**LEARNER GUIDE**

**Recruit and select candidates to fill defined positions**

Unit Standard 12140

Level 5 Credits 9

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# PERSONAL INFORMATION

|  |  |
| --- | --- |
| **NAME** |  |
| **CONTACT ADDRESS** |  |
|  |
| **Code** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Cellular** |  |
| **Learner Number** |  |
| **Identity Number** |  |
|  | |
| **EMPLOYER** |  |
| **EMPLOYER CONTACT ADDRESS** |  |
|  |
| **Code** |  |
| **Supervisor Name** |  |
| **Supervisor Contact Address** |  |
|  |
| **Code** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Cellular** |  |

# **INTRODUCTION**

#### Welcome to the learning programme

Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take notes and share information with your colleagues. Important and relevant information and skills are transferred by sharing!



This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you!

### Programme methodology



The programme methodology includes facilitator presentations, readings, individual activities, group discussions and skill application exercises.

Know what you want to get out of the programme from the beginning and start applying your new skills immediately. Participate as much as possible so that the learning will be interactive and stimulating.

The following principles were applied in designing the course:

* Because the course is designed to maximise interactive learning, you are encouraged and required to participate fully during the group exercises
* As a learner you will be presented with numerous problems and will be required to fully apply your mind to finding solutions to problems before being presented with the course presenter’s solutions to the problems
* Through participation and interaction the learners can learn as much from each other as they do from the course presenter
* Although learners attending the course may have varied degrees of experience in the subject matter, the course is designed to ensure that all delegates complete the course with the same level of understanding
* Because reflection forms an important component of adult learning, some learning resources will be followed by a self-assessment which is designed so that the learner will reflect on the material just completed.

This approach to course construction will ensure that learners first apply their minds to finding solutions to problems before the answers are provided, which will then maximise the learning process which is further strengthened by reflecting on the material covered by means of the self-assessments.

#### Different role players in delivery process

* Learner
* Facilitator
* Assessor
* Moderator

### What Learning Material you should have

This learning material has also been designed to provide the learner with a comprehensive reference guide.

It is important that you take responsibility for your own learning process; this includes taking care of your learner material. You should at all times have the following material with you:

|  |  |
| --- | --- |
| **Learner Guide** | **This learner guide is your valuable possession:**  This is your textbook and reference material, which provides you with all the information you will require to meet the exit level outcomes.  During contact sessions, your facilitator will use this guide and will facilitate the learning process. During contact sessions a variety of activities will assist you to gain knowledge and skills.  Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take and share information with your colleagues. Important and relevant information and skills are transferred by sharing!  This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you! |
| **Formative Assessment Workbook** | The Formative Assessment Workbook supports the Learner Guide and assists you in applying what you have learnt.  The formative assessment workbook contains classroom activities that you have to complete in the classroom, during contact sessions either in groups or individually.  You are required to complete all activities in the Formative Assessment Workbook.  The facilitator will assist, lead and coach you through the process.  These activities ensure that you understand the content of the material and that you get an opportunity to test your understanding. |

### Different types of activities you can expect

To accommodate your learning preferences, a variety of different types of activities are included in the formative and summative assessments. They will assist you to achieve the outcomes (correct results) and should guide you through the learning process, making learning a positive and pleasant experience.



The table below provides you with more information related to the types of activities.

| **Types of Activities** | **Description** | **Purpose** |
| --- | --- | --- |
| **Knowledge Activities** | You are required to complete these activities on your own. | These activities normally test your understanding and ability to apply the information. |
| **Skills Application Activities** | You need to complete these activities in the workplace | These activities require you to apply the knowledge and skills gained in the workplace |
| **Natural Occurring Evidence** | You need to collect information and samples of documents from the workplace. | These activities ensure you get the opportunity to learn from experts in the industry.  Collecting examples demonstrates how to implement knowledge and skills in a practical way |

### Learner Administration



#### Attendance Register

You are required to sign the Attendance Register every day you attend training sessions facilitated by a facilitator.

#### Programme Evaluation Form

On completion you will be supplied with a “Learning programme Evaluation Form”. You are required to evaluate your experience in attending the programme.

Please complete the form at the end of the programme, as this will assist us in improving our service and programme material. Your assistance is highly appreciated.

### Assessments

The only way to establish whether a learner is competent and has accomplished the specific outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners’ ability to perform a task.

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

This programme has been aligned to registered unit standards. You will be assessed against the outcomes as stipulated in the unit standard by completing assessments and by compiling a portfolio of evidence that provides proof of your ability to apply the learning to your work situation.



**How will Assessments commence?**

#### Formative Assessments

The assessment process is easy to follow. You will be guided by the Facilitator. Your responsibility is to complete all the activities in the Formative Assessment Workbook and submit it to your facilitator.

#### Summative Assessments

You will be required to complete a series of summative assessments. The Summative Assessment Guide will assist you in identifying the evidence required for final assessment purposes. You will be required to complete these activities on your own time, using real life projects in your workplace or business environment in preparing evidence for your Portfolio of Evidence. Your Facilitator will provide more details in this regard.

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

### Learner Support

The responsibility of learning rests with you, so be proactive and ask questions and seek assistance and help from your facilitator, if required.



Please remember that this Skills Programme is based on outcomes based education principles which implies the following:

* You are responsible for your own learning – make sure you manage your study, research and workplace time effectively.
* Learning activities are learner driven – make sure you use the Learner Guide and Formative Assessment Workbook in the manner intended, and are familiar with the workplace requirements.
* The Facilitator is there to reasonably assist you during contact, practical and workplace time for this programme – make sure that you have his/her contact details.
* You are responsible for the safekeeping of your completed Formative Assessment Workbook and Workplace Guide
* If you need assistance please contact your facilitator who will gladly assist you.
* If you have any special needs please inform the facilitator

### Learner Expectations

Please prepare the following information. You will then be asked to introduce yourself to the instructor as well as your fellow learners



|  |
| --- |
| Your name: |
|  |
|  |
| The organisation you represent: |
|  |
|  |
| Your position in organisation: |
|  |
|  |
| What do you hope to achieve by attending this course / what are your course expectations? |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

# UNIT STANDARD 12140

#### Title

Recruit and select candidates to fill defined positions

#### NQF Level

5

#### Credits

9

#### Purpose Of The Unit Standard

This unit standard is intended for people who recruit and select people for defined positions within an organisation or the personnel recruitment industry. Persons credited with this unit standard are able to prepare, recruit and select suitable candidates according to ability and potential within an organisation and through the personnel recruitment industry.

#### Learning Assumed To Be In Place And Recognition Of Prior Learning

It is assumed that people starting to learn towards this standard are able to:

* gather, organise, record and manage information.
* engage in active communication techniques.
* apply organisational policies and practices.

#### Specific Outcomes and Assessment Criteria:

**Specific Outcome 1**

Plan and prepare for recruitment and selection.

**Assessment Criteria**

* Information is obtained on the position that is relevant and complete.
* **RANGE** The information can include, but is not limited to, job description, job specification, job profile or job order.
* A selection procedure is selected or designed and is ensured to be appropriate for the specific position and in line with organisational and legal requirements.
* **RANGE** Organisational requirements could include policies regarding internal and external applicants.
* The selection procedure is confirmed to be a validated procedure.
* Resources and methods needed for recruitment and selection are identified and budgets prepared and managed. The resources are available, within budget and fit for purpose.
* **RANGE** Recruitment methods can include the printed or electronic media, networking or executive search.
* Selection criteria and control procedures are developed in line with organisational and legal requirements, and avoid partiality or bias.
* A plan is developed that ensures effective and efficient recruitment and selection.
* **RANGE** The plan covers timing; resource allocation; contingencies; methods for recruitment, verification of information, selection, and nature and medium of communication and feedback.

**Specific Outcome 2**

Recruit applicants.

**Assessment Criteria**

* Recruitment is conducted in accordance with the plan and in such a way as to have the potential to elicit the desired response from the target market.
* Responses are dealt with in accordance to planned control procedures.
* The initial screening determines if applicants meet the critical job specifications and requirements to expedite the departure of unsuitable applicants.
* Implementation of corrective action following the evaluation of the initial recruitment plan, if the initial screening does not elicit desired responses.
* A list of potential candidates is prepared to facilitate selection.
* An applicant database is managed in accordance with legislation and organisational requirements.
* Unplanned events are dealt with in accordance with the circumstances and contingency plans are initiated.

**Specific Outcome 3**

Select staff.

**Assessment Criteria**

* Backgrounds and qualifications are validated using appropriate verification methods according to the plan.
* Candidates are assessed against the requirements of the defined position.
* **RANGE** Assessment is based on evidence gained from any of three of: applications, curriculum vitae, references, previous performance, test results, assessment interview schedules, portfolios of evidence, recognition of prior learning and current competencies.
* Candidates are interviewed using best practice techniques appropriate to the defined position.
* A shortlist is drawn up to reflect the results of the assessment of candidates. The shortlist can be justified in terms of the match between candidate profile and job requirements.
* Selections are made in accordance with planned strategy and can be justified in terms of best match between candidate profile and job and organisation requirements and meeting legislative requirements.
* Feedback is relevant to the enquiry and the job requirements, and is given to both successful and unsuccessful candidates tactfully according to the planned time framework and legal requirements.
* Records are documented to facilitate further processing and reflect agreements reached and successful candidate details accurately. Records are authorised and forwarded to designated personnel.
* Unplanned events are dealt with in accordance with the circumstances, and contingency plans are initiated.

#### Unit Standard Accreditation And Moderation Options

* Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
* Any institution offering learning that will enable achievement of this unit standard or will assess this unit standard must be accredited as a provider with the relevant ETQA.
* Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.
* Therefore, anyone wishing to be assessed against this unit standard may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

#### Unit Standard Essential Embedded Knowledge

Knowledge considered to be critical evidence of competence is included in the assessment criteria explicitly, or can be inferred by performance. This includes

* knowledge on relevant legislation
* knowledge relevant to the position and industry sector.

#### Critical Cross-field Outcomes (CCFO):

**Unit Standard CCFO Identifying**

Identify and solve problems by using critical and creative thinking by, e.g. dealing with unplanned events according to assessment criterion

**Unit Standard CCFO Working**

Work effectively with others by e.g. recruiting candidates.

**Unit Standard CCFO Organising**

Organise and manage oneself and one’s activities by, e.g. planning recruitment and selection.

**Unit Standard CCFO Collecting**

Collect, analyse, organise and critically evaluate information by, e.g. preparing for recruitment and selection according to the assessment criteria of specific outcome 1.

# 1. PLAN AND PREPARE FOR RECRUITMENT AND SELECTION

#### Specific Outcome 1

Plan and prepare for recruitment and selection.

#### Assessment Criteria

* Information is obtained on the position that is relevant and complete.
* **RANGE** The information can include, but is not limited to, job description, job specification, job profile or job order.
* A selection procedure is selected or designed and is ensured to be appropriate for the specific position and in line with organisational and legal requirements.
* **RANGE** Organisational requirements could include policies regarding internal and external applicants.
* The selection procedure is confirmed to be a validated procedure.
* Resources and methods needed for recruitment and selection are identified and budgets prepared and managed. The resources are available, within budget and fit for purpose.
* **RANGE** Recruitment methods can include the printed or electronic media, networking or executive search.
* Selection criteria and control procedures are developed in line with organisational and legal requirements, and avoid partiality or bias.
* A plan is developed that ensures effective and efficient recruitment and selection.
* **RANGE** The plan covers timing; resource allocation; contingencies; methods for recruitment, verification of information, selection, and nature and medium of communication and feedback.

## Planning and Preparing for Recruitment and Selection

Recruitment and selection (hiring) can be a challenging process that goes beyond interviewing candidates for a position. It involves the following:

* assessing and defining the position
* developing recruiting strategies
* screening applicants
* interviewing
* making a hiring decision and offer
* getting the new employee oriented to the company and his/her duties,
* and of course the legal implications that need to be considered.

Without considering these factors, managers often hire based on how well a job candidate presents him/herself or on gut instinct. As a result, they often live to regret their hiring decisions.

Hiring the wrong person for the job leads to:

* a decrease in productivity
* high turnover
* low morale
* and lots of frustration for all.
* That is why it is vital that managers learn a system for more effective hiring.

Poor hiring decisions occur for a number of reasons. Two common reasons are the lack of time and the lack of money. Managers seldom have the time to hire right. Instead, they need to make an effort to find the time. Doing so may require more time and effort initially, but in the long run can save time, grief, frustration, etc.

Many managers are also faced with budget restraints. Therefore, they do not have the resources to invest in strong recruiting efforts, etc.

Remember, if you use your “gut instincts” as a basis for making a hiring decision, you may end up needing “Rennies” to alleviate the heartburn created by a wrong hire.

#### Benefits of Effective Hiring

Although an effective hiring process has more steps and work involved than “off the cuff” or “gut instinct” hiring, there are definite benefits to be gained. Some benefits of using a hiring process may include:

* A stronger needs assessment resulting in a more accurate job description
* A larger and/or more qualified candidate base as a result of improved recruitment efforts
* Legal actions are kept to a minimum
* Performance, productivity, and morale will increase
* Customer satisfaction will improve

One way for you to prevent poor hiring decisions is to have a hiring process in place before a hiring need arises.

### Obtain Information on the Position (Vacancy)

One of the first and most critical aspects of the recruitment process is defining the position. This process determines what skills, experience, qualifications, knowledge and attributes are required of the person to successfully perform the job. The process of defining the position is essential to clarify and describe the job role, functions and reporting relationships, provide a basis for developing selection criteria, evaluate the position and determine the remuneration level, as well as provide a basis for managing job performance

Information about the position / vacancy needs to be obtained that is relevant and complete. The information can include:

* job description
* job specification
* job profile
* job order

#### Job Description

A job description describes the broad responsibilities of a job:

* what the jobholder does,
* how it is done,
* under what conditions
* why the job is performed.

The job description should include the following:

* Basic necessary skills, including soft skills like the ability to communicate clearly and good interpersonal skills.
* A clear picture of deadlines, hours worked, reports and administration required.
* The people the jobholder will interact with above and below him/her.
* The salary and benefits.
* The competencies that are essential in fulfilling this job. Competencies are a combination of ‘behaviours’ that lead to superior performance in a role, such as:
* knowledge, skill and experience
* aptitude – what the candidate is capable of doing
* style – how the candidate relates to colleagues, team and organization
* motivation – the energy with which the candidate approaches a task and the factors that tend to motivate or de-motivate the candidate

The following list provides you with some insight into the general eight skill groupings. These are often the skills that would be identified as a requirement for a specific job:

* Personal Skills
* Interpersonal Skills
* Communication Skills
* Technical Skills
* Administrative Skills
* Artistic Skills
* Numerical Skills
* Manual Skills

**For example:**

**A job specification** identifies competencies and defines job-related skills, knowledge, personal attributes and behaviours that are necessary for optimal performance on the job.

**For example:**

**Remember**: Any job, regardless what, may be described in terms of four elements. These are input, process, output and context.

* **Input** describes acquisition processes be they in respect of materials, instructions, ideas or information. It includes all things which flow into a job's environment and which form a part of the overall job performance.
* **Process** describes all actions taken within the job-context, which contribute to the achievement of job objectives. This often describes the job in most people's minds as it tells you what the incumbent does. This will include the intellectual and physical process aspects.
* **Output** describes the results of actions taken in the job and are often, but not necessarily, tangible. Generally these can be counted and it has thus been in this area that the majority of interest in job performance exercises.
* **Context** describes the place where it is done and other environmental factors which impact on the job. These often include health and safety considerations along with other social factors.

A good job description is the foundation of a good recruitment intervention. Done well, it will:

* Form the basis for all recruitment and selection activities for a position
* Define the list of the competencies, experience and credentials required to perform the work successfully, both those that are needed from the start and those that can be acquired on the job
* Inform the candidate pool so they understand what the job entails
* Greatly improve the likelihood of selecting a qualified candidate who will be a high performer
* Reduce the costs to the organisation in turnover, training and productivity

#### Job profile

Job profiling consists of a **task analysis** to select the tasks most critical to a job and **skill analysis** to identify the skills and skill levels required to enter the job and perform effectively.

The job profile describes the purpose of the job, the key responsibility areas and standards, the job requirements/specifications in terms of competencies and functional responsibilities of a job.

The job profile (historically known as the job description) includes additional information to the typical job description.

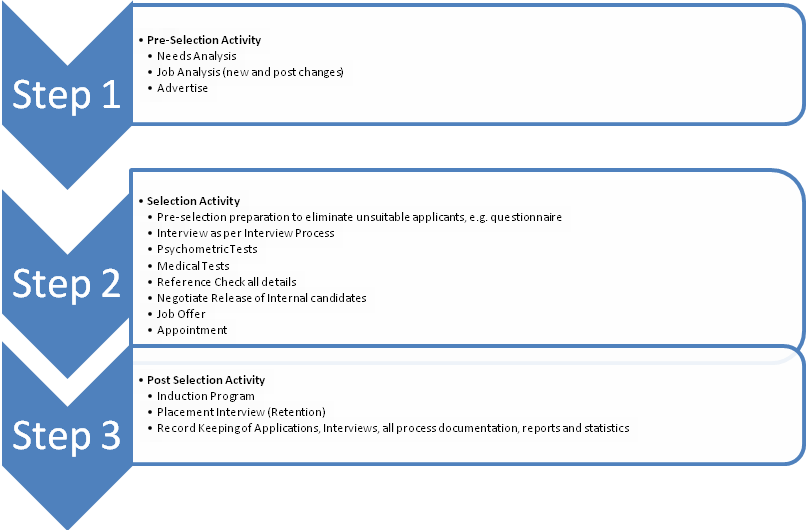
The job evaluation process ensures ensuring fairness and consistency in the evaluation and grading of jobs and impacts on important people management processes, such as recruitment and selection, probation, performance management, training and development and compensation.

#### Job order

In a service environment, a job order can be the equivalent to a work or service order where the job order records the location, date and time the service is carried out and the nature of service that is carried out. The type of personnel (e.g. job position) may also be listed on the job order. A rate (e.g. R/hr, R/week) and also the total amount of hours to be worked and total value is also shown.

### Select or Design a Selection Procedure

No matter which selection procedure you select or design, it will follow the steps as indicated below:



#### Recruitment and Selection Legislation

Recruiters should take care to apply fair and legal recruitment and selection techniques throughout the entire recruitment process. Recruitment should be free from bias or prejudice or discrimination, thereby identifying the best person for the job fairly.

Recruiters need to be fully aware of all legislation which impacts on the selection of staff. In particular in South Africa they must be aware of discrimination legislation and understand how discrimination can occur both directly and indirectly in the recruitment process.

Specific legislation to bear in mind when creating your recruitment strategy:

* **Labour Relations Act** - aims to advance economic development, social justice, and the democratisation of the workplace
* **Employment Equity Act** - protects workers and job seekers from unfair discrimination, and also provides a framework for implementing affirmative action.
* **Basic Conditions of Employment Act** – regulates employment contracts, leave, etc.
* **Skills Development Act** -Aims to develop and improve the skills of the South African workforce

Organisations should monitor their recruitment processes continuously to ensure their validity, and that they are non-discriminatory.

### Confirm the Selection Procedure as Valid

Once the job description and job specification have been finalised, you need to develop a recruitment plan that will be the most cost effective and productive. The recruitment process to follow will be agreed to between the Human Resources Department and the hiring manager, and must comply with the division and organisation’s equity plan.

Your company recruitment policy would provide the objectives of the recruitment process and would provide guidelines for doing recruitment. This policy is aimed at enabling management to attract the most competent individuals for every task and to fill the job with the best-qualified candidate.

Possible questions that arise in the formulation of the recruitment policy include:

* Can someone from within the organisation be promoted?
* Will family members of existing employees be employed?
* Will disabled people be employed?
* Will people over 65 be employed?
* Will there be co-operation with other employers?
* Will affirmative action / employment equity be taken into account?

### Identify Resources and Methods Needed

There are many different methods of attracting applicants to fill a vacant position. Which one you choose depends on the type of position, your budget and the prevailing market. To determine which strategy is right for the position, read through the different methods of attracting applicants with these questions in mind:

* What is the nature of the position, e.g. managerial, academic, technical, research, specialist?
* What is the size and location of the pool of applicants, e.g. large or small, local, national or international?

Resources and methods of recruitment and selection need to be identified and prepared.

You need to ensure that the resources are:

* available
* within budget
* fit for purpose

To attract candidates, recruitment methods are used, such as:

* **Internal or external recruitment** - Most organizations are committed to implementing a recruitment and selection process that applies the principle of merit selection and to provide development and career opportunities for staff. These commitments should be balanced when determining whether you should recruit internally, externally or both.
* **Press** - Advertising in the mainstream press (newspapers) is usually expensive and you need to consider if this is the best way to reach your target audience. Some examples of alternative press are professional publications, ethnic, local, national or student publications. The alternative press is useful for targeting specialist skills and is cost effective for lower level positions. However, it may not reach a wide enough pool of applicants, and this could potentially result in a lower response rate. In addition, long lead times for publication may increase how long it takes to recruit.
* **Internet** - Online advertising has become an effective way to reach the majority of candidates, especially high-demand and international markets. It is inexpensive (about 1-5% of newspaper costs) and can save time by generating a quick response rate. It also offers much more flexibility in the design of advertising than newspapers do.
* **Recruitment / Employment agency** - These are effective for high demand job markets such as IT and Finance. Agencies maintain a database of resumes and match these to the criteria provided by the employer to identify a suitable pool of candidates.
* **Executive search firm** - Search firms are particularly useful if you know that there are not a lot of potential applicants and/or the position is very specialist in nature. Search firms can tap into local and overseas networks to find applicants, and they will approach potential candidates who may not be actively seeking a new position (head-hunting). They can also provide advice on remuneration, job documentation (including selection criteria) and they will shortlist candidates for you. Search firms usually charge a third of the total remuneration package plus administrative charges. If you decide to use a search firm it is best to contact your HR Department for advice.
* **Invitation or nomination** - Invitation or nomination is where the normal recruitment and selection techniques are waived, and the candidate is appointed without advertisement. These arrangements are usually made to take advantage of the availability of a well-respected academic or professional practitioner.
* **Network meetings, special interest groups, professional associations and word-of-mouth** - These methods of attracting candidates tap into specialised markets and expertise, and they are much less expensive than other methods. You need to use them in conjunction with other methods, however, as they reach a limited pool of candidates. They may be particularly useful for advertising specialist positions where the pool is known to be small.

There are a number of vehicles for increasing your candidate flow other than the investment of your personal time. These include:

* Networks. Many successful recruiters turn to all-purpose or niche market networks (such as the Recruiters Online Network on the Internet) to augment their supply of candidates and increase their billings.
* Collegial supporters. By asking for help on a difficult search, you may find another recruiter who’ll save the day by supplying you with the perfect candidate.
* Industry, trade and alumni directories.
* Company phone books. Like alumni directories, company phone books can be worth their weight in gold.
* Inter-company publications. Most organisations of any size distribute monthly or quarterly newsletters to their employees. Chatty in nature, these publications read like a People magazine for recruiters - in other words, all the movers, shakers, award winners and softball team captains you’d ever want to recruit are right there for the taking.
* Patent ownership. This technique is often used for finding brainy candidates. Remember, for every product on the market, there’s an inventor (that is, a referral source or candidate) that’s applied for patent protection.
* Position advertising. In the Classifieds section of a newspaper.
* Self-advertising. Many recruiters run classified ads in trade magazines to increase their visibility and ultimately, their candidate flow.
* Trade show attendance. There’s no fun like trolling for recruits. If you don’t attend your target market’s trade shows at least every other year, you’re probably missing out on a wealth of opportunities.
* Job fair participation. You may not have the inclination to attend a job fair (many of them are generic or location-dependent and tend to attract unemployable or entry-level candidates). However, the job fair sponsors keep a fairly accurate list of attendees, and may make their names and/or CVs available to you.
* Research assistance. Your recruiting situation may require you to do all your own candidate sourcing, which is fine. On the other hand, if you’re in a position to hire someone to help you, it might improve your overall efficiency.
* Personal visibility. Whether you speak at your local Chamber meeting, write an article on changes in the work force, or attend a national trade association convention, your personal visibility will stimulate candidate referrals as well as marketing leads.

Naturally, each search situation will determine the usefulness of these various candidate flow vehicles. Whatever method you choose, remember that in our business, there’s no such thing as too much high quality inventory.

### Develop Selection Criteria and Control Procedures

Selection criteria identify and define the particular knowledge, attributes, qualifications and experience a person needs to successfully carry out the job. They provide a way for potential candidates to assess their own abilities against the organisation’s requirements; they determine selection techniques; and in the end they match the right person to the position.

Well thought-out selection criteria:

* represent the critical aspects of the position
* contribute to better quality applications
* provide a consistent standard that applicants can be assessed against

Your description of the selection criteria should answer this question: What knowledge, attributes, qualifications and experience are needed to effectively manage the most typical and most complex tasks and situations in this position?

* Knowledge - is the accumulation of understanding acquired via formal education or through on-the-job experience that the candidate would need to meet the requirements of the position. The knowledge required may relate to:
* systems, practices, precedents, concepts or theories in a technical, business or specialised field e.g. quality assurance processes, financial, audit, legal, IT, policy or equity practices and principles
* the job context, which may include the national and/or international higher education sector and/or the economic, political, cultural, social and historical contexts e.g. knowledge of the environment in which the faculty/division/University and it's clients operate, knowledge of the University's market, knowledge of government processes, programs and initiatives, and so on.
* an understanding of human behaviour and relationships and those factors which influence workplace environments e.g. team-based work groups, communication styles, cultural differences and work style preferences e.g. identifying and coping with workplace change, understanding and ability to implement flexible approaches, awareness and ability to operate within team structures and organisational boundaries.

It is important that you only include the knowledge that is essential for effective job performance, otherwise you may unnecessarily exclude some candidates. Some jobs are very specialised and require incumbents to have an in-depth knowledge of a narrow area whilst other jobs require less in-depth knowledge but over a broader area/s. Remember, by specifying knowledge in the selection criteria you are in fact saying that if a candidate does not have the knowledge in question, he/she would not be capable of doing the job. Knowledge can be acquired on the job so you should determine if some knowledge can indeed be learned after appointment or whether it would be too difficult to acquire in this way and must instead be incorporated into the selection criteria.

* Attributes - are the skills, qualities or characteristics that a candidate should possess in order to perform the job effectively and can be broadly grouped into the following categories:
* generic attributes are those attributes applicable to most jobs such as interpersonal skills, communication skills and the ability to plan and organise.
* professional/technical attributes relate to the particular specialisation of the job or the area of responsibility such as having a sufficient level of understanding or ability in the relevant field, applying such skills in a flexible manner and keeping abreast of relevant developments
* personal attributes incorporate particular values, characteristics and orientations such as personal integrity, valuing diversity in approach, adaptability to change, ability to be innovative and creative, professional credibility.
* leadership attributes those characteristics that people in managerial roles must demonstrate that need to enable them to shape a work area's future and motivate others to achieve it such as developing a shared vision, challenging and supporting people to achieve excellence, fostering and sustaining a productive environment for staff
* Qualifications - the skills and knowledge required to perform a job may be acquired either through formal qualifications or experience. The requirement for a candidate to have formal qualifications should only be included in the selection criteria if they are absolutely necessary for job performance, as is the case with some professions in which individuals must hold a license to practice, e.g. lawyers, doctors, architects or in academic roles. In such instances, qualifications may be considered desirable, or the criteria may be expressed as a degree or equivalent.
* Experience - describes those areas or activities in which a candidate may have gained the knowledge or attributes that are required of the position. An individual's attributes are shaped by their experiences, both in the work place and in other areas, so it is important not to focus on too narrow a field when determining the breadth, depth and type of experience needed for the job. You should also avoid specifying the exact number of years' experience required and focusing unduly on the past in an emerging field where you might need to look for other indicators of capability.

When defining the sorts of experience required for a job you need to ask:

* what are the possible means of acquiring the skills, characteristics and knowledge needed to effectively perform the job? Example: experience working in the higher education sector, public sector, community or research organisation; experience in building collaborative relationships (through paid or unpaid work)
* what types and level of experience would be needed to develop the attributes required for successful job performance? Example: experience working in an environment of continuous change, extensive experience in project management, experience working as a team leader or member (through paid or unpaid work)
* what record of achievements or past experience will demonstrate or provide evidence of the attributes required for the job? Example: a demonstrated flexible and adaptable approach to change, demonstrated ability to deliver project outcomes on schedule or demonstrated experience leading a team.

Selection criteria should never be constructed to fit a particular preferred candidate. Nor should they be based on a stereotypical idea of the 'right' person for the position. When developing selection criteria, try to be aware of any inherent biases or predetermined ideas you hold.

Use the position description or position statement as a basis for describing the selection criteria. Ideally, a position should have four to six selection criteria.

### Develop a Plan for Recruitment and Selection

Once the job description and job specification have been finalised, you need to develop a recruitment plan that will be the most cost effective and productive. The recruitment process to follow will be agreed to between the Human Resources Department and the hiring manager, and must comply with the division and organisation’s equity plan.

Recruitment sources include present team members through internal transfers, universities, referrals by existing team members and advertising in national newspapers and professional journals or personnel agencies. Depending on company policy, the use of executive selection consultants and recruitment agencies should be limited to positions that require specialised skills or where other methods of recruitment have proven unsuccessful due to the excessive costs this method of recruitment can incur.

Your recruitment plan should include the following:

* Sources of recruitment and by whom the process will be managed
* The ideal candidate and the required qualifications/competencies
* The interviewing team’s availability for interviewing
* The interview process
* Testing: types and who will be doing it
* Any impact the appointment will have on the Employment Equity Plan

Once you have identified the technical skills and job behaviours you are seeking in a new employee, you should consider the most effective way to identify and assess these in candidates. Go over the position description, point by point, and ask yourself, "How best can I learn about the applicant's ability to perform this function?"

The job interview will be a primary source of information about applicants. However, it may not be the best source for some information. A job reference may be the most effective way to learn about dependability, follow through, and ability to get along with co-workers. Written application materials may provide insight into educational background and general written communication skills.

Consider using work samples to ascertain specific job skills. For an office position, applicants can be asked to complete a word processing exercise in which they prepare, edit, and/or print documents. The supervisor evaluates and documents the quality and quantity of work completed in the time allotted.

Other examples include setting up a spread sheet, creating a database, preparing correspondence, or prioritizing a list of tasks to complete a project. For maintenance positions, applicants could be asked to identify repairs needed in a room or to actually perform a repair. One supervisor, hiring a Plasterer, asked applicants to mix and apply plaster to a wall. The supervisor evaluated and documented the results and used this information in determining the most qualified candidate. In setting up a work sample exercise, as with other parts of the selection process, you may need to make reasonable accommodations for applicants with a disability. The Employment Manager can assist you with the reasonable accommodation process.

Formative Assessment 1 SO1 EEK1 & 2

# 2. RECRUIT APPLICANTS

#### Specific Outcome 2

Recruit applicants.

#### Assessment Criteria

* Recruitment is conducted in accordance with the plan and in such a way as to have the potential to elicit the desired response from the target market.
* Responses are dealt with in accordance to planned control procedures.
* The initial screening determines if applicants meet the critical job specifications and requirements to expedite the departure of unsuitable applicants.
* Implementation of corrective action following the evaluation of the initial recruitment plan, if the initial screening does not elicit desired responses.
* A list of potential candidates is prepared to facilitate selection.
* An applicant database is managed in accordance with legislation and organisational requirements.
* Unplanned events are dealt with in accordance with the circumstances and contingency plans are initiated.

## Recruiting Applicants

In this stage of the recruitment process you assess all applications and shortlist possible candidates.

### Conduct Recruitment

The previously created recruitment and selection plan is used to conduct the recruitment. The goal is to elicit the desired response from the target market.

* **Recruiting internally -** Many employers have an internal job posting for employees to review. Often, this list is available on the inside of an organisation for a short period of time before it is posted publicly. In addition to this list, there are other methods for recruiting internally. You can grow your internal recruiting efforts:
* Partner with Human Resources and other managers to identify employees who are interested in pursuing other opportunities within the company. Although managers never want to lose good employees, it’s an even bigger loss if the employee leaves the company. Therefore, assist your employees with their career path. This strategy helps to retain good employees.
* Host open sessions to employees to describe what your department is. The more employees from other areas understand your area, the more interest you will have.
* **Recruiting externally -** Classifieds advertising is one of the most used recruiting methods for external candidates. Just open any classifieds section in any newspaper around the country for evidence. This method is effective in reaching a large number of applicants for two reasons:
* Newspaper distribution and availability is broad.
* It is a common place job seekers will go when looking for a job

Since ads can be costly, it important to determine where you should place your classified ad. The obvious place is in local newspapers, but certainly is not limited there. There are also business newspapers, journals, trade magazines, and even the Internet

Some employers post simple ads on posters displayed at area colleges, stores, or even in the window of their place of business. This is an inexpensive way to advertise, however depending upon the qualifications needed, this method may not be effective at targeting the appropriate candidate market.

Another way to recruit is through billboard advertising. Much like the poster displays, this method may reach a variety of people, however, the targets may not be appropriate for the position available

One other form of advertising is through professional organisations. Many of these organisations have a method and media for advertising open positions in a variety of companies. This can be a very effective form of advertising since the candidate market is usually on target. In addition, many organisations charge a minimal fee or none at all for advertising your job opening, so it is low cost.

* **Using Recruitment Firms** There are different types of recruiting firms: employment agencies, executive search firms, and contingency search firms.

An employment agency’s placement is often for non-management or lower level management positions. Some of these agencies charge a finder’s fee to the company, others charge it to the employee. Usually, employment agencies work in a local area and place people in positions by matching the skills required by the employee to the applicant pool they have.

A contingency search firm helps companies look for professionals. Fees for the service are paid after the company and applicant agree on the terms of the offer, and the employee has started to work. Many contingency search firms are national as well as local.

### Deal with Responses

Responses from the recruitment method used, need to be dealt with in accordance to your planned control procedures.

Sifting through all the applications you receive can be a time consuming task. It is a good idea to employ a method to organise your thoughts on each applicant. A simple method usually works best. For example, create three piles: a “yes” pile, a “no” pile, and a “maybe” pile. Place the resumes (applications, CV’s, résumé’s) that interest you in the “yes” pile; those that don’t interest you in the “no” pile; and those that you are unsure of in the “maybe” pile.

It is best if the hiring manager (person responsible) or the selection committee does the actual résumé screening; however that is not always feasible. If someone else is screening resumes for you, provide them with the specific criteria you are looking for. It might also be helpful to check the first 5 – 10 résumés that have been reviewed to see if the person doing the screening for you is looking for the same things you would.

### Do the Initial Screening

Screening is used to determine if the applicants meet the critical job specifications and requirements. This would expedite the departure of unsuitable applicant, early in this process.

You need to assess either written applications or search firm profiles to make a shortlist of suitable candidates to be interviewed for the position.

Recruiting efforts may yield a large number of candidates to choose from. On the other hand, recruiting efforts that have been more specifically targeted to a particular audience may yield fewer candidates. Either way, it is usually not realistic to interview all the candidates. Therefore, screening to narrow your choices can help make the hiring process more manageable.

There are methods to screen applicants so that you spend your time interviewing the most qualified candidates. These methods include:

* Using the job application as a screening device
* Pre-interview screening
* Reviewing résumés

Screening begins with the first contact made by or with the applicant. Get first impression feedback from the first person in your company who makes that contact (either in person or on the phone).

**Job Applications as a Screening Device**

Job applications provide general information about a candidate’s background, work experience, education, skills, and personal information.

Job applications are not considered to be a strong screening tool since the information provided is often focused more on work history facts vs. accomplishments and qualifications.

Additionally, many employers do not require an applicant to complete the application until immediately before the interview, in which case it is not used for screening but may be used as a trigger for questions during the interview. In some cases, employers wait to have a candidate complete the application until after he/she has been hired. In those cases, the application is used solely as a record of employee information.

Some employers use the application to look for accuracy, thoroughness, spelling, and grammar to help screen applicants.

There are many different types of applications requesting different types of information. Generally, applications cover three main areas:

* Personal data such as full name, address, phone number, emergency contact, etc.
* Work history including places of employment, dates of employment, duties performed, reason for leaving, and salary history.
* Education information including the name of educational institutions attended, years attended, and whether or not the candidate received a diploma or degree.

**Screening Cover Letters**

Cover letters often tell an employer about the applicant’s interest in the position and why he/she should be considered for the job. Some tips for screening cover letters would include:

* Is the letter addressed to a specific person? Is the content specific to the company or is it a generic letter that can be used at any company. Employees who take the time to customize their cover letters to the company in which they are applying are usually perceived as having more interest in the job.
* Any indication that the candidate knows about your company or has done research on your company, again shows that the candidate is interested in the job.
* Are there errors? Do not overlook errors in spelling, word usage, grammar, and punctuation.
* What is the tone of the letter? Is it business/formal tone or is it informal? Effective cover letters should be written in a business tone and manner.

**Reviewing résumés**

It takes less than one minute to make a first impression. So, begin screening résumés with your first impression. Thirty to sixty seconds is enough time to get a general overview and impression of the résumé, and therefore of the applicant.

What can a 60 second overview tell you about the applicant? If the résumé caught your eye and holds your attention, then review it for content and organisation. Is the content relevant? Does it make sense?

The next step is to go over the résumé with a fine-tooth comb. Look for information and clues that will help you determine if the candidate is truly qualified for the job:

* When screening a résumé, start at the end first. Candidates usually place their strongest selling points at the beginning. Starting at the end allows you to review weaker or potentially questionable areas first.
* Credentials are usually listed on a résumé. Keep in mind, that while some credentials are quite impressive, they are not always good indicators of whether or not the person is qualified for the position.
* In addition to credentials, look for information that is quantifiable or specific. This type of information is very helpful in determining an individual’s accomplishments in previous jobs. The more specific the information, the better picture you have of the applicant’s qualifications.
* Patterns in the direction of an applicant’s career might also be found in a résumé. This can provide clues to see if an applicant would be a good fit to your organisation.
* Remember, credentials on a résumé can give a very positive impression but are not always good indicators of a qualified candidate. Look for accomplishments.
* When reviewing a résumé, it is important to go beyond the written word and try to read between the lines – Is the applicant willing to work hard? Is the applicant counting on education more than accomplishments to land a job? Is the résumé overloaded with “fillers” such as hobbies, community activities, strengths, etc.? If so, the applicant may be masking a lack of experience.
* Gaps in employment or anything else that you find questionable should not be used as a reason to screen out an applicant if everything else seems to be in line with meeting your needs. It is important, however, to gain clarification on these issues during an interview.

Sifting through all the résumés you receive can be a time consuming task. It is a good idea to employ a method to organise your thoughts on each résumé. A simple method usually works best. For example, create three piles: a “yes” pile, a “no” pile, and a “maybe” pile. Place the résumés that interest you in the “yes” pile; those that don’t interest you in the “no” pile; and those that you are unsure of in the “maybe” pile.

It is best if the hiring manager does the actual résumé screening; however that is not always feasible. If someone else is screening résumés for you, provide them with the specific criteria you are looking for. It might also be helpful to check the first 5 – 10 résumés that have been reviewed to see if the person doing the screening for you is looking for the same things you would.

**Phone Screening**

Phone interviews are a common practice in many companies today. The purpose of these brief interviews is to continue to narrow the list of qualified candidates you will ultimately interview.

A phone interview is designed to get your first person-to-person impression. Additionally, it gives you an opportunity to clarify the job to ensure the applicant understands the role and is still interested. And you are able to cover some general questions about his/her background so that the actual interview can be more focused on true qualifications.

The information obtained in a phone interview may give a candidate cause to disqualify him/herself for the position, thus saving both of you time.

The typical information covered during a phone interview includes the employer providing more specific information about the job. This may include disclosing the salary range to see if it meets the applicants' requirement.

Phone interviews also may ask some questions to determine the suitability of the position. For instance, the position may require working some evenings and weekends. It would be important for the applicant to know that before the interview to determine if it is the right job to pursue.

### Implement Corrective Action if Needed

In compiling the shortlist of applicants to be interviewed, all applicants who do not meet the minimum requirements for the post must be disregarded. These requirements would include:

* lack of relevant work experience
* applicant does not meet minimum qualifications or standards
* applicant has a poor work record
* there is a lack of specific skills or knowledge required

If the initial screening does not elicit desired responses, you would need to implement corrective action following the evaluation of the initial recruitment plan.

### Prepare a List of Potential Candidates

You need to prepare a list of the potential candidates. This would facilitate selection further on in the recruitment and selection process.

Depending on agreed procedures, you now need to draw upa short-list (including reviewing curriculum vitae and/or phone screening candidates). Pre-screening ensures that interviews are conducted only with candidates who meet the basic requirements of the job. Areas that should be assessed are:

* Previous experience and competency related to the position
* Educational background where relevant
* Communication skills
* Stability as shown through length of service and “job hopping”
* Any other job-related criteria
* Competency assessment

The following is an example of a short-listing form:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Position:** |  | | **Department:** | |  |
| **Date of shortlisting:** |  | | **Person responsible / Committee:** | |  |
| **Applicants to be interviewed:** | | | | | |
| **Name** | **Internal/External** | **Sex (M/F)** | | **Comments** | |
|  |  |  | |  | |
|  |  |  | |  | |
|  |  |  | |  | |
| **Applicants not shortlisted:** | | | | | |
| **Name** | **Internal/External** | **Sex (M/F)** | | **Reasons -** please provide full details as to why each applicant is not to be interviewed. | |
|  |  |  | |  | |
|  |  |  | |  | |
|  |  |  | |  | |

### Manage an Applicant Database

You need to maintain an applicant database in accordance with legislation and organisational requirements (policies and procedures).

Databases are computerised filing systems for holding large quantities of information. It allows for the effective storage and management of large volumes of data.

The database programs have generally one thing in common - a comparable set of standard features. Specifically, most database programs have tools for:

* **Designing new tables**. All database programs have a feature for creating and structuring new tables. Usually, when you issue the command for creating a table, you see a screen with columns for field name, type of data, and in some cases the field size.
* **Viewing and updating data**. Most database programs offer one or two standard forms for entering data – often a tabular form and one-record-at-a-time form. Most also include commands for searching for, changing, and deleting individual records.
* **Creating data entry forms**. If your database is fairly small and includes relatively few fields, you may find the standard data entry forms sufficient. If you are going to be entering a lot of data, you may prefer to design a customised form. Most high-end programs let you design your own forms – placing fields wherever you like, including descriptive text or instructions, and adding window dressing like lines or boxes to make the data easier to read.

Organisational requirements may differ from department to department and even from organisation to organisation. You must ensure that you follow the correct methods of identifying and correcting any capture errors, as this may have a negative financial or procedural implication for the organisation.

Organisational specific programs may vary on the data retrieval procedures to use and you should familiarise yourself with them to effectively retrieve any data required.

### Deal with Unplanned Events

You need to deal with unplanned events in accordance with the circumstances of the event. You would use your contingency plans from the recruitment and selection plan that you created earlier.

Formative Assessment 2: SO2 AC1, 2, 3, & 4

Formative Assessment 2: SO2 AC5, 6 & 7

# 3. SELECT STAFF

**Specific Outcome 3**

Select staff.

**Assessment Criteria**

* Backgrounds and qualifications are validated using appropriate verification methods according to the plan.
* Candidates are assessed against the requirements of the defined position.
* **RANGE** Assessment is based on evidence gained from any of three of: applications, curriculum vitae, references, previous performance, test results, assessment interview schedules, portfolios of evidence, recognition of prior learning and current competencies.
* Candidates are interviewed using best practice techniques appropriate to the defined position.
* A shortlist is drawn up to reflect the results of the assessment of candidates. The shortlist can be justified in terms of the match between candidate profile and job requirements.
* Selections are made in accordance with planned strategy and can be justified in terms of best match between candidate profile and job and organisation requirements and meeting legislative requirements.
* Feedback is relevant to the enquiry and the job requirements, and is given to both successful and unsuccessful candidates tactfully according to the planned time framework and legal requirements.
* Records are documented to facilitate further processing and reflect agreements reached and successful candidate details accurately. Records are authorised and forwarded to designated personnel.
* Unplanned events are dealt with in accordance with the circumstances, and contingency plans are initiated.

## Selecting Staff

Once you have assessed all the applications, shortlisted possible candidates and prepare for the interviews, you need to do the interview and finally select a candidate for the position. In most cases, you need to form a selection committee to assess and select a candidate. The committee makes a recommendation on which is the most suitable candidate for the position. Once this recommendation is approved, the candidate is appointed to the position.

### Validate Backgrounds and Qualifications

|  |
| --- |
| **Employers must verify CV details before hiring[[1]](#footnote-1)**  The need for employers to be able to trust their employees is crucial. For example, employers need to know their employees and prospective employees are honest as regards the job qualifications they put forward, the work that they do and the clients that they serve.  The employer needs to be sure that its employees do not misuse the knowledge they have of the workings of their organisation for their own personal gain.  In South Africa, where there is heavy competition for jobs, it is not unusual for job applicants to deceive prospective employers in order to improve their chances of being offered a job. This type of deception includes:   * Claiming qualifications that do not exist * Falsification of CVs and academic certificates * False reference letters * Exaggeration of skills and experience * Lying about reasons for termination of previous jobs * Denying that the employee is pregnant * Lying about the employee's age * Provision of incorrect referees. That is, replacing the names of previous superiors with names of friends or colleagues who then give glowing references * Withholding of information such as criminal convictions and disciplinary action   The key questions are: "What information does the law require the job applicant to provide?" and "What legal recourse is there for the employer who subsequently finds that it has employed someone who deceived it prior to employment?"  It is generally accepted that the employer has a right to full and accurate information that is genuinely pertinent to the decision to employ a job applicant.  While this is the general rule, many exceptions exist, particularly where the information in question relates to the employee's personal circumstances.  For example, section 6 of the Employment Equity Act prohibits discrimination against job applicants on various arbitrary grounds including race, gender, pregnancy, age and numerous others.  Logically therefore, it would normally be unacceptable to fire an employee who had withheld information related to these prohibited arbitrary criteria.  For example, it would, in most cases, be wrong to fire an employee for having failed to inform the employer, during the job application stage, that she was pregnant.  Although the employee may have proved to have been dishonest about this at her interview, job applicants are not required to divulge such information.  However, where the deception of the employee relates to the employee's ability to do the job and thereby satisfy the employer's operational requirements, the employer is on firmer ground should it wish to bring disciplinary action against the employee.  For example, in the case of Evans v Protech (2002 7 BALR 704) the employee had, prior to employment, informed the employer that she had previously worked as a qualified hairdresser and that a certain person was to be contacted for a reference.  The employee was then employed. Thereafter the employer discovered that the employee had never worked with the alleged referee and that the employee had not been a qualified hairdresser.  The employer therefore dismissed the employee. The CCMA found that the dismissal was procedurally unfair because no disciplinary hearing was held, but substantively fair because the employee had not been justified in lying about her qualifications during the job application stage.  However, in Numsa obo Engelbrecht v Delta Motor Corporation (1998 5 BALR 573) the CCMA found the dismissal of Engelbrecht to be unfair despite the fact that he had failed to inform the employer, at the job application stage, of a previous act of dishonesty. The arbitrator reinstated the employee.  It is not only job applications that can result in misrepresentation. In PSA obo Mojake v SARS (2005, 12 BALR 1308) the employee worked as an auditor for SARS.  She was dismissed for having written to SARS a letter purporting to come from a consumer organisation. The letter requested SARS to cancel garnishee orders issued against Mojake. The CCMA agreed that such misrepresentation was deserving of dismissal but ordered the employer to pay the employee compensation because it had breached its own disciplinary procedure in the process if dismissing Mojake.  The decisions in these cases mean that employers must:   * Check all information that job applicants give them * Put in place systems for preventing employees from misusing their knowledge of the organisation for personal gain * Give employees disciplinary hearings that are procedurally and substantively fair before acting against them for misrepresentation.   Employers must, before holding such hearings, consult with a reputable labour law expert as to whether the deceptive behaviour in each individual case merits discipline and dismissal. |

**Legality of Reference Checks**

It is legal for a prospective supervisor to consider information learned from a reference check in making hiring decisions as long as the information is job related. In fact, employers can be held liable for not adequately checking references. This is called "negligent hiring".

The same discrimination laws apply to reference checking as apply to interviewing. You cannot probe into marital status, age, disabilities, religion, colour, national origin, veteran status, sexual orientation for the purpose of using that information in your hiring decision.

**Type of References**

Your best source of information on any candidate is a former employer. On-the-job performance is the most useful predictor of future success. Personal references (relatives, teachers, and clergy) generally have limited value. Information available from a human resource office is usually limited to dates of employment and reason for leaving. HR people generally do not have enough day-to-day contact with employees to rate their on-the-job performance and ability. The supervisor can specify the quality and quantity of work, reliability, potential problem areas and job behaviours. Do not rely on written references presented to you by candidates. Many are written at the time of termination and some employers may over-inflate the applicant's qualifications.

To facilitate a uniform, structured approach and create an easy means of record keeping, it is a good idea to develop a reference form. It should include: your name; date; name of applicant; position applied for; name, title, and company of the reference; basic questions you will ask about each applicant. This form should have plenty of room for noting responses to your questions and space for additional comments.

As a standard practice, the following areas should be explored:

* confirmation of employment dates (month and year);
* job titles (formal and informal);
* dependability and follow through on assignments;
* reason for termination;
* possibility for rehire; (A former employer's reluctance to rehire should be cause for concern, however, some firms have a general policy prohibiting rehires. If this is the case it should be noted), and
* performance problems.

Structured reference checks can take different formats. It is up to the selection committee to decide on a format that best suits circumstances, e.g. if you require specific probing of a candidate's strengths and weaknesses, you need to design questions that draw out this information. Different formats might include:

* generic structured questions addressing the key selection criteria
* specific questions addressing concerns raised during the interview
* questions designed to obtain information from managers, colleagues and clients
* written reference with comments on the key selection criteria

To facilitate a uniform, structured approach and create an easy means of record keeping, it is a good idea to develop a reference form.

**Types of Reference Checks include:**

* Verification of supporting documentation, such as certificates issued by learning institutes
* Confirmation of work history with previous employers
* Credit Bureau check
* Criminal Bureau check

**Note:**

* The reference check must be based on the job requirements
* Remember to keep to job related issues only
* Access to information is limited to those involved directly in the process
* The Constitution and Labour Relation Acts provide that if it is an inherent requirement to be trustworthy, there may be grounds for discrimination. In the event of discrimination, valid, objective reasons would be required. Examples:
* Conviction of child molesting may be valid grounds for precluding someone from employment at a pre-school.
* Conviction of fraud may be valid grounds for precluding someone from employment as an accountant.

### Assess Candidates against Requirements of the Position

Candidates need to be assessed against the requirements of the defined position – if this is required in the organisational policies and procedures of your organisation. The assessment is based on evidence gained from more than one of the following (Standard practice would be to use at least three of the following):

* applications
* curriculum vitae
* references
* previous performance
* test results
* assessment interview schedules
* portfolios of evidence
* recognition of prior learning
* current competencies

**Using Psychometric Profiling / Testing**

Appropriate psychometric tests and assessments need to be used to measure the candidate against job requirements in accordance with the terms set out in the Employment Equity Act, 1998. The Employment Equity Act, 1998 (Chapter 2, section 8) states that:

“Psychological testing and other similar assessments of an employee are prohibited unless the test or assessment being used –

* Has been scientifically shown to be valid and reliable,
* Can be applied fairly to all employees, and
* Is not biased against any employee or group.”

Psychometric Testing is used within an organisation, to:

* serve as an aid in the selection process
* assist the line manager in making objective selection decisions
* obtain a profile on the candidate’s suitability for the jog/s he/she applied for
* determine a candidate’s potential for further development / training.
* assist a candidate in making decisions on career opportunities
* serve as an aid to counsel candidates experiencing problems in the workplace
* determine the effectiveness of a team and their functioning
* contribute to the utilization of skills audits, i.e. identification of gaps and determination of training needs

**Important Note:** Psychometric tests may only be administered, scored, interpreted by qualified individuals. These people who have the training, are licensed to use tests and are registered with the Health Professions Council of South Africa.

Steps to follow would include:

**A. Preparation work**

1. Determine the needs of line management (e.g. testing for aptitude, potential, attitude, etc.)
2. Determine what will be the value-add of testing
3. Determine the availability of testing tools (e.g. test batteries, booklets, answer sheets, test manuals, etc.)
4. Ensure that standardised, valid and reliable test with norms be used.
   1. Validity – the accuracy and precision of a measurement.
   2. Reliability – the consistency or stability of a measurement.
5. Ensure that tests be used which measures the job requirements and that it be done in accordance with the terms set out in the Employment Equity Act, 1998.
6. Arrange a venue for testing – ensure availability of tables, chairs, pencils, stop watch, quiet environment, etc.)
7. Before testing, make sure that the candidates to be tested have not been tested within a six-month period.

**B. Conducting a testing session**

1. The qualified person must introduce him/herself to the group of candidates to be tested and needs to explain his/her role during the session.
2. Orientation of the candidates has to be undertaken, i.e.
   1. provide the aim and purpose of the testing,
   2. the process to be followed,
   3. the content of the tests,
   4. explain that examples will be done in the group,
   5. explain that question / concerns are to be addressed, etc.
3. Ensure that the candidates complete the biographical information form.
4. Distribute the test answer sheets
   1. explain the various sub-test according the manual instructions
   2. do example exercises in the group
   3. ensure that everyone understands what is expected from them
5. Ensure that tests are completed within the prescribed time lines.
6. Ensure that breaks are given between the various sub-tests
7. Score all test results and determine whether the candidates comply with the minimum norms.
8. Inform successful candidates who have been tested, that they will be contacted for interviews.
9. Inform unsuccessful candidates by letter.
10. Feedback on the test results can be provided on request to all candidates.

**Using Medical Testing**

In terms of the Employment Equity Act, 1998 and the Occupational Health Act, act 85 of 1993, medical examinations are only done for health reasons, to assess risk factors and physical capacity as per the job requirements. The added benefit of medical testing to the company is that it ensures that the employees are medically fit for the specific high risk areas.

Most organisations regard this as the last step in the process. The medical examination is particularly aimed at protecting the employer against later claims from a medical aid and prevents absenteeism. The medical examination usually determines the following:

* general state of health, as determined by checking blood pressure, allergies
* the presence or absence of illness such as tuberculosis; specific illnesses, as determined by testing for AIDS and cardiovascular problems

Steps to follow would include:

1. Ensure that medical testing is only done in specific high-risk job types or work phases:
2. During the interview for jobs in these areas, candidates must be made aware that a medical examination will be conducted, should they be successful in their application. The objective and the process of the examination should be explained.
3. Ensure that consent from the candidates is received and the appropriate document is signed.
4. The medical examination will be conducted on the final candidate, prior to the offer of employment.

#### Using Other Assessments

In cases where no psychometric tests are available case studies, role plays or simulation exercises can be used, such as:

* **In-tray exercises -** These involve working from the contents of a manager’s in-tray which typically consists of letters, memos and background information. The candidate is asked to make decisions based on this information against the pressure of a timed assessment.
* **Group exercises -** These are timed discussions where a group of participants work together to tackle a work-related problem. Roles are either assigned or unassigned and the group is observed by a team of assessors looking at how the interaction between the group is happening and the roles being played out.
* **Presentations -** A formal presentation may be required to be presented to a number of assessors. This may involve advance preparation on a given topic, or be based on information provided that the candidate needs to interpret and analyse prior to presenting and supporting a decision.
* **Fact-finding exercises -** In fact-finding exercises the candidate is required to reach a decision while starting with only partial knowledge. He or she needs to understand what additional information is needed to make the decision and sometimes to question the assessor to obtain this information.
* **Role plays -** In a role play a specific role will be assumed by the candidate for a specific task. This is then executed and observed by an assessor to determine how the candidate would deal with a specific situation.

Steps to follow would include:

1. Compile a case study / simulation exercise according to the identified competencies – line management input is important.
2. Ensure that the content of the case study / simulation exercise give sufficient information on the job content.
3. Make a distinction of the competencies measured by the case study and those measured during the interview.
4. Compile instructions to conduct the assessment tool.
5. Compile a rating scale for measuring the competencies.
6. Incorporate it into an interview questionnaire.
7. If role-plays are conducted, trained observers must be available to observe.
8. Ensure that the content validity studies be available on the case studies, role-plays and simulation exercises.

### Interview Candidates

Candidates need to be interviewed using best practice techniques appropriate to the defined position.

The goal of a successful job interview is to complete the interview in such a way, so as to ensure that the right candidate is chosen, without discrimination of any sort, for the right position at the right time.

As we have seen before, there are various types of interviews that can be used, such as:

* **Structured Interview -** This interview is structured by means of a comprehensive set of questions designed around the job description that has been determined for the specific post. The objective with structuring an interview should always be to get the answers that you want, but not to leave out anything else that might be important.
* **Unstructured Interview -** The objective of this interview is to get the candidate to talk freely and indirectly about his/her work experience, personal life, interests, knowledge and education. The flow of the interview is not restricted to a limited amount of structured questions that direct the interview. Probing techniques are used in a more in-depth interview.
* **Committee Interview -** This type of interview is composed of at least two interviewers, each of whom is included because of their particular expertise and knowledge. Interviewers limit their questions to those pertaining to their particular skill or area of knowledge.

Specialists in the recruitment and selection field, suggest that when selecting applicants for employment or promotion, a combination of the committee and structured interview is recommended, whilst using the personal techniques of the unstructured interview.

**Using an Interview Committee**

Steps to follow would include:

1. Interview committee should be set up and confirmed before the interview date. The committee should consist of a minimum of two people. Both HR and Line Management should be represented in the committee.
2. Where Unions are involved, their role will be that of observers, to monitor the process and they may not be actively involved in the committee.
3. The selection committee should ensure that a friendly and professional tone is set during the interview to put the candidates at ease.
4. Seating arrangements should be conducive:
   1. Room size is important – not too big or small
   2. Chairs should be arranged to allow space between all, but should not be too sparsely positioned to create an “I” and “Them” atmosphere.
5. Ground rules, standards and norms should be established and agreed upon by HR and Line Management prior to the interview.
6. Take into account any disability, e.g. hearing or visual disability and conduct the interview accordingly. Criteria should not be changed when interviewing people with disabilities.
7. Explain to the candidate the questioning process in terms of structured questions that the committee will take turns and that notes will be taken.
8. Interview questions should be prepared in advance. They should be used to enhance clarity of responses and to elicit more information. The committee may probe deeper with relevant questions.
9. To ensure consistency and equitable treatment for all, candidates should be asked the same questions.
10. Avoid all discriminatory question, e.g. religious affiliation, family responsibility, etc. at all costs.
11. Make short notes of responses to questions.
12. When all the applicants have been interviewed, the committee should confer and reach consensus on ratings given as well as the most suitable candidate.
13. A different questionnaire should be used for a second interview and the same process as for the first interview, should be used.

**Setting Interview Questions**

The selection committee writes the interview questions as a team. The questions you prepare should focus specifically on the selection criteria. Avoid questions that might discriminate against a candidate and leave your organisation liable for legal action.

You also need to define what constitutes an acceptable answer, before you start conducting interviews. An acceptable answer should include:

* an example of a specific work-related situation that the candidate has faced
* how the candidate responded to the situation
* the outcome of the candidate's response

There is no limit to the number of questions you can ask, but keep in mind how long it might take to answer each question. The interview should take approximately one hour and candidates should be able to comfortably answer all your questions within this time, as well as having time to cover any queries they may have about the role and your organisation.

There are several types of questions that can elicit important information as well as add interest and variety to your interview.

* **Non-Directive and Directive Questions -** How you phrase a question can affect the type and amount of information you get from the candidate. The main characteristic of **non-directive questions** is that they do not give the applicant any indication of the desired answer. Structurally, the questions are in the news reporter's style of who, what, when, where and how. Often they begin with the words "describe" or "explain".

Examples of non-directive questions include:

* What do you consider to be the most important responsibilities of an office manager?
* Why does this position interest you?
* How has your background prepared you for this position?
* What types of equipment did you operate regularly on your job at XYZ Company?
* Describe your experience with word processing on your last job.

You may need to ask follow-up questions if the responses to your questions are unclear or incomplete. Clarify and verify any piece of information you do not understand by asking the candidate to explain his or her answer again or to elaborate on the given answer.

* Can you tell me more about that?
* Could you give me an example of what you mean?
* What makes you feel that way?
* **Directive questions** - These are useful for drawing out specific information. In direct questioning, the interviewer asks, directs, or guides the applicant to specifics. Often, these questions result in a "yes"; or "no" response. Examples of directive questions include:
* Do you currently have a Limited Maintenance Electrical license?
* Are you still employed at XYZ Company?
* Can you set up a computer spreadsheet using Excel?
* **Situation-Problem Questions** - A good technique to learn about an applicant's problems solving skills and judgment is to ask "situation-problem" questions. Create a scenario that is common on the job, and ask the applicant how they would handle it. As a follow up, ask if they ever faced this situation on a job before. An example of this type of question:
* Assume you are hired as a receptionist in our department. Our front desk is very busy with walk-in traffic and phone calls. There are several people waiting at your desk for assistance and you are on the phone with someone who is very upset because of an error on her transcript. This phone conversation seems to be going on and on. How would you handle this situation? Have you faced this situation on a previous job?
* **Self-Evaluation Questions** - Another type of information that is frequently asked of applicants is self-evaluative information. One type of question asks about the applicant's likes and dislikes. Self-evaluation questions are also a good way to learn about an applicant's perception of their strengths and weaknesses. Keep in mind, however, that the answers are highly susceptible to different interpretations. Examples of self-evaluation questions include:
* What did you like best about that job (class, teacher, supervisor, etc.)?
* How would your last supervisor rate your ability to deal effectively with the public?
* What do you see as your strengths? Weaknesses?
* Why were you the one promoted to lead worker on that job?
* **Behavioural Based Questions** – TheseBehaviour description questions can be a powerful tool in an interview. This type of question asks the applicant to describe as closely as possible the actual behaviour that went on in a particular situation. The use of superlative adjectives (i.e., most, least, best, worst, toughest, etc.) tends to stimulate specific events in the mind of the interviewee and therefore makes it easier to respond. As with other types of questions, these should be based on essential functions of the job you are filling. An example of a behaviour description question would be:
* Tell me about your best accomplishment in your last job. Start with where you got the idea, how you implemented the plan, and how you dealt with any obstacles to your idea.

**Note:** It is imperative to evaluate the same criteria for each of the candidates; however, this does not mean that you have to rigidly stick to the same control questions. Some applicants may be forthcoming with information but you may need to ask follow-up or directive questions of others. Some candidates may provide (or withhold) information that raises concerns or issues that should be investigated more fully in your questioning.

**Questions to Avoid**

The following questions should be avoided, as they could be discriminatory:

|  |  |
| --- | --- |
| **Questions on Age** | How old are you?  When did you graduate from high school? College? |
| **Questions on Sex** | Are you married?  Do you intend to get married?  Do you have children?  Are you a single parent?  Do you practice birth control?  Do you live by yourself?  How many people live in your household?  Do you have someone who can take care of a sick child?  What's your sexual orientation?  Are you straight?  Do you have a maiden name?  Where does your spouse work? |
| **Questions on Ethnic Origin / Race** | What's your nationality?  Where are your parents from?  What languages do you parents speak?  Are you bilingual? (unless job related)  What language do you speak at home?  What's the origin of your name? |
| **Questions on Religion / Political Beliefs** | What church are you a member of?  Can you work Sundays? Saturdays?  Are you a member of a religious group?  With what political party are you affiliated? |
| **Questions on Disabilities** | What health problems do you have?  Can you read small print? (unless job related)  Do you have any back problems? |

**Create an Interview Guide**

After you have developed the questions you will ask of each applicant, it is recommended that you develop a form that includes the questions, interviewer name, date, name of applicant, position being filled. The form should have plenty of room for noting responses to questions, follow-up questions, and space for additional comments. Each interviewer should have an interview form for each applicant.

**Schedule the Interviews**

After the person responsible or the selection committee has made a shortlist, an interview convenor contacts the shortlisted candidates to arrange their interviews.

When scheduling interviews, allow approximately one hour for the interview itself, and at least 15 minutes break in between each interview. This break allows the selection committee to discuss the interview just conducted, make additional notes and to prepare for the next candidate.

**Informing the Candidates of the Interview**

Those candidates you decide to interview should be notified immediately. It can be done in writing or telephonically and should include:

* The contact person and telephone number
* The date and time of the interview
* The venue and directions to get there
* Any documentation the candidate should bring with them e.g. ID document, certificates etc

Candidates who have not been successful should be notified in writing. According to legislation you are not required to provide them with a reason, all the letter should contain is a positive note thanking them for the interest and wishing them well. Many organisations, due to the large volume of candidates responding to a job advertisement has implemented a system simply tell candidates in the advertisement that if they have not received any communication by a specific date they should deem their application unsuccessful.

**Interview candidates**

During an interview you will gather evidence on the behaviours observed and the information the candidate shares with you – avoid trying to decide what is relevant – write everything down.

The flow of the interview consists of the following:

* Welcome/Greet
* Build Rapport
* Share Agenda
* Gain Information About the Candidate
* Describe the Job
* Answer Questions
* Close the Interview

**Preparing for the Interview**

The planning and structuring of the interview is critical in ensuring objectivity. The selection panel must decide beforehand how the interview will be structured and this structure should be kept the same for all candidates.

In situations where more than one person will interview a candidate, it needs to be decided, prior to the interview, who will play what role, who will ask questions, etc. It looks very unprofessional when a team of interviewers interrupt each other and ask the same questions. The overall purpose of the interview should be:

* To provide information on your organisation and the job the candidate has applied for
* To gather information on the candidate’s previous experience and qualifications related to the position you are interviewing for
* To assess competence and observable behaviours such as communication skills

To prepare you need to do the following:

* Review the CV as well as any other material you may have on the candidate
* Review the competencies for the position and start considering the questions you would like to ask
* Prepare a set of questions and record these in a blank interview form
* Prepare the interviewing environment

**Opening the Interview**

Whilst you should not spend too much time on this part of the interview, it is important that you build rapport and set the stage to communicate openly and freely. The following steps should assist you in opening the interview effectively:

* The interview should always begin with an attempt to set the candidate at ease. You can offer refreshments, ask whether they found you quite easily or pick up on a commonality you may have found in the CV and chat around this
* Be careful that no discriminatory elements creep in – this can happen as this is normally an area that is quite difficult to plan
* Keep it short – no more than about 10% of your total interviewing time should be spent on the opening
* Give the candidate some idea of what to expect and how long the interview will take. Ask them to relax and give you as much relevant information as possible

**Gathering Information**

The more information you gather the more likely you will be to be able to make a fair and accurate judgement of a candidate’s ability to do the job. The areas you should pay careful attention to include:

**Career History**

Thorough preparation before the interview means that you should have to spend only a few minutes clarifying and expanding on the information you already have.

During your preparation phase you should have reviewed the CV and noted down any additional questions you want to ask regarding the candidate’s qualifications, experience and work history on your Interview Form. You should pay particular attention to:

* Starting and finishing dates for jobs on the CV – gaps should be explored
* Apparent stagnation or regression in the career path
* Length of time spent in specific positions
* Areas within jobs where any information is unclear or incomplete

Remember, at this point you are only completing an overview of the candidates work history. Focus on those elements of the candidate’s work and educational history that are most recent, significant, and similar to the role profile.

**Competency Based Review**

Once you have opened the interview and gathered the information you require on the candidate’s career history you are ready to gather evidence related to the identified competencies for the role profile you are interviewing for.

The Interview Form you have been provided with in Appendix B is organised by competency, with one page per competency. Each page contains everything you need to collect the necessary information. Each page should contain:

* The competency title and behaviours to remind you of what you are looking for. Refer to them when asking follow up questions to make sure you get the information you need.
* A list of possible questions which you will have prepared in collaboration with the rest of the panel.
* A space to record your comments and jot down any additional questions you may have

**Technical Skills, Knowledge and Experience**

Finally in the third part of the interview you will question levels of skills and knowledge aligned to the position. You will have detailed the technical skills required for the position in the job description and the key here is to develop questions that will allow you to ascertain whether the candidate has the necessary skills to do the job. Remember that in this instance we are not dealing with behavioural attributes but with specific skills and knowledge.

Examples of questions you could ask would be: Tell me about a time when a policy was in conflict with operational practices in your business area, what did you do to resolve it?

Or

How have you gone about developing a strategy to improve your monthly figures? What factors did you consider?

**Questioning Techniques**

Behaviour can be defined as what a person says or does, or doesn't do or say, when required. By analysing an individuals' behaviour, in effect, you are identifying the activities and personality requirements for the job and using a series of structured questions gather information for further analysis.

The key to gathering behavioural evidence is to formulate questions that probe into specific experiences the candidate has had. Remember, you are looking for specific and similar experiences in the past that will tell you what happened, how the candidate behaved and what the impact of his/her behaviour on the outcome of the situation was.

**For example**: “Tell me about a time when you were running behind in your work due to problems beyond your control. What did you do?”

or

Give me an example of when you did something on your own initiative. What were the circumstances? In what way did you show initiative? What resulted from the actions you took? What feedback did you receive?

Your interviewee is unlikely to give you all the information you need immediately and to make sure you get as much information as possible you would employ the following questioning techniques:

* **Open** – who, what, where, when, how and why. Questions that explore and gather a wide range of information by encouraging the candidate to talk.
* **Probing** – specific questions relating to details. It checks the information gained through questions on specific points. Untrained interviewers often fail to probe, either because they don’t have the confidence or because they don’t know how to. Here are some techniques other than questioning that could be used to probe effectively:

Repeat the last words that the candidate said in question form. For example the candidate might say: “I left my last job because of relationship difficulties”. You can then say “Relationship difficulties?” This prompts the candidate to supply additional information.

Use silence effectively. Silence often indicates an area that the candidate is reluctant to talk about. If you think the issue that you are discussing is relevant to the job, keep quiet. It will usually only take a few seconds for the candidate to respond – they are far more uncomfortable with the silence than what you are!

* **Closed** – look for the answer to single facts, again used for probing.

Types of questions you want to avoid are:

* **Hypothetical** – asks 'how would you feel if...' and leads the candidate to think on a wider scale. Gives a feel for how the candidate would react, although don't take their answer literally, they may react differently in the event.
* **Leading** – leads the candidate to giving you answer you want to hear.

**Controlling the Interview**

Sometimes an applicant may digress in their response or may start to repeat what they have said previously. In these instances, it is important for the interviewer to take control of the interview.

When an applicant starts to digress, it is generally a good idea not to cut them off immediately. The applicant may be using this time to relax. In addition, this rambling may provide valuable data by giving some indication of the person's ability to organize his or her thoughts or communicate effectively.

If the candidate strays too far afield, or begins repeating, it is your responsibility to bring them back on course. This should be done when the rambling is no longer job-related; this is especially true if the applicant divulges personal information. A good way to handle this situation is to acknowledge the applicant's comments and direct the conversation back to the original question.

An example of this technique:

*An applicant is complaining about the disorganisation of a previous employer and is beginning to repeat information. Wait for a slight pause and interject something like, "I understand that that can be a frustrating environment. However, I would be more interested in learning more about your experience with \_\_\_\_\_."*

Sometimes an applicant is so interested in the position that he or she begins to interview you. If the applicant begins asking questions and interrupts the flow of the interview, an effective response is to acknowledge their interest, indicate there will be time for questions at the end of the interview, and return to the original question.

**What to Look for During the Interview**

Many candidates are not confident disclosing their job weaknesses. Candidates may focus on “selling themselves” and want to avoid discussing anything that may lessen their chances of being hired.

While this information may not be readily shared with you, there are some things you can look for to help you identify any potential job deficiencies. This includes:

* Paying attention to your first impression. What was your initial perception?
* Ask yourself, “Does this person seem like a good fit for my department? For the company?”
* Watch the applicant’s body language. Body language that shows lack of confidence may indicate some skill deficiency.
* Listen for inconsistencies. An applicant may either be unprepared or may not be telling the whole truth if they provide conflicting information. (If this happens, there may be a good explanation for it, so give the candidate the benefit of the doubt first.)

**Closing the Interview**

Once you have gathered all the information you need, you need to close the interview. Interviewers tend to rush through this important part of the interview. This is the time that you need to give the candidate the opportunity to ask any questions he/she may have. The following guidelines can be used to close an interview effectively:

* **Review your notes** to determine whether you need additional information or clarification.
* **Provide information** on the position, and the company as an organisation and answer any questions the candidate may have.
* **Outline the way forward** to bring the interview to a close and as well as managing candidate expectations in terms of the outcome.
* **Thank the candidate** – regardless of the outcome, acknowledging the candidate’s efforts with a ‘thank you’ is courteous and professional.

Allow yourself a minimum of 30 minutes between an interview and other appointments. This will help you to stay on time, plus allow a little extra time for questions and note-taking.

**Taking Interview Notes**

The evidence gathered during the interview is compared to a standard for the job profile for which you are selecting. It is vital to ensure that you gather as much information as possible on each candidate in order to make a fair and objective judgement as to their suitability for the job for which they have applied – especially if you need to integrate this information with feedback from other interviewers when decision time comes.

Remember that the next step in the interviewing process is to rate the candidate on a scale of 1 to 5. You as the interviewer must make notes on the interview form to justify these ratings.

These notes not only support objectivity in ratings but they provide information on which to base decisions later in the selection process. If there are no notes available the interviewer has to try and remember the candidate and why they made the assessment they made. This process is subjective and presents the opportunity for bias or incorrect information to enter into the interviewing process.

There are some important guidelines to follow when taking notes:

* Let the candidate know that you will be taking notes to help you remember information
* Position yourself so that the note taking does not become a distraction and the candidate cannot read them
* Pausing in silence while you finish a particular note is quite acceptable

**Remember:**

* Continue taking notes after the interview since the information is most fresh in your mind. Record your impressions, questions that come to mind, strengths and weaknesses you can recall.
* If a group interview was held, (more than one person conducting the interview), spend some time immediately after the interview discussing your impressions, concerns, interest, etc.
* A summary of the interview can be used as a tool to match the candidate’s qualifications to the needs of the job

**General Interviewing Process Notes**

* Interview panel should be set up and confirmed before the interview date. The panel should consist of a minimum of two people. Both HR and Line Management should be represented in the panel.
* Where Unions are involved, their role will be that of observers, to monitor the process and they may not be actively involved in the panel.
* The selection panel should ensure that a friendly and professional tone is set during the interview to put the candidates at ease.
* Seating arrangements should be conducive:
* Room size is important – not too big or small
* Chairs should be arranged to allow space between all, but should not be too sparsely positioned to create a “I” and “Them” atmosphere.
* Ground rules, standards and norms should be established and agreed upon by HR and Line Management prior to the interview.
* Take into account any disability, e.g. hearing or visual disability and conduct the interview accordingly. Criteria should not be changed when interviewing people with disabilities. Expect the same measure of punctuality and performance from PWD that is required of every potential or actual employee. PWD expect equal treatment and special treatment.
* Explain to the candidate the questioning process in terms of structured questions and that the panel will take turns and that notes will be taken.
* Interview questions should be prepared in advance. They should be used to enhance clarity of responses and to elicit more information. The panel may probe deeper with relevant questions.
* To ensure consistency and equitable treatment for all, candidates should be asked the same questions.
* Avoid all discriminatory question, e.g. religious affiliation, family responsibility, etc. at all costs.
* Make short notes of responses to questions.
* When all the applicants have been interviewed, the panel should confer and reach consensus on ratings given as well as the most suitable candidate.
* A different questionnaire should be used for a second interview and the same process as for the first interview, should be used.
* At the end of each interview, the HR Consultant should note this as an opportunity to give line management feedback.

**Don’ts**

* Panel should not whisper things amongst themselves – it could be seen suspiciously by the candidate.
* Avoid jokes that do not involve the candidate
* Do not look at the candidate in an intimidating manner – be self-aware
* Do not show agitation or boredom
* Do not make gestures of disapproval
* Do not use leading questions in abundance
* Do not create expectations in the candidate, by being overly excited over the response from the candidate
* Do not pre-judge a candidate

**Do’s**

* Show interest in the candidate
* Listen attentively at all times
* Give candidate a chance to express him/herself
* Be friendly and imagine that you were the candidate
* Encourage candidate to talk, by nodding and “hmmm”
* Be relaxed yourself, as your tension may affect a candidate negatively
* Although you may be reading the questions, try to sound as natural as possible
* Keep eye contact with a candidate, without making him/her uncomfortable

**Hints to help the candidate relax:**

* Introduce yourself and the panel members
* Do not intimidate the candidate with your credentials or title
* Give your first names and department.
* Probe for more information without being interrogative
* Avoid the use of “why” as much as possible, as it can be intimidating and can thereby illicit defensive responses
* Allow the candidate to shelve difficult questions for later

### Draw Up and Justify a Shortlist of Candidates

A shortlist needs to be drawn up to reflect the results of the assessment (including the interview) of candidates. The shortlist can be justified in terms of the match between candidate profile and job requirements.

### Make and Justify Selections

Don’t make the mistake of delaying the assessment section of the interview process – you will forget. This is especially true if you go on to interview more candidates.

You will successfully collate notes and reflect information if you do the following:

* Read through your notes immediately after the interview
* Rewrite any parts you cannot read
* Add any general impressions you did not have time to write down during the assessment
* Generate questions about certain aspects of the behaviour that need to be clarified later on in the recruitment process
* Quantify your assessment, i.e. assign a numerical rating to the competencies you were assessing
* Make notes to justify the ratings you have given

This must be done as soon as possible after the interview is complete, in order to ensure that you retain the maximum amount of information and can therefore achieve a fair rating of the candidate’s performance. If you have been working with a selection panel, you need to meet as soon as possible after the interview, to agree on your ratings and reach a recruitment agreement.

Always keep your working papers fairly legible and on file, in the event you need to refer to them later, either to defend a decision or to access a previous interview should you need to do so. Remember to keep your records confidential – your candidate has a right to privacy with regard to interview results and decisions.

**Rating Competencies**

Your goal when rating competencies is to use the behavioural examples you have collected to predict the candidate's future performance levels in the target job.

For each of your assigned competencies, assess the extent to which the candidate demonstrated effective use of key descriptors.

The following rating scale is commonly used in assessment practices:

|  |  |
| --- | --- |
| **1** | **Not Competent.** Little or no evidence of the competency being measured. |
| **2** | **Below average.** Some evidence of competence, but not sufficient for job standard. Possible candidate for development. |
| **3** | **Average competence.**  Evidence of competence is acceptable. Competent but not a high performer in that specific competency. |
| **4** | **Significant evidence of the competency being measured.** Above average performance. Candidate likely to be able to do what is required and more. |
| **5** | **Excellent Performance.** High levels of competence. Shows understanding and application at a high level. Could be considered a high flyer or expert in this area. |
| **NO** | No evidence of this competency was demonstrated during the interview despite probing. |

When allocating a score an interviewer should be conscious that this is not a simple process. The rating should not be a numerically based decision, but a proper evaluation of the evidence gathered and a determination of whether the individual is deemed to have demonstrated sufficient evidence to demonstrate that s/he will be effective in the role at the target level set prior to the interview for a specific competency. (See next page for a sample evaluation form)

The following guidelines should assist you in making a sound decision:

* Read your notes fully
* Clearly link the evidence to the competency by assigning a score to each piece of evidence.
* Link the evidence to the competency. Use the phrase ‘demonstrated by’ to back up your observation. Please note that the behavioural descriptors for each competency are not exhaustive. A candidate may demonstrate other behaviours that are relevant to the competency (either positive or negative) which you should include in your notes.
* Keep referring back to the overall competency description so you’re clear about what you’re looking for
* Make sure you write clearly and legibly so that it can be understood by others for feedback.
* Enter the evidence and comments in the spaces provided on the interview form.
* If there is a second interview, highlight areas for further probing (Remember reference checks can also provide further evidence and clarification on specific competencies)

If a number of interviewers have been involved in the selection for a specific position you should meet with them to discuss the evidence and scores for each competency. This serves to ensure that an objective decision is reached based on all the available evidence.

### Give Feedback to Successful and Unsuccessful Candidates

All applicants need to be given feedback - both successful and unsuccessful candidates. The feedback needs to be relevant to the enquiry and the job requirements. The feedback needs to be given tactfully according to the planned time framework and legal requirements.

A candidate has dedicated time and effort into applying for the position. They deserve to know the outcome of their efforts. By doing so, not only are you showing common courtesy, but you are also building that positive lasting impression. Furthermore, it would be unwise to burn a bridge with a strong candidate. You never know when you may want to interview that person again.

You may notify candidates by phone, in a letter, or both. However you choose to do so, it is advisable to be consistent in the method and content of your notification. This will help prevent suspicion of discrimination in the hiring process.

Rejection Letters should contain the following information:

* Appreciation for the candidate’s time and interest.
* The decision made to hire someone else.
* Future opportunities.

**Making the Offer**

Upon reaching a decision to hire, you should not delay in making the offer. Call the candidate to either discuss the details over the phone or to set up a meeting for this purpose. It is a good idea to send a follow-up “offer letter” to clarify the details of the work agreement.

When making the offer, you should describe the position again, disclose and possibly negotiate the salary, and explain any benefits the candidate is eligible for.

**Note**: Avoid saying anything that you cannot guarantee. For instance, telling an employee that you might be able to negotiate more vacation time may be interpreted as an “implied contract” in a court of law. You could be held legally bound to follow through.



Sending a letter to offer the job can help prevent misunderstandings of the role, salary, etc.

**Final Stages in the Offer**

While you may be eager to fill the position, especially now that you’ve found the right person for the job, the candidate may not be ready to make a decision yet.

Give the candidate some time to think about the offer, to ask questions, and to determine if this is the right job for him/her. Typically, candidates will respond within a few days.

Once the candidate accepts the offer, consider him/her hired. The next step is to pick a mutually agreeable starting date, confirm salary, etc. You will also need to set up a physical exam or drug screen test at this time if applicable.

Stay in touch with the new employee before the starting date. This will help keep the communication flowing and continue enthusiasm for the job.

### Document Records

Records need to be documented to facilitate further processing. The records need to reflect agreements reached and successful candidate details accurately. Based on the policies and procedures or your organisation (environment) the records are authorised and forwarded to designated personnel, if applicable.

Record keeping is done to render a more effective recruitment and selection process in terms of staff turn-over, the cost of recruitment and the alignment with company policies, procedures and applicable legislation.

The recruiter is responsible for maintaining all documentation related to a job search. This documentation helps protect the company and your department in cases of complaints or charges of discrimination and also provides the framework for your next search.

### Deal with Unplanned Events as Needed

You need to deal with unplanned events in accordance with the circumstances of the event. You would use your contingency plans from the recruitment and selection plan that you created earlier.

Formative Assessment 3: SO3

## Appendix A: Examples of Interview Questions

The following are sample job interview questions that you may use:

|  |  |
| --- | --- |
| **Introductory** | What five adjectives describe you best?  How would you describe your character?  Why should I consider you for this position?  What can you do for us that someone else can't?  If you could change one thing about your personality, what would it be?  Tell me about the one thing in your life you're proudest of.  Tell me about the worst decision you ever made.  You've changed jobs frequently. How do we know you'll stick around?  What personal qualities do you think are necessary to make a success of this job?  How would you describe your ideal job? |
| **New Graduate** | What extracurricular activities were you involved in?  What activities did you enjoy the most?  What classes did you enjoy the most? The least?  Why did you choose your major?  Why did you change majors?  If you could start again, what major would you choose?  Why are you applying for a job in a field other than your major?  What did you learn from your summer jobs?  In what courses did you get the worst grades? Why?  Are your grades a good measure of your ability?  How long have you been looking for a job?  Give me an example of a problem you've had at school and how you solved it. |
| **General Past Job Performance** | Tell me about your last position. What you did; people you worked for; etc.  Tell me about the last time you made a mistake.  Tell me about the last time you made a good decision.  Did you inaugurate new procedures in your previous positions? Tell me about them.  If you don't leave your current job, what will happen there? How far can you advance?  Of all the work you have done, where have you been most successful?  What would you say are the major qualities this job demands?  I see you were unemployed for a period of time. Tell me about it.  Give me an example of when you've demonstrated your customer service skills. |
| **Technical** | Tell me about the types of word processing you did on your last job.  What would you say are the major technical skills needed for this position?  What was more important on your job, written or oral communication?  How do you merge a file in Microsoft Word?  What types of equipment do you think you will need to do this job?  What kind of on-the-job training did you receive at your last job?  What certifications/classes have you completed this last year?  Describe the types of documents you deal with on a daily basis.  What software programs do you use most often in your current position?  Describe in detail your experience with computer software programs. |
| **Goals** | What do you want to be doing five years from now?  Tell me what "success" means to you.  What does "failure" mean to you?  What was your favourite job? Why?  Who do you think are our institution’s major competitors?  You've stayed with the same organization for years. Why have you decided to leave?  What do you do when you're having trouble with your job?  What do you know about our company/organization?  What interests you most about his position?  What was the last job related book you read?  What would you change about your current job?  What do you like best about this job? Like least?  Do you consider yourself successful?  What have you done that you are proud of?  What do you consider your greatest strength?  How do you set goals for yourself?  You have a lot of experience. Why would you want this job?  What motivates you? |
| **Supervisory** | Tell me about the people you have supervised in the past.  How do you motivate people?  Have you ever fired anyone? Why?  Have you ever hired anyone? Why did you choose them?  What do you do when you're having trouble with your employee?  Have you ever had to make unpopular decisions? How did you communicate it to your workers?  What type of supervisory training have you completed in the last two years? |
| **Performance** | What were your most memorable accomplishments at your last job?  What is the biggest failure you've had in your career?  How do you go about making important decisions?  Give me an example of a time you found a unique solution to a problem  Tell me about the last time you found a cost-effective solution to a problem.  What aspects of your job do you like the least? The best?  What kind of things bothers you most about your job?  What were your three most important responsibilities in your last job?  What was the most important project you worked on in your last job? |
| **Flexibility** | Tell me about the last change which occurred in your office. How did you handle it?  I'm interested in hearing about the last time you took a risk. Was it the right decision?  How important was communication and interaction with others on your job? How many departments did you deal with? What problems occurred?  What level of management are you most comfortable with?  Tell me about a time when an emergency caused you to reschedule your work/projects.  When did you go above and beyond the call of duty to get your job done? |
| **Stress** | Tell me about a deadline you had to meet. How did you plan for it?  Tell me about the last time pressure led you to a poor decision or mistake.  How do you generally handle conflict?  What do you do when you're burned out?  You have worked in a fast paced environment. How do you handle the stress?  You work in a "customer is always right" environment. How do you handle the stress?  What kinds of decisions are most difficult for you?  What is the most difficult work situation you have faced? What stress did you feel?  What do you do when you have a great deal of work to accomplish in a short period of time?  What is the most frustrating thing about your current position? |
| **Organisation / Time Management** | Describe the top of your desk.  Paint me a mental picture of your current office.  Tell me about the last time you failed to complete a project on time.  What do you do when you're having trouble solving a problem?  What do you do when things are slow?  What do you do when things are hectic?  What do you do when you have multiple priorities?  Tell me about your typical day. How much time do you spend on the phone? In meetings? Etc.  Your supervisor left you an assignment, then left for a week. You can't reach him and you don't fully understand the assignment. What would you do?  What aspects of your job would you consider the most critical?  How do you organize and plan for major projects?  How many projects do you like handling at one time?  Describe a project that required a high amount of energy over an extended period of time.  How do you organize yourself for day-to-day activities?  Tell me about a task you started but just couldn't seem to get finished. |
| **Cooperation With Co-Workers** | Tell me about the types of people you have trouble getting along with.  What types of people have trouble getting along with you?  Do you prefer to work by yourself or with others?  Tell me about the last time you had a conflict with a co-worker.  How would your co-workers describe you?  The successful candidate for this position will be working with individuals who have been with the company for a long time. How will you mesh with them?  What is your role as a group member?  What kind of people did you have contact with on your previous jobs?  What kind of person do you get along with the best?  What difficulties have you had to tolerate on your previous jobs?  Define cooperation.  Tell me about an occasion when, in difficult circumstances, you pulled a team together.  What do you find most challenging in working with co-workers? |
| **Manageability** | What do supervisors tend to criticize most about your performance?  If your boss knew you were interviewing, what would he say?  What do you feel an employer owes an employee?  Your supervisor tells you do to something in a way you know is dead wrong. What do you do?  If your supervisor unfairly criticized you, what would you do?  Would you like to have your boss's job? Why or why not?  How does your boss get the best out of you?  Tell me about a time when your manager was in a rush and didn't give you enough attention.  What are some of the things about which you and your boss disagreed?  What are some of the things your boss did that you dislike?  In what areas could your boss have done a better job?  I would be interested to hear about an occasion when your work or an idea was criticized.  How well do you feel your boss rated your performance?  How does a boss get the best of you? |

## Appendix B: Example of an Interview Form

The following is an example of an interview form that you may use:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Position applied for** | Crystal Club Manager | | **Applicant’s name** | Joe Tshabalala | | **Date & time of interview** | 21 June 2008 at 15h00 |  |  |  |  | | --- | --- | --- | | **Interviewers** | **Name** | **Designation** | | Interviewer no. 1  Interviewer no. 2  Interviewer no. 3  Interviewer no. 4 | Simon Nkosi  Geoffrey Adamson  Jane Klopper  Ricky Tabang | Asst Slots Manager  Asst Slots Manager  Marketing Manager  Casino Manager |   **Preparation checklist**   * Review applicant’s curriculum vitae/application form, highlighting any specific information/area/duties, which need to be explored in more detail during the interview. * Review the job/incumbent specifications, plus the identified dimensions and associated structured questions * Ensure all interviewers present have been briefed about their role, how the interview is to be conducted, the dimensions and questions, and the rating process * Ensure that a suitable venue is available * Ensure that all applicants have been informed as to the date, time and venue * Determine the time available   **Outline for opening the Interview**   * Greet applicant, giving name and position of all interviewers * Break the ice by asking some general questions, i.e. about their journey * Explain the interview purpose * Describe the interview plan * Check to see if applicant has any questions   **Key background Review**   * Educational Background (only if not provided sufficiently on résumé)  |  |  | | --- | --- | | Educational Qualifications  On-Job-Training  Computer Literacy | \* BA Degree in Education (Incomplete)  University of Pretoria  1975 – 1977  Various Courses Attended  \* MS Word, MS Excel, MS Project |  * Work Background  |  |  | | --- | --- | | **Job Experience No. 1** | Operations Manager  Kievits Kroon Country Lodge  1 November 2005 – current | | Main Responsibilities/Duties | Refer to CV | | Reason for leaving | Still employed | | **Job Experience NO. 2** | Operations Manager  Mount Edgecombe Country Club  01 April 1997 – 25 October 2005 | | Main Responsibilities/Duties | Refer to CV | | Reason for Leaving | Not mentioned on a CV | | **Job Experience NO. 3** | Banqueting Manager  Johannesburg Country Club  01 March 1995 – 31 March 1997 | | Main Responsibilities/Duties | Refer to CV | | Reason for Leaving | Not mentioned on a CV | | **Job Experience NO. 4** | Banqueting Manager  Sun-International: The Carousel Casino  01 February 1992 – 28 February 1995 | | Main Responsibilities/Duties | Refer to CV | | Reason for Leaving | Not mentioned on a CV | | **Job Experience NO. 5** | Hotel Manager  Rovos Rail  01 May 1990 – 31 January 1992 | | Main Responsibilities/Duties | Refer to CV | | Reason for Leaving | Not mentioned on a CV |  * Structured questions  |  |  |  | | --- | --- | --- | | **Dimension** | **Planned Question** | **Notes on Response** | | Adaptability | Tell me about a time when you had to meet a scheduled deadline and your work was continually being disrupted. (What caused you the most difficulty and why?)  Key Factors to assess:   * Adjust approach to match varied task requirements * Adjust behaviour to other’s styles * Arrange priorities to meet changing demands * Adjust quickly to new responsibilities and tasks |  | | **Dimension Rating** | |  |  | **Dimension** | **Planned Question** | **Notes on Response** | | --- | --- | --- | | Customer service orientation | Sooner or later we all have to deal with an internal/external customer who has unreasonable demands. Think of a time when you had to deal with an unreasonable demand or request. What did you do?  Key factors to assess:  Acknowledge customer  Clarify Customers’ needs  Meet or exceed need  Confirm Satisfaction  Listen and emphasise  Take responsibility for action |  | | **Dimension Rating** | |  |  |  |  |  | | --- | --- | --- | | **Dimension** | **Planned Question** | **Notes on Response** | | Analysis, problem solving | It’s impossible for a manager/ supervisor to be aware of all the reasons an employee might be dissatisfied with on his or her job. Tell me about a time you found out about this type of a problem only after an employee quits or transferred out of your department.  Key Factors to assess:  Detect problems or opportunities  Gather all relevant information  Identity underlying issues/problems  Organise information  Recognise trends |  | | **Dimension Rating** | |  |  |  |  |  | | --- | --- | --- | | **Dimension** | **Planned Question** | **Notes on Response** | | Analysis, problem solving | At one time or another, we have all thought we had successfully handled a problem only to find we had really only affected a symptom of a larger problem. Can you tell me about a time this happened to you?  Key Factors to assess:  Detect problems or opportunities  Gather all relevant information  Identify underlying issues/problems  Organise information  Recognise trends |  | | **Dimension Rating** | |  |  |  |  |  | | --- | --- | --- | | **Dimension** | **Planned Question** | **Notes on Response** | | Initiative | We all know there is never enough time to do everything possible to exceed or even meet customer expectations every time. Tell me about a customer situation in which you did not go the extra mile and did not have enough time.  Key Factors to assess:  Be pro-active  Generate ideas for improvement  Do more than required |  | | **Dimension Rating** | |  |  |  |  |  | | --- | --- | --- | | **Dimension** | **Planned Question** | **Notes on Response** | | Attention to Details | We all have had occasions in which we were working on a function, and overlooked small detail. Describe a time when this happened to you. (What caused this to happen? What was the result?)  Key Factors to assess:  Clarify details of task  Complete all details  Maintain checklist to cover details |  | | **Dimension Rating** | |  |  |  |  |  | | --- | --- | --- | | **Dimension** | **Planned Question** | **Notes on Response** | | Innovation | Tell me about a unique approach you took to solve a problem. (How did you come up with the approach? What other options did you consider?)  Key Factors to assess:  Generate novel solution  Gather ideas from a variety of perspective  Use idea generating techniques |  | | **Dimension Rating** | |  |  | **Dimension** | **Planned Question** | **Notes on Response** | | --- | --- | --- | | Energy | Tell me about a time you had to work at a fast pace for a long period of time. (What kind of work did you do? What did you do to maintain that pace?)  Key Factors to assess:  Working long hours without losing effectiveness  Maintain a strong pace over time |  | | **Dimension Rating** | |  |  |  |  |  | | --- | --- | --- | | **Dimension** | **Planned Question** | **Notes on Response** | | Planning and organising | Tell me about a time when you were faced with conflicting priorities. In scheduling your time, how did you determine what was top priority?  Key Factors to assess:  Set priorities  Establish objectives and milestones  Estimate time and schedule activities  Identify and allocate resources |  | | **Dimension Rating** | |  |  |  |  |  | | --- | --- | --- | | **Dimension** | **Planned Question** | **Notes on Response** | | Teamwork | Interacting with others can be challenging at times. Have you ever had any difficulty getting along with peers/team members/others at work? (Tell me about a specific time this has happened. How did you handle the situation?)  Key Factors to assess:  Build relationships  Listen and respond with empathy  Exchange information freely |  | | **Dimension Rating** | |  |  |  |  |  | | --- | --- | --- | | **Dimension** | **Planned Question** | **Notes on Response** | | Coaching | Give me an example of a situation in which you successfully reinforced the performance of someone who worked for you.  Key Factors to assess:  Detect problems or opportunities  Gather all relevant information  Identify underlying issues/problems  Organise information  Recognise trends |  | | **Dimension Rating** | |  |  * Expected Remuneration  |  |  | | --- | --- | | Ask and Take Note of  Remuneration Requirements |  | |  | |  | |  | |  | |  |  * Information regarding position and organisation  |  |  | | --- | --- | |  | ✓ | | Give overview of the unit (nature, size, product) |  | | Describe organisational/departmental structure |  | | Discuss position (main activities/tasks) |  | | Outline promotional and developmental possibilities |  | | Realistic picture of working conditions, demands and standards |  |  * Opportunity for applicant to ask questions  |  | | --- | | NOTES | |  | |  | |  |  * Reference check   Obtained permission to check references YES NO  Confirm details of references   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **NAME** | | **COMPANY** | **DESIGNATION** | **TEL.** | | 1 |  |  |  |  | |  |  |  |  | | 2 |  |  |  |  | |  |  |  |  | | 3 |  |  |  |  | |  |  |  |  |  * Closing  |  |  | | --- | --- | |  | ✓ | | Check to ensure whether applicant is satisfied with the questions asked, and the way the interview was handled |  | | Tell the applicant how the best applicant will be selected |  | | Tell the applicant when the applicants will be informed of the decision |  | | Tell the applicant what the next step in the procedure will be |  | | Thank the applicant for attending the interview |  |  * Presentation  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  | ✓ |  | ✓ |  | ✓ | | **Dress** | Formal |  | Semi-formal |  | Casual |  | | **Body Posture** | Relaxed |  | Tense |  | Fidgety |  | | **Communication** | Concise |  | Vague |  | Long-winded |  | | **Voice Tone** | Clear |  | High |  | Low |  | | **Voice Tempo** | Even |  | Fast |  | Slow |  |  |  | | --- | | NOTES | |  | |  | |  |  * Signature of Interviewer(s)   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## 

# FORMATIVE ASSESSMENTS WORKBOOK

Formative Assessment 1 SO1 EEK1 & 2

**Plan and Prepare for Recruitment and Selection**

Complete the following in small groups / individually as per the instructions from your facilitator

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1.1 Select a vacant position within your organisation or your business unit. *(If there is not a vacant position select a position that you recruit for regularly)* Do the following:   * Analyse and list the duties, responsibilities and job requirements for the position * Modify the existing job description to reflect your job analysis and current needs for the position  |  |  |  | | --- | --- | --- | | **Duties** | **Responsibilities** | **Job requirements** | |  |  |  | |
| 1.2 Discuss the following in your small groups related to planning and preparing for recruitment and selection. How will you do the following in your workplace:  A selection procedure is selected or designed and is ensured to be appropriate for the specific position and in line with organisational and legal requirements.  Note: Organisational requirements could include policies regarding internal and external applicants |
| 1.3 Explain how you validate the selection procedure according to company policy:  Some of the questions you could deal with are:  Possible questions that arise in the formulation of the recruitment policy include:   * Can someone from within the organisation be promoted? * Will family members of existing employees be employed? * Will handicapped people be employed? * Will people over 65 be employed? * Will there be co-operation with other employers? * Will affirmative action / employment equity be taken into account? |
| 1.4 List the recruitment methods and resources you could be using to recruit the new staff member according to your organisation’s policies and legislative requirements: |
| 1.5 Draw up the advertisement you will place in the newspaper: |
| 1.6 Selection criteria and control procedures are developed in line with organisational and legal requirements, and avoid partiality or bias. Prepare a checklist containing selection criteria: |
| 1.7 Develop a plan that ensures effective and efficient recruitment and selection. Make sure that you address:   * Timing * Resource allocation * Contingencies * Methods for recruitment * Verification of information, * Selection * Nature and medium of communication and feedback |

*Place any extra evidence after this page, clearly marked for easy reference.*

Formative Assessment 2: SO2 AC1, 2, 3, & 4

**Recruit Applicants**

Complete the following in small groups / individually as per the instructions from your facilitator

|  |
| --- |
| 2.1 Recruitment is conducted in accordance with the plan and in such a way as to have the potential to elicit the desired response from the target market. Discuss how you will recruit internally, externally and use a recruiting firm: |
| 2.2 Discuss how you will deal with responses to your recruitment action in accordance to planned control procedures |
| 2.3 The initial screening determines if applicants meet the critical job specifications and requirements to expedite the departure of unsuitable applicants. Explain how you will go about the initial screening process. What will you be looking for? |
| 2.4 Discuss the corrective actions you will take if the initial screening does not elicit the desired responses |

*Place any extra evidence after this page, clearly marked for easy reference.*

Formative Assessment 2: SO2 AC5, 6 & 7

**Recruit Applicants (continued)**

Complete the following in small groups / individually as per the instructions from your facilitator

|  |
| --- |
| 2.5 Discuss how you will draw up a short list of potential candidates to facilitate selection |
| 2.6 Describe legislative and organisational requirements for managing an applicant database – describe how and why you would maintain the records of the recruitment process |
| 2.7 List any unplanned events related to recruitment that could happen and state how you would deal with them in accordance with the circumstances and contingency plans |

*Place any extra evidence after this page, clearly marked for easy reference.*

Formative Assessment 3: SO3

**Select Staff**

Complete the following in small groups / individually as per the instructions from your facilitator

|  |
| --- |
| 3.1 Describe how backgrounds and qualifications are validated using appropriate verification methods according to the plan |
| 3.2 Explain how candidates are assessed against the requirements of the position you advertised |
| 3.3 Candidates are interviewed using best practice techniques appropriate to the defined position. Discuss best practice interviewing techniques |
| 3.4 Which of the following interview questions are not allowed and why?   |  |  | | --- | --- | | 1. What are your strengths with respect to making decisions? |  | | 1. You have an unusual name. What nationality are you? |  | | 1. Would you be willing to work for a person who is younger than you? |  | | 1. Are you physically able to do this job? |  | | 1. Describe how you would handle a complaint from an upset customer |  | | 1. Describe your public speaking experience |  | | 1. Are you supplementing your household income? |  | | 1. What do you know about our company? |  | |
| 3.5 Draw up the list of some of the questions you will ask a prospective candidate at the interview: |
| **3.6 Role play**:   * 1. With your partner as the candidate, **conduct the planned interview** in an objective, interactive, consistent and fair manner.   2. A third learner will be the **observer** and will make notes of any discriminatory statements or questions and give feedback to the class on what s/he observed.   3. **Role play:** Now switch roles and conduct the interview again, incorporating the feedback given. Continue until all learners have had a chance to play the role of interviewer, interviewee and observer.   4. Request the observer to provide you with written feedback on the following document related to you conducting a planned interview:  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Learner Name (interviewer)** |  | | | **Date** | |  | | Conduct a planned interview  **Did the learner:** | | | **Yes/No** | | **Comments** | | | 1. interview in an objective manner? | | |  | |  | | | 1. interact with the interview during the interview? | | |  | |  | | | 1. conduct the interview in a consistent and fair manner? | | |  | |  | | | **Observer Signature** | |  | | | | | | **Observer Name** | |  | | | | | | **Observer Designation** | |  | | | | | | **Observer Contact Details** | |  | | | | | |
| 3.7 A shortlist is drawn up to reflect the results of the assessment of candidates: how will you justify the selection of candidates for the shortlist? |
| 3.8 Draw up the e-mail you will send to the short-listed candidates on the outcome of the process and the arrangements for the next stage |
| 3.9 How will you ensure that the selection decision is fair, legal, documented and justifiable? |
| 3.10 Feedback is relevant to the enquiry and the job requirements, and is given to both successful and unsuccessful candidates tactfully according to the planned time framework and legal requirements. Write the e-mail that you will send to the successful candidate |
| 3.11 Write the e-mail that you will send to the unsuccessful candidates |
| 3.12 What are the requirements for recording and documenting the procedures and decisions reached in the process of recruiting and selecting staff? |
| 3.13 Unplanned events are dealt with in accordance with the circumstances, and contingency plans are initiated: What could you wrong at this late stage of the process and how will you deal with it? |

*Place any extra evidence after this page, clearly marked for easy reference.*

## References and Further Reading

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* <http://careerplanning.about.com/od/jobinterviews/a/beh_int_lng_2.htm> for articles on competency-based interviewing
* <http://pubs.acs.org/chemjobs/employer/print/interview.html> for article on phone screening
* <http://www.wetfeet.com/employer/articles/article.asp?aid=382> for article on how to conduct an effective phone screen
* <http://wsd.dli.mt.gov/local/missoula/msoguide/chapter2_pg23.asp> for employee evaluation form

1. Article by Ivan Israelstam, retrieved from [www.labourguide.co.za](http://www.labourguide.co.za). Ivan Israelstam is chief executive of Labour Law Management Consulting. Contact him on 011-888-7944 or [labourlaw@absamail.co.za](mailto:labourlaw@absamail.co.za)   [↑](#footnote-ref-1)