

PASAI Human Resources Guide

Supportive material

Chapter 5 Recruitment and selection



Pacific auditors working
together

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Good practice: Interview questionnaire

This guideline contains a variety of interview questions. Chose the areas/questions relevant to the position at hand. Insert relevant choice of skills, knowledge and personal attributes aligned with the Job Profile.

Name of candidate:

Position:

Date of interview:

Team/Panel members:

Introduction

- How did you get the information regarding the position?
- Why have you applied for this job?

Education and relevant experience

- Tell us briefly about your education, previous work and present work.
- How long have you been with the current organisation?
- How long have you been working in the current position?
- What positions within the organisation have you held?
- What are your duties?
- What are your responsibilities?
- Who do you report to?
- What are the advantages and disadvantages of your current job?
- What do you appreciate with the current position?
- What do you see as your strengths in your current position?
- What would you like to improve (regarding your own deliverables?)
- What are the challenges in your current position?
- How do you handle these challenges?
- What do you learn from them?
- What are your experiences from working in projects?
- Which project models have you used?

The future

- What drives and motivates you?
- How do you look upon your own development and progress – in your current position and in the future?
- What would you expect or require of us as a workplace?

Ability to cooperate

- Are you currently part of a team?
- In what way are you interdependent in the team?
- What role do you usually get/take in groups?
- What is the feedback you have received from others regarding your interaction and work with others?
- Do others come to you for help, in what areas/issues?
- Why do you think they come to you?
- Tell us about a situation when relations in the team came to a breakdown. What happened?
- Could it be solved and, if yes; how was the breakdown solved?

Creating relationships

- Tell us about a situation when you had to invite and develop a new relation/contact – how did you proceed?
- How did you get along?
- What do you do to maintain your professional relationships?
- Describe how you use your network of contacts?

Verbal and oral skills

- In which situations do you need to make presentations at work? On average, how large is your audience?
- Are they internal or external? How do you perceive these situations?
- Tell us about a presentation or lecture you recently held.
- What did you achieve and describe how you think it went?
- When you are having a dialogue with just one person, are there situations you then find difficult? In what way are they difficult?
- Are there any situations/settings where you think that you deliver on an excellent level?
- What has been your feedback from others in this situation?

Convincing skills

- In which situations at work do you need to convince or influence others?
- Describe the last time you were able to convince someone about something that was important to you. How did you go about it?
- When did you last influence a group in a particular subject? How did you do that, and how did it work out?
- In which situations at work do you have to negotiate?
- How do you go about it?
- Tell us about an incident when you didn't get your way.
- What did you learn from the incident?

Structure

- In what way do you have to plan and organise as part of your current position?
- Describe a situation when you were extremely busy at work.
- How did you prioritise and handle the situation?
- Do you have to meet deadlines in your current position?
- How do you think it works to meet deadlines?
- What makes it sometimes hard to meet deadlines?

Business oriented

- What is your experience of a business orientation mindset?
- Have you found any way to increase revenue streams and/or reduce costs?
- Did the method work in practice?
- What results have given you the most satisfaction?

Creativeness

- Tell us about a time when you created something new and inventive, whether a situation/solution/product.
- What was new about the situation/solution you created?
- What did you get your idea from? What were the reactions? Were you able to implement the proposal?

Power of initiative

- What kind of decisions do you have to make in your current position?
- Describe a situation when you had to make an important decision with short notice.
- Why did you end up in that situation? How did you solve it?
- Is this your normal way of acting in a situation like this?
- Describe a challenge/problem that you needed to solve, how did you go about it?
- What would you like to underline as important in the way that you handled the situation?

Strategic skills

- In what way do you work strategically or tactically?
- Has this area of work generated some concrete suggestions to the organisation from your side?
- How did you get these ideas? Did you present your ideas to the organisation? Did they work in practice?
- How would you put forward a strategy for the future if you were able to run the company/organisation?
- What are the main challenges your current organisation faces and how would you respond to them if you were in charge?

Leadership

- What are your experiences of managing, project management, performance management, budgetary responsibility?
- Describe a situation when you had to coordinate the work in a group of subordinates.
- How did you go about it and what feedback did you get from others?
- How do you motivate staff to get assignments done? How do you follow up on assignments and working deliverables?
- Does your method work?
- Have you found yourself in a situation where your team is not functioning well?
- Describe the situation and how you mitigated or solved the issues at hand.
- How do you work with staff enhancement? Have you received any feedback on your performance in this area?

Flexibility

- What kind of major changes have you experienced in your work life?
- Describe a situation of change which you perceived as negative? Why did you perceive it as such?
- Tell us about a situation when you had to change your approach or/and working method radically. How did you react to that? Are you satisfied with the result?

Stress

- In what way is your current position stressful?
- How do you react when the stress is at its height?
- Tell us about the last time you were extremely busy at work. How did you perceive the situation?
- How do you prioritise between your different tasks?
- Which is the most stressful situation you encountered in your work life? How did you react to the situation and what did you learn from it?

Persistency

- Tell us about an incident that made you extremely disappointed. What were your feelings/reactions when that happened? How did you act?
- Have you ever received hard criticism? What was it about? Who performed the criticism? What was your response?
- What can make you lose your passion/interest in your work? How do you handle this when it happens?

Driving forces

- Tell us about the goals you have set for yourself, the department/the organisation.
- Are they boldly set or are you too cautious?
- What guides you in the setting of goals?
- What do you want to achieve in your career?
- In what way are you trying to develop yourself and learn new things?

- Is there anything else you would like develop further and what hampers you?
- Do you sometimes lose motivation or enthusiasm in your work situation? Why is that? How do you handle it? How do you think that this has affected the results you achieved?

Self-propelled

- What are your responsibilities in your current position?
- To what degree do you think you should reconcile, ask for support or report back to get your work up and running?
- Have you ever initiated, started and fulfilled an assignment/project? Why did you do it? Is that typical for you?

Specialist properties

- Describe your professional skills in your own words.
- How do you stay up to date with what is happening in your field?
- Do your colleagues ask you for advice or information based on your specialist knowledge? What do you do when you do not know the answers?

Analytical skills

- What kind of information do you analyse at your current position?
- To what extent do you work with numeric documentation/figures?
- What kind of decision/actions should your analytic work lead to?
- How are you meeting deadlines in your current positions?
- When was the last time you had to analyse a large amount of information and what was it about?
- How did you go about it?
- What is the most complex problem you need to deal with currently?
- How will you come up with a solution/decision on the matter?
- In situations like these, tell us about your strengths and your limitations.
- In processes like these, how do you make use of others' competence?
- In what way is your competence used by others?

Language skills

- What languages have you mastered?
- Do you use a foreign/local/regional language in your current position?

Other

- How would you describe yourself as a person, positive areas and areas for improvement?
- How would your manager describe you as a person, positive areas and areas for improvement?
- Why should we hire you?
- What notice period are you required to give your current employer?
- Do you have any outstanding wage claims?

References

Ask for names, positions and contacts of people that the applicant would like you to refer to.

Good practice: Reference checks

(by Lindelöw and Partners – often used by Swedish Government Agencies – Malin Lindelöw also works with AFROSAI-E developing their training and material on Recruitment)

Always inform the referee beforehand.

Book a time and a place for the reference interview to secure that the referee will have time to talk to you without feeling stressed or under pressure.

Choose from the below list of questions; apply and customise according to required competences aligned with the job profile at hand.

Name of referee:

Current position of referee:

Contact information:

Name of applicant:

Date for conversation:

Introduce yourself, your SAI and why you are calling.

Have you been informed about me calling you?

Ask if the referee has time to give his/her reference now, or later is a better time.

Describe shortly the position that the applicant is applying to, work tasks and responsibilities, conditions and expectations. Then ask:

In what capacity do you know (name) and for how long?

.....
.....

What was (name)'s position? Can you describe the job responsibilities?

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.....

Do you know (name)'s starting and ending salary?

.....

If they are no longer working at the same place:

How long is it that you stopped working together? And why did your collaboration end?

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.....

Have you socialised with (name) besides working together or have you in any other way been updated about this person?

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.....

Please tell me about (name)'s duties? (By duties we mean responsibilities, mandates, reporting, experience of management or project management, participation in projects etc).

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How well has (name) performed during the time you have worked together?

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.....

Could you please describe in your own words how you perceive (name)?

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.....

Did you evaluate (name)'s performance? Can you speak to their strong and weak points?
What was noted as needing improvement during this performance review?

.....
.....
.....

Compared to other employees; in what way does (name) "stand out" and is it positive,
negative or both?

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.....

What characteristics or abilities of (name) have been most valuable in your collaboration?

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.....

Do you think that others who worked with (name) would describe her/him in the same way?

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.....

Mistakes are situations that could be learned from. Has (name) committed a mistake (major
or minor) that you can tell us about?

How did (name) handle the situation?

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Add questions if necessary to probe on specific areas of competence that have been identified in the job profile, or areas where there is a need to cross-check information from the interview.

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I would like to end with some necessary questions that perhaps involve delicate information about (name). (Chose which are most relevant to the situation):

Specific issues:

Record of absence from work?

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.....

Were there any issues you are aware of that impacted their job performance?

.....
.....

How has (name) behaved in terms of timekeeping and deadlines?

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.....

How does (name) relate to alcohol and drugs?

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.....

Is (name) a person you would re-hire if the opportunity arose? If so, in what position?

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.....

Is there anything I haven't asked that you would like to share with me?

.....
.....

Can I come back to you if I have additional questions?

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Additional questions if applicant is applying for a management position:

Did (name) supervise other employees? How effectively? If I spoke to those employees, how do you think they would describe (name)'s management style?

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Guide: Competency-based recruitment and interviewing

(by Lindelöw and Partners – often used by Swedish Government Agencies – Malin Lindelöw also works with AFROSAI-E developing their training and material on Recruitment)

Job profile

- Before describing what kind of person is needed it is necessary to describe the purpose and contents of the job.
- What are the goals of the organisation/unit/project etc?
- What are the goals of this position and how are they connected to the goals of the organisation?
- What tasks, responsibilities etc are involved?
- What is the relative weight of the different goals and tasks?

Specifying job requisites

- Education/training: formal qualifications and courses.
- Experience: work experience of a general or specific character or other kind of experience.
- Knowledge: things one knows (often confused with training or experience)
- Competencies: from the Competence Framework (ISSAI 150/Guid 1950)
- Interest and motivation: motivation connected to tasks or career development.
- Other: physical, medical, practical and other types of demands that need to be considered.

Job samples as selection tool

The main objective of the work samples is to assess job requisites that cannot be assessed in the interview, such as analytical ability and practical skills.

Design work samples by:

- Brainstorming your options
- Make sure you do not make it too easy
- Make efforts to standardise (written instructions, set time limits etc)
- Decide how to evaluate by specifying criteria, assessors and considering if the assessment process can be de-identified
- Decide how to give feedback and if this can be incorporated in the evaluation process
- Consider the ethical aspect and the candidate's perspective

Interview

The interview/interview process:

- Start by introducing those present, establishing the frame and a brief introduction
- Go through the CV in a chronological manner focusing on:
 - How the candidates has made his/her choices
 - Why he/she starts/stops doing things
 - What he/she has enjoyed most/least
 - Contents (what he/she has experienced/learnt)
 - Current situation
- Plans for the future, including where this role fits in
- Knowledge (linked to contents)
- Competencies through competency-based interviewing
- Additional questions (practicalities and possible sensitive questions)
- Their questions to you
- Go through what happens next

The main objective of the interview is to:

- Collect as much relevant information about the candidate as possible
- Give a positive, but at the same time realistic, impression of the organisation and position
- Treat all in a manner that ensures equal opportunity

To obtain this one must:

- Know what you are looking for
- Work in a structured and standardised manner
- Ensure that the candidate feels respected and communicate with him or her in a way which encourages openness and a free flow of information
- Have an effective interviewing technique

Construction of interview questions

The questions should always be:

- Short
- Straight
- One at a time
- Open, beginning with How... What... In what way... Tell me about...

Start with a question area and make follow up questions to explore deeper or clarify before moving on.

Questions to be avoided:

- Leading (you can only answer yes and no)
- Double (two question in one, the interviewee is likely to just answer the last)
- Marathon
- Ambiguous
- Critical
- Discriminating
- Hypothetical

Competence-based interview

Evaluates the candidates' abilities in relation to specific areas of competence and behaviour (competencies)

- Tell me about a situation when...
- What were you trying to achieve...
- What did you do/How did you act...
- How did it go/What was the result...

Focus here is work-related situations not too far back in time.

Rating competencies

- Focus on direct and indirect observations of behaviour
- List positive and negative indications
- Establish how representative the examples are considering the target group

Rate the candidate, for example on a 3-grade scale, where:

1. The candidate does not meet the competency to the same extent as most others in the target group. Indications of limitations outweigh those of strengths.
2. The candidate meets the competency, at least to the same extent as most others in the target group. Indications of strength outweigh those of limitations, but are not sufficiently convincing to merit a '3'.
3. The candidate meets the competency to a greater extent than most others in the target group. Indications of strength clearly outweigh those of limitations and behaviour examples are out of the ordinary.

Making decisions

In recommending or making recruitment decisions one must consider:

- To what extent the candidate lives up to the requirements specified
- How one judges the candidate's ability to develop areas where he or she currently does not live up to the requirements specified.
- The relative weight of different requirements
- How different areas of knowledge, competence, interest, motivation or life factors compensate for each other or limit each other (the whole picture)
- Error of measurement
- Other factors such as availability, salary level etc

Decision matrix

	Candidate 1	Candidate 2
EDUCATION – BSc in Economics	3	3
EXPERIENCE – Experience of project management – Experience of overall financial responsibility of unit org	3 2	2 2
KNOWLEDGE – Very good knowledge of bookkeeping and tax laws – Very good computer skills – Business English	3 2 3	3 2 2
COMPETENCIES – Self-propelled – Handling stress well – Hard working – Working well with others – Leadership abilities – Business minded – Structured – Analytical ability	3 2 2 2 1 3 3 2	3 2 2 3 2 2 2 3
OTHER REQUIREMENTS – Easy to adapt to uneven workload	3	2
SUMMARY OF EVALUATION	37	35

Guide: Definition of competencies

(by Lindelöw and Partners – often used by Swedish Government Agencies – Malin Lindelöw also works with AFROSAI-E developing their training and material on Recruitment)

Personal abilities

PERSONAL MATURITY Is secure, stable and possesses self-knowledge. Sees relations in their right perspectives and separates the personal from the professional. Adapts own attitude to the situation.

INTEGRITY Has well established and clear values and the ability to conceptualise issues from an ethical perspective. Is guided by ethics and values in critical situations at work.

INDEPENDENCE Has the courage to act upon own convictions.

TAKING INITIATIVES Takes initiatives, starts activities and achieves results.

AUTONOMOUS Takes responsibility for own tasks. Structures own ways of tackling problems and pushes own processes through.

FLEXIBLE Adapts easily to changed circumstances. Able to quickly change own views and approach.

STABLE Remains calm, stable and controlled when under pressure. Keeps a realistic perspective on the situation and focuses on the right things.

FOCUSES ON GOALS AND RESULTS Works to achieve goals and focuses on results. Is directed by goals and results when planning, making priorities and in action. Changes direction when goals are revised.

PERFORMANCE-ORIENTED Sets high goals and works hard to attain them. Is job-focused and actively seeks challenges. The work brings personal satisfaction.

ENERGETIC Has the ability to work hard and spend time, energy and commitment on the job.

STAMINA Remains motivated and efficient despite setbacks and disappointments. Works until projects are ended or results achieved.

Social abilities

ABILITY TO CO-OPERATE Works well with other people. Relates to them in a sensitive way. Listens, communicates and solves conflicts constructively.

RELATIONSHIP BUILDING Is outgoing and socially active in professional contexts. Makes new contacts and maintains and strengthens relationships that add to work performance.

EMPATHY Has the ability to take someone else's perspective or situation without taking over that person's feelings.

PEDAGOGICAL ABILITY Has a good understanding of how different people learn. Adjusts the message to the recipient.

VERBAL COMMUNICATION Speaks clearly, eloquently and engagingly in meetings one-on-one as well as in small and large groups. Listens, is receptive to the counterpart and adapts to the situation.

LOYALTY Expresses a positive attitude towards the job, the business and/or the organisation. Acts in accordance with decisions taken, business plans, goals, policies and guidelines. Brings forth criticism only within the correct contexts or directly with concerned parties or own superior.

SERVICE-MINDED Is calm, attentive and forthcoming. Has an interest, will and ability to help others and strives to deliver solutions.

CONVINCING Is capable of influencing and convincing others. Can make others change opinion or behaviour.

CULTURAL AWARENESS Values diversity and understands how background, culture and group identities affect oneself and others. Has the ability to take this into account when decisions are made and ways of doing things are chosen.

Leadership abilities

LEADERSHIP Leads, motivates and authorises others to achieve common goals in an efficient way. Co-ordinates groups and becomes a reference for others. Creates commitment and participation.

CLARITY AND DISTINCTIVENESS Communicates in a clear way. Makes sure that information gets through and that expectations are understood by all concerned parties. Reminds and follows up.

FINANCIAL AWARENESS Understands and adheres to business-like principles. Focuses on costs, revenue and efficiency from an economic perspective.

STRATEGIC Thinks strategically and has a broad perspective on issues. Sees the long-term significance and wider consequences of things and adapts own decisions accordingly.

JUDGEMENT Makes correct adjustments and priorities. Balances complex information and different kinds of considerations and shows good judgement in statements, actions and decisions.

SEES THE BIG PICTURE Shows ability to see the big picture and considers the larger perspective. Understands his/her role, but considers the benefit of the whole organisation when making decisions and in action.

RESOLUTE Takes rapid decisions and acts upon them, despite limited information or difficult circumstances. Shows good judgement under pressure.

Intellectual abilities

STRUCTURED Plans, organises and prioritises the workload in an efficient way. Sets up and keeps timeframes.

QUALITY CONSCIOUS Is thorough and well aware of goals and standards of quality. Sets great importance upon these goals and standards being met.

CREATIVE Often comes up with ideas and new approaches to work-related issues. Has an innovative way of thinking which can be put into practice and which leads to results.

SPECIALISED KNOWLEDGE Understands the specialised aspects of the work particularly well. Continually maintains the specialised knowledge. Is a resource of knowledge for others.

PROBLEM SOLVING ANALYTICAL ABILITY Works well with complex issues. Analyses and breaks down problems to its components and solves complicated problems.

NUMERICAL ANALYTICAL ABILITY Understands numerical problems. Solves numerical tasks in a quick and correct way.

LINGUISTIC ANALYTICAL ABILITY Understands complicated linguistic information, both spoken and written. Produces own documents of high quality.

Template: Job Profile

Instruction

The Job Profile is the key document for the selection and appointment of new employee. A Job Profile needs to be carefully prepared since the complete recruitment process is based on its content (job advert, criteria selection of applicants, questions and evaluation interview, reference checks).

The document is to specify the required competencies and qualifications which an applicant needs to meet. This includes defining:

- a) the qualifications necessary for a satisfactory performance, and
- b) desirable qualifications which add value to job performance but are not fundamentally important.

Job title:

Office:

Responsible to:

Core Description (a brief overview/summary of why the job exists)

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Duties and responsibilities (list main work tasks for the role)

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Competencies

Knowledge

Knowledge is the theoretical and/or practical understanding of a topic and the work environment acquired most often from formal education and work experience. Knowledge can be certified through documentation such as diplomas, course certificates etc.

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Skills

Skills are practical, defining abilities to accomplish specific tasks, developed through learning or experience required for effective work performance. Skills can be tested through a case study in the recruitment process.

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Personal attributes

Personal attributes are the mindset, qualities, characteristics, and traits of a person. Attributes are tested through interview questions in the recruitment process.

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Working requirements

Common working conditions and requirements (such as driver licence, long hours, travel). The working requirements are to be listed in the job advert and mentioned in the interview.

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Leadership competencies (for management position)

Leadership competencies and attributes are tested through interview questions in the recruitment process.

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Qualification requirements

Summarise the required competencies and list what the applicant has undertaken to acquire these competencies. The qualifications should be separated into education, professional training and personal attributes.

These qualifications are used to select the most qualified applicants. These criteria should be listed in the job advert.

Include all qualifications needed to be successful for the position such as number of years required (if applicable).

Make a distinction if the qualification is essential to qualify for the role, or desirable.

Education:

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Professional training:

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Work experience:

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Personal attributes:

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.....

Other:

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.....

Position being interviewed for	Manager: Professionalisation
BU:	AFROSAI
Name of Panel Member	
Name of Candidate	
Date of Interview	



Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

Important to note:

- Should any of the panel member have made any declaration regarding any of the candidates, it should be recorded on the interview schedule
- Please ensure that all panel member sign the interview schedule on completion of the interview
- The competencies consist of Essential and Fundamental competencies. There are six (6) essential competencies and three (3) fundamental competencies. Please ask three (3) Essential Competency questions and two (2) Fundamental Competency questions. In short, select three (3) Essential Competencies that would be critical to focus on for the specific role and two (2) fundamental competencies. For each of these competencies you as a panel is given two (2) possible questions to ask. Ask only one question per competency. Therefore, you will have ask five (5) competency questions.

Outline for Opening the Interview

- Welcoming
- Introduction to the panel
- Interview plan
- Ask the candidate if he / she have any objection to the interview panel. Yes/ No
- If yes please make a note of what the outcome or decision was _____

Scoring Criteria

- Each question will be scored out of 3.
- A total score total score will be recorded at the end of the document.
- The candidate/s who has the highest score will qualify to be recommended for assessment
- It should however be noted that the **candidate should at least obtain 50% Meet Expectation** on the **Technical Questions and 50% Meet Expectations** on the Competency Questions to be considered for assessment or appointment.

Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

Panel Question allocation	Notes	NM = 0	MSE = 1	ME 2	EE 3	Score
<p><u>Opening Question</u></p> <p>Should you be successful, how would your current work experience prepare you for this position?</p> <p>Or</p> <p>Please tell us a bit about yourself and your career, highlighting the major transitions in your career.</p>						Not applicable

Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

Technical Questions PLEASE ONLY ASK FOUR QUESTIONS						
(Please select one question per competency?)	Notes	NM = 0	MSE = 1	ME 2	EE 3	Score
1. Most SAIs in the AFROSAI-E region have staff that are ACCA members at affiliate status (meaning that they have passed exams, but not yet full members). What steps would you advise the SAIs to take to encourage staff members to complete the professionalisation journey?						
2. Sustainability is a topic that is growing in importance in accountancy circles across the world. In your view, why should government accountancy professionals lead and/or take part in the sustainability discussion:						
3. The INTOSAI, through its Capacity Building Committee (CBC), issued an exposure draft on Auditor Competence (ISSAI150), what have you noted about the standards and/ or accompanying Guids (guidance documents) that you feel should be enhanced in the final/ endorsement version of the standards?						

Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

<p>4. AFROSAI-E is a partner to the African Professionalisation Initiative (the API). It has a goal of professionalising public sector accountancy. It does this by developing high quality learning resources as well as partnering with countries to implement professionalisation strategies. What do you think are some of the key factors to overcome when implementing a professionalisation strategy at country level?</p>						
<p>Total score for Technical Questions</p>						<p>12</p>

Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

Competency Questions Please select only one question per competency							
<p>Emotional Maturity(Level B) – Essential <i>The ability to be aware of one's own emotions as well as the emotions of others, and handles these emotions with respect, dignity, and empathy whilst remaining aware of circumstantial demands and social norms.</i></p> <p>Behavioural Indicators</p> <ul style="list-style-type: none"> • Displays awareness of one's own emotions as well as the emotions of others and is capable of empathy. • Understands team perspectives and takes an active, genuine interest in their concerns. • Assists team members in addressing interpersonal conflict constructively and tactfully. • Fosters a positive outlook and maintains focus during periods of stress and heavy workload, whilst inspiring and guiding others towards goal achievement. 							
<i>(Please select one question per competency?)</i>		Notes	NM = 0	MSE = 1	ME 2	EE 3	Score
Panel allocation -							
<ul style="list-style-type: none"> • Give us an example of where you and your team were faced with a difficult project or audit and your team became very negative. Why was the project/audit difficult? How did you react to the situation? What was the outcome? • Describe a time you and your team were not able to deliver on a product or service to your client on time. How did you manage the situation? How did you team react to the situation? How did you manage that? 							

Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

Competency Questions									
<p>Empowerment (Level B) – Essential <i>The ability to lead, develop, motivate, and empower others in a manner that promotes trust, collaboration, teamwork and the achievement of organisational objectives.</i></p> <p>Behavioural Indicators</p> <ul style="list-style-type: none"> • Demonstrates confidence in team capabilities by soliciting and recognizing ideas, opinions and insights from team members • Conveys team priorities, milestones, timelines, performance measures and responsibilities and provides clear direction to subordinates about individual performance expectations. • Delegates appropriate responsibility, accountability and decision-making to staff based on their individual strengths and trusts employees to execute tasks within the best of their abilities. • Motivates the alignment of team efforts towards the achievement of goals and objectives. • Evaluates the capabilities of employees, identifies gaps and takes action to build their skills. 									
<i>(Please select one question per competency?)</i>		Notes			NM = 0	MSE = 1	ME 2	EE 3	Score
Panel allocation -									
<ul style="list-style-type: none"> • Please take us through a team project that was given to you to manager? How many people were part of the team? How did you allocate tasks? How did you keep your team motivated? How did you ensure that your project was delivered on time? What was the outcome of the audit/project? • Give us an example of a project where you successfully delegated some components. How did you decide what to delegate and to whom? What was the outcome? 									

Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

Competency Questions								
<p>Diversity and Inclusion (Level B – Essential) <i>The ability to appreciate diversity, encourage individual contributions, and treat people equally regardless of cultural, gender, or racial differences to create a culture of inclusion and acceptance</i></p> <p>Behavioural Indicators</p> <ul style="list-style-type: none"> • Demonstrates inclusive behaviour towards all colleagues and successfully develops diverse relationships • Shows genuine concern for people and promotes work life balance amongst the team. • Facilitates inclusive team processes and resolves conflict due to cultural differences. • Supports diverse team and takes full advantage of the perspectives brought by individuals regardless of gender, culture, or religion 								
<i>(Please select one question per competency?)</i>		Notes		NM = 0	MSE = 1	ME 2	EE 3	Score
Panel allocation -								
<ul style="list-style-type: none"> • Because we have team members that come from different cultures and backgrounds, the team members do not always feel part of the team? How have you in the past handled this, by giving an example? • Please be so kind to provide us with an example of where one team member did not handle another team member professionally? What was the situation? How did you handle it? What was the outcome? 								

Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

Competency Questions						
<p>Integrity (Level B) – Fundamental <i>The ability to reliably deliver on promises, admit mistakes, maintain confidentiality, and honour commitments made while demonstrating consistency in upholding and promoting organisational values</i></p> <p>Behavioural Indicators</p> <ul style="list-style-type: none"> • Demonstrates and promotes integrity, impartiality, fairness and ethical behaviour in all matters affecting team work/efforts • Exhibit uncompromising integrity and commitment in full compliance with the AGSA Values, code of conduct in a transparent manner. • Treats staff fairly by maintaining consistent values and performance standards, as well as inspiring trust and confidence through personal credibility. • Disagrees openly with others, even clients that are not acting in accordance with the professed ethical standards and moral conduct of AGSA. • Confronts unethical and dishonest actions, gives constructive feedback regarding values and integrity required in respect of AGSA'S strategic objectives. 						
(Please select one question per competency?)	Notes	NM = 0	MSE = 1	ME 2	EE 3	Score
Panel allocation -						
<ul style="list-style-type: none"> • Please give us an example of where you were faced with a situation where you disagreed with your line manager or colleague where you felt that their actions or advice was in contradiction to the ethical standards of the organisation? Why did you feel that way? Take us through the situation? What was the outcome? Will you do it again? • Describe a situation where you were asked to divulge confidential or sensitive information. How did you handle it and what was the outcome? 						

Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

Competency Questions									
<p>Authenticity (Level B) – Fundamental <i>The ability to show, your true identity, intentions, vulnerabilities, and motivations, to be true to yourself, remain open to criticism, show tolerance for the mistakes of others, and behave consistently with your values</i></p> <p>Behavioural Indicators</p> <ul style="list-style-type: none"> • Demonstrate authentic leadership, and encourages others to do the same by allowing individuals to feel valued, recognised and to contribute in the best way they can • Exhibit high level of self-awareness and demonstrate genuine, uncompromising and consistent behaviour/leadership approach that is transparent, trustworthy and inspires loyalty and trust in others. • Understands different roles and contributions of each team member and does not feel threatened by others • Provides honest and open feedback to subordinates and colleagues without being abrasive or disrespectful. • Shows consistency and fairness in relating with others. 									
<i>(Please select one question per competency?)</i>		Notes			NM = 0	MSE = 1	ME 2	EE 3	Score
Panel allocation -									
<ul style="list-style-type: none"> • Please provide an example of a time that you struggled to work in a team. Why did you struggle to work in the team? How did you overcome your obstacles? What would you do differently? • Describe a time when you weren't pleased with work submitted to you. Please describe the situation? How did you handle the situation? 									

Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

Competency Questions						
<p>Performance Excellence (Level B) - Essential <i>The ability to strive for excellence in meeting and exceeding performance- quality- and service standards and to implement the necessary control measures, plan the mobilisation of resources, mitigate risks, and drive the achievement of organisational goals.</i></p> <p>Behavioural Indicators</p> <ul style="list-style-type: none"> • Prioritises, monitors and manages team activities against desired end-results to identify deviations, report on shortfalls and take corrective action when required • Evaluates and aligns team efforts according to quality standards and expectations. • Sets challenging, stretching goals for team/unit performance and maximise the efficient use of resources and makes adjustments as required. • Addresses poor performance and inappropriate work practices in a prompt, fair and consistent manner. 						
(Please select one question per competency?)	Notes	NM = 0	MSE = 1	ME 2	EE 3	Score
Panel allocation -						
<ul style="list-style-type: none"> • Describe a change you recently made that improved the performance of your work and that of your team? What informed you to make the change? Do you think the change was effective? • During and audit/ project where a team is involved, there is sometimes a team member that for some reason do not bring their part? Please take us through such a situation where you address this with the team member? How did you handle the situation? 						

Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

Competency Questions								
<p>Innovation and Continuous Improvement Level B (Essential) <i>The ability to generate new ideas for the continuous improvement of processes, work methods, systems, solutions, products, or services. Adapt to changing circumstances, adopt new technologies and trends and embrace organisational transformation.</i></p> <p>Behavioural Indicators</p> <ul style="list-style-type: none"> • Demonstrate, encourage and supports team/business unit in the development of unique, innovative solutions • Critically reviews existing team processes to incorporate learnings into the design of new approaches • Critically evaluates the innovative ideas of team/business unit to determine practical feasibility • Creates new approaches to innovation, such as canvassing others for ideas, exploring diverse perspectives, embracing technology and networking within the organisation • Takes initiative to proactively identify gaps and inefficiencies in team processes, and implements interventions for enhanced performance. 								
(Please select one question per competency?)		Notes		NM = 0	MSE = 1	ME 2	EE 3	Score
Panel allocation -								
<ul style="list-style-type: none"> • Take us through a situation where you have looked at the organisational goal and came up with a new idea to improve a working method to ensure that the organisational goal was achieved? What was the organisational goal? How did you come up with the new idea? Do you think it was effective? Please give reasons for your answer? • The environment around us changes on a regular basis? Give us an example of where you came up with an idea in the working environment that was influenced by changes in the environment? How did you come up with the idea? Did you believe that your idea was feasible? Please give reasons for your answer? 								

Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

Competency Questions							
<p>Accountability – Level B (Essential) <i>The ability to assume responsibility for failure and to take accountability for tasks and decisions in accordance with expectations and quality standards, to deliver value-adding services.</i></p> <p>Behavioural Indicators</p> <ul style="list-style-type: none"> • Demonstrate compliance with relevant internal control measures in implementing decisions and successfully accomplishing work objectives • Is reliable in ensuring that projects are executed in a timely manner and accepts responsibility when missed deadlines affect project outcomes • Supports subordinates, provides oversight, and takes responsibility for delegated assignments and intervenes when required. • Takes responsibility for own mistakes and refrains from blaming others 							
<i>(Please select one question per competency?)</i>		Notes	NM = 0	MSE = 1	ME 2	EE 3	Score
Panel Allocation							
<ul style="list-style-type: none"> • Give us an example of where you where you were part of a team and had a tight deadline? How did you ensure that your part of the project was completed on time? Where you successful in meeting your deadline? How did you support your team member to ensure that they meet their deadline? Was the project completed on time? • During a project each team member has to bring their part? Give us an example of where you were unable to bring your part due to some valid reason? How did you manage this with your team member and your line manage? What was the outcome? 							

Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

Competency Questions

Courageous and Ethical Leadership – Level B (Fundamental)

The ability to stand up for what is morally right despite facing opposition, or possible negative consequences. Having strength of character and showing zero tolerance for unscrupulous and unethical behaviour. Influencing others to follow a set moral code and encouraging them to stand against corrupt and unjust work practices.

Behavioural Indicators

- Demonstrate fairness, objectivity and consistency in a manner in which you treat staff members, subordinates and clients
- Demonstrates consistency in behaviour by showing courage in face of opposition and draws confidence from the conviction that an ethical approach is the only option.
- Sets an example of moral and ethical behaviour and confronts wrongdoings of others.
- Influences, motivates and inspires fellow team members and subordinates to work ethically and recognise those instances where they do the right things.
- Shows a positive attitude in the face of challenges and assists the team to be resilient.

(Please select one question per competency?)

Notes

Panel Allocation

NM = 0

MSE = 1

ME 2

EE 3

Score

- During these times we have enough challenges/ obstacles that are preventing us from doing our work and deliver on the task. Please take us through an example of where you and your team member had to deliver on a task and had a number of obstacles to overcome? What was the obstacles? What role did you play in this situation? What was the outcome?
- Team members feel sometimes that their line manager does not treat them fairly. Give us an example of where you had a discussion with your colleague/ team member on this matter? How did you manage the situation? What was the outcome of the discussion?

Review Scale			
Not Meet Expectation	Meet Some Expectation	Meet Expectations	Exceed Expectations
0	1	2	3

<p>Closing Question</p> <ul style="list-style-type: none"> • Are there any aspects that you would like to declare to the panel which in any way can have an effect on, or prevent you from fully fulfilling your inherent job requirements? • Are there any conflict of interest that you would like to declare? • Will you be prepared to go for a security clearance? • Would you be prepared to relocation? • Do you think the questions were fair? • Will you be prepared to travel as and when needed • Do you have a valid drivers' licence? • Do you have any questions to the panel? 						Not applicable
Total Score for Competency questions						
Total Score						