**Case Study**

The Department of Business (DoB) is a resource for businesses across Tasmania to help them start up, develop and grow and is managed by the Tasmanian State Government. The central focus of the Agency’s policy, based on the 1999 Auditor General Business Improvement Report, is a commitment by all Agencies to the agreed Millennium Goals, to be achieved by 2010.

**Agency Background**

The Department provides practical advice and support to the Minister on Internal and external growth issues and manages effective and innovative programs to promote Tasmanian businesses to interstate and overseas entities. DoB assistance concentrates on countries within the Asia-Pacific region, and mainland Australia. It works with similar agencies outside Tasmania and key Tasmanian business organisations.

**Workforce profile of Department**

DoB has about 250 staff, located in Hobart, Launceston and Burnie. Approximately half of DoB’s staff work on bi lateral partnership programs or provide support to these programs. The remainder work on the development of export potential for Tasmanian businesses to overseas and interstate markets.

**DoB goals**

- **Ensure environmental sustainable export growth**
- **Develop Tasmanian partnerships for continuous export improvement**
- **Assist Tasmanian businesses to start, run and grow by providing expert advice and business support**

**Organisation Structure**

![Organisation Structure Diagram]
P & E’s core business is to:
- Support the Minister and senior management in giving strategic, policy and procedural direction to DoB
- Contribute to corporate strategy formulation and strategic prioritisation
- Lead within DoB on a number of cross-organisation policy issues
- Coordinate the promotion of DoB’s vision of development
- Disseminate best practice in managing DoB program resources

The purpose of the team is to:
- To help DoB succeed in working to ensure environmental sustainability export growth
- To achieve the Millennium Goals

This is done by:
- Supporting all DoB staff to strengthen performance management, delivery and reporting in DoB
- Advocating improvements in the effectiveness of service delivery

Workforce plan for Sam’s P&E Team

In consultation with HR, Sam’s team has developed a workforce plan that is:
- Set within the broad context of DoB
- Articulates the future direction of the P&E Team
- Lists the team’s capability gaps
- Has a strategy to address capability gaps
- Is regular reviewed for progress and effectiveness
### Right Job, Right Person!
#### A Recruitment Kit for Managers

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<th>DEFINE &gt;&gt;&gt;&gt;</th>
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<td>➢ How will the role contribute to the team’s and the department’s outputs?</td>
<td><strong>Step 2 – determine what’s involved in the role</strong></td>
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<td>➢ What work needs to be done?</td>
<td>➢ How is the role likely to change – in six months, in 12 months?</td>
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<td>➢ Is establishing a new role really necessary?</td>
<td>➢ What might the selection criteria include?</td>
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#### This year Finance and Corporate Performance Group Manager Jo Smithson, circulated a document outlining the Executive’s recent decisions about new delivery targets and associated divisional funding for the department during the next financial year.

**Its Key objective was:**

*the need for more work to be done to help disseminate and communicate knowledge more fully and effectively across DoB both for delivery and reporting purposes*

As a result, Sam Hunter (head of P&E Team) has responsibility for developing and implementing a number of programs and mechanisms in response to the key objective.

A number of additional projects need to be developed and implemented by the P&E Team. One immediate need is the development of a comprehensive handbook for those engaged in development and intervention activities in the field. More broadly there will be a need to improve the effectiveness of the way DoB disseminates and communicates knowledge across the organisation. This is likely to require a small project team working over a period of six to nine months.

There is no previous job holder. This would be a newly created role. The team currently consists of employees at the A&C 8 and A&C 7 levels with one AE11 (supervisor). The AE11 will monitor the progress of the project from an operational and tactical viewpoint. However they will be unable to do this on a full time basis, as they will also have a number of other projects.

It is therefore decided that a new role is needed.

While the development of the handbook may take six to nine months to complete, there are also ongoing programs and initiatives needed to be developed in order to meet the department’s key objective of improving the dissemination and communication of knowledge across DoB over the next 12 months. In nine to twelve months, the kind of project the individual will be working on will change. It is hoped the individual would grow with the role and the experience.

In twelve months, there will be a temporary A&C 11 vacancy (supervisor on leave for six months) which Sam hopes will be filled internally.

Sam knows it is critical to understand the role to write the statement of duties. The selection criteria must be relevant to successful performance in the role.

He will therefore include the following important elements:

- The level of job experience required
- Any essential or desirable qualifications and/or specialist knowledge
- Personal qualities that are relevant to the role

1 Sam previously has worked with senior project officers, he draws on this experience to determine the likely challenges, skills and capabilities needed for success in the new role.

2 Sam decides to consult the rest of the team about the role to discuss the future direction and to develop the role definition and selection criteria.
Team exercise: Discussion using capability cards

Sam brings the team together to discuss the role. He wants to make sure that they get the right person for the right job. That is, someone who can hit the ground running is a good team fit and has that balance of skills and personal qualities required to get the job done.

They decide to use the ‘Right Job Right Person’ capability cards (appendix A) to identify the skills, personal qualities and specific knowledge required for this role. After a quick round with the cards the team identified the following fourteen capabilities:

- Project management skills
- Persuasion and influencing skills
- Written communication skills
- Problem solving skills
- Coaching and developing others
- Organisational awareness
- Specialist knowledge (organisational performance)
- Teamwork
- Drive and commitment
- Decision making skills
- Building productive networks
- Flexibility
- Initiative
- Presentation skills

- Sam knows that a capability set of 4 – 6 is likely to be the most effective to work with.

- As a team they need to focus on the essential aspects of the role, rather than those capabilities which would be just ‘nice to have’.

To reduce the fourteen ‘nice to have’ capabilities to six essential capabilities Sam asks the team to focus on two issues:

✓ The team’s needs: STEP 3
  - What are the characteristics of the current team?
  - Where does the role fit into the current team?

✓ Who is needed in the role: STEP 4
  - What range of experience and qualifications are needed to succeed in the role?
  - What work style and skills would be useful?
  - What specific knowledge is critical?
  - What is likely to motivate this person?
The team’s needs - What are the characteristics of the current team?

The existing team is small, with six people. Two A&C 7, two A&C 8 and one AE11 managed by Sam (who also overseas two other sub-teams within the overall P&E team). The team works closely together on large projects, and individuals have a level of autonomy and responsibility for smaller projects, which increases with seniority. The team is co-located in an open-plan office. Current organisational knowledge and interpersonal skills are good but there is a gap in project management. No existing staff have very strong project management skills. All staff need updating in project management disciplines, so transfer of skills could be possible.

The team’s needs - Where does the role fit into the current team?

This is a new one – the person in this role would manage an A&C 7 and an A&C 8. So, while their key responsibility will be to research and develop the communications handbook, they will also need people management capability.
Step 4 - What range of experience is needed to succeed in the role?

There is a strong need to ‘hit the ground running’ in this role, in order to have the handbook developed within the Executive’s timeframe. It is therefore important that the individual has demonstrated experience in:

- Project management responsibility at an operational level
- Conducting research and data gathering
- Influencing and working with internal clients at different levels

What range of qualifications and/or background would be important for the role?

Ideally, the person will be working in a project management capacity right now. This could be within another division of DoB, within the TSS or private sector. There are no mandatory qualifications. However, a degree or units towards a degree in an organisational performance discipline would be an advantage as would extensive experience in this sort of work.

What work style and skills would be useful?

The following work skills have already been identified as useful through the capability card sort exercise:

- Problem solving skills
- Project management skills
- Persuasion and influencing skills
- Written communication skills

What Knowledge would be useful or critical?

- Knowledge in the area of organisational performance.

What Personal qualities would be useful?

In looking through the capability cards, most personal qualities are likely to be useful for success. These range from teamwork to flexibility, initiative to coaching and developing others. However, initiative is seen to be the most critical of these, given the need for the role to work on tasks autonomously.

What is likely to motivate this person?

To identify the key motivators for people being attracted to this role, Sam and the team draw on the reasons that motivated them to join, and the reasons that influence their decisions to stay. Sam also draws on conversations with and feedback from his networks both inside and outside DoB. The results in the following primary motivators:

- The opportunity to work within a high profile organisation
- The opportunity to do interesting work
- A level of autonomy
- The ability to persuade and influence others
- The support of a close knit team
- Development opportunities
What is less likely to motivate this person?

Sam and the team use this opportunity to examine what aspects of the role may not interest or motivate some people. They identify the following:

- The role requires initiative and so is unlikely to motivate individuals who prefer clearly defined and predictable work routines and clear direction.
- The role requires the individual to work relatively autonomously in developing the handbook, and therefore is unlikely to suit those people who prefer to be part of a team working closely on tasks together.
- The role requires the individual to interact with a wide range of stakeholders within DoB and therefore is unlikely to motivate those who prefer a ‘back office’ role with minimal face-to-face contact.
- This role is unlikely to appeal to people who do not enjoy persuading and influencing key stakeholders.

What level of responsibility is required here?

They identified the following:

- The role requires the individual to work relatively autonomously to develop the handbook.
- The role requires interaction with a wide range of stakeholders within DoB and therefore requires excellent representational skills with people of all levels including executives.
- This role required highly developed persuasion and influencing skills.
- The ability to manage and supervise others.

Role defined

As a result of this exercise Sam & the team have come to the conclusion that this role requires someone at the **A&C 9 Level** and that the title will be ‘**Senior Project Officer**’.

They have also identified the following ‘**essential**’ capabilities:

- Problem solving skills
- Project management skills
- Persuasion and influencing skills
- Written communication skills
- Specific knowledge of organisational performance
- Initiative.
Selection documentation

Sam and the team have determined that this is what the role looks like. The question now is – How does it compare with what they have to work with? How does it compare with Sam’s budget?

Selection Documentation

Position title: Senior Project Officer
Level: A&C 9
Salary: $71,346 - $73,143
Team: Performance and Effectiveness
Location: Hobart
Direct Supervisor: SES Executive

Roles and responsibilities (or capabilities)

Typical duties and tasks expected in this role at this level within DoB may include:

- Research and the analysis of complex matters. This will involve research in the area of organisational performance issues (for example, researching and developing best practices in organisational performance).
- Preparing reports, briefing papers and discussion papers for review by the group manager and the executive
- Contract management and administration
- Liaising and networking across and outside DoB
- Participating in and/or leading committees across DoB
- Preparing written responses and communications on behalf of DoB
- Undertaking specific projects with a high degree of autonomy
- Providing a source of technical advice and interpretation to the group manager and executive on more complex policies, systems and practices.

Successful applicants will also be required to contribute to other work in the group, including presentations to groups, liaising with other business units, and the preparation of replies to Ministerials and other correspondence.
Role Description

Working in an open office with six other staff, you will both work as part of a team, as well as show initiative in assisting in project managing key projects. The purpose of the group is to support DoB in promoting development and achieving the Millennium Development Goals.

This is done by:

- Supporting all DoB staff in strengthening performance management, delivery and reporting in DoB
- Advocating improvements in the effectiveness of development

The team’s core business is to:

- Support the Minister and senior management in giving strategic, policy and procedural direction to DoB
- Contribute to corporate strategy formulation and strategic prioritisation by SES management
- Lead within DoB on a number of cross-cutting policy issues
- Coordinate promotion of DoB’s vision of development
- Disseminate best practice in managing DoB program resources

Business Drivers

The business drivers change constantly in response to developments in DoB’s agenda and external drivers. Flexibility to respond to the demands placed on us by others is critical, but the team also needs to be proactive in developing ideas and helping to ensure new agendas are taken forward in a timely and clear manner.

Business objectives and direction of the Performance & Effectiveness team

The business objectives and direction of the Performance and Effectiveness Team follow the requirements of the overarching Finance and Corporation Performance Group.

Selection Criteria

1. well developed project management skills.
2. ability to demonstrate initiative in order to respond to ambiguity and changes in work priorities, style and environment.
3. high quality research and analytical skills.
4. well developed written communication skills.
5. strong interpersonal skills, including the ability to influence a diverse range of people.
6. an understanding of organisational performance issues.
The budget

DoB has provided the P&E team with funding for an AE11. However having gone through this detailed analysis, Sam decides that it is most appropriate to fill the position at an A&C 9 level.

The Level

Within DoB employees at the A&C 9 level are required to:

- contribute to planning and monitoring their team’s activities
- have a broader understanding of DoB’s operations and functions
- liaise on delicate and/or sensitive issues
- operate in a job where parameters are often diverse
- mentor, coach and co-ordinate staff within the team.

The Structure

This is intended to be an ongoing role. However there is flexibility for someone to work part-time or from home for short periods during the week.

Sam consults with HR to see if there are excess staff in DoB, who could fill this role.
Selection criteria

1. Well developed project management skills
2. Ability to demonstrate initiative in order to respond to ambiguity and changes in work priorities, style and environment to comfortably work on tasks autonomously.
3. High quality research and analytical skills.
4. Well developed written communication skills.
5. Strong interpersonal skills, including the ability to influence a diverse range of people.
6. An understanding of organisational performance issues.

Each of these selection criteria should be able to be assessed objectively. That is, the capability must be able to be seen in the workplace in order to be accurately measured. So keep the selection criteria simple and easy to understand.

In addition the selection criteria should be as discrete as possible, particularly when describing personal qualities and skills. For example, let’s take Well developed project management skills. If this was phrased ‘The ability to plan and manage projects/contracts and to prepare reports using research and analytical skills’, it would be extremely difficult to accurately assess as the selection criterion contains more than one capability.

With HR, the selection team maps the recommended selection options for each capability. They come up with a matrix for the role of Senior Project Officer.

<table>
<thead>
<tr>
<th>Selection Option to be used</th>
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<tbody>
<tr>
<td>Capability</td>
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<tr>
<td>----------------</td>
</tr>
<tr>
<td>Initiative</td>
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<tr>
<td>Problem solving</td>
</tr>
<tr>
<td>Persuasion and influencing skills</td>
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<tr>
<td>Written communication skills</td>
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<tr>
<td>Understanding of organisational performance issues</td>
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<tr>
<td>Project management skills</td>
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</tbody>
</table>
Description of and rationale behind selection options chosen:

A – Work sample test

**Capabilities to be assessed:**
- project management skills
- problem solving skills
- written communication skills

**Purpose:**

The selection team need to ensure that they gather enough information about the applicant’s project management skills in order to make the most effective decision. While an interview can elicit examples of the applicant’s previous experience in this area, a work sample allows the selection team to see how the applicant actually performs. Such tests have been shown to predict performance on the job, which helps to equip the selection team with the information they need to make the best decision.

**Choosing the test:**

There are two options available to the selection team. They can choose a pre-designed ‘off-the-shelf’ work sample test or can design one specifically for this role.

A customised work sample test is one developed especially for a particular user and therefore will be tailored to measure the particular capabilities of the role, e.g. in-tray exercise, written piece of work, work based problem.

After weighing the advantages and disadvantages the selection team decide to develop their own work sample test. They choose to create an in-tray exercise which will assess the applicant’s planning and organising skills, as well as their problem solving and written communication skills.

**Advantages:**

- The capabilities being measured, as well as the level and content of the work sample test will be directly related to the role in question. Therefore validity is enhanced.
- The work sample test is likely to seem fair and acceptable to most applicants because it reflects the content of the role, and because the applicants will not have experienced the particular test before (in other selection processes).
- The work sample test has a relatively high level of predictive validity when designed and implemented effectively.

**Disadvantages:**

- Customised work sample tests require time to design and trial before being available for use. The time required will depend on the type and the complexity of the test itself.
- The initial outlay in terms of cost.
- Should the role change, the test may become obsolete.
Description of and rationale behind selection options chosen

A – Work sample test

Designing the test:

The selection team knows that the in-tray exercise they create needs to be able to provide reliable, objective and relevant information. Key criteria that they consider when constructing the test include:

- The capabilities that the work sample test will measure
- Level of difficulty
- Content/scenario of the exercise
- Technical soundness such as reliability and empirical validity
- Practical constraints such as costs, time available for test development, applicant and assessor availability and work hours lost.

In order to design the work sample test, the selection team:

- Conducts research into background information
- Designs and writes a work sample test
- Conducts a trial run of the draft work sample test (with the existing team)
- Drafts the administration, scoring and evaluation guidelines
- Finalises the work sample test and guidelines.

Example of a work sample test

After following the design steps outline, the selection team arrives at the finalised in-tray exercise (work sample test).

The applicant is given a number of pieces of information about a large project that needs to be managed. The selection team have based the scenario on a real project that was undertaken within the team last year. The information includes background information, memos and team project protocols.

Output:

The applicant’s performance is assessed by the selection team. For each applicant, the team assigns a rating from one (poor performance) to five (excellent performance) on each of the capabilities assessed. The rating is supported by specific comments about their performance (what they did well, and what they did not so well). These comments allow areas of concern to be further probed at the reference checking stage.

Benefit:

The team acquire objective information about the applicant’s capability in areas critical for successful performance on the job, thus allowing them to make the best selection decision.
Description of and rationale behind selection options chosen

B – Behavioural style questionnaire

Purpose

Behavioural style questionnaires can provide useful information about the likely fit between the applicant’s work style, preferences or motivations and the essential capabilities for the role. They include value surveys, motivation questionnaires and personality questionnaires.

The selection team knows that success in a particular role can be determined by the ability to perform the job. This can be assessed by ability tests, and the behavioural style and workplace preference questionnaires. These techniques give an indication of a person’s ability to cope with the demands of the role. Therefore it is useful to use behavioural style questionnaires in conjunction with ability tests.

However, the selection team know that a behavioural styles questionnaire should only form part of an overall selection process, and should not be used in isolation.

What is a behavioural style questionnaire?:

A questionnaire of this type usually involves an applicant answering a series of questions or responding to statements about their preferred work style. For example, the applicant may be required to state which work-related behavioural statements are most and least true of them.

The questionnaire can be administered via a paper and pencil, computer based, or internet-method. They generally take around 30-45 minutes to complete.

Capabilities to be assessed:

- Persuasion and influencing skills
- Initiative

This method will also give the selection team additional information about things like team fit, interest in managing others, interest in planning, flexibility and change orientation that could help in designing a development strategy for the successful applicant.

Choosing the questionnaire

The personality or motivational questionnaire chosen must be valid and reliable. It is also important that it has been designed specifically for use in the workplace.

In making the decision, the selection team needs to consider the cost involved in the requirement for training in administering the test and interpreting the results.

The questionnaire selected must be relevant to and appropriate for the capabilities. There are organisations that specialise in providing behavioural style questionnaires and associated services.

Given the variables which need to be taken into account in choosing the questionnaire, Sam needs to consult with HR about which questionnaire will be the most appropriate.

Output

The applicant’s responses are compared with a similar reference group (e.g. Australian entry-level managers) allowing comparison between applicants. The output varies according to the questionnaire used, and can range from a profile sheet to a comprehensive report about each applicant.

Benefit

The information provided by behavioural style questionnaires has a relatively high predictive validity (+0.40).

The questionnaires can assess subjective personal qualities in an objective way, which is very difficult to do in an interview. As a result, behavioural style can be compared between applicants for the role.

Behavioural style questionnaires are also extremely useful to assess team fit.
Description of and rationale behind selection options chosen

C – Structured interview
(with behaviourally based questions)

**Purpose**

- A structured interview is a structured series of behaviourally based questions aimed at eliciting behavioural information against specific job-related capabilities.
- This kind of interview explores an applicant’s past behaviour in a specific situation as a way of predicting how they will behave or perform in the future. This is based on the idea that past behaviour is the best predictor of future behaviour.
- The structured interview differs from the traditional unstructured employment interviews in many ways. Importantly, traditional interviews are unlikely to be reliable, as they are often subject to the personalities of those present in the interview.
- The structured interview using behaviourally based questions is an effective way of obtaining information from an applicant objectively with a reasonable degree of reliability.

**Capabilities to be assessed:**

- Initiative
- Understanding of organisational performance issues

**Output**

The applicant is asked to describe situations where they have demonstrated the required capabilities. These are probed in a systematic way by the interviewer to build up a picture of relative strengths and weaknesses of the applicant against the criteria.

The selection team use an interview guide to record and evaluate the applicant’s responses to each question. They evaluate the information gathered on a rating scale against each capability. This allows the evaluation of the assessment from the interview to be integrated with information from other sources.

**Benefit**

The questions are based exclusively on similar job situations. Therefore, the content is highly relevant to the role. It is relatively easy for information gathered in the interview to be evaluated on a rating scale against the capability (selection criteria).

An interview also provides a unique opportunity for the selection team to meet face-to-face with the applicant, and to provide information about the role and the organisation. The applicant has the opportunity to ask questions and to gain a good ‘feel’ for the role. This provides the chance for the applicant to again ‘select in’ or ‘select out’, based on additional information about the role.
Description of and rationale behind selection options chosen

C – Structured interview
(with behaviourally based questions)

Choosing the questions

For the capability ‘initiative’, the selection team decides to adapt two questions from the *Sample Behavioural Questions* (see appendix B) in the kit.

The selection team also construct a set of questions designed to probe the applicant’s ‘understanding of organisational performance issues’.

Using the principles of effective behaviourally based question writing, (*How to write behaviourally based questions*) (see Appendix B) and using the *Sample Behavioural Questions* as a guide, the selection team construct the following questions:

Initiative

1. Give us a recent example of a time where you showed initiative.
   - What were the circumstances?
   - How did you show initiative?
   - What was the outcome?

2. Give us an example of when you had to work without guidance in an unusual situation.
   - What kind of decisions did you have to make?
   - How did you cope?
   - What feedback did you receive?

Understanding of organisational performance issues

1. To help us assess your knowledge of organisational performance, could you tell us about:
   - What are the major organisational performance issues currently facing Australian organisations? Why do you believe that these are major issues?
   - What aspects of organisational performance interest you most? How do you keep up to date?

2. Can you give an example of where you have witnessed organisational performance issues affecting a work area?
   - What was the impact? What were the responses?
   - How appropriate was the response?
Description of and rationale behind selection options chosen

D – Referee checks

**Purpose**

The selection team knows that referee checks are usually made at the last stage of the process, although they may also be made at the short-listing stage. The selection team (or delegate) can contact past managers, work colleagues or clients and ask questions about an applicant’s previous work performance in the context of the role for which they are being considered.

A structured interview with referees will be the most effective. Therefore the selection team will only conduct reference checks once the work sample test, interview and behavioural style questionnaire have been used.

**Firstly, the selection team:**

1. revisit the statement of duties and the capabilities defined in the role,
2. compile and document questions relating to the capabilities, and
3. construct an overall structure for the referee check.

From there, they select referees who can provide the most relevant, appropriate and in-depth information. They know that careful selection of referees is vital to maximising the value of this process. That is, referee checks rely heavily on the honesty, insight and perceptions of the referee.

Even though the applicant has provided details of referees, the selection team know that they do not have to rely solely on the referees provided, as long as they ensure the applicant knows in advance that the selection team may speak with additional referees. They also know that they must give applicants the opportunity to address any adverse comments. By proceeding in this way, the selection team has ensured that privacy legislation, procedural fairness and natural justice are complied with.

**Capabilities to be assessed**

It is possible to use the referee checking process to explore all capabilities seen as critical for success in this role. However, using the assessment matrix constructed at the start of the recruitment process, the selection team has decided to focus on some key areas. In doing so, they also consider the length of time required from each referee, aiming to spend no more than 30-40 minutes (as a general rule) with each referee.

They decide to uses the referee checking process to probe the following capabilities:

- Persuasion and influencing skills
- Problem solving skills
- Project management skills
- Written communication skills.
Description of and rationale behind selection options chosen

**D – Referee checks**

*Choosing the content*

- Sometimes, when answering questions, a referee may provide subjective or unsubstantiated information, so it’s important to use a structured approach to developing questions. To do this, the selection team will use the same core questions for all referees. They will draw on the behaviourally based interview questions developed, simply changing the phrasing from ‘you’ to ‘he or she’.

- Additionally, they will create some tailored questions in order to explore perceived strengths and development needs which may be identified in other parts of the assessment process. The referee checking process gives them an opportunity to probe the applicant’s past work performance, which is a good predictor of future job performance.

- In this case the selection team want a crystal clear picture of the applicant’s strengths and development needs in project management.

So, in addition to more detailed questions, they may want to pose a question along the following lines:

*On a scale of one to ten, how effective do you consider X’s project management skills to be? Why? What would it take for you to rate X’s project management skills as being 10 out of 10?*

**Output**

The selection team develops a structured referee interview form, which lists the questions to be asked. Against each question is room to note down the key points and additional comments made by the referee.

The questions are grouped by capabilities and based on the referee’s responses to the questions; a rating is to be given to each capability. The rating scale is from one (meets almost none of the selection criteria definition) to five (meets almost all of the selection criteria definition).

Notes from the referee interviews will be placed on the selection file.

**Benefit**

The referee check give the selection team the opportunity to focus on past work experience and performance.

**Contacting Referees**

The selection team decide that all referee checks will be done over the phone. They will speak to the applicant’s current manager (or if appropriate, a previous manager), a colleague and an internal client.

In each case, one of the selection team will contact the referee, explain the purpose of the referee check and make sure there is sufficient time to answer the questions. Where the time is not convenient for the referee, a more suitable time will be arranged.
Gaining and maximising labour market knowledge

Sam appreciates that his knowing the labour market and then using that knowledge will help him decide where to advertise, who to target and what networks to tap into. He recognises that he is not an expert in this area and so contacts HR to find out about the most up-to-date knowledge of the labour market. Sam also taps into his own networks and resources. The following table outlines options available to him:

<table>
<thead>
<tr>
<th>ACTION</th>
<th>OUTCOME FOR SAM</th>
</tr>
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<tbody>
<tr>
<td>Develop and use networks to learn from the experiences of others in finding the right people</td>
<td>Being an effective line manager, Sam uses attendance at internal events and meetings (e.g. cross-functional, cross-divisional) as well as conferences and forums outside the agency to build mutually beneficial networks with other professionals. In this case, Sam draws on these networks and contacts colleagues in two different agencies and seeks information about the methods they use to find people at this level, for this kind of role.</td>
</tr>
<tr>
<td>Ask other people who do similar work for you</td>
<td>Sam asks each team member if they know of anyone who would be suitable for the role, and where they think the ideal applicant would be right now.</td>
</tr>
<tr>
<td>Consult with the HR Team</td>
<td>The HR team responsible for Sam’s area has market placed knowledge which can help to determine where and how (e.g. the key features of the role to be emphasised) the role will be advertised.</td>
</tr>
<tr>
<td>Contact relevant professional bodies</td>
<td>A number of tertiary institutions (e.g. TAFE) run project management courses. Sam could ask the relevant faculty contact if they know of anyone who would be suitable. In this case, Sam is advised to pin a copy of the advertisement for the role on the information board in the relevant department.</td>
</tr>
<tr>
<td>Keep abreast of trends reported in the paper</td>
<td>Sam regularly reads the business section of the newspaper and other business publications to ensure he has an informed understanding of the current job market.</td>
</tr>
<tr>
<td>Look at the agency’s databases</td>
<td>Through HR, Sam accesses DoB employment database to scan for talent for this kind of role.</td>
</tr>
<tr>
<td>Look at job websites</td>
<td>Sam scans job posting boards (jobsearch.gov.au, seek.com.au) to ensure a good understanding of the number and variety of similar roles currently being advertised. Sam also looks at the DoB website to see how the Department presents job opportunities on the internet.</td>
</tr>
</tbody>
</table>
### Where is the ideal person right now?
For this Senior Project Officer (A&C 9) role, the successful applicant could come from a range of backgrounds and roles. However, given the need for the person to ‘hit the ground running’ with the project (i.e. compiling the handbook) what will be important is that the person’s experience includes project management.

Sam puts together the following table:

<table>
<thead>
<tr>
<th>Where is the ideal person right now?</th>
<th>How well known is DoB in the marketplace?</th>
<th>What makes DoB an employer of choice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within your Agency?</td>
<td>DoB is a well known organisation, with a prominent public profile.</td>
<td>Sam knows that his views about what makes DoB an employer of choice are subjective and may not be shared by others.</td>
</tr>
<tr>
<td>Within another Agency?</td>
<td>Internationally DoB has a strong reputation with Interstate and Overseas equivalents.</td>
<td>To gain an objective perspective he consults with as many people as possible (e.g. networks, the team, HR).</td>
</tr>
<tr>
<td>In the public sector?</td>
<td>However, within the labour market, DoB has a relatively low profile except with graduates. This is despite having a number of best practice, people attraction, and development and retention strategies.</td>
<td>Following his consultations he lists the following aspects of DoB as contributing to DoB being seen as an employer of choice:</td>
</tr>
<tr>
<td>In the private sector or non-government organisation?</td>
<td>DoB would benefit from improving its profile an employer of choice. For example, its culture of high performance and continuous learning is not well known outside the agency.</td>
<td>• the work done by DoB makes it an attractive employer for some individuals</td>
</tr>
<tr>
<td>At a particular educational institution?</td>
<td>DoB is likely to attract more high calibre applicants, both inside and outside the DoB if it seeks to promote this culture and working environment.</td>
<td>• most employees work in Hobart</td>
</tr>
<tr>
<td>In the graduate program?</td>
<td></td>
<td>• DoB has explicitly set out to become an employer of choice, through innovative initiatives and best practice in the areas of:</td>
</tr>
<tr>
<td>What sort of role does the ideal person have right now?</td>
<td></td>
<td>o Management and leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Flexible working arrangements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Learning and development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Knowledge management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Within your Agency?</th>
<th>Yes, potentially in another group or division.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Within another Agency?</td>
<td>Yes, potentially in a similar role.</td>
<td></td>
</tr>
<tr>
<td>In the public sector?</td>
<td>Yes, potentially in a similar role in a territory, state or local government authority.</td>
<td></td>
</tr>
<tr>
<td>In the private sector or non-government organisation?</td>
<td>Yes, potentially in an organisational development role in a similar non-government organisation.</td>
<td></td>
</tr>
<tr>
<td>At a particular educational institution?</td>
<td>Less likely, however they could be finishing a project management or organisational development qualification.</td>
<td></td>
</tr>
<tr>
<td>In the graduate program?</td>
<td>Unlikely, given the relative seniority of the role. However some graduates join with extensive work experience.</td>
<td></td>
</tr>
<tr>
<td>What sort of role does the ideal person have right now?</td>
<td>Given the need to ‘hit the ground running’, the individual would ideally be in a similar project officer role in a similar organisation. However, the role that they are in does not necessarily need to have the title ‘project officer’. What is required is that the role they are currently performing involves a substantial amount of project management work.</td>
<td></td>
</tr>
</tbody>
</table>
General selling points important to potential applicants

The sophistication of potential applicants has increased significantly, and will continue to do so. Many job posting and general career web sites provide ‘employer of choice’ checklists, and contain information designed to advise job seekers how to decide whether an advertised vacancy is likely to meet their needs.

Information that is often provided in ‘employer of choice’ checklists include the following:

- Does the organisation know where it is headed? For example, does it have clearly defined and articulated goals and a vision?
- What is the quality of leadership in the organisation?
- Are employees genuinely committed to the organisation and its goals?
- Does the organisation really have a commitment to learning and development? What are the career development opportunities?
- To what extent does the organisation have a high performance culture?
- Does the organisational culture fit with the values of the job seeker?
- Does the organisation look after its employees?
- Will the potential applicant’s resume be significantly enhanced by working for the organisation?

Sam knows that if asked by any applicant he needs to be able to answer these questions in a genuine and comprehensive way.

Defining the selling points of the role

Sam uses the role definition and capabilities to clarify the key selling points of the role. In doing so the emphasis is on:

1. The most critical elements of the role and the key capabilities required.
2. What differentiates this role from other similar roles?

To assist in this process, Sam asks existing team members what attracted them to their role and to the team – why do they stay and why have people left? How would they categorise the culture and values of the team?

As a result, the following selling points are identified:

- The nature of the work (i.e. development) that DoB does
- The fact that DoB is a well known and respected organisation
- The ability to work as part of a high profile team
- Career development opportunities
- The ability to work autonomously but be supported by a close-knit team.

Sam also knows the importance of presenting the role in the best possible light, ensuring that it is realistic. It is imperative not to present the role as something that it is not.
Writing an effective gazette, newspaper or online ad

- The art of effective ad writing is to set out the role in such a way that individuals who will be suitable for the role will be encouraged to apply, and those whose skills sets are not suitable are discouraged from applying. This is the main purpose of writing an ad. Sam doesn’t want to receive a large number of applications, but rather a smaller number from very suitable applicants.
- It should be written in a way that attracts the applicant’s interest
- The applicant should easily be able to understand what the role is, what the role is responsible for, and how it fits into the organisational structure
- It should present a favourable (but realistic) picture of the role and the organisation
- It should be clear and distinct in its phrasing
- The applicant should see the role as a career development opportunity compared to their current role
- The ad should actively encourage the potential applicant to apply

The ad is more likely to be successful if it is written from the perspective of the applicant of the applicant and what the benefits of the role are for them, rather than from the point of view of the organisation.

This is why active (e.g. ‘You will possess excellent communication skills’) rather than passive language (e.g. ‘The role requires someone who possesses excellent communication skills’) should be used.

Realistic job information

It is tempting to exaggerate the attractiveness of the role when you are keen to attract the best people. However, presenting the role, the team or the organisation in a more favourable light than the facts justify can be costly, because it can lead to employee turnover and diminish the reputation of the organisation.

Employees are likely to leave the agency if their expectations do not match the actual working opportunities or conditions. It has been found that providing potential employees with realistic job information at the attraction stage and the selection stage tends to produce greater role stability in those who are eventually selected.

This is because they are more aware of what’s involved in the role and what goes on in the organisation and have been able to ‘select in’ on the basis of factual organisational information.
Physical appearance of the job ad – marketing tips Sam uses when designing his Ad.

Sam knows that the formatting and lay out for the government gazette is determined by the Department of Premier and Cabinet, and the reason for this is to ensure a consistent approach and look for all positions advertised in the Tasmanian State Service. Sam knows that he must use this format for the Jobs Website, Government Gazette and local print media, but can be a bit more creative with the interstate or other (e.g. journals etc.) print media. Sam also knows that Communications and Marketing can help him with the development of creative print and electronic media concepts and advertisements.

Sam knows that the content of an ad is very important for attracting the right person for the job. But even if the text of the ad is excellent, it’s of no use if no-one reads it. The ad needs to attract the attentions of the reader; one way to do this is to use a ‘catchy’ title.

Once the reader’s attention has been attracted it must be maintained with the relevant facts presented in logical order, in a way that conveys an accurate picture of the work and person required to do it.

It then needs a ‘call to action’ (i.e. how they apply and by when).

For example, in this case, the chosen title is ‘Senior Project Officer – Corporate Improvement’. Arguably the title could have been ‘A&C 9’. However, except for perhaps a small minority of people, this title is unlikely to attract the attention of many readers. The title is also the first step in encouraging a ‘call to action’ – i.e. a decision to either apply or not apply for the role. The following layout is used in providing information in an ad for the Jobs Website, Government Gazette and local print media:

- Job Title/ Heading with position number
- Applications Close
- Salary & Award
- Work Pattern
- Location
- Duties – Provide a brief overview of the role, its duties and responsibilities. You can use the Duties and Position Objectives from the statement of duties as a guide. Do not just “cut and paste” these sections into an Ad, think about the wording you use and try to attract the right person for this role.
- Desirable Requirements and/or Essential Requirements – Desirable Requirements should be taken from the selection criteria of the statement of duties, again think about the person you are trying to attract and use appropriate wording.
- Essential Requirements are taken direct from the statement of duties.
- Contact Person
- Call to Action with details
Senior Project Officer – Corporate Improvement (522222)

Applications Close:- Friday, 1 February 2008-01-15

Salary:- $70,573 - $72,385
Community and Health Services (Public Sector) Award, Administrative and Clerical Stream Level 9

Permanent Full time Day work

Location:- Hobart

This is an opportunity to build your career with a highly respected government body focused on promoting sustainable export growth and developing Tasmanian partnerships for continuous export improvement.

Duties: As part of the ‘Performance and Effectiveness’ team, you will be responsible for the research and development of strategies to support the delivery of a range of business critical programs. This will include managing contracts and preparing discussion and briefing papers. Your role will involve liaising and networking both internally and externally and you will expected to lead committees which cross a number of work areas. You will be supported by a close-knit team, and report to the head of the Performance and Effectiveness Team.

Desirable Requirements: To be successful in this role you will have a record of achievement in the research, development and delivery of materials and/or programs. Thriving on taking imitative, you will possess highly developed communication, influencing and negotiation skills. You will demonstrate strong project management expertise, and have knowledge of organisational performance issues.

Like to know more?
Enquiries to Sam Hunter on (03) 6233 9999, email sam.hunter@dob.tas.gov.au

You are encourage to apply online at www.jobs.tas.gov.au or forward your hard copy application quoting the vacancy number to the Recruitment Unit, Human Resources, Department of Business, GPO Box 125, Hobart Tasmania, 7001. Please do not send applications to the contact.
Preparing an application kit

It is important to provide applicants with the information to help them decide whether or not the role is likely to suit their skill set and aspirations. Providing an application kit allows applicants to realistically self-assess against the selection criteria and therefore the capabilities required for success in the role.

For Sam, preparing an application kit will require some additional effort but it is likely to save time in the long run. That is, the kit should reduce the number of enquiries from less suited candidates and thereby increase the quality of the applicants. Put simply, the kit should make it easy for potential applicants to ‘select in’ or ‘select out’, based on the information provided.

Sam develops an application kit which is specific to the role, balancing the need for relevant information with conciseness; He doesn’t want to deter quality applicants from applying because there is too much information to wade through. On the other hand, Sam wants to ensure that there is enough information for potential applicants.

- The kit needs to be current and relevant and provide an accurate and realistic picture of both the role and the organisation.

Sam’s Kit

Includes the following information:

- The Statement of Duties
- A ‘Day in the life’
- An example of how to write an application against selection criteria
- A short explanation of why the role exists and its primary purpose
- Brief description about DoB’s work and objectives
- A copy of the Tasmanian State Service Principals and Code of conduct
- The expected time-frame for the selection process
- A link to the DoB website
Identifying the contact person

It is crucial that all potential applicants are given correct and comprehensive information so that they can select ‘in’ or ‘out’ in an informed and objective manner. The choice of contact person is therefore very important. In this case, Sam decides that he will be the primary contact person. To maximise his availability, Sam ensures that all out-of-office responsibilities (e.g. intrastate travel) are kept to a minimum. He also double checks that he doesn’t have leave planned over the course of the recruitment exercise.

Sam nominates a member of the existing team as a secondary contact to field calls if he is away from the office. Sam makes sure that this person is familiar with the statement of duties and selection criteria, and that they clearly understand the capabilities (skills, personal qualities and knowledge) required for success in the role. This person will also act as the new employee’s ‘buddy’ when they come on board, to speed up the induction process.

One of the main reasons that Sam decides to take on the role of primary contact person is that it is a marketing opportunity for DoB. In doing so, Sam is actively helping DoB to increase its labour market profile as an employer of choice. In addition, people enquiring about the role may be contacting DoB (or the Agency) for the first time. Sam wants to ensure that every contact builds on the agency’s reputation. This also means simple things like responding to all enquiries on the day that the contact is made.

To maximise the value of this step, Sam sets up a contact sheet which lists:
- the enquirer’s name
- contact telephone number and email address
- brief comments about their stated background and experience
- how they found out about the role.

Sam knows for privacy reasons he has to be up-front with the enquirer and gain their agreement to collect this information. He will explain how he will use the information to keep track of the number and types of contacts made through the application period.

Before the close of the applications he will contact each person who hasn’t submitted an application, who he thought sounded suitable. This will both remind individuals about the impending closing date, and to elicit why people have decided not to apply.

Information gathered here can then feed into the next recruitment process (e.g. was there anything in the ad which could have been inadvertently misleading?).

<table>
<thead>
<tr>
<th>Job Queries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of enquirer</td>
</tr>
<tr>
<td>……………………..</td>
</tr>
<tr>
<td>Background /Exp</td>
</tr>
<tr>
<td>………………………</td>
</tr>
<tr>
<td>How they heard about the role</td>
</tr>
</tbody>
</table>
Sam is chair of the selection team. As such, it is his responsibility to set the tone of the selection process and to ensure they achieve the correct outcome – in line with Tasmanian State Service values.

Sam ensures that there is a shared sense of purpose across the selection team. He makes sure that each team member clearly understands the personal qualities, skills and knowledge that are required for success in getting the right person for the job. Additionally, each person needs to clearly understand the combination of selection methods used, the capabilities they are testing for and the reason why these techniques were chosen.

Sam also consults with HR at this stage. He double checks that he hasn’t missed any critical issues (e.g. that the process is conducted with appropriate cultural sensitivity) and that he has covered off all of DoB specific recruitment and selection guidelines.

The selection team review the applicants and short-list a number of applicants for further assessment.
The selection team, led by Sam, put all of the selection options for each capability into practice. All sources of information are integrated in order to provide the most comprehensive picture of each applicant.

With HR, the team maps the recommended selection options for each capability. They come up with a matrix for the role of Senior Project Officer.

### Selection Option to be used

<table>
<thead>
<tr>
<th>Capability</th>
<th>Work sample test</th>
<th>Behavioural Style questionnaire</th>
<th>Structured interview</th>
<th>Referee check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Persuasion and influencing skills</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written communication skills</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of organisational performance issues</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project management skills</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Write up of selection process:
- A summary of each selection option is written up—Including ratings and comments, both positive and areas of concern.
- The option are collated and the rating tallied, providing a total rating for the applicants.
- The selection team agree on the most highly suitable applicant and rate the others as suitable or not suitable.
- A selection report is written. Ask HR for the requirements of the agency.
- If you are not the delegate, the report is forwarded to the delegate for approval.
- Contact the successful applicant immediately once approval is given.
- HR will send a ‘letter of offer’ including all terms of employment.
- Inform unsuccessful applicants by phone immediately, especially if you have other internal applicants. HR (PageUp) will send a letter advising all unsuccessful applicants.

### What if you don’t have the right person in the field?

Sam knows that even though the recruitment and selection process has been comprehensive and rigorous, they may be times when a quality field is not attracted to the role. If this occurs, Sam is prepared to go back to the beginning and start again. He knows that the cost of going through the recruitment process again is much less than the cost of taking ‘the best of a bad bunch’.

If a quality field isn’t attracted, consulting with HR and Sam’s networks may help him understand why this has happened. In turn, this knowledge can be fed into future processes to minimise (wherever possible) the same problems reoccurring.

### Once you have selected the right person:

Talk to your Recruitment Liaison Officer, HR to find out what you need to know about making an offer.

The Recruitment Liaison Officer, HR will advise you of the process (e.g. pre-commencement checks) that they will use if the offer is accepted.
The purpose of induction is to help the new Senior Project Officer to adjust to their new workplace as quickly as possible. It can take months for someone to be fully effective in their new role, particularly if they have come from outside DoB or the private sector. It is important to plan for the induction process well before the new Senior Project Officer starts work.

**Before the new Senior Project Officer starts:**
- Be ready and organised – the first day and week often reflects whether you will have long-term retention
- Confirm terms and conditions of employment (with HR) in the ‘letter of offer’
- Compile an induction pack (with HR). This is similar to the application kit, but, will contain more specific information. For example, if the new arrival is from outside the TSS, include the TSS Principals and code of Conduct.
- Send a welcome letter
- Ensure that the team knows about the new arrival’s background and experience
- Inform the team of the new arrival’s date
- Invite the new arrival to the office before the start date so they can get a feel for the work environment and to meet the team
- Select and brief a buddy (team member or the secondary contact officer who will be the first point of contact on a day-to-day basis for any questions etc.)
- Prepare the work space
- Organise the telephone and IT needs
- Organise DoB corporate induction through HR.

**First Day**
Sam ensures that he will be in the office on the day that the new Senior Project Officer starts. Then he will:
- Introduce the new team member to the rest of the office staff and explain their roles
- Introduce key people such as business unit leaders, HR etc.
- Explain relevant agency procedures, protocols and policies including reporting procedures.

**Ongoing – performance management**
- Have regular meetings with the Senior Project Officer to check induction progress
- Capture the induction experience of the new team member by asking for specific feedback, and ensure that this is fed into the next induction process.

Sam recognises that induction is a process that starts before the new person actually takes up the role. It is not simply something that happens on Day 1. Sam develops an Induction Checklist.
Once the new Senior Project Officer is on board, Sam knows that he has a large part to play in ensuring that they stay and continue to develop their capabilities. An effective induction process is the first step in doing this. However, it is also imperative that Sam actively promotes a retention and talent management culture within his team.

Sam knows that good communication is important in retaining staff. Making sure that the new employee knows exactly what is expected of them. That is, the level at which they need to perform if they are to be effective in the role. It is also getting to know the new employee, what motivates them, what frustrates them and what are their career intentions and aspirations.

Sam used regular meetings with each employee to build and consolidate a shared understanding of performance expectations and career planning. He encourages all employees to pursue development strategies and to establish and maintain networks across the Tasmanian State Service.

It is critical that Sam stands by what was promised to the new employee in the recruitment and selection phases. That is, all responsibilities and opportunities that were offered should be delivered.

Occasionally, there are changes that occur which can be beyond Sam’s control (e.g. a new corporate priority may shift the focus of the role). If this occurs, it is imperative that Sam communicates any changes as quickly as possible, including the rationale behind the need to change an aspect of their role.