International Public Sector Assessment for Recruitment

Madrid
January 2012
Acquiring talent for the 21st. Century public sector organisation
A sharing of innovation, best practice and operational experience

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Prometric
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The programme

“The programme has been designed around the journey from identifying the need to implementing the process to demonstrating value to your stakeholders”

- **Session 1: The journey starts with your attraction strategy**
  - Fernando de Benavides, Huw Davies and Martha Helena Lopez
- **Session 2: Identifying and assessing for talent**
  - Jeroen Bogaert, Lieve van Molle, Ryan O’Leary and Steve Williams
- **Session 3: Implementing an assessment strategy: Sharing the experience of the user and supplier in best practice talent acquisition**
  - Bryan Andrews, Pádraig Love, Gerry Thom and Nicoletta Vullo
- **Session 4: Demonstrating value to your stakeholders**
  - John Boileau and Michael Emery
The journey starts with your attraction strategy

“How to establish and market your employer brand”

Fernando de Benavides, Huw Davies and Martha Helena Lopez
“Attraction strategies for recruitment”
Fernando de Benavides
Terra Firma Associates
Attraction Strategies for Recruitment

Fernando de Benavides
ISPAR Conference
Madrid, January 2012
Solid ground from the start
International Clients
Now advertising in...

Every year...

700 media
120+ countries
>98% global advertising

Operations & Knowledge
One team, no “networks”
TFA can support your communications needs along the Recruitment journey

- Print advertising
- Online job boards
- Social media advertising
- Careers Fairs
- Video/photo production
- Website optimisation and development
- Engage with existing candidate pool
- Promoting via Social media
- Induction materials

Attraction → Engagement → Application → Selection → Induction

Employer branding
Up for a change?
Why change?
If Internet usage was 1 hour...

- Social Media: 14 mins
- Entertainment: 9 mins
- Shopping: 5 mins
- News: 3 mins
- Business: 2 mins
- Adult: 2 mins
- Sports: 2 mins
- Email: 2 mins
- Travel: 1 min
- Other: 20 mins

Source: Experian Hitwise
Most candidates look for jobs online

Where do job seekers look for employers and careers?

- **Internet**: 95% (2011), 91% (2010)
- **Newspapers, magazines, print**: 54% (2011), 39% (2010)
- **Friends and family**: 52% (2011), 40% (2010)
- **On campus**: 47% (2011), 37% (2010)

Potentialpark Communications, Trend Study 2011
Too much choice
It's the communication!

**Channel**
- Facebook Advertising
- LinkedIn Advertising
- Print adverts
- Online Job boards
- SEM
- Promoting via Facebook
- Promoting via Twitter
- Promoting via LinkedIn

**Community**
- Reach out to existing communities
- Engage with existing candidate pool
- Listen to what is being said about you across the digital universe
- Build your own community
What do your peers think?

- International press
- National press
- General online job boards
- Specialist online job boards
- Social Media
Our prediction? Pick one channel

76% of job seeker use/would use mobile internet for career-related activities.
Building YOUR roadmap
Know your target audience
Prioritise your platforms
Consider all types of presence

- Owned media
- Paid media
- Earned media
Case Study
Attracting Graduates
Facebook advertising to recruit Young Professionals

• The brief
  – Attract **high-calibre Graduates** for World Bank’s YPP
  – Target nationalities: Brazil, Japan, Norway, Mexico, Morocco, The Netherlands, Rwanda, Saudi Arabia, Turkey and Tanzania etc

• Our Approach
  – Targeted advertising with **Facebook**
  – Targeting by age group, qualifications, languages, geography, interest in Int. Development, NGOs
  – Tracking & reporting deliver real-time insights about campaign performance
Results: 12,500 clicks

- Over 45 million impressions
- More than **12,500 clicks** over a one-month period
- Rwanda and Tanzania generated 1,810 clicks in only 4 weeks for a media spend of less than $500
Leverage social media for senior roles with LinkedIn

- **Cost per click Advertising** on professional network LinkedIn

- **Targeting criteria**
  - People working in Educational Management, members of specific groups related to higher education
  - Age group: 35 to 54 years

- **Campaign**
  - Creation of one composite and four country specific ad groups with multiple advert versions

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UNESCO is hiring!
Click here to find out about senior education management jobs at UNESCO.
From: UNESCO

Education for All
UNESCO needs a Programme Specialist in Higher Education in Switzerland.
From: UNESCO
Results: 3,047 clicks

- **3,074 clicks** to the recruitment website in 7 weeks
- LinkedIn adverts **being used again** for senior roles
Drive traffic to the EPO careers page with Google Adwords

- Recruit **Engineering positions** all year round
- **Google Adwords**
  - flexible solution to provide visibility to job seekers
  - Targeting by geography and relevant key words
  - Regular monitoring and optimising
- **84,000 people** clicked on the advert in 2011 and were redirected to the careers page

**Career in Chemistry**
Discover Europe’s Patent Authority and start your career. Apply now!
www.epo.org/jobs

**Mechanical Engineer Jobs**
Discover Europe’s Patent Authority and start a new career. Apply now!
www.epo.org/jobs

**Physicists wanted**
Build your career at the European Patent Office. Apply now!
www.epo.org/jobs
New and Emerging Talent Initiative (NETI)

What is NETI?

The New and Emerging Talent Initiative (NETI) is an entry point for external professionals interested in an international career with UNICEF. As part of UNICEF’s global talent management strategy to achieve its current and future goals, NETI focuses on attracting, selecting, developing and retaining new external talent from entry to mid-career levels to grow and to develop in the organisation. NETI participants will work actively in a multicultural environment within the development and humanitarian areas, while contributing to delivering results for children.

Program structure

NETI participants are given a one-year work appointment that starts with a one-week orientation and induction course at UNICEF New York Headquarters (NYHQ), followed by a two-month assignment in a NYHQ division, based on each participant’s profile. Participants are then deployed globally to a duty station for the remaining 10-month period. Participants are reviewed throughout the year and are considered for regular positions with UNICEF on the basis of merit and performance.

Interested candidates must share the United Nations values and ideals, be able to listen to and understand the ideas and concerns of the people we serve, and be able to communicate and work strategically and effectively with others to achieve results. Additionally, it is critical for candidates to be geographically mobile and willing to serve in hardship duty stations.

For more information about candidates’ eligibility and programme requirements, as well as the NETI competencies and the functional areas of need for the NETI Programme, please click on the corresponding sections on the left tool bar.

Special Features of the NETI Programme
...towards the new microsite
Engage your audience

I am NETI...

Gregor von Medeazza
Water, Sanitation and Hygiene (WASH) Specialist

Nationality: German
Education: PhD in Ecological Economics
Languages: French and German (mother tongue), English, Spanish, Dutch and Portuguese
NETI Day: Bamako, Mali

1) What attracted you to the NETI programme?

I was always fascinated by UNICEF's mandate and its commitment to improving the lives of children, and the NETI programme seemed like a perfect fit for me. 

2) What was your role as a NETI participant with UNICEF? Which NETI duty station are you currently working in?

I spent two years with UNICEF in Mali, working on various projects related to WASH and nutrition. Currently, I am working with the WASH section of the UNICEF office in Bamako.

3) How do you think the NETI programme has helped you?

The NETI programme has been a great platform for me to develop new skills and gain valuable experience in the field of WASH. It has also provided me with the opportunity to work with different partners and stakeholders, which has been incredibly enriching.

"The most memorable experience I had as a WASH Specialist in Mali was organizing a concert for the promotion of hand washing with soap in Bamako’s main stadium, which was attended by 25,000 children."

 Nepali Kids celebrate Global Handwashing Day

Many Nepali children look forward to the annual Global Handwashing Day, which is celebrated in the central UNICEF office of Madhya Pradesh to raise awareness about the importance of handwashing. The event is held in a fun and interactive way, with games and activities designed to educate children about the importance of handwashing.
Test Yourself

Are you a NETI?

1. Are you proficient in English and another official language of the UN i.e., Arabic, Chinese, French, Russian or Spanish?
   - Yes
   - No

2. Have you completed an advanced university degree (Master’s degree or equivalent)?
   - Yes
   - No

3. Are you prepared to be assigned to any UNICEF office worldwide, including hardship duty stations?
   - Yes
   - No
Case Study
Measuring & Tracking
EU Careers platforms
Follow through and be consistent

- Lawyers wanted
  - EU careers
  - Give your career an international dimension and work for 500m clients in an international environment with a good salary.

- Your European career starts here
  - EU careers
  - Build your career across a continent

- Interested?
  - Apply Now
  - Closing date: 14th April 12:00 CET
Monitor, measure and optimise

The potential candidate...

- sees advert
- clicks on link or enters URL for website
- lands on website
- stays on website
- clicks to apply

Data gained:

- Circulation figures (print)
- Impressions (online)
- Clicks
- Visits
- Pages visited and time spent on site
- Number of started applications
- Click through rate (CTR) (clicks / impressions) for each media channel
- Bounce rate
- Costs per click (CPC) for each media channel
Results: 19,300 clicks on ‘Apply now’
Facebook delivered high traffic

25% of media spending

66% of media generated traffic to the microsite
What is your Roadmap?
Final thoughts - Best practice

1. Know why
2. Know your target audience
3. Prioritise your platforms
4. Create messages
5. Promote and integrate what you are doing
6. Follow through and be consistent
7. Listen and respond
8. Sustain engagement
9. Monitor, measure and optimise
10. Keep developing
Thank You & Questions?

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“Developing your attraction strategy”

Huw Davies

European Personnel Selection Office (EPSO)
Developing Your Attraction Strategy

Huw Davies
Press and Communication Manager
European Personnel Selection Office
TODAY

- 2010/11 we attracted enough high-calibre applicants to fill over 90% of our places.

- >95% of applicants who reach the final phase are familiar with our visual identity.

- EU Careers Facebook page: over 65,000 likes.

- EU Careers Twitter: nearly 10,000 followers.
How did we get here?

1) A new visual identity
2) A new approach to publicity
2009

• Brand promotion had focused on raising awareness of the European Personnel Selection Office (EPSO).

• EPSO was only created in 2003.

• The website and some promotional material had switched to the name 'EU Careers'. Visually still strongly linked to EPSO.

• Publicity focused on press campaigns per recruitment drive.
2010
A New Dawn:
New Selection Procedures > New 'Brand' & New Approach
Background

- Development Programme implemented 2008-2011.

- Shift from knowledge to competency testing.

- Introduction of annual cycle for main selection procedures.

- Improved front-end planning of HR needs.
1. New Visual Identity

Why?
We wanted potential applicants to be aware of the single entry point
We wanted our modernised selection procedure to be reflected in our visual identity
Step 1: Defining the Employer Value Proposition

- What can you offer?
- What do you want your ideal applicant to want?
- Developed a list of 12 'items'.
- Defined our target audience.
- Tested the list with a focus group.
Defining the Target Audience

- Overall: No problem attracting enough applicants.

- Two key issues:

  a) Age: Average age of applicants for entry-level posts was 35.

  b) Diversity: Not enough applicants from specific groups. Particularly several nationalities = 6 focus countries.
The Focus Group helped us to refine a list of 5 key elements to our offer:

- A lifetime of different jobs

- Interesting and challenging work that makes a real difference for Europe

- An environment where you are encouraged to learn new skills and languages

- The opportunity to work and travel abroad, and work with people from all over Europe

- An attractive benefits package
Step 2 - The Visual Identity

We then worked with a design agency, ESN, to produce a new visual identity to reflect our EVP and our modernisation.

This included:
- New logo
- Style guide for documents

Details:
- Overall cost £10,000
- Time: < 2 months
- Minimal staff time
So, now we had our new visual identity- our 'brand' as we wanted it to be seen....

How could we raise awareness of our brand- our offer, our desired image - to potential applicants?
2. Changing our publicity approach

Why?
3

Key Problems
A) PERCEPTION

- Grey buildings.
- Not much human contact.
- 'Faceless' bureaucrats.
B) Reputation

- Out-dated...

- Not in touch with modern society (or particularly youth culture)...

www.old-computers.com
C) Efficiency

- We are very popular!

- We attract over 100,000 applications each year...

- We need to target the people we want..
How did we change our publicity approach to tackle these issues?

1. Staff as case-studies

2. Social media and student ambassadors

3. Targeted online and social media advertising
1. Staff as Case Studies

- Profiles on campaign microsites.
- 'Raconteurs' blogging on Facebook and tweeting on Twitter.
- Podcasts.
- Webcasts.
1. Staff as Case Studies - Details

- Important to find the right staff!
- Review bloggers and don't be afraid to remove them from the project.
- Low cost (professional photographer = approx. €1000) but...
- A lot of staff time to 'recruit' right case studies and bloggers.
2.a. Student Ambassadors

- Piloted in 6 focus countries.
- Now in 50 universities across 25 countries.
- Unpaid.
- Training conference in Brussels.
- Low cost but staff-time intensive (1 x FTE).
2. b Social media

- 'EU Careers' Facebook
- 'EU Careers - I've Applied' Facebook
- 'EU Careers' Twitter
- LinkedIn group
2.b Social Media: Issues and Details

- How to manage negative comments?
- How to deal with different populations?
- How to determine staff time spent on social media?
3. Targeted Media and Online Advertising

- Survey data showed that our target group, in every EU country, used online or social media as their primary means for job hunting.

- In 2011 grad campaign 66% of microsite traffic came from Facebook.

- Social media advertising allows specific groups to be targeted.
3. Targeted Media and Online Advertising

- Worked closely with media contractor.
- Budget per activity varies but weighted towards target countries and 'difficult' profiles.
- Less and less on press.
- More and more on social media.
Finally... Working together

Public sector...
- Pool resources.
- Share best practice.
- Share 'brand' with multipliers with shared interests.
- Collaborate don't compete!
Developing Your Attraction Strategy

Huw Davies
Press and Communication Manager
European Personnel Selection Office
“The journey starts with your attraction strategy”

Martha Helena Lopez, United Nations Secretariat
Serving the World
I find you very attractive
The Journey Starts with your attraction strategy

Case Study:
United Nations

- Partners & collaborators
- Brand
- New tools & materials
- Media
- Missions & fairs
- New e-staffing IT system
- What next?
Partners & Collaborators
Partners & collaborators

- Member States
- EU Institutions
- Universities
- UN System
- UN Secretariat
- NGOs
- Professional Networks

- The Department of Public Information (DPI) established in promote global awareness and understanding of the work of the United Nations
  - Strategic Communications Division
  - News & Media Division
  - Outreach Division
Brand
Before

- No information on myriad of career opportunities, who we are, what we do, what we look for ...
- No consistent visual imagery
• Adverts previously placed in publications such as The Economist, Jeune Afrique and Le Monde.
Rethinking our brand, how?

• Research
  - International Organizations
  - Private and Public Sectors

• Brainstorming and consultations
  - Departments/Offices worldwide

• Limited Budget
Who we are?

• We are international civil servants.
• Our work
  o touches lives in every corner of the globe
  o is complex and multifaceted
  o extends directly and indirectly to our 193 Member States.
• In the last decade, the United Nations has increased its field-based operations
• Over 50 per cent of our 44,000 staff work in field locations all over the world
• Over 100,000 personnel in 16 peacekeeping and 11 political missions
Who we are looking for?

People with integrity, who are fair and impartial and who:

• making a difference in the world motivates them
• are driven to be a part of a bigger purpose in the service of humanity
• are dynamic and adaptable professionals who think creatively and are proactive, flexible and responsive. will travel to and work anywhere at a moment’s notice
• thrive in an environment that:
  o is truly international and multi-cultural
  o respects and promotes diversity
  o functions at its best through team efforts
Who we are looking for?

- Audit
- Administrators
- Aviation
- Cartography
- Conference and Language Staff
- Drug Control & Crime Prevention
- Demographics
- Economic Affairs
- Electoral Affairs
- Engineering
- Information and Communications Technology
- Information Management
- Library Science
- Logistics
- Procurement
- Medical
- Programme/Project Management
- Security
- Humanitarian Affairs
- Human Rights
- Legal Affairs
- Political Affairs
- Public Administration
- Public Information, Radio & TV
- Rule of Law
- Social Affairs
- Statistics
Our challenges

• Geographical Representation: worldwide focus with emphasis
  - Un-represented: 20 countries
  - Under-represented: 56 countries
  - In/near danger: 50 countries

• Gender Parity particularly in the field and senior levels

• Average external recruitments: 35 %
Our brand attributes

- Internationalism
- Respect for Diversity
- Integrity
- Professionalism
- Communication
- Interdisciplinary Teamwork
- Mobility
- Flexibility
- Fresh
- Technical Awareness
- Client Oriented
- Commitment to Continuous Learning
- Challenging work
- Creative engagement
- Serving a good cause
- Ability to Handle Change
- Versatility
- Good Salary and Benefits
- Accountability
- Modern
- Diversity
- Pressure
- Sacrifice
- Selflessness
- Serving As One
- Sense of purpose
- Performance driven
- Empowering Others
- Communication
- Highly talented
- Mobile
- Professionalism
- Accountability
- Creative
Our brand look & feel

• Clear, clean, simple
• Informal: conversational
• Personable: staff showcasing the Organization (real stories)
New Tools and Materials
Careers Portal

- careers.un.org

2011

Total visits: 5,316,618
by
2,580,451
Unique Visitors

Average no. of visits per day: 14,566
Banners, Brochures, Presentations, Posters
Videos

- Production of two videos highlighting the role and work of the United Nations
  - Available on the careers.un.org website as well as "YouTube" and have had 14,650 total hits
  - Outreach events
  - Special events
    - South Africa, 2010 World Cup
    - Shanghai, 2010 Expo
Director Positions at the United Nations (D-2)

Do you drive for change and improvement without accepting the status quo?
Do you have excellent management and leadership skills?
Do you possess the ability to build and manage teams and create an enabling work environment?

The United Nations is looking for energetic, experienced leaders for the following positions in New York:
- Director, Department of Political Affairs, Middle East and West Asia Division
- Director, Department of Political Affairs, Africa II Division
- Director, Department of Economic and Social Affairs, Office for Economic and Social Council Support and Coordination

**Education:** Master’s degree or equivalent in an area relevant to the position.

**Work experience:** A minimum of fifteen years of progressively responsible experience in an area related to the position is required, as well as a proven track record of excellent management and leadership skills.

Applications from women are strongly encouraged.

For full details of these positions go to: careers.un.org/jobopenings

Director of Accounts Division (D-2)

Do you have excellent management and leadership skills?

The United Nations Department of Management is looking for an energetic and experienced Director who will be responsible for establishing appropriate accounting policies and leading implementation of IPSAS in the UN.

**Education:** Master’s degree or equivalent in finance, accounting, business administration or related area.

**Work experience:** At least fifteen years of progressively responsible experience in financial management, preferably in an international organization.

Applications from women are strongly encouraged.

For more information go to: careers.un.org

Medical Director Positions at the United Nations

Do you have expert medical knowledge and excellent leadership skills?
Are you motivated to make a difference in the world?

The United Nations is looking for a dynamic and experienced Medical Director (D-2) and Deputy Director (D-1) for the Medical Services Division of the Department of Management, New York.

The responsibilities of these leadership positions include: developing global medical policies across the United Nations and its Funds and Programmes; oversight of staff health facilities in peacekeeping missions worldwide; coordination of employee health promotion initiatives; and strategic leadership of the Medical Services Division in New York.

**Education:** An advanced degree in medicine, preferably in internal medicine.

**Work experience:** A minimum of fifteen years of progressively responsible, practical experience in clinical medicine as well as proven managerial skills in an international organization, hospital or occupational health facility.

Applications from women are strongly encouraged.

For full details of these positions go to: careers.un.org/jobopenings
TV & Radio Spots

• Produced 3-minute TV/radio spots e.g.
  – eight spots with staff members with mother tongue Arabic, Chinese, English, French, Russian and Spanish plus Portuguese and Swahili launched for YPP 2011
  – one for the Tribunal Judges Campaign
Social Media

- Launched April 2011
  - Targeting the 3 major channels with a more global focus (Facebook, Twitter and LinkedIn)
  - Planning, benchmarking and implementing
  - Monitoring, managing and measuring

http://www.facebook.com/UN.Careers
http://twitter.com/un_careers
http://linkd.in/un_careers
Social Media - overall site usage

Time Period: 1 April 1 – 25 January

• Twitter: 5,239 Followers

• LinkedIn: 54,689 Networks, 5,031,429 connections
  642 connections link to 5,189,141+ professionals

• Facebook: 7,148,769 Post views 5,216,093
  Likes: more than 20,000
  Weekly Total Reach: 19,380
  Post feedback: 7,249
  Rank 3rd among all traffic sources referral to un.career.org 54,696 visits, 3.06 page visits, 47.17% new visits %, 57.23% bounce rate
Our visitors are from:
6 continents over 50 countries speaking English, French, Spanish, Italian, Russian, German, Turkish, Arabic, Chinese, etc.

Amount of visitors using Non-English

Country distribution chart

Data Source: Facebook Insights and Google Analytics
Gender & Age Distribution Graph

Who You Reached (Demographics and Location)

Data source: Facebook Insights

Tremendous attraction to people aged 18-34

Less visits from senior level applicants
Missions
Fairs
New Talent Management IT System
New Talent Management IT System (*inspira*)

- Single global system integrating:
  - Staffing (launched April 2010)
  - Performance Management
  - Learning Management and Staff Development
  - Workforce planning

- User-friendly application journey
### Inspira Metrics
As at 31 December 2011 (since 22 April 2010)

<table>
<thead>
<tr>
<th>Category</th>
<th>Metric</th>
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<tbody>
<tr>
<td>External applicants registered</td>
<td>449,944</td>
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<tr>
<td>Jobs posted</td>
<td>3361</td>
</tr>
<tr>
<td>Applications for these jobs</td>
<td></td>
</tr>
<tr>
<td>Staff External</td>
<td>62,657</td>
</tr>
<tr>
<td></td>
<td>467,167</td>
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</tbody>
</table>
What next?
What next?

- More exposure into Middle-East, Asia and parts of Africa
- Senior level positions, female applicants
- Expansion of internal and external partnerships
- Greater use of webcasts and other social media messaging
- Mobile outreach
Gracias

Merci

شكر

谢谢

Thank You

Спасибо

www.un.org

Identifying and assessing for talent

“Defining what goods looks like and translating that into assessment strategies that work”

Jeroen Bogaert, Lieve van Molle, Ryan O’Leary and Steve Williams
“Assessments in action: Reforming the US Government hiring process”

Dr. Ryan O’Leary
PDRI
Assessments in Action: Reforming the U.S. Federal Government Hiring Process

Ryan S. O’Leary, Ph.D.
Manager, Selection and Individual Assessment
PDRI an SHL Company

International Public Sector Assessment for Recruitment Conference

January 30-31, 2012
U.S. Federal Hiring Volume

- Workforce of approximately 2M
  - Hundreds hired each day
  - More hires annually than Microsoft, Google, and Amazon combined
- In FY’11, USAJOBS had:
  - 413K job openings
  - 160M registered job seekers
  - 23M applications
  - 620K visits per day

"There's no question that hiring reform is more important now than ever. In a resource constrained environment, you don't have the option to make the wrong choice. You should be doubling down on making sure we fix the hiring process - not only faster, but so that the end result is getting better talent.”
The U.S. Federal Hiring Problem

Large Potential Talent Supply and Ineffective Screens
With a few exceptions, objective assessments not used

Long, Inefficient Hiring Processes
No centralized examining procedures since early ‘90s
The Result

Frustrated Managers

Frustrated Applicants
When asked whether their agencies have made progress on hiring reform, some attendees reported that they have decreased the time to hire.

But, most said applicant quality has declined.

Attrition, particularly for young hires, is “abysmal.”

Excerpt from: Hiring reform may not be enough to boost federal workforce by Emily Long; July 11, 2011.
Impact of Ineffective Assessment

But he had the education and experience...
Why Assessments Add Value

• Resumes and Self Report Experience Assessments

  *Tell me how good you are*

• Objective Competency Assessments

  *Show me what you can do*
Automated Hiring Assessments

Technology Improves Reach to Applicants, Speed to Hire, and Quality of Hire
Placement of Assessments in the Hiring Process

- Recruitment & Job Posting
- Application
- Remote Assessments
- Automated and Unproctored
- On-site Proctored Verification Assessments, Job-Specific Assessments, & Interview
- Great Hiring Decision
# IBT Unproctored Assessment Considerations

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Protect item security so applicants do not have advance copies of items or answers</td>
<td>▪ Use technology-enabled assessment delivery solutions</td>
</tr>
<tr>
<td>▪ Mitigating cheating – use of reference materials or someone other than applicant taking assessment</td>
<td>▪ Computer Adaptive Testing (CAT) and “Linear on the Fly” Testing (LOFT)</td>
</tr>
<tr>
<td></td>
<td>▪ Items selected dynamically from large banks based on computer algorithms</td>
</tr>
<tr>
<td></td>
<td>▪ Virtually no applicants receive same items</td>
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<tr>
<td></td>
<td>▪ Verification assessment</td>
</tr>
<tr>
<td></td>
<td>▪ Conduct statistical analyses to monitor item exposure</td>
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<tr>
<td></td>
<td>▪ Use more complex scoring protocols instead of clear correct and incorrect answers, when possible</td>
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</tbody>
</table>
Reforming the U.S. Federal Hiring Process

• Requirements
  • Develop valid and reliable assessments for mission critical occupations
  • Administer on-line and unproctored
  • Covers 33% of all new hires
    • Accounting
    • Budget Analysis
    • Clerk and Assistant
    • Contact Representative
    • Contracting
    • Financial Administration
    • Human Resources Specialist
    • Human Resources Assistant
    • Information Technology
    • Management Analyst
    • Secretary
    • Security Administration

• Goals
  • Manage large applicant pools
  • Improve quality of hire
  • Minimize applicant testing time
  • Decrease time-to-hire
Cognitive Assessments

Measures cognitive competencies – reasoning, mathematical reasoning, reading, and others

Highly valid predictors of performance across jobs

Adverse impact concerns

Technology provides enhanced item security
Personality/Work Styles Assessments

Provides assessment of soft skill competencies, such as self management, initiative, flexibility, teamwork, stress tolerance, and others

Adds value beyond cognitive tests

Minimal adverse impact

Technology mitigates faking and self-promotion
Judgment Assessments

Realistic job problems

Applicants select most and least effective way to handle situation

Difficult to cheat because scoring is not obvious

Can mitigate adverse impact by using videotaped or animated scenarios

Positive applicant reactions
Automated Writing Assessments

Can assess any competencies humans can score

Add value beyond reasoning assessments

Candidates compose free text response to prompt

Automated scoring improves reliability and significantly reduces administrative burden
Work Simulations/Branching Role Plays

Can assess multitude of competencies – knowledge, skill, non-cognitive, cognitive

High validity

Low to moderate adverse impact, depending on competencies assessed

Applicant reactions uniformly positive due to high job relevance
The Business Case for Assessments

Productivity • Cost savings
Retention • Time to promotion
Training time and costs • Satisfaction
Conclusion

✓ Technology is key for hiring efficiency and quality
✓ Valid and reliable objective assessments most effective
✓ Unproctored assessment is most effective screen
✓ Technological advances mitigate unproctored risks
✓ Show value of assessment via Business Outcomes
“Identifying and assessing for talent”

Stephen Williams
Prometric
Identifying and Assessing for Talent

Stephen Williams
Senior Vice President Test Development Solutions

January 30th, 2012
Some considerations for delivering a valid assessment

- Holistic Testing System
- Item Banking
- Delivery Models
- Test Driver
Item Banking

Intelitest is an item banking tool that improves the effectiveness and efficiency of the test development process by:

• shortening test development cycles by enabling you to quickly create store and search items and their related assets and analyze item performance
• managing SMEs and workflow to lower content development cost
• building and analyzing statistics that enable you to extend the life of your items and refresh content efficiently, when necessary
• securely storing and encrypting your data to protect your intellectual property
The Many Benefits of Intelitest

- **Lower Test Development Cost / Improved Efficiency**
  - 24/7 web-based interface; Distributed item writing; Client-customizable item-style rules; Item author efficiency tracking; Internal graphic asset support; Item relationship tracking; Automatic exam generation; Touch-of-a-button test development reports; Multi-language support (including double-byte characters)

- **Improved Test Validity**
  - Centralized exam documentation; Customized item and exam approval workflows; Lifecycle tracking of review and approval processes; Psychometric statistics regularly available for review and analysis

- **Security and Full Visibility**
  - Encrypted data; Redundant backup; Controlled user access and permissions; History Tracking; Full user accountability
Powerful Workflow Management

- Adaptable to meet your current workflow needs
- Structured workflow walks users through item creation and management
- SMEs are automatically linked to their items
- Editing and review processes can begin as soon as items are authored
- Dynamic feedback can be provided to authors immediately
- Advanced search capabilities allow you to locate items quickly by a wide variety of search parameters
WYSIWYG Preview

- Preview option displays what the candidate will see on test day
- Enable authors to act as real-time Quality Control
- Speed approval of items
- Shorten approval process
- Improves exam quality
The Testing Spectrum

Linear | LOFT | Testlet | Mastery Models | Adaptive

Degree of adaptivity at the item level
Typical Considerations

- Item Pool Pressure
  - Security
  - SME Availability
- Item Refresh Rate
  - Pre-Test Strategy
  - Item Currency
- Content Domain Complexity
  - Test Suite/Exam Stratification
  - Theory and Practical Testing
Linear (Fixed Forms)

• Description
  – The delivery of a predetermined set of items that are presented in either a sequential or random sequence

• Advantages
  – Substantial industry knowledge and best practice exists
  – Can utilize either Classical or Item Response Theory statistics
  – Relatively easy test development and psychometric effort

• Disadvantages
  – May pose higher memorization risk than other models
  – Requires regular republication to refresh over-exposed material

• Recommended Uses
  – Continues to be a viable approach for many content domains
Linear (Random Generation)

• **Description**
  – The delivery of a pre-determined number of items that are randomly selected from a large pool of content

• **Advantages**
  – Virtually unique test form for each candidate enhances security
  – Reduced risk of memorization compared with fixed form delivery
  – Large initial pool can reduce the need for frequent publications

• **Disadvantages**
  – Inconsistency in terms of overall difficulty and content coverage
  – Different ‘contests’ are delivered to each candidate, raising fairness concerns
  – Increased legal defensibility risk due to the high degree of variability

• **Recommended Uses**
  – Appropriate for practice tests and for item pre-test blocks
Interactive Scenarios

• **Description**
  – Case-based scenarios that provide real-time feedback as a means of creating a more immersive candidate experience

• **Advantages**
  – Assesses practical, real-world, knowledge, skills and abilities
  – Evaluates decision-making and problem solving competencies
  – Can eliminate need for hands-on or practical exams

• **Disadvantages**
  – Requires significant advance planning and SME input
  – Test development and publishing effort is more time-consuming

• **Recommended Uses**
  – Well suited to measuring time-sensitive and/or mission critical decision-making and higher order cognitive abilities
Interactive Scenarios

Section A

Introduction
A potential customer is interested in having the first floor of her house painted and she has asked you for a quote. You’ve arrived at the home at the scheduled time and have made some preliminary observations:

- The first floor consists of a living room, dining room, kitchen, family room and a ½ bath
- The home is a central hall colonial
- The dining room has wall paper
- The living room has wainscoting
- The entryway and family room are open to the second floor

With the information you now have, what action(s) would you take to complete this assignment?

(Choose the actions that you feel are essential at this time and then proceed to the next item)

- Ask, “when were hoping to have the work completed?”
- Take measurements of each of the rooms
- Ask, “what colors are you planning to use?”
- Confirm which rooms are to be painted
- Call your paint supplier and place an order
- Ask, “do you want me to remove the wallpaper?”
- Confirm the homeowner’s plan for the openings to the 2nd floor
- Measure the exterior of the home

There is a total of 6,500 sq. feet of walls and ceilings space

“Oh, no. I just put that in. I just want you to paint the trim”
Linear on the Fly Testing (LOFT)

- **Description**
  - Dynamic forms generation that automates item selection
  - Test forms are balanced for content and item difficulty
- **Advantages**
  - Virtually unique experience, with the ability for item review/revision
  - Ensures each candidate is assessed against the same ‘contest’
  - Cost effective alternative to item-level adaptive
- **Disadvantages**
  - Requires a larger pool of available items than a fixed form exam
  - Pool must contain a sufficient number of items across all domains
  - Selection routine requires Item Response Theory (IRT) statistics
- **Recommended Uses**
  - Ideal when the pressure on the item pool is significant
Test Blocks/Testlets

• Description
  – Assembly of items into discrete units which can reordered and selected either in advance or “on the fly”

• Advantages
  – Enhanced security through item and test block diversity
  – Supports very complex content specifications and domains
  – Allows ordering by test objectives and difficulty

• Disadvantages
  – Test development effort requires significant advanced design work
  – More complicated and time-consuming publishing process

• Recommended Uses
  – Particularly well-suited for item sets, case studies and scenarios
  – Can benefit from Resource Level Blocking
Computerized Mastery Testing (CMT)

• Description
  – Measures mastery, or non-mastery, through an iterative series of equivalent testlets that are preassembled and invoked as required

• Advantages
  – Ensures complete coverage of content domain
  – Decision-based stopping rules based on pre-defined targets
  – Potential for reduced item exposure and increased pass/fail efficiency

• Disadvantages
  – Requires much more test development/psychometric effort than linear
  – Each testlet operates independently, with no item review or revision

• Recommended Uses
  – Ideal for situations in which candidate time is at a premium and prompt and highly accurate pass/fail decisions are seen as advantageous
Computer Adaptive Testing (CAT) Item-Level

• Description
  – Dynamic exam generation that tailors item selection to candidate ability

• Advantages
  – Each candidate receives a ‘unique’ test experience
  – Highly accurate scores across a wide range of ability levels
  – Can provided fixed or variable length tests

• Disadvantages
  – Candidates aren’t tested against the same ‘contest’
  – Item review, revision and omission are not available to candidates
  – Significant effort required to support Item Response Theory

• Recommended Uses
  – Very well suited for exams, such as admissions tests, which must be able to rank order candidates across a wide ability range
# Test Design Considerations

<table>
<thead>
<tr>
<th>Delivery Mode</th>
<th>Security</th>
<th>Scalability</th>
<th>Efficiency</th>
<th>Fairness</th>
<th>Consistency</th>
<th>Acceptance</th>
<th>Validity</th>
<th>Extensibility</th>
<th>SCORE</th>
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<tbody>
<tr>
<td>Linear (Fixed Form)</td>
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<td>Linear (Random Generation)</td>
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<td>Interactive Scenarios</td>
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<td>Linear On the Fly Testing (LOFT)</td>
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<tr>
<td>Test Blocks/Testlets</td>
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</table>
Linear on the Fly Testing (LOFT): Sample Analysis

- Dynamic forms generation
- Every candidate receives a unique test
- An equal opportunity is provided to everyone
- Each test is balanced for overall difficulty
- Consistent content coverage is assured
- Item exposure is automatically managed
- Enhanced security and test integrity
- Seamless item pre-testing
- Continual item bank expansion
Universal Test Driver (UTD)

• Innovative, modular design offers tailored solutions
• Global test delivery platform
  – Unicode compliance provides localization support
  – Available in all of Prometric’s locations worldwide
• Sophisticated functionality
  – Robust browser technologies (html, xml, Flash, etc.)
  – Comprehensive item type support
  – Flexible delivery options
  – Customized functionality
  – Integration with Intelitest item banking system
  – Detailed data collection and reporting capability
## UTD Supported Item Types

<table>
<thead>
<tr>
<th>True / False</th>
<th>Scenarios / Reading Passages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice – Single Response</td>
<td>References / Exhibits</td>
</tr>
<tr>
<td>Multiple Choice – Multiple Response</td>
<td>Multimedia – Static Graphics</td>
</tr>
<tr>
<td>Constructed Response – Short Answer</td>
<td>Multimedia – Audio</td>
</tr>
<tr>
<td>Constructed Response – Essay</td>
<td>Multimedia – Video</td>
</tr>
<tr>
<td>Drag and Drop</td>
<td>Multimedia – Animation</td>
</tr>
<tr>
<td>Point and Click / Hotspot</td>
<td>Simulations</td>
</tr>
</tbody>
</table>
"A 4D perspective to identify and assess talent"

Jeroen Boagaert & Lieve van Molle Hudson
A 4D perspective to identify and assess Talent

Jeroen Bogaert
Research & Development

Lieve Van Molle
Public Sector
A short story to start with

How ready are you to identify and assess talent

- Faster
- Cheaper
- More accurately
- With a positive experience for all stakeholders

In a final selection phase

For promotion, internal mobility, development…
The context is challenging and changing
Tailor made approach: 4D perspective

WHAT
- Assessment centres
- Knowledge
- Competencies
- Interviews
- Competitions

WHY
- TALENT
- View on talent
- Right Talent
- Talent diversity
- Talent experience

HOW
- Procedures
- External providers
- (Un)proctored Technology
1. View on talent: **What** do I need to know? … *in this cha(llen)ging world*

<table>
<thead>
<tr>
<th>Shift from knowledge to competency based selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shift in choice of competencies (capability, mindset, …) , depending on the organisation</td>
</tr>
<tr>
<td>Internal talent / high potential identification &amp; development</td>
</tr>
</tbody>
</table>

**Competency frameworks for:**
- Function
- Department
- Layered: senior / middle / junior / expert / …
- The whole organisation or mixed

**Diagram:**
- Leadership
- Teamwork
- Performance motivation
- Risk taking
- Learning agility
- Broad view
- Political savvy
- Readiness to change
1. View on talent: What do I need to know? What instruments do I use and when?

What do I need to know in what stage of the selection?

- **Sift out: go / no go**

  - Sift in

  - Sift in

What is the complexity of the job?

Has an impact on

- Choice of instruments
- Choice of technology

<table>
<thead>
<tr>
<th>Data interpretation</th>
<th>Data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td><strong>Subjective</strong></td>
</tr>
<tr>
<td>Reasoning ability,</td>
<td>Personality</td>
</tr>
<tr>
<td>Aptitude tests,</td>
<td>Work styles</td>
</tr>
<tr>
<td>SJT, E-trays</td>
<td>Self evaluation</td>
</tr>
<tr>
<td><strong>Subjective</strong></td>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td>Simulation exercises</td>
<td>Interview</td>
</tr>
<tr>
<td>(Group exercises</td>
<td></td>
</tr>
<tr>
<td>In / E-Tray Exercises, Role plays,</td>
<td></td>
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<tr>
<td>Presentation exercises, ...)</td>
<td></td>
</tr>
</tbody>
</table>

Example: results of a personality / work styles questionnaire

- Translated into crucial competencies for your organisation / for a role / …
- And into a tailored interview guide for recruiters / selection boards

1. View on talent: technology to support assessor
1. View on talent: technology to support assessor

- life simulation(s)
- interview
- knowledge test / SJT
2. ‘Right’ Talent: Do I have the right man?

Predictive validity: depends on:

- Number of types of exercises used: incremental validity
- Standardisation & objectivity of approach
- Quality of trained assessors
- Competency framework

Literature versus your procedure

<table>
<thead>
<tr>
<th>Data collection</th>
<th>Objective</th>
<th>Subjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasoning ability, Aptitude tests, SJT, E-trays</td>
<td>Personality Work styles Self evaluation questionnaires</td>
<td></td>
</tr>
<tr>
<td>Simulation exercises (Group exercises In / E-Tray Exercises, Role plays, Presentation exercises, …)</td>
<td>Interview</td>
<td></td>
</tr>
</tbody>
</table>

2. ‘Right’ talent: Key principles of an assessment to guarantee validity: more than one …

- Systematic assessment of applicants
- Predefined set of critical competencies
- Different scientific instruments
- Right level of complexity
- Trained assessors
- Highly standardised process
- Observe behaviour in response to a variety of situations and tasks
- Each competency measured in at least two different exercises

**Behaviour predicts behaviour**
3. Talent diversity

Offering equal opportunities:

- Research on:
  - Age effects
  - Gender effects
  - Ethnic Background
  - Country / culture / …

- Multiple opportunities

Looking for:

- Gender balance,
- Geographical balance, …
- Diversity
4. Talent experience: the candidate perspective

Positive experience depends on

- Interactivity & communication, “personal touch”
- Professionalism
- Perceived validity


conduct candidate satisfaction survey
How to manage the 4D assessment?
An example

- Define critical competencies
- Define exercises (4 quadrants)
- Set up a competency matrix
- Develop simulation exercises
- Guarantee double assessment
- Make evaluation sheets
- Create interview guides
- Manage procedure via IT platform
- Design report format
- Train, manage and coach assessors
- Validate procedure
Conclusion: 4 D questions to ask yourself when setting up and tailoring an assessment strategy

<table>
<thead>
<tr>
<th>View on talent</th>
<th>What is my goal? What are the criteria &amp; what is the information on which basis I want to take my decision?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right Talent</td>
<td>What is the required level of accuracy/predictive validity in this specific phase? For this purpose (Sift out vs sift in)?</td>
</tr>
<tr>
<td>Talent diversity</td>
<td>What populations / target groups do I take into account? And how? How do I avoid adverse impact to respect and welcome diversity?</td>
</tr>
<tr>
<td>Talent experience</td>
<td>How is my employer branding and image? How important is the candidate experience? What about the people who ‘fail’? Who receives feedback?</td>
</tr>
</tbody>
</table>
Implementing an assessment strategy
“Sharing the experience of best practice in talent acquisition”

Bryan Andrews, Pádraig Love, Gerry Thom and Nicoletta Vullo
“CBT implementation in talent acquisition: Case studies and best practices”

Nicoletta Vulo
Prometric
CBT Implementation in talent acquisition: Case Studies and Best Practices

Nicoletta Vullo
Director, Client Services Europe
Prometric
About Prometric

+ Wholly-owned subsidiary of Educational Testing Services (ETS)
+ Recognised global leader in technology-enabled testing and assessment
+ Its market-leading test development and delivery solutions allow Clients to develop and launch global testing programmes and accurately measure results and data
  + For over 450 clients in the Government, Academic and Professional, Financial, Healthcare, IT & Corporate markets
  + Delivery of over 9 million exams a year
  + In more than 10,000 test centres or via the Web
  + Across 160 countries in 26 languages
+ 2,500 staff
+ HQ in Baltimore, US, and 12 global offices and major centres
  + Europe: UK, Ireland, Netherlands
+ Track record of successful implementations in the fields of candidate selection and competency assessments in different fields and geographies around the world
CBT Implementation: successful stories

+ Major Client in the Financial market in the US
  + Competency based credential exam
+ Most prestigious network of Business Schools in India
  + Academic admission exam
+ Major Federal Agency in the US
  + Licensure exam
+ EPSO – European Personnel Selection Office
  + Pre-selection exams

+ **Challenge**
  + Two stakeholders, one responsible for developing the exam and the other for issuing the licensure
  + Convert a four section examination available twice a year for a two-day testing period in limited locations for thousands of candidates simultaneously to a computerised exam available on a continuous basis either in its entirety or in sections across North America

+ **Strategy**
  + New approach to project implementation management. Establishment of an exam conversion steering committee and several targeted groups with representation from each stakeholder, meeting on a frequent, regular basis for over a year. The whole project was overseen by an independent project manager.

+ **Outcome**
  + Integration of more than 55 geographically dispersed systems and related personnel and management of a simultaneous, on schedule launch with a success rate of over 99.9% at launch
  + The competency test is offered the whole year round at more than 300 secure testing locations
  + Over 1 million exams delivered since inception of the programme with annual volumes now showing 80% increase over the annual volume at launch

+ **Services Provided**
  + Item-banking; ongoing candidate scheduling, test delivery, biometrics and image collection
Case Study 2 – Prestigious Network of Business Schools in India (2009)

**Challenge**

- Expand exam offer from one day to ten days per year with two sessions per day with 250,000 participants in a geography with inherent security issues and with insufficient testing infrastructure in place
- Narrow window of time available for CBT readiness

**Strategy**

- Adopted a “All hands on deck” approach at Prometric with full engagement from the Clients constituencies and made use of local support for both the test development and test delivery process

**Outcome**

- Creation of 20+ post-test equated test forms per administration
- 361 testing labs established at 104 university locations in 32 cities with nearly 17,000 computer workstations offered and 1,000 trained proctors. Each lab was equipped with DVR’s and all candidates were photographed and digitally fingerprinted. The candidate identities were then verified against this data at the time of the university interview process
- More than 200,000 candidates tested per year since inception of the programme in 2009

**Services Provided**

- Test Development Services, Item banking, candidate scheduling, exam delivery, biometrics and image collection
Case Study 3 – Major Federal Agency in the US (2011)

+ **Challenge**
  + Design, develop and deliver a new competency exam to several hundred thousand candidates in a secure environment in six months
  + Compliance to government-mandated standards regarding data security, interoperability and special accommodations

+ **Strategy**
  + Introduced a new approach to manage the Test Development effort. To ensure flexibility into the planning and scheduling of Test Development activities a Job Analysis Task Force was established and 680 SME’s were recruited.

+ **Outcome**
  + A 2.5 hours Beta exam, that contains 120 items and Client publications as reference material was launched on schedule in the autumn of 2011 by using forms validation and standard setting.
  + An estimated 400,000 tests are expected to be delivered by the end of 2013

+ **Services Provided**
  + Complete end to end solution from exam development to delivery in the US testing network
EPSO – European Personnel Selection Office
Pre-selection exams (2005)

+ **Challenge**
  + At programme inception back in 2005: Introduce Computer Based Testing as part of an effort to “modernize” and introduce operational efficiencies in selection procedures within an environment resistant to changes
  + From 2009 onwards: Exploit the full potential of CBT to enhance and make more relevant the overall process and criteria of staff selection in support of the EPSO Development Programme and strategic roadmap execution

+ **Strategy**
  + Phased approach on CBT adoption
  + Progressive conversion from Paper Based to Computer Based Testing and shift from knowledge based exams in three languages to competency based exams in 23 languages

+ **Services**
  + Itembanking, customised online scheduling, exam delivery, psychometric analysis
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<tbody>
<tr>
<td>Objective</td>
<td>Evaluation of CBT adoption</td>
<td>Realisation of full conversion to CBT</td>
<td>Execution of the EPSO Development Programme by exploiting the full potential of CBT</td>
</tr>
<tr>
<td>Testing periods (&quot;windows&quot;)</td>
<td>One testing window</td>
<td>Forty testing windows</td>
<td>Yearly testing cycles combined with Specialists testing</td>
</tr>
<tr>
<td>Number of candidates tested</td>
<td>16,000</td>
<td>146,000</td>
<td>130,000</td>
</tr>
<tr>
<td>Testing network</td>
<td>EU 25 member states</td>
<td>EU 27 member states</td>
<td>EU 27 member states and WW testing (from 5 to 37 locations). Testing center in EPSO Assessment Center.</td>
</tr>
<tr>
<td></td>
<td>Combination of permanent and &quot;temporary&quot; testing centers (&quot;conference testing&quot;)</td>
<td>Establishment of a network of standardised permanent testing centers</td>
<td>Testing centers fully standardised, with increased security features and DDA compliant, with ad hoc expansion sites to support capacity demand peaks</td>
</tr>
<tr>
<td>Exam booking</td>
<td>Establishment of a link between the EPSO and Prometric websites</td>
<td>Full integration of the EPSO and Prometric websites</td>
<td>Full alignment of EPSO and Prometric websites and communication languages</td>
</tr>
<tr>
<td>Exam type</td>
<td>Knowledge based multiple choice in 3 languages</td>
<td>Knowledge based multiple choice in 3 languages, pilot on competency based exam</td>
<td>Competence based in all the EU23 languages, including case studies, translators and interpreters exams</td>
</tr>
<tr>
<td>Item bank structure</td>
<td>Existing item bank with partial integration of newly developed items</td>
<td>Progressive replacement of existing item bank with new items and ongoing maintenance through item analysis</td>
<td>Roll-out of new item types, including Situational Judgment, Abstract Reasoning, Prioritising and organising, Essays</td>
</tr>
<tr>
<td>Item bank management</td>
<td>Individual &quot;spreadsheets&quot;</td>
<td>Online item-banking adoption</td>
<td>Online item banking optimization</td>
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Best practices

+ Stakeholders and constituencies notification and support
+ Establishment of cross-organisational and cross-functional Project Teams working together in partnership
  + Client Services Team responsible for CBT implementation and execution at Prometric
+ Agreement on goals and measurement and ongoing monitoring of implementation plan
+ Full alignment of executive teams for support and review of the plans
+ Dry-run/pilot delivery prior to programme launch
+ Mutual evaluation and incorporation of lessons learnt
+ Marketing and Promotional Activities
Project Implementation Process: Milestones

Stage 1: Planning

Implementation planning begins immediately after contract execution. Our team outlines and confirms exact business needs with the Client staff so that we are better prepared to make decisions and recommendations throughout the project.

*Deliverables: Agreement between the organisations on milestones and success criteria.*

Stage 2: Blueprint

Shortly after Stage 1 completion, a joint implementation project team formed by Prometric’s and the Client’s staff is assembled and each member reviews and understands the business goals, requirements and scope of the implementation.

*Deliverables: Commitment for the contractual scope of work from all parties.*

Stage 3: Preparation

Systems are readied for delivery of the programme and the implementation team documents all potential risks. Risk mitigation and contingency plans are formulated. All issues are documented with ownership and resolution due dates assigned.

*Deliverables: Understanding of programme details, along with full identification of the risks.*

Stage 4: Launch

The launch stage represents the programme going “live” for exam delivery. All aspects of the programme will be operational at this stage under the close monitoring of our client services team.

*Deliverables: Successful delivery and transition from implementation to client services functions.*

Stage 5: Analysis

Prometric conducts an analysis of the entire implementation project to assess the outcome against the initial scope, timeline, deliverables and success criteria. The assessment notes such findings as risk mitigation success, expedited timelines and potential improvements to the process.

*Deliverables: Full assessment of implementation and further understanding of programme risks.*
Change Management and Lifecycle
CBT Transition Strategies

Implementation Process

- Valid, Reliable Measurement
- Well-Tested Integrated Systems
- Defined Test Delivery Process
- External Expectation Management
- Internal Readiness
- Superior Delivery

- Analysis
- Technical Development
- Program Management
- Candidate Outreach
- Internal Communication
- Test Administration

- Test Development
- System Testing
- Test Publishing
- Public Relations
- Go-Live Planning
- Data Management
Conclusions

+ The partners involved in the Case Studies which have been presented have challenged us with projects that have helped lead the way to furthering industry practices

+ These opportunities have resulted in new customer inspired advancements, innovative and customised technology solutions and will form the basis for future enhanced testing system structures and new implementations
“Implementing an assessment strategy”

Bryan Andrews
CEO Public Appointments Service, Eire
Implementing an Assessment Strategy

Sharing the experience of the user and supplier in best practice talent acquisition

Bryan Andrews
Introducing Competency Based Assessment

- Potential to introduce competencies on a grade by grade basis or to develop an integrated framework
- Inclusive approach to competency development – key influencers at a senior level were invited onto Steering Groups to oversee the introduction.
- Currently comprehensive frameworks in place for the majority of client organisations
- Challenges are keeping them fresh and relevant and developing public sector wide competencies
Test design, delivery and management expertise

- Small core of psychologists
- Expertise in test administration and management devolved to recruitment managers
- Blend of in-house test design and buying off-the-shelf tests
- In house design means that the tests are very face valid and realistic for candidates
- Situational judgement tests widely used alongside reasoning tests to enhance the face validity and realism of the tests
Introducing Assessment Centre Methodology

- Communication strategy for candidates and assessors
- Assessor education and training
- Managing resource requirements
- Strong credibility with candidates
- Significant reduction in appeals and legal actions
- Potential to use technology to simulate real world job challenges
Developing on-line tools and infrastructure

- Blend of approaches used
- Dedicated supervised testing facility with 40 pcs
- On-line cognitive tests using commercially available platforms
- Developing on-line screening tools using situational judgement scenarios and personality and biodata type items (US approach)
- Developing in-house on-line test administration platform (significant cost benefits)
Developing coaching expertise

- Natural extension of assessment, using the information gained to support the development of the candidate
- Particularly valuable in first six months and a person “steps up” to their new role
- Potential to use personality, emotional intelligence questionnaires and 360 degree feedback to enhance awareness
- Has value in developing internal people as well as candidates
Developing executive search capability to access the best talent

- Ongoing drive to ensure diverse and high calibre candidate pools
- Talented senior managers frequently focused on current job, they are not active job seekers
- Focus of executive search team is to make of wide variety of potential talent aware of the opportunities
- Building database and network of relationships with talented individuals
Assessment v Business outcomes

- Post recruitment --is Talent being realised....... 
- Short-term perspective, failing to connect 
- Underperforming teams 
- Internal talent development 
- Participation rates reflecting perceived prospects 
- Case of good products through assessment failing to deliver to full potential
“Acquiring talent for the 21st Century public sector organisation”

Pádraig Love
Public Appointments Service, Eire
Acquiring talent for the 21st century public sector organisation

Session 3
Implementing an assessment strategy – Sharing the experience of the user and supplier in best practice talent acquisition

Instituto Nacional de Administración Pública (INAP)
Madrid 30th -31st January 2012

Pádraig Love
Public Appointments Service
Outline

• Who are we?
• Competency assessment and the Stakeholders - change management issues
• Case Study
• Questions
Who are we?

- The Public Appointments Service is the central recruiter for the Irish public service
- It recruits on large scale and specialist basis
- It handles administrative and professional posts at all levels
PAS Services

• Recruitment & Selection Service
• Redeployment Service
• Assessment & Testing Service
• Support to the Top Level Appointments Committee
• Support for appointments to State Boards
• Advisory & Consultancy
• Job Analysis
• Test design & Development
• Training in interview techniques
Activity Trends in PAS

2010
• 30,000 applicants
• 2,400 assignments

2007
• Approx 80,000 applicants
• 6,000 assignments

2004
• 29,000 applicants
• 2,300 assignments
Competency Assessment and the Stakeholder Change Management Issues
Competency Assessment and the Stakeholders
Change Management Issues

• Competencies a good idea
• Stakeholders often not sure
  • Clients nervous of poor outcome
  • Assessors feel constrained – no intuition/gut feeling
• Candidates worry about change
Competency Assessment

Addressing Change Management Issues

Engagement of stakeholders is key

- Cultivating buy-in from key parties
- Securing engagement in competency development
- Maximising involvement in framework development
- Resistance from stakeholders
- Resistance from Assessors
Competency Assessment
Addressing Change Management Issues (Contd)

- Development of exercises/tests
- Briefing of Candidates
- Training of assessors
- Monitoring of assessors
- Quality Assurance
Case Study – Principal Officer
Irish Civil Service Grade Structure

- Secretary General
- Assistant Secretary
- Principal
  - Assistant Principal
  - Administrative Officer
    - Executive Officer
    - Clerical Officer
Overview of Process

Stage One
Situational Judgement & Critical Analysis Exercises

Stage Two
Strategic Management Exercise & Key Achievements Interview

Stage Three
Group Exercise & Key Challenges Interview
Situational Judgement Exercise

• Exercise to be used for existing Civil Servants and “open” candidates
• Initial context setting brief with organisation chart to increase the fidelity of exercise
• Candidates presented with 12 scenarios and provided with 5 possible actions; asked to rate each in terms of their appropriateness on a 6 pt. scale from highly appropriate to highly inappropriate
Stage 1 – Candidate Feedback

• Situational Judgement Exercise
  – Relevance: 87.9% rated the test as relevant or very relevant
  – Difficulty: 92% found it was at the right level of difficulty
  – Fairness: 82.5% rated this exercise as being fair or very fair

• Critical Analysis Exercise
  – Relevance: 80.5% rated the test as relevant or very relevant
  – Difficulty: 83.3% found it was at the right level of difficulty
  – Fairness: 80.3% rated this exercise as being good or very good

In addition, 89.3% of candidates agreed or strongly agreed that the familiarisation material was useful, 94.5% agreed or strongly agreed that the instructions were clear, 82.5% agreed or strongly agreed that staff were helpful and friendly and 86% agreed or strongly agreed that the venue was suitable.
Stage 2 Elements

• Key Achievement interview explored four key competencies, focusing on the achievements of candidates in their career to date (35 minutes)

• Strategic Management Exercise (SME)
  – Review of brief, create a presentation and written exercise (85 minutes)
  – Presentation to and questioning by a 2 person assessor board (15 minutes)

• Quality Assurance processes; Information on scoring profiles within and across boards shared and each board observed
Stage 2 Elements Contd.

• 2 parallel versions of the Strategic Management Exercise were developed

• The Interview and SME scores were combined to form the order of merit for Stage 2; weighting of 60% for Interview and 40% SME

• There was no pass mark for the SME

• When the interview and SME scores were combined and weighted, the top 9 candidates from each board progressed to Stage 3, except in cases where smaller numbers had been seen by boards when the Top 8 or 7 progressed

• 22 x 2 person boards assessed the candidates at Stage 2 (11 Interview Boards and 11 SME boards)
Candidate Feedback – Stage 2

• Based on feedback from 112 candidates:

• Strategic Management Exercise
  – Relevance: 84.8% rated the test as good or very good
  – Difficulty: 73% rated the test as good or very good
  – Fairness: 59.2% rated this exercise as being good or very good
    (33.9% rated the fairness as adequate, 6.8% as fair)
  – Quality of questions 82.8% rated the questions as good or very good

• Key Achievement Interview
  – Quality of questions: 75.5% rated the interview as good or very good
  – Quality of board: 79.4% rated the board as good or very good
Stage 3 Elements - Group Exercise and Key Challenges Interview

• Key Challenges Interview (45 minutes):
  – Candidates were given a set of 3 challenges 7 days in advance of the interview and on the day, were assigned one for a 10 minute address to the board
  – Board questioned candidates on the specified challenge and the interview then broadened to explore wider challenges facing Principal Officers

• Group Exercise
  – 2 Parallel versions with assigned roles for each candidate
  – 2 Group Exercises took place per day with 6 candidates per group (open + confined)
  – Candidates reviewed the brief (10 minutes) and carried out meeting while observed by assessors (50 minutes)

• Weighting of 60% for interview and 40% for Group was used
Candidate Feedback – Stage 3

• Group Exercise
  – Relevance: 73.6% rated the test as good or very good
  – Difficulty: 62.3% rated the test as good or very good
  – Fairness: 48.1% rated this exercise as being good or very good
    (33.3% rated it as adequate and 12.96% as fair)
  – Effectiveness 43.4% rated the group as good or very good
    (28.3% rated it as adequate and 16.9% as fair)

• Key Challenges Interview
  – Effectiveness of Board 93.2% rated the board as good or very good
  – Quality of questions: 88.7% rated the interview as good or very good
  – Effectiveness of interview: 83.7% rated the interview as good or very good
  – Fairness of Interview: 84.1% rated the interview as good or very good
Relationships between different elements in process

Note: Restriction of range occurred in the data set as those achieving the lowest mark at each stage did not progress to the next.

• Positive relationship between performance on the Critical Analysis Test and performance on the presentation element of the SME (.12)
• Positive relationship between performance on the Situational Judgement Exercise and performance at Group Exercise (.21) and PMDS rating (.13)
Principal Officer Open Competition

- Telephone Profiling Interview was introduced to produce a summary for the interview board in advance of the interview – no marks were awarded.
- Structured Interview was combination of Key Achievements and Key Challenges; candidates asked to provide 3 key challenges rather than being assigned them.
- Candidates who had already completed the Strategic Management Exercise and Group Exercise carried over their marks.
- Weighting assigned was 50% for Interview, 25% for Group Exercise and 25% for Strategic Management Exercise.
- 37 candidates were placed on the open panel – an overall pass rate of 66%; 60% of Open Candidates and 69% of confined candidates were successful.
- Average age of “Open” candidates 40.15; age of successful “Open” candidates: 40.00.
Overall Feedback

• New process adds value to the selection competition, allowing candidates to demonstrate their skills across a range of exercises rather than solely at interview

• Feedback from Board members was that less “very poor” candidates presented than in previous years

• To date there has only been 1 appeal from this competition (Stage 2 Interview) and the candidate feedback has been positive

• Duration of the process was longer than expected

• Board members on the Group and Strategic Management Exercise proposed that higher weightings be assigned to these elements
Follow up survey

- While feedback was gathered from candidates after every element of the process, a follow up survey on the Principal Officer will be shortly carried out.

- A telephone survey will be carried out on Open and Confined candidates successful and unsuccessful at each stage of the process (Approx. 100).

- The information sought will include overall thoughts on the process, views on whether their skills were assessed, areas where improvements could be made etc.

- The results of this survey, in addition to feedback already received from relevant stakeholders, will feed into the 2009 Principal Officer selection process.
Thank you
“Best practices in implementing an assessment strategy for talent acquisition”

Gerry Thom
Public Service Commission of Canada
Overview

I. The PSC and the Canadian Context
II. Competency-based human resource management
III. Talent Acquisition: Building the Right Infrastructure
IV. Managing Large Scale Recruitment Processes
V. Future Challenges & Concluding Comments
I. The Public Service Commission & The Canadian Context
The Public Service Commission (PSC)

• Independent agency reporting to Parliament
• PSC safeguards the integrity of staffing and the political impartiality of the public service
• Protects the core values of merit and non-partisanship and the use of both official languages
• PSC has exclusive authority to make appointments to and within the Public Service and to identify appropriate assessment methods
Our Staffing Context: (2010-2011)

• Size of the Public Service: 216,709 (core administration)

• External Hires into the Public Service: 47,759
  – Number of Applications received: 811,249

• Internal staffing appointments: 57,871 (within and across PS)

• Total PSC tests administered: 148,408
  – For Internal and external appointments
The PSC and Assessment

• Assessment is at the heart of MERIT and staffing values
• Personnel Psychology Centre supports the PSC’s mandate & Deputy Heads with
  – Services and products that promote merit and staffing values
  – Assessment expertise and advice
  – Dissemination of assessment best practices (e.g. Guidelines for Assessing Persons with Disabilities, Testing in the Public Service series)
II. Competency-based Human Resource Management
PSC History of Competency Development

• History of developing corporate, public service-wide leadership competency profiles
  – 1990 Profile of Public Service Leaders & Managers
  – 1995 Wholistic Competency Profile Dictionary
  – 1997 La Relève Leadership Competency Profile
  – 2005 Key Leadership Competency Profile

• The demands of public service leaders change over time and leadership competency profiles need to evolve to take into account these changes

• Profiles developed based on research and broad consultation with key stakeholders (ensuring buy-in at senior levels is critical)
• Corporate leadership profile in wide-spread use across the federal public service
• Expresses leadership as a “role” and not a “level”
  – Leadership expressed at all levels
• Corporate profiles introduce many benefits to the system
• PSC has also developed competency profiles for various functional communities
  – E.g. HR, Internal Audit, Finance, IT
Benefits of a Corporate Leadership Competency Profile

- Starting point for generating other profiles
- Basis for government wide selection and development programs
- Generates discussion about leadership and job requirements at different levels
- Promotes competency-based HRM
- Provides a common language for leadership attributes and increases transparency
- Opportunity to highlight importance of certain competencies
  - E.g. financial management / accountability
Key Leadership Competencies

Values and Ethics
- SERVING
- Integrity and Respect

Management Excellence
- DELIVERING
- Action Management, People Management, Financial Management

Engagement
- MOBILIZING
- People, Organizations, and partners

Strategic Thinking
- INNOVATING
- Analysis and Ideas

Each competency defined at 7 levels: from Deputy Minister to Individual Contributor
Key Leadership Competency Profile (KLCP) at the Behavioural Level

Each competency includes effective behavioural indicators at each level and a set of ineffective behaviours relevant to all levels.

**Director (Strategic Thinking)**
- Frames division direction with a thorough understanding of the directorate’s priorities
- Identifies interdependencies in cross-functional projects
- Translates vision and policy into concrete work activities

**Director General (Strategic Thinking)**
- Frames questions and analyses with a thorough understanding of sectoral and policy issues
- Conducts strategic analysis of trends within directorate, organization, & external environment
- Translates vision and policy into concrete direction and plans

**Strategic Thinking – Sample Ineffective Behaviours (All levels)**
- Ignores new information or changing circumstances
- Fails to consider the impact of strategies on stakeholders and partners
- Depends on a narrow range of expertise and opinion
- Demonstrates insensitivity to national, regional or PS context

Impact / Use of KLCP

• Qualification standards for executives
• Performance management
• Selection and development programs
• Functional community profiles
• Departmental profiles
• Selection and development tools
• Course curriculum
• Talent Management
III. Talent Acquisition: Building the Right Infrastructure for Large Scale Recruitment
Considering the Right Infrastructure for Large Scale Recruitment

- **People**
  - What specialists and expertise are needed for recruitment?

- **Tools**
  - Do I have the right assessment instruments?

- **Systems**
  - How do I leverage technology to create efficiencies?

- **Processes**
  - Do I have standardized procedures for staffing and assessment?
Infrastructure: People

Staffing Specialists
• Knowledge of public sector staffing legislation and policies
• Experience in national recruitment campaigns
• HR background
• Expertise with E-staffing / screening tools

Assessment Specialists
• Test development and test administration expertise
• Experience in competencies and competency profile development
• Professional I/O psychologists with range of backgrounds
• Expertise in e-testing
Assessment Specialists:
The Personnel Psychology Centre (PPC)

• Centre of expertise in assessment for more than 40 years
• 130 employees
  – Psychologists, Language Assessors, Test Support personnel
• Research and Development
  – Implementing an innovation agenda focused on computer-generated testing and unsupervised internet testing
• Test Consultation and Services
  – Focused on e-testing and assessment accommodations for persons with disabilities
• Assessment & Counselling Services
  – Providing mandatory and optional tests and assessments for a wide range of occupations and levels
  – Providing counselling and coaching services for executives
Infrastructure: Tools
Personnel Psychology Centre Tests

- **Senior Management and Executives**
  - Assessment Centres
  - Standardized reference checks

- **Middle Managers**
  - In-baskets
  - Simulations

- **Entry Level**
  - Paper & Pencil tests
  - experience screens
  - board Interviews
  - Integration tools

- **Second Language Evaluation**

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**Multiple Uses**
- Selection
- Development
- Identifying Potential
- Selection for Retention and Layoff

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**Valid**  **Reliable**  **Cost-Effective**  **Fair**  **Defensible**

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TheRIGHTchoice!  LeBONchoix!
Infrastructure: Systems

Online Applications

Effective, Efficient, Economical Recruitment

Advertising Positions On the Web

E-Testing & Portable Test Results

The RIGHT choice! Le BON choix!
Key PSC Systems

• JOBS.GC.CA
  – Single window for Canadians to apply to federal public service positions

• PSRS (Public Service Resourcing System)
  – Primary national recruitment system behind job portal JOBS.GC.CA

• OLTF (Online Testing Facility)
  – E-testing: computer administered and computer scored testing

See Annexes for more information
Benefits of E-testing

**For Hiring Managers**

- Tests administered around the world: no shipping needed
- Results of tests can be obtained within minutes
- No copies of tests potentially misplaced
  - greater test security
- Fewer resources required
  - Tests ordered and assigned to test takers in minutes
  - No test booklets to erase by hand!

**For candidates**

- No complicated computer skills required
- No cluttering the desk with test booklets and no paper wasted
- Time is kept by the computer
  - test ends at same time for everyone
  - ensure fairness
- No more ‘scannable’ forms or “bubble sheets” to complete
  - chance of errors reduced
Infrastructure: Standard Procedures

Policies & Procedures
- Advertising jobs
- Type of appointment process
- Area of selection

Uniform Application Process
- Branding: common “look & feel”
- Transparency for applicants

Standardized Assessment
- Consistency across testing events
- Fairness
- Valid, reliable test results

Fair, Defensible, Efficient, Cost Effective, Candidate-friendly

The RIGHT choice! Le BON choix!
IV. Managing Large Scale Recruitment Processes

The RIGHT choice! Le BON choix!
PSC’s Post Secondary Recruitment Campaign (PSR)

• Annual, national recruitment campaign for officer level positions that provides economies of scale for federal public service

2010-2011 PSR Facts and Figures

• Applications: 40,213
• Unique Applicants: 20,794
• Testing Sites: 70
• PSC Tests administered: 35,070
• Applicants Qualified for Career Streams: 10,716
• Applicants hired: 1,252
Large Scale Recruitment Processes: Benefits

- Tremendous economies of scale
- Common branding of the organization(s)
- Increases mobility of resources
  - Through standard minimum qualifications
- Facilitates HR planning for functional communities
- Job-seeker friendly
  - Access, transparency
- Reach greater applicant pool
Large Scale Recruitment Processes: Considerations / Challenges

• Managing applicant volumes
  – It helps if you have the infrastructure in place
    • Online applications, e-screening and e-testing
  – It helps if you have multiple screening strategies
    • Application screening
    • Self-screening mechanisms
    • Test cut-off scores or “top-down” selection
    • Multi-staged assessment
  – Consider un-proctored testing
    • Followed by supervised testing for those being appointed
Large Scale Recruitment Processes: Considerations / Challenges cont’d

• One size doesn’t fit all
  – It helps if you establish more specific streams where appropriate
  – Consider different options for pools
    • Fully assessed, partially assessed, or non-assessed

• Manage applicant expectations about the number of vacancies / appointments

• Have trained contingent work force ready
  – It helps if you’re ready to ramp up resources for peak periods of the process
V. Future Challenges & Concluding Comments
Future Challenges

• Enhancing test security
  – Computer Generated Testing
• ‘Self-serve’ Assessment
  – Self assessment & self-screening
  – Un-proctored internet testing
• Assessing persons with disabilities
  – Adapted formats
• Eliminating paper & pencil tests
  – To enhance test security and reduce costs
• Increasing use of government wide recruitment programs and collective staffing
  – Changing departmental behaviour
Final Comments

• Talent acquisition is becoming increasingly complex
  – Younger generation has set the bar high in terms of expectations related to opportunities for development, organization culture etc.
  – Need to bring together expertise in staffing, assessment and systems to do recruitment right
• For applicants, the effectiveness and efficiency of the recruitment process reflects on the organization as a whole
• Essential to complement effective talent acquisition with effective on-boarding practices
  – Orientation, development, organizational culture and values
VI. Annexes
Our Staffing Context: Canadian Characteristics

- Vast and varied geography
  - 10 provinces, 3 territories
- Two official languages: English, French
- Four employment equity groups
  - Women, Visible Minorities, Persons with Disabilities, Aboriginals
- Delegated staffing system
  - Deputy Heads responsible for hiring in their organizations
  - PSC accountable for system as a whole
Staffing and Assessment Services Branch (SASB)

- Committed to serving organizations in making the right choice for their selection needs
  - complementing services available within federal organizations
  - offering a suite of integrated staffing and assessment services
  - delivering a high performance e-staffing solution for internal and external staffing across the federal public service

- Key to modernizing and renewing the public service in our new delegated staffing environment

- Approximately 450 staff across the country; experts in staffing and assessment
  - Staffing Services – 7 regional offices
  - E-Staffing – Business Development & Systems
  - Assessment Services – Personnel Psychology Centre
Developing Quality Assessment Tools

- PPC tests developed by psychologists and measurement experts
  - Developers hold masters or doctorate degrees in psychology and/or measurement
- Development of standardized instruments is an intensive undertaking
  - Requires team of developers
- Developers must ensure that PSC tests are valid, reliable and fair
  - Validity – tests measure the constructed intended and the test results relate to job performance
  - Reliability – test results are consistent across test sessions and raters, as appropriate
  - Fairness – tests permit each test-taker an equal opportunity to demonstrate their competencies
- Developers set out specifications for standardized scoring and administration
  - Establish appropriate usage groups
- Use an inclusive development approach
  - Employment equity considered at all phases of test development, analysis and review
PSC’s JOBS .GC .CA

- Single window for Canadians to apply to the Canadian federal public service
- One common ‘look and feel’ for job advertisements
- Advanced search capacity and “job alerts” for job seekers
- Ensures minimum standards met for posting positions
• The Public Service Resourcing System (PSRS) is the primary national recruitment system behind the federal government’s primary job portal; Jobs.gc.ca

• Using the PSRS as a model, the PSC is working to create an integrated staffing solution for the federal public service.

• Through its electronic screening tools, the PSRS has a proven record of effective volume management and helping hiring managers target the right fit in an external appointment process. The PSRS is also used to communicate with candidates, and to produce reports.

The RIGHT choice! LeBON choix!
The Online Testing Facility (OLTF)

- Online platform in which electronic masters (e-master) of tests are stored
- Orders for tests are electronically processed and copies of the e-master sent to various test centres in minutes
- Candidates respond online and scoring is automated
- Online tests can be replaced or updated quickly with new versions made available in a relatively short period of time
- Platform also used by clients to upload their departmental tests
  - E.g. National Defence, Canada Revenue Agency, RCMP
Benefits of Standardized Assessment

• Valid and reliable assessment results
  – Equals higher quality selection decisions

• Comparability of test results across testing sessions, across time, across processes
  – Facilitates portability of assessment results

• Real and perceived fairness of testing practices
  – Means less vulnerable to formal and informal complaints
PSC’s Post Secondary Recruitment Campaign (PSR)

• Annual, national recruitment campaign for officer level positions that provides economies of scale for federal public service

• Establishes an inventory of qualified post-secondary graduates for all federal public service departments

• Two types of inventories
  – *Career Choices*: targeted opportunities for specific jobs or areas set by departments
  – *Career Stream Inventories*: broad range of opportunities aligned with general occupational groups for year round hiring
An Integrated Leadership Assessment Model

ILAM enables effective talent management, leadership development and succession planning within the federal Public Service through the assessment of characteristics of individuals which bring about performance at work.

The individual at work is best understood as the result of...
Integrated Leadership Assessment Model is Longitudinal and Multi-Faceted

- Early intervention is critical
  - Organization is proactive in succession planning
  - Promotes meaningful dialogue with aspirants
  - Feedback is ongoing leading to effective career and organizational planning

- Multi-faceted approach is richer and more comprehensive
  - Feedback and guidance is based on rich information stemming from personality, interest, competency and work experience
  - Promotes a more complete awareness of actual leadership potential and weaknesses
  - Provides for focused learning
  - Promotes development for all, from leaders in the work unit to future executives

- Multi-faceted, early assessment maximizes ROI by fully exploiting leadership development opportunities
Demonstrating value to your stakeholders

“How to show and communicate value”

John Boileau and Michael Emery
“Demonstrating value to stakeholders”

Michael Emery
International Organisation for Migration
In the multilateral sector who are the stakeholders?

- Member States
- Organizational leadership
- Budget departments
- Human Resources departments
- Hiring departments
- Hiring managers
What is the end game?

Organizations strive to put the right person, in the right position, in the right location, at the right time, at the right cost.

How do we determine what the right cost is?
What are the variables affecting stakeholder thinking and decision making?

• Contracting organizational budgets – so why invest in recruitment?

• Perceptions of certain types of recruitment being ‘too expensive’ (recruitment firms, advertising)

• Fallacy of the ‘one time’ recruitment cost, then no need for further investment

• Misnomer of ‘volume equals quality’

• Failure to look beyond the offer of appointment, exacerbated by separation of transactional and transformational elements of Human Resources

• Organizational positioning of SHRM
Why worry about the ‘business case’ for demonstrating value?

The two dangerous extremes that organizations need to be cognizant of:

The MONUC syndrome ......

The WIPO syndrome ......
The hard facts on recruitment and retention in the UNCS

Why do people join?

• Opportunity to use skills and competencies
• Opportunity to serve a good cause
• Opportunity to work in a multicultural environment
• Opportunity for professional growth
• The sense of belonging to a global organization
• Because it offered a sense of purpose

[low factors: salary, work/life balance, benefits]
Why do people stay?

• Strong belief in goals and objectives of UNCS
• Strong belief in mandate of organization
• Opportunity to serve a good cause
• Multicultural environment
• Opportunity to use skills and competencies
• Generally happy with job
• Good relationship with colleagues
Why do people leave, or want to leave?

Overall, 41% of staff want to leave (20%) or are undecided about wanting to leave (21%)

- Poor opportunities for professional growth
- No opportunity for promotion
- Poor opportunities to use skills and competencies
- No availability of leadership development programmes
- Salary is too low
- Not generally happy with job
- Not enough benefits
- Poor work/life balance measures
The business case for demonstrating value – UNDP LEAD programme

Programme now 10 years old, open to under 35s, with academic, language and experience assets

- 180 staff brought into the programme
- 93% retention
- 118 already in leadership positions
- Strong on meeting diversity targets.
LEAD – Demonstrating value to stakeholders

• Initial brief was for the best and the brightest that could ‘fill a room’
• Last three cohorts was for the ‘best fit’ rather than best and brightest, with the introduction of the competency of ‘humility’.
• Average recruitment cost is 18K per LEAD with a further 7k investment over the four years.
• On-boarding the same as any other staff member
Lessons drawn from demonstrating value to stakeholders

Organizational positioning of the strategic recruitment function is critical

During times of austerity there is a need to be counter-intuitive with investments in staffing

There is a direct correlation between resources dedicated to staffing and quality of the final product

Strategic staffing requires organizations to look at the skills and competencies needed on the horizon
Questions
“NHS graduate management training: Demonstrating a return on investment and added value”

John Boileau
National Health Service (NHS) Institute, UK
NHS Graduate Management Training Scheme

Demonstrating a Return on Investment and Added Value

John Boileau – Business Lead & Programme Manager
What we will cover

1. Background to the Scheme
2. The drivers for ROI and added value
3. How we are doing this
4. Next Steps (and Challenges)
Aims and objectives of the scheme

• The scheme exists to recruit and develop talented individuals who have potential to become emerging leaders within the NHS.

• Emerging leaders who are able to lead for quality, productivity and innovation.
Some facts and figures

• 1.3 million
• £100 billion
• 1958
• 15000 → 1000 → 500 → 150 to 250
• Two years
• Placements and Education
• Four specialisms
The aims and objectives of our ROI / added value work

• To measure cost per hire, efficiency & effectiveness of our processes

• To measure the progression of trainees after the scheme

• To measure the impact on patient care
Why?

- Demonstrating that graduate trainees are business critical to the NHS by measuring trainee progression and their contribution to efficiency savings and improving the quality of patient care
  - To secure future funding
  - To demonstrate the purpose of the scheme
How are we doing this?

1. To measure cost per hire, efficiency & effectiveness of our processes
   - = total cost of marketing, recruitment & on boarding ÷ number of candidates
   - BUT, this is only the beginning…
How are we doing this?

2. To measure the progression of trainees after completion of the scheme.

- Anecdotal information
- Anonymised Alumni data from the Electronic Staff Record between 2003 and 2008.
- Identifying the retention rate and current salary band of alumni from this timeframe.
How are we doing this?

• To measure the impact on patient care
  • Trainee case studies outlining work undertaken during placements.
  • Allowing us to measure both efficiency savings & benefits to patients
  • We can then calculate a ROI figure for that trainee in that placement.
Example 1 - David
Example 2 - Sam

• A 2009 General Management Trainee saved her first placement organisation in the region of £100k by establishing a system to ensure that staffing falls with budget. Sam did this by developing a system to match agency, bank and overtime usage to unfilled shifts and the reasons for gaps in shifts were documented, recorded and audited. In the previous year, the unit was overspent on staffing by £200k. Following the implementation of Sam’s work, the unit was within budget.

• Return on Investment in this 9 month placement is approximately £74,000.
A HEALTHY RETURN
THE NHS HAS BREATHED NEW LIFE INTO ITS GRADUATE PROGRAMME BY MEASURING ROL...
ROI methodology

1. **Whose idea?**
   - Someone else

2. **Would anyone else have done it?**
   - Yes
   - No

3. **How much sooner?**
   - Sooner
   - No sooner

4. **Value created**
   - No

5. **Over how long?**

6. **Attribution**
   - Remove set up costs
   - Length of project in relation to length of placement

7. **‘Deadweight’ salary band for length of project**

8. **Value added**
   - Take away management costs
   - Value added
Current / Next Steps (also challenges)

- Embedding the approach with trainees and Placement Managers – 2011 intake onwards
- Embedding the approach across all organisations that will host a trainees
- Review the qualitative data and quantitative information to produce an overall scheme ROI figure
- Benchmark fast track trainees against graduates and non graduates
Thank you

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Other ATP events this year

February 26th. to 29th.

ww.innovationsintesting.org

European Association of Test Publishers, Berlin

September
Remember, you can stay in touch

#IPSAR2012

International Public Sector-Assessment for Recruitment Conference - IPSAR