **The growing use of data analysis across business functions is likely to generate an expectation among C-suite leaders that HR can and should also harness data to improve decision-making.** Although only 15% of HR professionals were familiar with the use of “big data” and machine learning algorithms to screen/hire job applicants and only 12% were familiar with the use of gamification to screen/hire job applicants, the need for better ways of screening large volumes of job applicants and creating a more job-applicant-friendly experience is encouraging more organizations to consider the use of such technologies. Other factors that could drive this trend are reduced costs and improvements in service-providers’ ability to demonstrate the predictive capacity and a strong return on investment of such technologies.

What Do These Findings Mean for the HR Profession? (continued)

- **Although technology, especially social media, is increasing the availability of publicly accessible information about entry-level candidates, legal concerns will continue to inhibit the use of such sources in assessing candidates.** Even though not knowing enough about an applicant was the most commonly reported concern in assessing a range of candidate qualities/skills such as integrity, respect, and dependability and reliability, seeking out additional information from other sources beyond in-person interviews, applications and resumes may continue to be discouraged in many organizations.
- **Career-related internships will continue to be important gateways to employment for entry-level job applicants.** The strong advantages enjoyed by those who can secure such opportunities will lend further weight to concerns around advantage gaps. New entrants to the labor force who lack the financial safety net needed to take on unpaid or low-paid internships may find it more difficult to secure many entry-level positions. Strong reliance on employee referrals is another factor that could play into this debate, which has implications for diversity and equal opportunity.

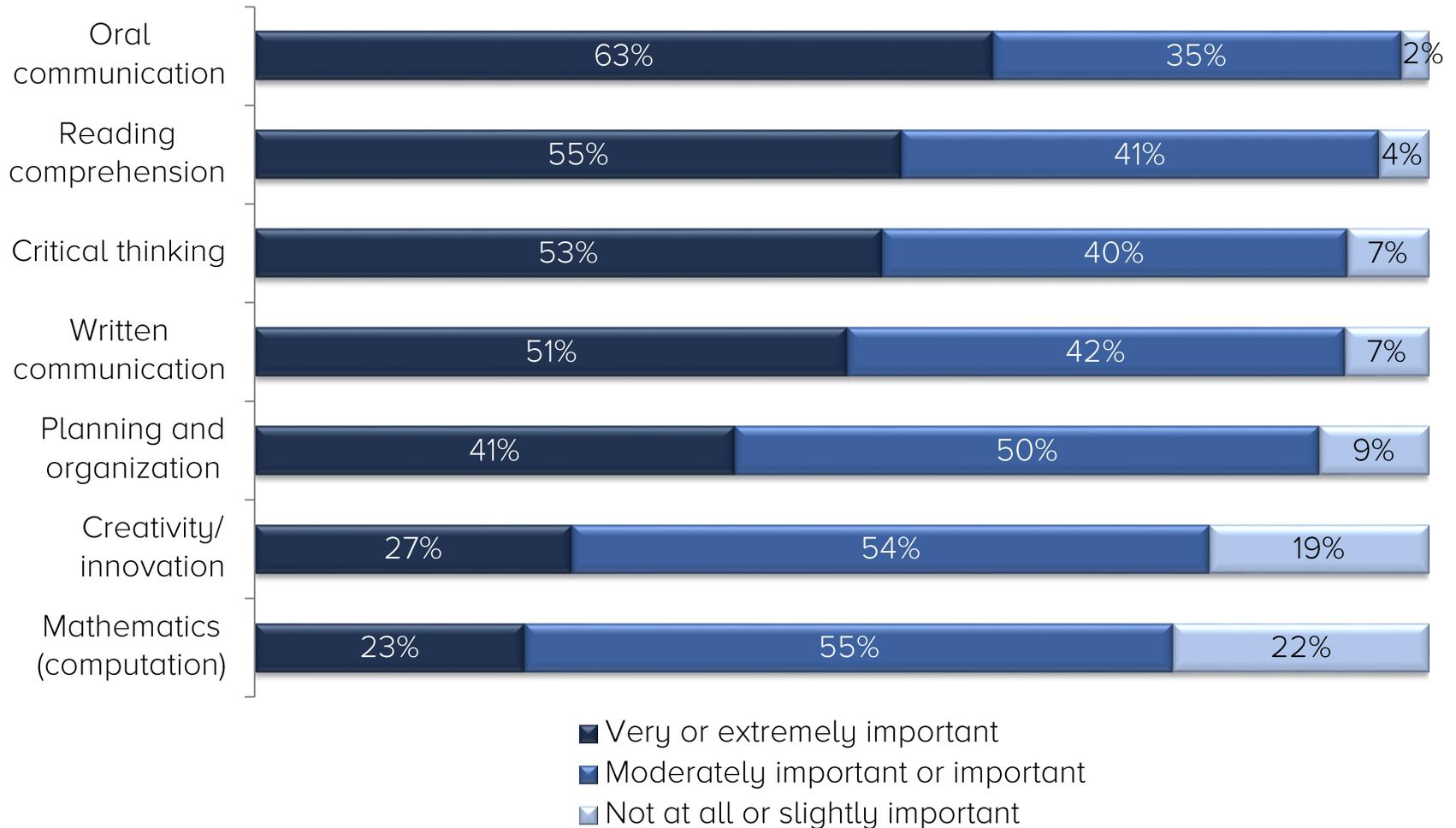
Entry-Level Job Skills

Importance of Skills for Entry-Level Positions



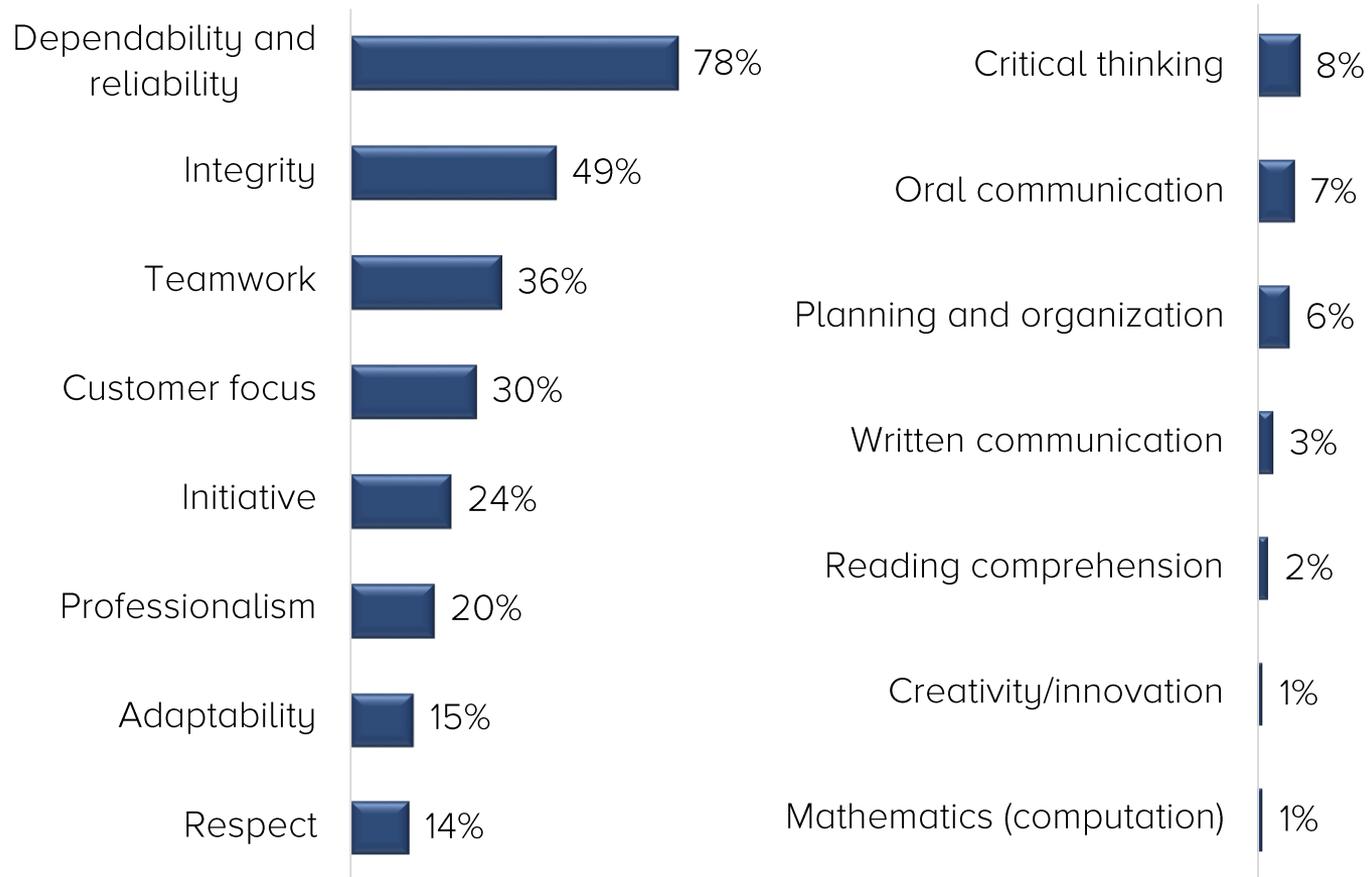
Note: n = 509-518. Respondents who indicated "Don't know" / "No opinion" were not included in this analysis. Percentages may not total 100% due to rounding. The scale consisted of six response options from "Not at all important" to "Extremely important"; response options were combined for the purposes of analysis.

Importance of Skills for Entry-Level Positions (continued)



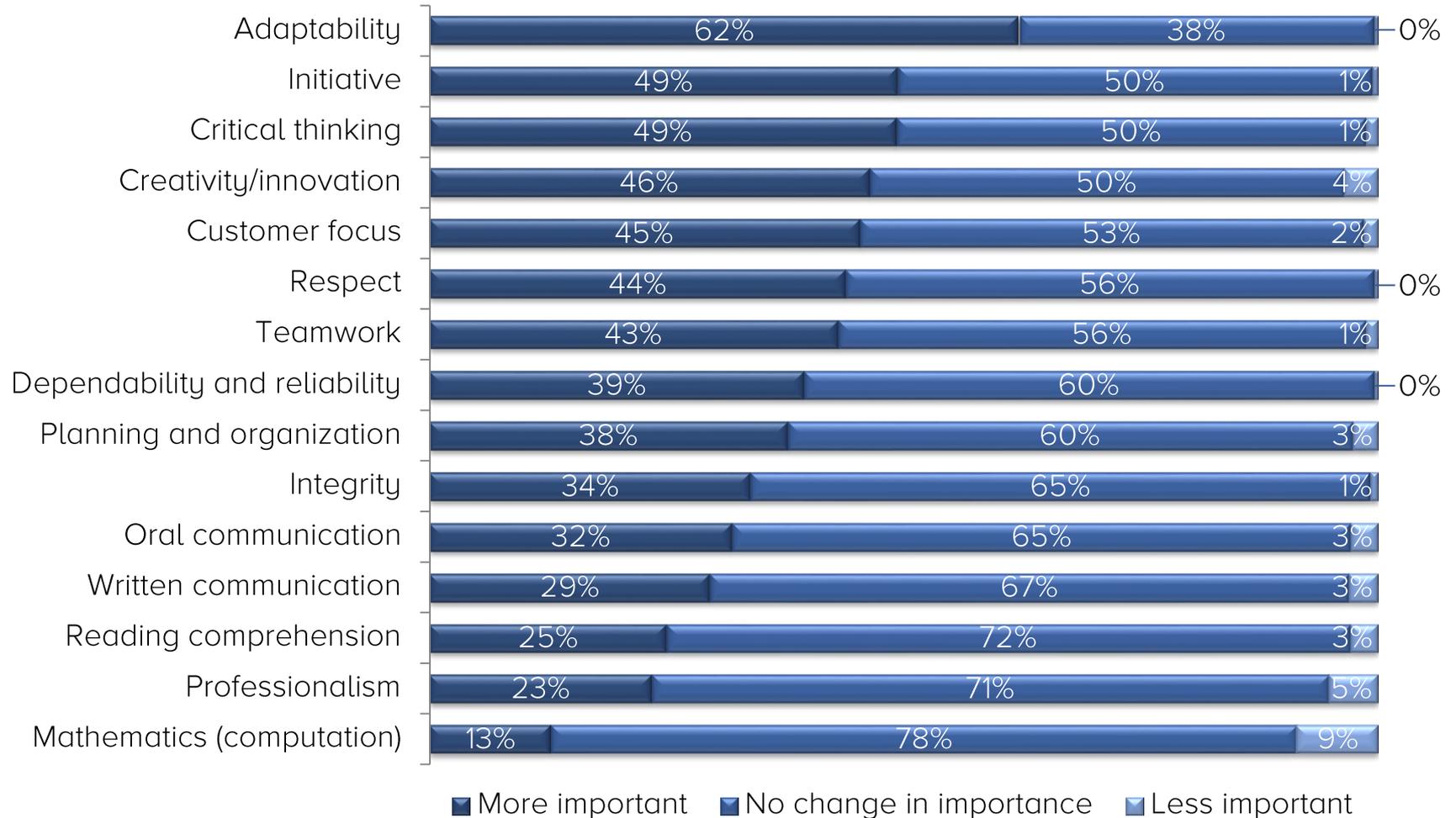
Note: n = 509-518. Respondents who indicated "Don't know" / "No opinion" were not included in this analysis. The scale consisted of six response options from "Not at all important" to "Extremely important"; response options were combined for the purposes of analysis.

Most Important Skills for Entry-Level Positions



Note: n = 514. Respondents were asked to select the three skills they believed were most important when hiring for an entry-level position.

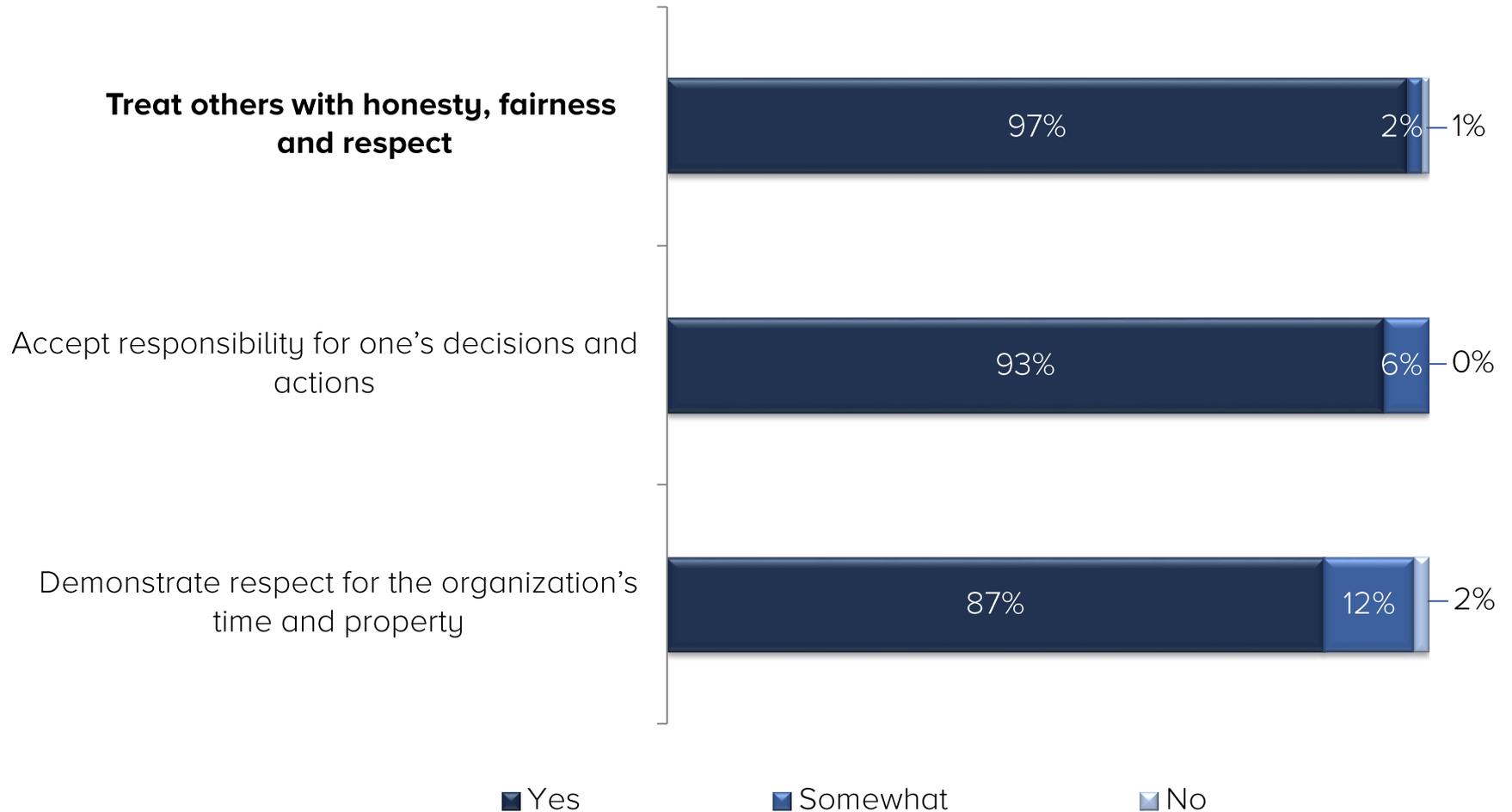
Change in Importance of Skills for Entry-Level Positions in the Next Three to Five Years



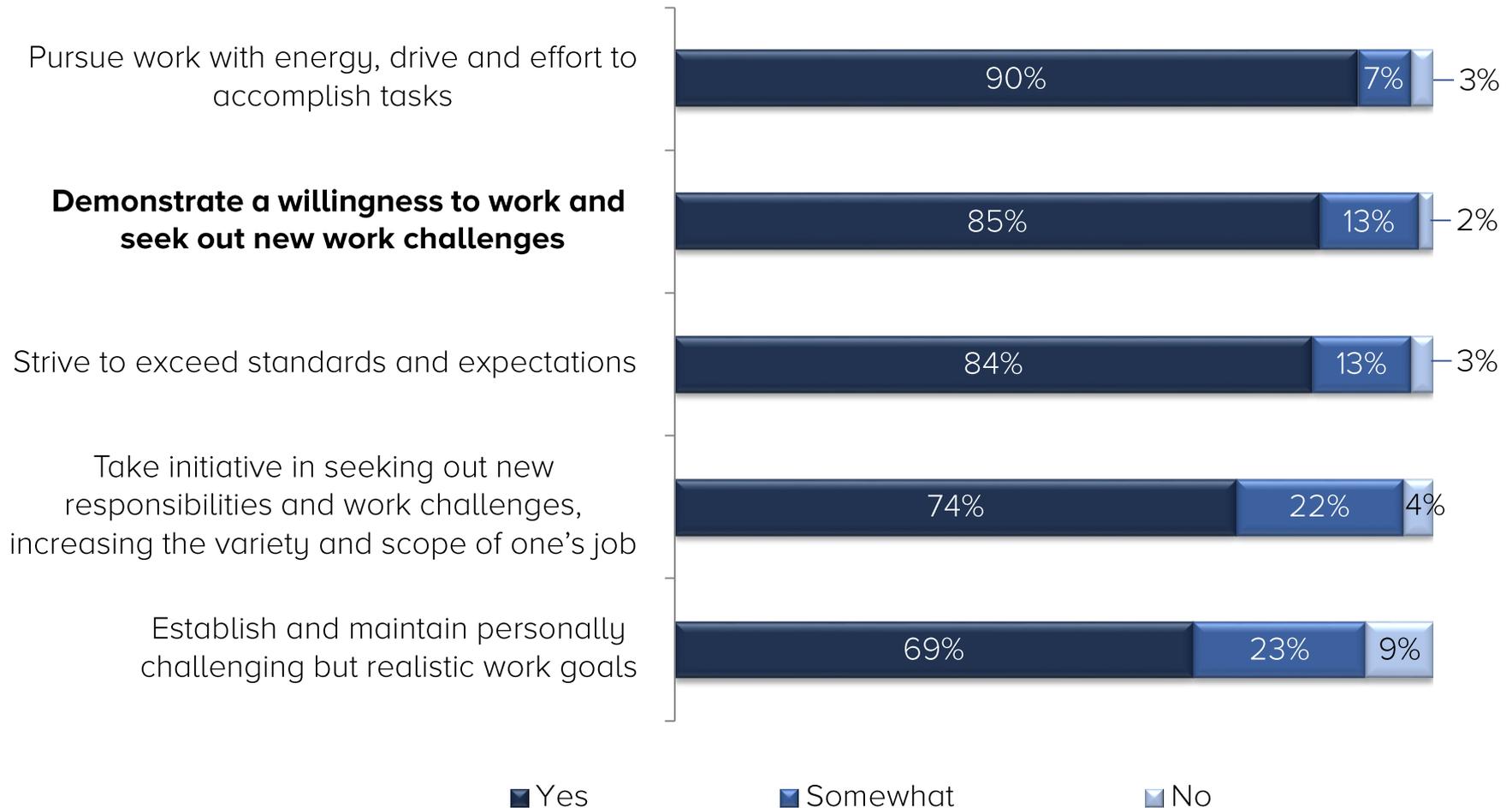
Note: n = 433-441. Percentages may not total 100% due to rounding.

HR professionals were asked to rate the accuracy of each definition statement (according to their organization's definition) for the three skills they identified as the most important when hiring for an entry-level position. The general definition provided in the survey is shown in bold text in the slides that follow.¹

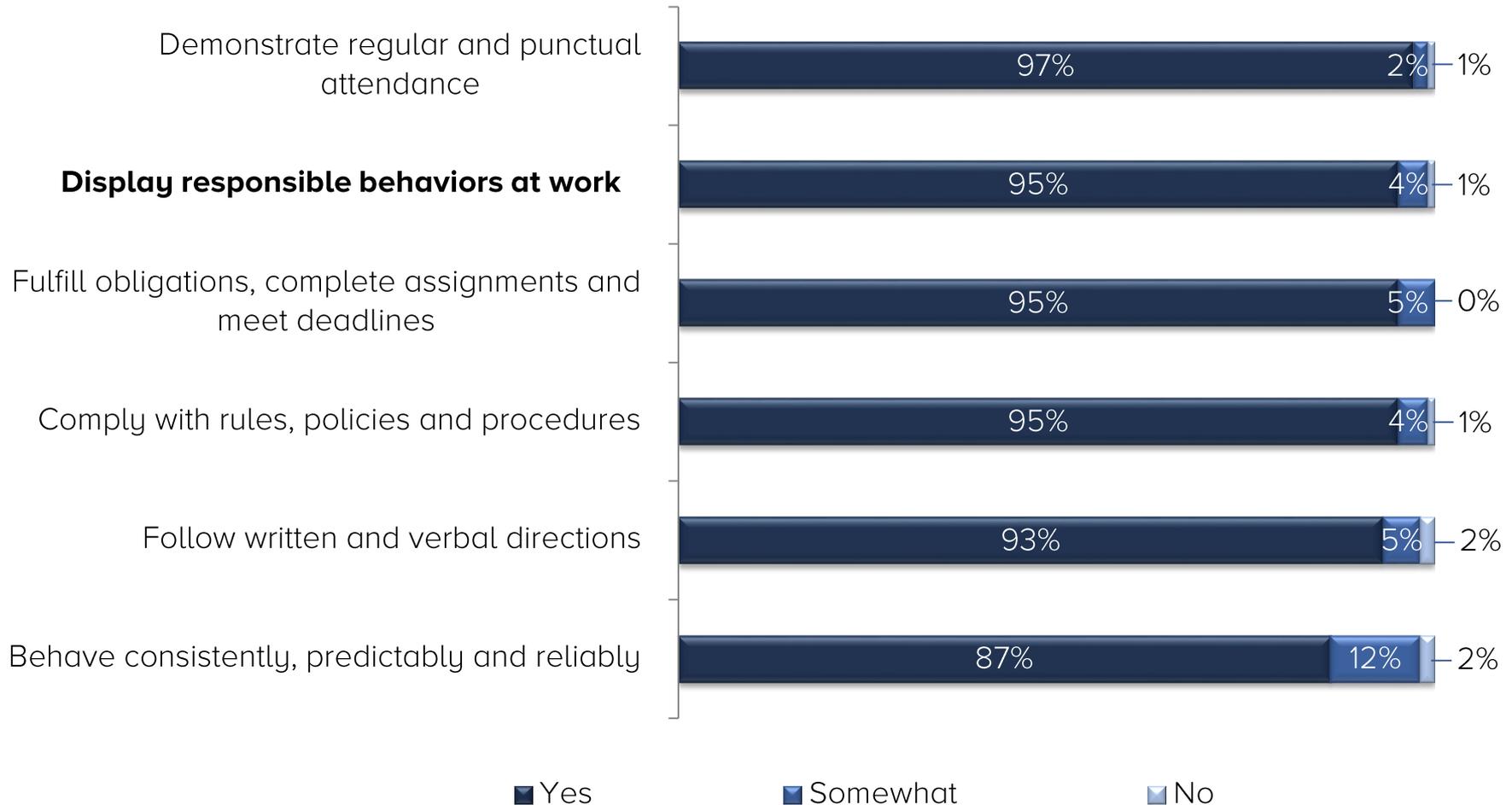
¹Note that the following skills were not reportable (NR) due to few respondents indicating that they were one of the three most important skills when hiring for an entry-level position: written communication, reading comprehension, mathematics (computation), planning & organization, and creativity/innovation.



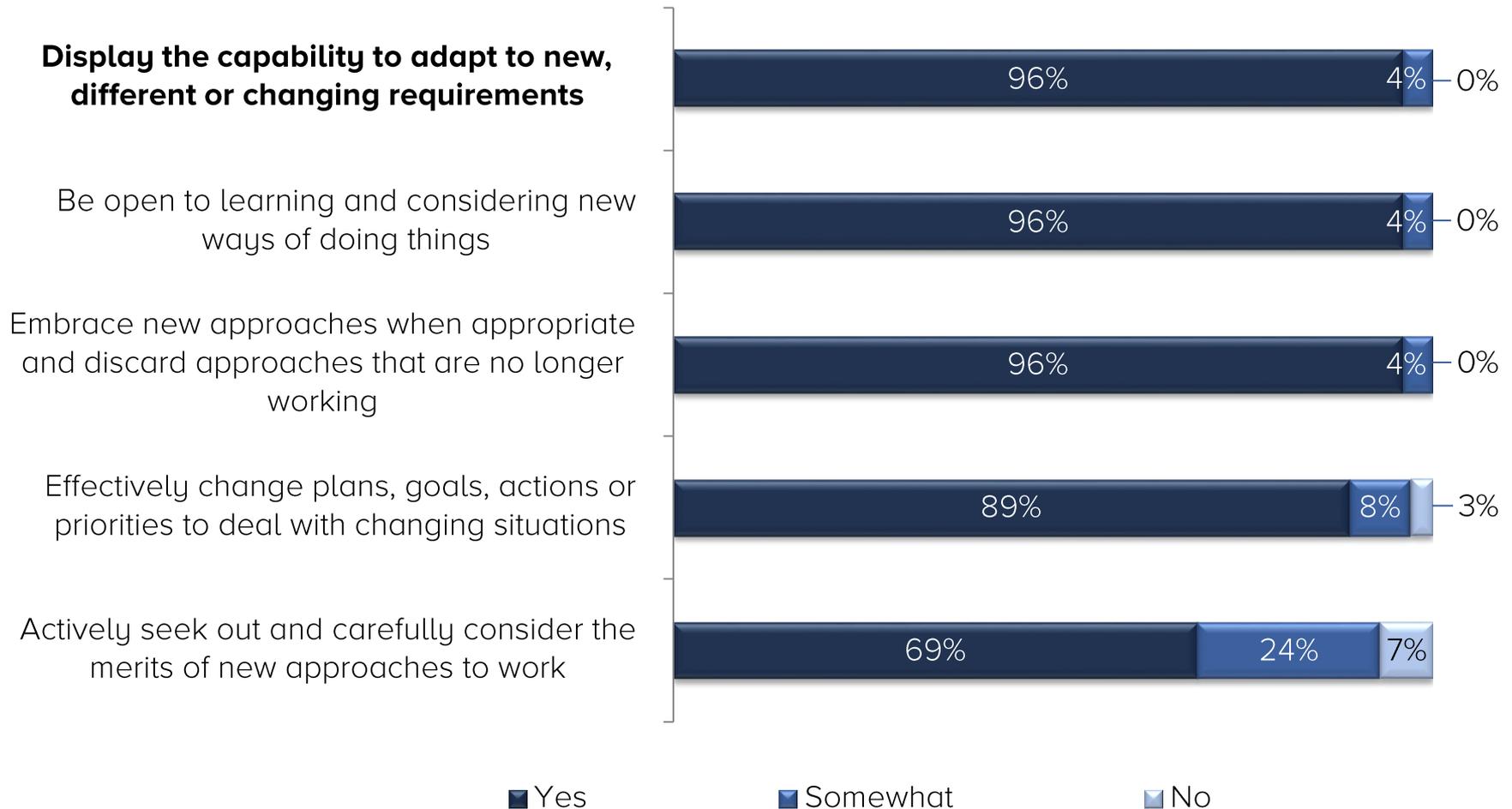
Note: n = 241-242. Respondents who indicated "Not sure" were not included in this analysis. Percentages may not total 100% due to rounding.



Note: n = 108-115. Percentages may not total 100% due to rounding. Respondents who indicated "Not sure" were not included in this analysis.



Note: n = 375-389. Percentages may not total 100% due to rounding. Respondents who indicated "Not sure" were not included in this analysis.



Note: n = 73-74. Respondents who indicated "Not sure" were not included in this analysis.

Maintain a professional appearance and demeanor at work

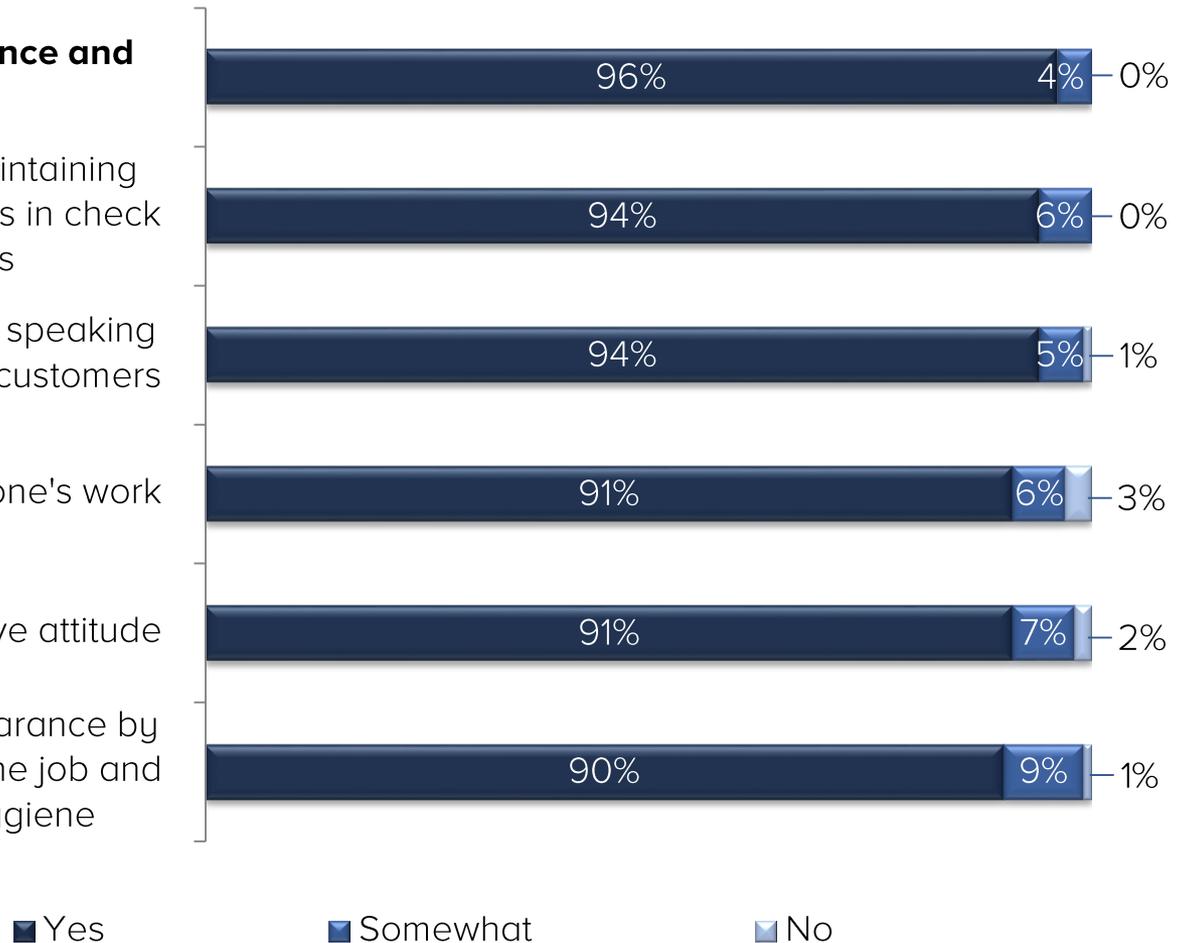
Demonstrate self-control by maintaining composure and keeping emotions in check even in difficult situations

Use professional language when speaking with supervisors, co-workers and customers

Take ownership of one's work

Maintain a positive attitude

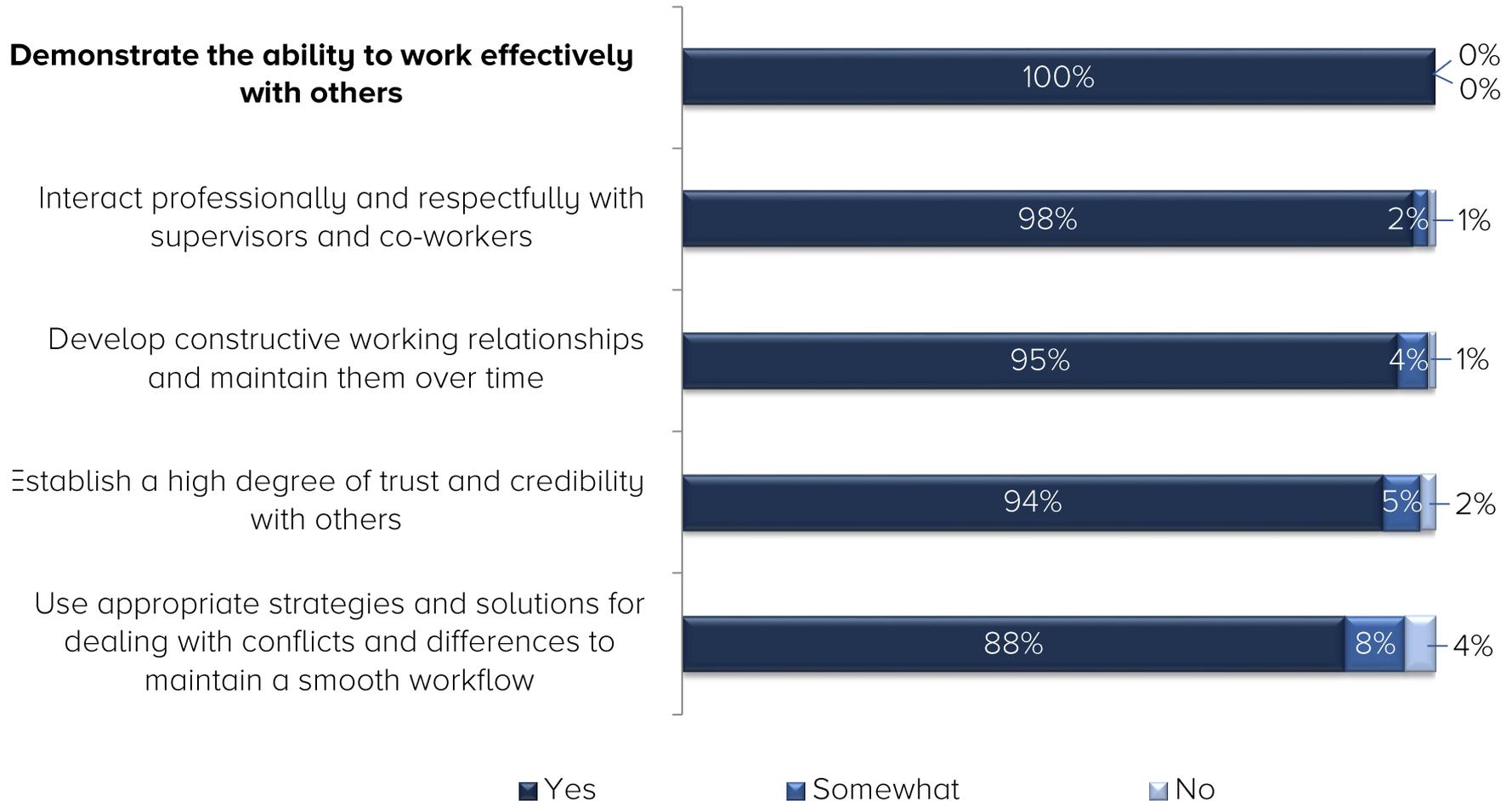
Maintain professional appearance by dressing appropriately for the job and maintaining personal hygiene



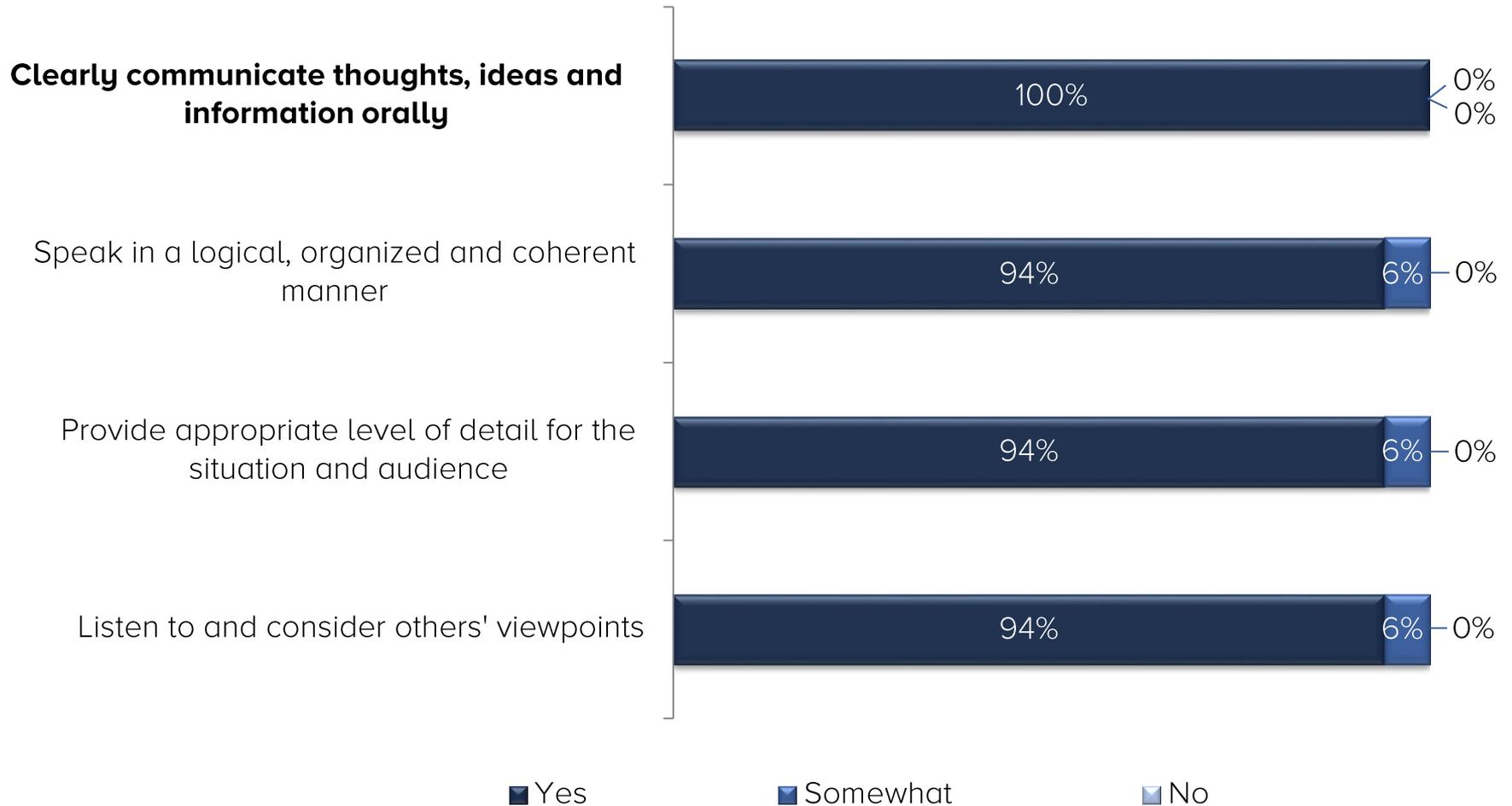
Note: n = 96-101. Respondents who indicated "Not sure" were not included in this analysis.



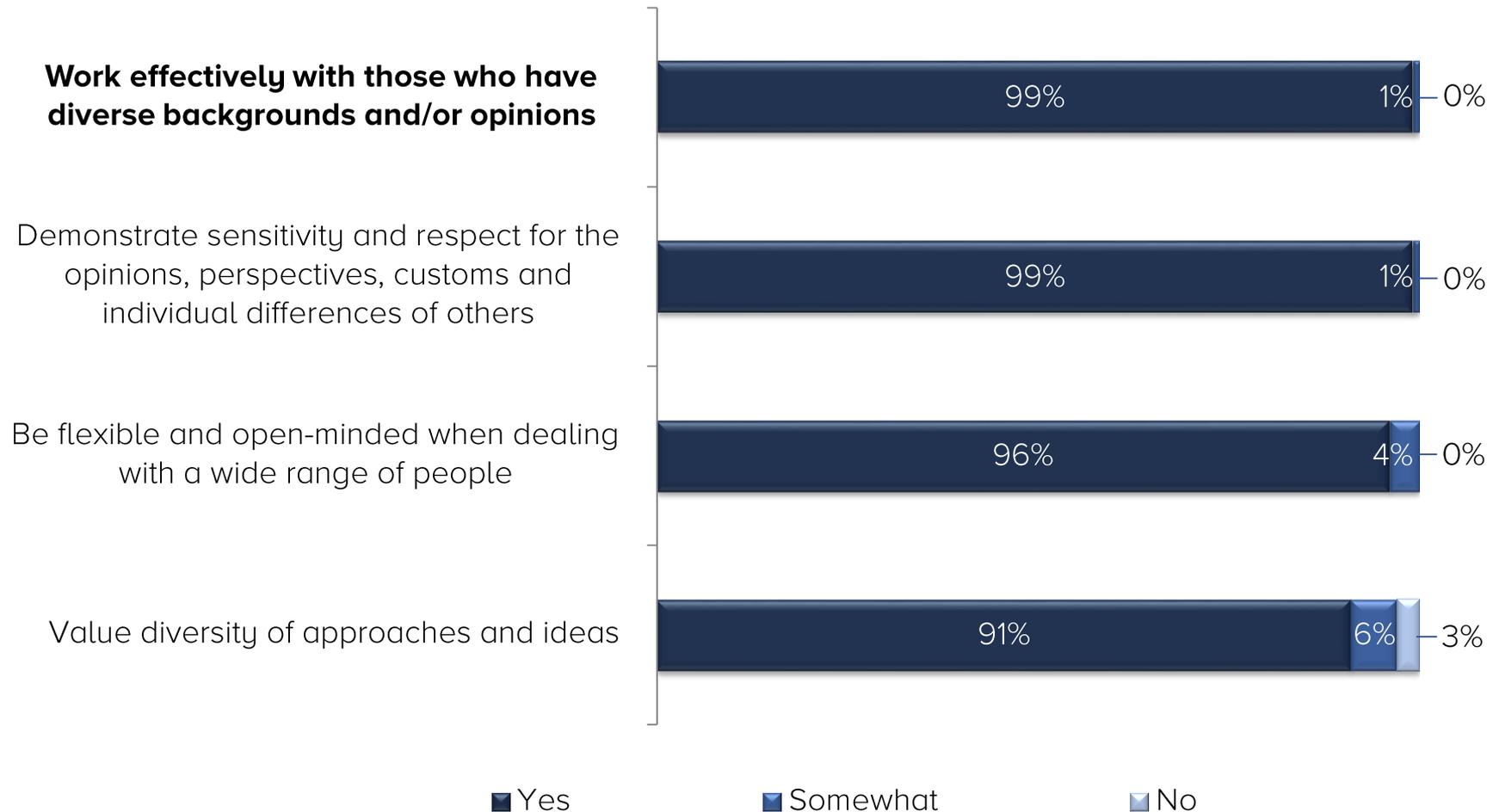
Note: n = 139-145. Percentages may not total 100% due to rounding. Respondents who indicated "Not sure" were not included in this analysis.



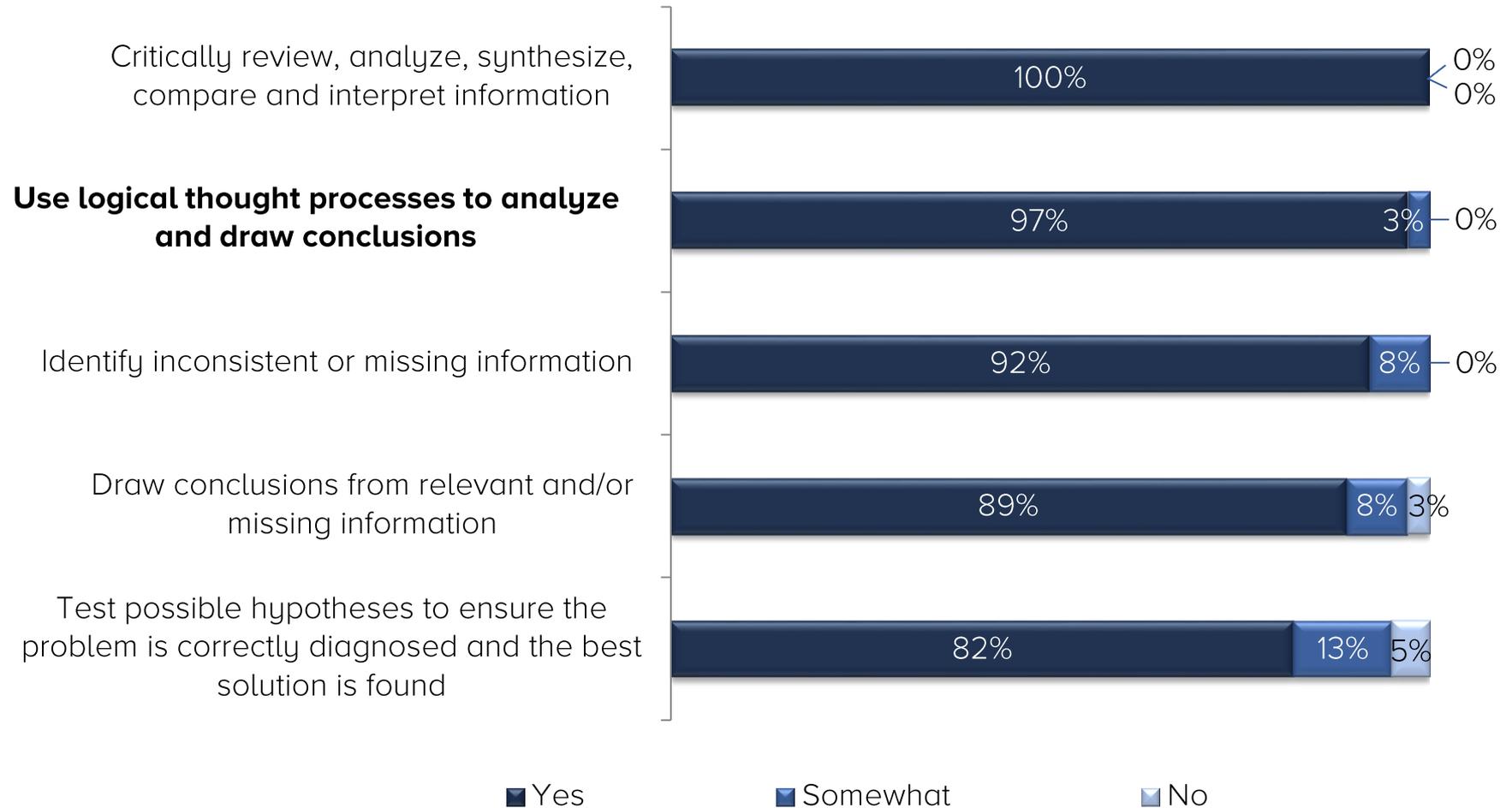
Note: n = 176-179. Percentages may not total 100% due to rounding. Respondents who indicated "Not sure" were not included in this analysis.



Note: n = 32-33. Respondents who indicated "Not sure" were not included in this analysis.

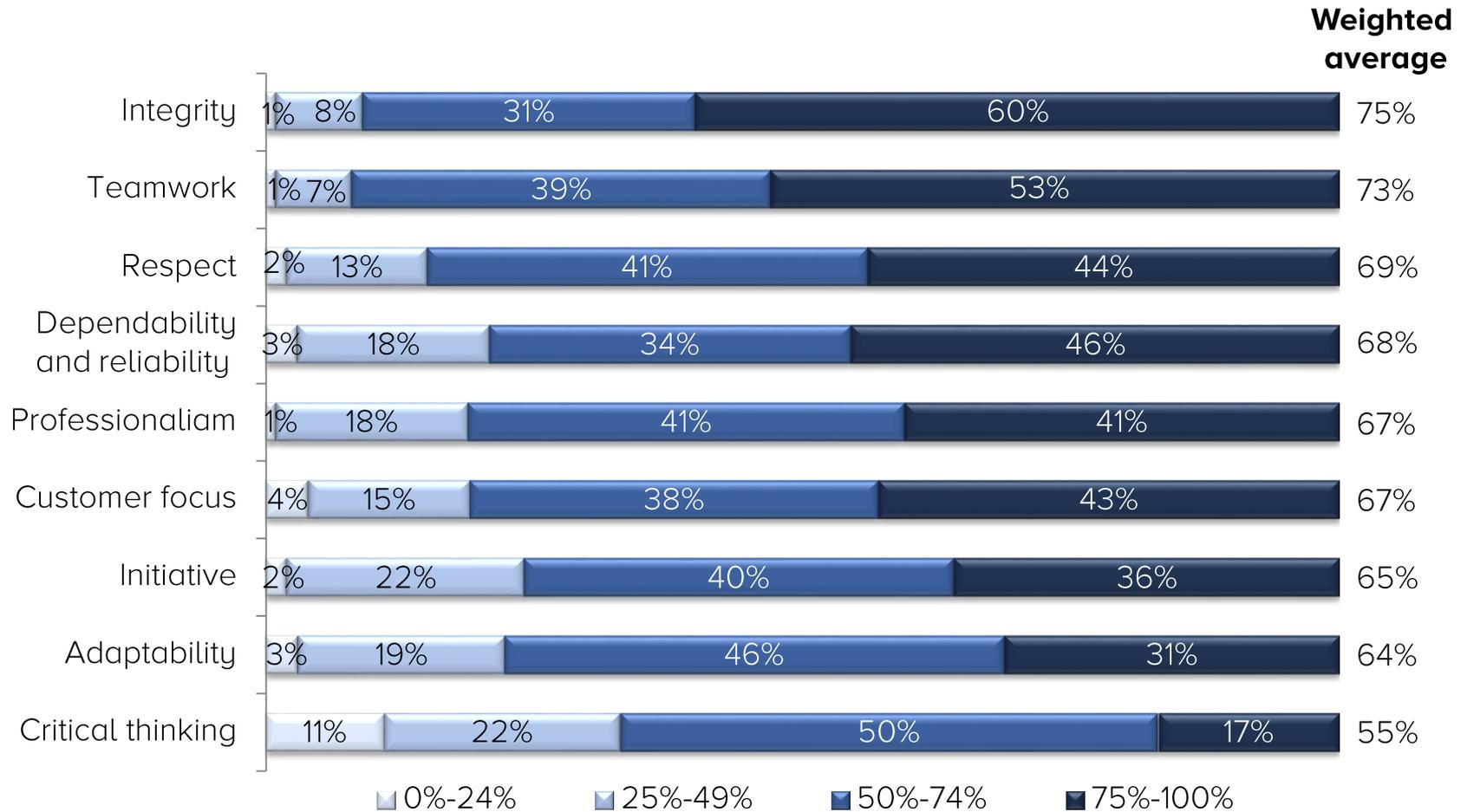


Note: n = 69. Respondents who indicated "Not sure" were not included in this analysis.



Note: n = 38. Respondents who indicated "Not sure" were not included in this analysis.

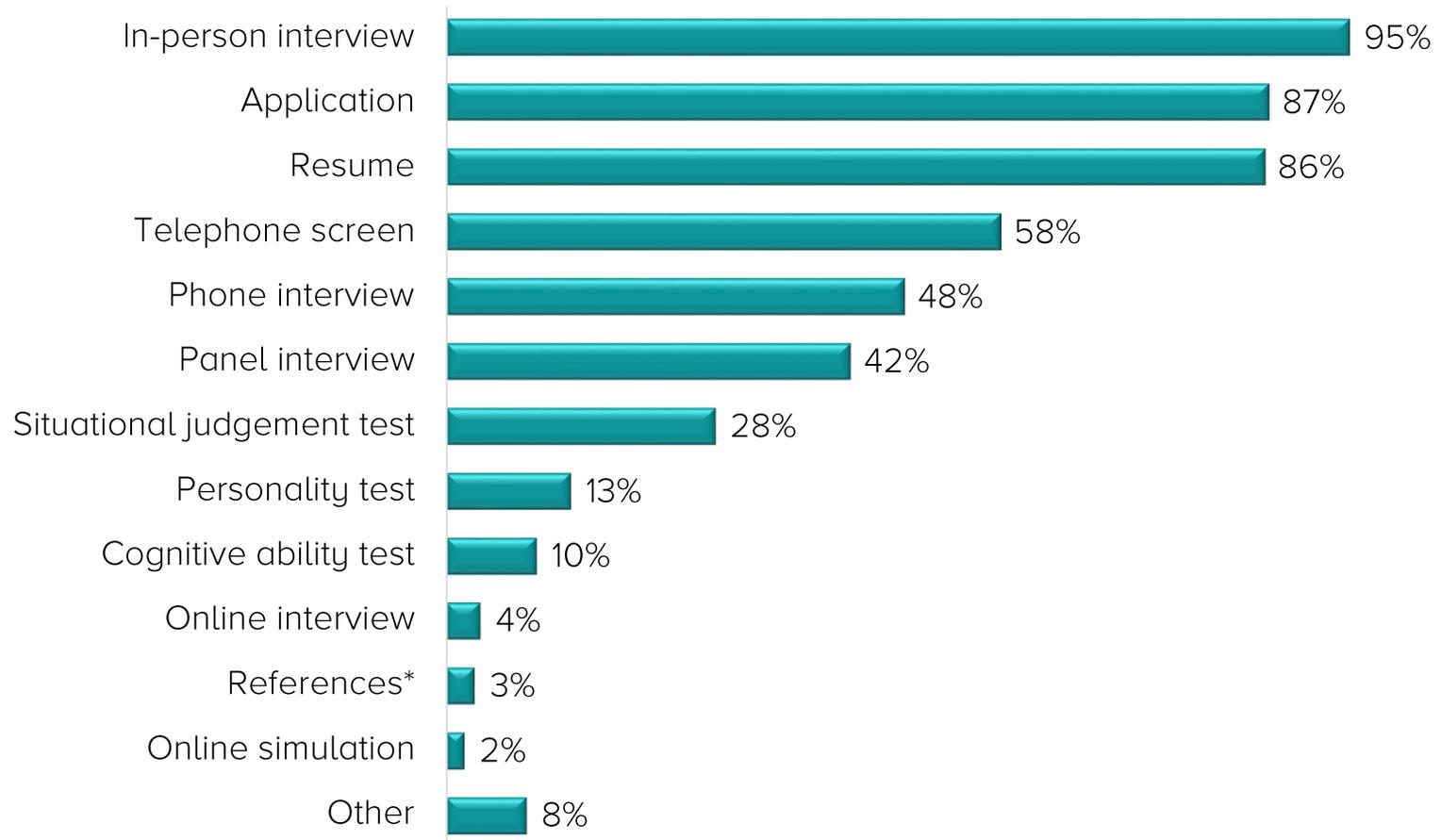
Percentage of Entry-Level Job Applicants That Possess Desired Level of Most Important Skills



Note: n = 36-349. Percentages may not total 100% due to rounding. Respondents who indicated "Don't know" were not included in this analysis. Data are sorted by weighted average. Note that the following skills were not reportable (NR) due to few respondents indicating that they were one of the three most important skills when hiring for an entry-level position: oral communication, written communication, reading comprehension, mathematics (computation), planning & organization, and creativity/innovation.

Methods Used to Assess Skills

Methods Used Throughout Hiring/Selection Process of Entry-Level Job Applicants



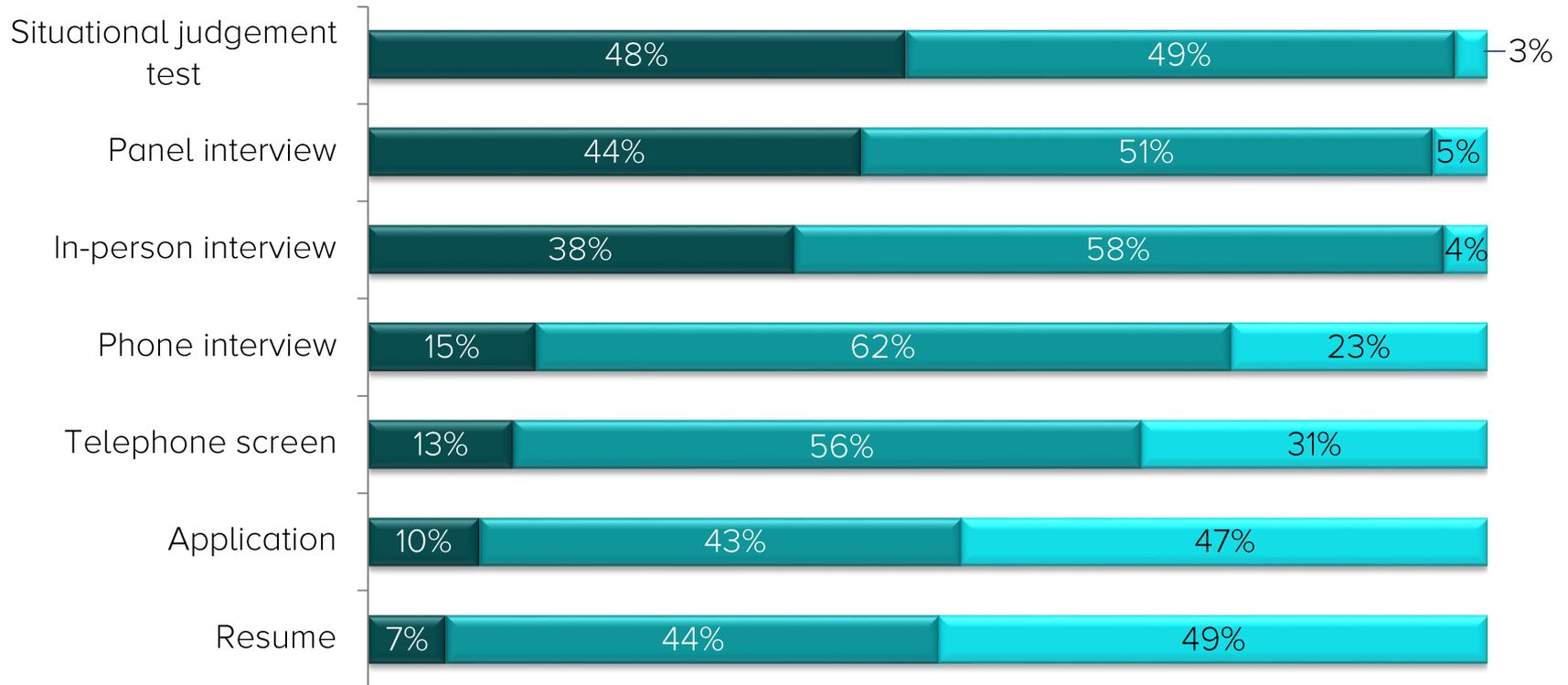
* The response option was developed from open-ended responses.

Note: n = 473. Percentages do not total 100% due to multiple response options.

HR professionals were asked to indicate their confidence in the methods used by their organization to accurately assess the skills of entry-level job applicants during the selection process.¹

¹Note that results for the following skills were not reportable (NR) due to few respondents indicating that they were one of the three most important skills when hiring for an entry-level position: oral communication, written communication, reading comprehension, mathematics (computation), planning & organization, and creativity/innovation.

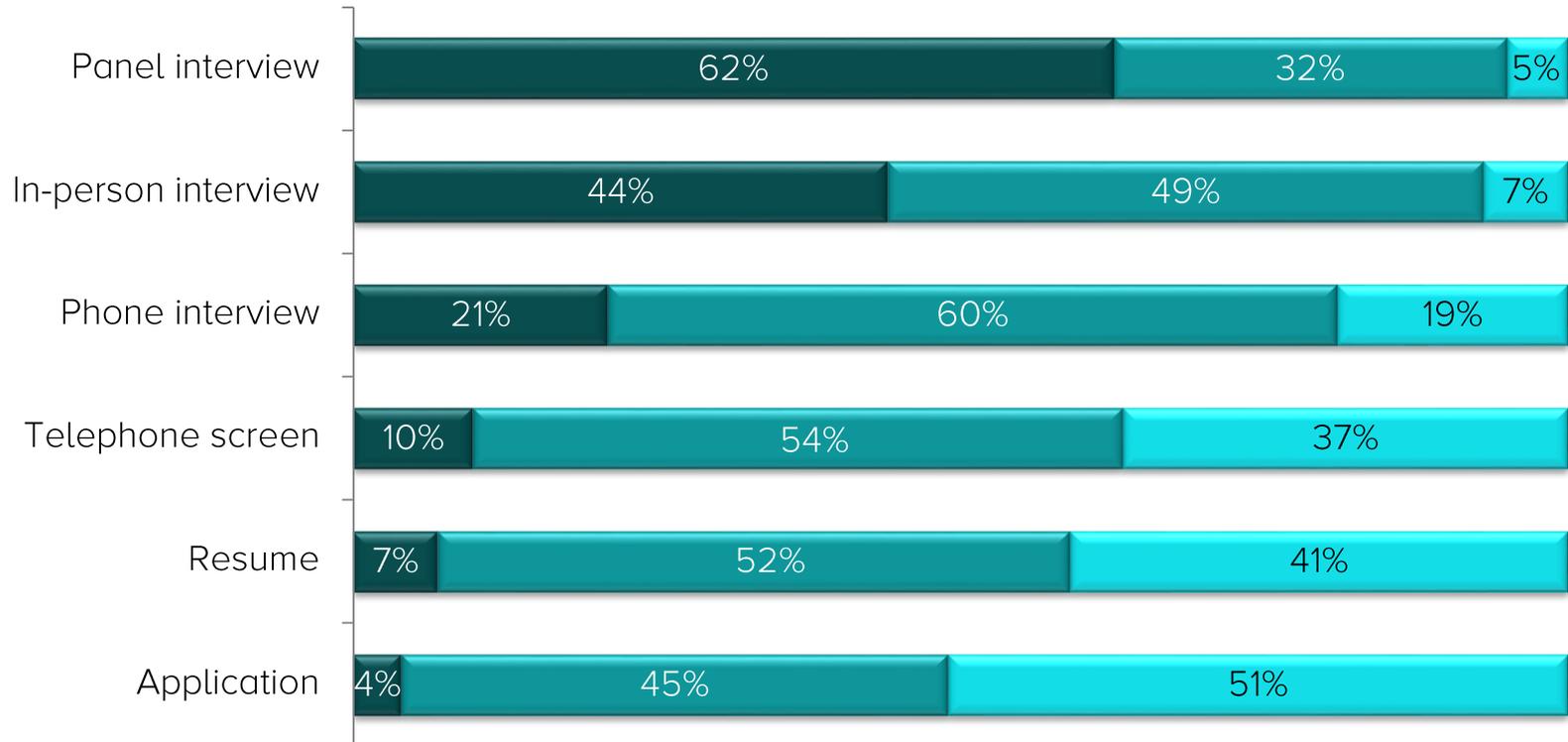
Confidence in Methods to Accurately Assess Integrity in Entry-Level Job Applicants



- Very or extremely confident
- Moderately confident or confident
- Not at all or slightly confident

Note: n = 67-209. Respondents who indicated "Don't know"/"No opinion" were not included in this analysis. Only respondents who indicated integrity was one of the top three most important skills when hiring for an entry-level position were asked this question. Online interview, personality test, cognitive ability test, online simulation and "other" were not reportable due a low response count (n < 30). The scale consisted of six response options from "Not at all confident" to "Extremely confident"; response options were combined for the purposes of analysis.

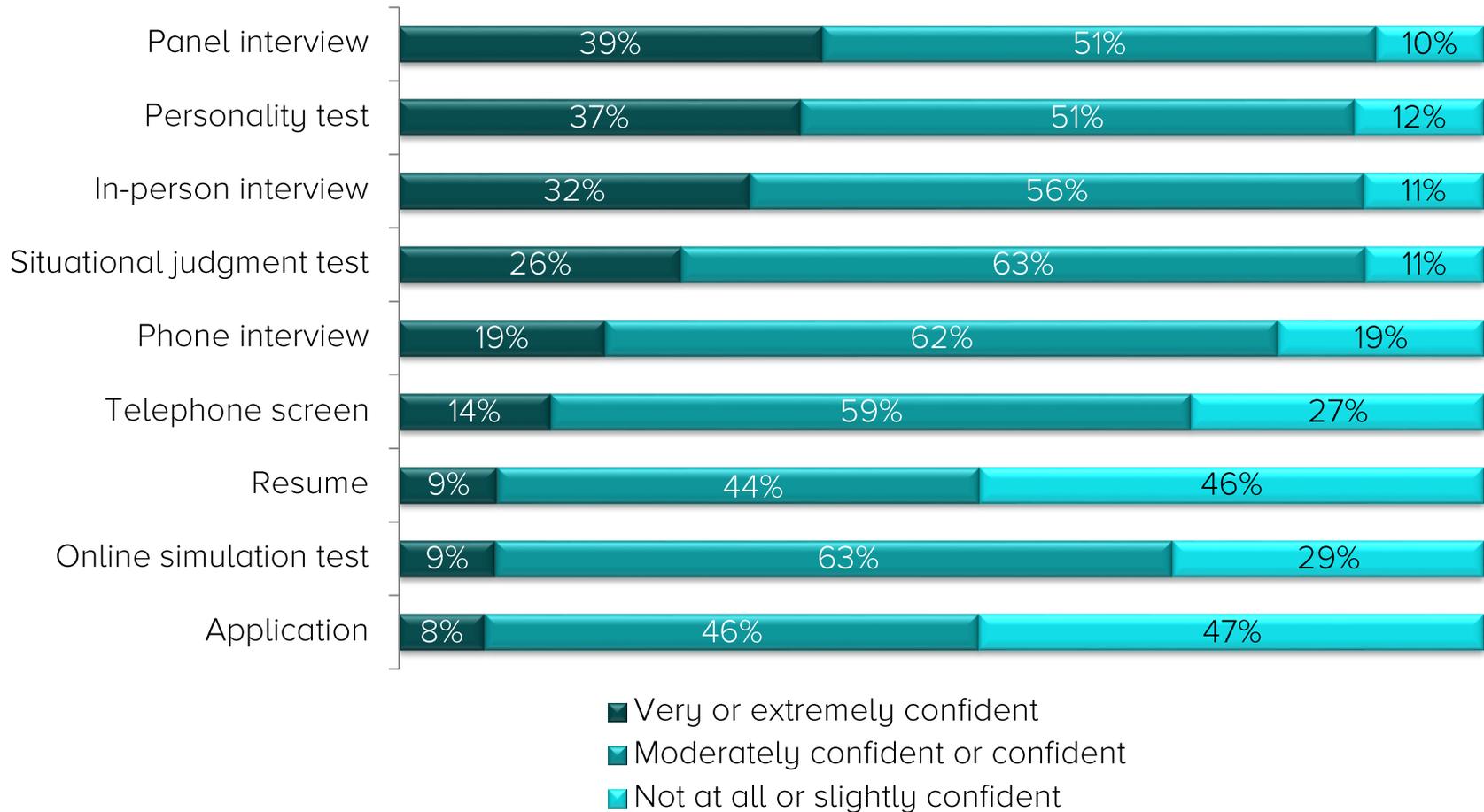
Confidence in Methods to Accurately Assess Initiative in Entry-Level Job Applicants



- Very or extremely confident
- Moderately confident or confident
- Not at all or slightly confident

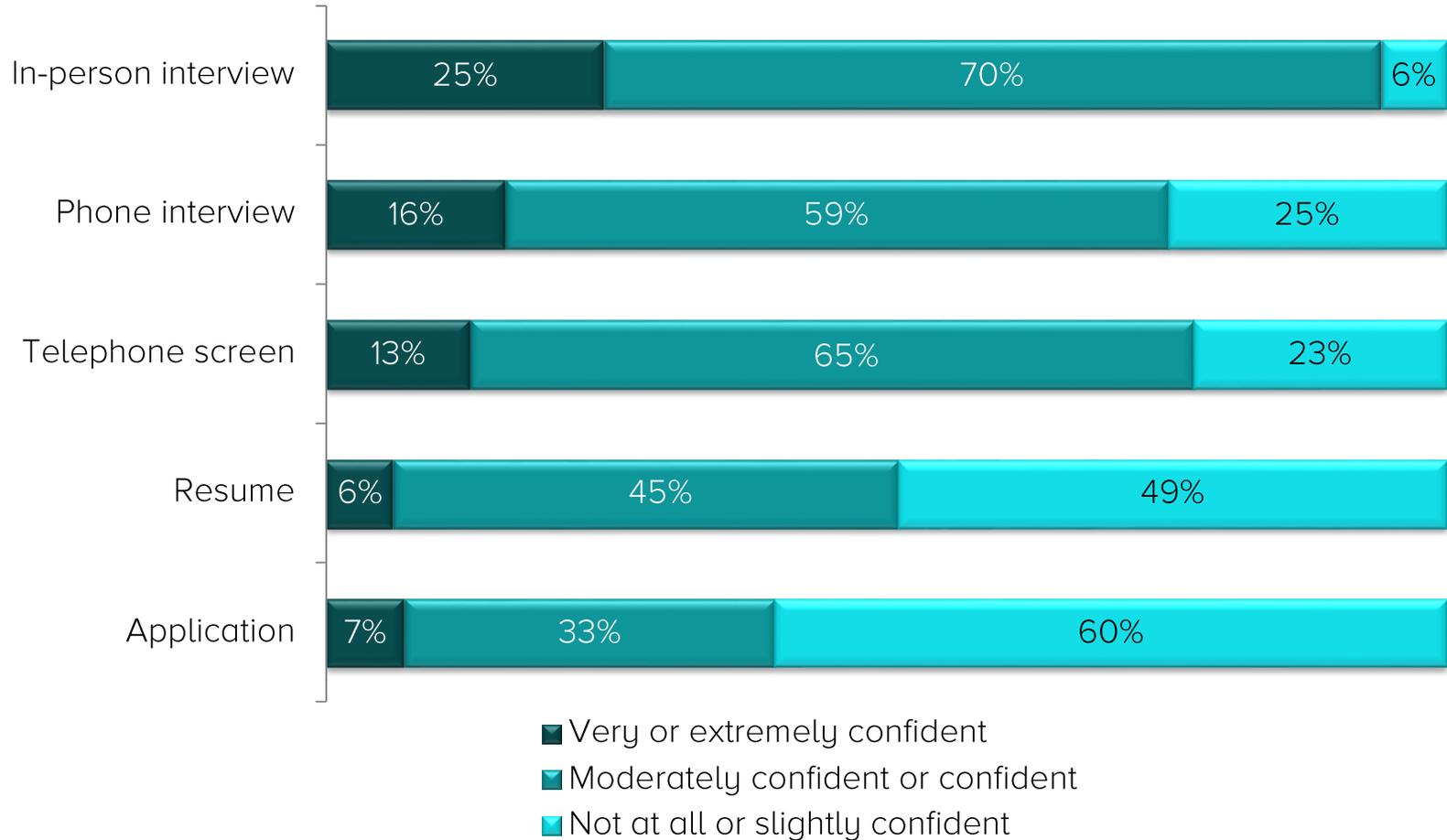
Note: n = 37-102. Percentages may not total 100% due to rounding. Respondents who indicated "Don't know" / "No opinion" were not included in this analysis. Only respondents who indicated initiative was one of the top three most important skills when hiring for an entry-level position were asked this question. Online interview, personality test, situational judgement test, cognitive ability test, online simulation and "other" were not reportable due a low response count (n < 30). The scale consisted of six response options from "Not at all confident" to "Extremely confident"; response options were combined for the purposes of analysis.

Confidence in Methods to Accurately Assess Dependability and Reliability in Entry-Level Job Applicants



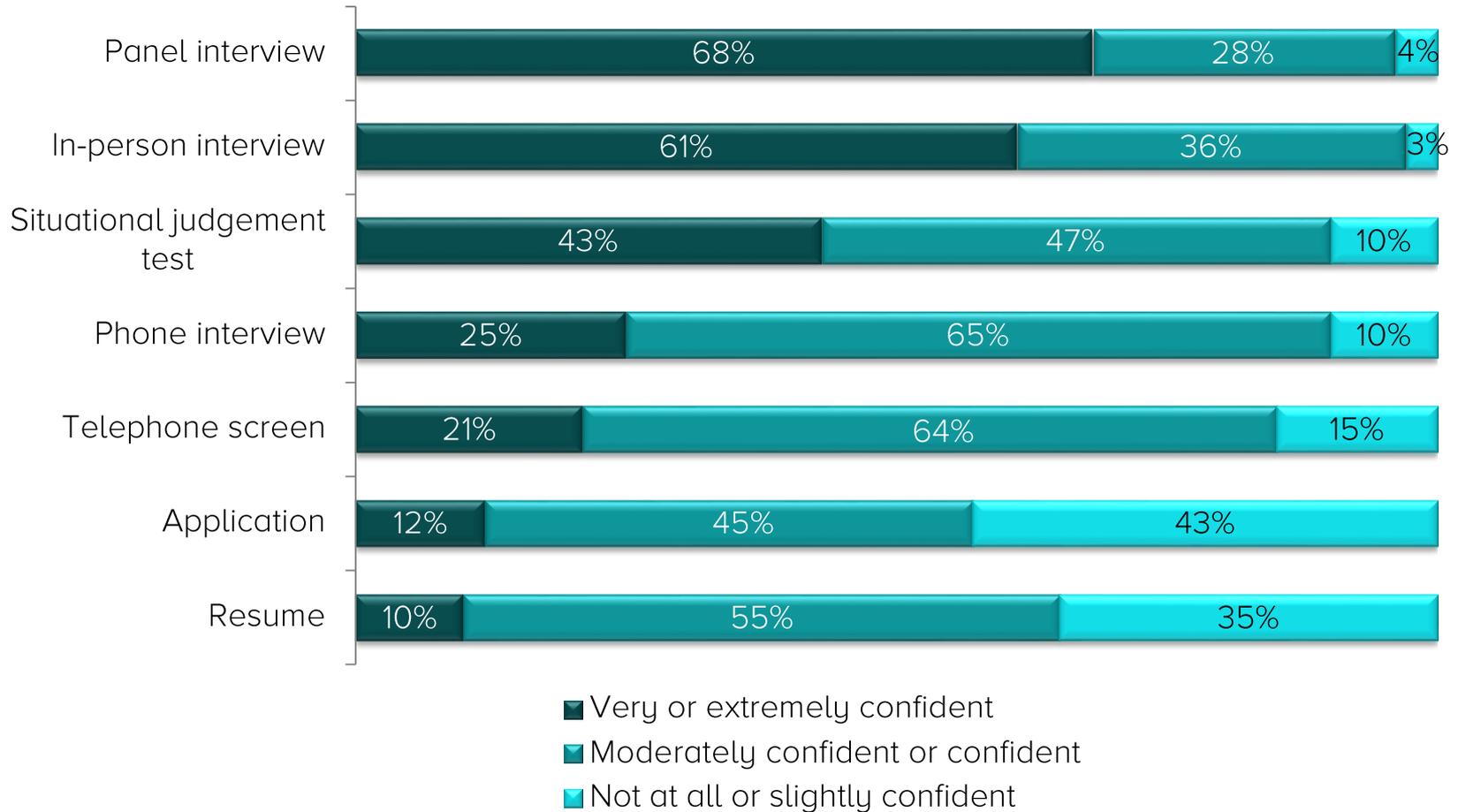
Note: n = 35=342. Percentages may not total 100% due to rounding. Respondents who indicated "Don't know" / "No opinion" were not included in this analysis. Only respondents who indicated dependability and reliability were one of the top three most important skills when hiring for an entry-level position were asked this question. Online interview, personality test, situational judgement test, cognitive ability test, online simulation and "other" were not reportable due a low response count (n < 30). TThe scale consisted of six response options from "Not at all confident" to "Extremely confident"; response options were combined for the purposes of analysis.

Confidence in Methods to Accurately Assess Adaptability in Entry-Level Job Applicants



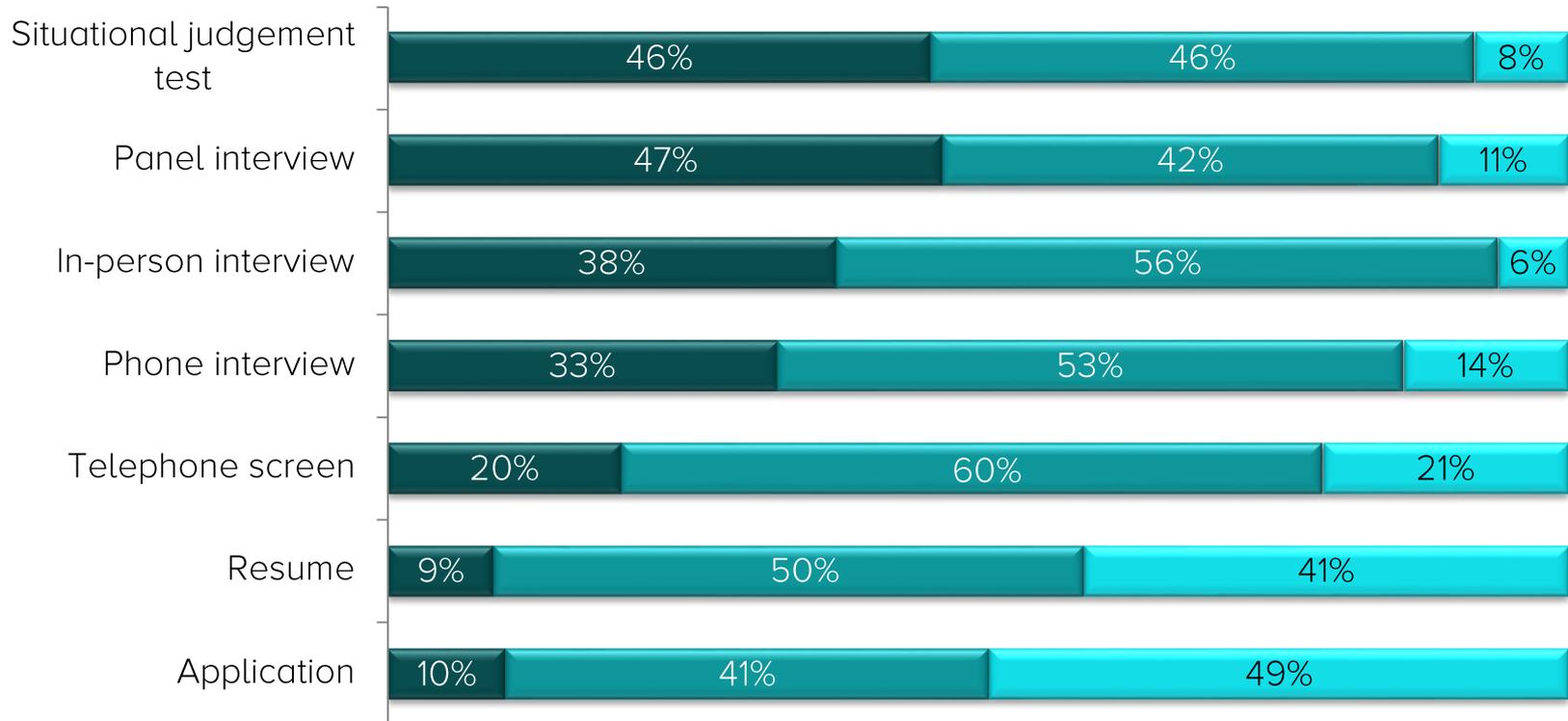
Note: n = 31-65. Percentages may not total 100% due to rounding. Respondents who indicated "Don't know" / "No opinion" were not included in this analysis. Only respondents who indicated adaptability was one of the top three most important skills when hiring for an entry-level position were asked this question. Online interview, telephone screen, personality test, situational judgement test, cognitive ability test, online simulation and "other" were not reportable due a low response count (n < 30). The scale consisted of six response options from "Not at all confident" to "Extremely confident"; response options were combined for the purposes of analysis.

Confidence in Methods to Accurately Assess Professionalism in Entry-Level Job Applicants



Note: n = 30-90. Respondents who indicated "Don't know" / "No opinion" were not included in this analysis. Only respondents who indicated professionalism was one of the top three most important skills when hiring for an entry-level position were asked this question. Online interview, personality test, cognitive ability test, online simulation and "other" were not reportable due a low response count (n < 30). The scale consisted of six response options from "Not at all confident" to "Extremely confident"; response options were combined for the purposes of analysis.

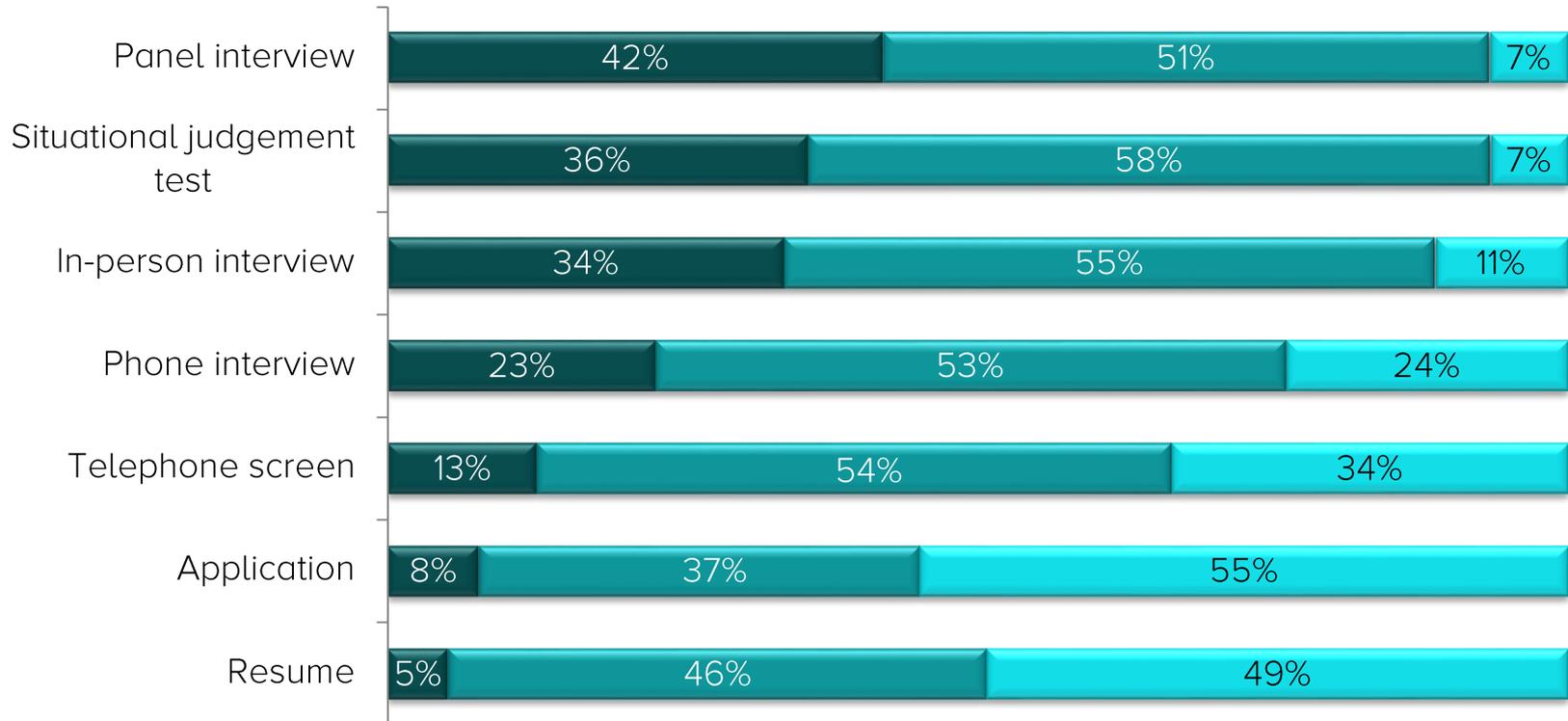
Confidence in Methods to Accurately Assess Customer Focus in Entry-Level Job Applicants



- Very or extremely confident
- Moderately confident or confident
- Not at all or slightly confident

Note: n = 39-126. Percentages may not total 100% due to rounding. Respondents who indicated "Don't know" / "No opinion" were not included in this analysis. Only respondents who indicated customer focus was one of the top three most important skills when hiring for an entry-level position were asked this question. Online interview, personality test, cognitive ability test, online simulation and "other" were not reportable due a low response count (n < 30). The scale consisted of six response options from "Not at all confident" to "Extremely confident"; response options were combined for the purposes of analysis.

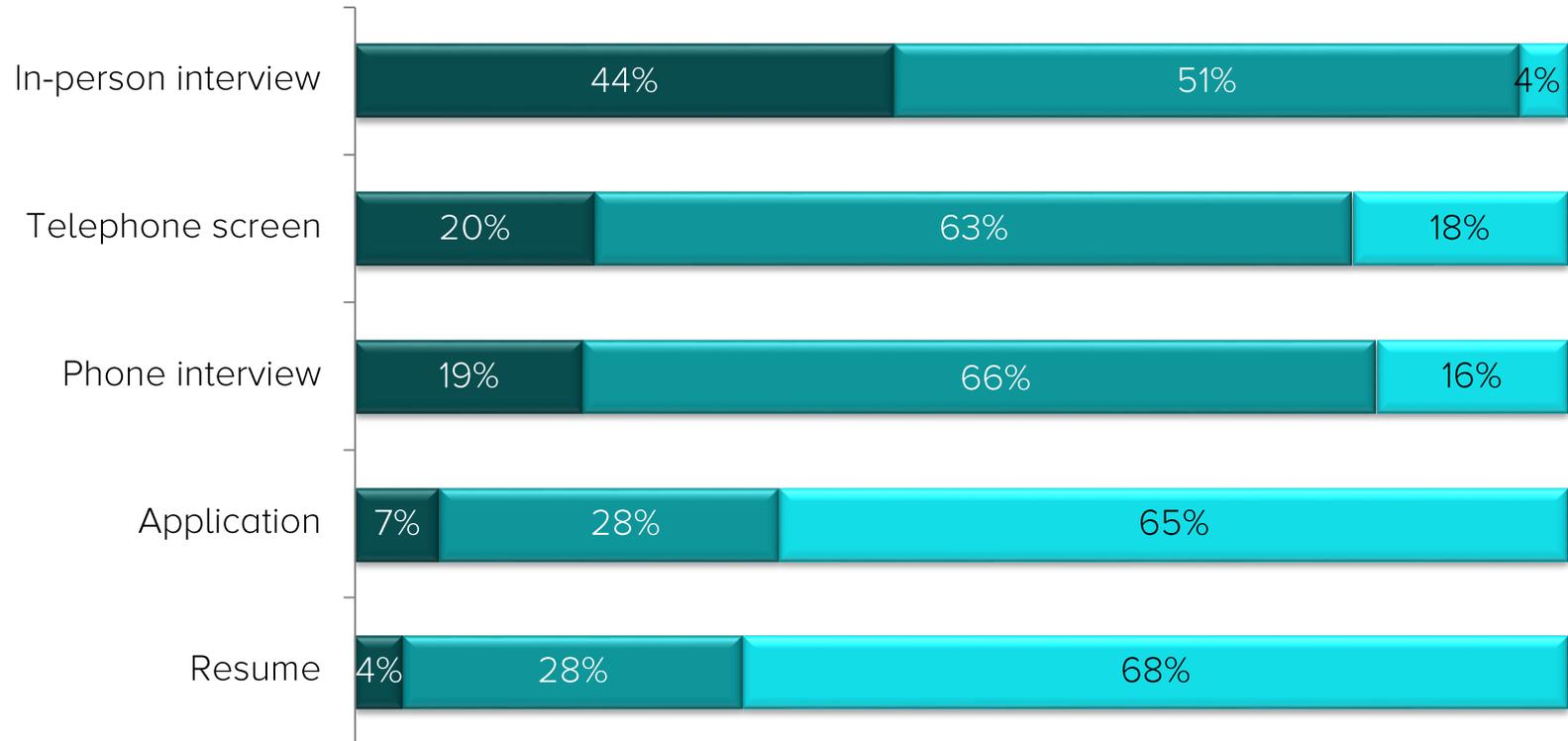
Confidence in Methods to Accurately Assess Teamwork in Entry-Level Job Applicants



- Very or extremely confident
- Moderately confident or confident
- Not at all or slightly confident

Note: n = 45-158. Percentages may not total 100% due to rounding. Respondents who indicated "Don't know" / "No opinion" were not included in this analysis. Only respondents who indicated teamwork was one of the top three most important skills when hiring for an entry-level position were asked this question. Online interview, personality test, cognitive ability test, online simulation and "other" were not reportable due a low response count (n < 30). The scale consisted of six response options from "Not at all confident" to "Extremely confident"; response options were combined for the purposes of analysis.

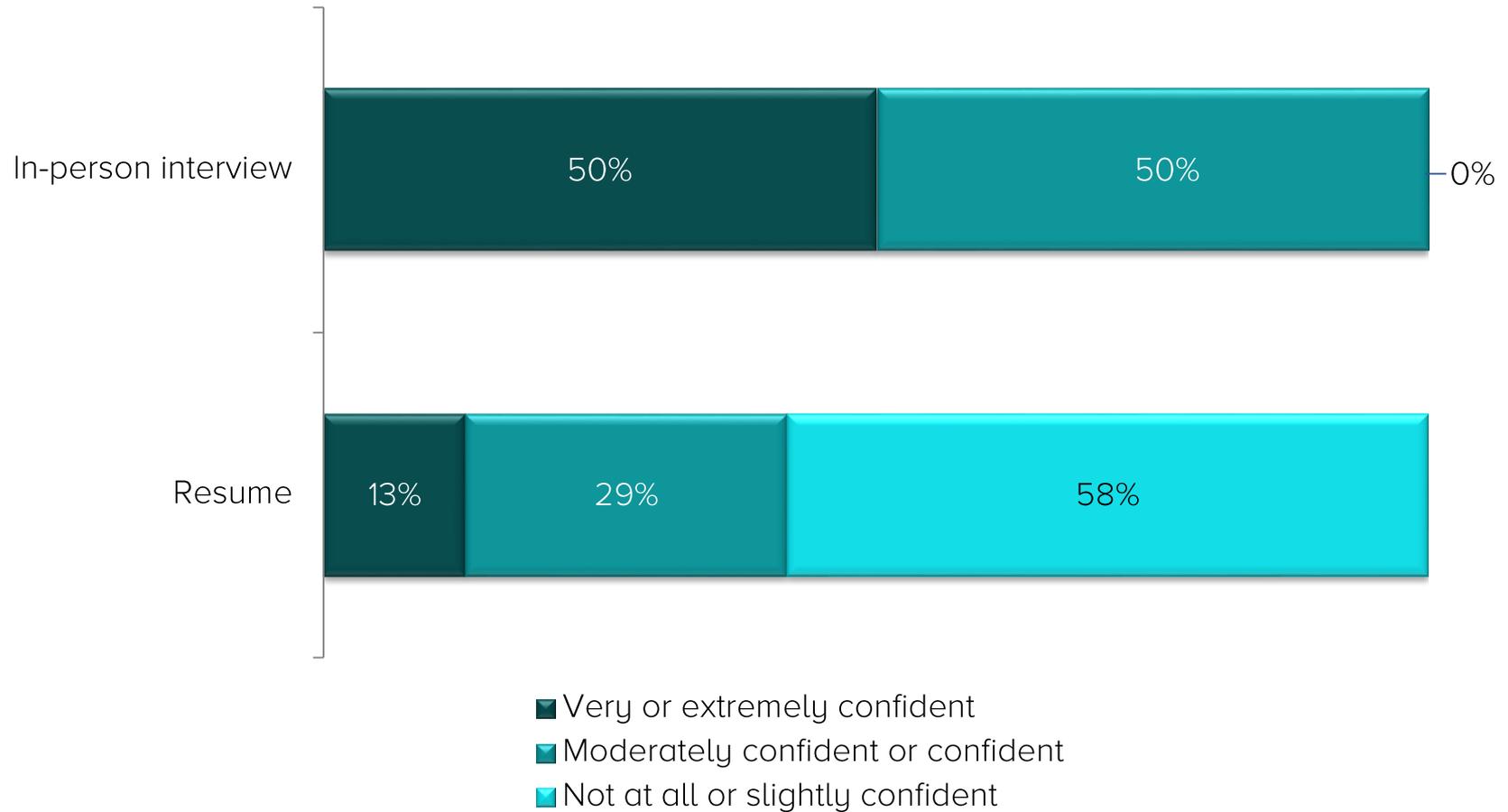
Confidence in Methods to Accurately Assess Respect in Entry-Level Job Applicants



- Very or extremely confident
- Moderately confident or confident
- Not at all or slightly confident

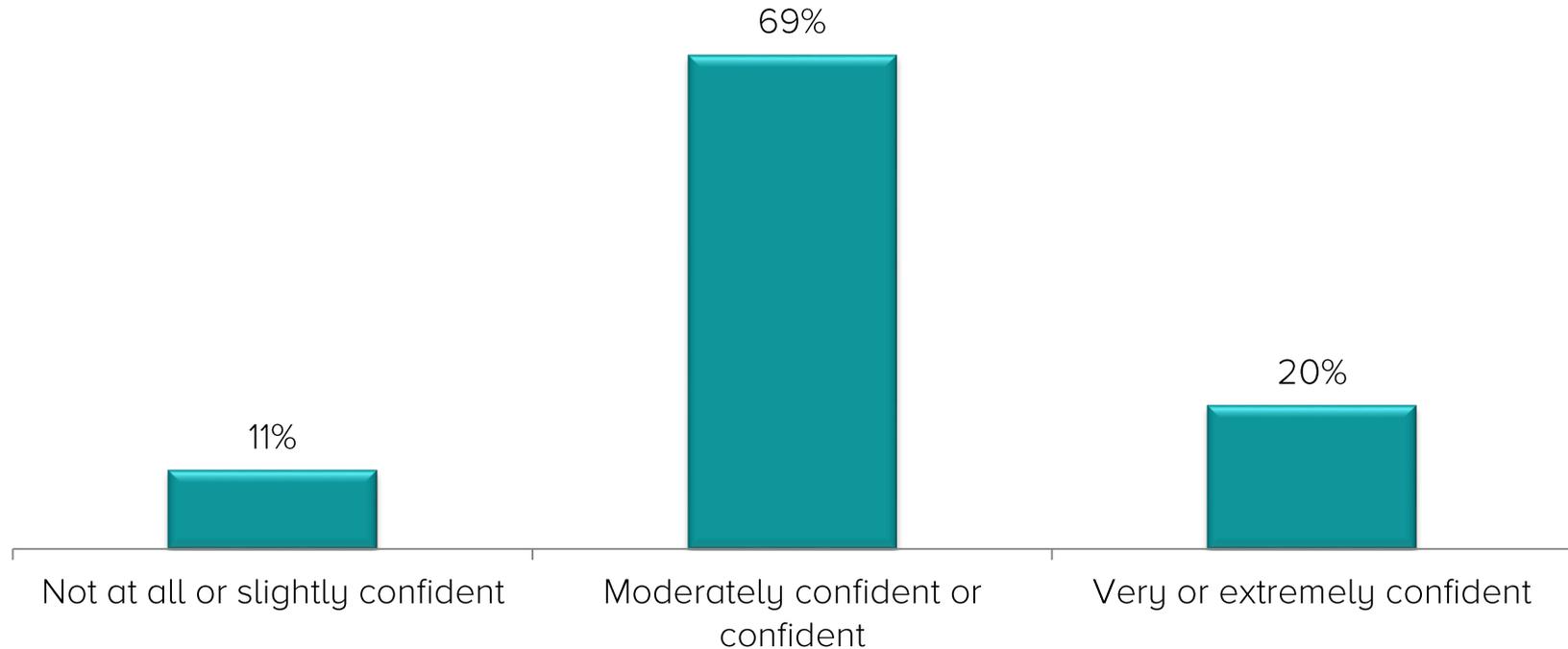
Note: n = 32-68. Percentages may not total 100% due to rounding. Respondents who indicated "Don't know" / "No opinion" were not included in this analysis. Only respondents who indicated respect was one of the top three most important skills when hiring for an entry-level position were asked this question. Online interview, panel interview, personality test, situational judgement test, cognitive ability test, online simulation and "other" were not reportable due a low response count (n < 30). The scale consisted of six response options from "Not at all confident" to "Extremely confident"; response options were combined for the purposes of analysis.

Confidence in Methods to Accurately Assess Critical Thinking in Entry-Level Job Applicants



Note: n = 30-31. Respondents who indicated “Don’t know”/“No opinion” were not included in this analysis. Only respondents who indicated critical thinking was one of the top three most important skills when hiring for an entry-level position were asked this question. Application, telephone screen, online interview, phone interview, panel interview, personality test, situational judgement test, cognitive ability test, online simulation and “other” were not reportable due a low response count (n < 30). The scale consisted of six response options from “Not at all confident” to “Extremely confident”; response options were combined for the purposes of analysis.

Overall Confidence in the Company's Ability to Effectively Assess the Skills of Entry-Level Applicants



Note: n = 458. The scale consisted of six response options from "Not at all confident" to "Extremely confident"; response options were combined for the purposes of analysis.

HR professionals were also asked to indicate concerns they have with their organization's ability to assess the skills of entry-level job applicants during the selection process.¹

¹Note that results for the following skills were not reportable (NR) due to few respondents indicating that they are one of the three most important skills when hiring for an entry-level position: oral communication, written communication, reading comprehension, critical thinking, mathematics (computation), planning & organization, and creativity/innovation.

Top Three Concerns About Company's Ability to Assess Skills During the Entry-Level Job Applicant Selection Process¹

Integrity	
Usually, not enough is known about applicant to assess skill	48%
Too easy for applicants to fake	36%
Skills is difficult to assess	34%

n = 176

Initiative	
Usually, not enough is known about applicant to assess skill	40%
Too easy for applicants to fake	34%
People in organization are not sufficiently trained to assess skill	34%

n = 88

Dependability and Reliability	
Usually, not enough is known about applicant to assess skill	44%
Too easy for applicants to fake	38%
Skills is difficult to assess	27%

n = 296

Adaptability	
Usually, not enough is known about applicant to assess skill	39%
Skills is difficult to assess	39%
Don't have tools to help assess skill	31%

n = 62

¹Respondents who indicated each respective skill was one of the top three most important skills when hiring for an entry-level position were asked about their concerns about their company's ability to assess each of the three skills.

Top Three Concerns About Company's Ability to Assess Skills During the Entry-Level Job Applicant Selection Process¹ (continued)

Professionalism	
Not applicable; no concerns	48%
Usually, not enough is known about applicant to assess skill	26%
Too easy for applicants to fake	23%

n = 69

Customer Focus	
Too easy for applicants to fake	44%
Not applicable; no concerns	28%
Don't have tools to help assess skill	23%

n = 116

Teamwork	
Too easy for applicants to fake	46%
Don't have tools to help assess skill	28%
Usually, not enough is known about applicant to assess skill	24%

n = 134

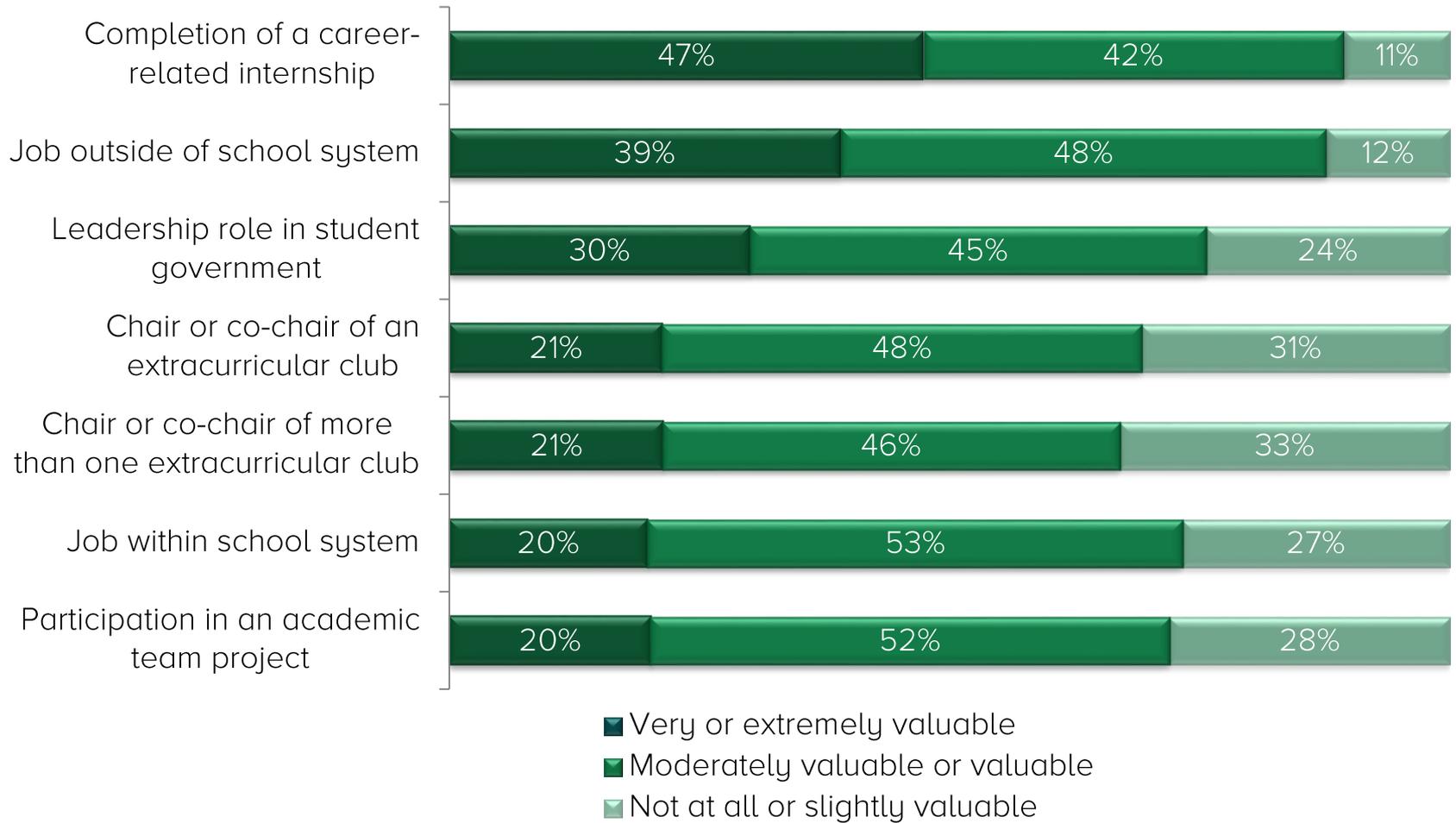
Respect	
Too easy for applicants to fake	49%
Usually, not enough is known about applicant to assess skill	45%
Skill is difficult to assess	29%

n = 49

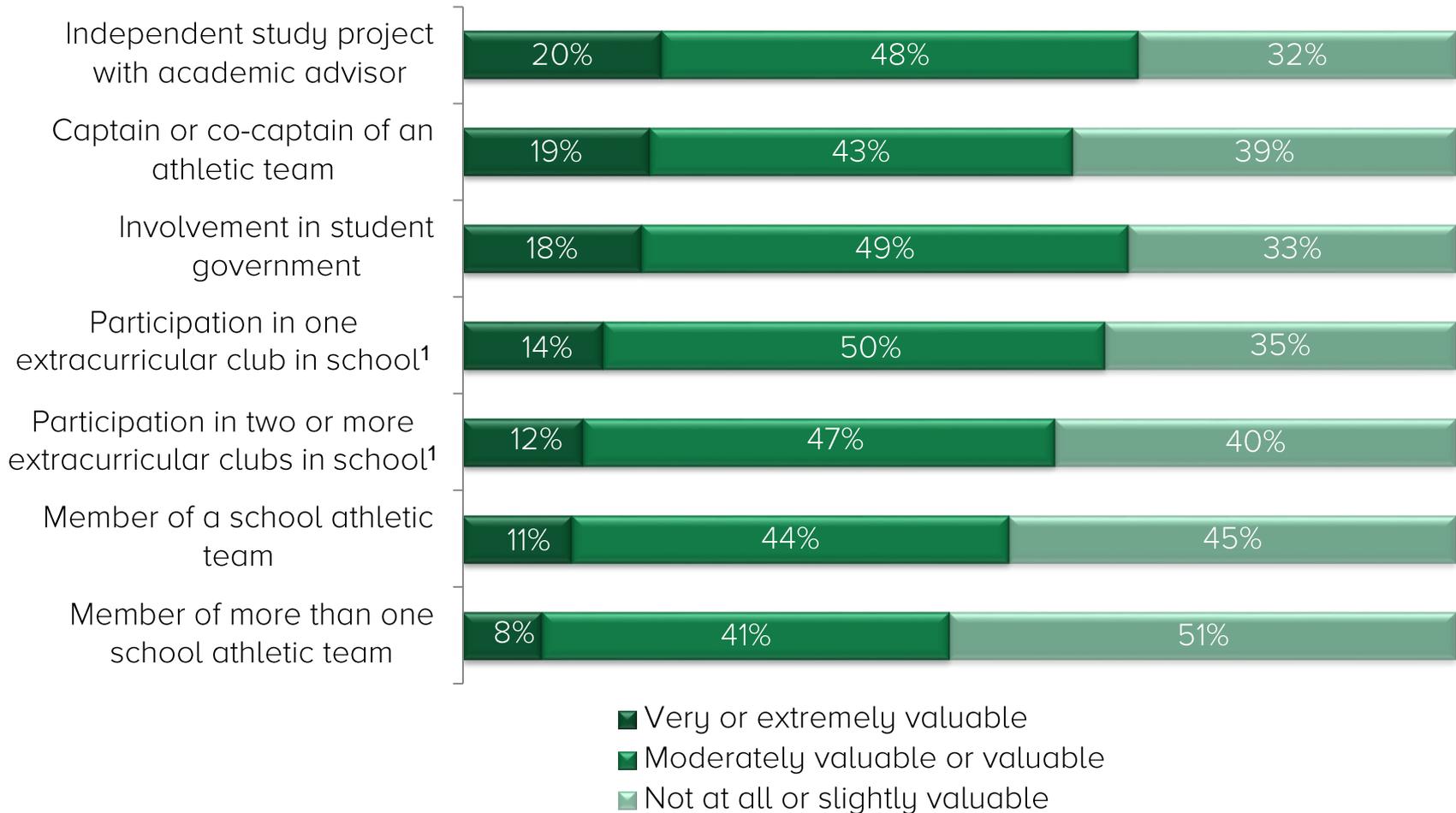
¹Respondents who indicated each respective skill was one of the top three most important skills when hiring for an entry-level position were asked about their concerns about their company's ability to assess each of the three skills.

Experience and Academic or Extracurricular Activities

The Value of Experience and Academic or Extracurricular Activities in Demonstrating the Job Applicant Is a Strong Candidate



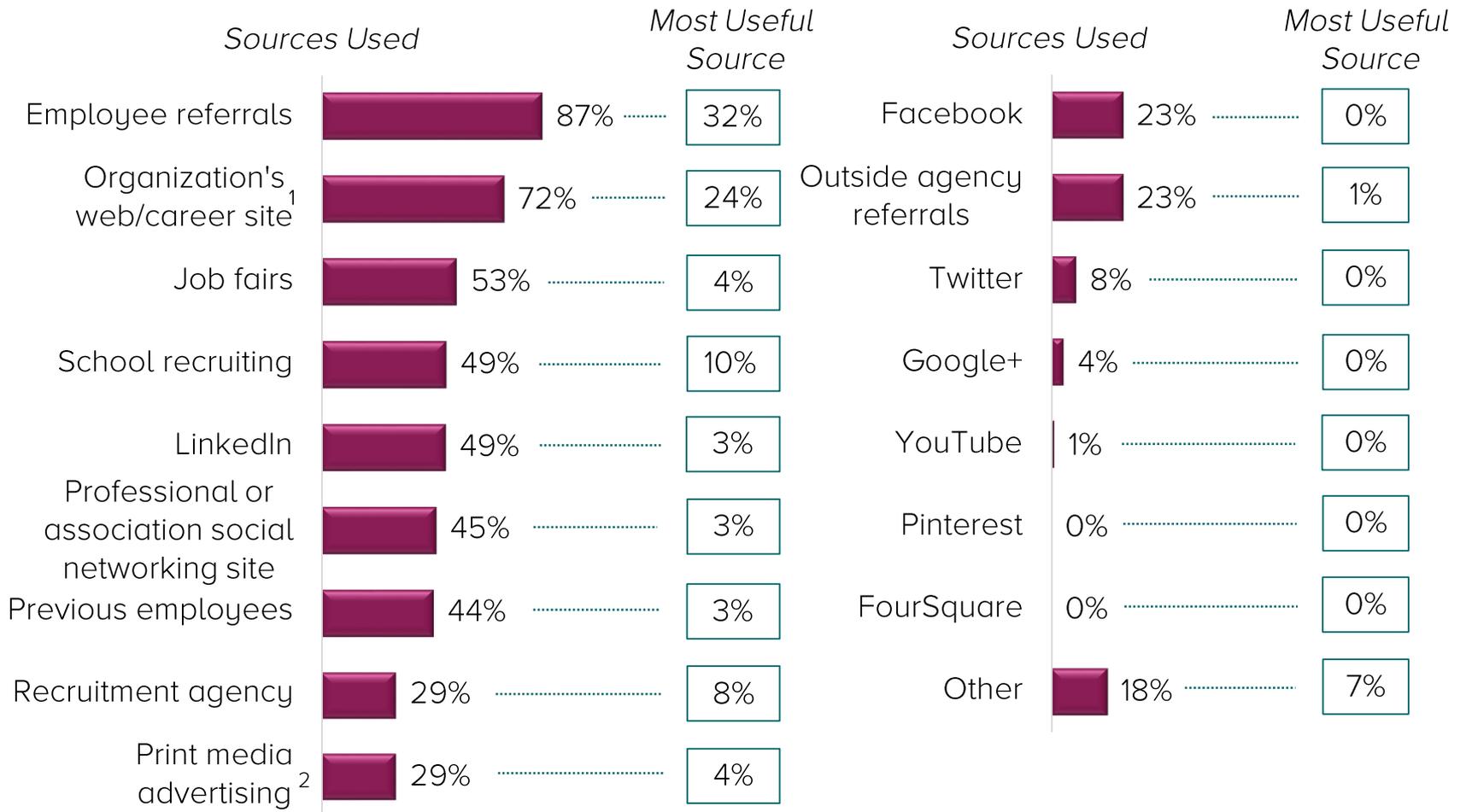
Note: n = 424-433. Percentages may not total 100% due to rounding. Respondents who indicated "Don't know" / "No opinion" were not included in this analysis. The scale consisted of six response options from "Not at all valuable" to "Extremely valuable"; response options were combined for the purposes of analysis.



Note: n = 424-433. Percentages may not total 100% due to rounding. Respondents who indicated "Don't know" / "No opinion" were not included in this analysis. The scale consisted of six response options from "Not at all valuable" to "Extremely valuable"; response options were combined for the purposes of analysis.

Job Applicant Sources

Sources Used to Identify Potential Entry-Level Job Applicants and the Usefulness of Such Sources



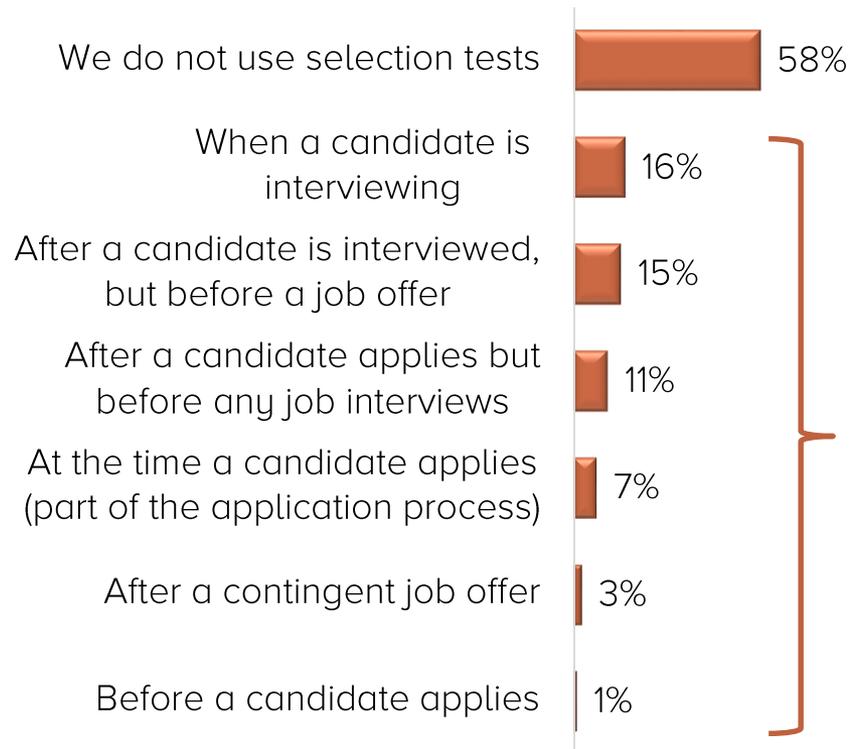
Note for Sources Used: n = 444. Percentages do not total 100% due to multiple response options.

Note for Most Useful Source: n = 437. Percentages may not total 100% due to rounding.

¹Online application ²e.g., newspaper

Selection Tests and Screening Tools

Timing of Administration of Selection Tests in the Hiring Process



Note: n = 442. Percentages do not total 100% due to multiple response options.

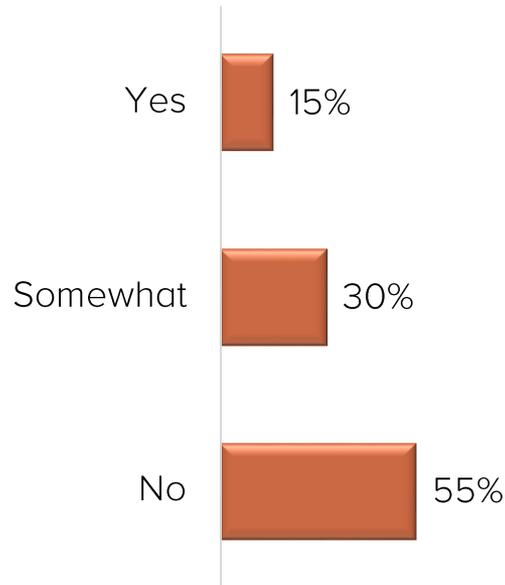
¹e.g., personality, cognitive ability, job skill/knowledge

How the Results of Selection Tests Are Used in the Hiring Process

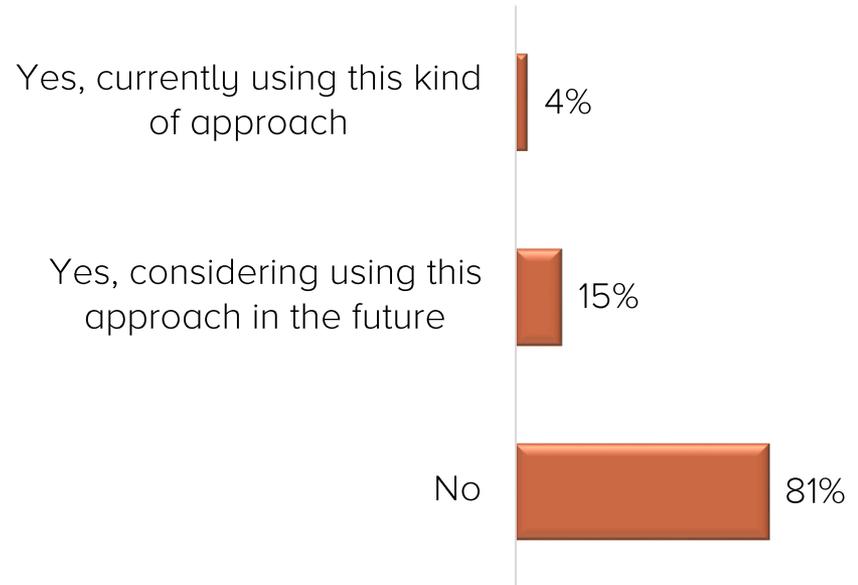
As one piece of data in the hiring decision (combined with interview, resume, etc.)	84%
For developmental purposes once the candidate begins the job	29%
To determine or influence interview questions	22%
As a “pass/fail”—knocking a candidate out of the process if he or she fails the test	20%
As a follow-up to a test given earlier in the hiring process	3%
Other	2%

Note: n = 183. Percentages do not total 100% due to multiple response options.

Are you familiar with this approach to screening/hiring job applicants?



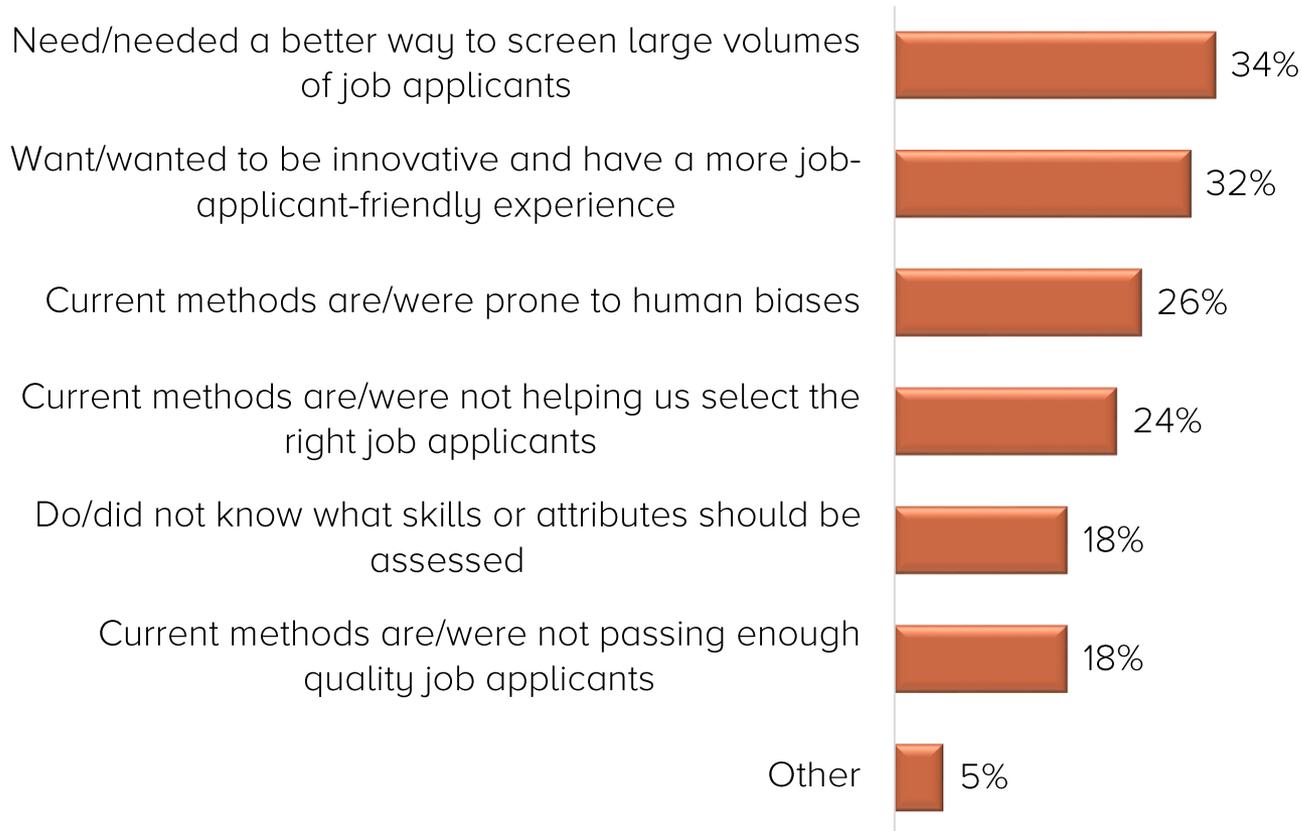
Is your organization using, or considering using, a “big data” or machine algorithm approach to screening/hiring job applicants?



n = 441

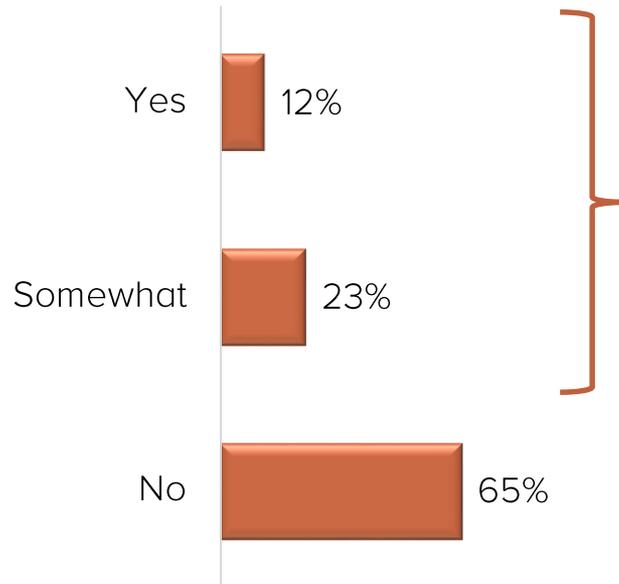
Note: n = 198. Respondents who indicated their organization is currently using or considering using this kind of approach were asked this question.

¹An approach to collecting job applicant information via assessments is referred to as “serious gaming” or “gamification.” This method delivers an assessment in the form of a game or simulation, with the objective of providing an enhanced applicant experience, and to reduce applicant “drop outs.”



Note: n = 38. Respondents who indicated they were using or considering using a “big data” or machine algorithm approach to screening/hiring job applicants were asked this question. Percentages do not total 100% due to multiple response options. Effectiveness of big data or a machine algorithm approach not reportable (NR) due to a low response count (n < 30).

Are you familiar with this approach to screening/hiring job applicants?



n = 437

Note: Factors in decision to use, or consider using, a game-based approach to screening/hiring job applicants and effectiveness of the same are not reportable (NR) due to low response counts (n < 30).

¹An approach to collecting job applicant information via assessments. This method delivers an assessment in the form of a game or simulation, with the objective of providing an enhanced applicant experience, and to reduce applicant “drop outs.”

Is your organization using, or considering using, a game-based approach to screening/hiring job applicants?

Yes, currently using this kind of approach	1%
Yes, considering using this kind of approach in the future	11%
No	88%

Note: n = 152. Respondents who indicated their organizations were currently using or considering using this kind of approach were asked this question.

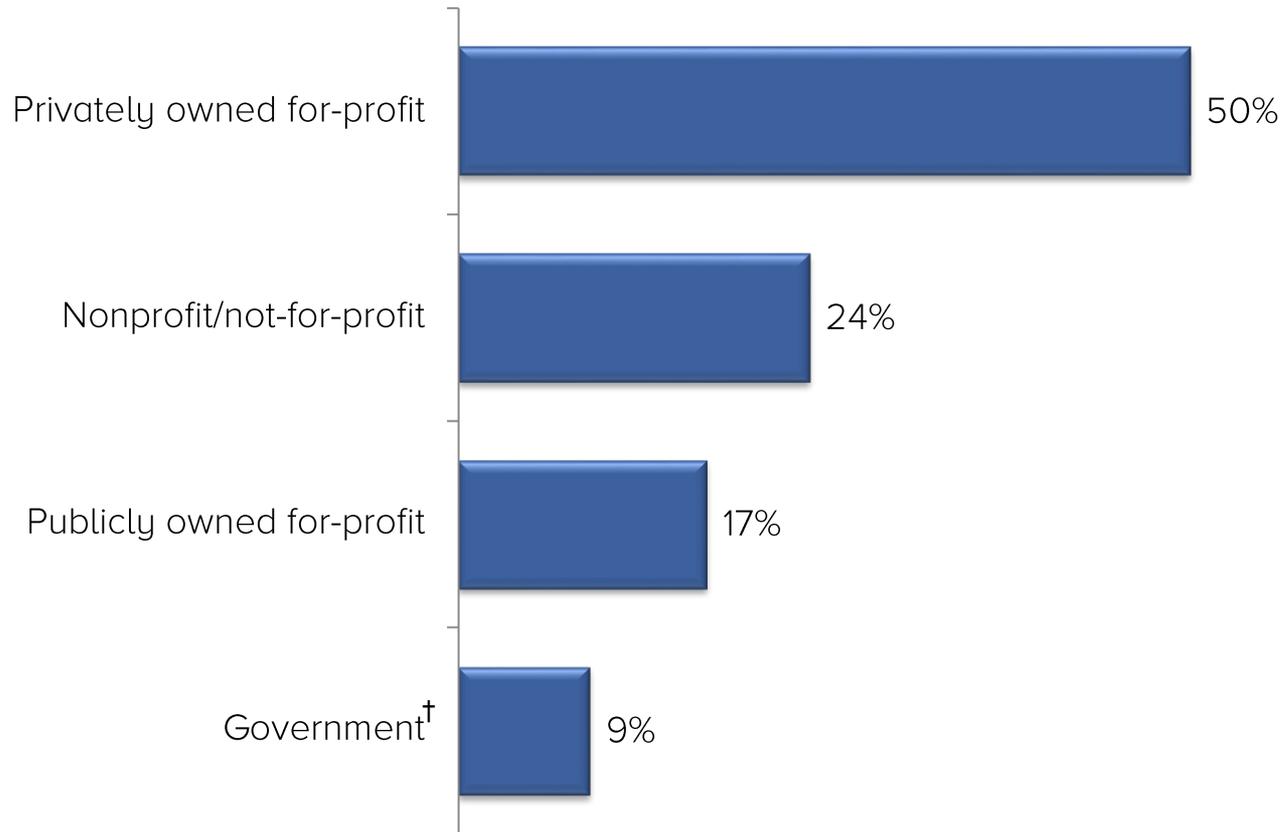
Demographics

	Percentage
Manufacturing	20%
Health care and social assistance	13%
Professional, scientific and technical services	11%
Finance and insurance	7%
Educational services	7%
Government agencies	5%
Religious, grant-making, civic, professional and similar organizations	5%
Retail trade	4%
Transportation and warehousing	4%
Accommodation and food services	3%
Construction	3%

n = 519

	Percentage
Wholesale trade	3%
Arts, entertainment and recreation	3%
Information	2%
Utilities	2%
Real estate and rental and leasing	2%
Agriculture, forestry, fishing and hunting	2%
Administrative and support, and waste management and remediation services	1%
Repair and maintenance	1%
Mining, quarrying, and oil and gas extraction	0%
Personal and laundry services	0%
Other	2%

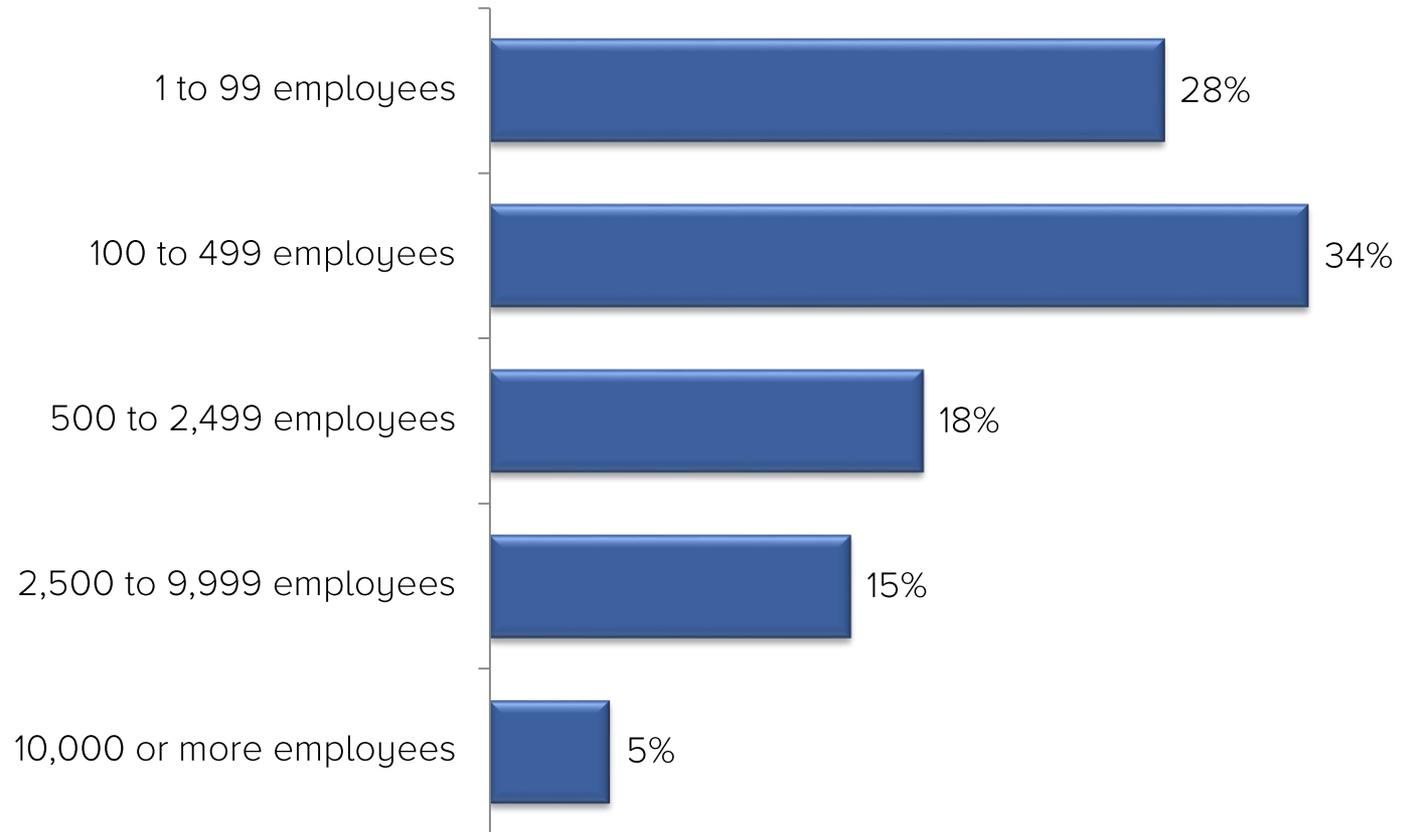
n = 519



Note: n = 517. Percentages may not total 100% due to rounding.

[†] Government includes the federal government, state governments, local governments, tribal governments and school districts.

Demographics: Organization Staff Size



n = 471

Survey Methodology:

- Response rate = 9%
- 521 HR professionals from a randomly selected sample of SHRM's membership participated in this survey
- Margin of error +/- 4%
- Survey fielded May 2016

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