

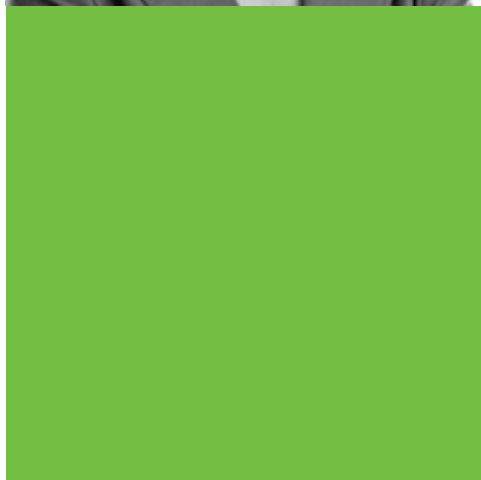
LEADERSHIP SUCCESS PROFILE RECRUITMENT GUIDE

MAY 2017



“GREAT LEADERS DON'T
SET OUT TO BE A LEADER...
THEY SET OUT TO MAKE A
DIFFERENCE. IT'S NEVER
ABOUT THE ROLE – ALWAYS
ABOUT THE GOAL.”

LISA HAISHA



INTRODUCTION

The Leadership Success Profile (LSP) establishes “what good looks like” for leadership at all levels. Using the LSP when you’re recruiting helps select people with leadership potential and the critical capabilities that will make a positive difference to performance.

This Guide helps you recruit and select using the LSP. It has general tips and best practice advice for successfully recruiting and selecting leaders for the New Zealand State Services, from frontline managers to senior leaders. It’s designed to help you during the different stages and you can dip in and out of the Guide as you work through the selection process:

- › **Before:** including how to identify requirements of the role, identify and tailor interview questions and assessment tools, and encourage a diverse candidate pool.
- › **During:** including how to conduct an interview and rate candidates.
- › **After:** including how to provide effective feedback to candidates.

It also recommends how to support candidates during a selection process, and how to ensure fairness, minimise bias, and encourage diversity. The Guide provides general best practice recruitment and selection advice – for more specific advice we’d recommend looking at your agency’s HR policies or talking to your HR team. To use this Guide it’s helpful to have working knowledge of the LSP. Go to myLSP.ssc.govt.nz to learn about the LSP and how it applies to roles.

The LSP describes the leadership dimensions of a role. There are also functional and organisational requirements that make up the broader capability picture of every role. This guide includes tips to help you develop interview questions for the broader aspects of a role.



SECTION

01

TIPS FOR RECRUITING AND SELECTING



TIPS FOR RECRUITING AND SELECTING

BEFORE	
<p><i>Identify role requirements</i></p> <p>Assess the skills, knowledge and attributes required for effective performance in the role</p>	<ul style="list-style-type: none"> › Refer to your agency's HR policies for recruitment and selection. › Ensure you have a thorough understanding of the skills, knowledge and attributes required for effective performance in the role. › Understand the LSP capabilities and levels that apply to the role: Go to myLSP.ssc.govt.nz and go to "Get Started" and select the role you are recruiting for. If the role is not there, complete the online assessment. › Know what you are looking for - choose the key capabilities that you will assess.
<p><i>Identify and tailor interview questions and assessment tools</i></p> <p>Use a wide range of assessment tools to more accurately predict candidates' on-the-job performance, and to treat people fairly</p>	<ul style="list-style-type: none"> › Download the LSP Interview Pack for your role from myLSP.ssc.govt.nz and choose the interview questions you'd like to use. › Develop additional questions for the functional and organisational aspects of the role. › Identify a range of relevant assessment tools to evaluate candidate capability. › Ensure the selection process is consistent for all candidates.
<p><i>Ensure fairness, minimise bias and encourage diversity</i></p> <p>Help create a workforce that reflects New Zealand's diverse communities at all levels</p>	<ul style="list-style-type: none"> › Consider how to attract diverse candidates. › Be aware of, and challenge, your own and others' biases. › Review your recruitment and selection process to see if it may inadvertently disadvantage any groups. › Objectively rate candidates against the relevant criteria.
<p><i>Support candidates</i></p> <p>Give candidates clear and comprehensive information at all stages of the process</p>	<ul style="list-style-type: none"> › Treat candidates with respect and consideration. › Keep candidates well informed throughout the selection process. › Cater to individual candidates' needs as much as possible while remaining true to the process.
DURING	
<p><i>Conduct the interview</i></p> <p>Help candidates to 'put their best foot forward' during the process</p>	<ul style="list-style-type: none"> › Help candidates to feel comfortable and begin the interview with 'easy' questions. › Use plain language and a friendly and curious tone when asking questions. › Ask probing questions to give candidates every opportunity to demonstrate their capabilities.
<p><i>Select the best match for the role</i></p> <p>Decide on candidates' capability for the role by rating their performance against the selection criteria</p>	<ul style="list-style-type: none"> › Determine match to role by comparing candidate performance against the LSP criteria and the functional and organisational role requirements. › Compare candidates' ratings to identify which candidate is the strongest match to role.
AFTER	
<p><i>Provide candidate feedback</i></p> <p>Provide feedback to all candidates that is balanced, specific and descriptive</p>	<ul style="list-style-type: none"> › Provide candidates with feedback regarding the strengths they showed during their interview (and any other assessments) and the capabilities and experience they need to gain to position themselves for similar roles in the future.

SECTION

02

BEFORE



Designing your selection process

Designing the selection process is an important stage of the process and it can often be rushed. It involves not only identifying the interview questions and other tools to assess candidates, but also involves determining the capabilities required for successful performance in the role, and ensuring your process is fair, minimises bias, encourages diversity, and is respectful to all candidates.

You should also read your agency's HR policies on recruitment and selection to check the process meets its requirements.

Identify Role Requirements

Assess the skills, knowledge and attributes required for effective performance in the role.

When you're deciding which capabilities to assess in the selection process, it's important to fully understand exactly what is required in the role and which capabilities will have the biggest impact on a candidate's success in the role. Ideally, you'd do a job analysis to determine this. If you don't have a good understanding of the role it's useful to:

- › Involve someone who has a good understanding of the role (e.g. the hiring manager or role incumbent).
- › Read documentation about the role (e.g. job descriptions). Don't rely solely on what the incumbent does or their performance in the role.
- › Talk to people who have recruited to similar roles.

You can use myLSP.ssc.govt.nz to see if the role has already been assessed against the LSP capabilities. If a role assessment hasn't been done you can easily do this using myLSP.ssc.govt.nz. This tells you what LSP capabilities apply to the role, because not all are relevant to every role (e.g. 'Enhancing people performance' is not relevant for roles that have no direct reports), and the level of complexity. In addition to the LSP capabilities also think about what functional or organisational capabilities are needed for effective performance in the role.

Once you have a role assessment you can download the LSP Interview Pack from myLSP.ssc.govt.nz for the leadership aspects of the role. The LSP Interview Pack gives you three suggested interview questions for each LSP capability. It tells you what to look for in a candidate's answers (criteria to assess against and common derailers to watch out for). The LSP Interview Pack also suggests other assessment tools you can use to assess the capabilities. You can use the LSP Interview Pack as a starting point for designing and tailoring your selection process for your needs.

You don't need to assess all LSP capabilities in the selection process. Prioritise the capabilities that will have the most impact on successful performance in the role. Ideally, you'll assess a balance of capabilities across the five LSP dimensions. For example, two strategic related capabilities (from the 'Navigating for the future' and 'Stewardship' dimensions), two people management related capabilities (from the 'Identifying and developing our talent' and 'Making it happen' dimensions) and at least two capabilities that indicate leadership potential (these are identified in the LSP Interview Pack). To learn more about the dimensions of the LSP go to myLSP.ssc.govt.nz. If you use other assessment tools, such as cognitive testing or a presentation, in addition to an interview, you will be able to assess more capabilities in your process.

Also think about the relative importance of the capabilities to be successful in the role. This will help when deciding how you will assess candidates' performance, particularly if you want to weight some capabilities higher than others.

Identify and tailor interview questions and assessment tools

The wider the range of assessment tools you use, the more likely you are to accurately predict candidates' on-the-job performance, and to treat people fairly.

Identify assessment tools

You can use a number of assessment tools to assess the LSP capabilities in addition to an interview. The LSP Interview Pack suggests the assessment tools that provide the greatest insight into each LSP capability (including psychometric tools, tailored presentations, group exercises, and simulations). When choosing assessment tools, make sure there is a clear link between the assessment tool and the role. For example, using a media interview simulation to assess for a role that has a high level of media interaction.

With the exception of presentation exercises, effective and ethical use of any of these tools requires specialist expertise. For more information, talk with your HR team.

It's critical that the selection process is the same for all candidates, so you can compare like with like (or apples with apples). This ensures that any differences in candidate assessment performance are due to genuine differences in their capability (and therefore ability to perform on-the-job), rather than a result of differences in how they were assessed. Make the selection process consistent for all candidates by using the same:

- › Assessment criteria (such as those included in the LSP Interview Pack).
- › Assessment exercises (e.g. using the same interview questions for all candidates).
- › Assessment scoring methodology (i.e. scoring candidates in the same way).

Assess the skills, knowledge and attributes required for effective performance in the role.

The wider the range of assessment tools you use, the more likely you are to accurately predict candidates' on-the-job performance, and to treat people fairly.



Consider using previous assessment information

You must seek a candidate's permission before using any of their previous assessment information.

If candidates have previously been assessed against the LSP (for example, they've completed Leadership Insight) you may consider whether you can use that information as part of your selection process to avoid having to assess candidates again. You'll need to consider this carefully because inconsistent use of previous assessment information is one of the biggest risks to ensuring a standardised selection process. We recommend getting advice from your HR team to ensure you do this in a fair and valid manner. See Appendix One for information on using previous assessment information.

Develop interview questions

Interview questions should reflect the role's key capabilities.

LSP QUESTIONS

The LSP Interview Pack helps you to assess the LSP capabilities by suggesting interview questions, what to look for in a candidate's answers (criteria to assess against and common derailers to watch out for), and it lists suggested additional assessment tools. For the readiness capabilities it also has an experience question to explore a candidate's experience if it is not clear from their CV that they have the level of experience needed.

Use the LSP Interview Pack as a starting point, and add to or change the suggested interview questions based on the specific requirements of your role. As these interview questions are available online (i.e. to organisations and candidates), they've been designed to discourage a rehearsed or 'standardised' set of responses. We've achieved this by including questions that:

- › Are behavioural, rather than theoretical. These require candidates to describe how they've previously displayed the LSP capabilities required by the role.
- › Assess candidates' understanding of the role. These questions are particularly useful when the role is a 'step up' for candidates, or when there are areas of the role where candidates lack experience.



When choosing interview questions, consider:

- › The length of the interview. Allow approximately five to ten minutes per capability (as well as time needed for introductions and wrap up). For example, a 60 minute interview might require five to ten minutes for introductions and a wrap up at the end which leaves sufficient time for about five to six questions.
- › Choosing interview questions for the capabilities that are most critical for effective performance in the role. Pick one of the three suggested interview questions from the LSP Interview Pack for the capabilities that you want to assess.
- › Assessing as many of the potential capabilities as you can throughout the selection process (because they indicate a person's longer term potential in leadership roles). You may be able to assess some capabilities through observation during the interview (e.g. 'Engaging others') and through the candidate's responses to other questions. Ensure you assess these consistently between candidates.
- › Whether some interview questions might address more than one LSP capability. For example, there are often synergies between the capabilities within the LSP dimensions (e.g. within Navigating for the future, between 'Leading with influence' and 'Engaging others'). There are also synergies across dimensions, for example between:
 - › 'Engaging others' and 'Enhancing system performance'.
 - › 'Leading strategically' and 'Curious'.Be careful to avoid relying on these synergies to surface information on capabilities that are critical to the role.
- › Whether you are using other assessment tools as well as the interview. Choose interview questions for the capabilities that will not be adequately assessed through other assessment tools. For example, you could consider taking out a question relating to the capability 'Curious' if you are using cognitive ability assessments or critical reasoning exercises.
- › The probing questions you intend to use. Note these on your interview form so they are asked consistently across candidates.

FUNCTIONAL AND ORGANISATIONAL QUESTIONS

The LSP only addresses the leadership dimensions of any role. There will be other functional, professional, and organisation-specific dimensions of the role that also need to be included in any recruitment and selection process. You may need to design questions to assess these dimensions.

To develop effective functional and organisational questions:

- › Focus on the areas of expertise which are most critical to success in the role.
- › Keep questions short, simple, and easy to understand (e.g. avoid unnecessary abbreviations).
- › Don't ask about areas which are covered by standard training or can be easily picked up on the job.
- › Don't assume knowledge which is industry-specific.
- › Avoid asking more than one question at a time.
- › Write standardised 'probe' questions to explore key aspects of the technical capability.
- › Ensure there is one interview panel member who has the necessary qualifications and experience to design effective technical questions and evaluate the quality of candidate responses.

The example in the following table should help you in developing effective functional questions:

METHOD	EXAMPLES (FOR A STATISTICIAN ROLE)
Ask how the candidate has approached a key technical task in a past role	<p>Tell us about a time when you have assisted in designing and implementing a research project which involved complex statistical analyses.</p> <ul style="list-style-type: none">› What were the objectives of the project?› Please summarise the research design.› What did you see as the potential pitfalls of the project and how did you mitigate them?› What were the key methods of statistical analysis you chose and why?› What were the outcomes of the study?› What design changes would you recommend to someone who was conducting a similar project in future, and why?
Ask how the candidate would approach a key technical task in the role sought	<p>Imagine that you were assisting in designing a research project aiming to improve prediction of heart attack risk, so that preventative services can be effectively targeted.</p> <ul style="list-style-type: none">› What key advice would you give the lead researchers?› What do you see as the potential pitfalls of this project and how would you recommend mitigating them?› What key methods of statistical analysis would you recommend and why?
Ask questions to explore key areas of job-relevant knowledge	<p>How would you explain to a non-specialist, what a standard deviation measures?</p> <p>Tell us about the steps that you would typically take when determining the sample size required for a research project.</p>

Technical expertise can also be assessed by written exercises, presentation exercises, or by off-the-shelf online assessments (e.g. of Microsoft Office skills). Your HR team can assist you with further information about these options.



Develop your rating methodology

Before starting the selection process, decide how you will rate candidates' performance for the interview and other assessment tools. You may decide to weight your capabilities to reflect their relative importance for the role. For example, you may decide that some capabilities are more important than others (e.g. you might weight 'Leading at the political interface' higher than other capabilities if leading relationships with Ministers is a critical aspect of the role).

Work out how you will compare candidates' ratings to each other. For example:

- › Compare the total capability rating for each candidate (by adding together candidates' individual capability ratings).
- › Compare the total weighted rating for each candidate (by adding together candidates' individual weighted capability ratings).
- › Compare the capability ratings of only the most critical capabilities for the role (i.e. the 'deal breakers').
- › Compare only the capability ratings for the potential indicators.

Once you have decided on your approach, the following table can help you rate each candidate:

RATING	GIVEN WHEN THE CANDIDATE MATCHES:
1. Clear Development Area	None of the descriptors for the level of the role.
2. Development Area	Some of the descriptors for the level of the role.
3. Sound	Most of the descriptors for the level of the role.
4. Very Sound	All of the descriptors for the level of the role
5. Strong	All the descriptors for the level, and some descriptors for the 'next level up'.
6. Exceptionally Strong	All the descriptors for the level, and most descriptors for the 'next level up'.

Use the same rating scale for all questions, and for other assessment tools you use.

Ensure fairness, minimise bias and encourage diversity

To ensure fairness, people should be selected only on the basis of capabilities that are important to performing the job.

Why is diversity and inclusion important for recruitment and selection?

In the public sector we need a workforce that reflects New Zealand's diverse communities at all levels. Research tells us that diversity within organisations increases productivity and engagement and it encourages diversity of thought. Having diversity in your organisation helps attract and retain talent. By making a deliberate effort to reach people from diverse backgrounds when we recruit it builds a pipeline of diverse staff and leaders, and this means as a Public Service, we can better address the challenges we face as a system. This is because diversity improves innovation, creativity, and problem solving and it increases the ability to relate to and understand your full range of customers and stakeholders.

By being purposeful in how we attract and select candidates we can address gaps in diversity now and for the future. For example, policy advisor roles are important gateway roles for future senior leader roles, yet for Pasifika people in the Public Service it is their least common occupation. If we work to attract and select Pasifika candidates into policy advisor roles we can increase diversity in policy roles now and for senior leadership roles in the future.

Encouraging a diverse candidate pool is important for all roles from early in career through to senior leadership roles. Ensuring your recruitment and selection processes are fair and minimise bias is vital to realise the many benefits of diversity. You also need to make sure your processes don't discriminate (see Appendix Two).

Encouraging diversity and running a fair recruitment process requires a planned and deliberate effort. Good intentions alone aren't enough because bias can unconsciously creep into recruitment and selection processes when we:

- › Allow our overall impression of a person to influence how we judge and evaluate their character and specific traits (e.g. if a candidate is 'nice' they must also be very smart).
- › Make overall judgements about a candidate's job-related capability based on a small amount of information (e.g. deciding they are well suited to the role after a coffee meeting, thinking that candidates from operational backgrounds are unlikely to be skilled at thinking strategically, etc).
- › Seek information during the interview that only allows us to confirm our pre-conceived beliefs about a candidate (and ignore information that does not align with our assumptions).
- › Consider candidate information that is unrelated to the role requirements and assessment criteria.
- › Favour candidates with similar backgrounds, interests, and attitudes to us.
- › Compare candidates with a 'mental picture' of the ideal candidate which is based on past experiences and, often, culturally acquired stereotypes.
- › Have insufficient knowledge about cultural norms and interpret behaviour through our own eyes. For example, in some cultures it is considered impolite to maintain eye-contact with people in positions of authority and to talk about one's strengths (which can sometimes be misinterpreted as evasive by people from Western cultures).



Tips for ensuring fairness, minimising bias and encouraging diversity

To encourage diverse candidates and run a fair process consider:

- › Whether flexible working is an option for this role and say this in your advertisement to attract diverse applicants.
- › Saying you welcome diverse candidates in your advertisement.
- › Looking at your application forms and making sure they're inclusive, for example having options for people who do not identify as male or female.
- › Whether any aspects of your selection process inadvertently disadvantage any groups, such as candidates with private sector experience, those with English as a second language, or parents returning to the workforce.
- › Running structured interview training for your hiring managers or panel members. This helps to ensure consistent, fair treatment of candidates and can reduce the impact of biases.
- › Using tools that assist you to build inclusive job applications, such as Unitive: <http://www.unitive.works/product-tour/>
- › Using tools that help you to test whether your job advertisement inadvertently biases any group or discourages candidates from applying, such as Textio <https://textio.com/> and Gender Decoder <http://gender-decoder.katmatfield.com/>
- › Relying less on your networks of existing contacts to recommend people (i.e. who are more likely to have similar backgrounds to your own). Talk to people with diverse backgrounds to find out how you can tap into different networks.
- › Avoiding screening out candidates on the basis that their CVs and cover letters contain grammatical errors (especially when candidates have English as a second language; unless written language skills are an important job requirement).
- › Having a diverse interview panel (e.g. a mix of ages, genders, ethnicities and experiences).
- › Taking the time to reflect on your own possible biases, and the stereotypes that could influence your own decision making. Consider questions such as, how could my upbringing influence my views about people? What beliefs do I have about men and women in the workplace?

Support candidates

Give candidates clear and comprehensive information at all stages of the recruitment and selection process.

Applying for a job is time-consuming and can be very stressful, and the way you deal with candidates during the process can have a significant personal impact on them. Candidates are more likely to 'put their best foot forward' and be open and candid with you if they feel comfortable and relaxed. Treating all candidates with respect and consideration is also essential to your organisation's reputation and ability to attract talent in future, and to demonstrate inclusion.

Here are some tips for ensuring all candidates feel well-treated prior to the interview or assessment:

- › Giving candidates information about the process, so they know what to expect and can prepare for. This should include clear information about the location and time of the interview or assessment, and who they should ask for on arrival. Refer them to any resources that might help them to prepare for assessment, (e.g. website details for practice tests prior to taking a cognitive test).
- › Asking candidates ahead of time what support they may need during the interview or assessment process (e.g. visual/hearing aids, a karakia, whanau support, time and space for breastfeeding, a quiet room for those with religious requirements for prayer, etc).
- › Getting back to candidates promptly and letting them know the outcome of each stage of the selection process as early as possible.
- › Being clear about what information you will be gathering and why, and how that information will be used, so that candidates understand the bounds of confidentiality (who will see their information and how it will be stored, etc).

SECTION

03

DURING



Conduct the interview

Help candidates to 'put their best foot forward'.

These tips will help you put candidates at ease and assist them to 'put their best foot forward' during interviews.

Interview Structure

- › On arrival, take care with the small details (e.g. meeting people promptly at reception, offering water or hot drinks, and giving bathroom breaks).
- › Assure candidates that information they provide in the interview will be kept confidential.
- › Introduce the panel members and provide contextual information about the role and the organisation.
- › Ask candidates to be concise and targeted in their responses.
- › Begin the interview in a conversational and informal way. Ask 'easy' questions to start the interview (e.g. about the candidate's career history and why they want the role) before beginning the more formal and structured questions.
- › Let them know they can also use examples from community or volunteer experience.
- › Consider giving candidates 'permission' at the beginning of interviews to 'sell' themselves and describe their unique contribution to situations. This will help mitigate the risk of modest candidates selling themselves short.
- › Where relevant, consider starting the interview with the questions relating to 'Leading with influence' rather than 'Leading strategically' (the first capability described in the LSP), as many candidates find questions relating to this capability harder to answer.
- › At the end of the interview, ask candidates if they have any questions and describe the selection process from that point (including when they can expect to hear from you next any other assessments that they may need to take part in).



Interview Tips

- › Use plain language (i.e. which can be understood by people from a range of backgrounds).
- › Ask questions in a friendly and curious way to put candidates at ease and encourage them to be transparent in their responses. Avoid asking overly confrontational questions or criticising the candidate.
- › Phrase questions to allow candidates to give examples from outside the work context if necessary. For some interview questions in the LSP Interview Pack, we've suggested optional wording to explicitly invite non-work examples.
- › Use probing questions consistently as possible to ensure every candidate has the same opportunity to flesh out their responses and provide you with the right amount of detail. Don't ask probing questions where candidates' responses have already answered provided the detail you need.
- › Gently clarify candidates' contributions when they refer to "we" instead of "I" (e.g. "I notice you said 'we' challenged that decision. Who challenged that decision?").
- › Be clear about timing and avoid cutting the interview too short (i.e. compared with the time you have told the candidate it will take). This can make people feel that they have been dismissed out-of-hand.
- › Keep the interview to time (so that you can gather the information you need, and be fair to each candidate). If a candidate's responses are lengthy, politely ask them to be concise, and do this early in the interview (so you avoid this occurring with each response). For example, "Thank you, to ensure we have time to cover all of our questions, please keep your responses short and we will probe for more information where we need it". If a candidate continues to provide too much information, let them know that you have enough detail and that you will move on to the next question.
- › Reframe a question when a candidate's response does not directly address it. It is important to give candidates more than one opportunity to answer an interview question if they have misinterpreted it. If a candidate's response relates to a capability other than the one you are targeting, use their response to rate this capability and skip the intended questions for that capability.

›

Decide on candidates' capability for the role by rating their performance against the capability criteria.

Select the best match for the role

Use the rating methodology you have developed when designing your selection process to rate candidate capability consistently. Applying a robust rating methodology consistently to candidates' performance will help you differentiate candidate capability and ensure you don't simply rely on your general impressions of candidates.

Test potential biases

When determining candidate capability, ensure that candidates are treated fairly and equally by speaking up when you think other selection panel members' impressions or biases might be affecting their judgements and scoring. Ask questions to understand their reasoning, such as "You seem to have a very positive impression of Dale's response to the first interview question. I'm wondering if this has caused you to view his other responses positively too. What do you think?" or "It's clear you don't think Lee answered that question very well. Can you help me to understand why?"

Determine candidate ratings

Determine how effectively the candidate has performed by comparing their observed performance against the criteria provided in the LSP Interview Pack and placing a tick against the criteria they have met. Use this to inform the ratings you give them for each capability using the table provided earlier in this guide.

Rate their performance on all questions, and other assessment tools, as you have designed.

Compare candidate ratings

In some cases it will be obvious which candidate is the strongest match for the role because their capability ratings are consistently higher than the others. However, it is best to use the method you decided upon when designing your assessment to compare candidates' ratings, and ensure you aren't relying on overall judgements. The most likely scenarios are that you will compare the total capability rating for each candidate or compare the total weighted rating for each candidate.

Once you have identified your preferred candidate, use referee checks to explore their development areas, and capability more generally.

SECTION

04

AFTER



Providing effective feedback

Provide candidates with feedback regarding the strengths they showed during their interview (and any assessments) and the capabilities and experience they need to gain to position themselves for similar roles in future.

Unsuccessful candidates often say that they would have liked more comprehensive feedback from the selection panel. Key principles include providing feedback that is:

- › **Balanced.** Start with what the candidate did well and what you saw as their strengths before discussing what they could improve.
- › **Specific.** Clearly outline (using behavioural terms) what the person did well (e.g. “You answered the questions clearly and concisely”) and what they could have improved (e.g. “You could have provided more detail about your role in the situations you described”), so they know what to do differently next time. You may find it helpful to use the LSP capability criteria to ensure you provide sufficient specificity to candidates on why they personally weren’t ready for the level the role operates at and what good leadership looks like across the sector.
- › **Descriptive rather than evaluative.** Avoid overall judgements of a person’s performance and/or capability (e.g. “You performed poorly; you lacked confidence”) as this has little use to the candidate and can be discouraging and evoke defensiveness.
- › **Check candidates’ familiarity with the LSP** before using the capability titles to frame their feedback.

This is also a good time to seek feedback from candidates, particularly those with diverse backgrounds, on the process to find out about their experience and identify improvements for future.

SECTION

05

APPENDICES



APPENDIX ONE

Using previous assessment information

You must get a candidate's permission before using any of their previous assessment information.

If you are thinking of using previous assessment information as part of your selection process you should consider this carefully. Inconsistent use of previous assessment information is one of the biggest risks to ensuring a fair and standardised selection process.

To ensure you can validly and fairly compare candidates:

- › Only use recent previous assessment information (i.e. within the last two years); **and**
- › Use the same type of assessment information for all candidates; **and**
- › Have written permission from all candidates for it to be used.

Previous assessment information can include:

- › *Assessment outputs* (e.g. an assessment report such as Leadership Insight). In reality, there are not many situations where it is possible to accurately compare candidates' previous assessment reports. These situations could include where all candidates have Leadership Insight reports or assessment reports where the assessed roles have similar Role Expectations (i.e. between candidates), and where the assessed roles and the target role have similar Role Expectations. It would be easy to inadvertently disadvantage candidates where the assessment reports had dissimilar Role Expectations. For example, whilst two candidates may have similar capability, one may appear weaker than the other on the basis of being assessed against the demands of a more demanding and complex role.
- › *Assessment inputs* (e.g. interviewer notes from a previous interview within your organisation, personality profiles, reasoning test results, etc).

For candidates to give their permission to release this information, it is important to inform them how the information will be used (e.g. they may replace or supplement intended assessment exercises).

It is critical that candidates don't feel pressured to consent to their previous assessment information being released to a selection panel, as there are many valid reasons for a person to decline. For example, the assessment information may have been collected for development purposes, and the candidates may have been particularly candid during their assessment. In addition, candidates may feel the assessment inputs or outputs are not an accurate picture of their current capability (as they did not put their best foot forward during the assessment, have made significant improvements to themselves since the assessment, or were assessed for a more senior/junior role).

Seek specialist advice from your agency's HR team before asking candidates for permission to use previous assessment information to make sure you do it in a fair and valid way.

APPENDIX TWO

How to ensure fairness, minimise bias and encourage diversity

To ensure fairness, people should be selected only on the basis of capabilities that are important to performing the job.

What is discrimination?

Discrimination happens when a person is treated unfairly or less favourably than another person in the same or similar circumstances. Discrimination can be direct (i.e. treating one person less favourably than others because of a characteristic they hold). It can also be indirect (i.e. relating to behaviours, policies or requirements that treat a person or group less favourably than others). In New Zealand, it is illegal to discriminate on the basis of:

- › Sex or gender identity – includes pregnancy and childbirth, and gender diverse people (e.g. transgender and intersex).
- › Marital status – includes marriages and civil unions that have ended.
- › Religious belief – not limited to traditional or mainstream religions.
- › Ethical belief – not having a religious belief.
- › Colour, race, or ethnic or national origins – includes nationality or citizenship.
- › Disability – including physical, psychiatric, intellectual or psychological disability or illness.
- › Age – people are protected from age discrimination if they are over 16 years old.
- › Political opinion – including not having a political opinion.
- › Employment status – being unemployed, on a benefit or on ACC. It does not include being employed or being on national superannuation.
- › Family status – includes not being responsible for children or other dependents.
- › Sexual orientation – being straight, gay, lesbian, or bisexual.

These grounds apply to a person's past, present, or assumed circumstances. For example, it is unlawful to discriminate against someone because they have a mental illness, had one in the past, or because someone assumes they have a mental illness.

Further information on legal guidelines for fair assessment practices is provided by the Human Rights Commission <https://www.hrc.co.nz/your-rights/business-and-work/guidance-workers/guidance-workerspre-employment/>. A quote from their guidelines is included below:

“Pre-employment processes generally go well when employers focus on the skills, experience and competencies required for the job. Employers can then attract and select the best person for the job against objective criteria. They can go wrong when applicants perceive they have been treated differently because of, for example, their sex, race, ethnic background, age, disability or sexual orientation.”

(Human Rights Commission. Getting a job: An A to Z for employers and employees. Pre-employment guidelines. ISBN: 978-0-478-32901-8).

SECTION

06

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To find out more about our work, visit us at <http://www.ssc.govt.nz/leadershipandtalent>

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