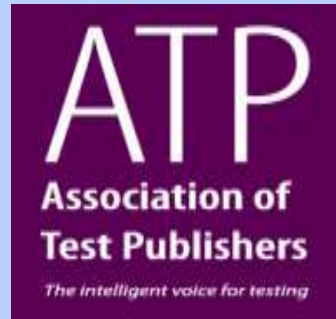




# **International Public Sector Assessment for Recruitment**

**Madrid  
January 2012**



# Acquiring talent for the 21<sup>st</sup>. Century public sector organisation

A sharing of innovation, best practice and  
operational experience



# Our sponsors





# 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



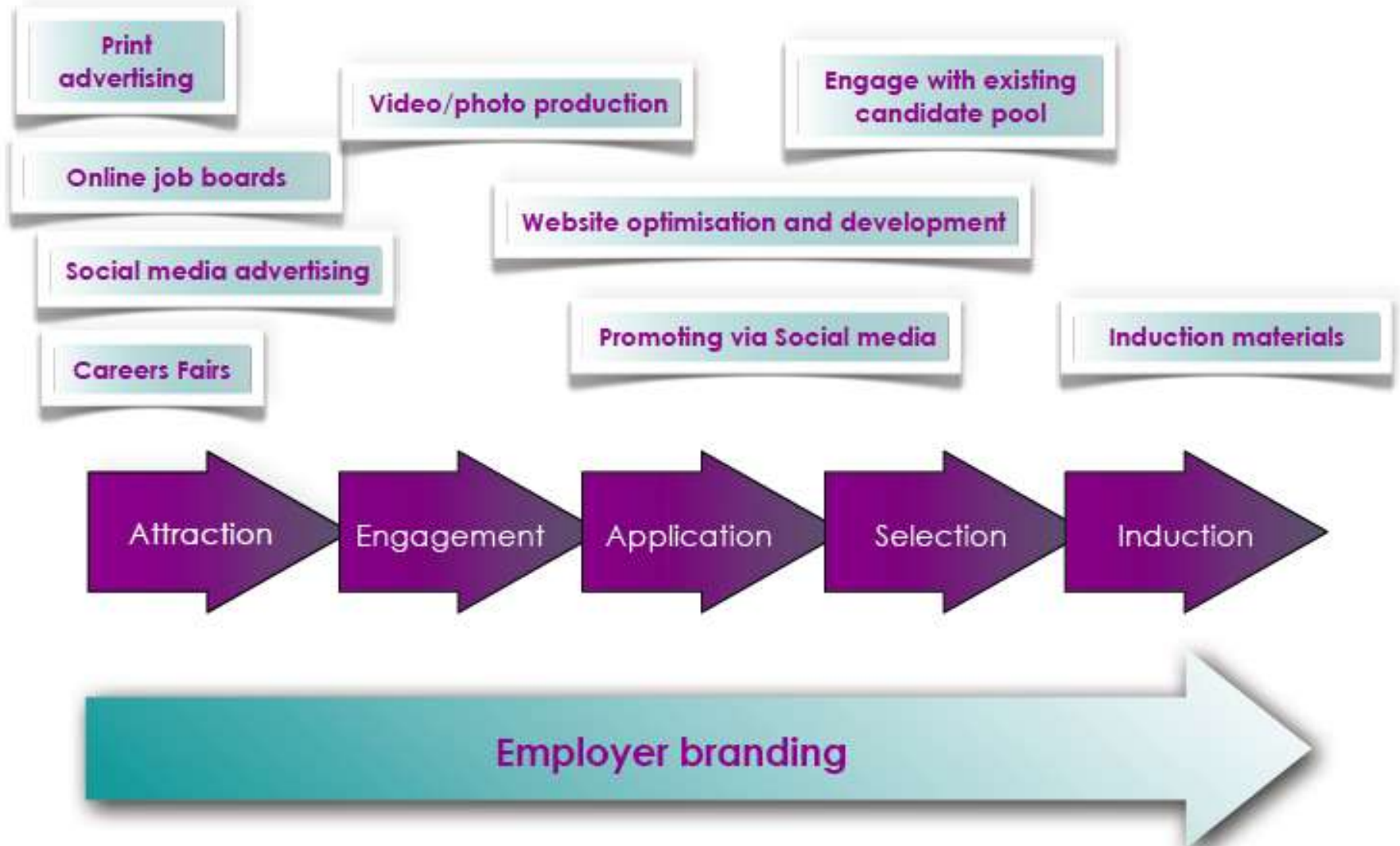




# Now advertising in...



# TFA can support your communications needs along the Recruitment journey







Up for a change?



# Why change?



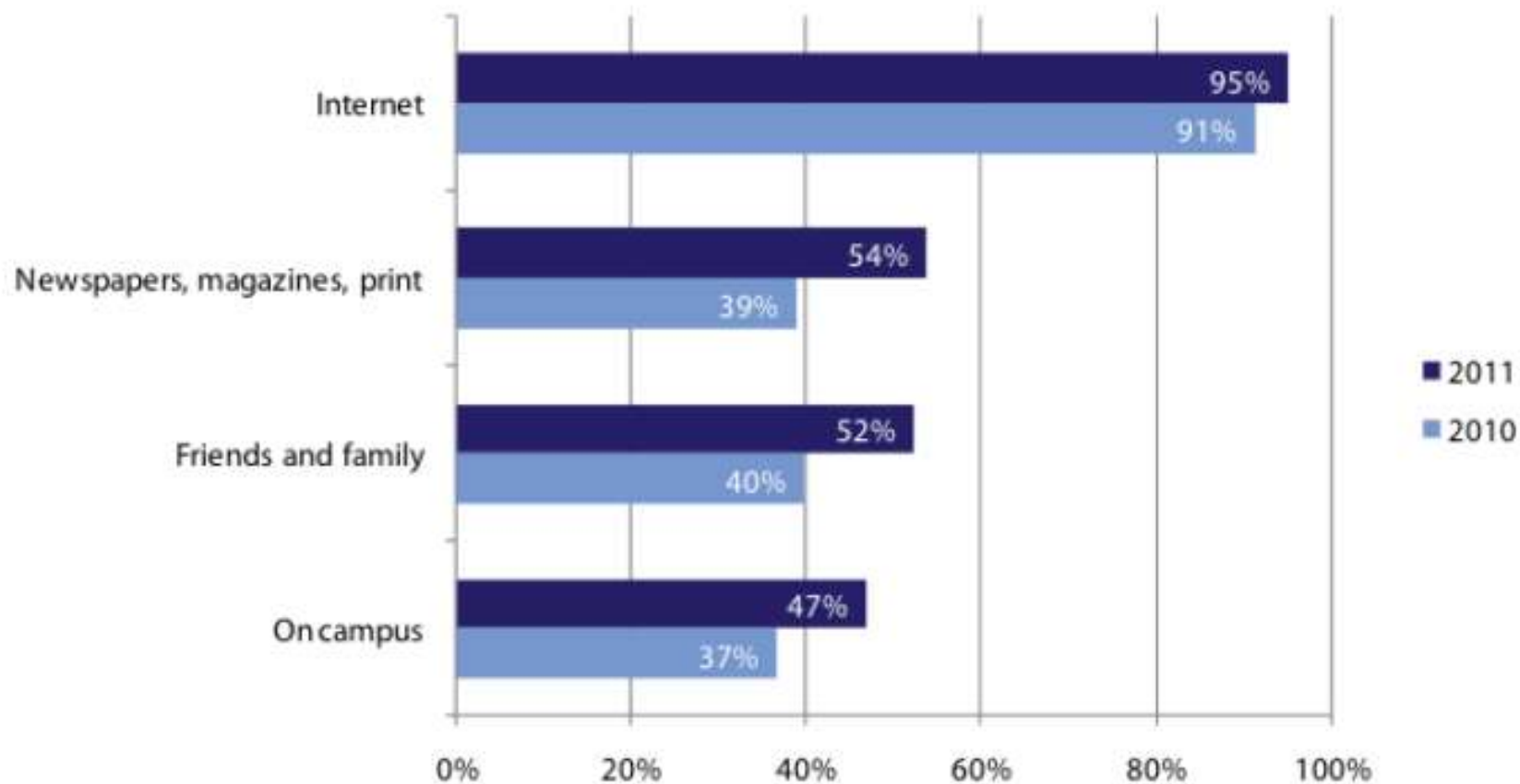
# If Internet usage was 1 hour...



Source: Experian Hitwise

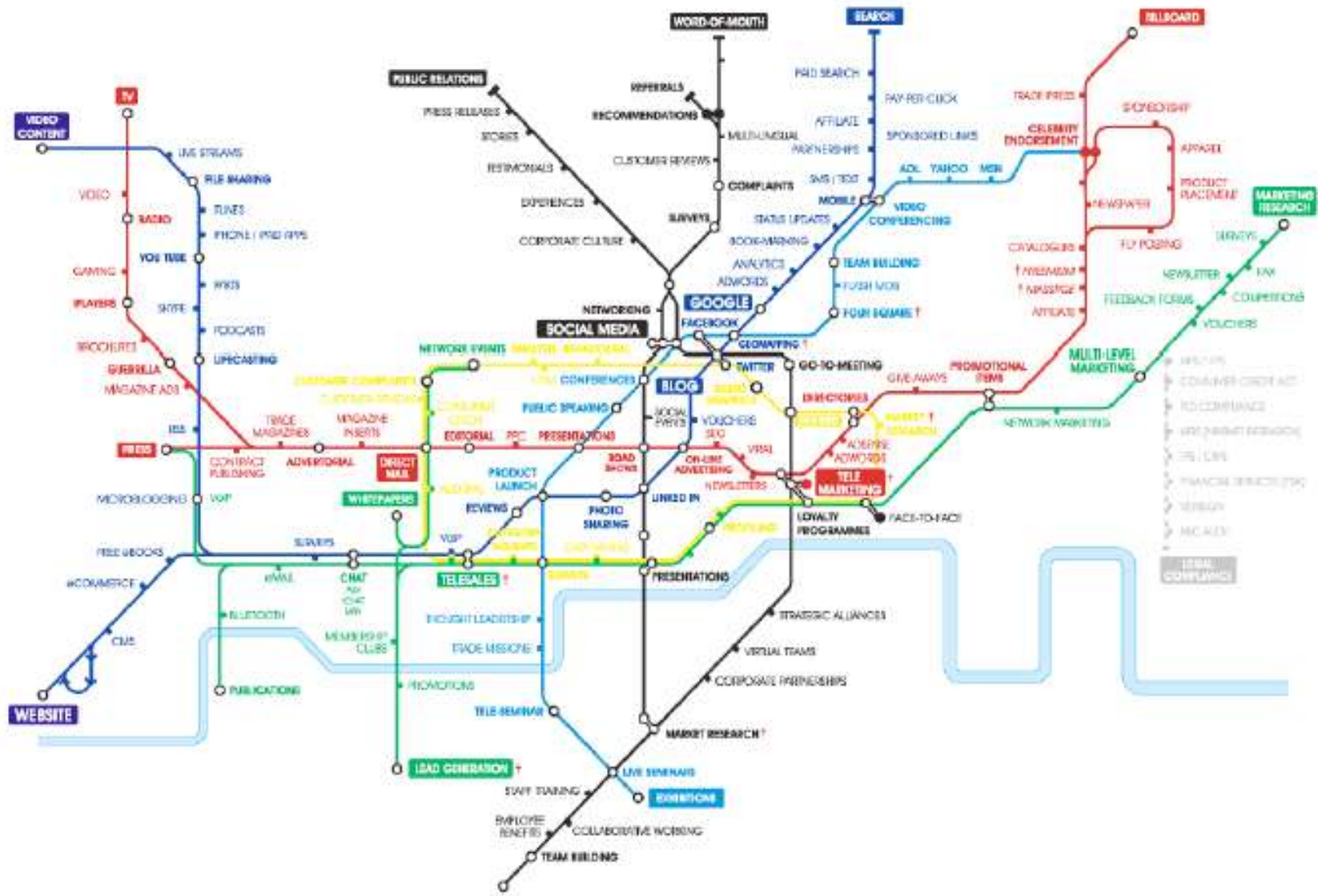
# Most candidates look for jobs online

Where do job seekers look for employers and careers?

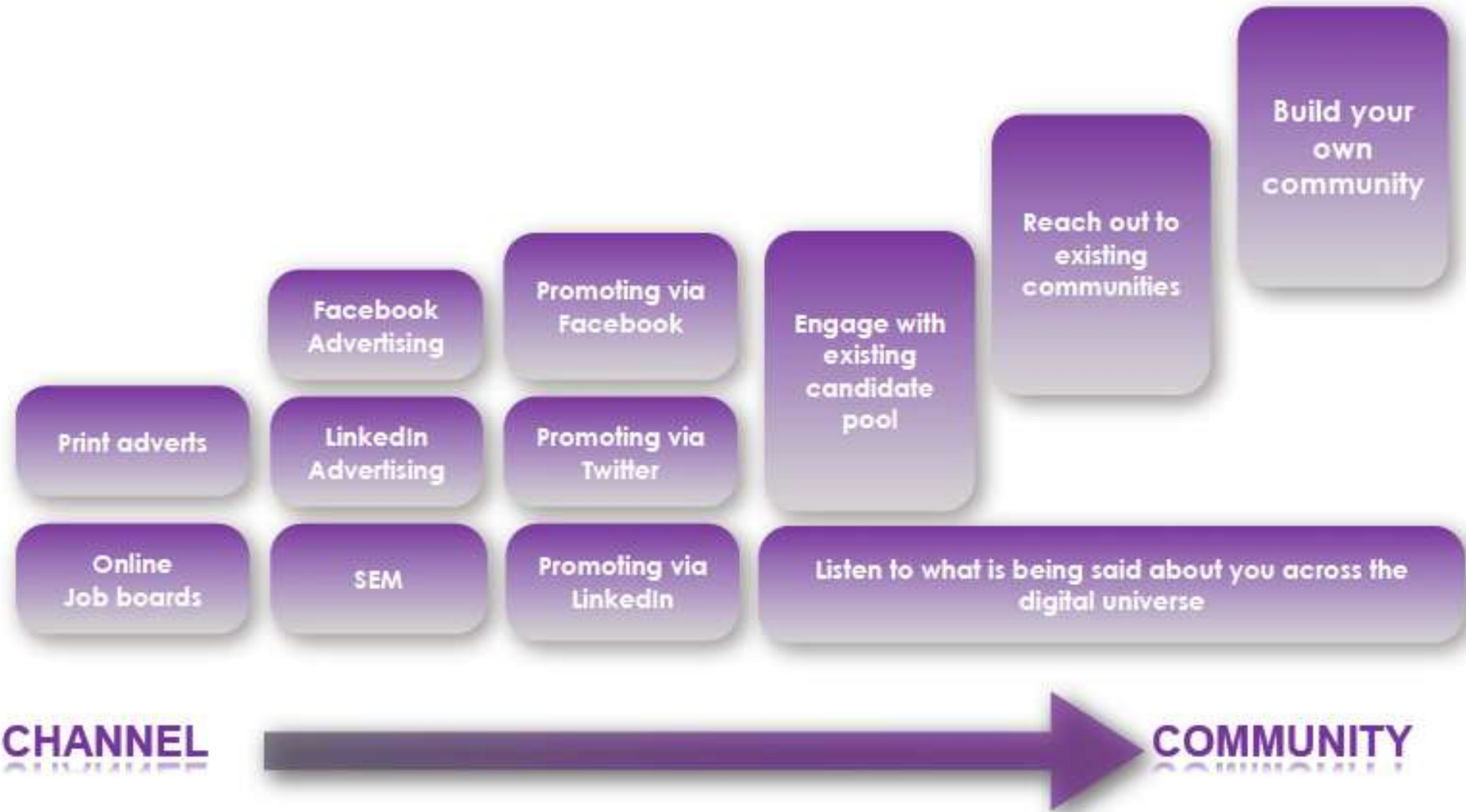




# Too much choice



# It's the communication !

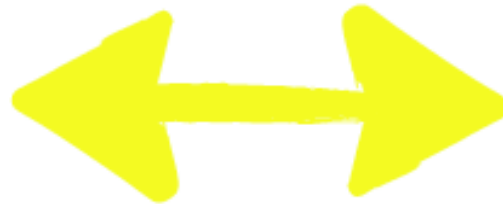


# What do your peers think?

- 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

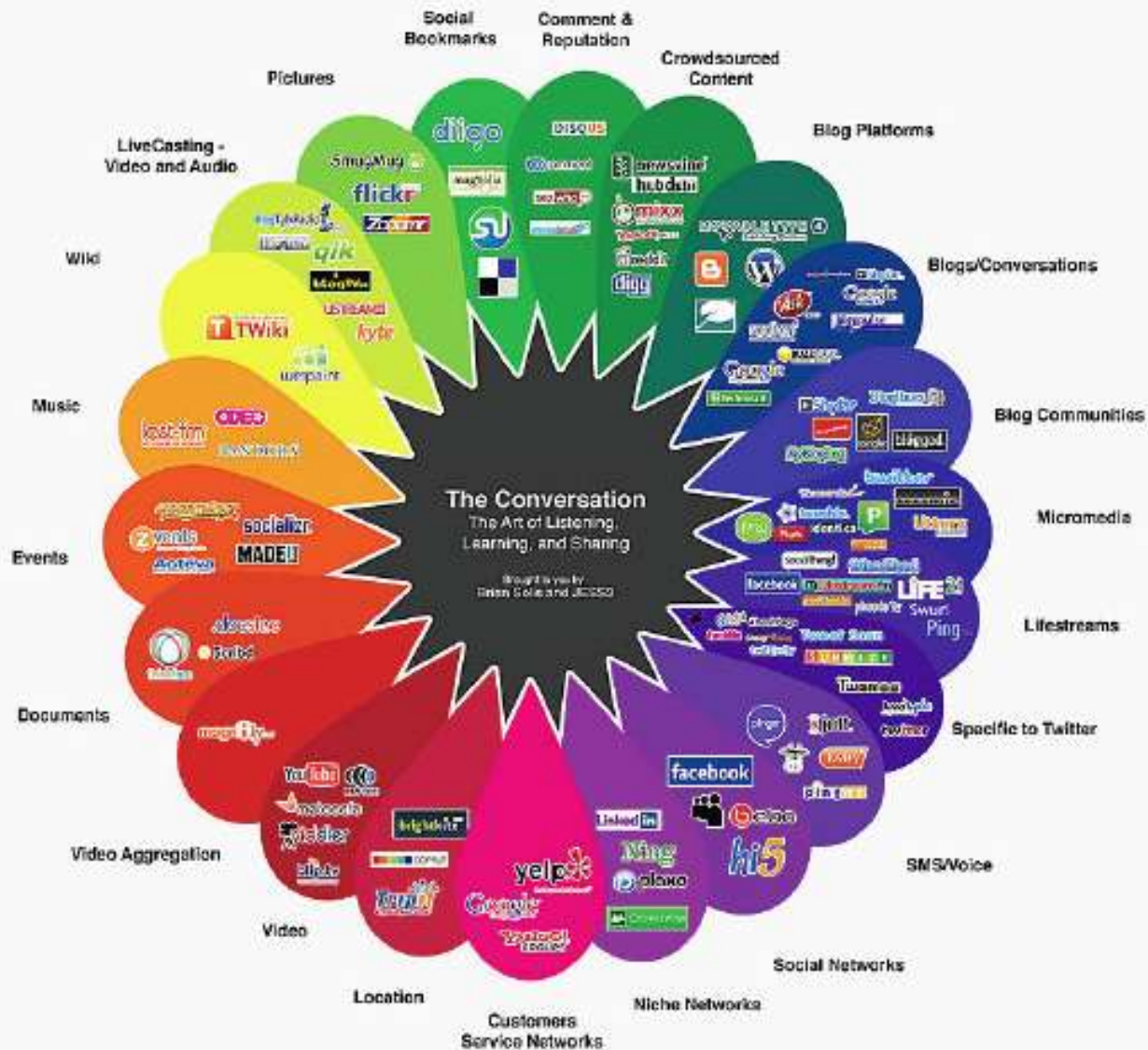




# Know your target audience

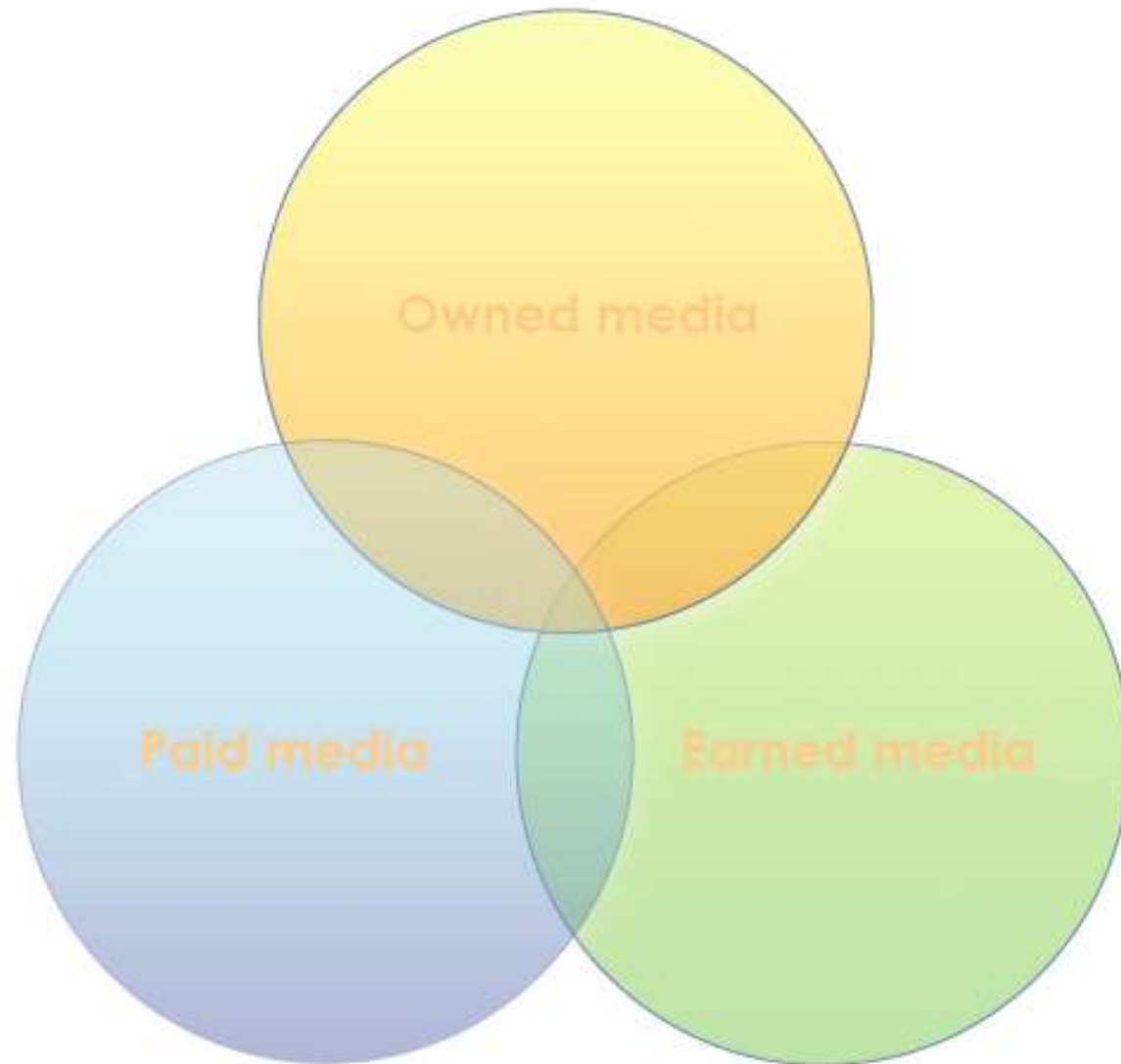


# Prioritise your platforms





# Consider all types of presence





# 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

## Global Opportunities



Do you have a passion for International Development and a drive to lead? The World Bank Young Professionals Program needs you!

## Help fight world poverty



Your chance to improve the world with The World Bank's Young Professionals Program. Apply before 30 June and make a change.

## Young Professional?



If you have a passion for International Development, join the World Bank's preeminent program for future leaders. Apply by 30 June.





Case Study  
Attracting Senior Roles



# 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



## UNESCO is hiring!

Click here to find out about senior education management jobs at UNESCO.

From: UNESCO



## Education for All

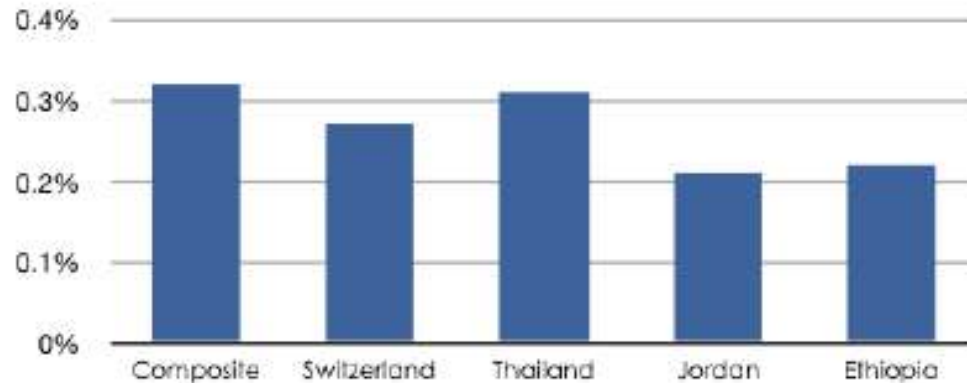
UNESCO needs a Programme Specialist in Higher Education in Switzerland.

From: UNESCO

# Results: 3,047 clicks

- **3,074 clicks** to the recruitment website in 7 weeks
- LinkedIn adverts **being used again** for senior roles

Click Through Rate per creative solution



Number of clicks per creative solution







Case Study  
Continuous & Specialised Recruitment



# 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

## Physicists wanted

Build your career at the European Patent Office. Apply now!

[www.epo.org/jobs](http://www.epo.org/jobs)

## Career in Chemistry

Discover Europe's Patent Authority and start your career. Apply now!

[www.epo.org/jobs](http://www.epo.org/jobs)

## Mechanical Engineer Jobs

Discover Europe's Patent Authority and start a new career. Apply now!

[www.epo.org/jobs](http://www.epo.org/jobs)



Case Study  
Empowering Candidates





# Moving from the current website...

English | Español | Français | العربية | 中文

[HOME PAGE](#)
[WHAT WE DO](#)
[WHO WE ARE](#)
[FOCUS AREAS ▾](#)
[WHERE WE WORK ▾](#)
[PRESS CENTRE ▾](#)

---

## About UNICEF: Employment

Employment at UNICEF

About UNICEF Employment

> **New and Emerging Talent Initiative (NETI)**

Eligibility and Programme Requirements

NETI competencies

Functional Areas of Need

How to Apply

Selection Process

Frequently Asked Questions

Junior Professional Programme

Internship Programme

Volunteers

Employment Privacy Statement

About UNICEF

### 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 arenas, 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

write for children
unicef

**New and Emerging Talent Initiative**

- Home
- What is NETI?
- What does NETI offer?
- Meet some of our Successful NETIs
- Logistics and Program Requirements
- NETI Compensation
- Successful Areas of Need
- Work in Latin America
- Unicef.org
- Unicef.org/Neti/Program
- Unicef.org/Neti/Program
- Unicef.org/Neti/Program
- Unicef.org/Neti/Program

## New and Emerging Talent Initiative



# I AM NETI

The *Play and Learning To End Poverty Initiative* (PLEPI) is an entry point for talented professionals interested in an international career with UNICEF. NETI participants will work directly in a multidisciplinary environment within the development and humanitarian areas while contributing to defining results for children.

## WE ARE NETI

Meet Some of Our Successful NETIs



**George van Nieuwenhuis**  
Public Health and Nutrition Specialist

"I had the opportunity to network with amazing people!"  
—George van Nieuwenhuis



**Gayle Gandy**  
Public Health and Nutrition Specialist

"My first experience with UNICEF was for a National Office!"  
—Gayle Gandy

**VIDEO GALLERY**

**Our Story Video**  
Highlights the importance of ending poverty, hunger and malnutrition in the Americas in the spirit of the Right to Food.



**Working for UNICEF**  
Highlights the important role of NETI participants in the field.



**Learn about the profiles and functional areas we are looking for.**  
[Click here](#)

## ARE YOU A NETI?

Test Yourself. [Click here](#)

# Engage your audience

unite for children
unicef

**New and Emerging Talent Initiative**

Home

What is NETI?

What does NETI offer?

How to become a successful NETI?

Eligibility and Programme Requirements

NETI Opportunities

Functional Areas of Need

How to Apply

UNICEF's e-Recruitment System

Selection Process

Programme Aided Questions

Meet some of our successful NETIs

## 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 Duty: Bamako, Mali  
Status:

**1) What attracted you to the NETI programme?**

When I was a manager I've been frustrated with UNICEF's mandate and its commitment to improving the lives of children, and this frustration attracted me to apply to the NETI programme at UNICEF. With regards to the NETI programme itself, it was the combination of high-profile professional and personal development offered through its mentoring and coaching opportunities, along with the experience at both WASH and the Country Office level that attracted me most.

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

During the NETI program I was a Water, Sanitation and Hygiene (WASH) Specialist in Mali, and also participated in a 3-month emergency deployment in Haiti in the aftermath of the earthquake there July 2010. There been based in Bregal, in the state of Madaya Pradesh in India as a WASH Specialist.

**3) How do you think the NETI**



© Gregor von Medeazza

**"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."**

**PHOTO GALLERY**



© UNICEF/NETI/Gregor von Medeazza



© Gregor von Medeazza



© Gregor von Medeazza



© Gregor von Medeazza



© Gregor von Medeazza

Know someone who would be interested in the NETI programme? Let them know...

Email to a Friend

**APPLY FOR THE 2012 PROGRAM**

[Click here](#)

# Increase quality

unite for  
children

unicef 

## New and Emerging Talent Initiative

Home

What is NETI?

What does NETI offer?

Meet Some of our Successful NETIs

Eligibility and Programme Requirements

NETI Competencies

Functional Areas of Need

How to Apply

UNICEF's e-Recruitment

## 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

## VIDEO GALLERY

**For Every Child-**  
Highlights the importance of realizing children's rights as foreseen in the Convention on the Rights of the Child.



**Working for UNICEF-**  
Highlights the importance and benefits of working for UNICEF.







Case Study  
Measuring & Tracking



# EU Careers platforms



# Follow through and be consistent

**Lawyers wanted**

Give your career an international dimension and work for 500m clients in an international environment with good salary.

EU careers are recruited. This recruitment is offered for the 1st quarter 2014 for the recruitment of 1000 lawyers in 10 countries.

EU careers is looking for the most qualified candidates to work in our offices in Brussels, London, Frankfurt, Madrid, Milan, Paris, Rome, Vienna, Warsaw, and Zurich. The candidates should have a law degree and 3-5 years of experience in international law. They should also be fluent in English and have a good command of their own language.

To apply, please visit [www.eucareers.eu/careers](http://www.eucareers.eu/careers)

Registration closes on 14th April 2013 at 12:00 (CET)  
Recruitment Firm: EUC

Reference: EUC-13-001 (13-001-001)

**Your European career starts here**

You are invited to apply for an exciting career with EU careers in one of our offices in Brussels, London, Frankfurt, Madrid, Milan, Paris, Rome, Vienna, Warsaw, and Zurich. The candidates should have a law degree and 3-5 years of experience in international law. They should also be fluent in English and have a good command of their own language.

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**Build your career across a continent**

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Recruitment Firm: EUC

Reference: EUC-13-001 (13-001-001)

**Interested?**

**Apply Now**

Closing date:  
14th April 12:00 CET

A screenshot of a job application portal. The top navigation bar includes 'Home', 'Search', 'Jobs', 'Candidates', 'Admin', and 'Help'. Below the navigation bar, there is a search bar with 'SEARCH JOBS' and a dropdown menu for 'Location'. The main content area displays a list of job opportunities, including a prominent one for 'Lawyer' in 'Brussels, Belgium'. The right sidebar contains various filters and options like 'Advanced Search', 'Save Jobs', and 'Apply Now'.



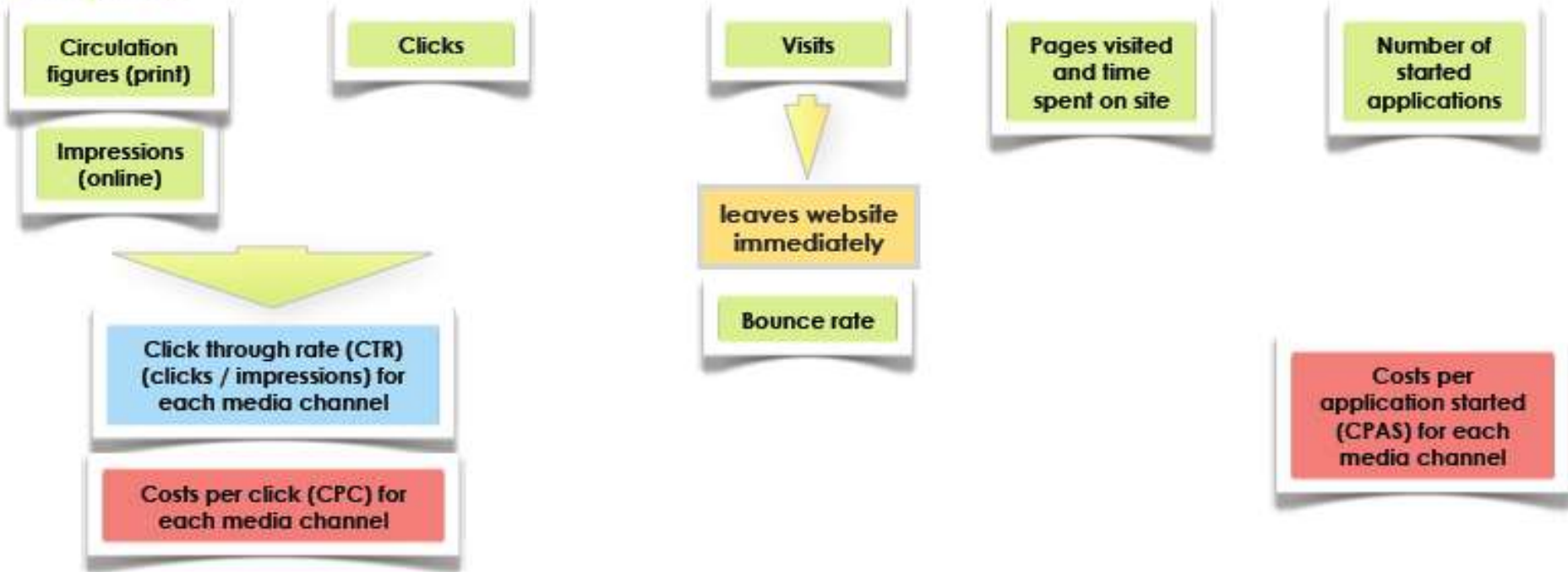


# Monitor, measure and optimise

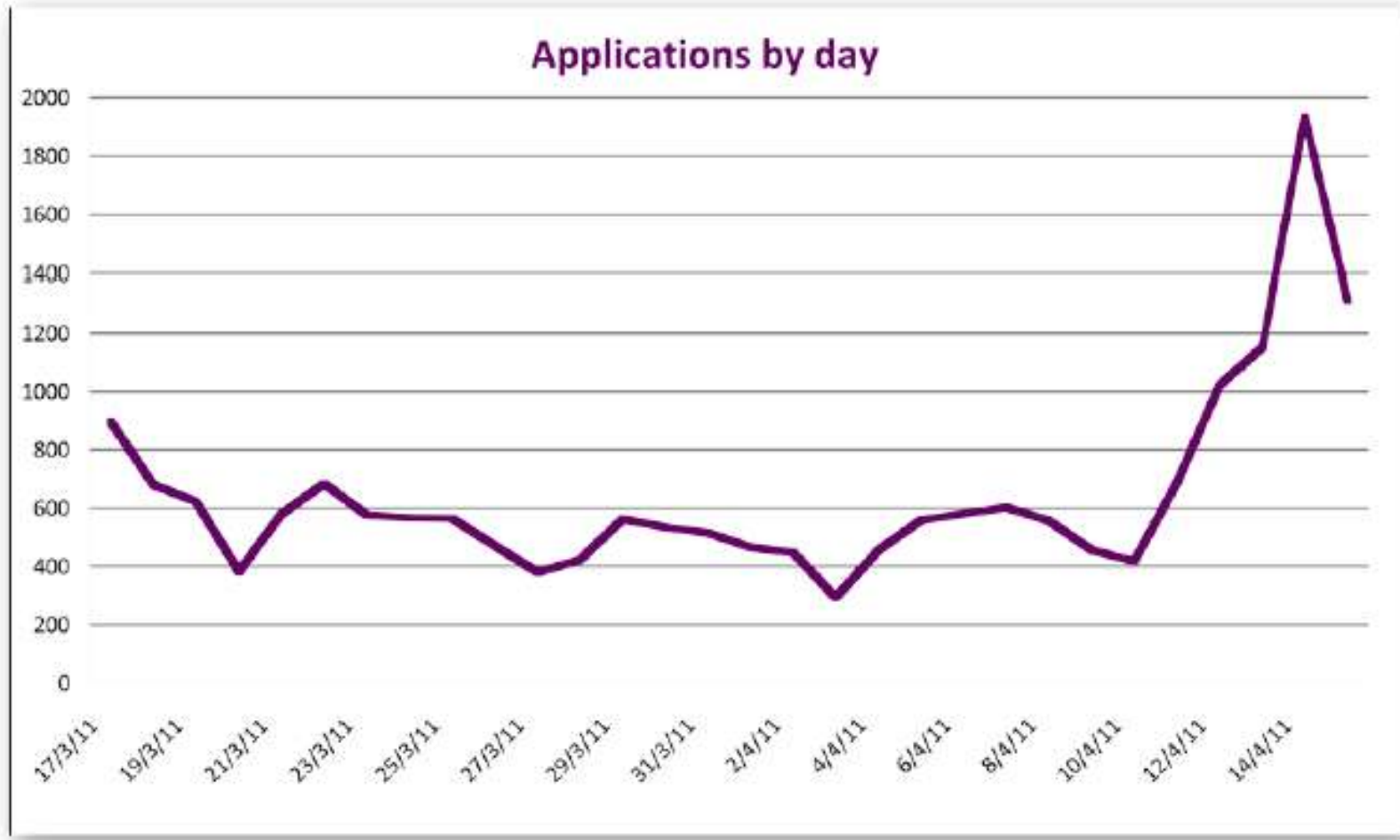
The potential candidate...



Data gained:

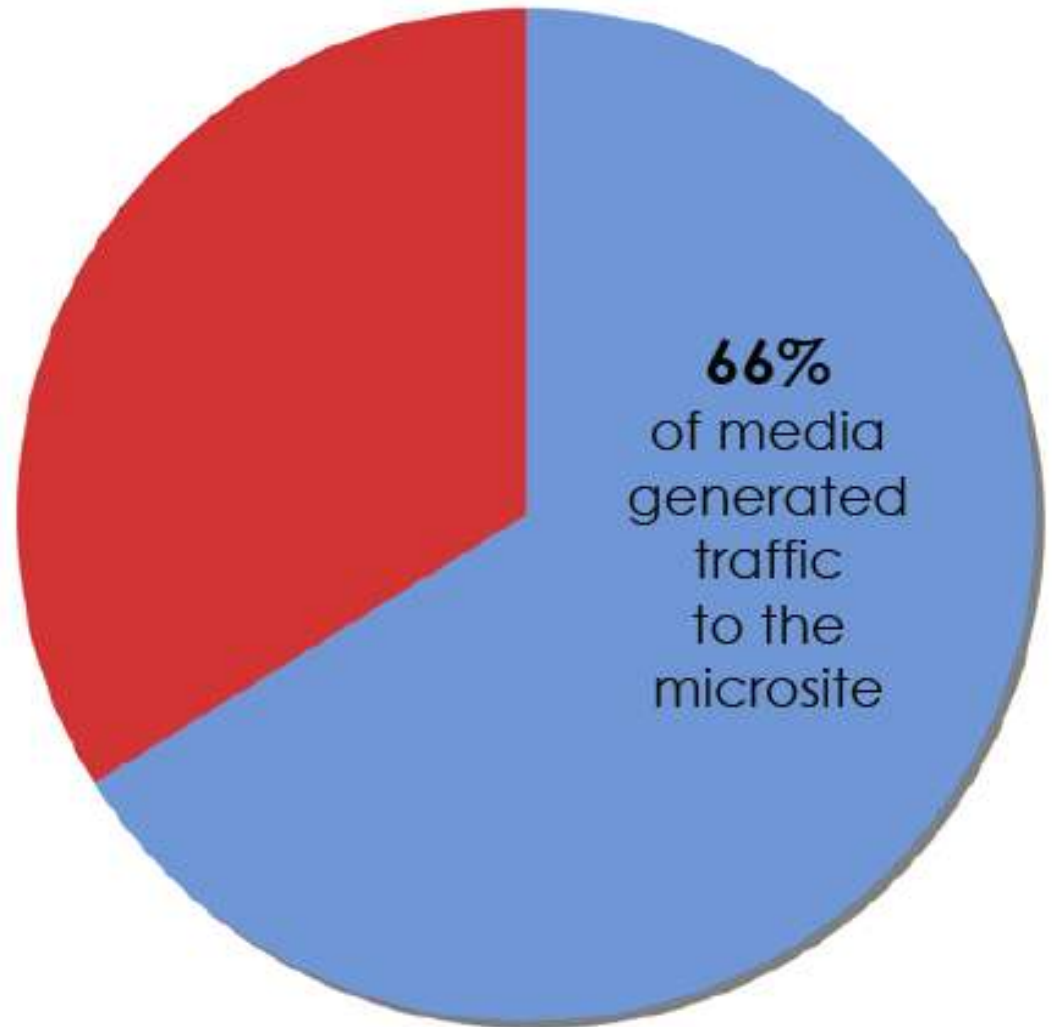
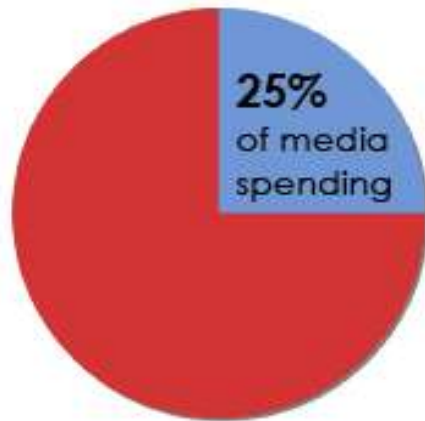


# Results: 19,300 clicks on 'Apply now'





# Facebook delivered high traffic





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?

[fbenavides@terrafirmaassociates.com](mailto:fbenavides@terrafirmaassociates.com)

+44 207 253 1137

@fbenavides1967



***“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



European Personnel  
Selection Office

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

- EPSCO was only created in 2003.

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

- 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**



European Personnel  
Selection Office



# 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)...



## 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



**eu careers**

**Build your career across a continent**

Looking for a challenging position in a dynamic environment? The European Union institutions are seeking ambitious and capable graduates who can make a difference to the lives of 500 million people in 27 member states.

When you join us, you can expect a stimulating long-term future in a fast-moving international environment. Based in the heart of Europe, you will enjoy real responsibility from your first day, a comprehensive package of benefits and a good standard of living. You can choose to focus on:

- Policy development and implementation
- Law
- Economics
- Audit
- Finance
- Statistics

We have positions for both recent graduates (or those completing their studies this year) and people with some work experience.

This website has debates and testimonials on careers in all six of these specialist fields and information about our recruitment process. You can also learn more about mobility direct.

When you're ready to make your move, you can go directly to our applications page - and start your journey to a career at the heart of Europe.

Interested?  
**Apply Now**

- 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



International Recruitment  
Communications

- 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







# Case Study: United Nations



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

**The Journey Starts with your  
attraction strategy**



# 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



The screenshot shows the top section of the United Nations Human Resources 'GALAXY' website. The header features the United Nations logo and the text 'United Nations GALAXY Human Resources MY UN'. Below the header is a navigation menu with links for 'HR Home', 'How to apply', 'Frequently Asked Questions', 'Privacy Policy', and 'Français'. A login section includes input fields for 'User Name' and 'Password', a 'Login' button, and links for 'Register as a User' and 'Forgot your Password?'. A prominent red warning message states: 'WARNING TO APPLICANTS: THE UNITED NATIONS DOES NOT CHARGE A FEE AT ANY STAGE OF THE RECRUITMENT PROCESS (APPLICATION, INTERVIEW MEETING, PROCESSING, TRAINING OR ANY OTHER FEES). THE UNITED NATIONS DOES NOT CONCERN ITSELF WITH INFORMATION ON BANK ACCOUNTS.' Below this, there is a paragraph about the recruitment process and a link to 'Frequently Asked Questions' and 'United Nations Privacy Policy'. Another paragraph mentions e-mails and vacancy announcements, with a link to 'more'. The bottom section is divided into two columns. The left column is titled 'Compendium - Occupational Groups' and lists several categories with their respective post counts: 'Administration [39]', 'Conference Services [33]', 'Drug Control and Crime Prevention [3]', and 'Economic Affairs [14]'. The right column contains two main links: 'United Nations Peace Operations' and 'Job Opportunities in other UN entities', each followed by a brief introductory text.

United Nations GALAXY Human Resources MY UN

HR Home How to apply Frequently Asked Questions Privacy Policy Français

User Name:   
Password:   
 [Register as a User](#) [Forgot your Password?](#)

**WARNING TO APPLICANTS:**  
**THE UNITED NATIONS DOES NOT CHARGE A FEE AT ANY STAGE OF THE RECRUITMENT PROCESS (APPLICATION, INTERVIEW MEETING, PROCESSING, TRAINING OR ANY OTHER FEES). THE UNITED NATIONS DOES NOT CONCERN ITSELF WITH INFORMATION ON BANK ACCOUNTS.**

Candidates who are seriously being considered for a post will be contacted for an interview. For additional information on the UN recruitment process and information security, please refer to the following links: [Frequently Asked Questions](#) and [United Nations Privacy Policy](#).

The United Nations is aware of various e-mails and vacancy announcement falsely stating that they are issued by or associated with the United Nations....[more](#)

**Compendium - Occupational Groups**

The following occupational groups contain posts currently open for recruitment:

[Administration](#) [39]  
[Conference Services](#) [33]  
[Drug Control and Crime Prevention](#) [3]  
[Economic Affairs](#) [14]

► [United Nations Peace Operations](#)

Welcome to the recruitment centre for United Nations peace operations—some of the most challenging and rewarding work in the world!

► [Job Opportunities in other UN entities](#)





- Adverts previously placed in publications such as *The Economist*, *Jeune Afrique* and *Le Monde*.

  
**United Nations**  
 Programme Director / Deputy Executive Director (D2)  
 Capital Master Plan  
 UN Headquarters, New York

The CMP project is the \$1.9 billion renovation of the existing United Nations Headquarters complex.

Reporting to the Executive Director, the Programme Director will:

- Meet time and cost objectives with respect to contracting, scheduling, estimating, quality control, procurement, contract administration and close-out of 25 sub-projects
- Coordinate and direct CMP project staff (a Manager's project staff and the Construction Manager)
- Establish, maintain and implement the project performance standards.
- Construction phasing, site logistics plan, construction
- Review and recommend for approval all Gaa submitted by the Construction Management Corporation cost analysis worksheets, owner's reports, fee master cost breakdown, general conditions estimates and approvals with respect to Construction Allowance Requests, Change Order Requests, complete and accurate sets of As-Builts and Own work items, substantial completion notices and submittals

Core and Managerial competencies required for accountability, leadership, managing performance and

At least 15 years of experience in managing large stakeholders is required. Experience in large, land well as experience working at the international level desirable. Fluency in English (oral and written) is desirable.

The United Nations shall place no restrictions on the eligibility any capacity and under conditions of equality in its principal United Nations - Chapter 3, article 8). English and French United Nations Secretariat. The United Nations Secretariat

**PLEASE NOTE THAT APPLICATIONS RECEIVE 2010 WILL NOT BE ACCEPTED.**

Interested applicants should review Vacancy Announcement the Personal History Form and apply for the VA.

  
**UNITED NATIONS**      **NATIONS UNIES**

### A Challenging International Career at the United Nations

Does making a difference motivate you? Are you selfless and driven to be part of a bigger purpose in the service of humanity? Are you ready to travel and work anywhere at a moment's notice? Do you thrive in a multi-cultural environment?


If this is you, the United Nations Secretariat is seeking highly qualified individuals for employment as junior professional officers (P-2 level). For this purpose, a competitive examination will be held on 1 December 2010 in the following disciplines: Administration, Demography, Economics, Human Rights, Legal Affairs, Radio Producer, Security, Statistics, Web Design/Development. The competitive examination will be open to nationals of the following countries:

Afghanistan	Angola	Antigua
Belgium	Brunei Darussalam	Comoros
Democratic People's Republic of Korea	Dominican Republic	Equatorial Guinea
Finland	Grenada	Iran
Japan	Latvia	Liberia
Libyan Arab Jamahiriya	Liechtenstein	Monaco
Montenegro	Mozambique	Namibia
Nepal	Norway	Republic of Korea
Saint Lucia	Samoa	Saudi Arabia
Slovenia	Solomon Islands	Spain
Tonga	Turkey	United Arab Emirates
United Kingdom	United States of America	Yemen

In order to qualify for the examination, applicants must meet all of the following minimum requirements:

1. Be a national of the countries listed above;
2. Be no more than 32 years as of 31 December 2010 (should be born on 1 January 1978 or after);
3. Have at least a first-level university degree relevant to the discipline for which they apply; and
4. Be fluent in either English or French, the two working languages of the Secretariat. Knowledge of other official UN languages is an advantage.

Additional criteria over and above the minimum may be required. If you believe in the purposes of the United Nations and meet the minimum requirements to participate in the competitive examination, we encourage you to apply. The deadline is 19 September 2010. Detailed information on the examination and submission of application may be obtained from the United Nations Secretariat careers portal at <http://careers.un.org> under National Competitive Recruitment Examination.

**UNITED NATIONS**            **NATIONS UNIES**

## Concours 2010 de recrutement d'interprètes de langue française

L'Organisation des Nations Unies prévoit d'organiser le **29 juin 2010** un concours de recrutement d'interprètes de langue française.

Les candidats doivent :

- Avoir le français comme langue principale ;
- Avoir une excellente connaissance de l'anglais et du russe ;

Il sera fait appel aux lauréats inscrits sur la liste de réserve établie à l'issue du concours pour pourvoir les postes vacants ou qui le deviendront dans les services d'interprétation de New York, Genève, Vienne et Nairobi.

Les candidatures doivent être reçues le **14 mai 2010** au plus tard.

**Les précisions sur les conditions d'inscription et le dépôt des candidatures sont disponibles à l'adresse internet ci-après :**

<http://www.un.org/french/Depts/OHRM/examin/fexam.htm>  
 (Veillez à respecter l'emploi des majuscules et des minuscules)



# 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
  - touches lives in every corner of the globe
  - is complex and multifaceted
  - 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:
  - **is truly international and multi-cultural**
  - **respects and promotes diversity**
  - **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

Mobile Highly talented  
Commitment to Continuous Learning  
**Professionalism**  
Respect for Diversity  
Accountability  
Internationalism Creative  
**Communication**  
Selflessness  
Serving As One Sense of purpose  
**Technical Awareness**  
Challenging work Flexibility  
Modern Empowering Others  
**Ability to Handle Change**  
Citizen of the world Performance driven



# 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

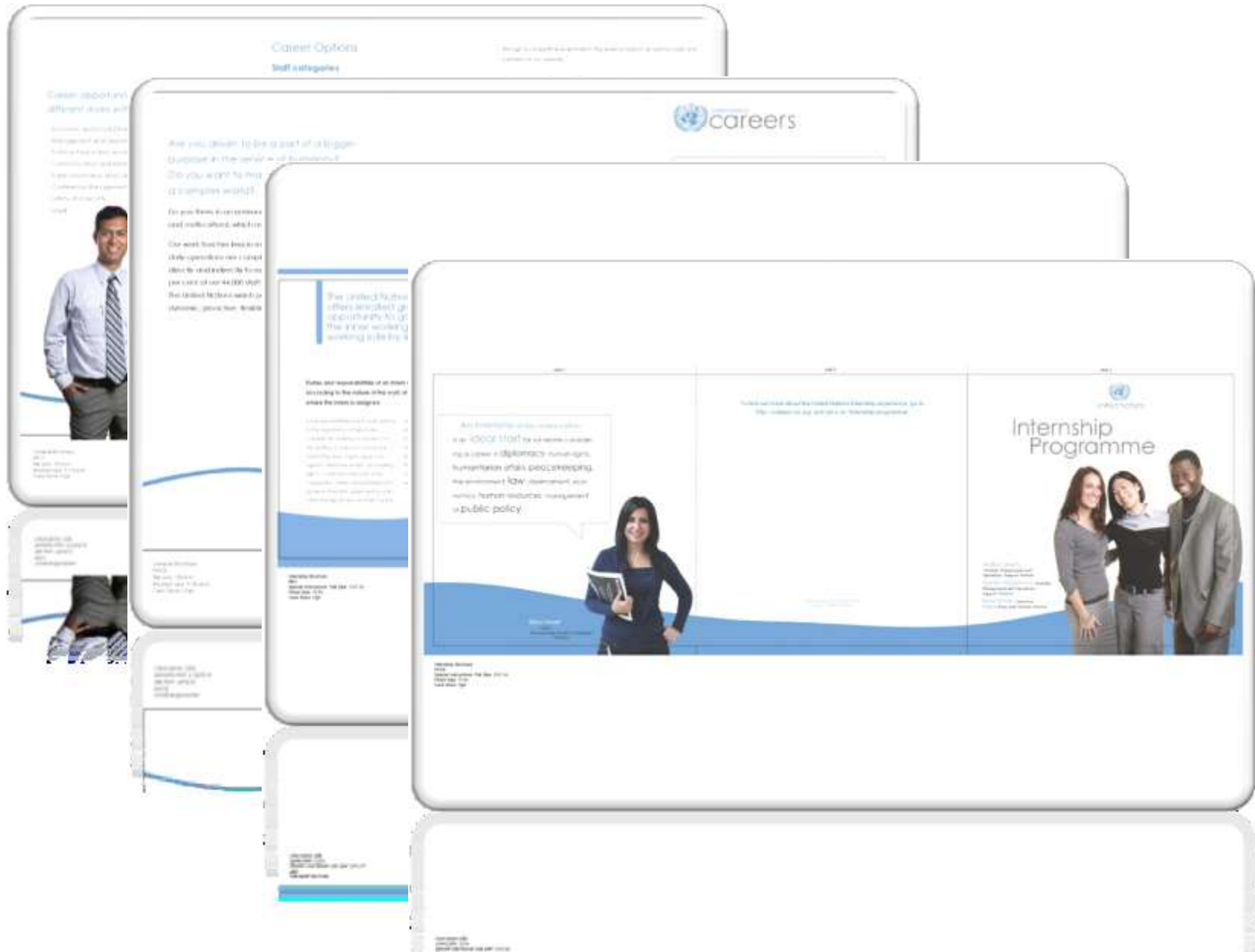
**2,580,451**  
Unique Visitors

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](http://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



# Media



# Advertisement Printed and On-Line Media



## 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](https://careers.un.org/jobopenings)



## 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](https://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](https://careers.un.org)



# 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://twitter.com/un_careers)  
[http://linkd.in/un\\_careers](http://linkd.in/un_careers)

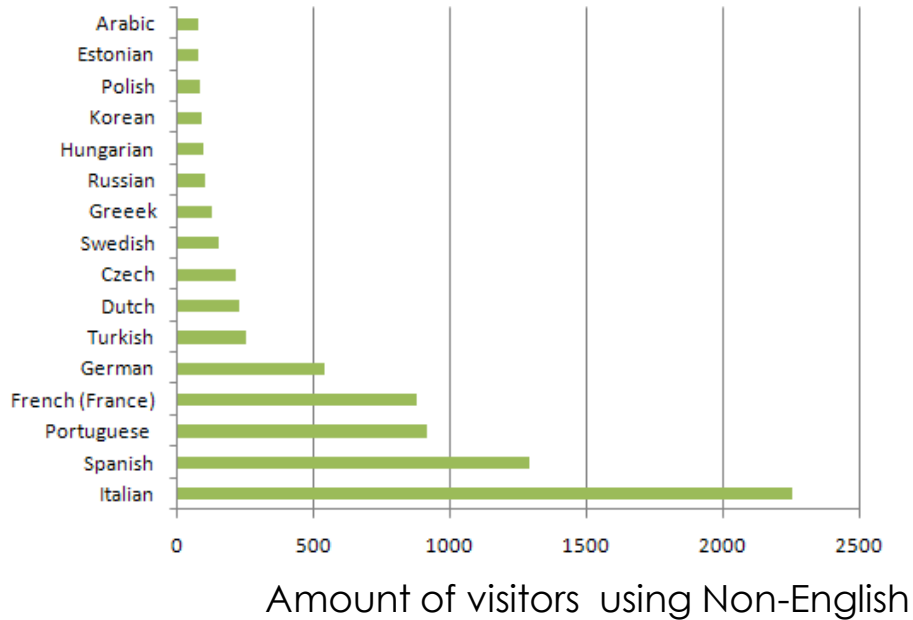


# Social Media - overall site usage

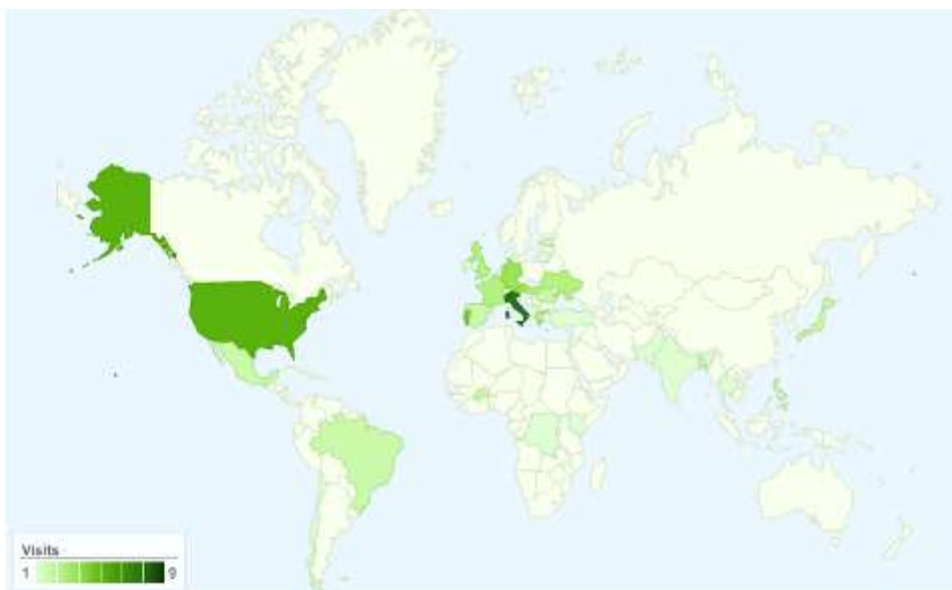
Time Period: 1 April 1 – 25 January

- **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 **3<sup>rd</sup>** among all traffic sources referral to [un.career.org](http://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.



Country distribution chart

Data Source: Facebook  
 Insights and Google Analytics



# Gender & Age Distribution Graph

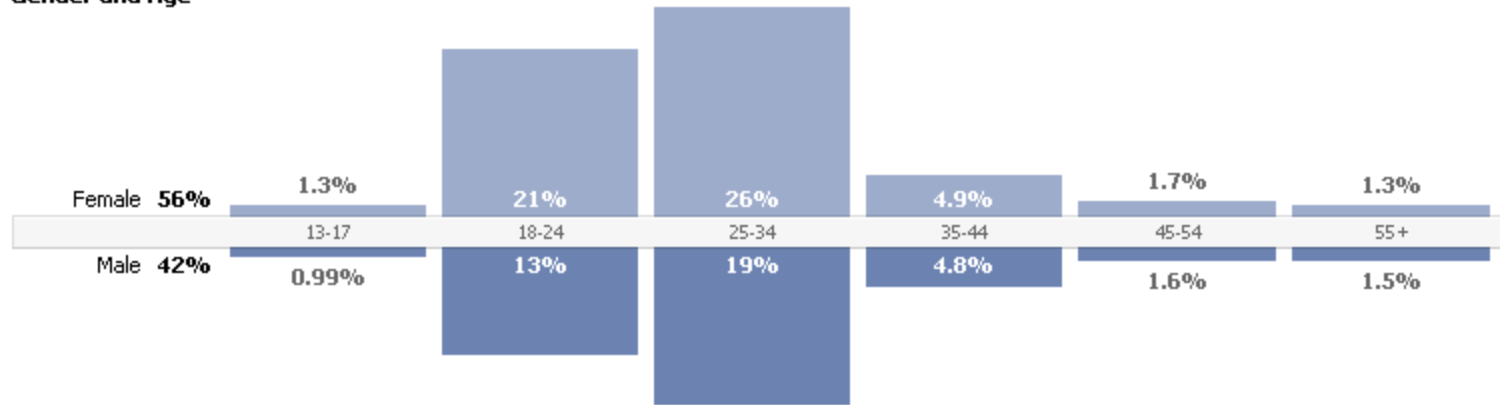
10/28/2011 - 01/25/2012

Export Data



## Who You Reached (Demographics and Location)

### Gender and Age?



facebook

Data source: Facebook Insights

Tremendous attraction to people aged 18-34

Less visits from senior level applicants



# Missions Fairs





# Job Fairs, Missions



# 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)

Category	Metric
External applicants registered	449,944
Jobs posted	3361
Applications for these jobs	
Staff	62,657
External	467,167



# 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

[www.un.org](http://www.un.org)

<http://careers.un.org>

谢谢

Thank You

Спасибо



# *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

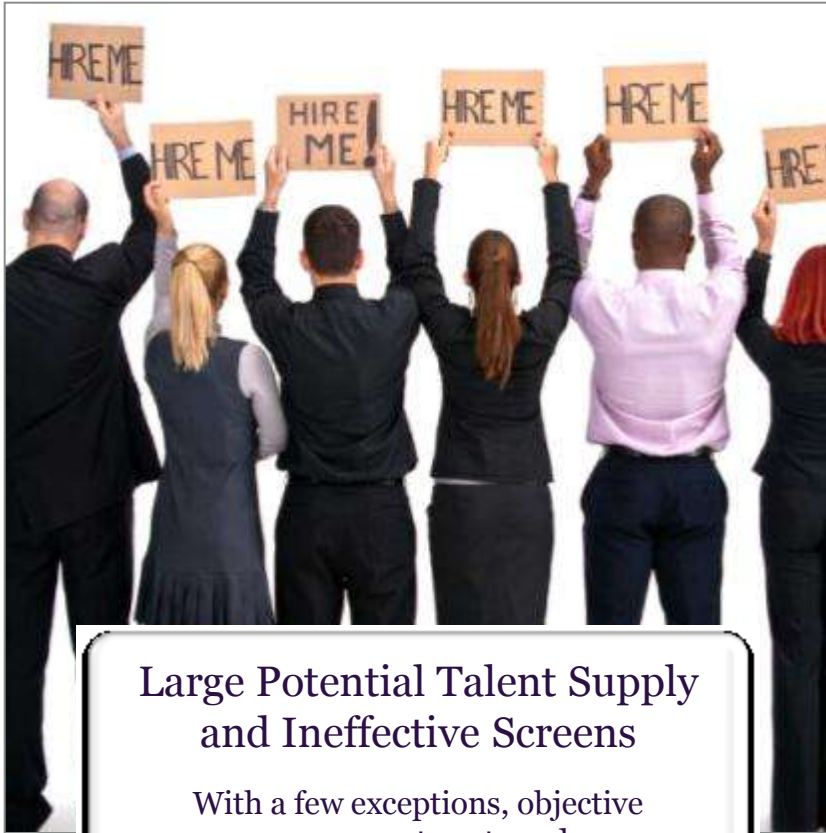
- Workforce of approximately 2M
  - Hundreds hired each day
  - More hires annually than Microsoft, Google, and Amazon combined
- In FY'11, USAJOBS had:
  - 413K job openings
  - 160M registered job seekers
  - 23M applications
  - 620K visits per day

**"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."

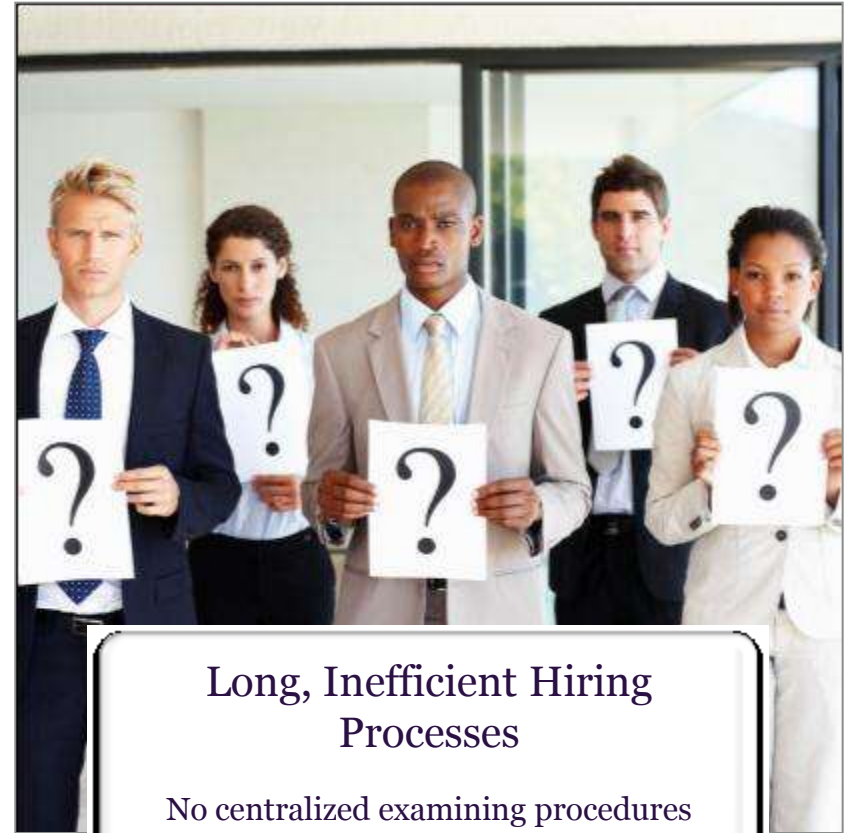
GOVERNMENT  
**EXECUTIVE**.com

# The U.S. Federal Hiring Problem



Large Potential Talent Supply  
and Ineffective Screens

With a few exceptions, objective  
assessments not used

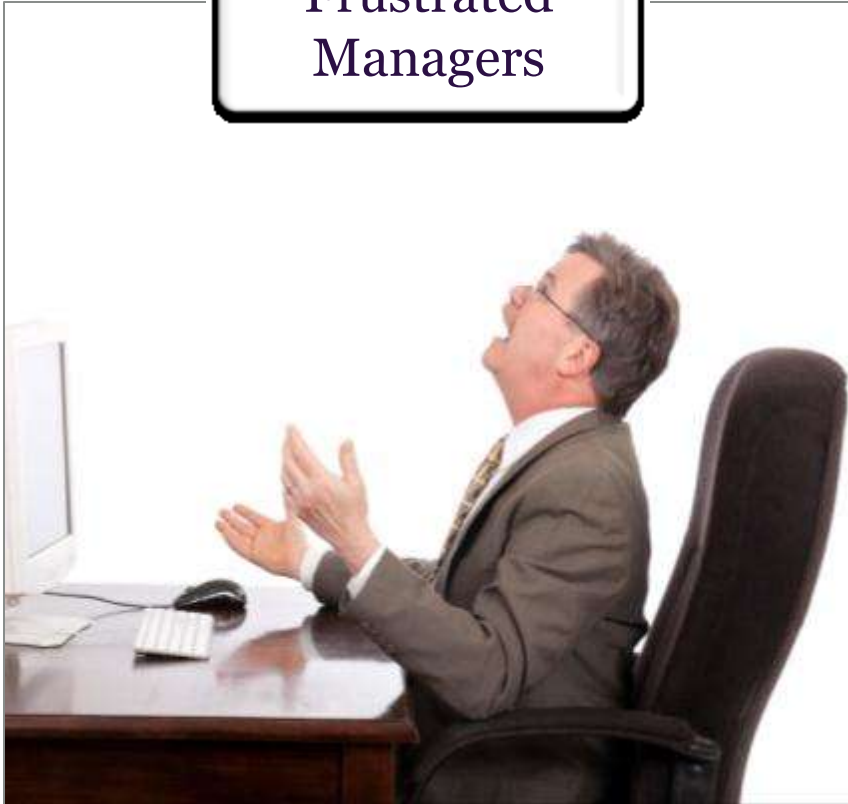


Long, Inefficient Hiring  
Processes

No centralized examining procedures  
since early '90s

# The Result

Frustrated  
Managers



Frustrated  
Applicants



# Technology Has Helped, But ...

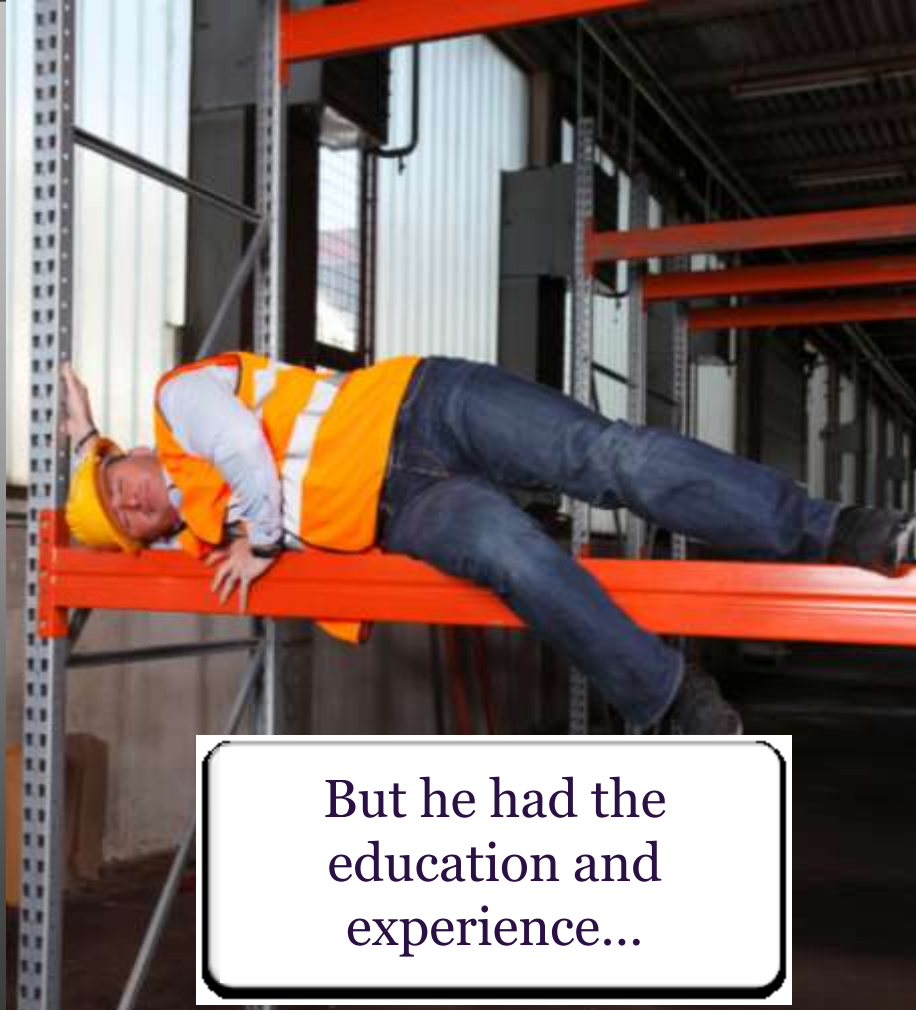
When asked whether their agencies have made progress on hiring reform, *some* attendees reported that they have **decreased the time to hire**.

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.

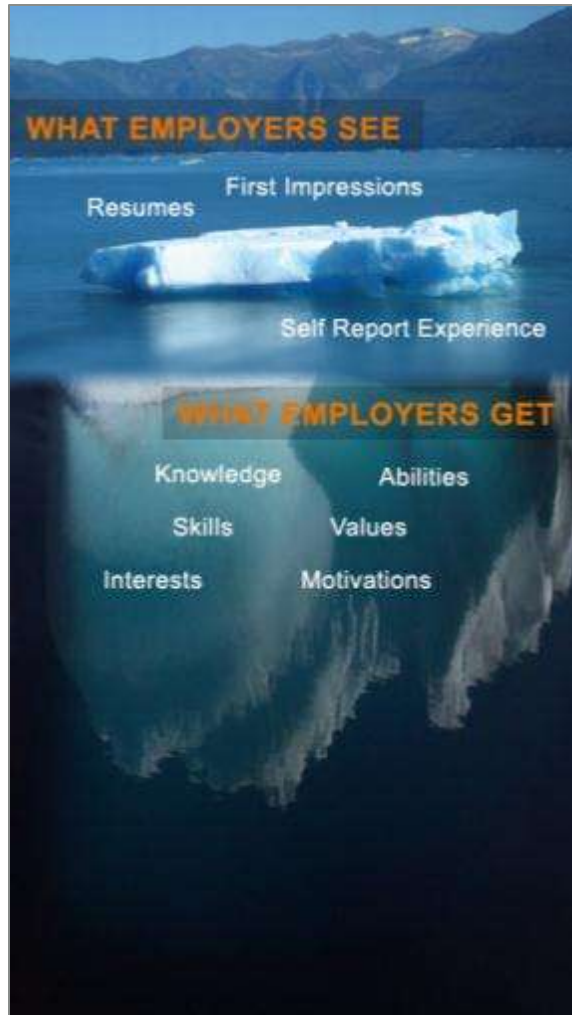
# Impact of Ineffective Assessment



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



# IBT Unproctored Assessment Considerations

Challenges	Solutions
<ul style="list-style-type: none"><li>▪ Protect item security so applicants do not have advance copies of items or answers</li><li>▪ Mitigating cheating – use of reference materials or someone other than applicant taking assessment</li></ul>	<ul style="list-style-type: none"><li>▪ Use technology-enabled assessment delivery solutions<ul style="list-style-type: none"><li>▪ Computer Adaptive Testing (CAT) and “Linear on the Fly” Testing (LOFT)<ul style="list-style-type: none"><li>▪ Items selected dynamically from large banks based on computer algorithms</li><li>▪ Virtually no applicants receive same items</li></ul></li></ul></li><li>▪ Verification assessment</li><li>▪ Conduct statistical analyses to monitor item exposure</li><li>▪ Use more complex scoring protocols instead of clear correct and incorrect answers, when possible</li></ul>

# 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



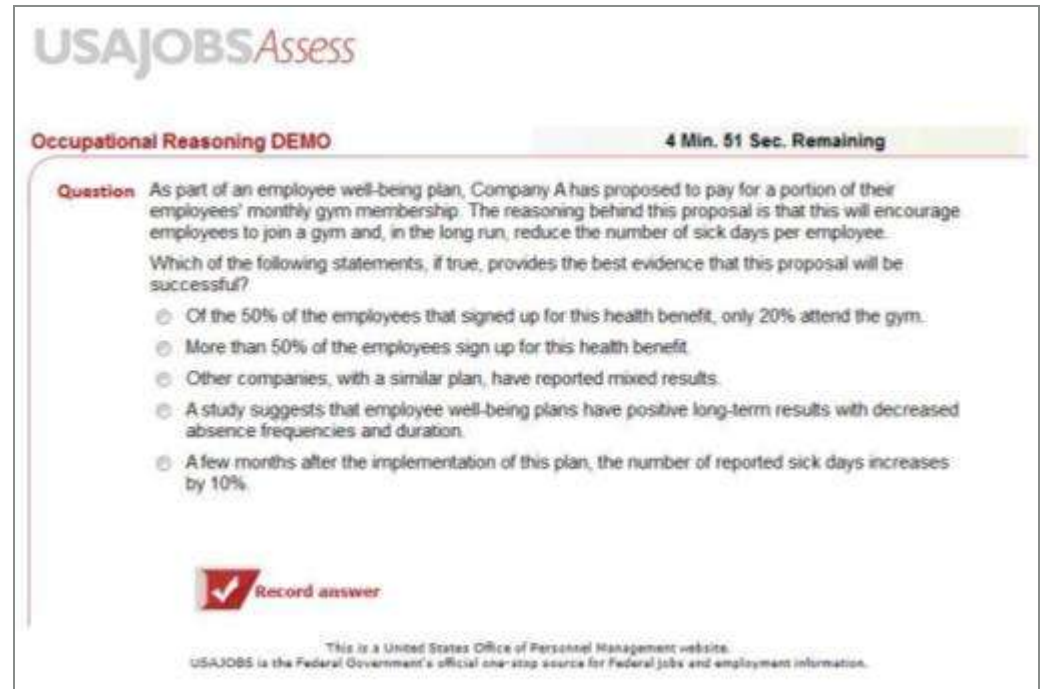
# Cognitive Assessments

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

Highly valid predictors of performance across jobs

Adverse impact concerns

Technology provides enhanced item security



The screenshot shows a USAJOBS Assess interface for an Occupational Reasoning DEMO. At the top, the USAJOBS Assess logo is displayed. Below it, the title 'Occupational Reasoning DEMO' is shown on the left, and a progress bar on the right indicates '4 Min. 51 Sec. Remaining'. The main content area contains a question: 'As part of an employee well-being plan, Company A has proposed to pay for a portion of their employees' monthly gym membership. The reasoning behind this proposal is that this will encourage employees to join a gym and, in the long run, reduce the number of sick days per employee. Which of the following statements, if true, provides the best evidence that this proposal will be successful?'. There are five radio button options: 'Of the 50% of the employees that signed up for this health benefit, only 20% attend the gym.', 'More than 50% of the employees sign up for this health benefit.', 'Other companies, with a similar plan, have reported mixed results.', 'A study suggests that employee well-being plans have positive long-term results with decreased absence frequencies and duration.', and 'A few months after the implementation of this plan, the number of reported sick days increases by 10%'. At the bottom of the question area, there is a red checkmark icon and the text 'Record answer'. Below the question area, a small disclaimer reads: 'This is a United States Office of Personnel Management website. USAJOBS is the Federal Government's official one-stop source for Federal jobs and employment information.'

# 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

Response Scale for the following 8 questions				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

**USAJOBS Assess**

**CAT Personality Survey**

Choose which of the two statements below is more true of you.

- I ignore details whenever I can get away with it.
- I just don't notice errors when I proofread documents.

Record answer

This is a United States Office of Personnel Management website.  
USAJOBS is the Federal Government's official one-stop source for Federal jobs and employment information.



# 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


Occupational Judgment Example 2 Min. 28 Sec. Remaining Progress: 0%

Watch the following video. Choose the **most AND least** effective course of action from the options below.

**Step 1. Scenario**


Barbara and Derek are coworkers. Barbara has just been provided with a new assignment. The assignment requires the use of a specific computer program. Derek walks over to Barbara's cubicle to speak to her.

*If you were in Barbara's position, what would be the most and least effective course of action to take from the choices below?*



**Step 2. Courses of Action**

	Most Effective	Least Effective
Try to find other coworkers who can explain how to use the new program.	<input type="radio"/>	<input type="radio"/>
Tell your supervisor that you don't know how to use the program and ask him to assign someone who does.	<input type="radio"/>	<input type="radio"/>
Use the program reference materials, tutorial program, and the help menu to learn how to use the new program on your own.	<input type="radio"/>	<input type="radio"/>
Explain the situation to your supervisor and ask him what to do.	<input type="radio"/>	<input type="radio"/>

 Record answer

# 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

The screenshot shows a software interface for a 'Case Analysis Writing Exercise'. On the left, there are four media thumbnails: a video of two people in a hallway, a map of the Shatt-al-Arab waterway, a man on a mobile phone, and a document page. Below these is the 'Writing Assignment' section, which provides instructions for the user to assume the role of an Intelligence Research Specialist and write a memo. The main area on the right contains the 'CASE BACKGROUND' text, which details the 1980 war between Iran and Iraq and the historical context of the Shatt-al-Arab waterway. At the bottom right, there is a word count '0 of 3500 words' and a 'SUBMIT' button.

**Case Analysis Writing Exercise**  
Time allowed: 1 Hour Word min: 150 Word max: 3,500

**CASE BACKGROUND**

In 1980 war erupted between Iran and Iraq. This war resulted in hundreds of thousands of casualties and a tremendous loss of oil revenues for both countries. The war eventually ended in 1988 but animosities have persisted, while the causes of the conflict were numerous and varied, one of the principals was access to, and control of, the Shatt-al-Arab waterway. Control of the waterway and its use as a border have been a source of contention between various states since the peace treaty of 1639, ambiguities in this agreement (between the Persians and the Ottoman Empire) led to continual disputes that have not been resolved to this day. See maps of Iraq and Iran respectively below.

The descriptive portion of this case study has been divided into a number of sub-sections in an attempt to provide a logical flow of information. The first of these is an historical background that examines both the social origins of the conflict, and the peace treaties that preceded the initiation of hostilities. The second section focuses on the economic impacts of the conflict.

As mentioned above, the dispute over the Shatt-al-Arab is only one of the causes that precipitated war to occur between Iran and Iraq. (1) While some have argued that this event alone would have sufficed, (2) they are in the minority. This section will first examine some of the social elements that contributed to the war, and then briefly describe a number of the treaties that preceded the opening shots.

Iran and Iraq have a number of longstanding entities that actually precede the formation of either country. The first of these is Iran is the inheritor of the Persian empire while Iraq is the inheritor of the Babylonian empire. This is significant if for no other reason than it means Iranians identify themselves as Persians while Iraqis identify themselves as Arabs. Consequently the majority of Iranians speak Persian dialects while the vast majority of the Iraqi population speaks Arabic. These differences are further highlighted when one examines differences in religion.

0 of 3500 words **SUBMIT**

# 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





Ryan S. O’Leary, Ph.D.

Manager, Selection and Individual Assessment

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[www.pdri.com](http://www.pdri.com)





*“Identifying and assessing  
for talent”*

**Stephen Williams**  
**Prometric**

PROMETRIC



THE LEADING GLOBAL PROVIDER OF COMPREHENSIVE  
TESTING AND ASSESSMENT SERVICES



## Identifying and Assessing for Talent

Stephen Williams

Senior Vice President Test Development Solutions

January 30<sup>th</sup>, 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



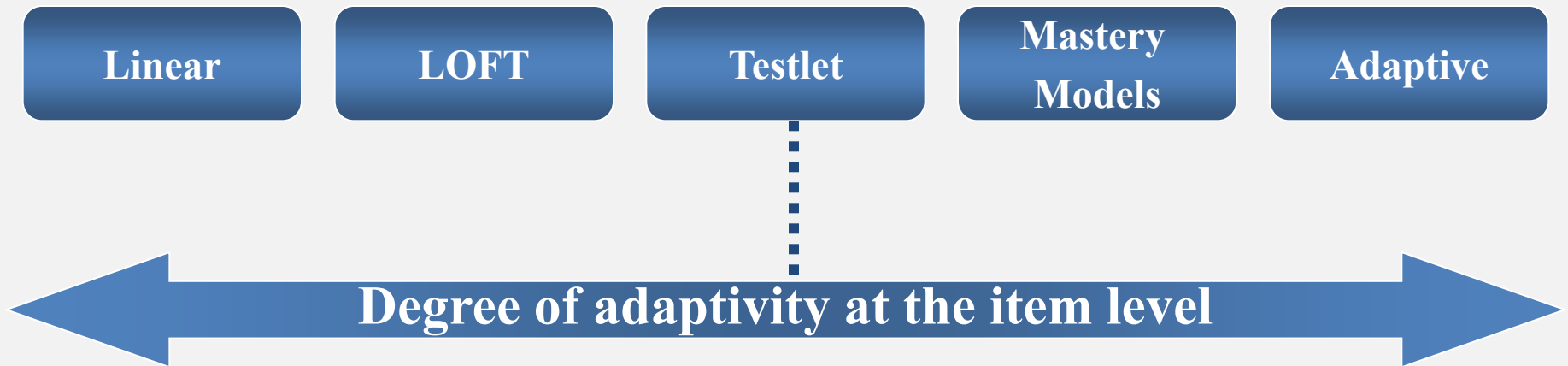
## Powerful Workflow Management

- 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



# 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
07:59:35  
Question 9 of 13

---

**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 There is a total of 6,500 sq. feet of walls and ceilings space
- 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?" "Oh, no. I just put that in. I just want you to paint the trim"
- Confirm the homeowner's plan for the openings to the 2<sup>nd</sup> floor
- Measure the exterior of the home

Previous
Next
Mark

# 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

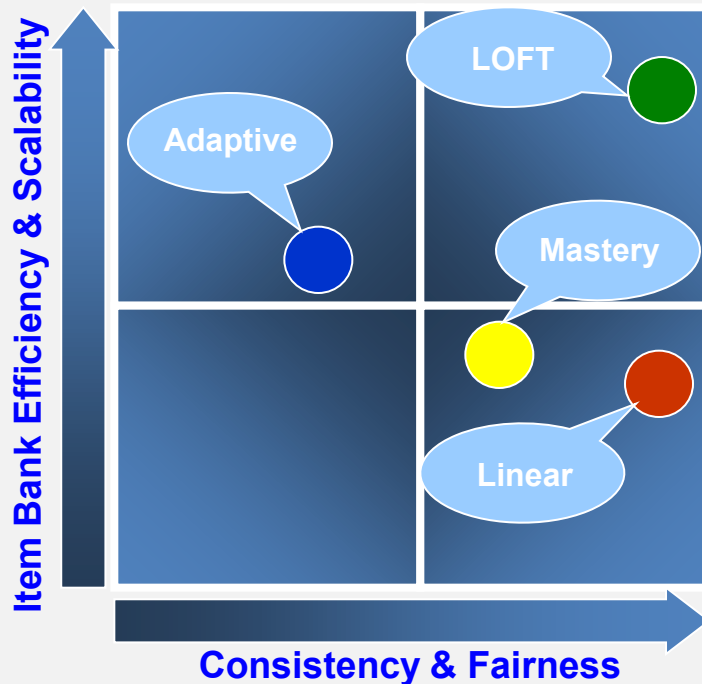
- **Description**
  - Dynamic exam generation that tailors item selection to candidate ability
- **Advantages**
  - Each candidate receives a ‘unique’ test experience
  - Highly accurate scores across a wide range of ability levels
  - Can provided fixed or variable length tests
- **Disadvantages**
  - 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

Delivery Mode	Security	Scalability	Efficiency	Fairness	Consistency	Acceptance	Validity	Extensibility	SCORE
Linear (Fixed Form)									
Linear (Random Generation)									
Interactive Scenarios									
Linear On the Fly Testing (LOFT)									
Test Blocks/Testlets									
Computerized Mastery Testing (CMT)									
Computer Adaptive Testing (CAT)									

# 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

True / False	Scenarios / Reading Passages
Multiple Choice – Single Response	References / Exhibits
Multiple Choice – Multiple Response	Multimedia – Static Graphics
Constructed Response – Short Answer	Multimedia – Audio
Constructed Response – Essay	Multimedia – Video
Drag and Drop	Multimedia – Animation
Point and Click / Hotspot	Simulations

***“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

FROM GREAT PEOPLE TO GREAT PERFORMANCE®

Hudson



# 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



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

# 1. View on talent: What do I need to know? ... in this cha(lle)nging world



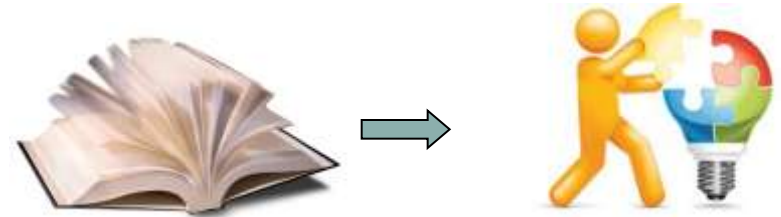
Shift from knowledge to competency based selection

Shift in choice of competencies (capability, mindset, ...) , depending on the organisation

Internal talent / high potential identification & development

Competency frameworks for:

- Function
- Department
- Layered: senior / middle / junior / expert / ...
- The whole organisation or mixed



Leadership

Teamwork

Performance motivation

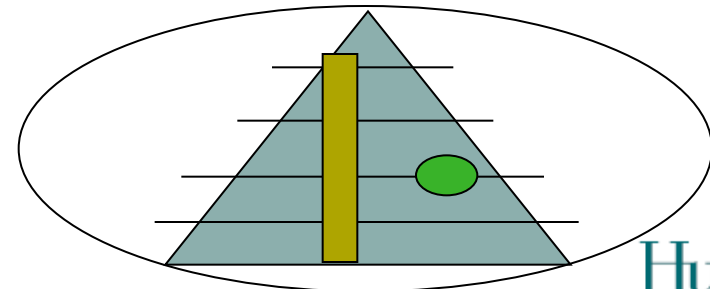
Risk taking

Learning agility

Broad view

Political savvy

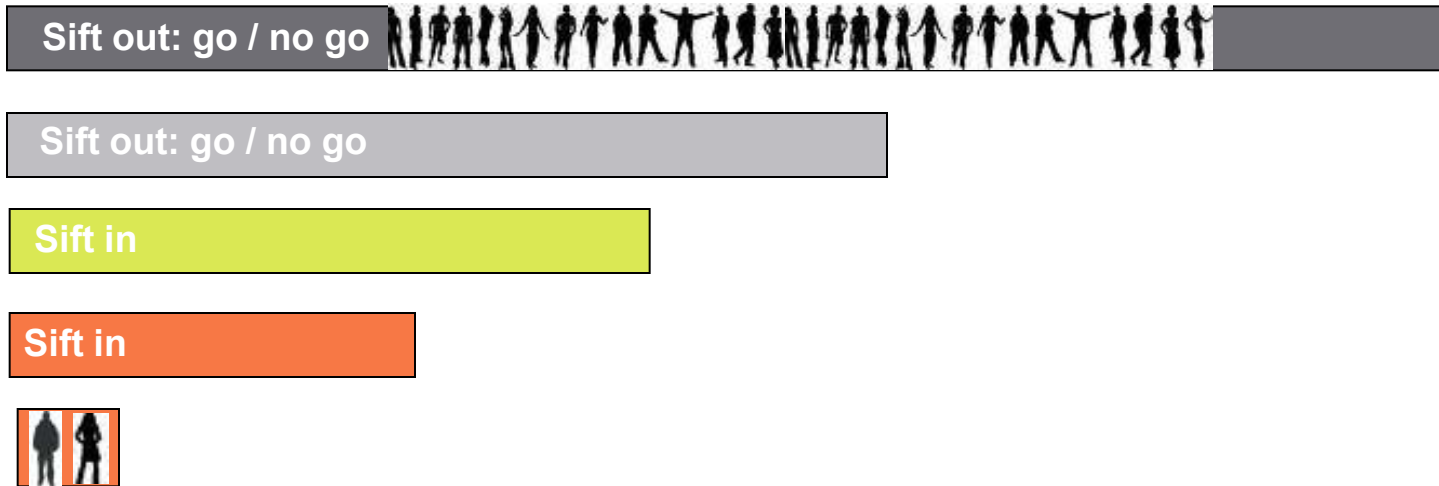
Readiness to change



# 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?



→ What is the complexity of the job?

Has an impact on

- Choice of instruments
- Choice of technology

		Data collection	
		Objective	Subjective
Data interpretation	Objective	Reasoning ability, Aptitude tests, SJT, E-trays	Personality Work styles Self evaluation questionnaires
	Subjective	Simulation exercises (Group exercises In / E-Tray Exercises, Role plays, Presentation exercises, ...)	Interview



# 1. View on talent: technology to support assessor



## 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

**BUSINESS ATTITUDES** VERSION F BAQ<sub>F</sub>

### SENIOR LEADERSHIP COMPETENCIES

**STEER TO WIN / DIRECTING TEAMS**  
The competency 'Steer to win' is based on strong leadership that gives clear directions and guidelines. Decisions are taken without unnecessary hesitation and clarity is given about the results to be achieved. The leader has the strong personal commitment to steer the organisation into the winning direction.

1 2 3 4 5 6 7 8 9

**DEVELOP STRATEGY & VISION / DEVELOPING VISION**  
With the competency 'Develop strategy & vision', senior managers can demonstrate their drive to build a strong overall view about the future of the organisation. They can create a long term vision based on facts and figures about the organisation and the environment and based on their intuition and experience to create clarity.

1 2 3 4 5 6 7 8 9

**INSPIRE COMMITMENT / INSPIRING**  
Strong communication skills and the capacity to convince others about their opinion demonstrate the competency 'Inspire commitment'. Senior managers are able to establish good relationships with other people from in and outside the organisation and can build strong networks. Given their capacity to bring a firm message, they are able to create a strong commitment amongst employees. They know that leadership does not result from authority, but from properly yielding influence.

1 2 3 4 5 6 7 8 9

**GO FOR CHANGE / ENTERPRISE**  
Given the changing environment in which organisations have to operate, senior managers demonstrate their drive to 'Go for change'. Their open-mindedness to search for alternative paths, openness for change and focus on following a personal opinion and approach steer the organisation through important changes.

1 2 3 4 5 6 7 8 9

**DRIVE YOUR TEAMS / BUILDING TEAMS**  
With the competency 'Drive your teams' senior managers show awareness of the fact that they have to reach their goals together with their employees. They can make them enthusiastic and motivate them to make it happen together. They act as motivating leaders, knowing that they only are a leader because they have followers.

1 2 3 4 5 6 7 8 9

FOR DEMO PURPOSES ONLY

Business Attitudes Version F - Dutch (Belgium) Senior Leadership Report

Mary BAQ 4a  
Form system: Starline  
Neurograph: General

**BUSINESS ATTITUDES** VERSION F BAQ<sub>F</sub>

### SENIOR LEADERSHIP PROFILE

**STEER TO WIN**

1 2 3 4 5 6 7 8 9

Leadership  
Decision  
Result-oriented

Consistency Score: 80% (High Score) | Clear Focus: 80%

Despite the fact that Mary BAQ 4a is reasonably result-oriented, she does not really think of others achieving better results sometimes than she does. She is not satisfied with an average performance and is highly oriented towards achieving the desired results. However, she does not want to achieve this at all costs, because she is not competitive under all circumstances.

In most situations, Mary BAQ 4a is rather quick to reach a conclusion and does not need too much time to make a decision. When confronted with contradictory information, however, she may hesitate somewhat and postpone a final decision until after careful consideration of the pros and cons.

Mary BAQ 4a occasionally lets others assume the leading role, but she regularly prefers to be able to steer the group in a particular direction herself. Although she does not really feel uncomfortable when others are in charge, she usually prefers situations in which she is the one giving the instructions.

**DEVELOP STRATEGY & VISION**

1 2 3 4 5 6 7 8 9

Strategic  
Refined  
Methodical

Consistency Score: 80% (High Score) | Clear Focus: 80%

Mary BAQ 4a can be characterised slightly more as a person who takes facts and figures into account than as someone who approaches matters from a subjective angle. This does not change the fact that she will occasionally involve less tangible data in her judgement before starting or taking action, but in the end she will be largely more inclined to opt matters in an objective and quantitative manner.

In most cases Mary BAQ 4a attaches a little more importance to long-term structures and she usually looks at things from a long-term perspective. She is more concerned with the strategic side of things than the operational side. This does not detract from the fact that she, and then she compares herself with day-to-day problems.

Mary BAQ 4a believes slightly more satisfaction from activities where she can focus on details than from activities requiring her to focus on the broad side. She uses a fairly systematic approach in order to guarantee enough quality. She, she generally manages to maintain a good pace, whereas at one.

FOR DEMO PURPOSES ONLY

Business Attitudes Version F - Dutch (Belgium) Senior Leadership Report

Mary BAQ 4a  
Form system: Starline  
Neurograph: General

**BUSINESS ATTITUDES** VERSION F BAQ<sub>F</sub>

### INTERVIEW QUESTIONS

**STEER TO WIN**  
Hypothesis: Does the person take spontaneously take the lead in a group? Does the person give clear directions and instructions? Check this on the basis of following questions:

Can we discuss a situation in which you had to take the lead of a group or a project?

- What exactly was it about?
- How did you deal with the situation?
- How did people react to the way you were handling the problems?
- What level of difficulty did you experience?
- How did you react to these problems?
- How did you give direction to the group?
- What actions did you finally manage to reach?
- With some distance, how would you assess the way you managed the situation?

Can you give an example of a situation in which you experienced difficulties to take the lead of a group or project?

- What was the particular context in which you had to oversee?
- What made the situation so difficult?
- How did you deal with the situation?
- How did the employees/team members react to your approach?
- What were the objectives you wanted to reach?
- How did the situation finally turn out?
- How could you have dealt with the situation in a different way?
- Why would that have been better?

Remarks:

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Business Attitudes Version F - Dutch (Belgium) Senior Leadership Report

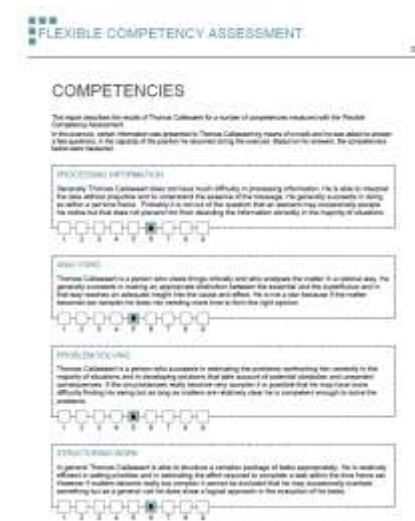
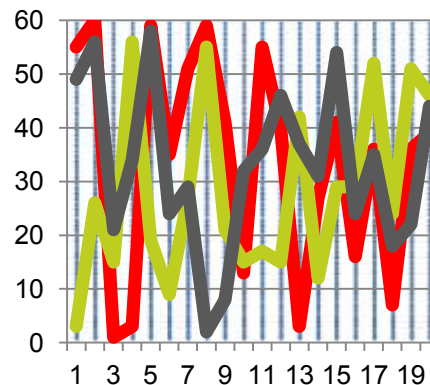
Mary BAQ 4a  
Form system: Starline  
Neurograph: General



# 1. View on talent: technology to support assessor



## E-tray observes behaviour of candidate



- + 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

Research Note

### Gathering Behavioral Samples Through a Computerized and Standardized Assessment Center Exercise

Yes, It Is Possible

Filip Lievens,<sup>1</sup> Etienne Van Keer,<sup>2</sup> and Ellen Volkkaert<sup>1</sup>  
<sup>1</sup>Ghent University, Belgium; <sup>2</sup>Vlaanderen, Belgium

Abstract: Although computerized and standardized tests are common, using 24/7 exercises to simulate and assess candidates for a management and standardized AC exercise that simulates the workplace. This study reports on the development and validation of a computerized and standardized AC exercise that simulates the workplace. The results indicate that candidates' scores on this exercise are related to their scores on a standardized AC exercise that simulates the workplace. The results also indicate that candidates' scores on this exercise are related to their scores on a standardized AC exercise that simulates the workplace. The results also indicate that candidates' scores on this exercise are related to their scores on a standardized AC exercise that simulates the workplace.

Keywords: assessment center, technology, simulation

In the last decade, the increased use of technology and the growing computerization and standardization of assessment center (AC) exercises have generated debate (Larsen & Thoresen, 2008; Thoresen & Eby, 2006). On the one hand, computerization and standardization have advantages in terms of providing a consistent mode of delivery of exercise stimuli. They also standardize the information-giving process and scoring process so there is no longer a need to use trained assessors, leading to cost reduction. On the other hand, computerization and standardization have been criticized because they detract from one of the hallmarks of ACs, namely the observation of behavior (Thoresen & Eby, 2006). That is, computerized and standardized exercises typically have a multiple-choice format wherein participants choose one predetermined alternative of behavioral options to display. Hence, they are generally measures of knowledge (see also McDaniel, Hartman, Whetten, & Chubb, 2007). All of this might decrease the response validity because the workplace "is a non-multiple choice" (Urban & Ingerson, 1998). Thoresen and Eby (2006) also argued that computerized and standardized exercises might be too interactive because candidates are no longer interacting with other candidates and/or with players. These drawbacks might limit AC exercises and their ability to simulate the workplace. These advantages and disadvantages of computerizing and standardizing AC exercises are best illustrated with

one of the most popular AC exercises: the in-basket. In paper-and-pencil in-baskets, candidates generally have to reply to the materials and messages from their responses. Later results, in computerized in-basket participants' and coaches' (e.g., Larsen & Thoresen, 2007) and job is multiple-choice option. The scoring is done via an expert system built into the computer.

One problem is that these commonly cited disadvantages of computerization and standardization are related to the particular approach of computerizing and standardizing AC exercises. Therefore, this study focuses on the development and initial validation of an AC exercise that replicates not only the benefits of computerization and standardization (consistent delivery, standardized scoring, and cost savings) but also aims to avoid their typical drawbacks (lower response validity and interactivity).

**Method**

**Sample and Procedures**

A five sample consisting of 100 students (72% male and 28% female; mean age = 23.6 years) who were pursuing a postgraduate master in General Management of a large

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		Data collection	
Data interpretation		Objective	Subjective
	Objective	Reasoning ability, Aptitude tests, SJT, E-trays	Personality Work styles Self evaluation questionnaires
	Subjective	Simulation exercises (Group exercises In / E-Tray Exercises, Role plays, Presentation exercises, ...)	Interview

## 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

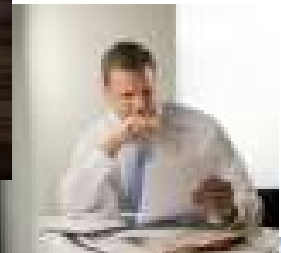
Trained assessors

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**

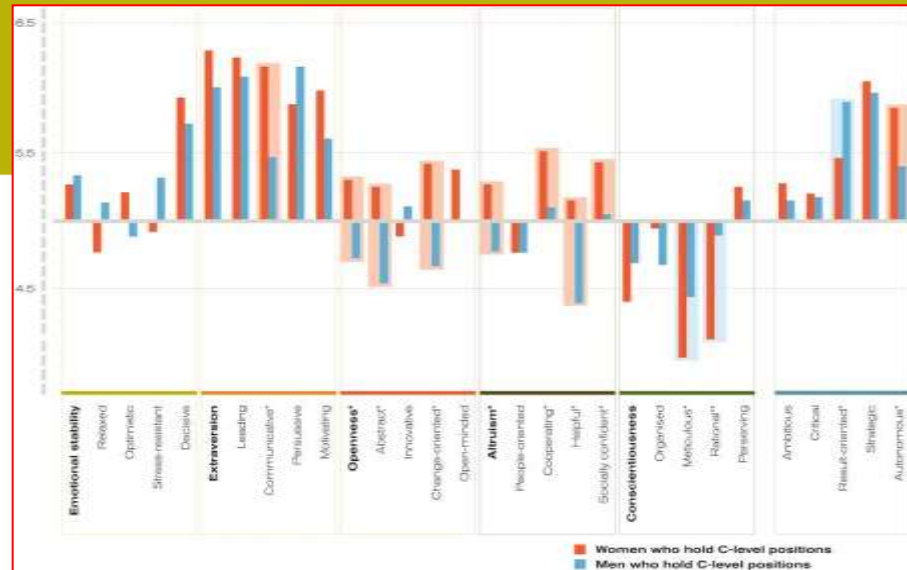


# 3. Talent diversity



## Offering equal opportunities:

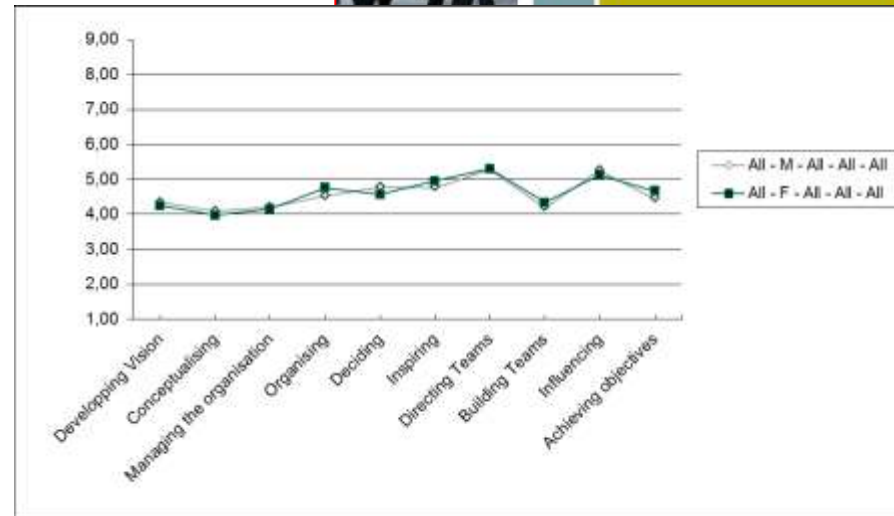
- Research on:
  - Age effects
  - Gender effects
  - Ethnic Background
  - Country / culture / ...
- Multiple opportunities



**COULD THE RIGHT MAN FOR THE JOB BE A WOMAN?**  
 HOW WOMEN DIFFER FROM MEN AS LEADERS

## Looking for:

- Gender balance,
- Geographical balance, ...
- Diversity





# 4. Talent experience: the candidate perspective

Positive experience depends on

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

Hausknecht, J. P., Day, D. V. and Thomas, S. C. (2004)

➔ Conduct candidate satisfaction survey



		Data collection	
Data interpretation	Objective	Objective	Subjective
	Objective	Reasoning ability, Aptitude tests, SJT, E-trays	Personality Work styles Self evaluation questionnaires
	Subjective	Simulation exercises (Group exercises In / E-Tray Exercises, Role plays, Presentation exercises, ...)	Interview



# How to manage the 4D assessment ?

## An example



The screenshot displays the 'Assessment Manager' software interface. It features a sidebar with navigation options like 'Project', 'Assessment', 'Candidates', and 'Reports'. The main area shows a project overview for 'Project Test 1' and a table of competencies. Below this, there's a detailed view of a competency matrix with columns for 'Competency', 'Assessment Method', and 'Weight'. A 'Messages' section provides instructions for assessors, and a 'Tests' section lists specific assessment tasks. At the bottom, a 'Competency Passport' is shown, which includes a radar chart for 'Assessment Competencies' and silhouettes of a man and a woman.

- 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



View on talent

What is my goal? What are the criteria & what is the information on which basis I want to take my decision?



Right Talent

What is the required level of accuracy/ predictive validity in this specific phase? For this purpose (Sift out vs sift in)?



Talent diversity

What populations / target groups do I take into account? And how? How do I avoid adverse impact to respect and welcome diversity?



Talent experience

How is my employer branding and image? How important is the candidate experience? What about the people who 'fail'? Who receives feedback?

FROM GREAT PEOPLE TO GREAT PERFORMANCE®



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Hudson

# *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**

PROMETRIC



# CBT Implementation in talent acquisition: Case Studies and Best Practices

**Nicoletta Vullo**  
Director, Client Services Europe  
Prometric



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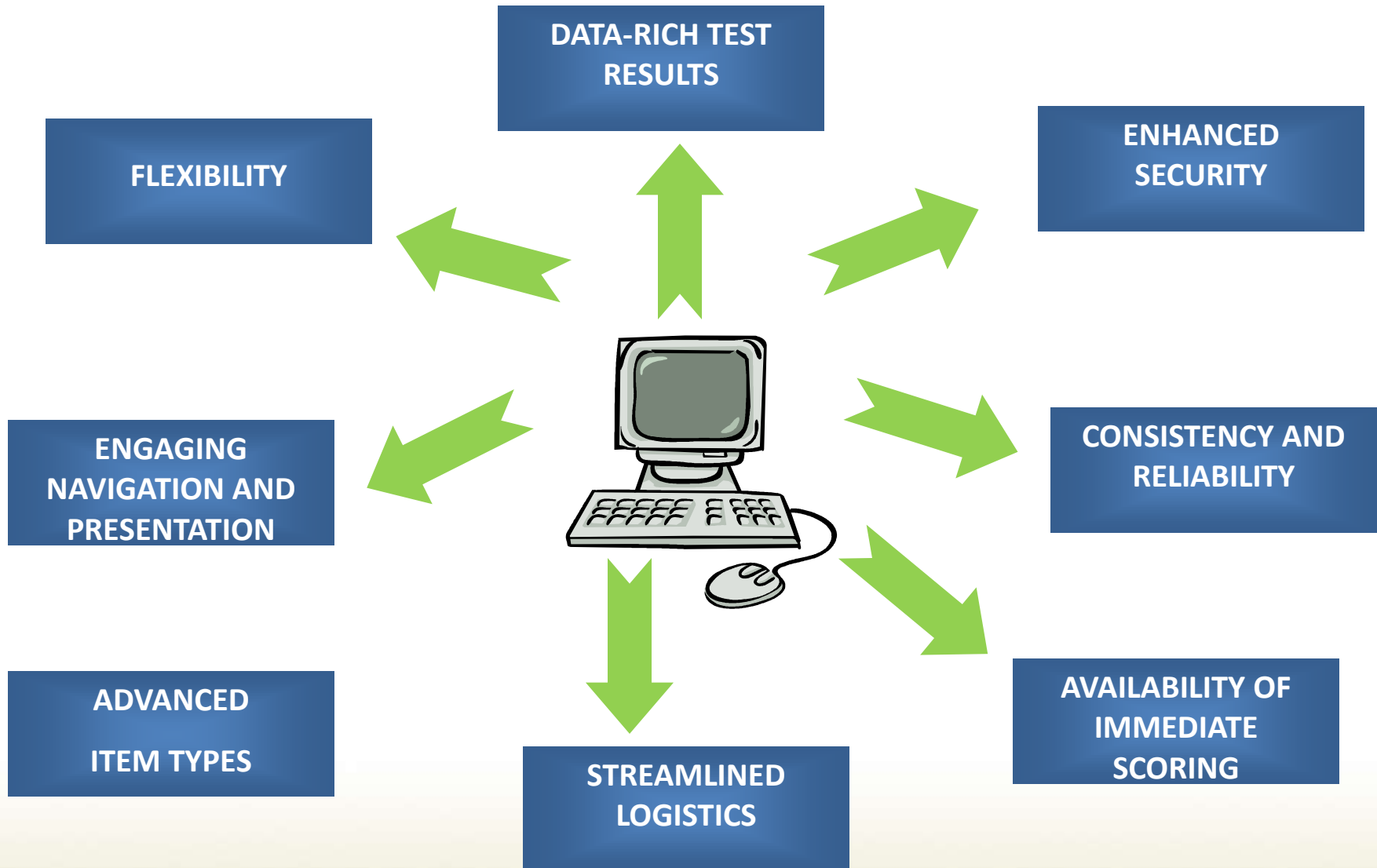
## About Prometric



- + 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



# The Principles of Computer Based Testing



# 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



# Case Study 1 – Major Client in the Financial market in the US (2004)

## + 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

### + 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



Timeframe	Phase 1 (2005)	Phase 2 (2006 - 2009)	Phase 3 (2010 onwards)
Objective	Evaluation of CBT adoption	Realisation of full conversion to CBT	Execution of the EPSO Development Programme by exploiting the full potential of CBT
Testing periods ("windows")	One testing window	Forty testing windows	Yearly testing cycles combined with Specialists testing
Number of candidates tested	16,000	146,000	130,000
Testing network	EU 25 member states	EU 27 member states	EU 27 member states and WW testing (from 5 to 37 locations). Testing center in EPSO Assessment Center.
	Combination of permanent and "temporary" testing centers ("conference testing")	Establishment of a network of standardised permanent testing centers	Testing centers fully standardised, with increased security features and DDA compliant, with ad hoc expansion sites to support capacity demand peaks
Exam booking	Establishment of a link between the EPSO and Prometric websites	Full integration of the EPSO and Prometric websites	Full alignment of EPSO and Prometric websites and communication languages
Exam type	Knowledge based multiple choice in 3 languages	Knowledge based multiple choice in 3 languages, pilot on competency based exam	Competence based in all the EU23 languages, including case studies, translators and interpreters exams
Item bank structure	Existing item bank with partial integration of newly developed items	Progressive replacement of existing item bank with new items and ongoing maintenance through item analysis	Roll-out of new item types, including Situational Judgment, Abstract Reasoning, Prioritising and organising, Essays
Item bank management	Individual "spreadsheets"	Online item-banking adoption	Online item banking optimization

# 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



## Stage 2: Blueprint



## Stage 3: Preparation



## Stage 4: Launch



## Stage 5: Analysis

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.*

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.*

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.*

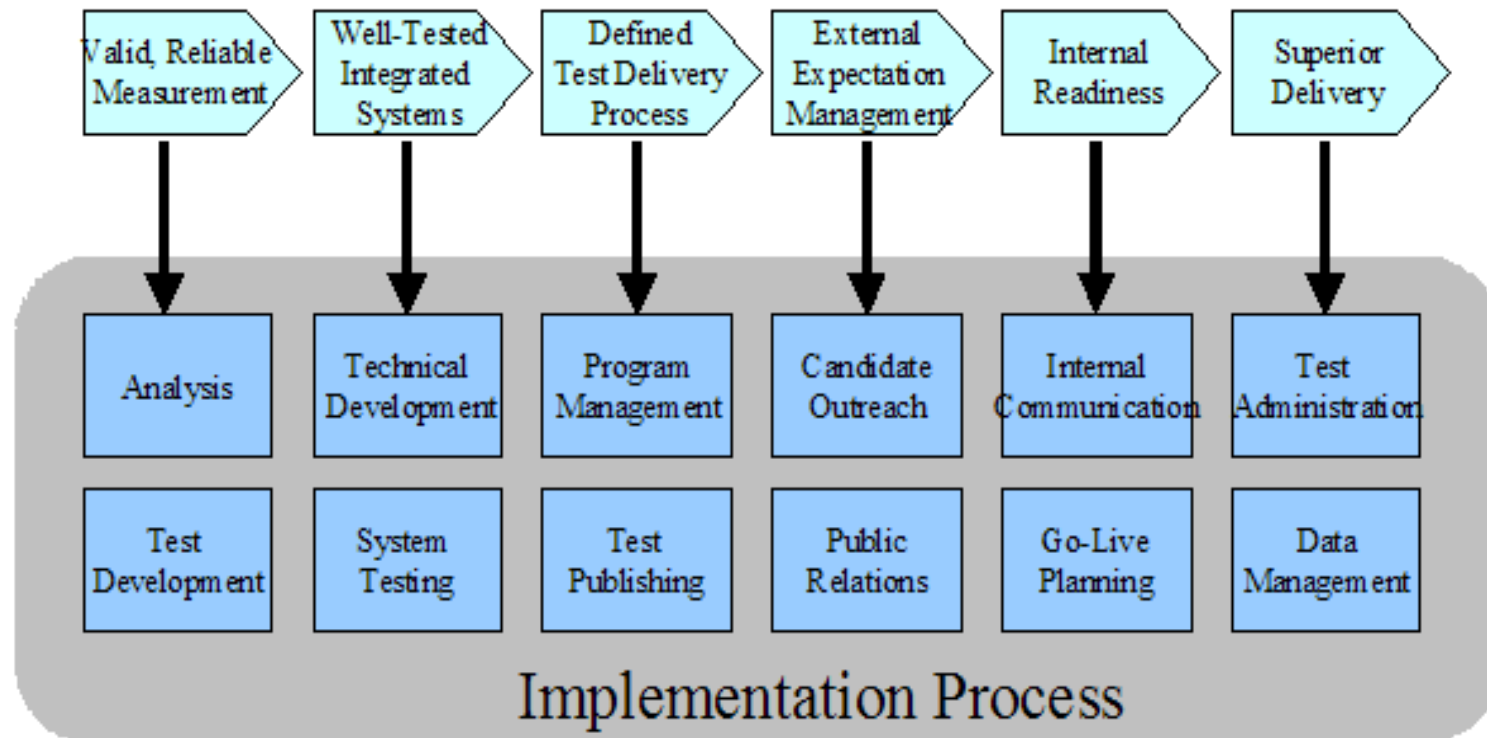
The launch stage represents the programme going "live" for exam delivery. All aspects of the programme will be operational at this stage under the close monitoring of our client services team.

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

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



# 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 21<sup>st</sup>.  
Century public sector  
organisation”***

**Pádraig Love  
Public Appointments Service, Eire**



# Acquiring talent for the 21<sup>st</sup> 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 30<sup>th</sup> -31<sup>st</sup> 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 Clients





## 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





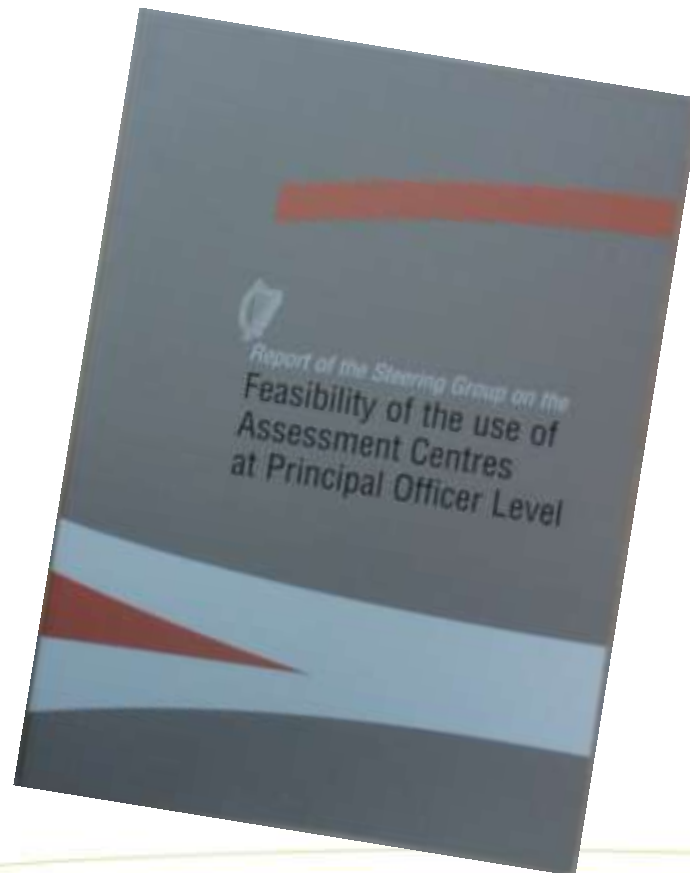
# Competency Assessment

## Addressing Change Management Issues (Contd)

- Development of exercises/tests
- Briefing of Candidates
- Training of assessors
- Monitoring of assessors
- Quality Assurance

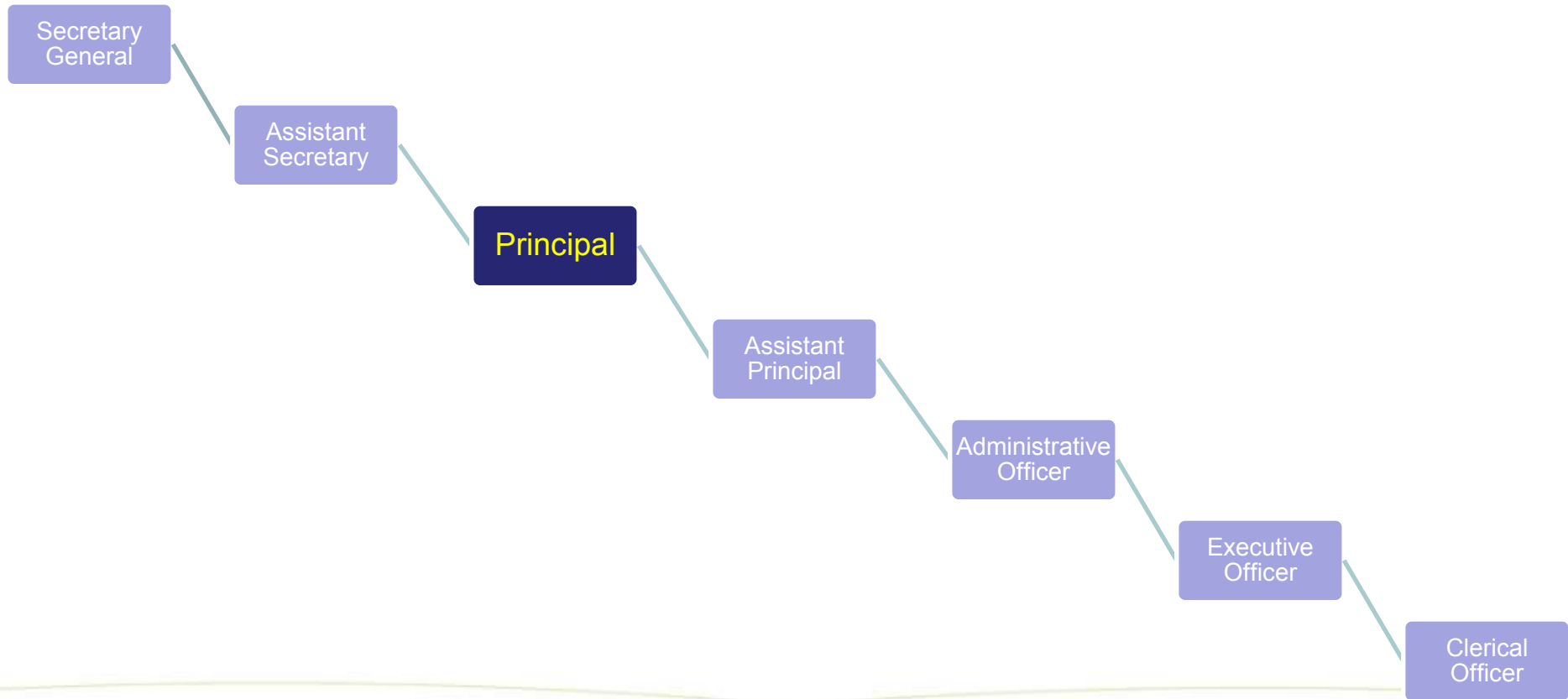


# Case Study – Principal Officer



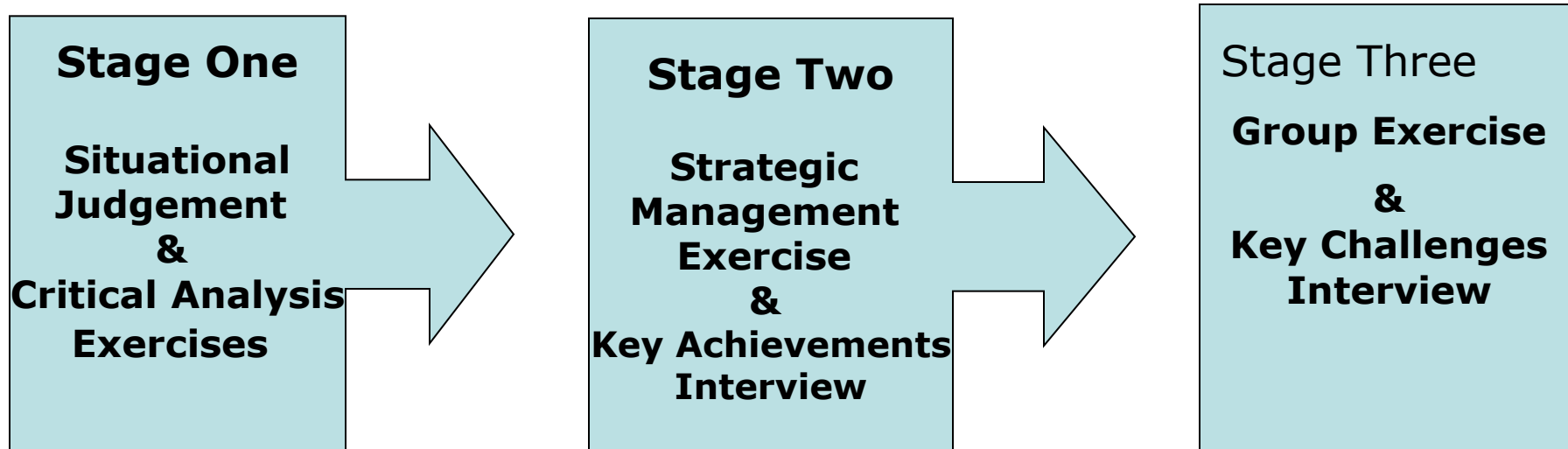


# Irish Civil Service Grade Structure





# Overview of Process





# 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**



# Best Practices in Implementing an Assessment Strategy for Talent Acquisition

*IPSAR Conference  
Madrid, January 30-31, 2012*

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# 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

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# The Public Service Commission (PSC)

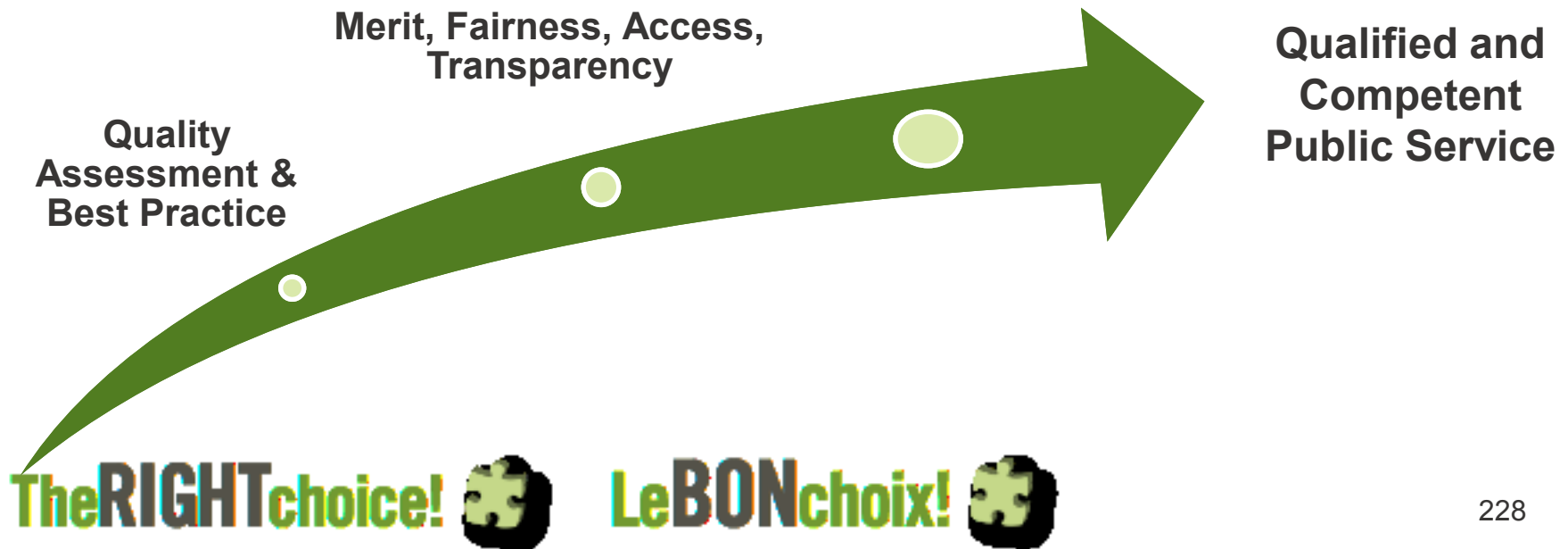
- Independent agency reporting to Parliament
- PSC safeguards the integrity of staffing and the political impartiality of the public service
- Protects the core values of merit and non-partisanship and the use of both official languages
- PSC has exclusive authority to make appointments to and within 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

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# 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)

# PSC History of Competency Development cont'd

- 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



*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

**Link:** <http://www.tbs-sct.gc.ca/tal/kcl/intro-eng.asp>

# 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

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# 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**

### Multiple Uses

- Selection
- Development
- Identifying Potential
- Selection for Retention and Layoff

Valid

Reliable

Cost-Effective

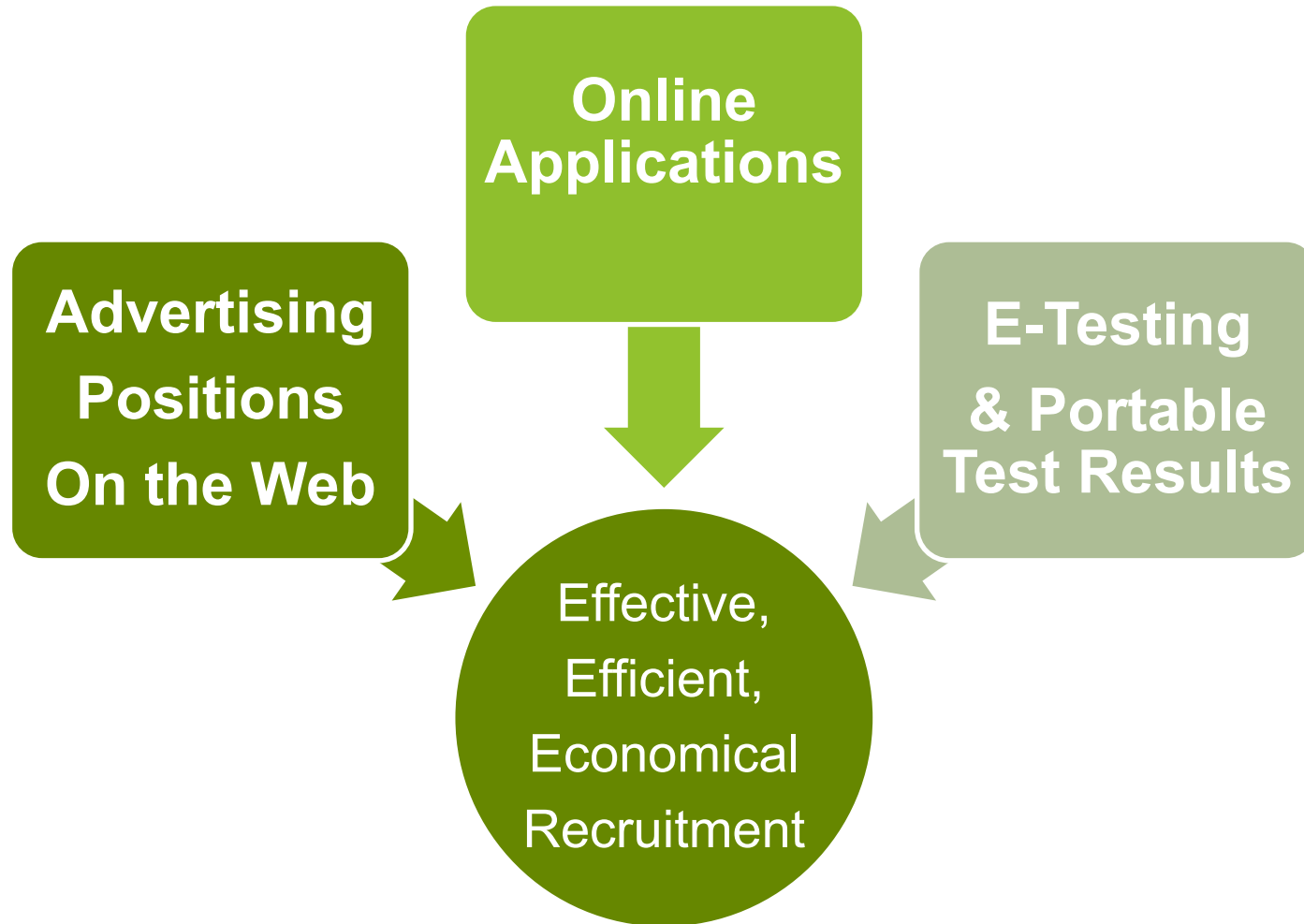
Fair

Defensible

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# Infrastructure: Systems



# 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***  
***Recruitment***



# IV. Managing Large Scale Recruitment Processes

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# 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

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# 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

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# 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

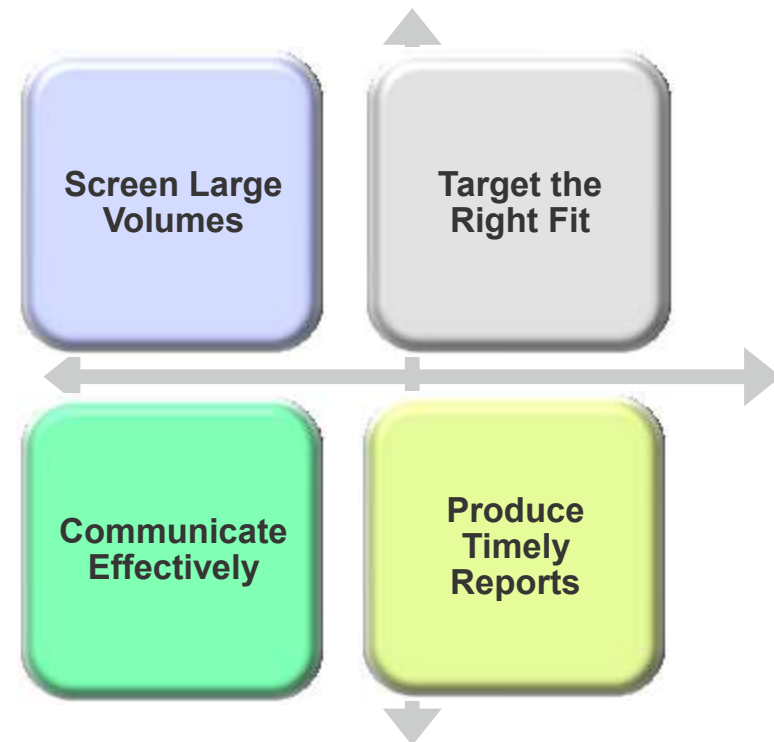
- Single window for Canadians to apply to the Canadian federal public service
- One common 'look and feel' for job advertisements
- Advanced search capacity and "job alerts" for job seekers
- Ensures minimum standards met for posting positions

[www.jobs.gc.ca](http://www.jobs.gc.ca)



# PSC's E-Staffing : Public Service Resourcing System (PSRS)

- The Public Service Resourcing System (PSRS) is the primary national recruitment system behind the federal government's primary job portal; [Jobs.gc.ca](http://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.



# E-testing

## 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**

# IPSAR Conference

## Demonstrating Value to Stakeholders



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# 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

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# 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

ICSC Survey commissioned in 2008 to look at effectiveness of recruitment and retention measures taken by United Nations Common System organizations.



# 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

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# 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



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# 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.

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# 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



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***“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  $\longrightarrow$  1000  $\longrightarrow$  500  $\longrightarrow$  150 to 250
- Two years
- Placements and Education
- Four specialisms









VS



25%

## 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  $\div$  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.

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# GRADUATE

## RECRUITER



### SPOTLIGHT ON...

WE LOOK OUT THE FIRST IN OUR SERIES OF INTERVIEWS WITH AGR BOARD MEMBERS. SEE WHO'S FIRST UNDER THE SPOTLIGHT...

### STRENGTH IN NUMBERS

How Ernst & Young is managing to stand out from the Big Four

## A HEALTHY RETURN

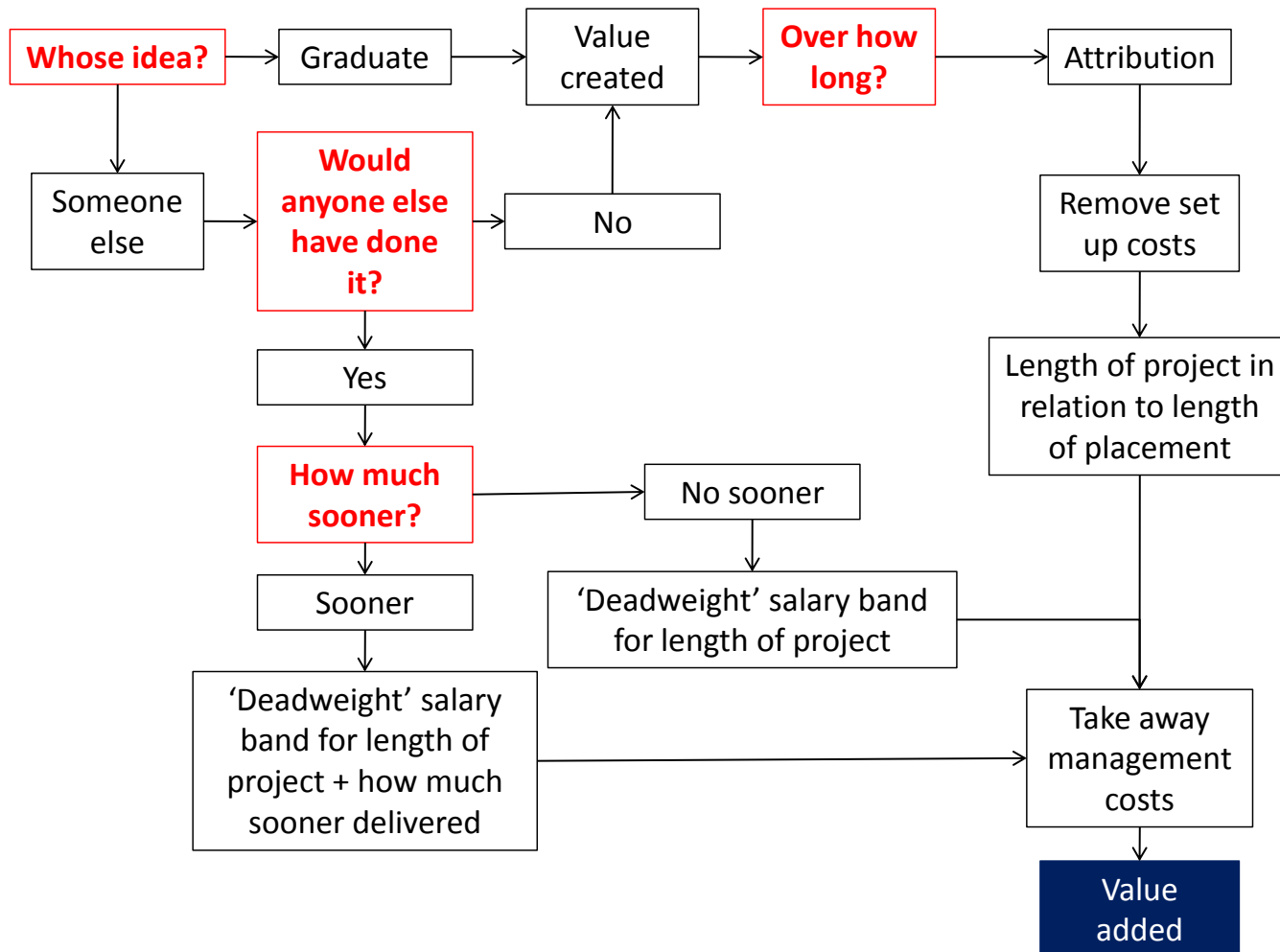
THE NHS HAS BREATHED NEW LIFE INTO ITS GRADUATE PROGRAMME BY MEASURING ROI...

### TECH TOTTY

How one company is leveraging its largely female management to attract more women into IT

YEARLY SUBSCRIPTIONS £35.00 (FREE TO AGR MEMBERS)

# ROI methodology



## 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 29<sup>th</sup>.  
[www.innovationsintesting.org](http://www.innovationsintesting.org)



European Association of  
Test Publishers, Berlin  
September



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