best practice recruitment selection methodology and tools

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best practice recruitment selection methodology and tools

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strengthen the professionalism and adaptability of the public sector; and

promote high standards of governance, accountability and performance for public entities.

The Authority seeks to achieve its charter by working closely and collaboratively with public sector departments and agencies.

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1 introduction

1.1 purpose of this tool kit

This tool kit has been prepared to assist the the Victorian Public Service (VPS) and the broader public sector (Sector) in the application of best practice in the recruitment selection process.

This tool kit represents an end-to-end best practice recruitment selection process, from the start of the process (i.e. planning) to the end (i.e. evaluation).

Tips, tools and techniques have been produced to assist human resources practitioners to work with line management in the application of best practice recruitment selection. They can be adapted to suit specific organisation needs.

1.2 project context

The State Services Authority's (SSA) publication *Future directions for workforce planning: actions to improve workforce planning outcomes across the Victorian Public Sector* assessed the extent of workforce planning challenges facing the VPS and the Sector and proposed six strategic goals. One of these is to improve attraction and recruitment strategies.

This approach is supported by the findings of the Victorian Auditor-General in his report: *In good hands: smart recruiting for a capable public sector* (June 2005). The Victorian Auditor-General's report found that new and varied methods are needed to assess the suitability of applicants for different positions.

Arising from the recommendations outlined in the above mentioned reports, the SSA undertook a project which involved two components:

- a literature review that identifies best practice and relevant models of recruitment selection processes
- development of a methodology and tool kit to assist the VPS and the Sector with recruitment selection.

The SSA commissioned Monash University's Associate Professor of Psychology, Psychiatry and Psychological Medicine, Sally A. Carless to undertake the literature review. The research document *Literature review on best practice recruitment selection techniques* (Carless Report) identified best practice for each phase of the recruitment selection process.

The SSA with Deloitte and SACS Consulting developed a methodology and tool kit based on best practice. Information from the Carless Report was used to:

- analyse current recruitment selection practice in the VPS against identified best practice
- develop tools based on best practice to assist human resources practitioners.

The SSA will use this tool kit to promote best practices in recruitment selection techniques across the VPS and Sector.

1.3 eRecruitment

eRecruitment is an online system that provides recruiting processes to attract, screen and recruit suitable job candidates. eRecruitment can reduce the cost of the recruitment process, time taken to identify candidates and process the best candiate/s. The Victorian Government has invested in an eRecruitment system which can be used with the tips, techniques and templates provided in this tool kit.

For example, the eRecruitment system contains a standard application form that human resources practitioners can tailor to their needs. The eRecruitment system also includes a talent pool functionality, which includes details of candidates who can be contacted to apply for VPS positions.

Human resources practitioners can contact the SSA to determine how they can utilise the recruitment selection functionality in the eRecruitment system.

2 what is best practice?

The Carless Report considers best practice from the perspective of predicting who would be the best person for a role using a variety of selection methodologies.

The tips, tools and techniques in this tool kit have been developed to assist in selecting the best person for a role. Applying best practice aligns with equity priciples, meaning that existing employees are treated fairly and reasonably as only job related factors are considered in the recruitment selection assessment. In doing this, merit and other employment principles are inherent in the best practice recruitment selection process.

More information about the Victorian public sector merit and other employment principles and standards can be accessed on the SSA website at www.ssa.vic.gov.au.

2.1 best practice recruitment selection process

A clearly defined methodology for recruitment selection processes helps ensure that all necessary elements are given due consideration and occur in a timely and efficient manner to support an effective yet swift selection process. Figure 1 provides an end-to-end best practice recruitment selection process based on research.

Figure 1 outlines the main process steps for each stage of the recruitment selection process:

- Stages 1 and 2 include the recruitment activities that occur prior to assessing candidates for selection i.e. planning the recruitment selection process, undertaking job analysis to determine the recruitment criteria and developing key selection criteria and position descpritions based on the job analysis.

  Attraction is undertaken in Stage 2. The tool kit provides a short overview of key considerations for advertising. However, as attraction is a large subject area on its own, this tool kit provides some tips (in *P1: Planning template*) but does not comprehensively cover this stage of the recruitment process.

- Stage 3 includes the specific selection steps which take place to make a selection decision i.e. the selection methods to make the right decision.

- Stage 4 includes the steps that need to take place to support the selection decision. Onboarding and evaluation of the selection methods and process are integral to a good recruitment selection process.

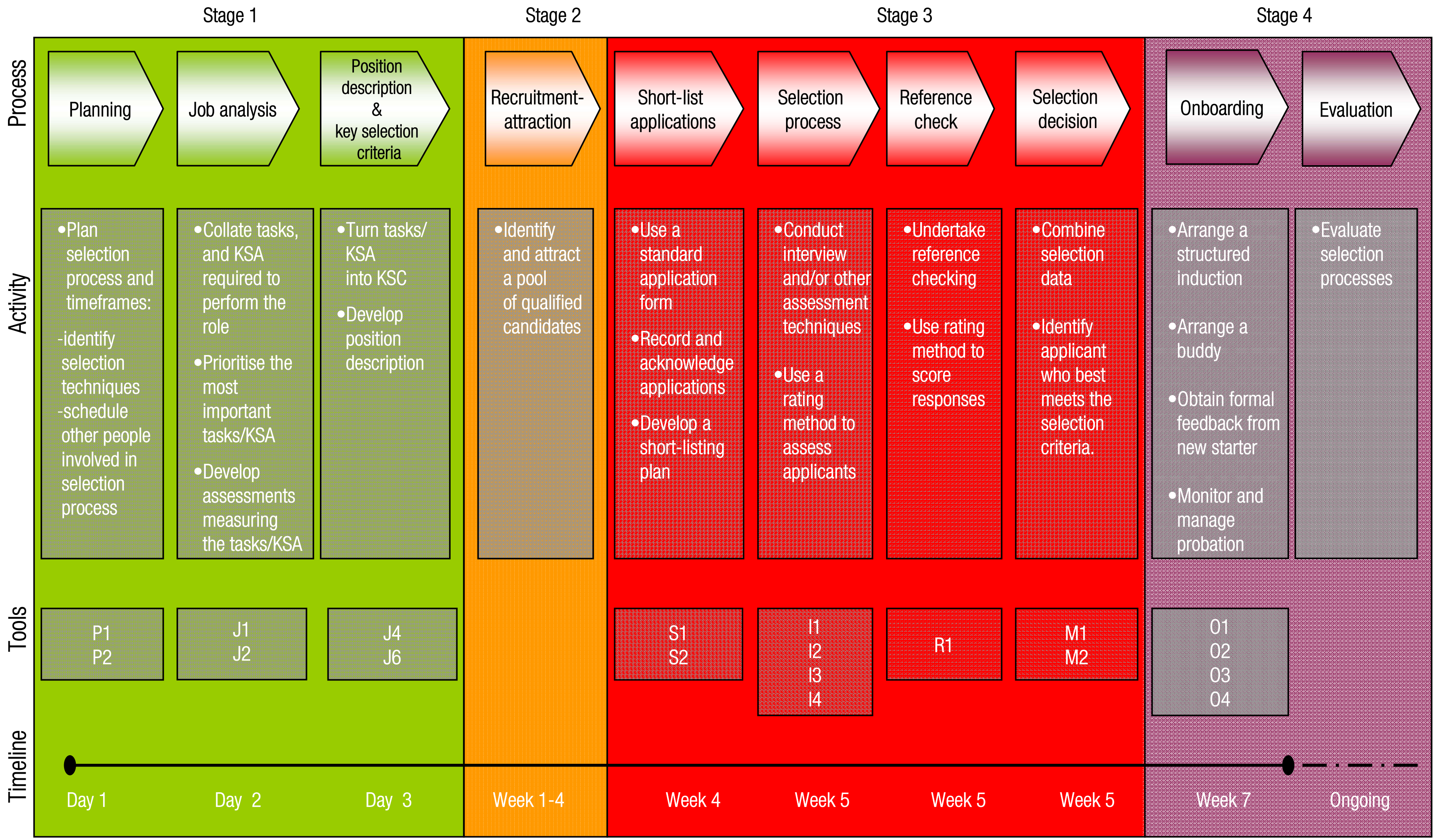
The “activity” row includes key broad tasks associated with each step in the recruitment process. The “tools” row includes the references to the templates available in this tool kit to support the particular recruitment selection step. For example, P1 refers to the planning template that is available in section 4 of this tool kit. The templates in this document also make reference to the other relevant tools provided in this tool kit by referring to the letter and number i.e. P1.

The timeline[1] outlined in Figure 1 are the recommended timeframes for each stage of the recruitment selection process. Basing recruitment activity on these timeframes provides a more efficient process for both the organisation and the applicants.

TIP : Add specific mandatory checks e.g. police checks into the process outlined in Figure 1 as relevant to your organisation. For example for child protection roles, applicants should have either completed police check to apply for the role or only candidates who reach interview stage would be asked to undergo a police check.

[1] The timeframes are based on the Australian Public Service Commission's publication *Better, Faster: streamlining recruitment in the APS.*

Figure 1 Best practice recruitment selection process



KSAs = knowledge, skills and attributes

KSC = key selection criteria

3 outline of this tool kit

This tool kit follows the best practice recruitment selection process outlined in Figure 1 (see above) and provides further information on how to undertake the following key process steps:

Planning	planning should take place prior to any recruitment selection process.
Job analysis	job analysis is critical to selection best practice. It involves analysing the job to understand it in terms of the requisite knowledge, skills, and attributes that will result in successful outcomes.
Screening and short-listing	screening and short-listing supports an efficient assessment process of applicants through assessing candidates against relevant criteria to reducing the applicant pool to a more manageable size.
Interviewing and additional assessment	behaviourally based interviewing techniques and additional assessments (i.e. psychometric assessments) give a rounded understanding of applicants and insight into past experience.
Reference checking	reference checking is used to clarify and confirm information gathered through the other stages by asking structured questions of an applicant's former employers and the like.
Selection decision	statistically combining recruitment selection data (by aggregating applicants' scores) rather than making a global decision about the best applicant is the most effective method of decision making.
Onboarding	a formal onboarding program facilitates a newcomer's adjustment into an organisation, which in turn positively influences job performance and intention to remain.

Each section in the tool kit is supported by:

- a summary overview of what constitutes best practice for each recruitment selection stage
- tips, tools and templates to assist in the implementation of best practice recruitment selection techniques and practices
- reference to additional resources.

The accompanying CD includes:

- the research document *Literature review on best practice recruitment selection techniques*
- this tool kit
- the cost benefit tool and user guide
- user friendly templates referred to in the tool kit.

additional tools

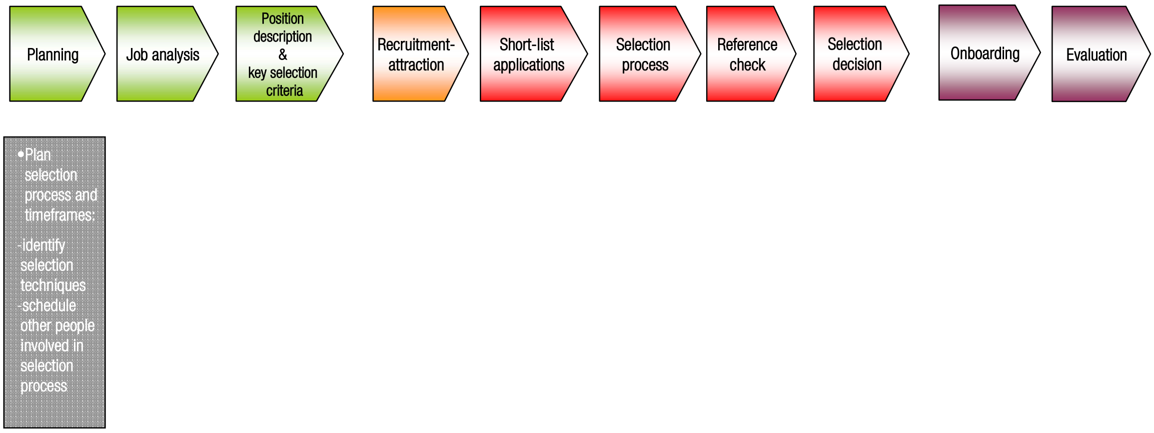
Gap analysis assessment tool	can be used to assess and score recruitment selection processes against those defined as best practice. This tool assists in identifying recruitment selection areas for improvement.

Cost benefit tool	can be used to calculate the incremental value of the application of best practice. This tool assists understanding the costs and benefits of changing from existing recruitment selection techniques to those identified as best practice.

A glossary of terms is included in Appendix 1.

4 planning

overview of best practice



Upfront planning includes thinking about the steps in the recruitment selection process early and scheduling the activity, resources and time. It is an important aspect in the recruitment selection process as it ensures the best process is followed, helps to manage time constraints and streamlines the recruitment selection process for both the organisation and applicant.

Good planning also positively affects applicants' experience of the recruitment selection process and on their perception of the organisation. This in turn, influences their likelihood to complete the recruitment process and accept an offer of employment.

Reference to 'planning' and 'the process' in this tool kit includes the administrative activities underpinning the recruitment selection process, applicant care management and evaluation of the selection process.

Planning and assessment templates are provided in this section to assist in thinking of and planning for the detailed steps involved in the recruitment selection process. The planning and assessment templates refer to other relevant processes and templates within the tool kit for more specific information.

TIP : Planning is especially important to meet time and resource constraints.

tools and techniques

TOOL	DESCRIPTION
P1: Planning template	This document is a template for planning the actions and timeframes that relate to the recruitment selection process.
P2: Assessment plan template	This document provides guidance on planning the recruitment selection techniques that will be used to capture necessary information to underpin an informed and appropriate decision.

P1: planning template

This template provides a planning tool for the recruitment selection process. It provides an easy method to clearly record the specific activities, persons responsible and due dates for activitly related to your recruitment.

This template should be used with the further tips, tools and techniques that support each step relating to the activities provided in this tool kit.

TIP: The planning template also provides a good opportunity to think about how and when you will contact applicants. In a tight labour market, regular contact and maintaining a good relationship with applicants becomes more important.

Complete this template by recording the particular steps involved for each activity, including who will undertake the step and by when. Where applicable, in the steps column there are references to other templates and relevant sections in the tool kit which can assist in undertaking a particular recruitment selection activity.

Stage 1

Activities	Steps	Person responsible	Due
	(Add additional detail to activities if required)	*(Identify person responsible for completing this activity)*	*(Date activity should be completed)*
Plan selection process and time line		*Hiring manager*	*Day 1*
Determine how many interviews you would like to conduct later in the process (i.e. 5). Schedule the interview panel and block out appropriate times to conduct the interviews	*Schedule interview times with panel members* *Book interview rooms*	*Hiring manager*	*Day 1*
Analyse job requirements and determine the requisite knowledge, skills and attributes	*Refer to J1 and J2: How to determine the requisite knowledge, skills and attributes*	*e.g.* *Line manager* *Incumbent*	*Day 2*
Develop key selection criteria	*Refer to template J4: how to develop key selection critera*	*e.g. HR consultant/line manager*	
Develop/revise position description	*Refer to template J6:developing/revising position descriptions*	*e.g. HR consultant/line manager*	
Develop behaviour-oriented interview questions and descriptively anchored rating scales to score interview responses	*Refer to section I1 and I2: How to turn key selection criteria into interview questions, how to use a descriptively anchored rating scale*	*e.g. HR consultant/line manager*	
Develop scoring criteria for short-listing and other selection	*Refer to template S2: short-listing plan and I2: how to use a*	*e.g. HR consultant/line*	

techniques to be used	*descriptively anchored rating scale*	*manager*	
Consult with a professional (i.e. your HR consultant, an organisational psychologist, etc.) to identify the appropriate tests to assess the key selection criteria			
Check. Review Stage 1			

Stage 2

Activities	Steps	Person responsible	Due
	(Add additional detail to activities if required)	*(Identify person responsible for completing this activity)*	*(Date activity should be completed)*
Identify and attract a pool of qualified candidates	*Consider the following:* - *Develop a good understanding of your target audience.* - *Understand the general trends in supply and demand for the skills set you are recruiting.* - *Know your competition. Are other organisations currently recruiting for or terminating employees for a similar role?* - *Market the vacancy. Assess whether the vacancy should be advertised using whole of Government branding or Departmental/Agency branding.* - *Collect data on all recruiting methods to measure the return-on-investment in terms of number and quality of hires yielded relative to source investment.*		
Check. Review Stage 2			

Stage 3

Activities	Steps	Person responsible	Due
	(Add additional detail to activities if required)	*(Identify person responsible for completing this activity)*	*(Date activity should be completed)*
Record and acknowledge applications			
Short-list/screen candidates	*Refer to S2: Short-listing plan*		
Advise successful and unsuccessful candidates of short-listing/screening outcome			
Conduct interview	*Refer to section 8 interviewing and additional assessment*		
Have a suitably qualified professional administer additional assessments (i.e. psychometric assessment)	*Refer to template I4: additional assessment techniques*		
Identify method of combining data	*Refer to section 10 making a selection decision*		
Identify best applicant	*Refer to section 10 making a selection decision*		
Appoint successful applicant/s and advise unsuccessful applicants (and provide feedback)			
Check. Review Stage 3			

Stage 4

Activities	Steps	Person responsible	Due
	(Add additional detail to activities if required)	*(Identify person responsible for completing this activity)*	*(Date activity should be completed)*
Arranged a structured induction process	*Refer to template O1: structured induction process*		
Arrange for a buddy	*Refer to template O2: the buddy system*		
Obtain formal feedback from the new starter	*Refer to template O3: managing job expectations*		
Monitor and manage probation	*Refer to template O4: probabtion periods*		

Evaluate selection processes	*Collect relevant data to either undertake a validity and/or retention study*[2]		
Check. Review Stage 4			

[2] Validity studies are where recruitment selection methods are correlated with an appropriate outcome measure e.g. assessment centre with a measure of work performance. Retention studies are where the turnover rate of new appointments within specified timeframes is monitored.

P2: assessment plan

This template is used to record the selection techniques that will be used to test each key selection criteria (KSC) throughout the recruitment selection process. It helps ensure an appropriate and sufficient amount of information is collected from applicants to maximise the quality of the selection decision. Use this template prior to advertising to assist you when the selection decision stage of the recruitment process commences.

instructions to complete the assessment plan

1. Undertake job analysis to identify the knowledge, skills, and attributes (KSA) that are required to succeed in the role. From this, develop KSC that will be used to assess the degree to which applicants possess the requisite KSAs.

    - Refer to *J1: job analysis process flow diagram* and *J4: how to develop key selection criteria.*

2. Complete the KSC in the assessment template.

    - For example, "ability to manage budgets".

3. Determine the selection techniques to be used to assess the KSC.

    - An example of selection techniques may be an application form, behaviour-oriented interview, psycholometric testing and reference checking.

4. Complete the selection techniques in the assessment template in the left hand column.

5. Indicate the selection techniques that assess each KSC with an 'x'.

The template below includes examples in italics.

Selection technique	Key selection criteria (KSC)			
	KSC 1 *e.g. ability to manage budgets*	KSC 2 *e.g. knowledge of financial modelling*	KSC 3 *e.g. relevant tertiary qualification (CA/CPA qualified)*	KSC 4 *e.g. flexible and adaptable*
e.g. Application form			×	
e.g. Interview		×		
e.g. Psychometric testing (i.e. aptitude)	×			
e.g. Reference checking	×	×		×

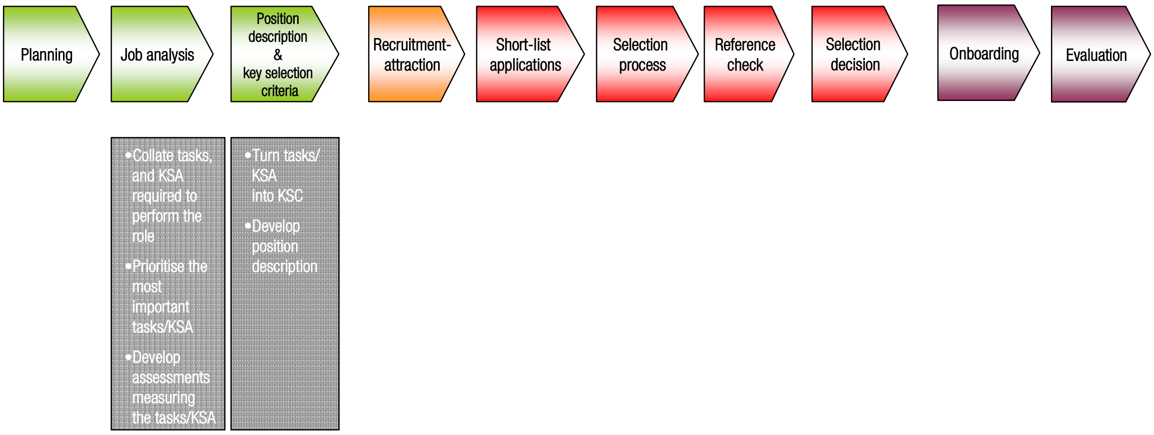
additional resources and links

For further information on the administration of the recruitment selection process, refer to:

- Carless, S.A. Literature review on best practice recruitment selection techniques, 2007
- Recruiting Roundtable. Achieving operational excellence in recruiting: a new framework for breaking the quality-time compromise, Corporate Executive Board, 2005
- Australian Public Service Commission. Better, faster: streamlining recruitment in the APS, Commonwealth of Australia, 2007 (available at www.apsc.gov.au).

5 job analysis

overview of best practice



Job analysis involves determining the **knowledge, skills and attributes**[3] (KSA) required to perform in a particular role.

Job analysis is critical to selection best practice because it is the foundation of a high quality selection process. The Recruiting Roundtable research indicates that an effective job analysis contributes 22% to the successful hiring of a quality applicant.

Job analysis informs the position description and identifies the key selection criteria (KSC). A poor job analysis may adversely affect the quality of outcomes, irrespective of how well the rest of the selection process is executed. For example, without proper job analysis, interviewers may develop incorrect beliefs about the job requirements and hire a person unsuitable for the role.

The job analysis process and a diagram depicting the key steps are provided in *J1: job analysis process flow diagram*.

TIP 1: Relying on existing position descriptions when filling a vacant position is not best practice. Undertaking a structured job analysis helps identify what is really required for the position.

TIP 2: The job analysis process is aided by the use of the *Victorian Public Employment Capability Framework Card Set* or the *VPS Employment Capability Framework Card Set.*

TIP 3: Job analysis should involve both the current incumbent and hiring line manager in determining the KSC (which are informed by KSA) and requisite job outcomes/key result areas.

TIP 4: Hiring line managers can benefit from seeking assistance from their human resources suppport and/or training in undertaking job analysis.

[3] The term 'attributes' is used instead of 'abilities' as this enables the capture of the inherent person requirements that are additional to the 'learned' abilities of a person.

tools and techniques

TOOL	DESCRIPTION
J1: Job analysis process flow diagram	This document provides a step-by-step process for conducting a job analysis.
J2: How to determine the required knowledge, skills and attributes	This document provides advice on how to use the information gathered from the job analysis to determine the critical knowledge, skills and attributes required to perform in the role.
J3: How to determine job outcomes/key result areas	This document provides advice on how to determine the outcomes of a role and why this is important.
J4: How to develop key selection criteria	This document provides advice on how to turn the knowledge, skills and attributes required to perform in the role into key selection criteria by which to assess applicants.
J5: Assessing person-organisation fit	This resource outlines how person–organisation fit can be assessed.
J6: Developing/revising position descriptions	Once the knowledge, skills and attributes and the key selection criteria have been determined, position descriptions need to be developed/revised to include the additional information. This document provides advice on what a best practice position description should include.

J1: job analysis process flow diagram

The diagram below in Figure 2 depicts the steps to the job analysis process. Details of each step are supported by the tools, techniques and tips provided in tools J2 to J6. The key steps are as follows:

1. Understand the tasks related to the current job
   - Observe or interview job experts (i.e. the incumbent and the line manager) to develop a list of tasks performed on the job. Alternatively, an online tool such as O*NET[4] can be used to review the task descriptions.
   - Tasks include role responsibilities and duties, that is, what the person actually *does* in the role – i.e. processing applications, writing reports, presenting to committees.

2. Understand the knowledge, skills and attributes required for the job
   - Observe or interview job experts to develop a list of knowledge, skills and attributes (KSA) that the applicant must possess upon entry to perform the role effectively. This is distinct from that which can be learnt on the job. Refer to *J2: how to determine the required knowledge, skills and attributes* and *J3: how to determine job outcome or key result areas*.
   - Ask job experts to rate which job tasks and KSA are most critical for effective performance.

3. Turn the knowledge, skills and attributes into key selection criteria
   - From the KSAs that have been identified as necessary to perform in the role, develop clear and unambiguous KSC to assess the degree to which applicants possess the requisite KSA. Refer to *J4: how to develop key selection criteria* for more information.
   - Select or develop recruitment selection techniques that measure the KSA.

4. Review position description
   - Develop or modify current position descriptions to reflect the KSC identified by job analysis. Refer to *J5: assessing person-organisation fit* and *J6: developing/revising position descriptions* for more information.

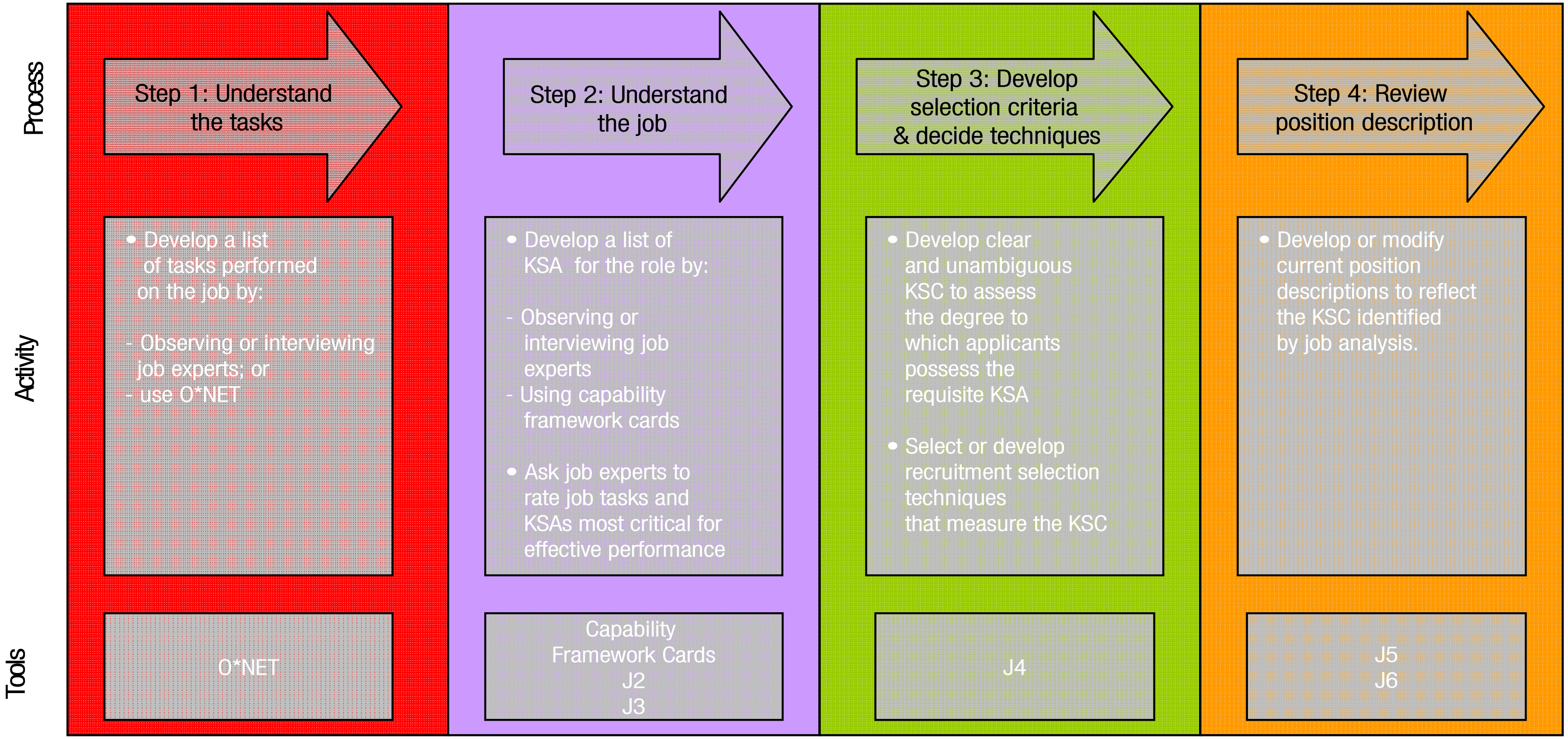
TIP : Use job analysis to also identify the parameters you have for negotiation i.e. if you do not get a candidate that meets all the job requirements, can you be flexible on:

- Providing training to develop an applicant who demonstrates potential to meet the KSC in time
- Redesigning the job to meet the requirements of the applicant – this may include job sharing or changing a full time role to part time
- Offering flexible work hours
- Providing remote access to organisational systems to allow working from home.

Refer to Figure 2 below.

[4] O*NET is a free on-line resource which can used as a starting point for a job analysis process. It provides information on both the task and person requirements. It is available at www.online.onetcenter.org.

Figure 2 Job analysis process flow diagram



KSA = knowledge, skills and attributes

Job experts = incumbent and hiring line manager

O*NET is a free on-line resource which can used as a starting point for a job analysis process. It provides information on both the task and person requirements. It is available at www.online.onetcenter.org.

Capability Framework Cards = *Victorian Public Employment Capability Framework Card* or the *VPS Employment Capability Framework Card Sets*

J2: how to determine the required knowledge, skills and attributes

To successfully perform the tasks of a role there are certain knowledge, skills and attributes (KSA) that a person requires.

Knowledge	Skills	Attributes
what the person needs to know in order to perform in the role	the specific skill/ability needed to meet the required outcomes of the role	personal characteristics/style/values relevant to perform in the role and to align with the organisation
e.g. qualifications	e.g. problem solving	e.g. conceptual and analytical ability

KSA can be described as enduring skills or abilities and/or trait-like features. The competencies and characteristics help identify which applicants are most likely able to perform in a particular role.

The table below provides a brief example of KSA which may relate to a position, it is by no means and exhaustive list.

Example of KSA for a Human Resource Advisor role	
Required knowledge (K)	• Tertiary knowledge in relevant discipline • Knowledge of industrial relations including enterprise agreements • Knowledge of equity and merit based recruitment principles • Knowledge of training and development processes
Required skills (S)	• Communication skills (written and oral) • Negotiation skills • Skilled in change management • Influential skills
Required attributes (A)	• Collaborative team player • Empathetic • Innovative thinker and problem solver • Sets high goals to achieve – driven and motivated

instructions to develop KSAs

The hiring line manager and incumbent should work together to determine which KSA are necessary to perform the role.

- Refer to the existing position description, and add or remove KSA after assessing the *current* requirements of the role (this is done by the hiring manager observing incumbents or interviewing incumbents to develop a list of tasks)
  - use the O*NET resource for guidance on what *tasks* are involved in the role. It is available at www.online.onetcenter.org.
- Use the O*NET resource for guidance on what *general* KSA are necessary
  - O*NET provides descriptors for occupations and the related tasks, knowledge, skills and abilities/attributes, among various other categories of information on occupations.

- Use the *VPS Employment Capability Framework Card Set*, *Victorian Government Recruitment Capabilities Card Set* or *Victorian Public Employment Capability Framework Card Set* to determine which KSA are required for the role.
  - These card sets assist in identifying the knowledge, skills, specialist expertise and attributes required to perform a specific role.

Once the KSA for the job are determined, the next step is to understand what the key outcomes or key result areas are for the role. That is, determine how in time you will know the new employee has been a successful hire – refer to *J3: How to determine job outcomes or key result areas*.

TIP: The *Employment Capability Framework Card Set, Victorian Government Recruitment Capabilities Card Set* or *Victorian Public Employment Capability Framework Card Set* can help to determine:

- which KSA are critical to perform in the role (must haves)
- which are desired for the role (nice to haves)
- which are not necessary/not utilised in the role (not applicable).

This resource can also help determine the critical skills required before starting in the role and those that can be learnt on the job.

J3: how to determine job outcomes or key result areas

After determining what tasks and knowledge skills and attributes are required for the role, it is important to decide what the new employee is to *achieve* in this role. That is, determine what key result areas (or outcomes) are necessary to have achieved in order for the new employee to be considered "successful". Determining the key result areas/job outcomes for the role clarifies both expected outcomes and expected performance levels for applicants.

The outcomes of the role should be determined using the SMART goal setting principle:

- S = specific
- M = measurable
- A = appropriate
- R = realistic
- T = time-bound

An example of a key result area is 'Decrease workplace accidents by 5% over the next 12 months'. This simple key result area matches the SMART principle.

TIP: There is a need to move away from 'recruitment vacancy' towards 'recruitment to capability'. This requires a far greater need emphasis on planning for recruitment than waiting for vacancies to appear.[5]

It is important to identify key result areas that are typical of the role and are flexible enough to evolve with the job or be transferable to other areas of the organisation. It is beneficial for the new employee to understand what it is they are to achieve in the role, rather than simply understanding the tasks they are to undertake. This process results in practical goal setting, which research has indicated enhances job satisfaction and engagement.

The identified job outcomes or key result areas may be included in the position description as it is best practice to assess applicants against whether they have the knowledge, skills, and attributes to achieve the role's outcomes. The benefit of including key result areas in the position description is that this process ensures applicants are aware of the success measures for the role.

The table below provides a a set of example key result areas which may be related to a Human Resource Adviser role. It is by no means an exhaustive list.

Example key result areas for a Human Resource Adviser role

Key result area	Measurement
Continue the implementation of the Cultural Change Program over the next two years	The steering committee deems the successful implementation of the cultural change program
Maintain ongoing strong relationships with the Unions	Strong relationships are maintained, and industrial disputes kept to a minimum
Facilitate 360 Degree Feedback for line managers within a 12 month cycle	Feedback is delivered in an open and constructive way, and development programs are implemented
Train staff in how to fully uitilse the current human resources systems within a six month timeframe	All staff understand how to correctly use the system, human resource systems are effectively functioning and are in line with best practice

[5] *Future directions for workforce planning: analysis and discussion*, State Services Authority, 2007

J4: how to develop key selection criteria

Information obtained from undertaking the activities in steps 1 and 2 of the job analysis process is used to develop the key selection criteria (KSC) that is to be used to assess whether applicants have the requisite knowledge, skills and attributes (KSA).

KSC are used to assess applicants on past behaviours and experiences in order to determine whether they have *demonstrated* they have the requisite KSA, as opposed to simply saying they meet the criteria.

Key considerations in developing KSC include:

- Is the KSC *critical* to the role (i.e. a *must* have)? Or is the KSC just a bonus if the applicant has it (i.e. a *nice* to have)?
  - if the KSC is not critical, it is not a *key* selection criterion and should not be included.
- KSC should be stated in clear and unambiguous language.
  - Is the criterion succinctly described?
- All types of candidates, irrespective whether they are from the VPS, the Sector or the private sector, should be able to understand the language being used.
  - Does the KSC contain government-specific jargon?
- The criterion should be worded so that the applicant is encouraged to recount a past experience where they have demonstrated a particular KSA.
  - A KSC should be behaviourally based, e.g. ‘please give an example of a time you demonstrated your ability to learn quickly and effectively’.

TIP: Review the KSC used previously for recruitment:

- were they essential to the roles?
- were they clear and unambiguous?
- would they have appealed to a wide target audience?

- Five or six KSC are usually sufficient to assess the requisite KSA.

Examples of behaviourally based KSC include:

- *Please give an example of a time where you demonstrated your research, conceptual and analytical skills.*
- *Please describe a time when you had to manage complex budgets.*
- *Please tell of a specific experience when you had to prepare timely, clear and concise reports.*

TIP: When to use KSC to assess candidates

Assessing candidates against behaviourally-oriented KSC is important in order to comply with best practice selection processes. In light of the tightness of the current labour market however, it is important to ensure that the use of KSC does not place additional demands on candidates.

For example, general practice in the VPS is to ask applicants to respond to KSC at the first stage of the selection process as part of their original application. This approach can prevent some candidates from applying for roles, especially candidates who have not worked for government before. It can also extend the shortlisting time as it requires assessors to read through responses to KSC for each applicant.

Given that best practice outlines KSC are to be behaviourally-oriented, an alternative approach to assessing whether a candidate meets the KSC is to utilise it in the behaviour-oriented interview stage. This approach has the potential to expedite recruitment selection while ensuring best-practice processes are followed.

J5: assessing person–organisation fit

Person–organisation fit is the extent to which an individual's values match those of the organisation. This is sometimes known as a 'culture match' or 'culture fit'.

To determine whether a candidate aligns with the organisational culture, that culture must first be defined. A culture assessment can be at the overall organisational level, at the area level or at the team level and is best conducted by a qualified individual (i.e. human resources practitioner or organisational psychologist). Once the culture has been appropriately defined, the degree of alignment between that and any candidate can be better assessed.

If candidates are to be assessed for their degree of cultural fit with the organisation, it is important to ensure that the desired organisation values are legitimate and meaningful to organisational objectives (e.g. 'demonstrate high level of commitment to social justice'). Another important consideration is ensuring that diversity of work preferences are taken into account when trying to assess person–organisation fit.

There is no robust measure currently available to effectively assess an individual's degree of fit with an organisation, although there are alternative methods that may offer some insight as to the degree of aglignment. These methods could include:

- clearly stating organisational values in the position description so candidates can self-assess their degree of fit with the organisation
- using behaviour oriented interview questions to determined person-organisation fit
  - key attributes determined through job analysis can assist in determining the level of fit
  - e.g. the attribute is 'demonstrates a commitment to quality customer service'
  - the following behaviour oriented interview question assesses the applicant

    Please give me an example of a complex customer service issue you needed to deal with recently – what was the issue and how did you resolve it?

- asking pertinent reference check questions around an individual's values:

    Please describe a time when … demonstrated a commitment to customer service.

    Was this typical of the way … dealt with customers?

J6: developing/revising position descriptions

Position descriptions should be developed or revised each time a position becomes vacant or a new one is created. This is due to the evolution of positions through organisational change, and through each unique incumbent that undertakes them.

The job analysis process should be used to inform the development/revision of the position description (see J1 and J2). As previously described, undertaking the job analysis determines the *current* tasks, knowledge, skills, attributes, and key result areas that go to forming the position description.

Key considerations for a position description are:

- clearly outline the tasks required of the role as determined through the job analysis process
- clearly outline the requisite knowledge, skills and attributes (KSA) as are determined by the job analysis process
- include key selection criteria (KSC) that measure the KSA required for the role in clear and unambiguous language with no jargon
- clearly state organisational values in the position description so candidates can self-assess their degree of fit with the organisation
- state the job outcomes/key result areas in the position description. Through including the goals the new employee is to achieve in the position description, applicants are made aware of the success measures for the role and better understand that they will be assessed to determine whether they have the knowledge, skills and attributes to achieve these outcomes/results.

A sample position description is provided in the following section.

position description template

This is a standard position description template. The information in this template is completed after a job analysis process is undertaken for the position. Instructions are provided in italics in each text box. Enter the relevant information in the text boxes under each heading.

TIP: Add an additional text box for any mandatory requirements that maybe required for the role e.g. police check.

Part A: Organisation values

Organisation values
(State the values promoted by your organisation, not those of the VPS or Sector. Clearly stating your organisation values allows candidates to self assess their fit.)

Part B: Position specification

Role title			
Division:			
Group:		Classification level:	
Reporting structure:	Reporting to … Direct reports …		

Position statement
(Provide a succinct statement of why the position exists and what the objectives of the role are.) In this role, the incumbent will be required to … The desired outcomes/results of the role will be … these will be measured by… *(Ensure the key outcomes are specific, measurable, appropriate, realistic and time bound.)*

Responsibilities
(Outline the key duties and tasks that the incumbent will be required to undertake.)

Delegations, authority levels and decision making
(Outline the delegations, levels of authority and decision making the incumbent will have. Include decisions to be made by the incumbent, as well as referrals to higher authority, e.g. financial delegation.*)*

Part C: Person specification

Qualifications
(Indicate the educational or professional qualifications the incumbent needs and whether this is mandatory or desired.)

Key knowledge areas
(Outline the key areas of knowledge – technical or role specific – the incumbent needs.)

Key skills/abilities
(Outline the key skills/abilities the incumbent needs to meet the required outcomes of the role.)

Personal attributes
(Outline the key personal characteristics the incumbent needs to possess in order to perform the role.)

Experience (including length and depth of experience requirements)
(Outline the type of work experience the incumbent needs, including the length and depth of experience.)

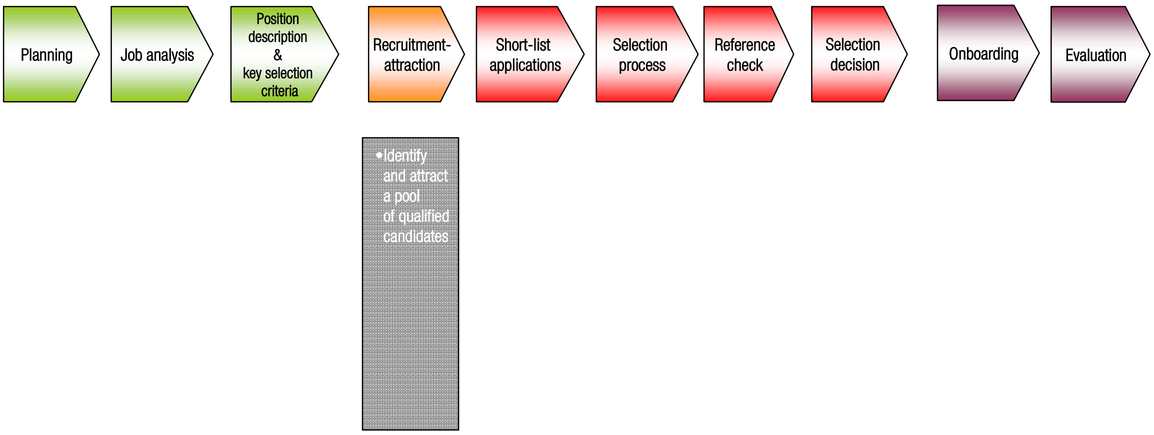
additional resources and links

For further information on job analysis, refer to:

- Carless, S.A. *Literature review on best practice recruitment selection techniques*, 2007
- Recruiting Roundtable. *Achieving operational excellence in recruiting: a new framework for breaking the quality-time compromise*, Corporate Executive Board, 2005
- *VPS Employment Capability Framework Card Set, Victorian Government Recruitment Capabilities Card Set* and *Victorian Public Employment Capability Framework Card Set*
- Australian Public Service Commission. *Better, faster: streamlining recruitment in the APS*, Commonwealth of Australia, 2007 (available at: www.apsc.gov.au)
- organisational value statements
- existing position descriptions
- O*NET website (http://online.onetcenter.org/)
- Public Sector Standards Commissioner. *Guidelines: merit in employment*, 2006 (available at www.ssa.vic.gov.au)
- Public Sector Standards Commissioner. *Standards: application of the public sector employment principles*, 2006 (available at www.ssa.vic.gov.au).
- State Services Authority's publication *Future directions for workforce planning: analysis and discussion*, 2007 (available at www.ssa.vic.gov.au).

6 recruitment – attraction

overview of attraction



Attracting the right candidates to apply for vacant roles is an important step in the recruitment selection process. Essentially attraction, including advertising is a chance for organisations to market and sell the position and its organisation. In a tight labour market, this is particularly an important aspect. It's also important to understand if attraction is done well, this in turn positively affects the recruitment outcomes and is a key lever for retention.

As attraction is a subject area that requires comprehensive research, this section only provides an overview of recruitment advertising factors for consideration[6].

factors for consideration

Develop a good understanding of your target audience

- Undertake research to find out who your target audience is – find out about where the target audience is.
- Have you undertaken a job analysis to identify key requirements for the role? What about what your organisation offers? What are the benefits? What is your organisation's value proposition?
- What are the media consumption habits of your target candidate groups?

Understand the current labour market

- Do you understand the general trends in supply and demand for the skills set you are recruiting for?
- How easy will it be to find candidates with the skills set in the current local, regional, national and international labour market?
- What does the current labour market offer in terms of salary and/or benefits for the type of role you are recruiting for?

[6] This information has been incorporated from the Recruiting Roundtable's research *Breaking the Quality–Time Compromise* (2005).

- What do long-term talent supply trends look like? Are the skills set or position you are recruiting for likely to get easier or harder to source?
- How closely does your job description match the profile of candidates available on the job market?

TIP: Understanding your current labour market will also help to inform how you undertake your recruitment selection process. In a tight labour market, an expeditious recruitment process is important.

Know your competition

- Are other organisations currently recruiting for or terminating employees for a similar role?
- How similar are other organisations' position descriptions to your's (i.e., are you competing for the same talent)?
- How strong is the demand for the skills set and/or the role you are recruiting for?
- Where are other organisations typically sourcing for individuals of this profile?
- What salaries are other organisations offering for a similar role?
- What is happening in the international environment that may be influencing shortages in the labour sector you are trying to reach?

Market the role

- Assess whether the vacancy should be advertised using whole of Government branding or departmental/agency branding.
- Is the language you use in advertisement relevant to your audience?
- Sell the benefits of working for your organisation.
- What advertising/communication channels have you considered?

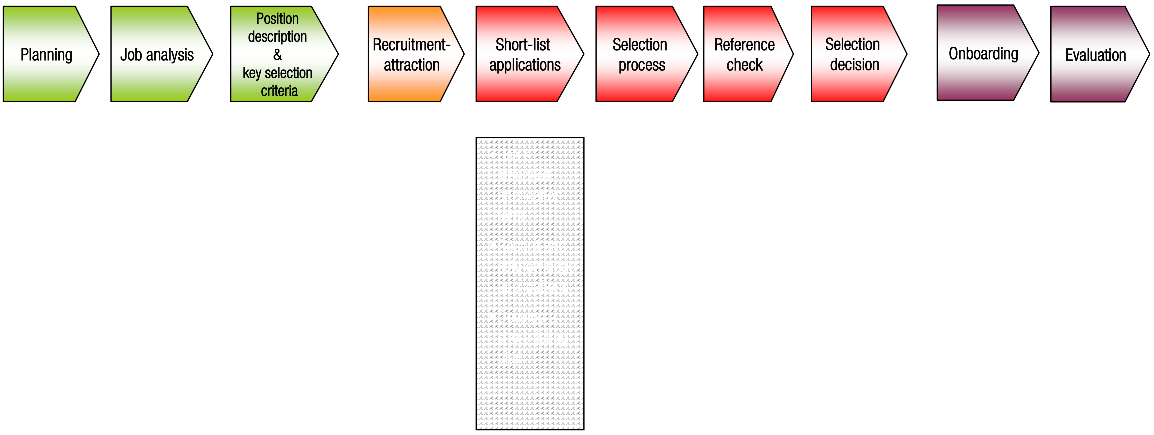
Monitor and review

- Collect data on all recruiting methods to measure the return-on-investment in terms of number and quality of hires yielded relative to source investment.
- Consider the following when deciding on a recruiting method:
    - Be selective in the strategy you use for posting vacant positions. Rather than posting vacancies on multiple websites, focus only on those that give you high-quality candidates.
    - Leverage your networks with recruiters at other organisations and information gathered from recruiting publications to learn which third-party web sites are most effective.
- Keep a record of recruiting methods used, the costs and the appointment of candidates that directly correlate with the recruiting methods used.

TIP: Note that attraction methods for regional and rural recruitment will need to be different to those for metropolitan areas. It is important to ensure that you understand the particular factors facing regional and rural recruitment prior to advertising.

screening and short-listing

overview of best practice



The **screening** and **short-listing** process involves determining which applicants meet the minimum key selection criteria (KSC) to perform the job satisfactorily (screening) and/or ranking applicants to progress to the next stage of the selection process (short-listing). For ease of understanding, this process shall be referred to as “short-listing” in this document.

Short-listing candidates supports an efficient applicant assessment process through assertaining whether they meet the relevant criteria to reduce the applicant pool to a manageable size. The Recruiting Roundtable research states that an effective short-listing process based upon the foundations of a solid job analysis contributes 8% to a successful hire.

Best practice in short-listing applicants include:

- using a standard application form (refer to *S1: standard application form* for more information); this form should:
  - standardise the format and information collected from applicants to reduce potential subjectivity in the assessment process
  - contain statements indicating that the form has been reviewed for fairness and equity
  - communicate who sees the information, privacy and how information will be used in the selection process
  - state that applicants may be required to verify the information provided
- using a scoring procedure to evaluate whether applicants meet the KSC or determine ranking for the next stage of the selection process (refer to *I2: how to use a descriptively anchored rating scale* for more information)
- developing, where possible, a talent pool (with the applicant’s permission) of those who were not successful for this particular position but who may be suitable for an alternative position.

TIP : In a tight labour market, give consideration to candidates who show the potential to meet all KSC in time through training.

tools and techniques

TOOL	DESCRIPTION
S1: Standard application form	This document provides guidance on the content of the application form in line with best practice.
S2: Short-listing plan	This document provides guidance on how to short-list applicants who will progress to the next stage of the selection process. It highlights the need to identify key selection critieria and the minimum skills or experience levels applicants are required to possess. It contains a template for short-listing applicants.

S1: standard application form

The use of a standard application form means that applicants can be equitaby compared on content provided. The use of a standardised application form provides a more transparent and objective approach to recruitment than traditional resume screening as it reduces the risks of assessing applicants on non-job relevant criteria, e.g. résumé style/presentation.

question design

Questions contained in the application form should not:

- be unfair or biased
- contravene equal opportunity laws by containing potentially discriminatory questions, such as the candidate's gender, date of birth, etc
- be unrelated to job success.

Suggested areas to include in the application form are:

- *education*: qualifications obtained
- *employment/work experience*: with sections to outline previous position title, responsibilities and achievements in job roles
- *competency based questions*: questions requiring candidates to demonstrate how they meet the key selection criteria
- *referee details:* these should ideally be work-related referees who in some way managed the individual (i.e. not a peer).

statements

Instructions and questions in the application form may influence whether candidates:

- apply for a job
- react favourably to the organisation
- are likely to accept an offer of employment.

Therefore it is important that the application form should state:

- that the application form has been reviewed to ensure it is job related and fair (if such a review has taken place)
- who will see the information
- how applicant responses will be used to arrive at a selection decision.

Applicants should also be reminded of the importance of providing accurate information. The application form should contain the following:

- a statement indicating the consequences of providing false information
- a statement that all information provided by applicants may be thoroughly checked and/or the applicant may be asked to produce evidence should it be required.

S2: short-listing plan

The short-listing plan template (provided below) records the elements to assess when short-listing applicants from the application stage to the interview stage of the selection process. This method is used to reduce the number of applicants into a smaller, more manageable pool.

instructions

1. Identify the key selection criteria (KSC) for the role and list them in the top row of the template.
   - Refer to *J4: how to develop key selection criteria*
2. Identify and list the minimum skill or experience levels applicants must have for each KSC to progress to the next stage of the selection process in the second row of the template.
   - Examples of minimum skills or experience level required are:
     - 2 years experience in …
     - completion of a degree in …
3. Score application forms on each KSC using a descriptively anchored rating scale. Refer to *I2: how to use a descriptively anchored rating scale* for more information. Using a descriptive rating scale ensures an objective assessment is undertaken.
4. Those who have passed all the minimum skill/experience level for each KSC can be short-listed to proceed to the next stage of the selection process. If however there are a large number of applicants who meet the mimimum requirements, relfect back to the first part of the planning stage and conduct the number of interviews that you had decided on initially. For example, if you had decided you would conduct 5 interviews for 1 position, invite the top 5 rated candidates to interview.

The short-listing template allows ranking of applicants according to their compatibility to each KSC. Prima facie evidence of an applicant's ability to meet the KSC at this stage can be assessed through the information provided in the application form.

Key selection criteria	KSC 1	KSC 2	KSC 3	KSC 4	Proceed	
					Total	✔ / ✘
Minimum rating required to meet selection criteria	*3/5*	*3/5*	*3/5*	*3/5*	*12/20*	-
Candidate 1	2/5	1/5	3/5	2/5	8/20	✘
Candidate 2	3/5	3/5	4/5	3/5	13/20	✔
Candidate 3	4/5	5/5	5/5	2/5	16/20	✔
Candidate 4	3/5	3/5	3/5	3/5	12/20	✔
Candidate 5	1/5	2/5	4/5	2/5	9/20	✘

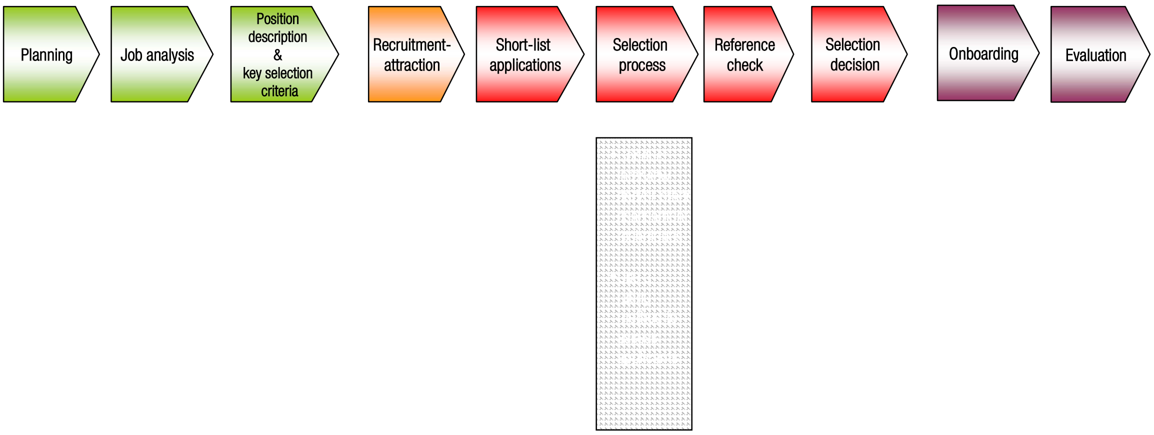
additional resources and links

For further information on screening and short-listing, refer to:

- Carless, S.A. *Literature review on best practice recruitment selection techniques*, 2007
- Recruiting Roundtable. *Achieving operational excellence in recruiting: a new framework for breaking the quality-time compromise,* Corporate Executive Board, 2005
- Existing documentation on the selection process produced by the organisation
- Public Sector Standards Commissioner. *Guidelines: merit in employment*, 2006 (available at www.ssa.vic.gov.au)
- Public Sector Standards Commissioner. *Standards: application of the public sector employment principles*, 2006 (available at www.ssa.vic.gov.au).

7 interviewing and additional assessment

overview of best practice



The Recruiting Roundtable research indicates that the interview and additional assessment stage of the selection process contributes 27% to the successful hire of a quality applicant.

Interviewing is the most commonly used recruitment selection technique. It can be expensive, time consuming and most organisations do not maximise its value. However, if used appropriately, interviewing can be a good predictor of work performance.

Research suggests that many organisations conduct unstructured interviews (i.e. have the person in for a 'chat' to see what they are like). They may also simply ask the same questions of each applicant believing this constitutes a 'structured' interview. This is only considered best practice if the structured questions are behaviourally-oriented. Interviewing that is not behaviourally-oriented (structured or not) does not align with best practice and is not considered an effective and consistent method of predicting work performance.

The key selection criteria (KSC) arising through the job analysis should be used to create the behaviourally-oriented interview questions.

people involved in the interviews

The hiring line manager should form part of the interview panel as they:

- will have an in-depth knowledge of the job
- are well placed to identify high calibre applicants due to their level of involvement in the job analysis process.

All interviewers on the panel should be appropriately trained in interviewing techniques.

- this training should specify how to conduct a structured, behaviour oriented interview, how to provide effective feedback, instructions on note taking, how to avoid interviewer bias and how to select applicants based on merit

- this training should be conducted regularly to update/refresh interviewers on interviewing skills.

preparing questions and conducting interviews

Interview questions should be behaviourally-oriented and based on each of the critical KSC, as determined through the job analysis process (refer to I1 for more information).

- Behaviour based interview questions are recommended over situational questions (e.g. asking an applicant what they would do if presented with a particular situation), as past behaviour is the best predictor of future performance.

Behaviourally-oriented competency interviews ask applicants to draw on past behaviour that has demonstrated the particular competency in question. Interviewers should note applicant responses in the following areas:

- context: what the situation/background was
- action: what the applicant actually did
- result: what the outcome(s) of the applicant's action(s) were.

An example of this could be:

- *Please describe a time when you were required to communicate a particularly difficult message. What was the situation (context), what did you do (action) and what was the outcome (result)?*

scoring interviews

Interviewers should assess applicant responses using a descriptively anchored rating scale.

- A descriptively anchored rating scale uses descriptors to help define the numerical ratings (refer to *I2: how to use a descriptively anchored rating scale* for more information).
- This helps align interviewers' scores and removes some of the subjectivity of rating.

using additional assessment techniques

Research states that additional assessment techniques can enhance the quality of hire. Additional techniques add incremental validity to the structured, behaviour oriented interview through providing a higher level of prediction of on-the-job performance.

Additional assessment techniques may take a number of different forms. They could include psychometric testing (personality or cognitive ability), work sampling, or job knowledge testing.

The outcomes of the additional assessment techniques should then be incorporated in making the selection decision (refer to *Section 6: job analysis* and *M1: individual applicant scoring template* for more information).

- Additional or other assessment techniques may include psychometric testing, work sample testing or job knowledge testing (refer to *I4: additional assessment techniques* for more information).
- The addition of these techniques significantly increases the level of prediction of how well an applicant is likely to perform on the job.

Note: The additional assessment techniques outlined in this tool kit are best administered, and the results analysed, by trained professionals, such as psychologists.

tools and techniques

TOOL	DESCRIPTION
I1: Turning knowledge, skills and attributes/key selection criteria into behaviour oriented interview questions	This document outlines how to create behaviour oriented interview questions. Specifically, it defines how to turn key selection criteria into interview questions.
I2: How to use a descriptively anchored rating scale	This document details how to use a descriptively anchored rating scale to rate applicant responses to interview questions.
I3: Sample interview scoring template	This document provides a template for a sample interview question. In practice, the template should be adapted to detail each specific interview question (i.e. use one of these templates for each interview question).
I4: Additional assessment techniques	This document provides details of additional selection techniques that enhance the selection process through offering greater insight into the applicant and providing greater rigour in the selection process.

I1: turning key selection criteria into behaviour oriented interview questions

Key selection criteria (KSC) should be used to develop appropriate behaviour oriented interview questions. The aim of behaviour oriented questions is for the applicant to *demonstrate* through past behaviour that they have the required KSC. A behavioural consistency principle says that past performance is the best predictor of future behaviour.

Requisite knowledge, skills, and attributes (KSA) are turned into a KSC by simply making them behaviourally based. For example, if the job analysis process determines that knowledge of industrial relations laws is a key requirement of the role, then this can be turned into a behaviourally based KSC by adding "please give an example" in front of the requirement i.e. "please give an example of a time you had to interpret IR legislation".

This KSC can then be used as a behavioural interview question. For example, please read the following:

- If 'knowledge of Enterprise Bargaining Agreements' is deemed critical to perform effectively in the role, a behavioural interview question developed to support this could be as follows:
    - *Please describe a time when you had to negotiate an Enterprise Bargaining Agreement with a union. What was the situation, what did you do and what was the result?*

By adding the follow through questions i.e. "what was the situation, what did you do, and what was the result", applicants are sufficiently prompted to answer questions using the CAR response format:

- C = context (provide brief background of how the situation arose)
- A = action (provide details of what they did in this situation)
- R = result (provide details of the outcome of their actions).

If applicants answer the question using the CAR format, it aids in the efficiency of scoring the responses using a descriptively anchored rating scale. A guide to using this rating scale is provided in *I2: how to use a descriptively anchored rating scale* of this document.

I2: how to use a descriptively anchored rating scale

The use of a descriptively anchored rating scale is considered best practice as it provides a greater level of rigour to the assessment process.

These rating scales use a description of the KSC to correspond with a numerical rating. They should be developed for each interview question to assist interviewers in rating interviewee responses.

When this rating scale is used, the level of reliability between raters increases which increases the validity of the selection technique (i.e. there is a better alignment between ratings given by interviewers).

An example of a descriptively anchored rating scale is as follows:

- 1 = much less than acceptable. Applicant did not at all demonstrate how they [insert KSC being measured]
- 2 = less than acceptable. Applicant insufficiently demonstrated how they [insert KSC being measured]
- 3 = acceptable. Applicant demonstrated sufficient evidence of how they [insert KSC being measured]
- 4 = more than acceptable. Applicant demonstrated detailed evidence of how they [insert KSC being measured]
- 5 = much more than acceptable. Applicant significantly demonstrated in great detail how they [insert KSC being measured]

The template in *I3: sample interview scoring template with rating scale* provides an example of using the scale by assessing the skill ‘decision making’.

I3: interview scoring template

This template provides an interview scoring tool to capture and assess applicant responses against the identified key selection criteria (KSC). This template can be used for each KSC being assessed. An example based on assessing the skill "decision making" is provided in the template.

Applicant name:______________________________

Key selection criteria – *Ability to make clear decisions under pressure* Rating: ☐

Definition*: Decision making involves segmenting the components of an issue in a systematic fashion and exploring the implications. It entails exercising judgement to interpret information and decide on an appropriate course of action.*

Question*: Please describe a time when you had to make a difficult decision in a high pressure environment. What was the situation, what did you do, and what was the result?*

Notes:

Context:	Action:	Result:

Descriptively anchored rating scale provided on the following page.

Descriptively anchored rating scale:

1 = much less than acceptable. Applicant did not at all demonstrate a structured process to making a decision

2 = less than acceptable. Applicant insufficiently demonstrated a structured process to making decisions

3 = acceptable. Applicant demonstrated sufficient evidence of how they break down components and gather information to make a decision

4 = more than acceptable. Applicant demonstrated step-by-step how they break down components of an issue and how they exercised judgement to interpret information to make a decision

5 = much more than acceptable. Applicant significantly demonstrated in detail how they systematically break down components of an issue, explore the implications of their decision, and interpret relevant information in order to decide on a course of action.

I4: additional assessment techniques

The use of additional assessment techniques significantly enhances the selection process and increases the likelihood of a successful hire.

The following section provides a quick guide on what additional assessment can be used in which setting. An overview of 'why, what, who and how' each additional assessment technique may be best employed appears below[7].

TIP :	In a tight labour market, give consideration to how applicants will perceive additional assessments – research shows that work related tests are received well. Balance additional assessment against the desirability for the role i.e. if a role is difficult to fill, consider alternative recruitment selection techniques if additional assessments would be preventing applications.

psychometric assessment

Psychometric assessment is widely considered an essential component of best practice. The type of tests typically used for selection purposes are personality, cognitive ability, work styles and motivation. Research outlines that combining cognitive ability test with a personality test measuring conscientiousness will provide a better prediction of work performance than cognitive ability alone.

All psychometric assessments need to be administered and interpreted by a qualified professional (i.e. a psychologist, accredited HR Professional), however the following information provides an indication as to what assessments may be administered.

Cognitive ability

Why
Research outlines that cognitive ability or general mental ability is well-established as the most important predictor of work performance. Testing for cognitive ability is important because it has a direct effect on job knowledge acquisition – individuals who have higher cognitive ability acquire more job knowledge, are able to acquire it faster and are able to compute complex information quickly and accurately.
What
Generally, the recommended cognitive ability tests are those that test for numerical and verbal reasoning. These tests should have been peer reviewed (i.e. tested by other researchers in the field). To this end, the tests published by the Australian Council for Educational Research have been peer reviewed and are available to most human resources professionals.
Who
It is recommended that cognitive ability be assessed for all roles at any level. The use of appropriate norm groups will help assess the aptitude of an applicant in relation to similar others (i.e. scores for an individual applying for an administrative role should be compared against an 'administration' norm group). For higher level roles, more difficult tests can be used. For lower level roles, easier tests can be used.
How
Cognitive ability results can be interpreted by someone with relevant qualifications. Many psychological/HR consulting firms have access to cognitive ability instruments and can administer and interpret the results for you. Alternatively, organisations may consider accrediting suitable internal staff in certain instruments to build internal capabilities in this area. It is not recommended, however, that an individual without appropriate qualifications/accreditation administer

[7] Note that following a merit based process is still possible whether additional assessment techniques are used or not.

these tests or interprets results.

Personality assessment

Why
Personality assessment provides insight into an applicant's personal style,i.e.how conscientious they are, how well they cope with stress, how they cope with frustration and anger, etc.
What
A highly recommended personality assessment is the NEO PI-R. This inventory is based on a 5-factor model of personality and is the most widely validated personality instrument. There is considerable research evidence that suggests that the 5-factor model of personality is a strong predictor of performance on the job.[8]
Who
It is recommended that an applicant's personality is assessed for roles at any level. It is *strongly* recommended that applicants who may move into, or are already in, positions of leadership and management be assessed. This is due to the unique insight it provides into how a person is likely to lead others.
How
Personality inventories can only be interpreted by qualified/accredited individuals. Many psychological/HR consulting firms have access to instruments such as the NEO PI-R and can administer and interpret the profile for you. The NEO in particular should be interpreted by a psychologist; however, there are other personality instruments that non-psychologists can obtain accreditation in. Suitable individuals may be eligible for accreditation, which would create internal capabilities in this area.

Work sample and job knowledge assessment

Why
Work sample tests and job knowledge tests can be used to ascertain specific skill levels required before beginning a position (i.e. skills cannot be learnt on the job). These two types of tests are quite similar in nature. Job knowledge tests measure critical knowledge areas needed to perform a job effectively and are generally used to assess specific skill sets,i.e.technical skills such as IT programming. Work sample tests assess the actual execution of the critical knowledge,i.e.they are practically based rather than knowledge based.
What
Given the work sample or job knowledge test is unique to the role, there is generally no 'off-the-shelf' solution. Tests of this nature need to be specially developed. Ideally, these tests should be developed by an organisational psychologist, and administered and scored by trained human resources specialists. Scoring work sample tests involves trained experts observing and rating behaviour, whereas job knowledge tests are written tests that have right/wrong response options.
Who
It is recommended that these tests be used for technically oriented roles where specialist skills are required prior to entry into the role.
How
The trained specialist who scores the test or observed behaviour should be the one to interpret the results. These

[8] For example: Costa, P.T.Jr. *Work and personality: Use of the NEO-PI-R in industrial/organisational psychology*. Applied Psychology: An International Review. Vol 45(3) Jul 1996, 225-241; Piedmont, R.L. & Weinstein, H.P. *Predicting supervisor ratings of job performance using the NEO Personality Inventory.* Journal of Psychology: Interdisciplinary and Applied. Vol 128(3) May 1994, 255-265; Barrick, M.R & Mount, M.K. *The Big Five personality dimensions and job performance: a meta-analysis.* Personnel Psychology. Vol 44(1) Spr 1991, 1-26; Detrick, P. et al. *Validity study: relationship between personality and academy performance*. Applied H.R.M. Research. Vol 10(1) 2005, 99-102

results can then be written up and fed back to the hiring line manager.

Assessment centre

Why
Assessment centres are a moderately good predictor of work performance and are helpful to use in volume recruitment assignments. Cost effective and efficient when assessing a large number of applicants, they may also assist in the applicant screening process.
What
Assessment centres typically involve assessment of social interaction and behavioural characteristics. They should be developed in relation to the KSA determined through the job analysis process. Tests such as work samples, group discussions, etc can be assessed using an assessment centre methodology.
Who
Assessment centres are not typically used for high level roles (i.e. senior executives), as there are generally not the high numbers of applicants available to use this methodology. Assessment centres are best used when there are a large number of applicants to assess for a large number of vacancies (e.g. graduate program recruitment). Typically, assessment centres are used for lower level roles where a high number of staff are required.
How
Trained assessors run the assessment centres and assess applicants' observed behaviours and written material. Due to their extensive professional training in this, psychologists should design and run the process. However, in-house staff (e.g. hiring line manager, human resources representative) should be involved in this process as they can offer unique insight due to their knowledge of the internal environment and the role being assessed. Internal assessors should, however, be trained in assessment centre administration and scoring.

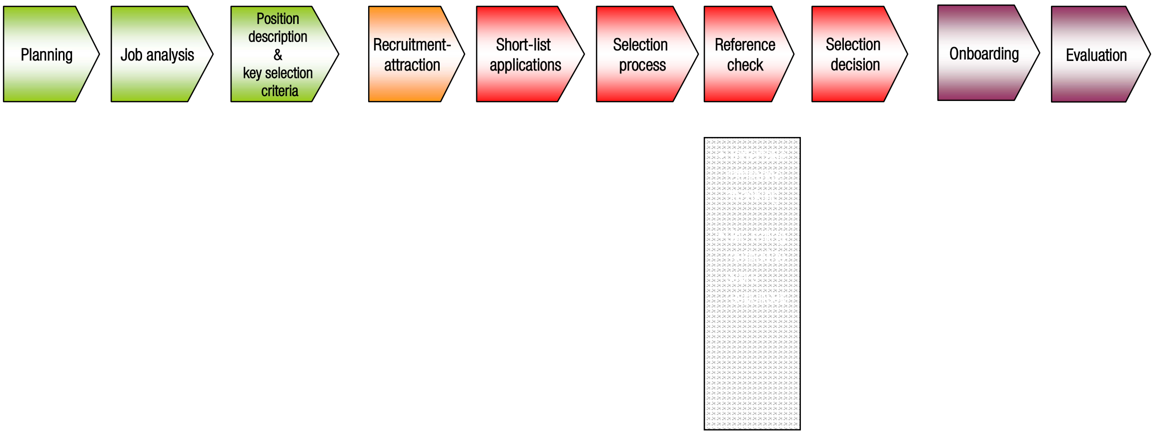
additional resources and links

For further information on interviewing and additional assessment techniques, refer to the following resources:

- Carless, S.A. *Literature review on best practice recruitment selection techniques*, 2007
- Recruiting Roundtable. *Achieving operational excellence in recruiting: a new framework for breaking the quality-time compromise*, Corporate Executive Board, 2005
- Australian Public Service Commission. *Better, faster: streamlining recruitment in the APS*, Commonwealth of Australia, 2007 (available at: www.apsc.gov.au)
- Assessment Decision Guide (available at http://apps.opm.gov/ADT/ContentFiles/AssessmentDecisionGuide071807.pdf)
- Standards for Psychological Testing (available at www.apa.org)
- Uniform Guidelines on Employee Selection Procedures (29 CF Part 1607) (available at www.uniformguidelines.com)
- Public Sector Standards Commissioner. *Guidelines: merit in employment*, 2006 (available at: www.ssa.vic.gov.au)
- Public Sector Standards Commissioner. *Standards: application of the public sector employment principles*, 2006 (available at: www.ssa.vic.gov.au).

8 reference checking

overview of best practice



Reference checks are generally used to obtain four types of information:

1. employment dates
2. appraisal of an applicant's claim against the key selection criteria (KSC)
3. estimates of an applicant's job performance capabilities
4. employer's willingness to rehire the applicant.

To this end, professional referees (i.e. a previous employer) should be contacted to provide information on the applicant. If an applicant does not provide professional referees and does not have a reason for not doing so, this could highlight a 'red-flag' around their past experiences. It may be beneficial to explore reasons as to why recent previous employers' details are not given may be be explored.

Telephone reference checks are the most frequently used method of reference checking. This method has a number of advantages:

- high return rate
- allows the reference checker to ask follow up questions for clarification
- inexpensive to conduct.

A structured approach to reference checks improves its value. A standardised questionnaire that requires referees to rate the applicant's standing on a number of job relevant attributes (rating scale 0–5) with a descriptively anchored response format should be used. A standard reference checking template is provided in *R1: reference check template*.

tools and techniques

TOOL	DESCRIPTION
R1: Reference check template	This document provides a structured reference check template.

R1: reference check template

Provided below is a standard reference check template that can be combined with a rating scale for referee's responses to provide a structured reference check.

instructions to complete the template

Complete the below template by:

- inserting the specific key selection criteria (KSC) in the template to assess the applicant that requires a referee check
- using one template for each applicant
- contacting professional referees (i.e. a previous employer) to seek information on the applicant
- prompting the referee (where possible) to provide specific behavioural examples (i.e. example/s of when and how the applicant demostrated the particular KSC) to support their response, particularly when asking questions related specifically to the KSCs
- confirming (during a telephone reference check) with the referee the information that has been provided by either emailing them the completed template or reading back the information provided.

The most effective use of reference information is to combine it statistically with other selection data to make a final decision

Under to the Freedom of Information Act, the information provided during this conversation may be accessed by (enter applicant's name here). Are you happy to proceed with the reference check?
Date of check:
Check completed by:
Name of applicant:
Position applied for:
Referee: (name, title, organisation)
In what capacity do you know the applicant?
Time employed with your organisation:
Applicant's previous work responsibilities:
Applicant's reason for leaving:
Applicant's previous level of performance:

Applicant's previous working relationships with:

Peers

Subordinates

Did ______________________________ supervise anyone in their position?

(If yes) Can you tell me about _______________'s supervisory skills and style?

Superiors

How do you consider that the applicant is best managed?

What do you consider the applicant's outstanding strong points to be?

Applicant's limitations

Are there any areas for improvement that you can suggest as ____________ moves forward in their career?

Honesty and integrity

Are company values important to ________________________________?

How have they demonstrated this? ____

Specific behavioural questions relating to each of the KSC

Ask specific behavioural questions in relation to the KSC. These questions will be unique to each reference check. Rate each question out of 5.

Descriptively anchored rating scale:

Insert rating scale devised to rate interview questions. Refer to I2: How to use a descriptively anchored rating scale.

KSC 1 ☐

KSC 2 ☐

KSC 3 ☐

Would you re-employ the applicant if you had the opportunity? Why/why not?

Is there anything else a future employer needs to be aware of?

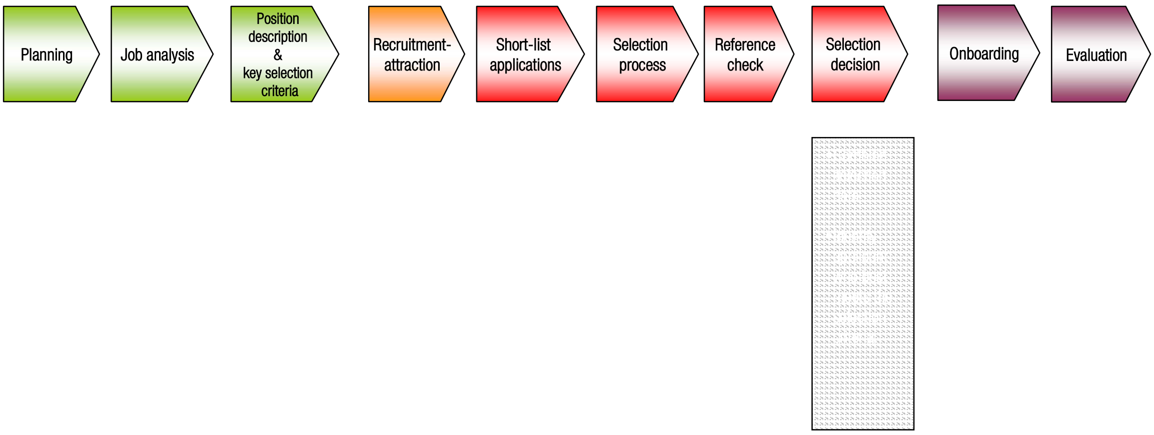
additional resources and links

For further information on reference checking, refer to:

- Carless, S.A. *Literature review on best practice recruitment selection techniques*, 2007
- Public Sector Standards Commissioner. *Guidelines: merit in employment*, 2006 (available at www.ssa.vic.gov.au)
- Public Sector Standards Commissioner. *Standards: application of the public sector employment principles*, 2006 (available at www.ssa.vic.gov.au).

9 making a selection decision

overview of best practice



It is common throughout organisations for a ‘global judgement’ to be made to assess an applicant’s suitability to the role. This is a subjective process that does not align with identified best practice.

An alternative method is to numerically combine all ratings for each applicant through the recruitment selection process to provide the basis for a selection decision. This is an especially good method when more than one selection technique is used. This approach means the selection decision is more objective.

This section provides templates to record applicants scores and assess them in an objective approach (i.e. by combining the ratings) to make a selection decision.

recording individual applicants’ scores

A template for recording individual applicant’s scores is provided. This template can be used to combine the scores on each selection method to arrive at an overall score for the applicant. If a personality assessment is used in addition to the other selection techniques, do not include the score for this assessment in this template as “personality” cannot be reduced to a numerical rating. Personality assessments need to be conducted by a trained professional (i.e. psychologist) and should be carried out as a final selection methodology on the highest ranked short-listed applicants.

comparing numerous applicants’ scores

A template is provided to compare numerous applicants in order to make a more objective selection decision. If a personality assessment is used at the end of the selection process, the professional administering and interpreting the assessment will be able to consult with you to help make the final hiring decision.

TIP 1 : In a tight labour market, give consideration to applicants who demonstrate the potential to meet all KSC in time through training.

TIP 2: Provide constructive feedback to applicants who are unsuccessful. Where possible, (with the applicants' permission) include unsuccessful applicants in a talent pool for suitable alternative positions.

tools and techniques

TOOL	DESCRIPTION
M1: Individual applicant scoring template	This template can be used to combine the scores on each selection method and arrive at an overall score for an applicant.
M2: Comparative applicant scoring template	This template can be used to compare numerous applicants to make a more objective selection decision.

M1: individual applicant scoring template

This template can be used to combine the scores on each selection method and arrive at an overall score for an applicant (use this template for each applicant being assessed). As psychometric testing uses different scoring, it is best to consider these scores outside this template (with the help of a trained professional).

instructions

- In the top row enter the applicant's name, and the key selection criteria (KSC) for assessment. On the left hand side column, enter the selection techniques used to assess the KSC. It is important to note that every selection technique will assess each KSC, so areas that are not assessed can be blanked out, e.g. the interview may only assess KSC 1 and KSC 4, so the boxes at KSC 2 and KSC 3 should be blanked out to indicate they are not applicable to that particular technique.

- Enter the scores for each KSC assessed. Combine then averaged across each KSC to create overall scores e.g. 3 + 5 / 2 = 3.5

- Include any comments to explain each of the ratings, citing behavioural examples. Areas for development should be noted, as this will either be useful for delivering feedback to unsuccessful applicants or will provide valuable on-the-job information for successful applicants.

The template below provides examples in italics to assist in completing the template.

Applicant name: *Mary Smith*					
Selection technique	KSC 1 *e.g. demonstrated ability to manage budgets*	KSC 2 *e.g. knowledge of financial modelling.*	KSC 3 *e.g. relevant tertiary qualification (CA/CPA qualified)*	KSC 4 *e.g. flexible and adaptable*	Comments
Application form			*4/5*		*Mary has a relevant background and has the requisite qualifications to perform in this role*
Interview		*4/5*		*4/5*	*Mary demonstrated her knowledge of financial modelling through her response to the relevant behavioural interview questions. She also demonstrated through her responses that she is*

					adaptable in the workplace.
Additional Assessments (i.e. aptitude test)	*3/5*				*Mary's aptitude assessment results fell in the above average range, therefore demonstrating her numerical reasoning abilities.*
Ref. Check	*4/5*	*4/5*		*4/5*	*Mary's referee responses supported scores attained through the other selection methods.*
Overall Score *(average of the KSC scores)*	*3.5/5*	*4/5*	*4/5*	*4/5*	*Overall, Mary presented as a high calibre candidate who should be seriously considered for this role.*
Development areas	*No significant areas for development arose through the selection process.*				

M2: comparative applicant scoring template

This template presents the score results for each applicant to facilitate the decision making process. Not all selection techniques have been included in this table (i.e. assessment centre, work sample testing), however they can be included where necessary.

As psychometric testing uses different scoring, it is best to consider these scores outside this template (with the help of a trained professional). It is also possible to use a scoring scheme that weights the different key selection criteria (KSC) e.g. leadership skills or negotiating skills; however, this has not been used in the template to ensure its simplicity.

instructions

- In the top row enter the applicants' name, and the KSC for assessment. It is important to note that not every selection technique will assess each KSC, so areas that are not assessed can be blanked out, e.g. the interview may only assess KSC 1 and KSC 4, so the boxes at KSC 2 and KSC 3 should be blanked out to indicate they are not applicable to that particular technique. Specific KSC should be entered by name to save confusion.

- On the left hand side column, enter the selection techniques used to assess the KSC.

- Enter the scores for each KSC assessed. Average scores for each KSC assessed e.g. 3 + 4 / 2 = 3.5. Add each average score to provide a total score for each applicant which can assist in comparing applicants e.g. 3.5 + 4 + 4 + 4 = 15.5

The template below provides examples in italics to assist in completing the template.

Applicant name: *Mary Smith*					**Applicant name:** *Joe Bloggs*				
Selection technique	KSC 1 *e.g. demonstrated ability to manage budgets*	KSC 2 *e.g. knowledge of financial modelling.*	KSC 3 *e.g. relevant tertiary qualification (CA/CPA qualified)*	KSC 4 *e.g. flexible and adaptable*	Selection technique	KSC 1 *e.g. demonstrated ability to manage budgets*	KSC 2 *e.g. knowledge of financial modelling.*	KSC 3 *e.g. relevant tertiary qualification (CA/CPA qualified)*	KSC 4 *e.g. flexible and adaptable*
Application form			*4/5*		*Application form*			*3/5*	

Interview		*4/5*		*4/5*	*Interview*		*2/5*		*3/5*
Additional. Assessment	*3/5*				*Additional Assessment*	*2/5*			
Ref. Check	*4/5*	*4/5*		*4/5*	*Ref. Check*	*2/5*	*3/5*		*3/5*
Average score	*3.5/5*	*4/5*	*4/5*	*4/5*	Average score	*2/5*	*2.5/5*	*3/5*	*3/5*
Total Score				*15.5*	Total Score				*10.5*

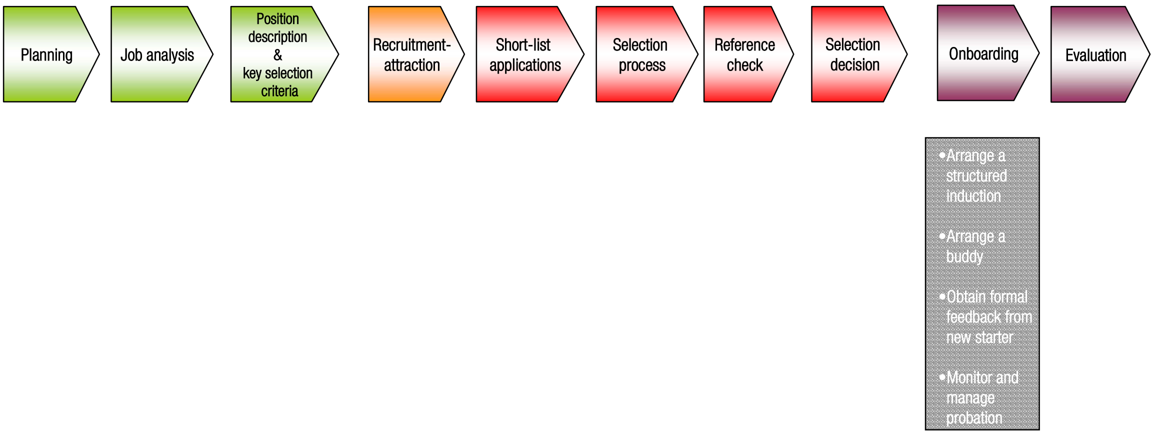
additional resources and links

For further information on making a selection decision, refer to:

- Carless, S.A. *Literature review on best practice recruitment selection techniques*, 2007
- Public Sector Standards Commissioner. *Guidelines: merit in employment*, 2006 (available at www.ssa.vic.gov.au)
- Public Sector Standards Commissioner. *Standards: application of the public sector employment principles*, 2006 (available at www.ssa.vic.gov.au).

10 onboarding

overview of best practice



Onboarding also known as organisation socialisation facilitates a new starter's adjustment into an organisation. Effective onboarding is an investment in employee retention, morale and productivity. The Recruiting Roundtable research states well-managed onboarding contributes 18% to the successful hire of a quality applicant.

Industry best practice suggests onboarding should involve:

- conducting a structured induction process that covers tactical and administrative issues
- using a buddy system
- obtaining formal feedback from new starters after a specified time in the new role
- monitoring and managing probation.

tools and techniques

TOOL	DESCRIPTION
01: Structured induction process	This template provides information on a structured induction process and a checklist.
02: The buddy system	This templates offers a guide to putting in place a buddy system.
03: Managing job expectations	This template provides strategies to manage new starters' expectations to ensure.
04: Probation periods	This template provides guidance on implementing probation periods and the factors to consider.

O1: structured induction process

Induction should be a standardised process for all new starters. It is the first step in building a relationship between the organisation and the employee. Research outlines that the transition to the new workplace is made easier and more effective for both the new starter and the employer if there is an effective induction/onboarding process.

The potential benefits of a structured induction process are:

- alignment of new starters with the organisation's mission, vision, and values
- an improved understanding of the organisation and where they fit into the organisation's plans and goals for new starters
- the retention of high performers.

induction content

Content of the induction process should cover both administrative and tactical issues, such as:

- administrative forms (such as payroll information) should be distributed and completed prior to orientation to focus new starter training on cultural integration
- organisational vision, mission and values should be communicated
- organisational business plan should be communicated
- learning and development and performance management programs should be outlined to the new starter by human resources.

To achieve this, induction may be provided at:

- an organisational level
- a divisional level.

common mistakes

In designing the induction process, research[9] indicates the following are common and costly mistakes:

- trying to cram 20 hours of information into four 'mind-numbing' hours of orientation
- running a slipshod, 'fly by the seat of your pants' program, believing that doing so has no negative impact
- making new starter orientations as 'dull as watching paint dry'
- using the 'sink or swim' approach to onboarding – that is, throwing new employees into the organisation without appropriate support and coaching.

Following is a sample induction checklist that may be considered in preparing an induction process for new starters.

[9] Lee, D. *How to avoid the four deadliest onboarding mistakes. And why you need to get onboarding right*, 22 November 2005 (available at: www.ere.net/articles/db/3F9DEDC4BD074E23A72AD98B938382CA.asp).

Induction checklist sample

The induction process should typically take three months to complete, aligning with the standard three month probation period. Below is an outline of the induction stages and person/s responsible.

Induction stage	Responsibility
1. Prior to commencement	Human resources
2. Commencement	Human resources
3. First day	Hiring line manager Buddy
4. First week	Human resources Hiring line manager Buddy
5. First month	Human resources Hiring line manager Buddy
6. First three months	Hiring line manager

The following is a checklist of activities that need to be undertaken to induct new starters.

Activity	Person responsible	Completed (Y/N)
Prior to commencement		
Mail out to the new starter a kit of information that requires them to read, sign, complete and/or return: • letter of offer • tax file number declaration • superannuation form • bank details • emergency contacts.	Human resources	
Organise the following for the new starter: • IT, such as establishing an email account, phone number, email address and directory lists and computer • work station, such as furniture and equipment • premises security card • business cards.	Human resources	
Assign a ‘buddy’ to the new starter	Hiring line manager	
Commencement		

Introduce new starter to team.	Hiring line manager/Buddy	
Provide new starter with organisational and divisional overview (this may be through two separate induction processes, where new starter may attend a divisional induction and/or organisation induction).	Hiring line manager	
Provide new starter with information and training on: • premises • IT systems • use of telephones • network directories and document standards • document management and mail centre.	Human resources	
Follow up progress and answer questions.	Buddy	
First week		
Discuss with new starter: • employment terms and conditions • policies • job requirement and performance expectations • relevant business plans • management reporting systems.	Hiring line manager	
Organise for new starter: • IT software training (if required) • installation of appropriate databases and software, such as meeting room bookings and human resources centre.	Human resources	
Inform new starter of group/team meetings.	Buddy	
Follow up progress and answer questions.	Buddy	
First month		
Discuss with new starter: • reporting process • work expectations • performance management • career plan • learning and development plan • salary reviews/structures • probation periods (if relevant).	Hiring line manager	
Discuss with new starter: • leave entitlements • other relevant human resources information.	Human resources	

Discuss with new starter: • emergency procedures • first aid.	Buddy	
Follow up progress and answer questions.	Buddy	
Discuss with new starter feedback on the induction process to date (refer to *O3: managing job expectations* for further information on managing expectations).	Hiring line manager	
Provide feedback to human resources on induction process.	Hiring line manager	
First three months		
Review probation (if relevant).	Hiring line manager	
Complete probation review form and return to human resources.	Hiring line manager	

02: the buddy system

The buddy system is designed to support and provide new starters with guidance and information to assist their transition into their new role. It is also an opportunity for the assigned buddy to directly (and positively) impact the experience new starters have with organisation.

The potential benefits of the buddy system are:

- faster integration of new starters into the organisation's culture and processes
- increased employee satisfaction and morale.

buddy relationship

The assigned buddy should be from the same peer group level as the new starter and have enough organisational experience to competently assist the new starter in the initial phase of their employment.

Important aspects of the buddy's relationship with the new starter include:

- confidentiality and trust
- the development of rapport and respect
- continuous interest in and communication with the new starter
- accessibility of the buddy to the new starter
- sharing knowledge and experience
- ensuring that the new starter is working effectively and achieving the goals of the business.

The relationship of a buddy is ongoing. It is expected that, within the first month of commencement of employment, the reliance on the buddy relationship will be stronger. However, as the new starter becomes more familiar and confident within the workplace, the buddy's responsibilities will become less evident.

buddy responsibilities

Following are suggested guidelines and expectations of the assigned buddy for the first three months of the new starter's employment.

Prior to commencement

- Call the new starter to welcome them to the team; check if they have any questions before they commence
- Organise a lunch for the new starter's first day in the organisation and invite other team members
- Ensure you have time put aside in your diary (in line with the new starter's schedule) to dedicate to your buddy.

First day

- Be available to greet the new starter following their induction (if attending) or first thing in the morning
- Take the new starter for a lunch with team members on their first day in the organisation

- Introduce new starter to key contacts/team members in the office
- Provide guidance on completing first common system requirements
- Refer new starter to the online induction material (if available).

First month

- Continue to introduce the new starter to members of the wider organisation and be available to assist them in settling in.
- Ensure the new starter attends specific meetings with the division support team members.
- Where possible, provide on-the-job training on organisational processes, procedures and policies.
- Provide assistance with business tools that the organisation may use.
- Assist with online induction module as required.

First three months

- Continue to provide support and assistance as required.
- Where possible, continue to provide on-the-job training on the organisation’s processes, procedures and policies.

03: managing job expectations

Managing new starter expectations is critical to enhancing the success of an applicant's placement in the organisation. Assessing and understanding whether employees are culturally, intellectually and emotionally aligned with the organisation provides a stronger psychological contract between the employer and employee.

A psychological contract is the degree of alignment between the communicated role requirements and expectations with the reality of what is actually experienced. Where misalignment of expectation and reality is high, an increased likelihood of resignation exists.

The potential benefits of managing new starter expectations and reality are:

- reduced risk of resignations
- improved workplace productivity and morale.

confidential communication

To align new starter expectations with reality, a formal feedback process should be obtained from new starters after a specified period of time in the new role.

Feedback should:

- be collected by an external, independent person
- be treated confidentially.

Any individual information provided to the organisation by the third party must be authorised by the new starter on a signed consent form.

feedback focus

The feedback sought should focus on:

- understanding what initial promises or statements were made during the selection process that led to developing the new starter's particular expectations
- obtaining the new starter's perception on:
    - their ability to realise the promises that were made to them
    - career opportunities within the organisation
    - values that are important to the organisation.

04: probation periods

The probation period is important for effective performance management. It provides an opportunity for the new starter to understand and appreciate job requirements and expected work standards, and for the employer to address performance weaknesses during the probation period.

The potential benefits of actively managing probation periods are savings in resources otherwise required for supervision, counselling, training and management of underperforming people.

Factors to consider for probation periods include:

- When planning the job and undertaking the job analysis:
  - think about the application of probation periods, considering the nature of the job
  - advise applicants that probation periods may or will apply (and the estimated duration) during the recruitment process.
- Once the selection decision is made:
  - set the probation period, reflecting on the successful new starter's experience, expertise, and so on.
- On job commencement:
  - discuss the probation period with the new starter, including intent and structure.
- During the probation period:
  - monitor new starter's performance during the probation period and be clear about who is responsible for monitoring (typically, the hiring line manager is responsible for monitoring probations and confirming the appointment of employees); human resources will usually provide hiring line managers with support on:
    - key information to communicate to new starters throughout the probation period
    - advice on how to manage poor performance
    - reminders sent when probation periods are close to completion.
  - meet with the new starter regularly regarding performance and probation.
- At the end of probation period:
  - complete probation report
  - notify the new starter and human resources of the probation decision (i.e. confirm appointment or annulment of employment).

additional resources and links

For further information on onboarding, refer to:

- Carless, S.A. (2007). *Literature review on best practice recruitment selection techniques*
- Recruiting Roundtable. *Achieving operational excellence in recruiting: A new framework for breaking the quality-time compromise*, Corporate Executive Board, 2005
- existing documentation on the probation process produced by the organisation
- Public Sector Standards Commissioner. *Guidelines: merit in employment*, 2006 (available at www.ssa.vic.gov.au)
- Public Sector Standards Commissioner. *Standards: application of the public sector employment principles*, 2006 (available at www.ssa.vic.gov.au).

11 gap analysis assessment tool

The gap analysis assessment tool has been developed to provide a quick check for the VPS and Sector to assess their recruitment selection processes against those defined as best practice.

Each phase of the recruitment selection process can be sub-totalled to help assess the application of best practice. Phases that may score lower than others present as immediate opportunities for improvement.

The questionnaire is on the following recruitment selection dimensions:

- job analysis and key selection criteria
- screening and short-listing
- interviewing and additional assessment
- onboarding
- the process (which includes evaluation of the selection process).

basis for scoring

The value ascribed to each phase of the process was taken from *Corporate Excellence Board – Recruiting Roundtable Operational Excellence Framework* (Recruiting Roundtable) and indicates that:

- effective *job analysis* contributes 22% to an effective hire
- effective *screening and short-listing* contributes 8% to an effective hire
- effective *interviews and additional assessment* contributes 27% to an effective hire
- effective *onboarding* contributes 18% to an effective hire
- a well managed *process* contributes 25% to an effective hire.

The VPS and the Sector are asked to assess their application of best practice on a 5-point scale where:

- *always* is scored as a 4
- *usually* is scored as a 3
- *sometimes* is scored as a 2
- *rarely* is scored as a 1
- *never* is scored as 0.

The scoring process weights the responses to determine a result scored out of 100.

It is anticipated that the VPS and the Sector will use the tool to identify areas where they can improve their implementation of best practice and also to measure their improvement over a number of years through an annual assessment.

A score of 100 would indicate that the recruitment selection process was always to best practice, where a score of 0 would indicate that it was never to best practice. Given the tool has yet to be employed through the VPS and the Sector, there is no benchmark to suggest what total score out of 100 effectively constitutes best practice.

It is expected that this tool as well as the cost benefit tool can be used to inform the systematic assessment of the achievement of workforce planning goals that is planned as part of the *Future directions for workforce planning* project.

Gap analysis assessment tool

Complete the following questionnaire by scoring your current recruitment selection practices under each section. Sub-total your scores and complete the scoring table provided at the end. Multiply your scores by the weighting factor to get a weighted score. The weighted scores will highlight how your current practices compare with best practice.

Selection process	Always (4)	Usually (3)	Sometimes (2)	Rarely (1)	Never (0)
Job analysis and key selection criteria					
1. How often do you conduct a job analysis to inform the job description?					
2. How often do you conduct a job analysis to inform selection criteria?					
3. How often do you involve incumbents in the process of identifying knowledge, skills and attributes?					
4. How often do you involve managers in the process of identifying knowledge, skills and attributes?					
5. How often do you find candidates are able to clearly understand the key selection criteria?					
6. How often do you communicate your organisation's values to candidates in the selection process?					
Sub-total					
Screening and short-listing					
7. How often are candidates required to submit a completed standard application form?					
8. How often is a scoring procedure used to evaluate whether applicants meet the key selection criteria?					
9. How often are applicants matched to other roles (i.e. to create a talent pool)?					
Sub-total					
Interviewing and additional assessment					
10. How often are structured, behaviour oriented interviews used?					
11. How often are interview questions structured around job related knowledge, skills and attributes?					
12. Do you ensure all panel interviewers are trained in appropriate interviewing techniques?					
13. How often do you use a descriptively anchored rating scale to score applicants?					
14. How often do panel members independently score applicants?					
15. How often are applicants' scores numerically aggregated into final ratings?					
16. How often are personality tests used for roles?					
17. How often are cognitive tests used for roles?					
18. How often are work samples tests used for technically oriented roles?					

19. How often are job knowledge tests used for technically oriented roles?					
20. How often are assessment centres used for high volume recruitment?					
21. How often are selection decisions based on a numerical aggregation of scores that applicants achieve throughout the selection process?					
22. How often are defined, structured reference checks used?					
23. How often are reference checks assessed on a standardised scoring system?					
Sub-total					
Onboarding					
24. How often do you use a structured induction process?					
25. How often are probation periods used and actively monitored?					
26. How often are new starters encouraged to discuss role expectations?					
27. How often are new starters encouraged to discuss relationship expectations?					
28. How often is the buddy system utilised?					
Sub-total					
The process					
29. How often are selection processes evaluated, based on receiving internal feedback?					
30. How often are selection processes evaluated, based on receiving external feedback?					
Subtotal					
TOTAL					/120

Scoring	Raw score	Multiplied by weighting factor	Weighted score
Job analysis		0.92	
Screening and short-list		0.67	
Interviews and assessment		0.48	
Onboarding		0.90	
The process		3.13	
Total	/120		/100

12 cost benefit tool

The key benefits in adopting best practice recruitment selection processes are an improved quality of hiring decisions which:

- contribute to a reduction in turnover of employees
- impacts on higher levels of productivity.

As with any recruitment selection practice, adopting best practice carries with it associated time and costs. These time and costs per hire are:

- the recruiting team's time spent on administering and executing the selection best practices
- the costs associated with developing a strong understanding of what constitutes best practice, such as training, through the organisation
- administering or outsourcing any assessment tests used, such as psychological or cognitive tests.

The case for adopting recruitment selection best practice should be based on a clear understanding of the costs and benefits of changing from current recruitment selection techniques to those identified as best practice. A cost benefit tool has been developed to assist human resources practitioners to quantify the value of adopting a best practice recruitment selection technique.

the tool

The output generated from the tool indicates the cost or benefit that is obtained over the estimated service period of a successful new starter, resulting from adopting different recruitment selection techniques. Users should note that, while the tool draws on research, user assumptions must also be provided.

Information is required from the user in three worksheets to define the:

- position to be filled
- recruitment selection process to be adopted
- recruitment team used.

Default values are included and identified by cells coloured in green. These default values should not be changed unless it is absolutely necessary.

The tool uses standard mathematical procedures and algorithms. It provides an estimate of the incremental cost or benefit associated with various selection techniques but does not calculate the cost or benefit associated with current methods.

The tool itself is a spreadsheet and supplied separately in the enclosed CD. It is supported by a user guide.

appendix A glossary of terms

term	description
applicants	are individuals who apply for a vacant role.
attributes	are the inherent person requirements that are additional to the 'learned' abilities of a person.
behaviour-oriented questions	probe the applicant to recall a past behaviour to demonstrate their ability to meet the knowledge, skills and attributes being measured.
best practice	predicting who would be the best person for a role using a variety of selection methodologies.
candidates	are individuals who are the target market and potentially may apply for vacant roles.
cognitive ability test	is a psychometric test for measuring an individual's abilities e.g. verbal and numeric.
descriptively anchored rating scales (DARS)	uses a description of the key selection criteria to correspond with a numerical rating. They are used to rate applicants' responses to questions.
employee value proposition (EVP)	is a combination of benefits, image and emotional messages to promote interest in public sector employment.
eRecruitment	is an online system that provides recruiting processes to attract, screen and recruit suitable job candidates.
induction	is part of onboarding and is the first step in building a relationship between the organisation and the employee.
job analysis	involves determining the required knowledge skills & attributes to perform in a particular role.
key result areas	outline the outcomes of a role and why it is important. They are the business outcomes which are necessary to have achieved in order for the new employee to be considered "successful".
key selection criteria (KSC)	are the criteria developed to assess whether candidates have the requisite knowledge, skills and attributes in order to be able to perform in a particular role.
knowledge, skills and attributes (KSA)	are the particular requirements the person needs to successfully perform the tasks of a role.
onboarding	is also known as organisational socialisation. Onboarding assists newcomers adjust to their new surroundings and learn the behaviours, attitudes, and skills necessary to fulfil their new roles and function effectively.
person-organisation fit	is the extent to which an individual's values match those of the organisation.
screening	determines if the applicant has the minimum qualifications to perform a job satisfactorily; education level, experience and/or personal attributes are used as standards to screen applicants
short-listing	is used to reduce a large applicant pool to a smaller more manageable size (usually by using a standard application form).
talent pool	involves seeking expressions of interest from people to include their details in a database for consideration for employment opportunities.

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