



## Candidates Toolkit

# Independent, Accountable, Meritocratic and Professional Recruitment in Kosovo

# Candidate Toolkit.

## Welcome to your Candidate's Toolkit.

The toolkit is relevant for you if you're applying for a role that is being recruited using merit-based techniques. It offers generic advice, making it relevant for a variety of recruitment processes, a range of levels and applies to assorted recruitment methods (e.g., interviews, presentations, written exercises etc.)

The Toolkit is underpinned by three key principles present in all merit-based recruitment processes:

1. **RELEVANT** - **Criteria** are clear, specific and crucial for the job role
2. **ACCURATE** - The **assessors and assessment process** are effective in measuring performance against **criteria**
3. **FAIR** - The **evaluation** of the highest performer is based on their skills, abilities and job-relevant experience and in line with the **assessment process**

Following this toolkit will help you understand the different phases of a merit-based recruitment process and the steps to consider.



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# Principles of merit-based recruitment.

Merit-based recruitment outcomes are achieved by careful adherence to an underlying set of principles. Every decision about candidates and the process should respect these principle.



**Genuinely Job Relevant** – this relates to the criteria and methods chosen to assess candidates. The criteria chosen will reflect vital requirements for effective role performance.

- Clear and accurate criteria/specification of the selection requirements
- Criteria genuinely represent the abilities, skills, knowledge and experience needed to perform effectively in the role
- Assessment methods provide an effective and accurate measurement for the requirements / criteria

**Consistency and Accuracy** – this ensures assessors accurately measure meaningful points about candidates who are all treated consistently leading to the assessment being based on merit.

- Criteria are clearly documented, relate directly to the job requirements, and can be applied consistently.
- Each candidate gets the same opportunity to perform and experiences the same treatment - details shared and time provided are consistent.
- Criteria can be objectively measured/attributed to a candidate's behaviour or statements, rather than subjective interpretation or extrapolation.

**Treat all Candidates Fairly** – the above two points are not enough to deliver a merit-based recruitment. The way in which criteria can be objectively justified and whether other factors influence the assessment are critical too.

- Candidates are evaluated only on job-relevant requirements. Other factors are not allowed to influence the assessment (e.g. irrelevant experience, public profile, gender, ethnic background, political connections, etc).
- Recruiters are aware of conscious and unconscious bias – and take steps to avoid the impact of these.
- Selection requirements agreed for the role do not unfairly prevent anyone from applying for the position. Selection requirements are not created to inadvertently or deliberately favour one or more individuals.
- Levels of challenge reflect the role and are not an attempt to trick the candidate or show off superior intelligence of the recruiter(s).

# Process of merit-based recruitment.

Every stage of the recruitment process (see below) is designed to support and deliver merit-based outcomes. This toolkit reflects these recruitment stages, that can be applied to any recruitment process, and gives you the chance to understand and learn more about each phase.



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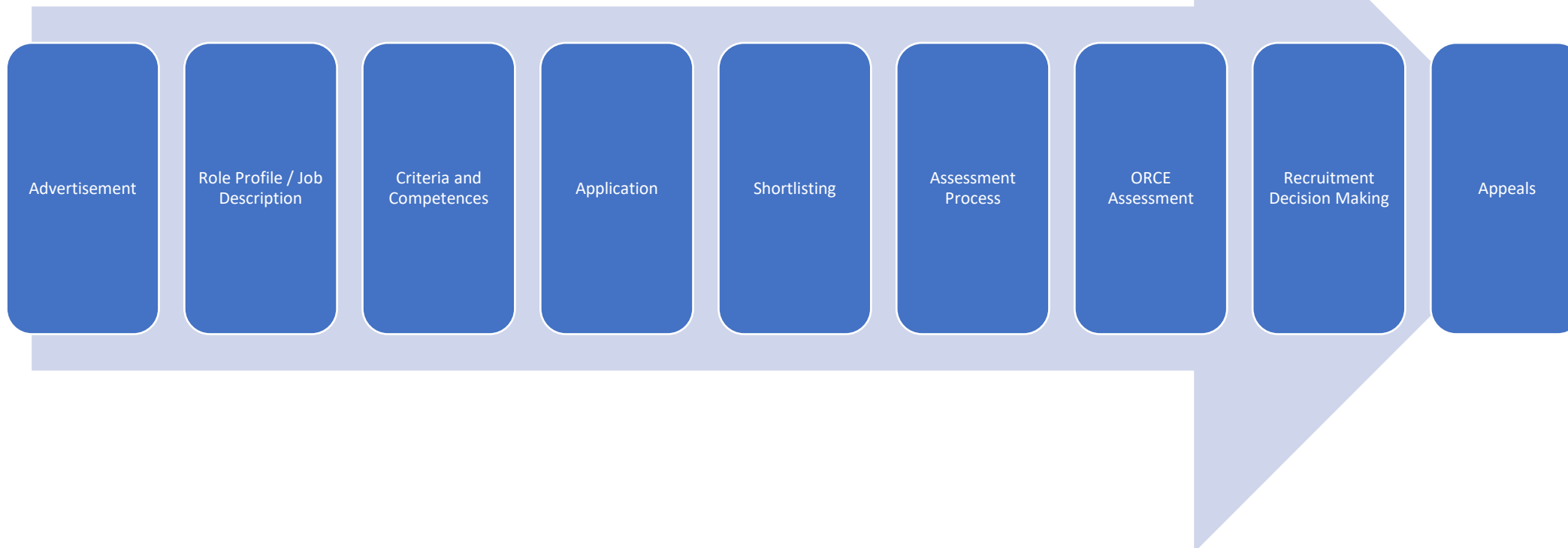
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# Advertisement.

If you're looking for a new role, think about how you can increase your chance of spotting the right opportunity for you by communicating with your business and personal networks, using social media to find jobs, refresh your LinkedIn profile etc.

When you find a role that you're interested in applying for, it is common practice to request and be sent documents that summarise the essential eligibility requirements and a Role Profile

The role profile document will outline the organisation, the role and responsibilities, associated qualifications and essential/desirable criteria for a successful candidate. It will not only help you understand the requirements of the job but also how you can best present yourself, your strengths and experiences.

See the next page for a summary of what a role profile will often contain:



## KEY TIP

*Request a copy of the role profile/job description to help you determine the requirements of the role and ensure you include all the relevant experience from your career to date.*

### THE ROLE

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# Role Profile / Job Description.

## Job title

- *This gives a clear indication of the purpose and level of the role*

## Organisation overview

- *This includes a brief overview of the organisational purpose and function that the role sits in*

## Purpose and Scope of Role

- *This contains a brief overview of the role, its purpose and delivery outcomes*

## Position in Organisation

- *This shows where the role is positioned in the organisational hierarchy*
  - *Reports To: who the role-holder will report directly to as a line manager. In some instances, this may be a Board.*
  - *Responsible For: this is the number of people the role manages and the level of those roles*
  - *Budget Responsibility: this is the amount of budget and types of budgets the role is responsible for.*

## Duties and Responsibilities

- *These are the main aspects of work the role will be responsible for delivering and include key activities the role-holder will be expected to undertake*

## Person Specification:

- *This section outlines the main criteria associated with the role. Some criteria may be essential whereas others may be desirable. Criteria can include:*
  - *Qualifications*
  - *Knowledge*
  - *Skills/Abilities*
  - *Competencies/Behaviours*



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# The Role Criteria.

At the start of a Merit Based Recruitment process, a selected panel of assessors will decide on a recruitment process that will provide them with a consistent and accurate measure of criteria required for the role. They will determine both essential criteria and behavioural criteria required for the role.

## ESSENTIAL CRITERIA

The first criteria are essential eligibility requirements for the role. Essential criteria are those that a role-holder must possess and be able to demonstrate/evidence in order to be eligible. Without this criterion someone cannot hold this role or do this job.

Essential criteria may be dictated by laws that govern the role. Eligibility requirements can include restrictions on those who cannot hold a role: e.g., anyone who has been involved in a political role in the last x months/years etc.

Generally, Essential Criteria are the focus of the written application and initial shortlisting process. Further measures of these criteria may feature in a subsequent assessment (e.g., interview) to establish to what extent a competence/behavioural quality is held.

## BEHAVIOURAL CRITERIA

The second criteria are less commonly essential criteria for the role. Behavioural criteria can include areas of Knowledge, Skills/Ability or Behaviour/Competencies. More often, they are qualities that a good role-holder should possess; and the more of it they have the better they are likely to perform in the role and deliver organisational outcomes. Behavioural Criteria tend to be the focus of subsequent assessments (e.g., interview).

Whilst some aspects of knowledge may be important for delivering a role, underpinning competencies/behaviours have consistently been shown to relate to aspects of effective role performance.



### COMPETENCY AREAS

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## KEY TIP

*Carefully review the essential criteria before embarking on an application process to ensure you meet these and the eligibility requirements first.*

# Competency areas.

Here is an example of a set of behavioural competency areas which assessors will use in a merit-based recruitment process. These illustrated below are typical of a full range of behaviours for effective role performance and assessors will usually choose a selection of these competencies.

Strategic Thinking	<i>Able to understand and relate things to a broader context as well as articulate the long-term vision of the organisation and prepare plans for the realisation of that vision</i>
Creative Thinking	<i>Always in search of new ways to achieve the desired results, regularly questioning the traditional ways of working; assesses and develops new ideas</i>
Problem Solving	<i>The ability to analyse the information and demonstrate flexibility in thinking</i>
Results Orientation	<i>Is client oriented and understands the needs and aspirations of the end user, is consistently result oriented and is capable of defining objectives and measurement of their achievement</i>
Leadership	<i>Determines the organisation's direction, and capable of inspiring others, building effective teams and using different leadership approaches when needed</i>
Management	<i>Understands systems for resource and finance management, is capable at planning and organisation and ready to delegate responsibilities</i>
Communication	<i>Is good in verbal and written communication, with both internal and external audiences and uses different methods for different audiences</i>
Networking (and Teamworking)	<i>The ability to co-operate with a range of people and to maintain effective relationships with all stakeholders</i>
Adaptability	<i>The ability to deal with conflicts and stress, remains determined but not aggressive and is self motivated</i>
Developing Self and Others	<i>Understands personal strengths and weaknesses and how to deal with them, always ready to learn from experiences and from others, builds capacities and develops talent</i>
Integrity	<i>Acts based on clear values, serves as example of honesty, integrity and humbleness to others. Politically neutral.</i>



COMPETENCY AREAS

Competency Areas

# Competency areas.

## COMPETENCY AREAS

### Competency Areas



<b>Mendimi strategjik</b>	<i>I aftë që të kuptojë dhe t'i lidhë gjërat në kontekst më të gjerë si dhe të artikulojë vizionin afatgjatë të organizatës, dhe të përgatisë planet për realizimin e atij vizioni.</i>
<b>Mendimi kreativ</b>	<i>Gjithnjë në kërkim të mënyrave të reja për të arritur rezultatet e dëshiruara, duke vënë në pyetje rregullisht mënyrat tradicionale të punës, si dhe vlerëson dhe zhvillon ide të reja</i>
<b>Zgjidhja e problemeve</b>	<i>I aftë për të analizuar informatat dhe demonstruar fleksibilitet në mendim.</i>
<b>Orientimi kah rezultatet</b>	<i>I përqendruar kah klienti dhe i kupton nevojat dhe aspiratat e shfrytëzuesit të fundit, rregullisht përqendrohet në rezultate, dhe është në gjendje që të përcaktojë objektiva për arritjen e rezultateve dhe të matë arritjen e tyre.</i>
<b>Lidershipi</b>	<i>Përcakton kahjen e organizatës, dhe i aftë për të inspiruar të tjerët, ndërton ekipe efektive dhe përdorë qasje të ndryshme të udhëheqjes kur nevojitet.</i>
<b>Menaxhimi</b>	<i>I kupton sistemet për menaxhimin e resurseve dhe financave, është i aftë në planifikim dhe organizim dhe i gatshëm që të delegojë përgjegjësitë.</i>
<b>Komunikimi</b>	<i>Komunikon mirë verbalisht dhe me shkrim, me audiencat e brendshme dhe të jashtme, dhe përdorë metoda të ndryshme për audiencat të ndryshme.</i>
<b>Rrjetëzimi (dhe puna në ekip)</b>	<i>I aftë për të bashkëpunuar me një varg njerëzish dhe për të mbajtur marrëdhënie efektive me të gjithë akterët.</i>
<b>Përshtatja (Adaptueshmëria)</b>	<i>I aftë për t'u përballë me konflikte dhe strese, i vendosur por jo agresiv dhe i vetë-motivuar.</i>
<b>Zhvillimi i vetës dhe i tjerëve</b>	<i>I kupton përparësitë dhe dobësitë dhe mënyrën si të merret me to, gjithnjë i gatshëm që mësojë nga përvojat dhe nga të tjerët, ndërton kapacitete dhe zhvillon talent</i>
<b>Integriteti</b>	<i>Vepron në bazë të vlerave të qarta, shërben si shembull i ndershmërisë, integritetit dhe përlusësisë për të tjerët. Është politikisht i paanshëm.</i>

# Competency definitions.

In order that each competency/behavioural area can be assessed more objectively and based on merit, it is defined more thoroughly and clearly. Below is an example of one just one of the competency areas where this has been done.

Leadership	<i>Determines the organization's direction, and capable of inspiring others, building effective teams, and using different leadership approaches when needed.</i>
	<ul style="list-style-type: none"><li>• Provides <b>visible leadership</b> to support and deliver long-term organisational strategies</li><li>• Clearly articulates <b>personal values</b>, and demonstrates how these align with the organisation</li><li>• Actively builds and <b>maintains the credibility</b> of the organisation with the public</li><li>• <b>Empowers others</b> to take initiative and accountability for delivery</li><li>• Creates a <b>sense of pride</b> and motivation in working for the organisation and in public service</li><li>• <b>Adapts leadership</b> style effectively to suit the requirements of the situation</li><li>• Rewards and <b>highlights successful performance</b> within the organisation</li></ul>

As you read through the job advertisement and the application form, you are likely to get an indication of some of the competency areas that are key for the role you are applying for.



# Preparing your Application.

When you are ready to apply for a job, here are a few points to consider when preparing your application:

- ✓ Pay attention to the advertisement details and consider why and how the job role and organisation could be a good step for you and your career.
- ✓ Read all the details about the recruitment process and the Essential and Behavioural criteria being assessed for the role.
- ✓ Carefully check the list of restrictions about who cannot apply (these may be detailed in a supplementary document).
- ✓ Use and access any links for further information about the role and application e.g., role-profiles, application forms.
- ✓ Pay particular attention to the requirements to submit or deliver your application and the closing dates.
- ✓ Review and update your CV to ensure that all relevant experiences for the role you are applying for are included.
- ✓ Pay attention to and ensure every application requirement is included, it's important not to miss any evidence from your submission.
- ✓ Include any evidence that is required to prove your experience and pay attention to details e.g., the number of years, months and days of employment in a role.
- ✓ Double check that you have included everything, there may be a supplementary checklist to complete, in addition to an application form.
- ✓ Allow yourself sufficient time to prepare your application and be aware of the effort and commitment required.
- ✓ Be aware that there may be consequences if you apply late, or do not enclose required, relevant or up to date documents.



## KEY TIP

*If a letter of motivation is required to be submitted, ensure you match your experiences to the essential requirements and behaviours required for the role*

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# Submitting your Application.

The principles of Merit-Based recruitment require there to be a carefully managed administration process for receiving and logging your application.



The date and time your application is received should be noted in a log by the recruiting team.



You should receive a confirmation and receipt of your application – ensure you submit your application in order to receive your receipt before the closing date and time.



You should receive information about the safe and secure storage of your application. This is essential to building confidence about the integrity of the merit-based recruitment process.



Having clear and legally compliant practices on closing dates is an important feature of Merit-Based recruitment. Customary practice in Kosovo allows for applications to be accepted provided they have a post mark from the closing date or before. However, check the application guidelines to be certain.



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## KEY TIP

*Pay particular attention to the requirements to submit or deliver your application and the closing time and date.*

# Shortlisting.

Here's some information about the shortlisting activities involved in a merit-based recruitment process.

- Shortlisting requires a group of assessors to be present to open and assess applications. It normally takes place soon after the closing date (allowing for the arrival of postal applications).
- The panel will carry out steps to ensure a merit-based process takes place. They will review the advert, agree a clear interpretation of the criteria and what happens in the case of missing documents.
- Candidate's applications will be opened when the panel are together and they will be reviewed against a checklist of essential requirements. Ambiguities will be discussed by the panel and when a decision is reached on an individual case, the interpretation can be applied consistently to others.
- Candidates will be assessed against the essential eligibility requirements and a record of whether the criteria have been met or not will be made.
- Should a candidate not meet the criteria, reasons will be recorded enabling them to be informed why this was the case (e.g. having stated they had experience but then provided no evidence to prove it).
- At the end of the shortlisting process, candidates will be informed of the outcomes.



## SHORTLISTING

# The Assessment.

Assessors will consider outcomes from the shortlisting process, such as what common gaps emerged, the Behavioural Criteria required for the role etc and determine the most appropriate assessment methods to be used.

Some of the most common methods include:



Presentations



Interview



Psychometric testing

Other methods include:



Written Exercises



Meeting Simulations



Simulated Board Briefings

Once assessment methods have been identified, candidates who were successful at the shortlisting stage will be informed about the dates, allocated arrival times and the duration of the assessment.

Candidates will be given details about methods to be used during the assessment and this gives an opportunity to prepare for this next phase.



## KEY TIP

*Use your networks – find someone who has previously experienced a Merit-Based recruitment process. If possible, practice and rehearse the elements of the forthcoming assessment process and ask for their feedback.*

## THE ASSESSMENT PROCESS

### The Assessment

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# Preparation for Assessment.

If you're invited to assessment, you have an opportunity to communicate the breadth and depth of your recent and relevant experiences for the role. To do this effectively, there are some preparation steps to take.

## RESEARCH THE ORGANISATION...

...to understand its current and desired future state, through its strategy, purpose, functions and culture.

- Review social media, websites, press releases
- Consider Social, Technological, Economic, Environmental, Political, Legal and Ethical issues affecting the business
- Clarify who the key stakeholders and customers are and consider their (and the public's) needs and perceptions
- Investigate the business internal operations, culture and organisational challenges and opportunities

## RESEARCH THE ROLE...

...to consider what will be important for the future role holder to deliver.

- Review the role profile and any information sent in the application pack
- Research previous role holders – define the achievements and successes they made, and challenges experienced
- Consider what might be the future priorities for someone in this role

## MATCH YOUR EXPERIENCES...

...to demonstrate, through examples, how you have the skills, abilities and job-relevant experience the role requires.

- Consider specific recent work experiences and evidence your behaviour, to reflect behaviours required in the role
- Reflect on your personal strengths and specific successes you are proud of in the workplace
- Focus on how your actions positively impacted people and how sustainable changes were measured as a result.



## KEY TIP

Gain a different perspective from colleagues and friends. Ask them what they perceive your strengths and achievements to be. Surround yourself with people who build your confidence and offer you appropriate support and challenge.

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# ORCE Model of Assessment.

Your Merit-Based assessment experience will be consistent, regardless of the method (e.g., interview, written exercise, meeting simulation, etc.), with other candidates.

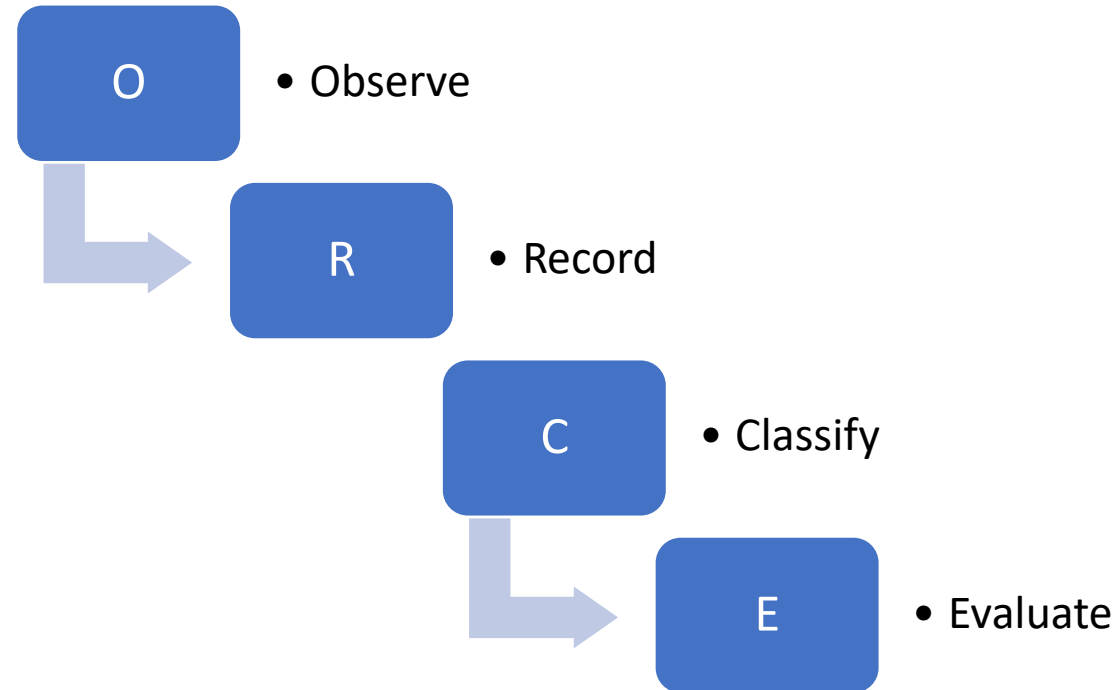
Your assessment will begin with a scripted introduction that provides an overview about what will happen in each part of the assessment, what is being measured, the time available and how the process will be managed.

As you perform and respond, assessors will Observe and Record verbatim notes as you speak. They will be focused on writing factual and accurate data on note taking sheets.

When you leave the room, they will independently, and without consultation with others, assess the evidence they have and Classify and Evaluate your performance.

Assessors will review the strengths, gaps, omissions and the level of evidence shared against each individual criterion and then award a rating to each of the competencies/criteria.

This ORCE model supports assessors to deliver consistent and accurate assessments based on criteria and that are merit-based.



## THE ASSESSMENT PROCESS

# Interview questions.

A merit-based recruitment interview gives you an opportunity to demonstrate, through examples, how you have the skills, abilities and job-relevant experience the role requires.

Effective answers will result in you providing assessors with

- Specific examples of your behaviour from recent work experiences
- Demonstrated evidence of your standards that are relevant to the role you're applying for
- Examples to demonstrate you have worked at the level required of the role

A good structure and framework to use when answering interview questions is to include the circumstances, your behaviour and the impact of your actions.

<b>Circumstance</b>	The context and background at the time Your personal levels of responsibility
<b>Behaviour</b>	The specific action you took What you personally did
<b>Impact</b>	How your actions positively impacted people How sustainable changes were measured as a result



## THE ASSESSMENT PROCESS

# Top tips for interview questions.

- 🌀 Listen carefully to the interview question – if you don't understand it, ask for it to be repeated.
- 🌀 The assessor can tell you which behaviour the question focuses on, so that you can introduce evidence in your examples that support and demonstrate the behaviour in question.
- 🌀 Use the word 'I' more than 'we' during the interview. Although we perform mostly with teams at work, during the interview you need to talk about what you specifically did and achieved.
- 🌀 If you need to, practice and rehearse talking positively about yourself and your actions. This may help you develop confidence to talk about your strengths, contributions and achievements.
- 🌀 You'll be informed how much time will be allocated for each question – usually between 5-7 minutes – you're responsible for managing the time and answering the question fully.
- 🌀 Assessors may ask you prompt questions, either to steer you to give you the information they need, or to help you consider the question from a different angle.
- 🌀 Be aware of and control your personal communications, which may be influenced by and change in a high pressure environment.
  - 🌀 *Listen to the question being asked and think about which work example will best fit the question*
  - 🌀 *Speak accurately, briefly and with clarity.*
  - 🌀 *Consider the volume of your voice and the pace of your speech*
  - 🌀 *Pay attention to your body language, expressions and gestures*



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# Recruitment Decision Making.

- ➔ Once assessors have individually and independently assessed all the candidates, their next step is to collate and review each candidate's ratings.
- ➔ Assessors may have a discussion where there are discrepancies in views or differences in interpretation of the evidence provided by the candidate. This allows for the fact that assessors may not capture every aspect of evidence or may interpret some aspects differently.
- ➔ Once all candidates' ratings are collated the candidate with the highest scores will be recommended for appointment based on their merit. Successful candidates should receive confirmation in writing.
- ➔ Unsuccessful candidates should also receive a written notification. In some instances, there may be an explanation on where unsuccessful candidates were not as effective as the one who was appointed based on merit.
- ➔ All candidates have an opportunity to ask for feedback on their performance, giving them a chance to learn from the experience and potentially adapt their future approach.



# Appeals.

One of the principles of merit-based recruitment is fairness, which means that you can lodge an appeal regarding decisions made or if you think that your application has been unfairly handled.

Relevant laws and procedures will specify the timings and process for appeals to be lodged and considered.

It can also be useful to seek any feedback and observations from any Institution invited to observe or oversee the process.



# Twelve Most Common Mistakes at Interview...

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TOP TIPS

<b>1 Not answering the question</b>  <p>It's important to listen carefully to what the question asks you to cover. If you do not cover all aspects of what is asked this will impact your performance.</p>	<b>2 Not keeping the answer focused on competency area</b>  <p>Interviewers will tell you which behavioural competency area they are seeking to explore with a question. Focus your answer on the aspects that are relevant to this area.</p>	<b>3 Wrong level of evidence</b>  <p>Your response and evidence needs to be appropriate for the level of role you have applied for. If you have applied to lead an organisation, evidence from a narrow departmental or operational level is not enough to demonstrate suitability.</p>
<b>4 'We' rather than 'I'</b>  <p>The interview aims to understand what you have personally done. You need to be clear about your personal role and contribution. While working in teams is important you need to focus on your individual actions and the part you played.</p>	<b>5 Talking generally rather than specifically</b>  <p>Questions will look for specific examples of what you have done. This requires real concrete examples. While you may have been involved in many instances that may be relevant try outlining the one which is the most important, challenging and complex. This is likely to offer your best evidence. Avoid talking about what you do generally and focus on a specific example.</p>	<b>6 Trying to provide too many examples</b>  <p>It can be tempting to try to convince a commission of your suitability by referring to several examples which you feel are relevant. However, with limited time you are unlikely to outline any of these with sufficient detail. Pick your best example and provide more detail about the situation, the task and aim of what you were looking to achieve, your personal actions and the outcome.</p>
<b>7 Re-using the same example</b>  <p>Responses require you to provide examples and using your best examples is important. However, you also want to show the range of situations you have managed. If you use the same example across different questions you will be unable to showcase the breadth of your experience.</p>	<b>8 Old examples</b>  <p>The older your examples are the less effective they tend to be. If you have to rely on examples from many years ago it raises questions about why you have not got more recent relevant examples to offer. It is best if examples are within the last few years – this helps to show what your most recent experience is and what that is relevant to the role you have applied for.</p>	<b>9 Modesty</b>  <p>The commission need to hear about you, your personal behaviour and contribution and your achievements. If you are overly modest and do not talk about these things, this can lead to you receiving a low rating. Whilst it can be uncomfortable to talk about your own achievements it is necessary to provide the evidence required to perform well.</p>
<b>10 Not explaining the context</b>  <p>It is useful to remember that not all members of a commission will know the context behind examples you wish to share in an interview. The context often highlights why the instance you wish to present came about. This is useful in creating an understanding of the scale of the challenge, its complexity and why the level is relevant to the role you have applied for. Commonly candidates rush too quickly to say what they did without outlining the context.</p>	<b>11 Reacting to probing questions</b>  <p>The commission will follow up their initial question with further probing questions. Reacting to these as if they were some form of personal challenge will mean you miss the opportunity to understand how the commission are seeking to assist you. These questions are a way to clarify details important to the competency area they are exploring, a way to re-direct you to aspects of the question you have not yet answered and to ensure you make use of the time available.</p>	<b>12 Not using the time available</b>  <p>If you do not use the time available to provide as full an explanation of the context, what the issues were, how you decided to do what you did, what you did and what impact it had then it is challenging to achieve high ratings. While an interview is a discussion between you and the commission, if you do not use the time available you limit your chances of doing well.</p>

# Nine Most Common Mistakes at Selection Presentations...

<p><b>1 Not preparing</b></p> <p>You are likely to receive your presentation topic and instructions (e.g. how long you will have and how any questions may work) in advance. This gives you plenty of time to prepare. If you do not use this time to come up with a well-researched, thoughtful and impactful presentation you have not taken the selection process seriously. Preparing can also mean reading the instructions you have been provided so you know what are, and are not, permitted to do (e.g. handouts may or may not be allowed).</p>	<p><b>2 Focusing on the most obvious publicly available information</b></p> <p>If you prepare by using lots of the information about the organisation that is published on their website, or in other obvious public sources, your presentation will be limited and is unlikely to show that you have genuine insight into the organisations challenges and opportunities.</p>	<p><b>3 Facts over insights</b></p> <p>Your presentation topic is likely to ask for what you think. If you simply focus on facts and figures about the organisation this won't show your understanding, insights or ideas for future direction and improvements.</p>
<p><b>4 Personal biography</b></p> <p>You have a limited time within which to provide your presentation. The commission have already seen your application and CV. There is no need to provide a personal biography – this is not what your presentation topic has asked for. Make best use of the time by getting straight into presenting the topic you were provided with.</p>	<p><b>5 Ensure you cover everything you were asked to</b></p> <p>There may be several parts to the presentation topic. If you only cover some of them you will be unlikely to perform well. Make sure you have prepared and practiced the presentation to ensure it covers everything that is included in the topic.</p>	<p><b>6 Being unstructured</b></p> <p>Presenting is about communicating your understanding and ideas. To communicate effectively and ensure you cover everything required, you need to lead your audience (i.e. the commission) through your thinking – this requires some structure. Try to provide a brief overview of what you will cover, provide your main presentation, summarise the key points. Within each section be clear when you are moving from one point, thought or principle to another. Make it easy to follow</p>
<p><b>7 Not Practicing</b></p> <p>You will have a lot to say in a little amount of time. You do not want to have so much you run out of time and you don't want to have too little to say so you don't use the time fully. Good presentations and presenting takes practice. Practicing will help you see how long it takes you and whether you have too much or too little. It will also make sure you can present the contents fluently..</p>	<p><b>8 Talking too quickly</b></p> <p>If you have too much to say it can be tempting just to talk more quickly. However, please remember the commission are trying to listen to you, follow your thinking and make notes. If you are very quick then your audience will miss some of what you say and this may impact your assessment.</p>	<p><b>9 Reading</b></p> <p>Using notes to provide a well-structured and professional presentation is perfectly normal. However, this should not be confused with reading from a pre-prepared script. You want your presentation to be interesting, engaging and flowing. Directly reading from a script can hinder the quality of your presentation and does not give confidence that you are presenting your own thinking.</p>

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