



# Independent, Accountable, Meritocratic and Professional Recruitment in Kosovo



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# All you need to know for merit-based recruitment.

## Welcome to your toolkit.

The toolkit is relevant for a variety of recruitment processes, a range of different levels and applies to assorted recruitment methods (e.g., interviews, presentations, written exercises etc.)

The Toolkit is underpinned by three key principles present in all merit-based recruitment processes:

1. **RELEVANT** - **Criteria** are clear, specific and crucial for the job role
2. **ACCURATE** - The **assessors & assessment process** are effective in measuring performance against **criteria**
3. **FAIR** - The **evaluation** of the highest performer is based on their skills, abilities and job-relevant experience & in line with the **assessment process**

Following this Toolkit helps you deliver these principles at each stage of any recruitment process.



## TOOLKIT CONTENTS

PRINCIPLES OF MERIT BASED RECRUITMENT

VACANCY

ROLE PROFILE / JOB DESCRIPTION

CRITERIA & ASSESSMENT PROCESS

ADVERTISING

APPLICATION

SHORTLISTING

MANAGING ASSESSMENT PROCESS

ASSESSOR TRAINING

ORCE ASSESSMENT

RECRUITMENT DECISION MAKING

APPEALS

CANDIDATE COMMUNICATIONS

# Principles of merit-based recruitment.

Merit-based outcomes are achieved by careful adherence to an underlying set of principles. Every decision should respect these principles and you can check whether a decision is being taken for the right reasons by determining if the decision supports the principles or not. Keep these principles at the forefront of your decisions and approach:



Vacancy

Role Profile / Job Description

Criteria & Assessment Process

Advertising

Application

Shortlisting

Managing Assessment Process

Assessor Training

ORCE Assessment

Recruitment Decision Making

Appeals

Candidate Communications

**Genuinely Job Relevant** – this relates to the criteria and methods you choose to assess the candidate. Criteria should be vital for effective role performance.

- Clear and accurate criteria/specification of the selection requirements
- Criteria genuinely represent the abilities, skills, knowledge and experience needed to perform effectively in the role
- Assessment methods provide an effective and accurate measurement for the requirements / criteria

**Consistency & Accuracy** – this ensures you measure meaningful points about candidates who are all treated consistently. A lack of consistency may result in inaccuracies leading to the assessment not being based on merit.

- Criteria are clear, documented, relate directly to the job requirements, and can be applied consistently.
- Each candidate gets the same opportunity to perform and the same experience. Information and time provided are consistent.
- Criteria can be objectively measured/attributed to a candidate's behaviour or statements, rather than subjective interpretation or extrapolation.

**Treat all Candidates Fairly** – the above two points are not enough to deliver a merit-based recruitment. The way in which criteria can be objectively justified and whether other factors influence the assessment are critical too.

- Candidates are evaluated only on the job-relevant requirements. Other factors are not allowed to influence the assessment (e.g. irrelevant experience, public profile, gender, ethnic background, political connections, etc).
- Recruiters are aware of conscious and unconscious bias – and take steps to avoid the impact of these.
- Selection requirements agreed for the role do not unfairly prevent anyone from applying for the position. Selection requirements are not created to inadvertently or deliberately favour one or more individuals.
- Levels of challenge reflect the role and are not an attempt to trick the candidate or show off superior intelligence of the recruiter(s).

# Process of merit-based recruitment.

The principles of merit-based recruitment do not happen without conscious and concerted efforts to turn them into practice. Every stage of the recruitment process (see below) is designed to support and deliver merit-based outcomes.



## PRINCIPLES OF MERIT BASED RECRUITMENT

### The Principles

### **The Process**

#### Vacancy

#### Role Profile / Job Description

#### Criteria & Assessment Process

#### Advertising

#### Application

#### Shortlisting

#### Managing Assessment Process

#### Assessor Training

#### ORCE Assessment

#### Recruitment Decision Making

#### Appeals

#### Candidate Communications



The remainder of this Toolkit focuses on these recruitment stages that can be applied to any recruitment process.

# Vacancy.

Vacancies can arise for a variety of reasons: it may be a new role that has been created or as a result of the previous role-holder moving on.

When a role becomes available it is a good opportunity to decide whether the need for the role still exists and/or whether there is an opportunity to use funding for the role more effectively, or to reconfigure staffing in some other way.

If the role is still required, it is useful to define what is needed for future success in this role. Review the **‘Questions to Ask’** on the next page to consider what information, criteria and assessments may be required.

Gain contributions to these questions from a range of stakeholders to ensure that the criteria are not manipulated (intentionally or unintentionally) to favour a particular person or group of people.

It is essential to ensure the requirements are objective and justifiable. For example, if someone says a role holder should have ‘5 years senior managerial experience’ – you may question why 5 years? What creates this requirement? If it is a legal requirement – then it is objectively justifiable\*. If it is not, you would want to establish whether someone with less experience could do the role, and what is it someone would have been expected to do within a period of 5 years and make that the requirement instead.

*\* Meeting the requirements of the law is, of course, procedurally necessary and vital in ensuring that the process is defensible. However, it is still important to critically evaluate whether the existing law is enabling your organisation to effectively meet the Principles of Merit Based Assessment. If any aspects of the law are presenting barriers to fair recruitment in public institutions (e.g. particular minimum criteria etc.), then it is worth considering gathering evidence of the problem and flagging the issue to the relevant central government institution. The potential issue can then be monitored and reconsidered in any future redrafting of the law.”*



## KEY TIP

*At this early stage it can be useful to consider whether there are any bodies or institutions who should be invited to observe or oversee the recruitment process. Early and proactive engagement can help build confidence about the intention to run the process well and based on merit.*

# Vacancy – Questions to ask.

The questions below guide you through the requirements to help design and manage the recruitment process. These will help inform the criteria, which are a key aspect of delivering a genuinely merit-based recruitment process.

## Existing Role

Is this role still required?

Are there other ways to fulfil the requirements?

What has changed since the role was first created?

What strengths did the previous role-holder have that you would want to have in a new role-holder?

What gaps did the previous role-holder have that you would not want to have in a new role-holder?

## New & Existing Role

What are the main challenges a new holder is likely to face?

What does successful delivery of the role look like?

Are there any qualifications someone must have (i.e. cannot hold the role without)?

What experience is necessary for someone to be able to take on this role – and how does this relate to the role success?

How many people will this person directly and indirectly manage and lead?

What are the budgetary responsibilities within the role?

Who does this role report to (role and level)?

Who else is the role-holder responsible to for the aspects of the organisation they manage/lead (e.g. External Auditors, Regulatory Bodies etc)

What legal requirements are there for this role?

What laws relate to how this recruitment process is carried out?



VACANCY

Introduction

Questions to ask

Role Profile / Job Description

Criteria & Assessment Process

Advertising

Application

Shortlisting

Managing Assessment Process

Assessor Training

ORCE Assessment

Recruitment Decision Making

Appeals

Candidate Communications

# Role Profile / Job Description.

In most instances it is common practice to have a document that outlines the organisation, the role & responsibilities, associated qualifications and essential/desirable criteria for a successful candidate. Commonly these are referred to as a Job Description or Role Profile. In some instances, a generic role profile may exist for some roles.

It can be helpful to create a role profile to show transparency and add confidence that the process is merit-based. A role profile commonly contains:

## Job title

- *This gives a clear indication of the purpose and level*

## Organisation overview

- *This includes a brief overview of the organisational purpose and function that the role sits in*

## Purpose and Scope of Role

- *This contains a brief overview of the role, its purpose and delivery outcomes*

## Position in Organisation

- *This shows where the role is positioned in the organisational hierarchy*
  - *Reports To: who the role-holder will report directly to as a line manager. In some instances, this may be a Board.*
  - *Responsible For: this is the number of people the role manages and the level of those roles*
  - *Budget Responsibility: this is the amount of budget and types of budgets the role is responsible for.*

## Duties and Responsibilities

- *These are the main aspects of work the role will be responsible for delivering and include key activities the role-holder will be expected to undertake*

## Person Specification:

- *This section outlines the main criteria associated with the role. Some criteria may be essential whereas others may be desirable. Criteria can include:*
  - *Qualifications*
  - *Knowledge*
  - *Skills/Abilities*
  - *Competencies/Behaviours*



## KEY TIP

*Having defined requirements, the remainder of this process can be merit-based, provided applicants and the ultimate successful candidate meet the objective requirements as stated in the role profile / job description.*

# Deciding on Criteria

Now you know what success looks like and what a good candidate will be able to demonstrate, you can decide on the process required to provide you with a consistent and accurate measure of these.

The first step is to identify the criteria that are essential eligibility requirements for the role. Essential criteria are those that a role-holder must possess and be able to demonstrate/evidence in order to be eligible. Another way to think of these are: without this criterion someone cannot hold this role or do this job. Overall, you should be able to say that each essential criterion has been met or not met – these are in effect criteria where a dichotomous pass/fail decision can be applied.

## ESSENTIAL CRITERIA

Essential criteria may be dictated by the laws that govern the role. Eligibility requirements can include restrictions on who cannot hold a role: e.g. anyone who has a family member who works within the organisation; anyone who has been involved in a political role in the last x months/years.

## BEHAVIOURAL CRITERIA

Behavioural criteria can include areas of Knowledge, Skills/Ability or Behaviour/Competencies. These are less commonly essential criteria. More often, they are qualities that a good role-holder should possess; and the more of it they have the better they are likely to perform the role and deliver organisational outcomes. While some aspects of knowledge may be useful or important for delivering a role, underpinning competencies/behaviours have consistently been shown to relate to aspects of effective role performance.



## CRITERIA

*On the next page is an example of a set of competency areas. These are typical of a full range of behaviours for effective role performance.*

Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

### CRITERIA & ASSESSMENT PROCESS

**Deciding on Criteria**

Competency Areas

Competency Definitions

Assessment Process

Advertising

Application

Shortlisting

Managing Assessment Process

Assessor Training

ORCE Assessment

Recruitment Decision Making

Appeals

Candidate Communications

# Competency areas

<b>Strategic Thinking</b>	<i>Able to understand and relate things to a broader context as well as articulate the long-term vision of the organisation and prepare plans for the realisation of that vision</i>
<b>Creative Thinking</b>	<i>Always in search of new ways to achieve the desired results, regularly questioning the traditional ways of working; assesses and develops new ideas</i>
<b>Problem Solving</b>	<i>The ability to analyse the information and demonstrate flexibility in thinking</i>
<b>Results Orientation</b>	<i>Is client oriented and understands the needs and aspirations of the end user, is consistently result oriented and is capable of defining objectives &amp; measurement of their achievement</i>
<b>Leadership</b>	<i>Determines the organisation's direction, and capable of inspiring others, building effective teams and using different leadership approaches when needed</i>
<b>Management</b>	<i>Understands systems for resource and finance management, is capable at planning and organisation and ready to delegate responsibilities</i>
<b>Communication</b>	<i>Is good in verbal and written communication, with both internal and external audiences and uses different methods for different audiences</i>
<b>Networking (&amp; Teamworking)</b>	<i>The ability to co-operate with a range of people and to maintain effective relationships with all stakeholders</i>
<b>Adaptability</b>	<i>The ability to deal with conflicts and stress, remains determined but not aggressive and is self motivated</i>
<b>Developing Self &amp; Others</b>	<i>Understands personal strengths and weaknesses and how to deal with them, always ready to learn from experiences and from others, builds capacities and develops talent</i>
<b>Integrity</b>	<i>Acts based on clear values, serves as example of honesty, integrity and humbleness to others. Politically neutral.</i>



Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

## CRITERIA & ASSESSMENT PROCESS

Deciding on Criteria

**Competency Areas**

Competency Definitions

Assessment Process

Advertising

Application

Shortlisting

Managing Assessment Process

Assessor Training

ORCE Assessment

Recruitment Decision Making

Appeals

Candidate Communications

# Competency areas

<b>Mendimi strategjik</b>	<i>I aftë që të kuptojë dhe t'i lidhë gjërat në kontekst më të gjerë si dhe të artikulojë vizionin afatgjatë të organizatës, dhe të përgatisë planet për realizimin e atij vizioni.</i>
<b>Mendimi kreativ</b>	<i>Gjithnjë në kërkim të mënyrave të reja për të arritur rezultatet e dëshiruara, duke vënë në pyetje rregullisht mënyrat tradicionale të punës, si dhe vlerëson dhe zhvillon ide të reja</i>
<b>Zgjidhja e problemeve</b>	<i>I aftë për të analizuar informatat dhe demonstruar fleksibilitet në mendim.</i>
<b>Orientimi kah rezultatet</b>	<i>I përqendruar kah klienti dhe i kupton nevojat dhe aspiratat e shfrytëzuesit të fundit, rregullisht përqendrohet në rezultate, dhe është në gjendje që të përcaktojë objektiva për arritjen e rezultateve dhe të mat arritjen e tyre.</i>
<b>Lidershipi</b>	<i>Përcakton kahjen e organizatës, dhe i aftë për të inspiruar të tjerët, ndërton ekipe efektive dhe përdorë qasje të ndryshme të udhëheqjes kur nevojitet.</i>
<b>Menaxhimi</b>	<i>I kupton sistemet për menaxhimin e resurseve dhe financave, është i aftë në planifikim dhe organizim dhe i gatshëm që të delegojë përgjegjësitë.</i>
<b>Komunikimi</b>	<i>Komunikon mirë verbalisht dhe me shkrim, me audiencat e brendshme dhe të jashtme, dhe përdorë metoda të ndryshme për audiencat të ndryshme.</i>
<b>Rrjetëzimi (dhe puna në ekip)</b>	<i>I aftë për të bashkëpunuar me një varg njerëzish dhe për të mbajtur marrëdhënie efektive me të gjithë akterët.</i>
<b>Përshtatja (Adaptueshmëria)</b>	<i>I aftë për t'u përballë me konflikte dhe stresa, i vendosur por jo agresiv dhe i vetë-motivuar.</i>
<b>Zhvillimi i vetës dhe i tjerëve</b>	<i>I kupton përparësitë dhe dobësitë dhe mënyrën si të merret me to, gjithnjë i gatshëm që mësojë nga përvojat dhe nga të tjerët, ndërton kapacitete dhe zhvillon talent</i>
<b>Integriteti</b>	<i>Vepron në bazë të vlerave të qarta, shërben si shembull i ndershmërisë, integritetit dhe përlësisë për të tjerët. Është politikisht i paanshëm.</i>



Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

**CRITERIA & ASSESSMENT PROCESS**

Deciding on Criteria

**Competency Areas**

Competency Definitions

Assessment Process

Advertising

Application

Shortlisting

Managing Assessment Process

Assessor Training

ORCE Assessment

Recruitment Decision Making

Appeals

Candidate Communications

# Competency definitions

In order that any competency/behavioural area can be assessed more objectively and based on merit, it needs to be defined more thoroughly and clearly. Below is an example of one competency area where this has been done:

## Strategic Thinking

*Able to understand and relate things to a broader context as well as articulate the long-term vision of the organisation and prepare plans for the realisation of that vision*

- *Establishes and clearly explains the organisation's long-term vision and direction*
- *Offers advice to ministers on the future strategy of the organisation*
- *Develops and promotes clear strategic plans for the organisation*
- *Anticipates and plans for future changes in client and stakeholder requirements*
- *Aligns the organisation's plans to fit within the broader strategy of ministers, government and civil service*
- *Develops and maintains an in-depth understanding of clients sector and communities served by the organisation*
- *Understands the political, economic, strategic, technological, environmental and legal factors that may influence the organisation*
- *Uses client and public feedback to set organisation's strategic direction*

Once you have defined the role requirement criteria, it is important to consider how you will assess each criterion. It may be necessary to prioritise which criteria are assessed and which are not – depending on the range of different assessment methods you intend to use.



Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

**CRITERIA & ASSESSMENT PROCESS**

Deciding on Criteria

Competency Areas

**Competency Definitions**

Assessment Process

Advertising

Application

Shortlisting

Managing Assessment Process

Assessor Training

ORCE Assessment

Recruitment Decision Making

Appeals

Candidate Communications

## KEY TIP

*It is better to do a simple process well, and focus on the most important and critical criteria. Measuring too many criteria with too few assessment methods can lead to arbitrary decisions that are not merit-based.*

# Assessment Process

Generally, Essential Criteria will be the focus of an application and shortlisting process. However, you may need to take a further measure of these criteria in a subsequent assessment (e.g. interview) to establish to what extent a competency/behavioural quality is held.

*E.g., Senior managerial experience may form part of the shortlisting, however the interview may revisit how they have managed teams, organisational projects etc. The key is to know where you will obtain a measure of criteria within the overall process.*

The table below may help you ensure the Essential and Behavioural Criteria are considered at an early stage:

Criteria	Essential Criteria vs Behavioural Criteria	Application / Shortlisting	Assessment (e.g. interview or other methods)
<u>Holds a degree in an engineering discipline</u>	Essential	✓ .	✗ .
<u>Senior managerial experience</u>	Essential and Behavioural	✓ .	✓ .
<u>Leadership</u>	Behavioural	✗ .	✓ .
<u>Results Orientated</u>	Behavioural	✗ .	✓ .

When shortlisting is complete, consider the most appropriate assessment methods. Once you have defined the role requirement criteria, it is important to consider how you will assess each one. You may need to prioritise which criteria are assessed and which are not – depending on the range of different assessment methods you intend to use.

The most commonly used methods include:



Presentations



Interview



Psychometric testing

Other methods include:



Written Exercises



Meeting Simulations



Simulated Board Briefings



Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

**CRITERIA & ASSESSMENT PROCESS**

Deciding on Criteria

Competency Areas

Competency Definitions

**Assessment Process**

Advertising

Application

Shortlisting

Managing Assessment Process

Assessor Training

ORCE Assessment

Recruitment Decision Making

Appeals

Candidate Communications

## KEY TIP

*It is essential to consider if the method you use in assessment will create a realistic and relevant measure of the criteria you need to know more about. In some instances, the methods may be stipulated in law.*

# Advertising

There is a lot of work to define the process before an advertisement has been placed. Therefore, it is important to begin this before a current role-holder reaches the end of their mandate. A common mistake is having to create and deliver it in too short a timescale which is when it is easy to, unintentionally, create an activity that is not merit-based.

The aim of the advert is to get many good quality, eligible applicants to apply. Here are a few guidance points for you:

- ✓ Pay close attention to the ensuring the advert details are correct – any errors can lead to the whole process being re-run.
- ✓ Give details about the recruitment process and include the Essential and Behavioural criteria being assessed for the role
- ✓ List restrictions about who cannot apply (if there are many restrictions, consider creating a supplementary document)
- ✓ Include application requirements (it may be useful to create a supplementary checklist that candidates are required to include or complete in addition to their application form)
- ✓ Include where applicants can obtain further information, role-profiles, application forms, arrangements to deliver an application and closing dates.
- ✓ Explain what will happen if candidates apply late, or do not enclose required, relevant or up to date documentation.
- ✓ Carefully select the publications and the language for the advertisement, to encourage access by those with the professional experience or diversity considerations you require.
- ✓ Consider promoting the advert through specific social media sites to encourage applications from under-represented groups.
- ✓ Ensure the advertisement is published for the correct time period



## KEY TIP

*Requiring candidates to include a list of every document they have submitted within their application can reduce the likelihood that someone can later claim a document was submitted but has been subsequently misplaced/removed. This can also create confidence that the process is fair and merit-based.*

### ADVERTISING

# Application Process

It is important to effectively manage the administration process for receiving and logging applications.



The date and time an application is received should be noted in a log.



Applicants must be sent confirmation & receipt of their application within the required timescales.



Information about the safe and secure storage is essential to building confidence about the integrity of the merit-based recruitment process.



Having clear and legally compliant practices on closing dates is also an important feature.

In most international contexts a closing date is taken as the applicant's responsibility to meet, and any late application is immediately rejected. However, customary practice in Kosovo allows for applications to be accepted provided they have a post mark from the closing date or before. It may be helpful to be entirely clear about closing dates on the application documentation.



Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

Criteria & Assessment Process

Advertising

## APPLICATION

Shortlisting

Managing Assessment Process

Assessor Training

ORCE Assessment

Recruitment Decision Making

Appeals

Candidate Communications

## KEY TIP

*An important success factor is to identify someone to oversee, manage and carry out the administration process.*

# Shortlisting

Managing shortlisting requires the **appropriate people** to be present to open and assess applications. It is useful to gain confirmation from all the attendees for the agreed shortlisting date. Ideally shortlisting should take place a few days after the closing date (this allows for postal application arrival).

On the day of shortlisting, it is important to ensure the **group are quorate**. Anyone unable to attend should be asked to provide their agreement that they would be bound by the outcomes of the shortlisting panel.

Whilst it is understandable that the shortlisting panel want to start viewing applications right at the outset, there are some **essential steps to ensure a merit-based process** before this happens. The panel should:

- Review the **advert contents** (In Kosovo this is important, as practice requires shortlisting is only undertaken on essential criteria that has been stated or referenced in the advert and associated laws).
- Ensure that the advertised **eligibility criteria** are accurately reflected on the shortlisting forms (**see example on next pages**).
- Agree what will happen in case there are any **missing documents**.
- Agree on a clear **interpretation of criteria** that may be viewed differently by different shortlisting panel members (e.g. what is meant by 'senior' in a phrase such as 'senior managerial experience').

Once these agreements are made, each candidate's application should be opened & reviewed by the panel.



Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

Criteria & Assessment Process

Advertising

Application

## SHORTLISTING

**Introduction**

Guidelines

Shortlisting form

Managing Assessment Process

Assessor Training

ORCE Assessment

Recruitment Decision Making

Appeals

Candidate Communications

### KEY TIP

*An important success factor is to identify someone to oversee, manage and carry out the administration process.*

# Shortlisting Guidelines



Any **ambiguities** should be brought to the attention of the whole panel. This ensures a decision is reached on the individual case and this interpretation can then be applied consistently across all applications. If any decisions made later in the process contradict how earlier applications were interpreted, it is essential these are revisited to ensure consistency.



Candidates can only be assessed against the **essential criteria**. Where there are desirable criteria a candidate cannot be shortlisted out on the basis of not having met or demonstrated this criterion. In instances where this has been included, and some candidates have not met or provided evidence, it may be an area to explore further at the subsequent assessment.



Once every applicant has been assessed a record of whether they met the criteria or not should be made. Where candidates have **not met criteria**, these reasons should be recorded. This will mean that they can, and should, be informed not only that they did not pass the shortlisting, but why they did not meet the criteria (e.g. having stated in their application they had experience that they then provided no evidence to substantiate).



Once the shortlisting is completed a **clear plan** of how outcomes will be communicated to candidates should be made.

**KEY TIP**

*When a criterion requires certain amounts of experience, it is important to count the number of years, months and days. There may be discrepancies in the dates of what is claimed and the evidence to support this. It is the evidenced roles, dates and qualifications that are taken into account.*

Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

Criteria & Assessment Process

Advertising

Application

**SHORTLISTING**

Introduction

**Guidelines**

Shortlisting form

Managing Assessment Process

Assessor Training

ORCE Assessment

Recruitment Decision Making

Appeals

Candidate Communications

# Example Shortlisting Form

Emri i kandidatit:	
Emri i anëtarit të panelit:	
Pozita për të cilën aplikohet:	
Data:	

Kriteret themelore		Përm bushur	Papërm bushur
E1	Përgatitje superiore në fushat ekonomike, teknike, juridike apo të tjera të ndërlidhura me aktivitetet, në të cilat vepron ndërmarrja		
E2	Së paku 5 vite përvojë në pozita të nivelit të lartë drejtues (relevante sipas konkursit)		
<b>Dokumentet</b>			
E5	Formulari i aplikimit		
E6	CV		
E7	Letër motivimi		
E9	Dëshmi mbi përvojën e punës		
E10	Dëshmi për shkollimin.		
E11	Certifikatë që nuk është nën hetime (jo më e vjetër se 6 muaj)		
E12	Kopje e letërnjoftimit		
E13	Deklarata nën betim (e nënshkruar)		
E14	Lista e dokumenteve të dorëzuara		
E15	Lista kontrolluese shtesë e aplikacionit		
<b>Kriteret e dëshirueshme</b>			
D1	Njohje e gjuhës angleze		

<b>1. Vendimi i Panelit</b>	
I suksesshëm (d.m.th vazhdon me Intervistë)	
I pasuksesshëm	
<b>2. Arsyet për vendimin</b>	



Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

Criteria & Assessment Process

Advertising

Application

**SHORTLISTING**

Introduction

Guidelines

**Shortlisting form**

Managing Assessment Process

Assessor Training

ORCE Assessment

Recruitment Decision Making

Appeals

Candidate Communications

# Managing Assessment Process



Prior to the Assessment Process some key points need to be agreed, which include:

- **What common gaps emerged** from the applicants at shortlisting?  
*This can inform areas to be explored during the assessment process.*
- **What areas were easily demonstrated** by all applicants?  
*These may be of less focus at the assessment process.*
- **What behavioural criteria is required** for effective performance of the role and is also likely to differentiate most across the applicant pool?  
*Care needs to be taken that behavioural criteria are not selected to favour some applicants over others.*
- **What assessment methods should be used** to give an effective measure of the criteria of interest?  
*This may already have been decided, but if not, it can be done at this stage.*

Interviews are a common assessment method and provided they are consistent and well-run, can give a meaningful assessment of behavioural competence. However, other methods (see earlier Criteria and Assessment Process section) may give you an opportunity to measure a range of criteria in a relevant and realistic manner.

Once the assessment methods have been identified it is necessary to create an assessment timetable. Candidates can then be allocated arrival times and informed about the duration of the assessment.

## KEY TIP

*In creating a timetable, it is important to leave plenty of time for commission/panel members to carry out a thorough assessment in between each candidate. As a guide; a 1-hour interview will require an extra hour to complete the assessment in a manner that preserves the principles of merit-based assessment.*

Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

Criteria & Assessment Process

Advertising

Application

Shortlisting

**MANAGING ASSESSMENT PROCESS**

Assessor Training

ORCE Assessment

Recruitment Decision Making

Appeals

Candidate Communications

# Assessor Training

Assessor training is recognized as a critical success factor; enabling commission/panel members to develop skills to deliver consistent and accurate assessments. The absence of assessor training contributes to a divergence of practice and interpretation – thereby undermining the principles of evidence-based assessment.

Assessor training should include:

- Briefing about the role being assessed (where relevant)
- Principles of merit-based assessment
- Rationale and use of scripted introductions for candidate briefings - ensuring all candidates receive the same information and experience
- Assessment methods (e.g. interviewing skills)
- Observe, Record, Classify and Evaluate model of assessment
- Explanation of the assessment documentation
- Interpretation and use of criteria
- Assessment decision making process



Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

Criteria & Assessment Process

Advertising

Application

Shortlisting

Managing Assessment Process

## ASSESSOR TRAINING

ORCE Assessment

Recruitment Decision Making

Appeals

Candidate Communications

# ORCE Model of Assessment

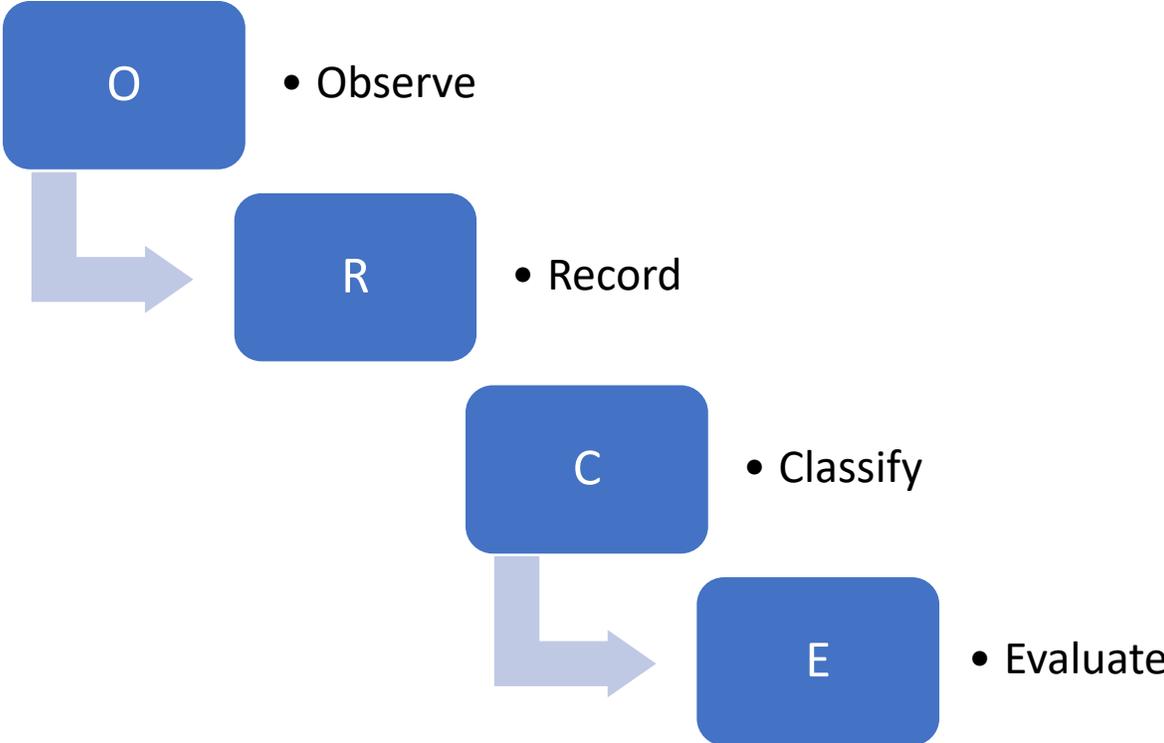
During the candidate’s assessment, regardless of the method (e.g. interview, written exercise, meeting simulation, etc), each candidate’s experience should be consistent. This begins with scripted introductions that provide an overview about what will happen in each part of the assessment, what is being measured, the time available and how the process will be managed.

Once the assessment is underway, commission/panel members need to ensure they treat every candidate consistently and give the same opportunity to perform.

As the candidate performs and responds, assessors apply the Observe, Record, Classify and Evaluate model of assessment.

The model supports assessors to deliver consistent and accurate assessments based on criteria and that are therefore merit-based.

This is an internationally recognised and well-established model for assessment.



Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

Criteria & Assessment Process

Advertising

Application

Shortlisting

Managing Assessment Process

Assessor Training

**ORCE ASSESSMENT INTRO**

Observe & Record

Classify

Evaluate

Recruitment Decision Making

Appeals

Candidate Communications

# Observe - Record

**Observe – Record** – this is when assessors take verbatim notes of what the candidate says and does. The assessors do not apply any judgement or evaluation at this stage, simply factual and accurate data. This part of the process is supported by assessment note taking sheets that are collected and stored at the end of the process. It is important to ensure that assessors have plenty of note taking forms for each candidate.



Here is an example of an Observe and Record form as it may appear in an interview (this is likely to be 2 x A4 sheets for each interview question)

Procesi:	
Kandidati:	
Data:	
Vlerësuesi:	
<p>Ju lutemi mbani shënime të hollësishme për të gjitha pjesët e prezentimit dhe intervistës. Kjo do të përdoret pas të kryhet procesi për të vlerësuar performancën e kandidatit</p>	
Numri i pyetjes: 1	Sjellja: Zgjidhja e problemeve
Pyetja:	

Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

Criteria & Assessment Process

Advertising

Application

Shortlisting

Managing Assessment Process

Assessor Training

**ORCE ASSESSMENT INTRO**

**Observe & Record**

Classify

Evaluate

Recruitment Decision Making

Appeals

Candidate Communications

# Classify

**Classify** – once a candidate has completed an assessment exercise the assessors individually and independently (without discussing or conferring) complete an assessment of the evidence they have for that candidate.

This assessment is completed against the criteria that was intended to be measured. In many instances there may be several criteria being measured and so evidence from across different assessment methods/exercises can contribute to the variety of criteria of interest.

Assessors assess the candidate's evidence of strengths, gaps, omissions and the level of this evidence against each individual criterion. This process is known as Classification and is carried out with one classification sheet for each competency/criterion.

Here is an example of a classification sheet.

<b>Kompetenca për Intervistim 1: Zgjidhja e problemeve</b>	
I aftë për të analizuar informatat dhe demonstruar fleksibilitet në mendim.	
<ul style="list-style-type: none"><li>• Këshillohet me akterët relevantë, ekspertët dhe stafin gjatë vlerësimit të qasjeve dhe zgjidhjeve alternative</li><li>• Identifikon modele relevante, raporte të ndërsjella dhe trendë gjatë rishikimit të informatave komplekse strategjike</li><li>• Parashtron pyetje kërkimore për të përcaktuar faktet kryesore</li><li>• Kujdeset që problemet organizative të trajtohen me kohë dhe në mënyrë efikase</li><li>• Merr vendime të shpejta strategjike kur kërkohet, shpesh me informata gjysmake</li><li>• Ushtron gjykim të pavarur dhe të paanshëm, duke marrë parasysh të gjitha dëshmitë relevante dhe aspektet etike</li><li>• Merr parasysh ndikimin më të gjerë të alternativave të ndryshme për klientët dhe organizatën.</li></ul>	
Dëshmia pozitive:	Dëshmia negative:



Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

Criteria & Assessment Process

Advertising

Application

Shortlisting

Managing Assessment Process

Assessor Training

**ORCE ASSESSMENT INTRO**

Observe & Record

**Classify**

Evaluate

Recruitment Decision Making

Appeals

Candidate Communications

# Evaluate

**Evaluate** – When the classification has been completed the assessor then awards a rating to each of the competencies/criteria. The awarding of ratings is done by using a predefined rating scales. Rating scales are commonly between 4 and 7 points on a scale. Once there are too many rating points on a scale the difference between different grades becomes increasingly arbitrary and begins to erode consistency – a key principle.



Commonly rating scales require assessors to consider the following:

- Volume of evidence of the competency/criteria
- Volume of contrary evidence (e.g. poor performance features and omissions)
- Level of the evidence provided relative to the level of the role applied for.

Here is an example of a 5-point rating scale:

I shquar (I fortë)	<ul style="list-style-type: none"> <li>• Dëshmi ekstensive pozitive për kompetencën</li> <li>• Dëshmia arrin ose kalon nivelin e kërkuar për rolin</li> <li>• Konteksti i dëshmisë është plotësisht relevant / i barasvlershëm</li> <li>• Nuk janë vrojtuar fusha të konsiderueshme për zhvillim.</li> </ul>	5
I mirë (Relativisht i fortë)	<ul style="list-style-type: none"> <li>• Dëshmi pozitive për kompetencën</li> <li>• Dëshmia arrin nivelin e kërkuar për rolin</li> <li>• Konteksti i dëshmisë është kryesisht relevant / i barasvlershëm</li> <li>• Fusha të kufizuara për zhvillim janë vrojtuar.</li> </ul>	4
I pranueshëm (Nuk është brengë)	<ul style="list-style-type: none"> <li>• Disa dëshmi pozitive për kompetencën</li> <li>• Dëshmia kryesisht arrin nivelin e kërkuar për rolin</li> <li>• Konteksti i dëshmisë është pjesërisht relevant / i barasvlershëm</li> <li>• Disa fusha për zhvillim janë vrojtuar.</li> </ul>	3
Nevojitet zhvillim (Relativisht i dobët)	<ul style="list-style-type: none"> <li>• Dëshmi e kufizuar pozitive për kompetencën</li> <li>• Dëshmia është -shpesh nën nivelin e kërkuar për rolin</li> <li>• Konteksti i dëshmisë ka relevancë / barasvlerë të kufizuar</li> <li>• Disa fusha të konsiderueshme për zhvillim janë vrojtuar.</li> </ul>	2
I papranueshëm (Shumë i dobët)	<ul style="list-style-type: none"> <li>• Pak ose aspak dëshmi pozitive për kompetencën</li> <li>• Dëshmia është dukshëm nën nivelin e kërkuar për rolin</li> <li>• Konteksti i dëshmisë është pak ose aspak relevant / i barasvlershëm</li> <li>• Shumë fusha të konsiderueshme për zhvillim janë vrojtuar.</li> </ul>	1

# Recruitment Decision Making



- ➔ Once assessors have individually and independently assessed all the candidates, the next step is to collate each candidate’s ratings and then compare across candidates.
- ➔ When collating each candidate’s ratings, it is appropriate to have a discussion where there are discrepancies and differences in view or interpretation of the evidence provided by the candidate.
- ➔ This process recognises that assessors may not capture every aspect of evidence or may interpret some aspects differently.
- ➔ It is important that an assessor can change their own assessment if they feel they may have missed or misinterpreted something. However, it is important that this is their personal decision and not something others force them to do.
- ➔ Once all candidates rating are collated it should be possible to see which candidate has achieved the highest scores. This person is therefore the candidate who should be appointed based on their merit!
- ➔ This is the clear definition of a merit-based recruitment decision.

## KEY TIP

*Sometimes there are suggestions that some criteria or parts of the process should be weighted more than others. In these instances, it is important to establish how such weightings have been derived. If they have been established as a result of careful prioritisation of criteria relative to its importance in delivering success in the role – this can be objectively justified. However, in most instances this practice is ineffective and can be contrary to the principles of merit-based recruitment.*

Principles of Merit Based Recruitment

Vacancy

Role Profile / Job Description

Criteria & Assessment Process

Advertising

Application

Shortlisting

Managing Assessment Process

Assessor Training

ORCE Assessment

## RECRUITMENT DECISION MAKING

Appeals

Candidate Communications

# Appeals

Once a process is completed it may be necessary to await until any period of appeals has elapsed before the merit-based candidate takes up role. This will depend on whether the relevant laws and procedures allow for appeals to be lodged and considered.

It can be useful to seek any feedback and observations from any institution invited to observe or oversee the process too.



**Principles of Merit Based Recruitment**

**Vacancy**

**Role Profile / Job Description**

**Criteria & Assessment Process**

**Advertising**

**Application**

**Shortlisting**

**Managing Assessment Process**

**Assessor Training**

**ORCE Assessment**

**Recruitment Decision Making**

**APPEALS**

**Candidate Communications**

# Candidate Communications

Once the successful candidate has been identified, it is important that they receive confirmation in writing.

Similarly, it is useful to write to and thank unsuccessful candidates. A practice that will encourage confidence in the merit-based nature of the process is if you offer an explanation, and possibly further feedback, on where the unsuccessful candidates were not as effective as the one who was appointed based on merit.



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