

***Managers  
Recruitment  
Handbook***

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## **1. Background**

- 1.1** *Essentially the one of the key functions of management is to achieve the organisation's planned and approved objectives through the efforts of other people, their direct reports and others in the organisation. Managers do not do the work they manage the production of others.*
- 1.2** *This is why one of the most important decision a manager can make is who to put into a vacant position. Get this decision right and you will achieve your objective and the ORGANISATION will perform well against all of the measures used to assess its performance from the internal business plan milestones to contract outputs.*
- 1.3** *Get this wrong and not only will the ORGANISATION fail to meet its performance targets you will be required to manage a poorly performing employee who will directly affect the performance of the rest of your unit. The unit will not only have to pick up the slack left by this one poorly performing member, but will also have to fix mistakes, cover up incompetence, and deal with their own frustrations that this will cause.*
- 1.4** *There is reliable research that indicates that one poorly performing employee will reduce the capacity of the work unit by at least 25%.*
- 1.5** *There are however some well established tools to assist you in making the right decision when selecting staff and the purpose of this handbook is to outline these for you and to demonstrate from research the benefit that you will accrue by using them. You will never get it 100% right 100% of the time but using well established practices will reduce the number of poorly performing staff to a manageable level*
- 1.6** *Obviously the most effective way of seeing whether someone can do the job is to give them the job to do and then if they fail they were not the right person and you "let them go". While this is the best model the Employment Relations Act 200 and associated common law decisions made by the Employment Courts make this model if not impossible certainly impracticable because of the sanctions that will be imposed on you if you do it.*

## **2. Process**

- 2.1** *Identify your need. This should include considering the following:*
  - 2.1.1** *Is there a vacant position on the approved organisation chart?*
  - 2.1.2** *Do you actually need to fill it with another permanent appointment?*
  - 2.1.3** *Does the job description actually reflect what you need the person to do?*
  - 2.1.4** *Do you need someone full time or part time?*
  - 2.1.5** *Do you have a budget to cover not only the costs associated with the recruitment process but also the ongoing salary, training etc?*
- 2.2** *If the need is for a role which is not on the approved organisation chart you will need to:*

- 2.2.1 **Identify the actual need and build a Job Description around this. Human Resources can assist you with this.**
- 2.2.2 **Identify whether the role will be permanent or fixed term**
- 2.2.3 **Identify whether the role needs to be full time or part time.**
- 2.2.4 **Identify the source of funds to be used to pay for this role.**
- 2.2.5 **Put a case to the Chief Executive for his approval before doing anything else.**

### **3. Job Descriptions**

- 3.1 **The ORGANISATION uses a sub-set of a set of generic competencies as the basis of all of the Job Descriptions. The reason for this is that the tests outlined below are designed to measure people against these same competencies and so we get you good information in the recruitment process based on the job description about how well your applicants will fit your role.**
- 3.2 **To complete a job description you will need to work with the Human Resources Unit who will take you through a job development and sizing process. Remember you will be the one who will determine the Purpose of the Position, its key functions and also the Knowledge, Skills and Experience that your ideal appointee will need to have.**
- 3.3 **You will need to have the Job Description finalised before you advertise the role.**
- 3.4 **Human Resources will be able to provide advice on how that can be structured and how to get the best person for you.**

### **4. Advertising**

- 4.1 **There is a cost to advertising and this will obviously form part of your considerations about where it is best to advertise. There is a fine balance between advertising very widely and therefore at greater cost but possibly attracting a very large pool of applicants as opposed to narrowing the range of the advertising and as a consequence possibly decreasing the size of the pool.**
- 4.2 **This is a call you as the recruiting manager will have to make and some of the factors that you may want to consider are:**
  - **Costs. How much can you spend on advertising.**
  - **Scarcity of people for the role. You are likely to advertise to a wider audience of the role is a specialist role as opposed to an "entry level" role.**
  - **Whether you need to advertise in news papers, on line, in specialist publications, through local networks etc.**

- 4.3 *If you think that you know someone who may be suitable by all means approach them to apply for the role, but be careful to explain that it will be a competitive process, and that you do not give them any expectations of them being simply offered the role.*

## **Recruitment Best Practice Model**

### **5. Predicting Job Performance**

- 5.1 *In relation to predicting job performance there is a seminal piece of research which was a meta analysis of 85 years of research findings looking at 19 different selection methodologies, published in the American Psychological Society Inc. Journal of Personal and Social Psychology in 1998, carried out by Frank. L. Schmidt of the University of Iowa, and John. E. Hunter of the Michigan State University.*
- 5.2 *This research indicates that for hiring employees without previous experience on the job, the single most valid predictor of future performance and learning is General Mental Ability (GMA). They also looked at what other selection methods could be used to improve the ability to predict when added to GMA.*
- 5.3 *In 2004 this research was expanded to provide evidence that the GMA predicts both occupational level attainment and performance within a chosen occupation better than any other ability, trait, or disposition and even better than job experience.*
- 5.4 *In essence this research indicates that on a scale of 0 to 1 (1 being a perfect predictor) the use of GMA in selection across a very wide variety of occupations will return a score of .51. Compare this to years of education which is .10 or “job tryout” which is .44 and it is clear that there are benefits to be accrued from using GMA test in a recruitment process.*
- 5.5 *The research also indicated that Work Sample tests had a slightly higher predictive validity .54 however these require work experience and are therefore not useful in the selection of people at an entry level. They were however valuable when the job required previous experience, such as Senior or Management position.*
- 5.6 *The 2004 research expanded this to look at job complexity and indicates that the higher the level of complexity of the job the better the GMA is likely predict on future job performance and in addition to predict the ability of the individual to acquire new skills through training. For example for a job with a level 1 complexity, the research indicates that the GMA has a predictive validity of .58 and will predict training success at .59, and level 2 had predictive validities of .56 and .65, level 3 figures were .51 and .57.*
- 5.7 *Level 1 complexity jobs are described as professional, scientific and upper management, level 2 were complex technical jobs such as computer systems trouble shooter, or complex manufacturing jobs, and level 3 were skilled workers, technicians, and para-professionals.*
- 5.8 *In dollar terms it could be demonstrated thus. Hunter and Schmidt have also researched studies that measured the difference in the amount of output of*

*employees and have averaged the results of these studies. They have found that for skilled workers a superior skilled worker produces 32% more work than an average worker. Therefore if performance has a standard distribution across all skilled workers on a salary of \$48,000 the dollar difference between a person on the 50th percentile (average salary) and an individual on the 84th percentile (1 standard deviation above the mean, a "superior performer") is \$15,360 (32% of \$48,000). The difference in performance between a person on the 84th percentile compared with one on the 16th percentile point (1 standard deviation below the mean, a "poor performer") is therefore \$30,720 per year.*

- 5.9** *In terms of staff numbers it could, based on a standard distribution, meaning that it would take 20 staff members performing at the 16th percentile level to deliver the same volume of work as 15 people performing at the mean, and approximately 10 people who were performing at the 84th percentile level. The implications of this are that the employer could have to recruit more staff to produce the level of output required if the recruitment process was not robust enough to be able to ensure that the majority of people recruited were likely to perform above the mean.*
- 5.10** *Where more than one selection method is chosen (again for entry level jobs) the 1998 research shows that a combination of an equally weighted GMA plus a structured interview can achieve 63% of the maximum possible practical utility, the highest possible of all of the options. Its also achieves this at reasonable cost in both time and resources.*

## **6. Content Validity**

- 6.1** *In relation to fairness it is important that what the tests purport to measure are important for the job the candidate is applying for, content validity.*
- 6.2** *Content validity is about showing that the tests used links to job content, that it actually measuring things which are requirements of the job. This is generally validated from the data gathered from a job analysis exercise. For example if the job analysis identifies that high performing individuals have a good level of analytical ability which is the ability of the job holder to be able to be able to analyse and interpret high level written information, then this can be critical for the use of these tools as it not only provides valid information for the selection process, it also provides a legally defensible position if challenged.*
- 6.3** *The test which we have consistently used to measure this has been the verbal analysis test which is specifically designed to test the candidate's ability to understand and interpret complex written reports and policy documents. This provides a high level of both face and content validity and it is able to tap into the level of General Mental Ability of the candidate, all of which is critical to the work of most professional and technical positions.*

## **7. Impact on Māori**

- 7.1** For the ORGANISATION this is particularly important and the evidence below has been included to remove any doubt and dispel a popular myth that there is some difference.
- 7.2** Researching this was quite problematic in that there are only three studies done which specifically look at the impact of “testing” on Māori. All of these rely on data from one organisation. There is however, a lot of research on the impact of testing on “ethnic minorities” which was also considered in our review as this has tended to have been the research which has informed debate on the subject within New Zealand in the past.
- 7.3** The issue which was pursued was that if General Mental Ability (GMA) was such a powerful predictor of future job performance for people with no work experience, would it unfairly discriminate against, or disadvantage Māori?
- 7.4** The first New Zealand research looked at differences between Māori and non-Māori work style preferences rather than cognitive ability. The second looked at the same area but also added critical reasoning tests which measure cognitive ability. The tests used were targeted at a management graduate level and did not represent the most complex available. The results of this study indicated that there were no statistically significant differences between Māori scores and non-Māori scores on either the verbal reasoning test or the numerical reasoning test. This study had a limited participation rate of 49 employees of the same organisation.
- 7.5** The third study had a much larger sample size to work with and focussed on three tests. Two of these were from the Advanced Managerial Test battery which was the most complex available. The other was from the same test bank as the previous study.
- 7.6** The findings of this report were that there was a difference between Maori and non-Māori on two of the three tests measured. The differences were as follows.

	Verbal Reasoning Test Mean	Numerical Business Analysis Test Mean	General Numerical Reasoning Test Mean
Māori	19.28	8.21	14.72
Non-Maori	22.2	14.90	14.76

- 7.7** This does not suggest test bias, it simply indicates that for reasons unknown, Māori scored on average lower than non-Māori on two of the three tests. It is of interest to note here that both studies found that the lower level tests (General Numerical Reasoning Test) did not produce different results for Māori. The question is therefore do the other two tests disadvantage Māori? The authors suggest that the difference between the results for the two numerical tests could be related to the fact that the ‘Business’ test requires business knowledge and experience.
- 7.8** The authors of the research suggest that a way of minimising the impact that previous knowledge could have on assessing the candidates General Mental

*Ability, which as pointed out in international research still shows that lower test scores are accompanied by lower performance irrespective of ethnic origin, a test such as the Ravens Progressive Matrices which does not rely on vocabulary or prior business knowledge may produce smaller ethnic group differences whilst still measuring cognitive ability. This does however create problems with demonstrating content validity as they are a form of diagrammatic reasoning test which bear no observable resemblance to the nature of the jobs. This is a key reason for their decline in popularity of recent years.*

- 7.9** *Overall it would be reasonable to conclude that the use of cognitive testing is appropriate in a recruitment process as it has a high level of both face and content validity (it looks like it is measuring a key component of our jobs and does), it measures GMA and is therefore the single most valid predictor of future job performance, and does not unfairly disadvantage Māori.*

## **8. Utility**

- 8.1** *Utility is the cost benefit of any particular tool or process. In recruitment a key element in the utility of the process relates to the number of applicants. For example if there is only one applicant for the job and the manager is going to fill the position no matter what, then the utility of using any tool is zero. The cost benefits of using any selection tool or process is zero because it will not affect the outcome. It will add additional cost to the process, but have no impact on the outcome.*
- 8.2** *To achieve high utility the ideal is to have tools which have a high level of predictive validity, a relatively low cost, and which can be administered to a larger number of people with the minimum cost in both time and resources.*
- 8.3** *For example, if applicants for a position were required as part of the application process, to complete an online (or paper based) questionnaire which had been demonstrated to predict on the job performance, against some key competencies, validly, then this part of the process would have high utility. It would be a valid predictor of performance but have very low cost.*
- 8.4** *General Mental Ability (GMA) can also have high utility if the testing is completed early in the process against a large number of applicants at the same time. This is particularly so because of its very high predictive validity coupled with the low administration cost. Interviews on the other hand tend to have relatively low utility because they tend to be more costly in terms of both people resource and time, and are carried out with a pre-selected shortlist of candidates (sometimes three candidates for two jobs). They also have a lower predictive validity than either GMA or Psychometric Testing against key competencies or behaviours.*
- 8.5** *This would suggest that to get the highest utility from a process it would make sense to use the tools with the lower cost but the higher predictive validity against the largest number of applicants possible. This would mean that they would be best used earlier in the selection process rather than later.*
- 8.6** *Hunter and Schmidt's 1998 paper indicates that "an equally weighted combination of a structured interview and GMA measure yields a validity of .63. This makes the*

**use of the GMA and structured interview a highly attractive option for employers as it returns 63% of the maximum possible utility (practical value) at a very low cost.**

## **9. Incremental validity**

**9.1 This is the increase in predictive validity gained by supplementing one tool with another. This was a key area of Hunter and Schmidt's 1998 work**

**9.2 The validity column below relates to the predictive validity of the tool by itself (i.e. the personality construct of Conscientiousness on its own has a predictive validity of .31), the Multiple Regression (Multiple R) column refers to the combination of the GMA Test and the other tool. (i.e. A GMA test combined with Conscientiousness raises the predictive validity to .60).**

<b>Measure</b>	<b>Validity</b>	<b>Multiple R</b>
GMA	.51	
Integrity Test	.41	.65
Structured Interview	.51	.63
Work Sample	.54	.63
Conscientiousness	.31	.60
Job Tryout	.44	.58
Job Knowledge Tests	.48	.58
Unstructured Interview	.38	.55
Job experience (years)	.18	.54
Assessment Centres <sup>1</sup>	.37	.53
Biodata (CV etc.)	.35	.52

This table demonstrates that the use of GMA coupled with an Integrity Test, a structured interview, or a work sample test will return a predictive validity of between .63 and .65 which is as high as it gets.

**9.3 Integrity and conscientiousness testing. This however, raises the issue of integrity testing and its value to the ORGANISATION. The data above shows that combined with the GMA it has the highest level of predictive validity of all combinations. The reason why it has not been considered appropriate in the context of recruitment for general recruitment is that employers are generally looking past entry level recruitment, and looking for people who they can grow within the organisation. This is where there is a problem with the use of integrity tests. Although they are very good predictors of on the job performance for entry level positions they are anything but for managerial positions. Very recent research coming out of the**

<sup>1</sup> The Term "Assessment Centre" as used in the research defines something which is considerably more general than that used in New Zealand and hence the relatively low correlation.

*Manchester School of Management has shown whilst integrity tests are a good predictors of overall job performance, there may be limits to the areas in which it is closely linked to job performance. This research suggests that the correlation between integrity and overall job performance is very close to zero for some positions, and the correlation with "promotability" is -.25.*

- 9.4** *Given that the research indicates that the use of GMA Tests and a structured interview or a work sample (for positions other than entry level) will produce a .63 correlation, it was believed more appropriate to focus on tools which had a broader applicability than just predicting entry level performance when the overall gain in prediction was only .02 at best.*
- 9.5** *Conscientiousness on the other hand does add significant incremental validity. This could form a key part of the Structured Application Form proposed below.*

## **Tools**

### **10. Structured Application Form (SAF).**

- 10.1** *To add some robustness to the initial selection phase (Long listing) it would make sense to move from the common current model of a CV and an application form which have quite low predictive validity, to something which is more likely to give you, the recruiting manager, a much better chance of moving people to the next phase of the process who are more likely to be able to do the job. This is achieved by developing a simple structured application form which the applicant could complete and submit with their CV. This could be done "on-line" or as a paper and pencil exercise by the candidate. The competencies which would be measured would come directly from the Job Description and be identified in advance as those which are critical to success in the area of work.*
- 10.2** *You would then receive the applications along with the analysis of the individuals work preferences which would be "scored" by the Human Resources/Recruitment consultant as they arrive which would allow you more time to complete a comprehensive review of each of the applicants, having the opportunity to look at them as they come in and assess them against the desired criteria, rather than all in one block. The clear benefit of this would be that you would be applying the principle of absolute merit in your shortlisting as you would compare each applicant against the requirements of the job using valid criteria, rather than the common practice of comparing them against each other.*
- 10.3** *Often managers get all of the applicants in one block, and the only information they have is a CV and an application form and therefore there is a strong probability that they will slip into relative merit comparisons where applicants are compared against each other and the "best" ones are shortlisted. The danger in this model is that if all of the applicants fall below the desired standard it is still possible to promote some to the next stage of the process and eventually wind up appointing a person who may not be able to do the job. They are in reality simply the best of a poor pool of applicants. The proposed model above would set a "bottom line" for applicants in advance and use a more reliable method of predicting the individual's potential against key requirements of the position.*

## **11. General Mental Ability Tests**

- 11.1** *Once you have identified a “Long List” of candidates the next phase (Short list) which could also be completed remotely without the candidate having to come to a central point would be some form of General Mental Ability Test.*
- 11.2** *The candidate would need to complete this in a supervised environment but this could be done at any one of the main centres or “on-line’ providing the employer was able to ensure that the person completing the test was the candidate and that they were not using any additional tools (calculator, cell phone etc.) other than what is actually permitted by the test itself.*
- 11.3** *Again this method has high utility as it will provide a high level of prediction at low cost with the candidate not having to be brought to at real cost to a central point. If there were a group of candidates resident in one centre they could all be tested at the same time in a controlled environment to minimise costs and time.*
- 11.4** *At the end of this process you will be presented with candidates who fit the criteria you have established against some key competencies and also against a threshold that you may have set as a minimum standard in relation to the candidate’s general mental ability. These people will all be likely to be able to do the job, all that would be left for you is to get an idea of how well they would fit into the ORGANISATION and your unit.*

## **12. Work sample test.**

- 12.1** *Where the job is higher than an entry level position (i.e. a Senior position) the tool with the highest predictive validity is work sample test. There have been a number of these used in recruitment in the past and they have tended to find favour with both managers and candidates because of the high level of face validity, they look like they are measuring what is a component of the job in a direct rather than indirect manner.*
- 12.2** *The most common of these has been to get candidates to complete a piece of work, which is a key part of the job. You can be involved in both setting the work sample and assessing the results against pre-set standards.*
- 12.3** *This again provides you with information which has a high level of prediction (providing it is used for people with previous experience in the area of work) and when used after the previous two methods against candidates who have a high level of general mental ability, and a good match with key competencies, will have a high level of utility.*

## **13. Structured Interview**

- 13.1** *This interview is where you can assess how well the candidate will “fit” into the ORGANISATION and your unit. This is an area where the interview is strong in predicting future performance. Although the utility of an interview tends to be the lowest of the tools because the pool of candidates is smaller along with the differences between them, and the overall predictive validity of interview itself is*

*lower, it is nevertheless an important part of the recruitment process. It provides you the ability to explore areas which cannot be readily assessed by other methods and in particular, make assessments on how well the applicant is likely to fit within the culture of the ORGANISATION and within the specific work unit.*

## Models

### **14. Multiple Hurdle**

**14.1** *This model generally referred to as a multiple hurdle approach is where candidates are required to undergo a number of different assessments, and where they can be removed from consideration at any point in the process if they fail to meet pre-set standards. The strength of this approach is that it has high utility and uses highly predictive tools at key points in the process. The weakness is that it does not allow for an individual's low score to be compensated for by a higher score in another area. For this reason it is sometimes seen to be too clinical.*

### **15. Cumulative**

**15.1** *A cumulative approach allows candidates to progress through the process to the end and takes all of their individual "scores" from each phase and averages them for a final score. The strength of this model is that it allows people who may be assessed as a potentially poor performer in one area, to compensate that out by exceeding expectations in another. The weakness' are however significant. The use of averages can allow a person who significantly fails to meet the required level on one or more key areas to compensate for this by exceeding them in areas which are not so critical for the role. For example on a scale of one to six, a person scoring three on all six competencies (average of 3) is a very different proposition to a person scoring six on three competencies and only one on the other three. The latter will have an average of 3.5 but clearly does not meet the organisations requirements against half of the competencies and would represent a high risk appointment despite scoring a higher average than the first candidate.*

## Recommended Process.

**15.2** *The recommended process would be a multiple-hurdle approach using validated selection tools to measure people against competencies at three stages.*

### **16. Hurdle one**

**16.1** *The development and application of a Structured Application Form which measures key personality constructs, will add significant robustness to the initial process. It will also provide candidates with the ability to give you the recruiting manager critical information about their suitability for the position in a structured manner which focuses on the key requirements of the job. Finally it does not require them to spend a lot of time and effort trying to think about what they need to provide to support their bid for employment.*

**16.2** *This form could also collect with biographical data which would normally be contained in their CV and will provide adequate information from which managers will be able to draw up a 'long list' of candidates they wish to progress to the next phase. The concept of a 'long list' will reduce the likelihood of you missing people with key talents but who have not been able to 'sell' themselves through a CV or*

*self ratings against competencies. You get to maximise the pool available to them. This process will identify people who at least at a general level, have the sort of profile you are looking for. This would represent the first hurdle and would require an assessment of each candidate to be written up against the appropriate competencies being measured through this process.*

### **17. Hurdle 2**

- 17.1** *From this point it would then be appropriate to use the most reliable predictor of future performance to bring through to the next phase only people who are able to meet a 'minimum' standard. The tool which has the highest level of predictive validity, has high content, and face validity, and if administered via the internet, has very high utility, is some form of General Mental Ability Test depending on the particular job.*
- 17.2** *At the same time that this test was administered the candidates could also be required to complete a work sample exercise, which would again be tailored and suited to the role being recruited to. The results of these two tools would provide the second hurdle for candidates. Again this would require an assessment of each candidate to be written up against the appropriate competencies being measured through this part of the process.*

### **18. Hurdle 3**

- 18.1** *At this point you would have very good data from which to select people for a final interview. The probability is that all of the candidates which make it past this point in the process being able to carryout the role to at least a satisfactory level, is very high (around 92% by some researchers).*
- 18.2** *The final interview. The content of this interview would be focussed on those competencies which are important for the organisation, but which are more difficult to measure using objective measures. These are likely to be such things as organisational 'fit', commitment to the organisation vision etc. The interview, if correctly structured will provide good information to managers on these 'soft' competencies.*
- 18.3** *The final recommendation for appointment would be made from the results of the interview.*

### **Conclusion**

- 18.4** *As a recruiting manager you need to be aware, and remain conscious of the fact that you will contribute by your actions or inactions to problems in recruiting. The recommended process would add speed to the recruitment without compromising the integrity of it, however you will need to be committed to play your part if it is to be effective.*

### **19. Selection Panels**

- 19.1** *You as the manager will have the final responsibility for making the recommendation for appointment. This however does not mean that the process will not be enhanced by engaging others in it to help your deliberations. Some points to note would be :*

- 19.2** *The Selection Panel should be decided upon at the very beginning of the process and should contribute to deciding on the questions to go into the application form through to the final competency based interview*
- 19.3** *Nobody is to be on your panel if they have not had the specific competency based interview training.*
- 19.4** *The number of panel members should be no more than 3 – 4 as anything other than this will slow the process down and also be intimidating for the people being interviewed.*
- 19.5** *The interview questions should be decided on when the application form is built and the selection process agreed to (Tests etc).*
- 19.6** *Human Resources can provide advice and assistance on all aspects of the process and can be part of the selection panel if you want them to be.*

## **20. Competency Based Interviewing**

- 20.1** *This is a means of interviewing based on the premise that past performance is an excellent indicator of future performance. The interview will be structured in such a way that the candidate will be probed for information in support of the role's key competencies. As such the questions are very much in the format of "Can you give me an example of a time when...."*
- 20.2** *In order that the interview is focused the STAR approach to gathering information will be used. This means that when you are asking the questions, you will be looking for the Situation the applicant was in or the Task the applicant was doing, the Action the applicant took in response to that situation or task and the Result of the applicants action.*
- 20.3** *While the applicant is giving their answer each interviewer will record what the applicant says in the relevant boxes on the Interview Sheet i.e. Under Situation/Task, Action or Result. This assists in the process of evaluation after the interview is concluded. These notes will be valuable at the Evaluation Stage.*
- 20.4** *The interview is built around competencies that you believe are key to an individual successfully undertaking the role. Within each competency you are seeking information from the applicant that supports the key behaviours within each competency.*
- 20.5** *Within each competency various questions will have been prepared at the time the job is advertised that are designed to determine to what extent the candidate has performed successfully in previous situations similar to those they will encounter in the position for which they are being interviewed.*
- 20.6** *With a behavioural question, the you are looking for actions taken and results. You are not just looking for an activity list. So make sure the applicant mentions specific names, dates, places, the outcome and especially what THEIR role was in achieving that outcome.*

## **21. Interview Bias – What to look for**

- 21.1** *As part and parcel of this process of deciding who is the best applicant for your role you need to be able to make valid, unbiased observations of a candidate's strengths and weaknesses as they relate to the job. This task, however, can at times become clouded by a phenomenon referred to as the "halo effect" or its opposite the "horns affect."*
- 21.2** *The halo effect is one of many sources of error that an interviewer faces which threatens the validity, reliability and legality of the interviewing process. Along with social stereotypes (is the applicant Deaf or not), indiscriminate use of hunches (because they are from the XXX family they should be good at that), and inaccurate documentation (particularly in the interview notes) and ranking, the halo effect is something that both yourself and your selection panel should be aware of if you wish to make a quality decision.*
- 21.3** *The halo effect is the tendency each of us has of attributing all sorts of positive traits to a person with whom we have something meaningful in common--a type of verbal and emotional shorthand that takes place, however unfortunately, these attributes may or may not be true and even if they are, they do not mean that the applicant is the one who's best suited for your position. Some of the common things which can trigger the halo affect are:*
- *Who they bring as part of their support group (A well known community member may well colour your judgement in favour of the applicant)*
  - *Their ethnicity. (You may be more inclined to favour an applicant who is Kiwi over someone who is South African)*
  - *The clothes they wear.*
  - *How well they answered the last question. If they said the things you wanted to hear in one answer you will probably hear the same in the next answer even if it is not strictly true.*
  - *Gender (You may already have a view that a woman/man would be best for the role or be trying to achieve "gender balance" in your unit".)*
- 21.4** *In order to counterbalance the halo effect and improve the validity of your interviewing process we use a formalized approach as set out above. You should ask the same questions to each applicant, and only ask applicants different questions to clarify or elaborate on their examples.*

## **22. Whanau Support**

- 22.1** *Remember that you are recruiting the individual, not the whanau. This concept seems to have grown from the Public Service rather than having a traditional base.*
- 22.2** *While ORGANISATION acknowledges that some applicants wish to attend interviews with whanau support it is not mandatory. Where this is done it should be on the basis that*

- *The candidate advises you as the recruiting manager of the fact that they are bringing whanau support and how many. (It would be reasonable to limit the number to between 4 – 6 unless the situation is exceptional)*
- *You will ensure that Senior Manager is present to uphold the mana of ORGANISATION in the process.*
- *You will ensure that there are refreshments available for the visitors to enjoy after the interview.*
- *The support people should be told that their role is support and therefore they will participate in the welcoming ceremony and then they will be able to make supporting statements at the end of the interview.*
- *As this is a competency based interview only the candidate should answer the questions.*
- *Attendance by whanau is at the behest of the applicant and therefore they will bear any costs associated with their attendance.*
- *To make this clear to the applicant and the whanau it may pay for the applicant to be given a letter setting this out when they are invited to the interview*

### **23. Reference Checks**

- 23.1** *Reference checks of former employers will be conducted preferably by yourself or Human Resources if you are unable to do so. No consideration will be given to making an offer of employment to the applicant until such times as the reference checks have been completed.*
- 23.2** *Applicants will have identified who their referees are and given their permission for them to be contacted on their application form.*
- 23.3** *During the interview other names may come to light in relation to something the applicant says they have done. If you think that it would help in your decision making ask the applicant at that time if you can contact that person as a referee.*
- 23.4** *When you contact a referee you must preface your conversation with the following statement:*
- *What I am asking for is evaluative material as is defined in the Privacy Act and therefore can include evaluative or opinions which are compiled solely for the purpose of determining ..... (The applicants name) for employment.*
  - *As this is evaluative material I am able to give you an explicit undertaking that anything you tell me will not be disclosed to .....*
- 23.5** *This means that the notes from the reference check should be kept separate on the file and not be made available to the applicant.*
- 23.6** *No matter what other questions are asked the following must be:*
- *Why did the applicant leave your employment?*
  - *What were his/her strengths?*

- *What were her/his areas for development?*
- *Has the applicant been involved in instances of dishonesty or violence in or out of the workplace to your knowledge?*
- *Would you employ this persona again / and if so in what capacity?*

**24. Documentation – This should be done prior to an offer being made.**

**Education Qualifications**

**24.1** *All stated education qualifications must be provided as a certified copy to be placed on the individual's personal file.*

**General Provisions**

**24.2** *Where certified copies are not provided, it is important that they be obtained promptly. If it is obvious that some time will elapse before the employee can produce the copies, the Chief Executive should be advised. The Chief Executive can then decide if a provisional offer of employment can be made.*

**24.3** *If an applicant fails within a specified time to produce the required documentation, the Chief Executive may terminate the provisional appointment.*

**24.4** *All persons who are granted New Zealand citizenship are to produce the following certificates for copying and noting prior to any potential appointment.*

- *Naturalisation Certificates*
- *Work Permits*
- *Permanent Residence*
- *Residential Status (sight passport and if required, suitable documentation from the New Zealand Immigration Service)*
- *Note it is illegal to employ someone who has not permit to work in New Zealand and can attract a \$10,000 fine*

**False Information**

**24.5** *Should the recruitment process reveal that information provided by the applicant is false or that pertinent or relevant information has been withheld, any offer of employment may be withdrawn. If evidence is found that information provided is false or that information has been withheld after the commencement of employment, the circumstances will be reviewed by the Chief Executive to ascertain whether employment should be terminated.*

**25. Offer of Employment**

**25.1** *There is only one way that an applicant can be made an offer of appointment. This is by way of a letter and an Individual Employment agreement for their*

*consideration and negotiation. To make an offer in any other way can lead to misunderstandings and possible conflict.*

**25.2** *The Letter of Offer and the associated Individual Employment Agreement will be developed for your signature by the Human Resources unit.*

**25.3** *It is important to remember here that if an offer is made to the applicant and they come back with a counter offer, (i.e. they want more money and longer holidays) then the negotiation that takes place will be around their counter offer. The original offer will have lapsed as a result and if what they are asking for is inappropriate you are able to refuse their counter offer and they will not have employment with us. If this occurs however it would be prudent to discuss this with the Human Resources Unit before you make a decision to manage any possible risk.*

## **26. Starting Work.**

**26.1** *Nobody will commence work until the following documentation has been completed and filed:*

- *Signed employment agreement*
- *Signed declaration of acceptance of Ministry policies*
- *IRD information*
- *Code of Conduct Declaration Form*
- *Personal Statistics/Details i.e. emergency contact numbers, bank account details etc.*
- *Certified Copies of qualifications and driver's license if required.*
- *Authority to register on Driver Check (If the applicant is to drive a ORGANISATION vehicle)*

## **27. Induction**

**27.1** *The ORGANISATION has an induction policy and process. If you are in doubt contact Human Resources and they will be able to advise you on this.*