

CBC ASSESSMENT TOOLKIT

Tips for selecting cross-border technicians

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This is an interactive toolkit

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INTRODUCTION



About this toolkit

This toolkit is for SME HR representatives involved in cross-border selection processes. It aims to encourage and enable good practices and processes for the recruitment of technicians trained in CB 5° level EQF pathways. You can use this resource to plan your approach to recruiting to integrate the quality and efficiency of your existing practices and processes.

The transition to a collaborative approach to cross-border recruitment within the HISTEK Cluster will require a change in the mentality and ways of working on the part of all involved. This toolkit invites you to think about how to make a collaborative approach effective, also including cooperation with the stakeholders of the three countries.

HOW TO USE THIS TOOLKIT

This interactive toolkit includes all the steps required to plan your approach to recruiting from a Cross-Border perspective. It accompanies you through a process of planning, preparation, implementation and evaluation of your selection activities.



Cross-border recruitment can be successful with the full support of the representatives of the partner institutions (ITS, schools, universities, companies, Ministries, Chambers of commerce, etc..) operating as a team to support the training and recruitment phases of young technicians who can, in this way, be facilitated in their mobility processes at the CB level.



People behind the process

Carrying out the right selection process is essential to getting the right person in the right place. However, the **people governing the process** are fundamental and **will need to possess strong intercultural skills** to be able to collaborate with cross-border teams and to be able to identify, attract and retain young people on the move from the three countries.

HISTEK Cluster context

The **cross-border team supporting the selection processes** can draw a **great benefit from each other's experiences** and bring new knowledge and skills that can be exchanged. Cooperation between SMEs and the HISTEK Cluster stakeholders on these processes will lead to a more accurate and efficient match between supply and demand and a greater retention of talents.

Working as a system

Working as a system means **working collaboratively across organizational boundaries** towards a shared goal that cannot be achieved by working in isolation.

The goal is no longer to operate as one organization.

The system adopted by the HISTEK Cluster will have to ensure that good practices are shared, facilitating core recruitment models and collaborating to ensure that all recruiting policies and processes are aligned, for the benefit of the best student placement.

Working collaboratively has many benefits for everyone involved. For example, it removes internal competition for cross-border recruiting, allows those who are new to this type of recruiting to learn from the challenges and solutions of others, and simplifies the resources and processes required for CB recruiting.





WHERE TO START

Cross-border recruitment is a part of an organisation’s workforce supply strategy, alongside many other solutions.

CB recruitment can be just one piece of the workforce supply jigsaw:

- ✓ New roles
- ✓ Apprenticeships
- ✓ Local recruitment campaigns
- ✓ Talent management initiatives / career development
- ✓ Retention strategies
- ✓ Temporary staff

As a starting point, your existing workforce data will help to show what is happening with your workforce supply, for example vacancies and high workforce turnover. From this data you will be able to identify areas where CB recruitment could be used to fill workforce gaps. At Cluster HISTEK level, there will be opportunities to start a discussion about the system requirements for coordinated recruitment processes, to reduce the resource and cost burden of the activity.

The essentials



Numbers and skills needed

With a well-rounded workforce supply plan you will be best placed to identify the job profiles you require from CB and to secure the necessary investment. Engaging with head of departments early in the CB recruitment planning process is essential, so everyone internally has the same expectations about the number of resources and skills required.



The elaboration of a WORKFORCE PLAN typically involves these stages:



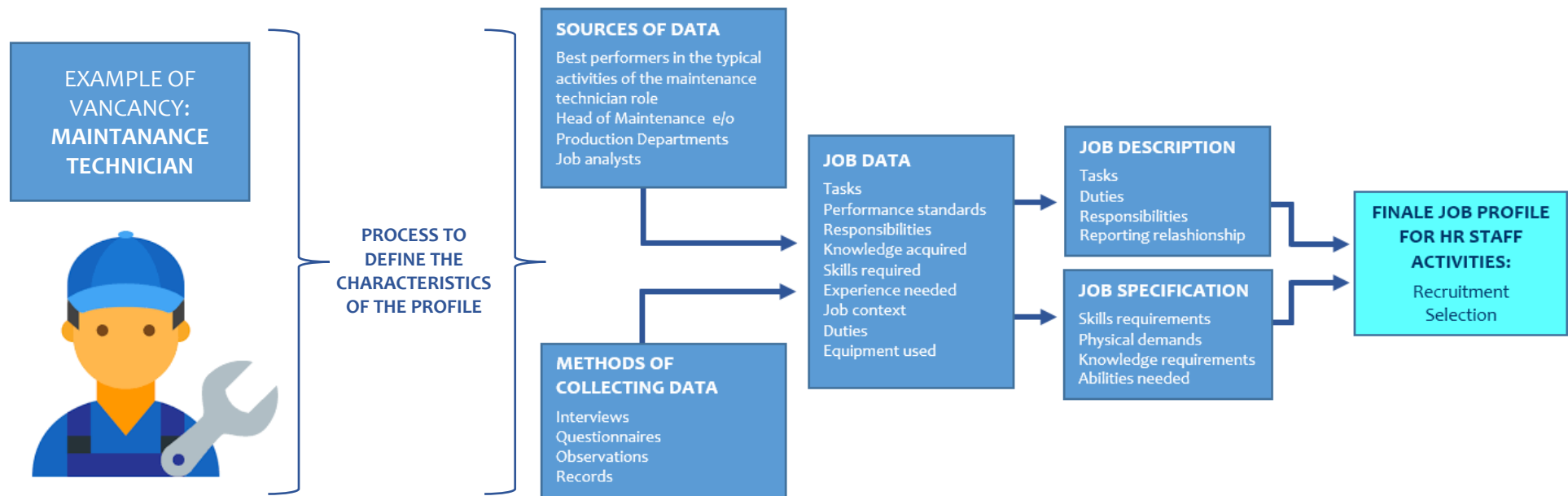
Once you have drawn up the production plans and determined the quantities to be produced, you can compare them with the standard production levels and identify the needs as the number and quality of the work units to be employed, thus obtaining the trend that the staffing may have during the plan period. In the process of defining the needs you can follow a path that goes from top to bottom (top-down) or from bottom to top (bottom-up).

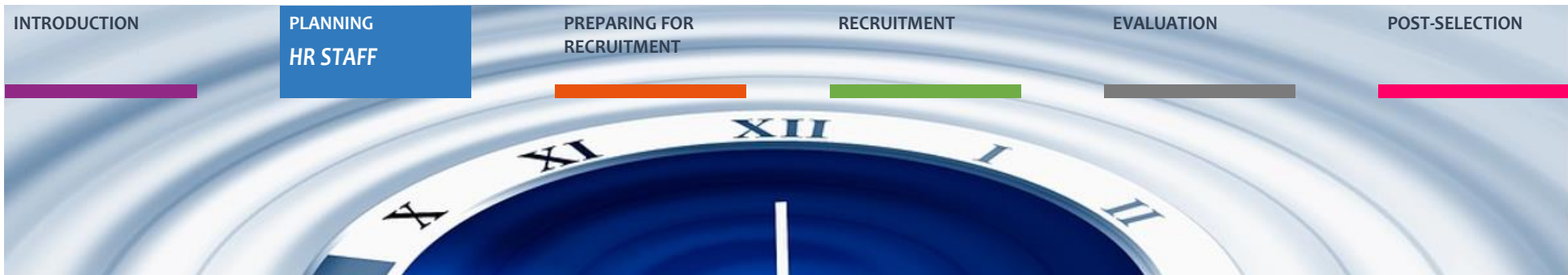
IN THE TOP-DOWN PATH, you will be the one to analyze and subsequently decide independently, as a corporate decision-making body, of how many work units for each department or processing phase to equip the company.

IN THE BOTTOM-UP PROCESS, you will previously involve the heads of the departments or processes to examine the activities to be developed and, following this assessment, the staff will be given by the sum of all the needs that have emerged.



How to define the needed technical profile:





The essentials

What a good recruiter should be able to do:

- ✓ **Understand the company needs**
- ✓ **Understand Job Descriptions / Job Specifications**
- ✓ **Create a recruitment plan**
- ✓ **Manage CV screening**
- ✓ **Organize and conduct selection tests**
- ✓ **Organize and conduct selection interviews**
- ✓ **Express personal skills**
(attention to details, communication skills, relationship building skills, multitasking skills, time management skills, patience, listening skills, confidence, body language skills, team work skills...)
- ✓ **Elaborate final evaluation reports**
- ✓ **Manage the induction phases**

To count on a good HR staff and on a qualified support

The recruiting process needs to be entrusted to competent personnel able to supervise and effectively implement all the steps for selecting the right person with respect to the profile sought.

HISTEK Cluster Cooperation System will be able to offer support with respect to the following steps:

- ✓ **Definition of the company needs**, with the contribution of the analysis methods already tested by the Chambers of Commerce of the 3 countries for the HISTEK project
- ✓ **Screening and proposal of potential aligned curricula**, in continuity with the placement support activities carried out for students at the end of the cross-border paths
- ✓ **Preparation and administration of tests** (in particular those for the evaluation of the technical-professional knowledge trained through the CB path and required by the open position)
- ✓ **Selection interview**



PREPARING FOR RECRUITMENT



MARKETING YOUR ORGANIZATION

Any SME should be keen to attract talent to their organization. It therefore becomes very important to adequately present the company to the market with a correct communication campaign through all the channels that the candidate can potentially use to get to know the organization.

The essentials



ITS company days

These are dedicated meetings between companies and students of the Foundation and have the aim of facilitating the matching between job offers and young people's applications.

Each company has the opportunity to present its organization, its values, the product / service / market context in which operates, the approach to human resource management and the professional profile sought (role in the company, responsibilities, tasks, skills required ..).

In turn, students have the opportunity to make themselves known by company representatives with synthetic ppt presentations through which they tell about their study pathway, their internship experience, their strengths and their aspirations and motivations.

These meetings greatly facilitate mutual knowledge and multiply student placement opportunities.



HOW TO INVOLVE EXISTING STAFF

Engage with your current staff early to build support for the recruitment activity. Integration between existing staff and potential supporting experts from the HISTEK Cluster is strongest when you involve your existing staff as much as possible from the start of the process. A dedicated meeting can be a nice way to help your existing staff and new recruits to get to know each other. It is important that you help existing staff to understand the need for CB recruitment and support them through the changes that might be needed to their working environment and ways of working, particularly if your organisation is recruiting from CB for the first time.

The essentials

Engaging early with your current staff is important to build support for the recruitment activity.

A dedicated meeting can be a good way to help your existing staff and new recruits to get to know each other.

Your existing staff might need support through changes to the working environment and their ways of working.

Best practice benchmarks

- ✔ Conduct an introductory engagement activity with the teams who will be welcoming CB recruits, to help staff feel involved.
- ✔ For example, asking them to contribute to the induction planning.
- ✔ Make sure you provide clear communication of the agreed organisational objectives and reasons for CB recruitment.
- ✔ Ensure communication and feedback channels are made available so staff at all levels have ways to raise concerns or discuss anxieties.
- ✔ Ensure strong and consistent messaging from the leadership team throughout planning and recruitment with CB recruits.
- ✔ Continue the dialogue over time so that teams stay engaged and up to date with the recruitment process and continue to see the benefits to them.
- ✔ Ensure you provide your existing staff and new recruits with informal opportunities to get to know each other.



Best recruitment channels to power up your hiring



THE ESSENTIALS

- Give the job proposal an eye-catching title
- Appeal to applicants' emotions
- Optimize the proposal with keywords
- Sell the position





HOW TO READ, INTERPRET AND SCREEN CVs

The screening and evaluation of CVs constitutes one of the most important activities in the Selection and Recruitment Process.



HR Specialists must carefully read the CVs to understand not only if the candidate has the required formal qualifications but also to start collecting all other information useful for the purposes of the evaluation.



Things to look out for in a CV

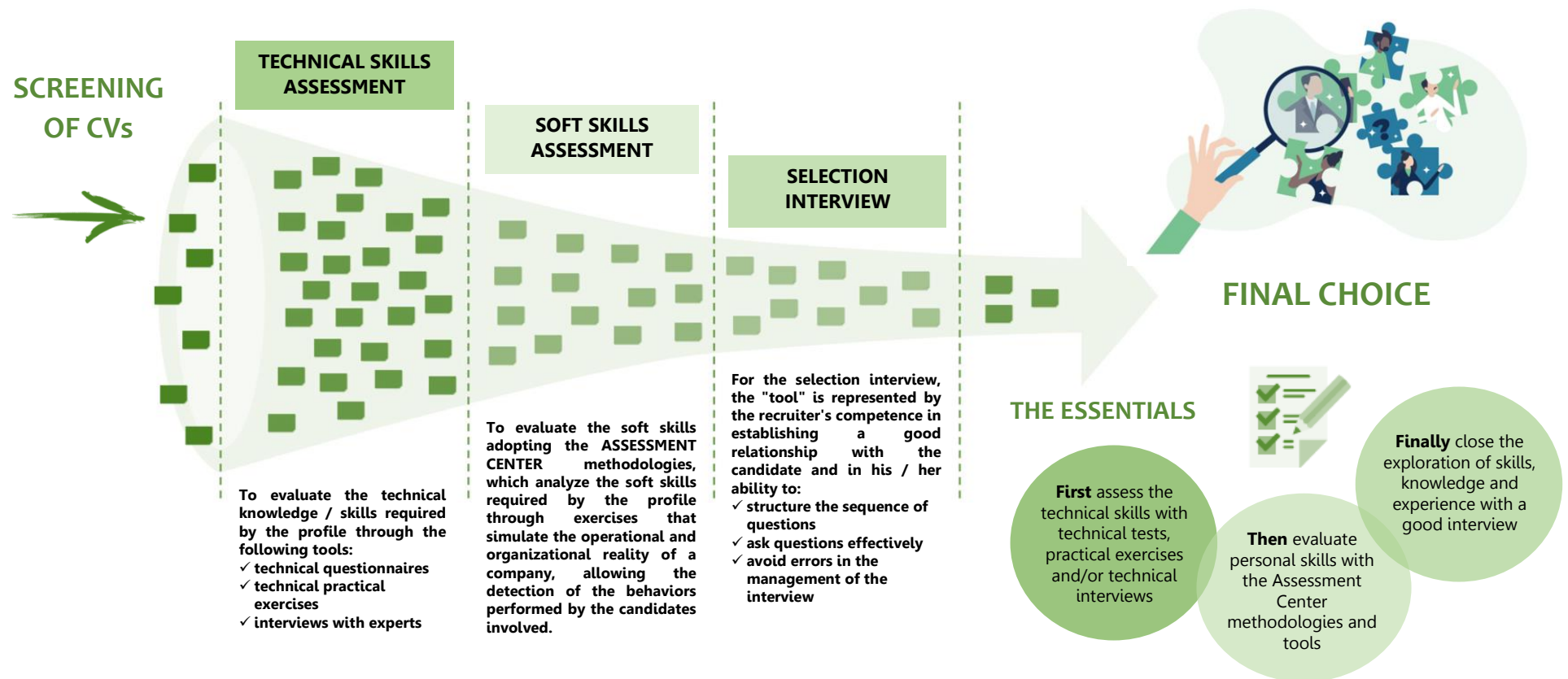
- Formal and informal educational qualifications
- Any kind of professional experience (informal, occasional, part-time, etc.)
- Preferable school subjects and contents in relation to the job or to the apprenticeship or internship
- Clarity of depiction and briefness
- Unexplained breaks in Service and Education
- Extent of customization to the job applied
- Quality of the CV: mode (style), spelling errors, verbosity
- Balance between education, professional experience and personal interests

RECRUITMENT





THE RIGHT TOOL FOR EVERY STEP OF THE SELECTION

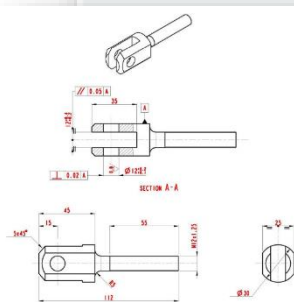
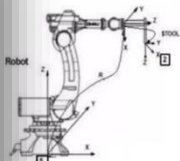




HOW TO ASSESS TECHNICAL SKILLS

TECHNICAL TESTS

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Evaluate the technical knowledge of the candidates through specific technical tests

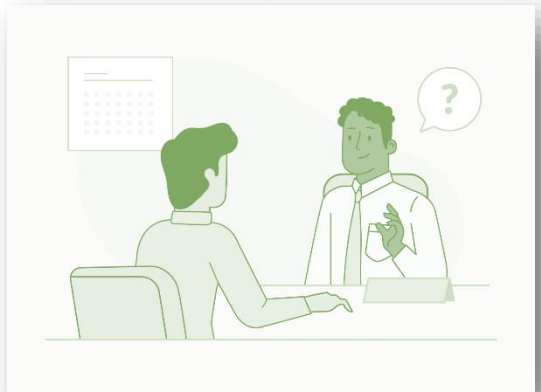
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The partners of the HISTEK Cluster, (especially Educational Institutions), can provide SMEs with a specific support in elaborating technical tests for the selection process



In addition, it is possible to ask the candidate to perform a practical test directly on a workstation

The evaluation of the candidate's technical knowledge can be completed with a short final interview by the company's experts in the area of specialization of the profile sought





HOW TO ASSESS SOFT SKILLS



ASSESSMENT CENTER TOOLS to support decisions....

The assessment center (AC) method involves multiple evaluation techniques, including various types of job-related simulations, and sometimes interviews and psychological tests. Simulations are designed to bring out behavior relevant to the most important aspects of the position or level for which the assessed candidates are being considered. These aspects (competences) of the job are identified prior to the assessment center by analyzing the target position. A job analysis procedure identifies the behaviors, motivations, and types of knowledge that are critical for success in the target position. During assessment, the job simulations bring out assessed candidates' behavior or knowledge in the target dimensions.

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What are the AC tests?

In the AC method, tests are used as a **stimulus** capable of soliciting those specific skills required by the role, so that everyone can express their potential. Through the tests, the Assessors take a picture of the behavioral style that the person could tend to adopt at work.

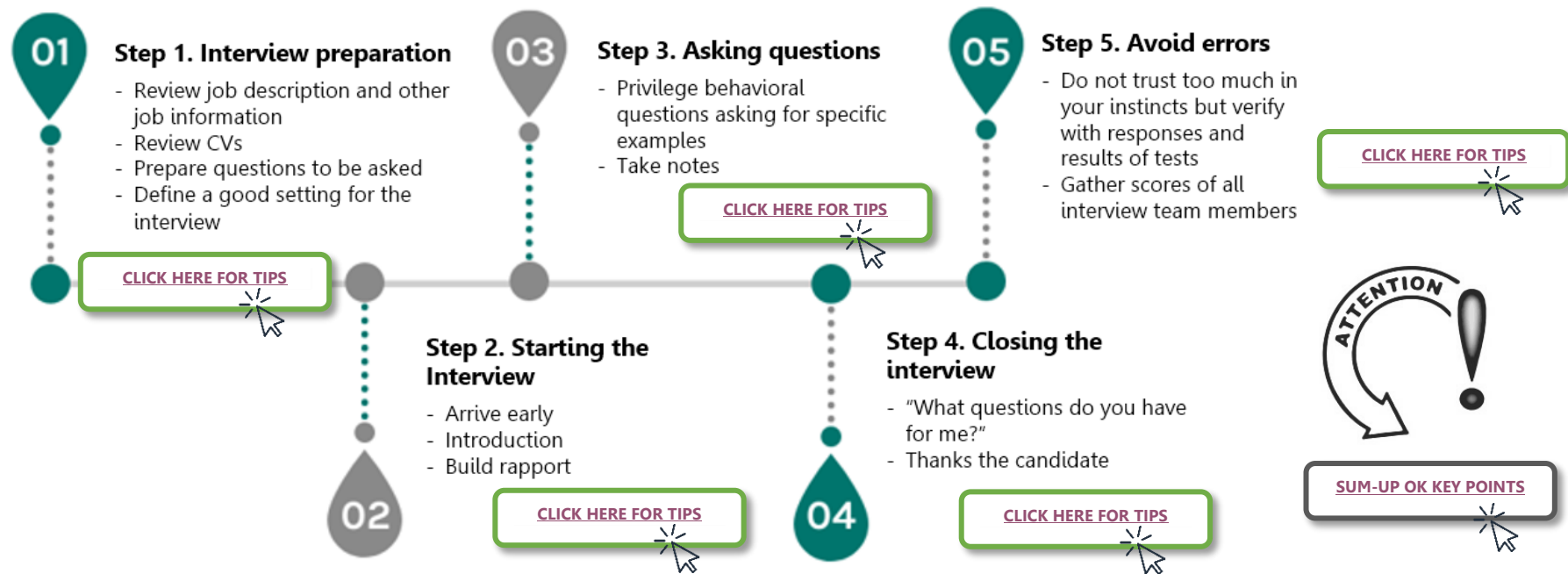
That **behavioral style observed**, in fact, is supposed to be predictive of the same style that the person will adopt in the future in the face of similar situations. It is important that the tests are plausible and distant from the participant's organizational context, so that the person does not rely on experience in expressing their abilities, but can exercise their **potential**.

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SELECTION INTERVIEW

INTERVIEWING ROADMAP: KEY ASPECTS TO TAKE IN MIND





THE SKILLS OF A GOOD RECRUITER

The selection interview is one of the crucial stages of the entire recruitment process. Through this tool, it is possible to explore all the useful aspects to evaluate the match between the person and the role that he / she will have to cover in the company.

The preparation of the recruiter in this step is essential to create a relationship with the candidate as effective as possible, giving him/her the opportunity to fully highlight all the personal characteristics (knowledge, skills, personality traits ...).

The success of the interview is essentially based on the professionalism of the recruiter and on his/her ability to evaluate as objectively as possible, putting aside superficial impressions that can create inferences, undermining the effectiveness of the evaluation.

- ✓ **Communication** (knowing how to relate to candidates by phone, by e-mail, face to face)
- ✓ **Empathy** ("putting yourself in the shoes of", or understanding the moods and body language of the candidates and the needs of the company)
- ✓ **Listening** (knowing how to listen attentively and actively so as to better understand the interlocutor)
- ✓ **Building relationships** (being able to establish trusting relationships with the candidate)
- ✓ **Organizational skills** (knowing how to organize the selection process competently and efficiently)
- ✓ **Marketing** (knowing how to sell your company well to the candidate but also knowing how to negotiate the hiring of a good candidate with the company)
- ✓ **Team working** (knowing how to confront and collaborate with the selection team)
- ✓ **Social media** (knowing how to use social media effectively representing the corporate brand to the outside world)
- ✓ **Decision-making and analytical skills** (knowing how to choose the best candidate)



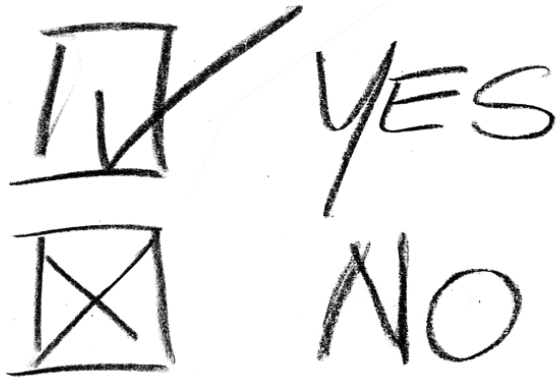
REPORTING PHASE



Every selection process should lead to a concise but effective report. There are many different templates for the reporting, but they should include at least the following items:

- 1) The data of the candidate
- 2) The data of the recruiters
- 3) Dates and duration of the selection process
- 4) Results of the technical tests
- 5) Results of the interview, and in particular:
 - Punctuality
 - The knowledge of the company that the candidate possessed before the company was presented to him/her
 - The interests about the company's business, its products and services and its organisation, overall,
 - The job contents on which (s)he demonstrated to be particularly interested
 - The questions (s)he asked regarding the job itself, the general premises in which the job should take place, the team that (s)he will be working in and the outputs that the specific Area delivers
 - The training path carried out by the candidate (institutional education and further training courses)
 - Any previous working experience subdivided in two parts: relative or not to the specific job
 - The points of strengths and the points of weaknesses regarding the specific job,
 - The quality of his/her communication skills (clarity in expressing himself/herself, punctuality and precision in the responses, openness in responding to personal questions),
 - The level of motivation perceived by the candidate,
- 6) The overall impression of the candidate.

FEEDBACK TO CANDIDATES



To the candidates selected for hiring, internship or apprenticeship, a dedicated communication should be foreseen to inform them about the company decision.

The main communication contents should be:

- 1) That they have been selected among various candidates
- 2) That the company is very pleased and satisfied to have a second interview with the candidate in order to confirm the interest for a probable and not just possible hiring or internship
- 3) That the Line Manager would like to review and further discuss some aspects regarding the candidature
- 4) That some formal and legal aspects should be shared and discussed more in detail before the final hiring takes place.

It is of the outmost importance the presence and active participation in the second interview of the Line Manager or the Responsible under whom the candidate will work.

The feedback interview should be more friendly and informal with respect to the first one. Interviewers should clearly express their satisfaction to see again the candidate and describe in detail the reasons why the candidate was chosen. The atmosphere should be very positive and should clearly create a general environment projected to the future collaboration.

Previously, the interviewer in collaboration with the Line Manager should have prepared a series of very specific questions in case they wish to further understand the eligibility of the candidate for the job.

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5 Tips to Create Your Recruitment Report

A recruiting metrics dashboard is a powerful tool. When designed in the right way, it helps you to evaluate how effective the recruitment process is, what are the actual impacts on the work organization and how much the desired results have been achieved.

To guide you towards successful hiring reporting, here are five essential steps to consider:





WELCOME IN THE COMPANY AND INDUCTION

The first six months in a new role typically influences whether a recruit stays for the long term, making the professional support crucial for the induction. Integrating the new hires into your organization and setting out what is expected in a clear and consistent way can help the settling-in process. Effective mentoring, professional support and a supportive learning environment will enable them to be as productive as possible in their roles.

A well- established **corporate induction program** should be elaborated, organized and delivered. A **welcome program** to the company must be defined (presentation of the mentor / tutor, company visit, transfer of the main information regarding safety in the workplace ... etc). Your initial focus will be on providing professional specific training and education and supporting him/her to adjust to new systems and ways of working. Be mindful that you may need to adapt your training if they are unfamiliar with technical language or equipment that they will be using.

The essentials







COMPANY WEBSITE FOR RECRUITING

A corporate website is a low-cost first step in your employer branding. It's a passive (yet incredibly effective) means of recruitment. The first thing candidates look for when they find your job post is to check out your website.

Not only does a corporate website give you credibility as a business, but it can be a great way to market your company to potential clients and employees.

Include a separate “Career Opportunities page” so that organic visitors, who like the look of you, can see any available opportunities, and if you aren't actively recruiting, make it clear that you positively encourage proactive job seekers.

In addition, it is useful to set up the analysis of the career page so that you can analyze how it is used. By introducing Google Analytics on each page of the website, it is possible, from the analysis of the data, to understand how many accesses occur per day and which offers receive the most attention.

Finally, optimize your site for mobile use: 45% of job hunters look for jobs daily via their mobile phones and 77% of them will apply via their phone if they can.

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HOW TO USE SOCIAL MEDIA TO RECRUIT AND HIRE

Online recruiting is all about finding quality candidates and making connections with them. And social media is where people hang out online to express ideas and interact with each other.

Sites like LinkedIn, Facebook, Twitter and a handful of others offer recruiters a tremendous opportunity to connect with candidates – many of whom would never be found through traditional sources.

Most companies use social media to recruit candidates but not all are doing it successfully.

Every company should develop its own unique social media recruiting strategy. Here are a few basic tips your company can use to get started:

- **Participate in the right conversations.** The key to recruiting on social media is to cut through the noise and find the right people. Being active in LinkedIn groups and using hashtags are great ways to get your job openings in front of candidates you want to apply.
- **Take a soft approach and promote your culture.** Social media recruiting goes beyond posting open roles from company accounts. You should also share content that shows your company is a great place to work so you can organically attract candidates. People love talking about companies with unique cultures so this type of content often gets a lot of shares.
- **Involve every employee.** You likely have some social media power users in your workplace. Encourage your entire staff to share openings and, in general, be an evangelist for your brand on social media. Some companies have strict social media rules but allowing your employees to talk about their work experiences in a responsible manner can pique the curiosity of a potential candidate.
- **Help your recruiters grow a social media presence.** Corporate accounts can only accomplish so much. Individual recruiters can make person-to-person connections with candidates but should first know social media best practices and use their accounts on a regular basis.

LinkedIn recruiting tips

Out of all the social media networks, LinkedIn is of course the best one for recruiting. Nearly everyone with an established career has a profile on the “World’s Largest Professional Network.”

You can use the site to attract active candidates and connect with passive ones. Here are a few tips for getting started at LinkedIn recruiting.

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- **Fully complete your brand page.** A completed company page shows up in LinkedIn search results and gives you the opportunity to showcase your company culture. Job searchers will find the page, see your openings and learn everything they need to know about your organization.
- **Use filters to find the right candidates.** Since there are so many people on LinkedIn, recruiters are able to use filters to find potential candidates. For example, you can search by location, current and past company, years of experience, and a number of other factors that help you zero-in on candidates who check all the boxes.
- **Reach out with a personal touch.** Experienced and talented people hear from a lot of recruiters on LinkedIn. Don't copy and paste the same message to everyone you try to connect with. Instead mention what about the candidate caught your attention and makes you think they would be a good fit for your company.

The benefits of social media recruiting

The idea businesses can recruit and hire using social media is no longer a gimmick. It's now a vital channel for sourcing candidates and promoting company culture. Here are some benefits of using social media in your recruiting efforts:

- **Reach the elusive passive candidate.** Social media is the best way to find and connect with passive candidates. LinkedIn is essentially a directory of professionals organized by industry, company, job title and a number of other categories.
- **See talent and passion firsthand.** Many people use social media to make it known they love their career. You can find passionate people and learn what amazing work they've done and creative ideas they have.
- **Get resumes details without a resume.** On LinkedIn, and to some extent Facebook, you can view a person's complete work and education history. You'll know if a candidate has the experience the role calls for before you reach out to them.
- **Find a great culture fit.** Social media allows you to learn what a person's hobbies are and even conclude what sort of personality they have. You can find candidates who are skilled and will also be a good fit for your workplace.
- **Filter out bad candidates.** Some people behave poorly on social media. You can determine if a potential candidate has a bad attitude by seeing what they share online.
- **Save money.** Unless you promote job openings through paid campaigns, social media recruiting is completely free.

Create a social media recruiting strategy

What works for one company, doesn't always work for the next. Create a social media recruiting strategy that makes sense for your company and the roles you're hiring for. Make it an extension of your broader recruiting and social media strategies so your entire company continues to operate like a well-oiled machine.

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PROMOTION DAYS IN SCHOOLS

To present job opportunities in schools is a very important marketing opportunity for companies.

Creating a persuasive message around your job offer that will resonate with your potential candidates' needs and expectations will encourage them to take action. Interesting videos and catchy slogans should be aligned around the goals that you want to achieve.

Content builds relationships. Relationships are built on trust. Trust drives revenue.

~ **Andrew Davis**

The video should be mainly focused on:

- Presenting your company/sector
- Promoting your recruiting opportunities (international business volunteers, graduate programmes, internships and full-time jobs)
- Promoting your company challenges

Promotion days in schools can allow students to learn from employers about work, employment and the skills that are valued in the workplace.

Students and new graduates who are about to start a career will get a comprehensive picture of the world of work, its dynamics, and job seeking strategies, while companies looking for talent may find the most suitable candidates for the positions available.

Orientation workshops and seminars can be also planned by companies in order to support potential candidates to learn how to write an effective CV and get expert feedback. This can be a great way to start getting in touch with potential candidates and evaluate their characteristics for further selection purposes.



TIPS FOR SCREENING CVs

One can use these considerations and others to guide a thorough evaluation of the competitiveness of applicants.

- Allot sufficient time to screen all CVs at once.
- Create a rating standard that you will use throughout the CV review and avoid ranking candidates from best to least, 1 to “n”.
- Review the position description before reviewing applicant materials.
- Review the advertisement for the vacant position.
- Use a predetermined screening instrument to evaluate candidates against objective criteria.
- Make comments, notes, or other observations on the screening instrument about each candidate. This will be a useful reminder when you meet the candidates.
- Use an agreed-upon rating scheme. For example:
 - Yes = consider further; Maybe = hold; No = do not consider further;
 - 1= very qualified; 2 = qualified; 3 = not qualified;
 - 1 = poor → 10 = best.
- Avoid the applicant’s gender or other personal information to limit biases.
- On your first evaluation, do not overemphasize the format or writing style of the CVs; look instead for the quality of the content.
- Compare stated education and experience requirements with those listed on the CV.
- Compare the internship experience to the position for which the candidates are applying (e.g., positions in similar industry, similar responsibilities, etc.); length of time in each position;
- Look for an excessive number of jobs experiences in a short time.
- Notice whether there is a career pattern, and industry pattern, or a random collection of past jobs.
- Note special skills or intangible characteristics or experiences not required for the position and add these to comments (e.g., familiarity with certain computer software, different certifications, etc.); however, do not use such preferential criteria to qualify candidates.
- Make a list of questions about applicants that arise from reviewing their CVs.
- If necessary, screen the top group again to narrow down the candidates further.
- Group résumés into piles of yes, no, and maybe candidates. (if you have too many “yes” candidates, you might review the “yes” pile to narrow it down to a more manageable number. In addition, if you do not have sufficient “yes” candidates, re-review the “maybe” pile to see if you can increase the size of the pool of those considered).
- Share your grouping with the selection committee.

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HOW TO CLASSIFY CVS ON THE BASIS OF THE NEEDS OF THE ENTERPRISE PER PROCESS AND/OR FUNCTION

After having done the first screening of CVs on the basis of the criteria listed in the previous paragraph a further screening and classification of CVs should be done in order to be consistent to the job or to the internship / apprenticeship for which individual candidate. Not all CVs are appropriate or potentially fitting to any job. It is a task and responsibility of the HR Specialist to differentiate and, eventually, separate CVs on the basis of the job specification and the job description for which there is a job vacancy or the opportunity for an intra-curricular internship all apprenticeship. The distinction and the separation of CVs should be done on the basis of the nature of the job that will be requested to be performed by the candidates and also on the basis of some fundamental technical and behavioural characteristics. For example, if the candidate should be working in an office environment in which there would be meetings, exchanges of information and documentation, team working, individual contribution, verbal or written, the candidate should have considerable communication and social skills. On the other hand, if the candidate should be working on the production line the ability to follow with accuracy and precision prescriptive operations, the ability to use specific tools and the predisposition in performing repetitive tasks constitute fundamental qualities for a position in the manufacturing process.

HOW TO PERFORM THE FINAL CLASSIFICATION OF CVS

The final classification of CVs is one of the most delicate and risky job activities that an HR Specialist could undertake. In any case, it is advisable to create a checklist or a grid with a point system (a scale from 1 to 5 is advisable, a scale with more levels of grading would be difficult in the distinction between the different levels). The main contents could be contained in a checklist and they might be:

- 1) The clarity of the CV
- 2) The fitting of the CV with the job specifications and the job description
- 3) The behavioural and the communication skills listed of the potential candidate
- 4) Other important aspects such as the knowledge of English, the driving licence and availability to travel and work in transfer and abroad
- 5) The interest or enthusiasm by the candidate has shown in her / his CV for the specific job and for working in the specific enterprise (expressed eventually at an attached letter to the enterprise which would mean a significant interest for the opportunity in being hired by a specific enterprise.
- 6) Any previous working experience: it should not be a decisive criterion for any final choice but it should be taken into account as an asset for the preparation and understanding in being productive and performing in well-defined organizational structures.



TECHNIQUES FOR PREPARING TESTS/QUESTIONNAIRES

What types of tests / questionnaires can be used for the detection of candidates' technical skills; when the different types can be adopted; how to create tests / questionnaires for the detection of candidates' technical skills; what data is collected and how to evaluate it. The preparation of tests and questionnaires is a fundamental activity for selecting the most eligible candidates for the specific job or internship. The preparation of tests and questionnaires may take a considerable time of the HR Specialist and, of course, of the Line Managers of the Area in which there is a job or internship vacancy. Hence, a solid knowledge and understanding of the techniques for the development of tests and questionnaires is very important.

The most common types of tests and questionnaires are the following:

- 1) Multiple-choice questionnaires. Their reliability depends on how the questions are formulated and on the number of different options of answers to the questions (3, 4 or 5),
- 2) True/false questionnaires. They have the defect that there is 50 % of chance to get the right answer without knowing it,
- 3) Short questions (or short answers). They refer to the solution of a short problem and they are normally used to assess the level of knowledge and understanding of the candidate regarding general or specific problems related to the Organisational Structure of the enterprise, to a specific process or, even, to a specific job,
- 4) Long questions (or long answers). They are used, normally, for solving a complex problem for which a lot of reference knowledge is required- They can provide valid information about the problem-solving abilities of a candidate, but also her/his way to express herself/himself, to identify some original and creative solutions or to follow alternative paths or solutions to solve a problem. Since they require a long time to be answered they are not normally used in the enterprises for Selection and Recruitment unless the enterprise has decided to undergo a very extensive process of Selection. Normally they are not recommended for internship and apprenticeship Selection Processes
- 5) Essay questions (or Case Study questions) in which the candidate is provided with a text on which (s)he should provide valid answers or elaborate further information. They normally test the ability of a candidate to understand a text, to elaborate and combine different pieces of information provided by the text and to check the overall knowledge of a candidate regarding a specific market, the state of the art tendencies in the technological evolution and innovation related to enterprises and the ability to foresee and forecast evolutionary tendencies, alternative strategies and comprehensive solutions regarding the challenges and issues presented in the Case Study.

It is of the utmost importance that independently of the type of test or questionnaire a clear grading of each response should be defined and communicated to the candidate in advance. Normally, the specific weight of the grading of each answer should be indicated at each questionnaire or test separately. For example, a multiple-choice questionnaire should count for 50 % of final grading and the answers to the Case Study should count for the remaining 50 %.

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HOW TO PREPARE GENERAL TECHNICAL TESTS BY MEANS OF VARIOUS TYPES OF QUESTIONS

Technical tests are normally very specific to the job tests. Such tests should be prepared with the collaboration of the Line Manager or the Supervisor of the Organisational Unit or Area in which candidates will have to work and operate during their internship / apprenticeship. It is advisable that such tests are based on either multiple choice questions (with only one correct answer among 4 or 5 different answers) or, in order to have a simplified form of a test, on the basis of yes / no questions. Managers should keep in mind that the yes / no questions have a 50 % probability to guess the correct answer without really knowing it, whereas 4 or 5 possible answer multiple choice questions have 20/ 25 % of probability to guess the correct answer without knowing it. Hence, the latter ones are strongly preferable.

Some tips for preparing technical multiple-choice questionnaires:

- 1) First of all, 1 of the 5 options should be the answer “I do not know” in order to give the opportunity to the candidates to state honestly and clearly their inability to answer to specific technical questions.
- 2) The correct answer. Please, make sure that the correct answer is not the longest one, or the most detailed one or the one that contains specific contents or units of measurement that are not included in the other questions.
- 3) The close to the correct answer but, in any case, a clearly incorrect one:
 - This answer should be very near to the correct one but it should contain some technical error quantitative or qualitative (such as the final value of a process calculation, the units of measurements, some of fundamental technical variables contained in the question, etc.).
 - This possible answer should be quite distant from the correct one i.e. it should contain some aspects which are not really related to the correct answer to the question or it should be missing some fundamental variables related to the correct answer to the question.
 - That answer should be quite irrelevant to the question. It should be formulated in such a way that it should be excluded by the candidate after a quick first reading of the question itself and the possible answers. Hence, it should contain values, variables, units of measurements or other technical aspects that have very little to do with the answer to the question.

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HOW TO PREPARE PROCESS/AREA/OFFICE DEDICATED SPECIFIC TESTS

As far as process/area/office dedicated specific tests, the fundamental criteria for the development of the tests are the same but the questions should be based on the following schemes. For example:

- 1) Which are the key processes in a manufacturing company: a. b. c. d.
- 2) Which are the key processes in a service company: a. b. c. d.
- 3) Which is the correct sequence of activities in order to assemble correctly (or to perform) correctly the following operation: a. b. c. d.
- 4) Which are the main types of professional maintenance: a. b. c. d.
- 5) Which is the main difference between programmed maintenance and maintenance on conditioning: a. b. c. d.
- 6) Which are the main activities of a Technical Office in a manufacturing company: a. b. c. d.
- 7) Which are the main types of quality control tests: a. b. c. d.
- 8) Which are the main activities in inbound Supply Management: a. b. c. d.
- 9) Which are the main activities in a SMED (Single Minute Exchange of Dye) setup project: a. b. c. d.
- 10) What should you observe on the production line before you start the activities related to your job position: a. b. c. d.
- 11) Which are the fundamental environmental and safety precautions you should respect at your job position: a. b. c. d.
- 12) Etc.



ASSESSMENT CENTER METHOD

HOW AN ASSESSMENT CENTER WORKS

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The **Assessment Center** is considered the **optimal method for evaluating soft skills**. It involves multiple evaluation techniques, including various types of job-related simulations, and sometimes interviews and psychological tests.

Simulations are designed to bring out behavior relevant to the most important aspects of the position or level for which the assessed candidates are being considered. Known as “dimensions” (or competencies) these aspects of the job are identified prior to the Assessment Center by analyzing the target position. A job analysis procedure identifies the behaviors, motivations, and types of knowledge that are critical for success in the target position. During assessment, the job simulations bring out assessed candidates’ behavior or knowledge in the target dimensions.

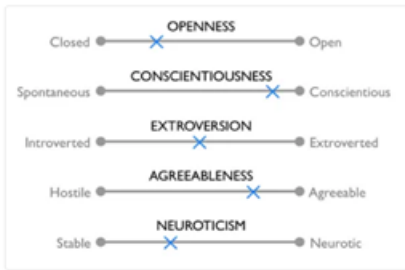
A traditional Assessment Center involves six participants and lasts from one to three days. As participants work through the simulations, they are observed by assessors (usually line managers) who are trained to observe and evaluate behaviors. Assessors observe different participants in each simulation and take notes on special observation forms. After participants have completed their simulations, assessors spend one or more days sharing their observations and agreeing on evaluations. If used, test and interview data are integrated into the decision-making process.

The assessors’ final assessment, contained in a written report, details participants’ strengths and development needs, and may evaluate their overall potential for success in the target position if that is the purpose of the center. Perhaps the most important feature of the assessment center method is that it relates not to current job performance, but to future performance. By observing how a participant handles the problems and challenges of the target job (as simulated in the exercises), assessors get a valid picture of how that person would perform in the target position.

Training managers to be assessors increases their skills in many other managerial tasks, such as handling performance appraisals and conducting coaching and feedback discussions.

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OVERVIEW OF THE TOOLS

TYPES OF TESTS	INDIVIDUAL		COUPLE	GROUP
	IN TRAY	CASE STUDY	PRESENTATION	WITH FREE ROLES
WHAT IS ABOUT?	It is an individual role-playing test, where the candidate has to face operational decision-making problems in a concrete and real way	The test consists in providing a series of information that the candidate will have to analyze in order to then elaborate decisions to be presented in a potential technical committee.	During this test the candidate plays a role in an individual interaction with a 'character'. Typically a boss / employee relationship is simulated, in which the employee must analyze data and present results. The character, specially trained, interacts with the candidate, asking questions and / or presenting objections, on the basis of a semi-structured script.	It consists of a free group discussion on one or more assigned themes, relating to a general context of the company, the world of work, daily life, etc., or on short operational cases whose solution is very open
TO ASSESS WHICH SKILLS?	Adopted to observe the following skills: <ul style="list-style-type: none"> Speed and accuracy Analysis of information Planning Prioritization Decision making Management time Evaluation of situations Effective use of time 	Adopted to observe the following skills: <ul style="list-style-type: none"> Analytical and logical analysis of problems Formulating a decision and committing to a decision Interpreting a lot of data in various formats from various sources Oral communication skills for presenting recommendations 	Adopted to observe the following skills: <ul style="list-style-type: none"> Analytical skills Ability to synthesize Problem solving Decision making Preparation of reports Communication Assertiveness Stress management 	Adopted to observe the following skills: <ul style="list-style-type: none"> Team work Negotiation Cooperation Communication Leadership Problem solving Flexibility to change
TYPES OF TESTS	PERSONALITY TESTS		NEGOTIATION	WITH ASSIGNED ROLES
WHAT IS ABOUT?	These tests generally explore the following macro dimensions of the candidates' personality:		Test carried out with two people who are assigned roles or tasks. A classic example is the negotiation during which one person plays the role of the seller and one the role of the buyer.	A stimulus-situation is created, where each participant is assigned a role to assume in order to achieve an individual goal, but through an agreed common goal.
TO ASSESS WHICH SKILLS?			Adopted to observe the following skills: <ul style="list-style-type: none"> Listening skills Analytical skills Communication skills Control of emotions Stress management Problem solving Persuasive skills 	They aim to highlight the behaviors held within an organization and a specific role in dealing with a problem whose solution depends on collaboration with other people and other roles. Adopted to observe the following skills: <ul style="list-style-type: none"> Persuasion Assertiveness Cooperation Problem analysis and solution Communication Leadership Team work flexibility



TECHNIQUES FOR MANAGING INDIVIDUAL INTERVIEW

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STEP 1. INTERVIEW PREPARATION: POINTS OF ATTENTION

Before starting an interview process make sure that the following activities have been successfully completed:

- Sharing the final (most updated) Job Description with the Line Manager(s)
- Share (and eventually review the Job Specification(s) with the Line Manager(s)
- Interviewers need to be provided with a job description & specification of the requirements of the position to allow a better choice of job-related interview questions
- Having completed the screening of the CV's (read the candidates' curricula very carefully before the meeting, underlining and making notes on the aspects that it is useful to deepen during the interview)
- Having prepared, scheduled and organized the various interviews

QUESTIONS TO BE ANSWERED BEFORE THE INTERVIEW

- ✓ *What are the critical skills for the position / job?*
- ✓ *What are the attitudes that best describe each of the competences?*
- ✓ *Which questions (content and modalities) will help to identify the required aptitudes / skills?*

QUESTIONS TO BE PREPARED BEFORE THE INTERVIEW

- ✓ *Choose questions that lead to the creation of a relationship between candidate and recruiter*
- ✓ *Choose questions on behaviors and on hypothetical actions and not on opinions*
- ✓ *Prepare questions that can help you investigate the sphere of values and motivations, stimulating the description of past actions and / or past decision-making processes*

To prepare your questions, thoroughly review all candidate information. Focus on relevant experience, as well as any potential weaknesses a candidate may have against the ideal candidate profile. Present the questioning in an organized manner to help generate concise, relevant answers.

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Selection Committee

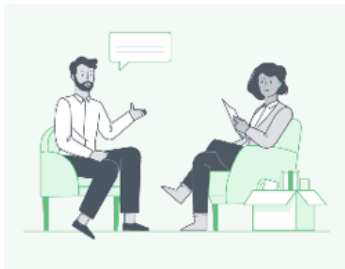
- Share a good organization, have a common approach and maintain an open dialogue among committee members
- The committee should discuss beforehand who will be responsible for which areas of the interview based on interest/experience in that facet of the profile
- Any member should feel free to ask follow-up questions as needed.
- To avoid possible division on the choice of the candidate, maintaining an open dialogue between committee members throughout the process is extremely important, from the preparation to selection stages.

Setting for the interview

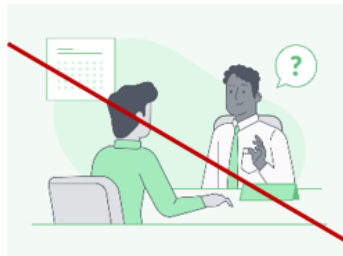
Preparing an adequate setting for the selection is another important precaution to favor the success of the interview. Selection committee interviews can be far more intimidating for a candidate than a one-on-one interview format. The resulting discomfort can distract from a candidate's potential strength or weakness, hindering the committee's decision. Reflect on different aspects of the meeting. The first is simply the seating arrangement. In both cases (one to one or jury) it is useful to avoid a "teacher / student" or "jury" setting, with the members of the commission pitted on one side of the table in front of the candidate. Choose a location that gives a good impression of your company. You'll need it to be quiet, professional and free from distractions. You might also need a waiting area and refreshments.

ONE TO ONE INTERVIEW

YES



NO teacher/student setting



SELECTION COMMITTEE INTERVIEW

YES



NO Jury setting



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HOW TO CONDUCT AN EFFECTIVE INTERVIEW (THE EFFECTIVENESS OF INTERVIEWS)

There is a lot of controversy over the effectiveness of interviews as a final selection technique, and a lot of evidence to suggest that their effectiveness is poor, which is worrying and perhaps surprising, given how widely they are used and the extent to which companies rely on them.

A great deal depends on the **structure of the interview**. In particular, the research suggests that it is only structured interviews that are effective as predictors of future job performance. Indeed, they rank amongst the most effective selection techniques with a validity of 0.62. Unstructured interviews, on the contrary, have a much lower validity rating of 0.31 (Anderson and Shackleton, 1993).

Why are structured interviews so much more effective than unstructured interviews? Because it is easier to objectively compare the responses from a range of candidates when interviews are structured – they are all asked to respond to the same set of questions and their responses can all be rated on a standard scale. Where unstructured interviews are concerned, candidates are not necessarily asked the same set of questions. Comparing the quality of responses from one candidate to the next therefore becomes extremely difficult.

Structured interviews are seen as particularly effective when they are conducted as a behavioral interview (asking, for example, how in the past, the candidate displayed leadership skills, showed initiative or persuasiveness, for example) rather than as a situational interview (how the candidate says they would respond in a certain hypothetical situation) (Barclay, 2001).

The argument here is that it is difficult for a candidate to fake a response in relation to something they actually did in the past.

On the contrary, **when interviews are unstructured**, it is difficult to assess the responses given by candidates in any systematic manner. The process becomes highly subjective, and it is this subjectivity that reduces the validity of the process. Researchers have found that the subjectivity within the unstructured interview process takes a number of forms:

- **Expectancy effect:** interviewers develop an expectancy of the candidate based on prior information, for example from their application form. This expectancy, which can either be positive or negative, can cloud the interviewer's judgment of the candidate during the interview. This in turn can introduce 'confirmatory information-seeking bias', where the interviewer deliberately sets out to use the interview to confirm their prejudgment of the candidate.
- **Primacy effect:** interviewers tend to be much more strongly influenced by what the candidate says at the start of the interview than later on, and they will make decisions on candidates within the first few minutes of the interview. One study conducted over a 10-year period at McGill University suggested that interviewers make up their minds on candidates, on average, within the first four minutes of the interview. Interviewers then use the rest of the interview to confirm the snap judgments made early on.
- **Contrast effect:** where the previous candidate was exceptional, this can lead to the following candidate being rated poorly. Conversely, where the previous candidate was exceptionally poor, this can lead to the following candidate being given a high rating.

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- **Quota effect:** in some instances, interviewers have to fill a quota of successful candidates. If this quota is filled early on, candidates interviewed later on in the process are less likely to be successful, irrespective of their performance relative to earlier candidates.
- **Similar-to-me effect:** this refers to the phenomenon of interviewers preferring candidates who have similar biographical background and attitudes to themselves. Such a situation leads to the potential for race, age and gender bias.
- **Personal liking bias:** where an interviewer develops a personal liking for a candidate on the basis of non-relevant common ground (sporting interests, for example) irrespective of the candidate's suitability for the job.
- **Physical cues:** for example, wearing glasses is often equated with intelligence.
- **Ability to recall information:** in an unstructured interview situation, interviewers are in the position of having to think up the next question, while simultaneously attempting to commit to memory the answer the candidate is giving to their previous question. As a result, it becomes extremely difficult for interviewers to recall information once the interview has been completed, particularly in instances where the interview is conducted on a one-to-one basis. The result of this information recall problem is that the interviewer will end up making decisions on candidates on only a fraction of the information imparted.

In sum, unstructured interviews can more easily induce evaluation errors thus many experts argue that they should not be used to make final selection decisions. However, the majority of companies continue to use unstructured one-to-one interviews as a basis for assessment, despite the fact that they are a poor predictor of future job performance.

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STEP 2. STARTING THE INTERVIEW: POINTS OF ATTENTION

→ BREAKING THE ICE



In this phase it is crucial to create a positive relationship between the recruiter and the candidate. Keep in mind that the recruiter represents the company so the impression will make to her/him is the impression that she/he will have on the company overall. It is of the utmost importance to be professional but friendly and to view the candidate as a person who could potentially offer significant added value to the company.

Some key questions for "breaking the ice":

- *Welcome to our company! Have you had any trouble in finding our offices?*
- *Is it the first time that you come in this area of the region/city?*
- *Did you have an easy trip?*
- *May I offer you a coffee, a tea or some water?*

(Offering something indicates not only the company's culture of welcoming outsiders but also the company's culture of dealing with its people in general. In the event that a candidate should remain on the company premises for a considerable period of time it is advisable to also offer lunch both in the company resraurant and via ticket).

Keep in mind that the more you put the candidates at their ease the more is likely that they will tend to speak more openly and frankly about their thoughts and inspirations.

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→ PRESENT AND PROMOTE THE COMPANY



Interviewers should be sufficiently prepared to effectively present their company, with its distinctive features, competitive advantages, and its culture and history. The business and management model is also very important.

In addition, it is also useful to include in the presentation:

- The main company results achieved over the years
 - Expansion strategies, models and projects
- in order to provide the candidate with a complete view of the company's prospects.

Aspects concerning:

- company policies on the management of people and development investments in training, salary and benefit policies
 - talent management policies and initiatives
 - job rotation opportunities between the different processes and key functions and on international projects and affiliated companies or partners
- should also be mentioned and valued during the presentation of the company at the beginning of the selection interview.

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STEP 3. ASKING QUESTIONS: POINTS OF ATTENTION

→ TELL ME ABOUT YOURSELF



This is one of the most delicate parts of the interview: candidates feel normally quite embarrassed to speak about themselves but it is essential for interviewers to get some idea about how candidates consider themselves in relation to a "global vision of life". For this reason, are listed herewith some fundamental questions regarding the personal perception of themselves and of life in a broader sense by the candidates. Hence, in this phase it is especially important to get to know the personality, the aspirations and the personal values of a candidate.

As a guide to the interviewers some fundamental questions are included in the following lines:

- Tell me about yourself?
- What are your career goals?
- Tell us which are your main weaknesses and the main qualities?
- Describe how you imagine a day's work in 3 or 5 years.
- What was the most difficult situation you have been faced with? How did you manage it?
- What was your biggest failure and your greatest success?
- What is your ideal job?
- In what occasions did you find yourself at odds with other people, and why?
- How do you take an important decision?
- What are your hobbies?
- Why did you choose such occasional occupations and not others?
- What were your main motivations for choosing an ITS course?
- What did you find as most interesting in your ITS schooling experience?

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- Which are the subjects or the courses that you found most interesting in your ITS course? Why?
- Which are the subjects or the courses that you found less interesting? Why?
- In which area or process you would prefer to work in an enterprise? Why?
- Are you informed about the business activities and the products that our company offers to the market? What is your opinion about them?
- Are you intending to follow a university degree after your ITS diploma? Which course would you choose?
- In what sense you think that your sport interests might help you in your professional career and experience?
- Are you available to travel and go on transfer for your work?
- Are you available to move abroad even for long periods for your work?
- How important are salary and benefits to you when choosing a job?
- How important is the quality of the job that you will be assigned to, the relative responsibilities and the corresponding discretion in the decision-making process?
- How much do you know about our company? Which are the aspects that you found more interesting or attractive for an internship or hiring opportunity?
- What aspects you might think that might inhibit your motivation or interest for the job we would intend to assign to you?
- What is your availability for shift work, overtime and weekend work?

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→ SPEAK ABOUT THE JOB AND ASK QUESTION REGARDING THE JOB



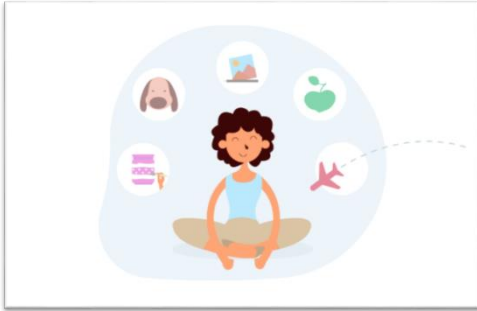
Interviewers should prepare in advance some questions regarding the job, its constituent aspects and variables and its organizational references. "Who should I refer to and ask for help if I have a procedural or conceptual problem?" is a very frequent question from candidates. All responses related to the job description and corresponding job specification should be discussed and decided with the line manager in order to create a complete correspondence between the responsibilities required by the job and the aspirations of the candidate.

In order to facilitate their task, some key questions are enclosed herewith:

- Do you know what the meaning of a value chain is?
- What are the key processes in a Manufacturing Company? And for a Service Company?
- What are the main activities of a manufacturing process?
- What are the main activities of a Supply Management process?
- What are the main activities of a Quality Control process?
- Do you know the main activities of a Technical Office and what is its mission?
- Do you know the main activities of a Maintenance Office and its mission?
- Do you know the main difference between Quality Management and Professional Management?
- What are the main characteristics of "Just in Time"?
- What are the main characteristics of "Continuous improvement"?
- What are the fundamental rules of health and safety?
- Do you know what is meant by the term "procedural analysis of specific operations"?
- Do you know, within the organization, who you should refer to in case you encounter a quality problem and to whom in case of manufacturing problems?
- Do you know what are the fundamental characteristics for defining the procedural aspects of a specific job?
- Do you know what are the main activities when you face an emergency situation regarding the Technical Office?
- Do you know what are the main roles of the Production Process and the Technical Office that must intervene together in the event of a production line emergency?

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→ DISCUSS ABOUT GENERAL INTEREST AND HOBBIES, AMBITIONS AND ASPIRATIONS



Particular attention should be paid in the interests and hobbies of a candidate.

This, not only because they may provide a lot of valid information regarding the personality, the attitudes such as perseverance, ambition and team spirit of the candidate but also because they can give us some important information about her/his perception relative to values and principles.

They can also provide the interviewer with important information regarding the cultural and social background of the candidate. Last but not least they can provide valid information regarding the candidate's perception of the concept of "work-life balance".

Some fundamental questions are included in the following lines:

- Which are your favorite sports?
- Do you prefer individual or group sports?
- How do you spend your free time?
- Do you go to the cinema? Which are your favorite movies?
- Do you like reading books? If yes, what kind of books do you prefer to read? Which is the book that you read most recently?
- Are you on Facebook, Twitter or Instagram or any other social platforms? Which are your favorite websites?
- Which kind of news do you normally search for on the web? Why?
- Which are your aspirations for the future? What would you like to do after 3- or 5-years' time? Why?
- Do you think there is going to be space enough in your free time to manage effectively your personal and professional interests?
- Do you ever go to the theatre?

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→ PRESENT AND DISCUSS SOME FURTHER INFORMATION ABOUT THE COMPANY: THE WORKING CONDITIONS, THE HEALTH AND SAFETY RULES AND OTHER IMPORTANT ASPECTS OF THE ORGANIZATION AND ITS LIFE ON EVERYDAY BASIS.



This is another important phase of the interview.

It is useful for providing important information to the candidate so as she/he will be able to understand and evaluate whether it will be easy or not for her/him to fit easily within the organization and be quickly integrated within the structure of the company.

Some tips:

- At the beginning of this interview, I presented you our policies and values. What do you think about them?
- Our salary and insurance policies are What do you think about them?
- Concerning fixed and variable salary policies, do you think that they are consistent with your potential role position?
- What do you think about our transfer policies?
- What do you think about our additional, personal insurance policies?
- What do you think about our package of benefits?

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STEP 4. WRAP UP OF THE INTERVIEW AND CLOSING-UP QUESTIONS & ANSWERS



At the end of the interview, the recruiter should take care to ask these final fundamental questions:

- Do you have any additional questions?
- Is everything clear to you regarding the job profile we are looking for?
- Are the tasks, roles and responsibilities clear?
- Do you think you are sufficiently motivated for this job?
- Why should we choose you?
- Is everything clear to you regarding all our values and policies, salary schemes and benefits?

Finally, the interviewer should thank the candidate and reassure him/her that (s)he will receive information from the company as soon as possible.

It is of the utmost importance that all candidates, independently of the outcome of their interview, receive, even by mail, a kind letter which communicates clearly the outcome of the selection experience for the candidate (independently whether positive or not).

It should also renew the appreciation for the participation of the candidate in the Selection Process. In case the candidate was considered a valid one but was not the first choice, in the letter it should also be mentioned that his/her candidature will be considered for future internship or job opportunities.

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STEP 5. AVOID SOME MAIN ERRORS

The perceptual variables may affect the ability of the recruiter to conduct a successful interview.

What to do in order to avoid distortions:

- Avoid the first impression and gather as much (behavioural) evidence as possible
- Separate the moment of the information gathering (focused on curiosity and openness) from the moment of the assessment
- Always check the insights (reformulate what is being said and ask for feedback)
- Learn how to distinguish facts from emotions, core values and opinions.

To do all that it is important to become skilled at the exercise of four valuable tools:

1. Active listening (it helps build and develop the relationship and it is a source for gathering valid information)
2. Learn to develop effective questions by asking them correctly
3. Assertiveness in managing the interview
4. Knowing how to recognize and manage the most typical cognitive distortions:
 - **Initial Impression:** Interviewer draws conclusions about a job applicant within the first 10 minutes of the interview.
 - **Halo Effect** occurs when the recruiters allow a single prominent characteristic of the candidate to influence their judgment on several items of performance appraisal during the interview.
 - **Over generalizing** is another common problem. An interviewee may not behave in exactly the same way on the job as during the interview. The interviewer must remember that the interviewee is under pressure during the interview.

SUM-UP OF KEY POINTS FOR A SUCCESSFUL INTERVIEW

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Things to do and to avoid before and during the interview

THINGS TO DO

- Carefully read the CV
- Prepare a job description and make a small table on the points that are satisfied by the CV of the candidate, those not satisfied and the points that require further investigation
- Prepare technical and behavioral questions to ask the candidate
- It's always better to manage the interview along with an HR specialist, after having shared who asks what questions
- Always put the candidate at ease. People tend to better express their thoughts and show their character when they feel at ease
- Take notes on the key areas
- Carefully observe the candidate, his/her gestures, his/her voice and facial expressions

THINGS TO AVOID

- Taking the selection interview lightly
- Participating in an interview without being properly prepared
- Not carefully observing paraverbal communication and body language of the candidate
- No seeking eye contact with the candidate
- Being too authoritarian and already pose as “leaders” or, even worst as “bosses”
- Not explaining and further delve with the candidate the expectations of the role
- Becoming too familiar with the candidate
- Preparing the interview without the cooperation of the HR Specialist

INTERVIEW EVALUATION TEMPLATE (EXAMPLE)

INTERVIEW EVALUATION FORM

CANDIDATE NAME						CONDUCTED BY		
INTERVIEW DATE			INTERVIEW START TIME			INTERVIEW END TIME		
POSITION TITLE						POSITION DEPT		
DESCRIPTION OF POSITION BEING FILLED								
DATE AVAILABLE						SALARY REQUESTED		
	N/A	POOR	FAIR	GOOD	EXCELLENT	COMMENTS		
LEVEL OF PREPAREDNESS								
PROFESSIONALISM								
WORK EXPERIENCE								
TECHNICAL SKILLS								
VERBAL COMMUNICATION								
WRITTEN COMMUNICATION								
INTERPERSONAL SKILLS								
RELEVANT EDUCATION								
ADDITIONAL EDUCATION								
REQUIRED CREDENTIALS								
OPEN TO LEARNING NEW SKILLS								
STRESS TOLERANCE								
TIME MANAGEMENT								
TAKES INITIATIVE								
WORKS WELL INDEPENDENTLY								
WORKS WELL AS PART OF TEAM								
ATTITUDE TOWARDS POSITION								
TOTALS	N/A	POOR	FAIR	GOOD	EXCELLENT			
COMMENTS Provide any additional comments to support your assessment and recommendation.								
RECOMMEND FOR HIRE			NOT A MATCH			DECISION NOT YET MADE		
INTERVIEWER NAME	TITLE			SIGNATURE		DATE		



TIPS FOR THE SECOND INTERVIEW

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Some good questions could be the following:

- 1) We would like to understand better ...
- 2) In our first meeting you clearly stated that....Would you explain please?
- 3) You know that among your tasks will be to do.....What do you think about it?
- 4) Do you feel prepared for performing this task? Do you think that you might need some additional training?
- 5) Is there something among your future tasks that creates concerns to you? Why?
- 6) Is all clear to you regarding the training on the job and the induction period?
- 7) Do you have any additional questions? Is there something else you would like to ask us?

The interviewer together with the Line Manager should illustrate all formal and informal conditions regarding the hiring, internship or apprenticeship and they should fix a final feedback communication.

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5 TIPS TO CREATE YOUR RECRUITMENT REPORT

1. Collect and curate your data

Before you start to physically compile your first recruitment report, it's vital to collect all of the data that you believe is relevant to your efforts, strategies, and initiatives. Once you've identified your potential data sources, you should examine each metric and omit any information that you deem to be surplus to what's required. Your 'cleaned' and curated data will form the foundations of your HR analytics report.

2. Set your primary recruitment aims

Once you've cleaned and curated your data, you will have the direction you need to define your primary (or broader) recruitment aims and goals.

While "improving your recruitment efforts" is undoubtedly your main aim, it's important to consider what your business needs to do to make it happen from a hiring and recruitment perspective.

For inspiration, your primary recruitment aims, or pillars, might be:

- We want to make the candidate experience
- We want to hire better, more relevant candidates for our vacancies.
- We want to reduce our annual recruitment spend by a specific percentage.

These examples give you an idea of broader recruitment strategy aims. Once you know what you're aiming for, you can refine these goals by taking the next step in the process.

3. Select the right KPIs

Remember – setting the right goals and targets is essential to recruiting analytics success. Once you've taken measures to curate your relevant data and set measurable hiring goals in a collaborative environment, you can use your KPIs to drill down further into your aims.

Armed with your aims and goals, you will be able to choose the right KPIs to help you track, measure, and monitor your efforts with pinpoint accuracy throughout the entire hiring journey and recruitment funnel. Doing so will ensure your data dashboards are optimized for success, covering every key aspect of your hiring and recruitment strategy.

For inspiration, you can start by considering the following points:

- How long does it take to hire employees?
- Is your potential candidate the right fit for the job?
- How much money are you spending on the entire hiring process?

- How efficient are you in the hiring process?
- How many candidates are applying for your job postings?
- Which places are the candidates looking for your job postings?
- How well does the new employee perform at the job?
- Does the job description that you provided with the listing accurately represent the actual job details?
- Is your recruitment journey engaging, transparent, and efficient?

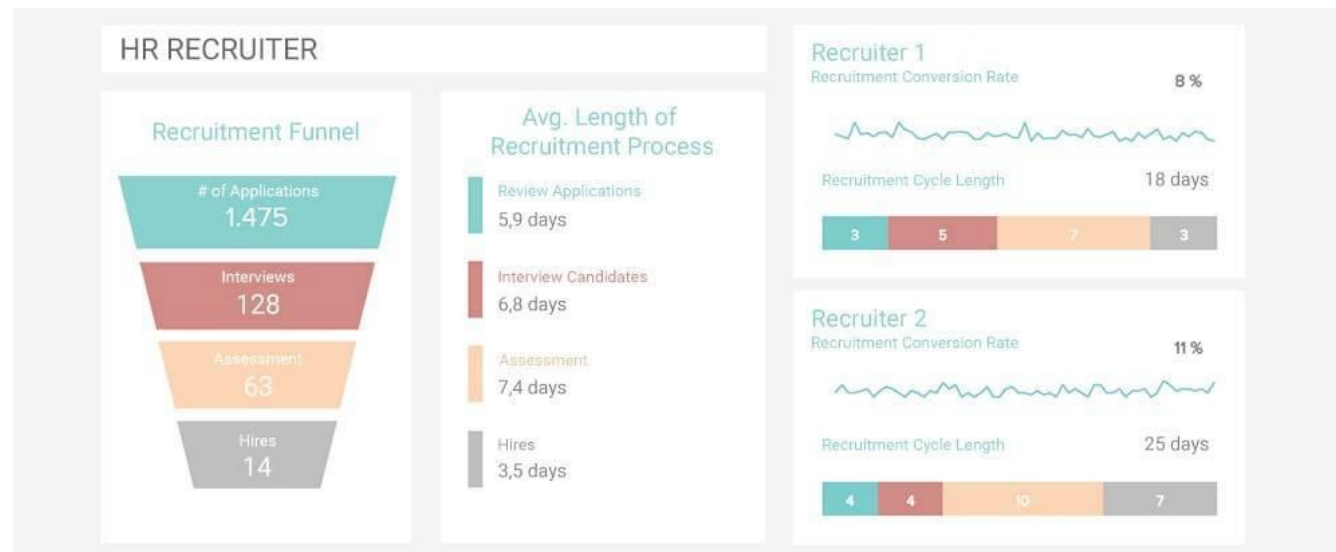
4. Consider your audience

Before you create your recruitment report in full, take a moment to consider who will need to use or extract information from it:

- Will it be aimed at a particular campaign or department?
- Will you be presenting your data to senior executives?
- Will internal parties need to gain access to your reports?

Take the time to answer these questions.

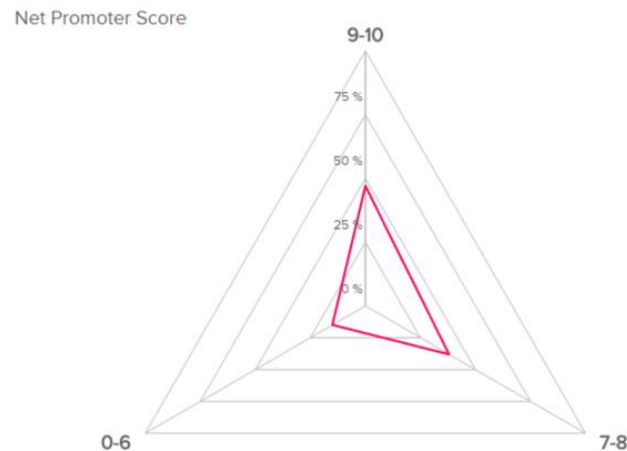
For inspiration on how to communicate your information to others within your organization, consider this example:



This particular recruitment funnel template above offers a comprehensive insight into each stage of the hiring process, providing key data on elements – such as the length of particular stages or cycles of the operation – while delivering metrics on the level of activity at each stage of the recruitment funnel.

Hiring manager satisfaction

This is an interesting metric that you should include because you want to be able to understand how satisfied your managers are in relation to employee performance. Again, you can measure this by using a net promoter score (NPS) approach:



If your managers are satisfied, it implies that the candidate fits well within the team, which is an indication of a successful hire.

5. Use interactive dashboards

Armed with your information and neatly curated data, you should work with an interactive dashboard to create a report that will get real results. The best interactive dashboards are intuitive, easy to navigate, completely customizable, and present all of the insights you need in one central location. If you've completed steps one to three, selected the right KPI dashboard software, and taken the time to get comfortable with it, compiling your report will be easy, and everything will fall neatly into place. The best thing is – if you need to make tweaks or changes, you'll be able to do so at your leisure.



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