

Merit-Based Recruitment - Getting The Best Out Of Your Interviews

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This part of the workshop aims to:



- Consider the principles of effective and ineffective interview question design.
- Introduce the features of effective and ineffective interview probing.
- Give delegates an opportunity to design, use and experience competency based questions.
- To (re)introduce the toolkit that delegates can apply in their own institutions for developing merit-based recruitment practices.

Impacts of poorly run interviews



New hires
quitting
too soon

Have enough
information
to make a
decision

Top
candidates
won't accept
my offer

Allowing one
aspect of
background to
influence my
judgement

Knowing
what
questions
to ask

Feeling so much
pressure to fill
that I have to
settle for 2nd best

The
impression I
make on a
candidate

Missing
Information about
candidate
weaknesses
shows up later

Cost of a bad recruitment decision



The US Labor Department estimates the cost of a bad recruitment decision to be....

30% of
annual
salary

Some believe this is an under-estimate that doesn't account for the negative impacts created while the individual is in post...

Principles of Merit-based Recruitment



- Genuinely job relevant
- Consistency and accuracy
- Treat candidates fairly



Different Types of Objective Criteria

Eligibility Criteria

Measured as met/not met

Examples:

Qualifications

Experience

Membership of
professional body

Documentation

Timescales

Behavioural Criteria

Measured on a
continuum

Examples:

Behaviours/Competencies

Knowledge

Skills

Competencies – the foundation of merit-based recruitment



What is a Competency?



“Combination of job-relevant skills, knowledge, attitudes or underlying motivation which **can be observed through behaviour**, and applied in a way which delivers effective or superior performance on the job”

Why Use Competencies?



- They define performance **beyond technical skills / knowledge**
- This helps distinguish between:

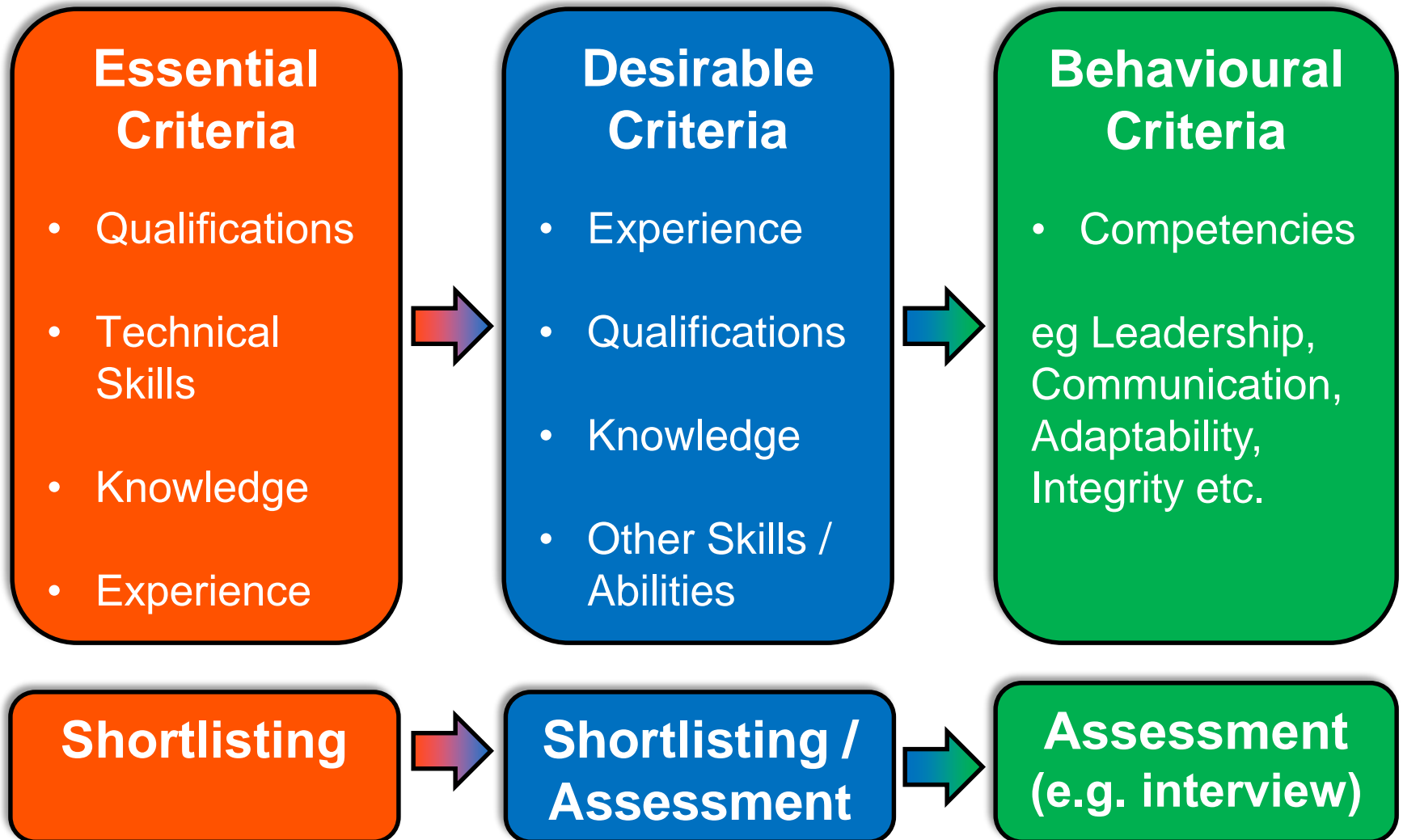
‘Good Enough’ Candidates

- Technically qualified
- Have enough knowledge to think they know what to do in a situation

‘Superior’ Candidates

- **Behave** in ways that **use their knowledge and skills** to best effect
- Show you exactly **how** they approach situations and other people

Competencies and Assessment Methods

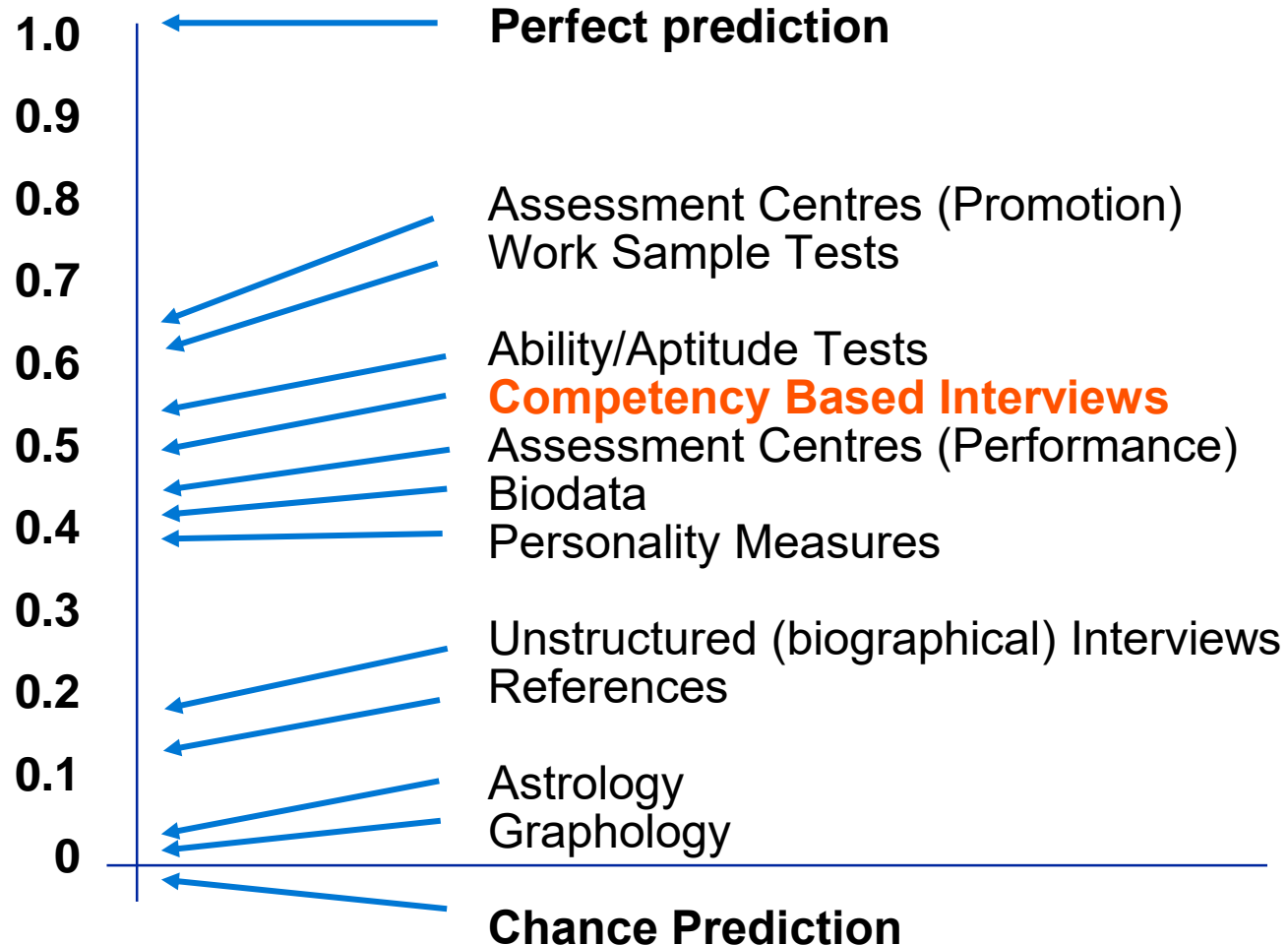


Effectiveness of Competencies



Strong statistical validity in predicting future performance

0.4 correlation is stronger than the relationship between smoking and lung cancer



Government of Kosovo competency framework – the foundation stone of our process



- Strategic Thinking
- Creative Thinking
- Problem Solving
- Results Oriented
- Leadership
- Management
- Communication
- Networking and team-working
- Adaptability
- Developing self and others
- Integrity

Results Orientated

Is client oriented and understands the needs and aspirations of the end user, is consistently result oriented, and is capable of defining objectives and measurement of their achievement.



- Ensures clients' requirements are delivered on time and to budget
- Understands and articulates the need for consistently high levels of customer service
- Actively seeks to use the most efficient practices
- Acts as a role model for delivering results through energy and enthusiasm
- Ensures performance and delivery across the organisation are consistently monitored and reviewed
- Demonstrates commercial awareness and encourages this in others
- Ensures that the staff remain focussed on core objectives during times of uncertainty
- Builds a culture that emphasises value for money and efficiency for the taxpayer and clients

Effective and Ineffective Questioning and Probing



An Effective Question...



“...results in an answer that includes examples of actual behaviour from past experiences. When evaluated, these answers enable the interviewer to decide whether the candidate demonstrated the competency to the required standard”.



Questioning – the ‘CBI’ Model

Opening statements often beginning with:

This question relates to the competency we call xx, defined as... (headline definition)...

- Tell me about a time when...
- Describe an occasion when...

You then **probe** using this formula:

Circumstances

— What was happening at the time?
What was your task/responsibility?

Behaviour

— What action did you take?
What did you personally do/say?

Impact

— What was the impact of your actions?
What was the result/outcome?



Putting Learning into Practice (1)





Exercise briefing

Using your learning about designing effective interview questions and working in pairs/threes on your table, imagining you are recruiting your successor:

- Design and record an opening question to test the 'Results Orientation' competency.
- Reviewing the definition and behavioural indicators for the Results Orientation competency, discuss what good, acceptable and poor answers to your question might 'look like'. Note down your ideas for later use.

(15 minutes)



Ineffective Questions are...

- Diverge from the area being measured
- Leading
- Multiple choice
- Ambiguous
- Intrusive
- Long winded
- Amateur Psychologist
- Not Probing



Probing Questions



Two types:

Open

- What?
- When?
- Where?
- Who?
- Why?
- How?

Elicit **longer** answers.

Should be used whenever possible.

Closed

- Do you?
- Did you?
- Have you?
- Would you?
- Was it?
- Is it?

Elicit **'yes'/'no'** answers.

Should generally be avoided (with some exceptions).

Past versus Future focused questioning



Past - Experience

- An examples of...
- A time when...

- Past behaviour as the best prediction of likely future behaviour

- ✓ Identifying if someone has relevant experience at an appropriate level

Future - Intent

- What would you do if...
- In a situation where...

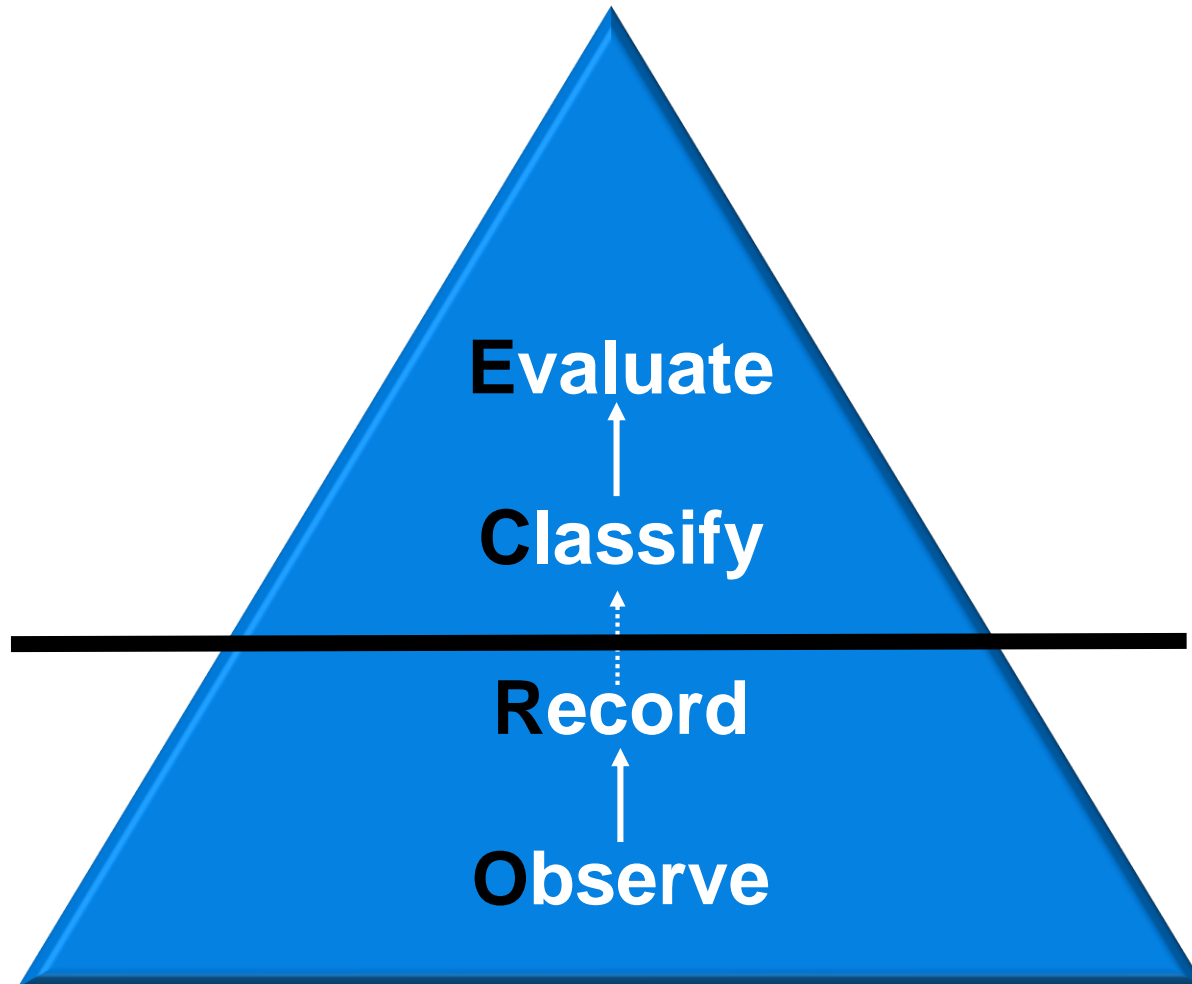
- Stated intent as an indication of whether they know what they should do

- ✓ Useful in more junior positions where experience is likely to be limited

Principles of Effective Competency Based Interviewing



The Behavioural Assessment Process





Putting Learning into Practice (2)





Exercise briefing (2)

When everyone is ready, find another pair/trio to work with....

- you'll have an opportunity both to try out your question, probe their answer and record the answers your 'candidate' gives you;

and then, if time, swapping over:

- you'll experience being asked a competency based question (using your own experience as an HR professional) and be probed on your answers.

(6-7 minutes each way)

- Back in your original pair/trio, review how well your question 'worked' and the kind of evidence that you were able to record. What changes, if any, would you make to your question design, how you asked and probed the question and/or the way you recorded your 'candidate's' answers?



Common Mistakes in Interviews

- Not understanding **competencies**.
- Not **asking the right questions**.
- Not effectively **probing** responses – volume and relevance.
- **Allowing bias** to influence judgement.
- Ineffective and insufficient **note taking**.

Re-introduction to Merit-Based Recruitment Toolkit



Growing personal knowledge, confidence and effectiveness



The Tool-Kit and additional workshop resources are designed to tell you more about:

- Planning and running selection processes
- Shortlisting
- Note-taking and evidence recording in interviews
- Classifying and evaluating evidence
- Assessing and rating evidence
- Combatting personal biases

And lots more besides!

Today's workshop aims to:



- present the principles of merit-based recruitment, i.e. how to recruit the best person for a role, based only on assessment of their skills, experience and behaviours;
- show how these principles can be applied in practice within the legal framework in the Kosovo civil service and public services;
- evidence how an interview process can enable members of a recruitment commission to identify the best candidate by assessing only against the competencies required for the role; and to
- offer practical examples of effective interviewing skills.