

# Recruitment and Selection Training

# Values based recruitment and selection

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**(he/him)**

**&**

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**(he/him)**

# Overview of Today's Session

- Session is 10:30 – 14:30
- Breaks throughout
- Ask questions!
- Breakout sessions
- Not recorded but training material will be sent at the end of today
- Liz Laurence will issue confirmation of attendance/certificate

# Introductions and Expectations

- Name and department
- How long have you worked at Greenwich?
- What do you expect to gain from today's session?

# Aims of today's session

- Understanding the recruitment and selection process at Greenwich
- Increase confidence in interviewing, e.g., questioning techniques
- Increase awareness of equality, diversity and inclusion (to support and demonstrate our values and behaviours)

**Good, bad and  
the ugly**

**Our  
memorable  
interview**



# Our values – recruit for values and skills

## Inclusive

Always Inclusive and empowering - Being fair, supportive, aware, compassionate, polite, respectful, determined and ensuring all people are supported and celebrated.

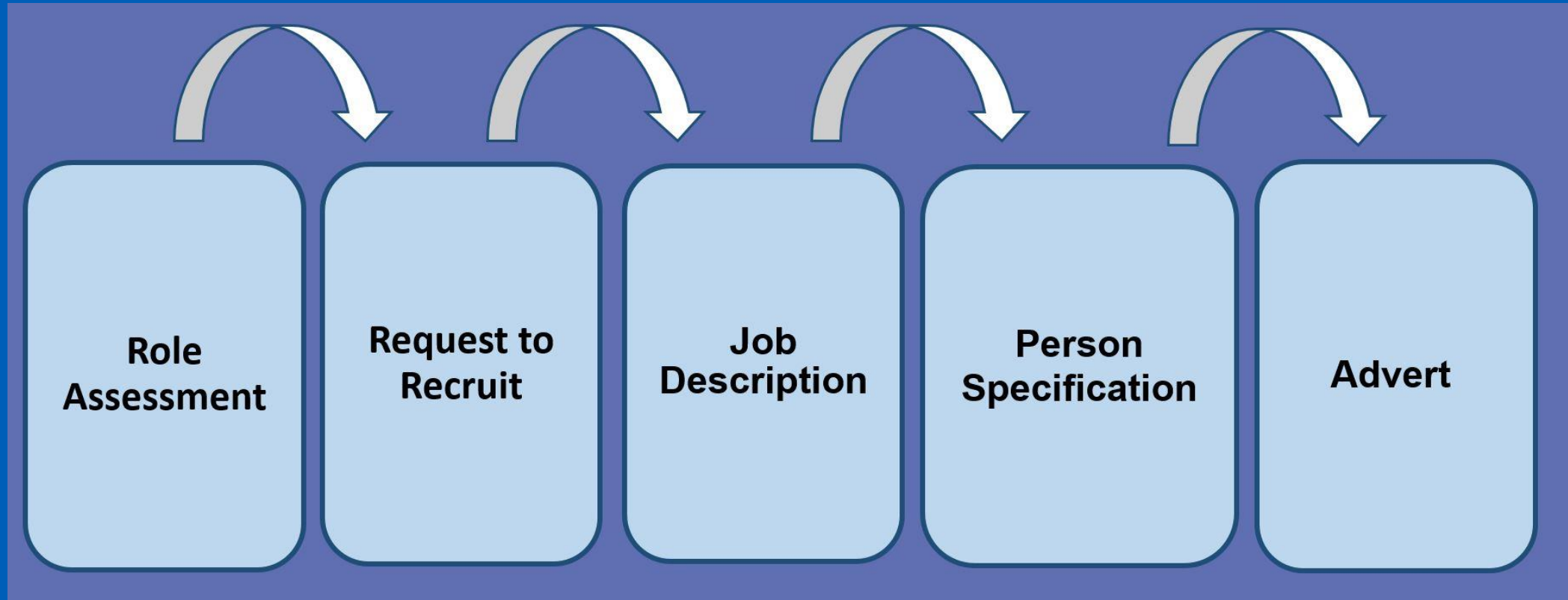
## Collaborative

Embracing diverse collaboration to achieve innovation - Working together, being open-minded, listening and adapting, free-thinking, enterprising and seeking out new ideas together.

## Impactful

Outcomes focused – Making a difference, demonstrating our contribution, achieving goals for ourselves, others and the university community.

# Recruitment Selection Involves





# Recruitment Cycle

**Assess  
need for  
Post**

**Online Staff Requests  
& Approval**

**Advertising**

**Redeployment (5 days)  
Internal (5 days)  
External (10 days)**

**Applications  
Received**

**Shortlisting Stage  
Approx. 1 – 4 days**

**Arrange Interviews  
1 week prior**

**Assessment  
- Competency  
- Tests  
- Presentations  
1 day (4 -5 can)**

**Summary &  
Decisions**

**Unsuccessful/  
Reserve  
applicants**

**Pre-employment  
Checks  
Refs, Qualifications,  
Right to work**

**Occupational  
Health Clearance**

**Offer of  
Employment  
\*Contract\***

# Requests to Recruit – OSRFs

1. Business case for the role with Faculty/Directorate sign-off

2. Approval (finance and HR)

3. Role analysis (what is role holder expected to do, now and future focussed)

You will need to be clear on essential v desirable skills and expectations.

(What is the market competition?)

4. Evaluation

# Job descriptions will

- 1. Business case for the role with Faculty/Directorate sign-off
- Communicate institution's direction
  - 2. Approval (finance and HR)
- Identify how job fits into the bigger picture
  - 3. Role analysis (what is role holder expected to do, now and future focussed)
- Outline expectations of what you require from people
  - You will need to be clear on essential v desirable skills and expectations.
- Act as a checklist for defining selection criteria
  - (What is the market competition?)

4. Evaluation

# Job design leads to expectations of the role

1. Business case for the role with Faculty/Directorate sign-off
  2. Approval (finance and HR)
  3. Role analysis (what is role holder expected to do, now and future focus)
  4. Values, behaviours and expectations
  5. Job description
- Set objectives/deliverables/KPIs
  - Ensure the role fits within the structure/strategy
  - Include values, behaviours and cultural competencies
  - Outline the role/duties/expectations

Reminder - Don't consider the person. The job description should be an analysis of duties not tasks.

# Job description structure supports the person specification and key accountabilities

- Job title/Grade/Department/Reporting lines and contacts
- Purpose of role
- Key accountabilities
  - Team
  - Generic
  - Self
  - Core
  - Additional
- Key performance indicators
- Key relationships

# Person Specification

## Measurable/Justifiable Criteria

- Essential/Desirable Criteria of the role
  - Is it necessary for the performance of the job
  - How will they be assessed?
- Experience
  - (What is the role holder expected to do, now and focussed)
  - You will need to be clear on essential v desirable skills and expectations.
- Skills
  - (What is the market)
- Qualifications
- Personal Attributes

# Job descriptions, person specification and key accountabilities should be...

- Used to form for job advert
- Standard information by which applicants will be blind shortlisted and assessed
- Provides the checklist for selection
- Values and Equality, Diversity and Inclusion must be included
- We hold the Disability Confident Employer status
- We are a Stonewall Champion (committed to being in Stonewall top 100 index)
- We are working on working on achieving a range of university EDI charters
- We are a Mental Health positive employer – supporting best practice reasonable adjustments as part of this

# Person Specification Exercise

In your breakout groups write a person specification for a  
Customer Support Assistant

Think of Essentials and Desirables

**GROUP A – Experience**

**GROUP B - Skills**

**GROUP C – Qualifications**



## **Equality Act 2010**

**What are the 9 protected characteristics?**

# Equality Act 2010

Unlawful to discriminate on the basis of 9 'protected characteristics':

**Age**

**Disability**

**Gender reassignment**

**Marriage and civil partnership**

**Pregnancy and maternity**

**Race – includes ethnic or national origins, colour and nationality**

**Religion or belief**

**Sex**

**Sexual orientation**

# NEURODIVERSITY

What is neurodiversity? - Bing video

# Understanding Unconscious Bias

## Short video

[Unconscious bias - Bing video](#)



Status Quo



Stereotype threat



Affinity bias



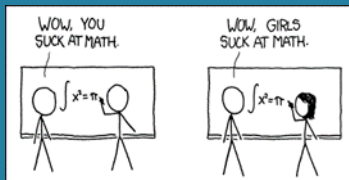
Availability Heuristic



Confirmation bias

**Unconscious biases** are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organise social worlds by categorising.

Stereotype bias



Halo effects



Groupthink



Ordering effects



# Job Adverts

## About Company X (200 words)

Describe your organisation and the team

What does your company do?  
(no need for jargon)

What's your company's mission?

How will this person contribute to the mission?

Achievements and milestones so far?  
e.g. customer count, awards won, social impact

What is it like working there?

Why is this a great opportunity?  
e.g. get in on the ground floor of a fast-growing, investor-backed start-up

## The [title of role] should have these skills:

What skills and working characteristics should this person have? E.g. written communication, data analysis, prioritisation, etc.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## In your first 6 months, you'll:

What would you hope this person achieves in their first 6 months? What big projects would they be working on?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Like the rest of the Company X team, you'll benefit from:

What are the perks? E.g. equity, a benefits package, health insurance, etc

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## What are the next steps? (150 words)

What does the candidate need to do to apply? What does the rest of the process look like?

### ABOUT

Brief overview of the company, it's mission, it's values/behaviours, achievements and how this role will contribute to these.

### SKILLS

The specific skills & values that would enable any candidate to be successful at this role.

### EXPECTATIONS

The achievements / milestones / projects that this role will aim to deliver in a specific period.

### BENEFITS

Beyond the paycheck, what are the benefits/perks of working for the company.

### NEXT STEPS

What does the candidate need to do to apply?

# Advertising a Role

## Hints and tips for adverts

- Don't just reuse an old advert, this is your opportunity to be part of the change.
- Don't compare what you are looking for based on the last person – consider your needs now and in 3 years.
- Do think about the diversity in your existing team and aim for something different.
- Think about gender coded words and inappropriate racial connotations.

<http://gender-decoder.katmatfield.com/>

Masculine	Feminine
<ul style="list-style-type: none"><li>• Analytical</li><li>• Autonomous</li><li>• Decisive</li><li>• Independent</li><li>• Leader</li><li>• Self-sufficient</li></ul>	<ul style="list-style-type: none"><li>• Committed</li><li>• Dependable</li><li>• Honest</li><li>• Loyal</li><li>• Supportive</li><li>• Trustworthy</li><li>• Collaborative</li><li>• Inclusive</li></ul>

# Advertising a Role

## CHANGES IN OUR GUIDANCE

- We are encouraging you to place adverts in publications that are likely to draw in more diverse audiences, or to attend recruitment fairs or partnership events e.g., Greenwich Pride to promote the university as local employer and sector leader for inclusion.
- We have approved standard text to state that we encourage applications from different backgrounds.

LGBTJOBS.co.uk

Community



LGBTJOBS.co.uk

We are a forward thinking online job advertising board, proud to provide opportunities to the LGBTQ community and those wishing to link up with inclusive employers across the UK and Ireland. If you are a company who would like to advertise without ex... +



LinkedIn

DISABILITY  
JOB exchange

WOMEN *in* TECH

green  park

timewise  
TALENT THROUGH FLEXIBILITY

T  
H  
E  
TIMES  
HIGHER  
EDUCATION





# Strategies to Attract Candidates From Specific Under-Represented Groups

**Our EDI Statement will be added to every advert**

*We are looking for people who can help us deliver our mission of transforming lives through inspired teaching and research, through our values.*

*The university welcomes people from diverse and underrepresented communities who can help the university to achieve its mission.*

*We do this through taking positive action such as encouraging applications from Black, Asian and Minority Ethnic, disabled and LGBT+ people. As part of our commitment to [Equality, Diversity and Inclusion](#), [Time to Change Employer Pledge](#)/[Mentally Healthy Universities](#), we are committed to promoting and supporting the physical and mental health of all our staff, and removing barriers to improve inclusion.*

*We encourage applicants to disclose experience of mental health problems so we can support them fully during our recruitment process and make any necessary reasonable adjustments. Any information disclosed will be kept confidential and separate from the job application form.*

*We are making significant strides to understand and continuously improve our employees' experience and we are committed to implementing progressive diversity talent management.*

**REMEMBER**

**Avoid jargon and unnecessary complex language**

**Language matters!!**

# ADVERT EXERCISE

In your breakout groups, follow the links below:

**GROUP A** – [Marketing and Employer Engagement Coordinator \(Fixed-Term\) at Bournemouth University \(jobs.ac.uk\)](#)

**GROUP B** – [Research Fellow in Semantic Communication and Sensing at University of Surrey \(jobs.ac.uk\)](#)

**GROUP C** – [Programme Administrator at Cardiff Metropolitan University \(jobs.ac.uk\)](#)

# Shortlisting a role – avoiding bias

From Autumn 2021 for professional services we intend that you only see written summaries confirming how the individual meets the person specification. This will include a mandatory EDI question.

- You will not be able to see
- Name
- Address
- Employer history (you will be able to see nature of the work and dates)
- Institution
- CV

We have informed applicants for this, but please consider how you may want to adjust your person specification – for example provide a clear matrix of assessment so the candidate knows what to expect. After individuals are shortlisted HR will provide CV and applicants full information to the panel.

# Panel Compositions – Academic and Professional Services

## **Pro Vice-Chancellors and Directors**

Vice-Chancellor (Chair)  
or Secretary (for Directors)  
External Assessor  
Director of Human Resources

## **Academic Posts**

Deputy Vice-Chancellor, Pro Vice-Chancellor (PVC) - Chair  
Heads of School or Department (If appointment is a fixed term a Head can Chair)  
Line Manager  
External

## **Professional Services Staff Posts**

PVC/Director in which the vacancy occurs or an appropriate nominee.  
Line manager or supervisor (needs to be a grade equivalent or higher for the position being recruited to)  
External member of staff from outside of the Faculty/Directorate of a higher grade

# Panel Compositions

*ALL PANELS MUST HAVE DIVERSITY REPRESENTATION (CAN INCLUDE STUDENT REPS). GENDER, BAME, AND WHERE POSSIBLE OTHER PROTECTED CHARACTERISTICS I.E – LGBT+, DISABILITY.*

*CHAIRS CAN WORK WITH HR TO ARRANGE PANEL.*

# Candidate Assessments

All candidate assessments will consist of **as a minimum**:

- **A 20 minute presentation** to staff on a topic associated with the potential candidate's area of work and their future contribution to the Faculty, unit or Directorate within which the post sits.
- **Academic only** - Teaching a group of between 6 to 10 Undergraduate or Postgraduate students (minimum of 30 minutes). A senior member of the Faculty will have responsibility for collecting views of attendees and feeding back to the interview panel.
- **An interview AC2/3** (minimum 30 minutes) and AC4 and above (minimum 45 minutes) with the selection panel.
- **Professional services** (minimum 30 minutes).

Optional:

- **New\* People Panel (supported by trained members from our staff networks/students). Role to help access inclusion & diversity (to be arranged in consultation with HR)**
- In-Tray exercise – marking scripts and/or course outline exercise/writing a policy/piece of comms etc.
- Other exercises appropriate to role being appointed (in consultation with HR: e.g. selection tests)

# Assessment Matrix (share in the person specification as well using for scoring how the applicant did during assessment)

Name	Application information	Presentation	Task (micro-teaching, student panel)	People Panel (if used)	Interview (diverse – can have student reps)	Overall
X	1	3	5	2	5	16
X	5	2	4	1	2	14
X	1	2	1	1	1	6
X	3	3	3	5	5	21

All criteria met with relevant evidence (5). Most criteria met with relevant examples – 75%, 60% or 40% (4, 3, 2) and some criteria met (25% or 1) No criteria met with relevant examples (0)

# INTERVIEW QUESTIONS EXERCISE

In your breakout groups create interview questions for a

**Customer Support Assistant**

**GROUP A – Qualifications**

**GROUP B – Experience**

**GROUP C – Skills**

**(2 questions)**



# Role of the Chairperson and Panel Members?

# Chair's Responsibility

Lead the panel interview, ensuring panel members are welcoming, open and appreciative. Please do not assume gender identities, ask the person how would like to be addressed. Consider introducing yourself using your preferred pronoun/or have this on LinkedIn

Moderation – evidence based supporting the decisions taken

Make the final decision with the panel and document this within e-recruitment

Accountable for shortlisting, ensuring reasonable adjustments have been accommodated with HR, and diverse panel selection

Introduce the agreed candidate assessment process

Put candidate at ease- welcoming, open and appreciative of the opportunity to bring in new talent

Objective and ensure fairness and consistency of approach throughout the process

Complete the assessment notes

Liaise with HR to consider how candidate will be notified if they are successful. Be prepared to offer feedback to unsuccessful candidates if this is requested.

# Panel Role

- Put candidate at ease- welcoming, open and appreciative of the opportunity to bring in new talent
- Value the contribution, which will deliver UoG values, behaviours and culture
- Objective, ensuring fairness and consistency of approach throughout the process. Act as bystander for equity.
- In conjunction with the Chair, review the weighting of core competences e.g. UoG values and behaviours, relevant experience etc., and how this is reflected in the assessment of the candidate and the final decision.

# Wash up and Monitoring

Where issues are identified:

- Ask for feedback on how well different assessment stages have worked. If there was an issue was it mitigated. Take on board learning points.
- Ensure all recruitment stages are properly documented!
- Consider language used – non gendered/cultural.
- Consider auditing the paperwork from previous recruitment.
- Use the washup for ensuring your recruitment best practice is captured and shared.

Existing data- number of people applying/being shortlisted/interviewed and then successfully offered a post/place by different protected characteristics

# Induction

**The final stage of the recruitment process.**

- Role of line manager/Head of Department in preparing a comprehensive local induction programme for the new employee (use the induction checklist and ensure new staff attend our Leadership Welcome).

**Induction should include the mandatory & essential training required by the University as well as other local requirements.**

# Pre Employment Checks

Right to  
work check

Proof of  
term time (if  
applicable)

Qualification

DBS (if  
applicable)

Contract

# Sponsorship

Who required sponsorship?

- Non British and Non Irish nationals who are not a 'settled worker'.
- do not otherwise have immigration permission to work for the university.

Sponsorship under the Skilled Worker Visa has a turn around time of three months.

On the Skilled Worker route, candidate must score 70 'points' to be eligible. This includes 50 points for mandatory criteria, and 20 points for 'tradeable' criteria. <https://docs.gre.ac.uk/rep/sas/ukvi-compliance-policy-and-procedure-march-2024> - For more information.

Documents required for sponsorship are:

- Qualification listed as essential criteria on the Job Description
- Academic Approval Technology Scheme (ATAS) certificate (if applicable)
- ECCTIS certificate (if applicable)
- Prove of English language
- Criminal records check (if applicable)

# Thank you!

3

Landscapes Roof 8  
Meeting 2005  
Silent Study  
Staff Office  
Teaching 2005  
Toilets 11

2

Group Study Rooms  
2004 - 2009  
Landscapes Roof 1  
Print Area 9  
Toilets 11

1

Study Area  
Print Area 11  
Toilets 11

B

Teaching 2005  
Use of space  
Open-plan  
Visible Conference  
Print Area 9  
Toilets 11



UNIVERSITY OF  
GREENWICH