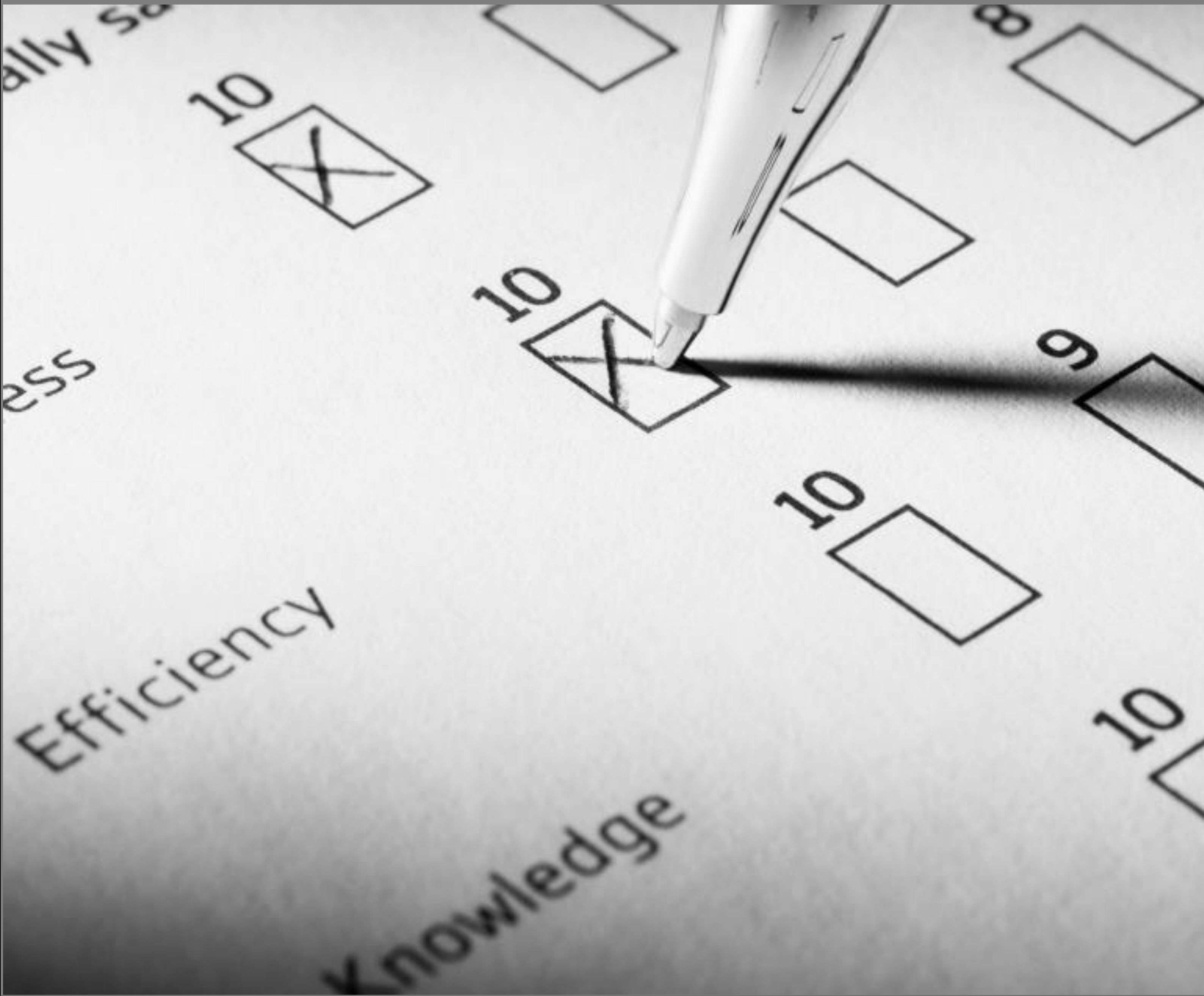
Recruit and select staff

D1.HML.CL10.15
D1.HRM.CL9.10
D2.TRM.CL9.20

Assessor Manual



Recruit and select staff

D1.HML.CL10.15

D1.HRM.CL9.10

D2.TRM.CL9.20

Assessor Manual

Project Base

William Angliss Institute of TAFE
555 La Trobe Street
Melbourne 3000 Victoria
Telephone: (03) 9606 2111
Facsimile: (03) 9670 1330

Acknowledgements

Project Director:	Wayne Crosbie
Chief Writer:	Alan Hickman
Subject Writer:	Alan Hickman
Project Manager/Editor:	Alan Maguire
DTP/Production	Daniel Chee, Mai Vu, Kaly Quach

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Priority Tourism Labour Division".

This publication is supported by the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

File name: AM_Recruit_&_select_staff_refined.docx

Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

a) The nature of the unit
b) The strengths of participants
c) The number of participants in the class
d) Time required to complete assessments
e) Time dedicated to assessment
f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor

- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

  "At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

  These work projects are part of the formal assessment for the unit of competency titled X:

  - You are required to complete these activities:

    a) Using the 'X' method of assessment

    b) At 'X' location

    c) You will have 'X time period' for this assessment

  - You are required to compile information in a format that you feel is appropriate to the assessment
  - Do you have any questions about this assessment?"
- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name
  - Enter Assessor name
  - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These oral questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

We have 60 minutes for this assessment.

   - I will give you feedback at the end of the assessment
   - Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:
   - Complete Assessment Record for the Oral Questioning by:
      a) Ticking PC or NYC, as appropriate
      b) Entering 'Remarks' as required
      c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These written questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability.

  You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

  Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

  We have X time for this assessment:

   - The due date for completion of this assessment is X
   - On this date you must forward the completed questions to the assessor by X time on the date of X
   - Do you have any questions about this assessment?"

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: RECRUIT AND SELECT STAFF	**NOMINAL HOURS:** 65
UNIT NUMBER: D1.HML.CL10.15 D1.HRM.CL9.10 D2.TRM.CL9.20	
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to enable a supervisor to identify future staffing needs and take appropriate action to employ workers to meet these human resource needs including implementation of induction and orientation programs.	

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Identify staffing needs **1.1** Obtain and read *enterprise policies and procedures in relation to the staffing process* **1.2** Identify *internal factors that impact on staffing needs* **1.3** Identify *external factors that impact on staffing needs* **1.4** Describe *techniques to monitor workplace performance* **1.5** Consult with *stakeholders* to determine staffing needs **1.6** Describe and quantify *staffing requirements* by position and locate them within an organisational chart **1.7** Undertake a *job analysis* of each identified position **1.8** Prepare *job specifications and job*	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment This unit applies to organizations that are involved in recruiting and selecting staff to work within the labour divisions of the hotel and travel industries and may include: 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation *Enterprise policies and procedures in relation to the staffing process* may include: • Details of information that may and may not be used in a job advertisement

descriptions for identified positions **Element 2: Recruit staff** **2.1** Identify and quantify positions to be advertised **2.2** Develop *key selection criteria* for each position to be advertised **2.3** Obtain authority to recruit staff **2.4** Identify *sources of staff* **2.5** Develop and lodge *job advertisements/notices* with identified sources of staff **Element 3: Interview staff** **3.1** Accept job applications **3.2** *Short-list applicants* **3.3** *Check references and referees* **3.4** Notify applicant of interview **3.5** Conduct *job interview* **3.6** Apply relevant *testing procedures* **3.7** File application and interview documentation **Element 4: Select staff** **4.1** *Choose successful applicant/s* using pre-defined criteria **4.2** Notify successful applicants and make formal job offer **4.3** Notify unsuccessful applicants	• Staff promotion policies, especially internal promotions • Staff training • Remuneration • Probationary periods • Terms and conditions of employment • Benefits • Every individual staff policy, such as uniform, personal presentation, smoking, tact and diplomacy, sickness, attendance and punctuality, use of company property • Composition of interview and selection panels • Designated authorities for hiring staff • Discretionary power in relation to negotiating staff conditions and remuneration • Industrial relations, equal opportunity and diversity legislation. *Internal factors that impact on staffing needs* may include: • Budget • Level, number and competency levels of current staff • Service standards, opening hours, volume of customers, peak demands, nature and type of customers • Direction of business and established business reputation • Type of service being offered and equipment being used • Promises made to customers by the enterprise • Anticipated or unpredictable staff turnover. *External factors that impact on staffing needs* may include: • The external business, economic and competitive environment

4.4 *Follow-up* as required **Element 5: Implement induction and orientation session or program** **5.1** *Plan the induction* and orientation session/s **5.2** Conduct the induction and orientation session/s **5.3** Review the induction and orientation session/s	• Activities being undertaken by competitors • Customer expectations • Emerging trends • Changes in legislation and technology • Availability of appropriately qualified staff to recruit across all identified staffing positions. *Techniques to monitor workplace performance* may include: • Statistical analysis of labour and revenue figures • Quantitative and qualitative research and analysis • Internal and external research/benchmarking • Consideration of different formal and informal research methods including customer-focused research/feedback. *Stakeholders* may include: • Owners • Boards of directors • Shareholders • Senior management, including Head Office • Supervisors • Staff • Customers • Suppliers. *Staffing requirements* may include: • Preparation of an organization chart showing every position within the host enterprise • Allocation of a title to every position on the organization chart.

	Job analysis refers to: • The function of gathering all the relevant facts, details and information about a job. *Job specification* refers o: • All the information about the type of employee needed to do a particular job effectively The *job description* refers to: • All the information about the job itself. *Key selection criteria* may relate to: • Experience • Competencies • Qualifications • Compatibility. *Sources of staff* may include: • Media advertisements • Job and recruitment agencies • Internet • Internal advertising including internal promotions • Schools and trade colleges • Industry network contacts • Other employers. *Job advertisements/notices* may relate to: • Production of media advertisements • Providing information to job agencies • Compliance with legislation regarding the advertising for staff.

	Short-list applicants refers to: • Development of a list of applicants who will proceed through to the interview stage of the selection process. *Check references and referees* refers to: • Reading written references submitted as part of the application • Verifying written references • Validating the claims made at interview by the job applicant by contacting people and organizations for whom they have previously worked that are listed in their application. *Job interview* may include: • One-on-one and face-to-face interviews • Panel interviews • Group interviews • Over-the-phone interviews • First, second and/or third interviews • Applying appropriate questioning and listening techniques • Recording answers supplied by applicants • Responding to applicant questions • Equity and compliance issues • Devising questions to be asked of all applicants. *Testing procedures* may relate to: • Trade or technical tests to determine competency • Psychometric testing and/or profiling • Medical examinations • Drug and alcohol tests.

	Choose successful applicant/s may relate to:
	• Rating applicants against selection criteria
	• Obtaining feedback and consensus from all interviewers
	• Considering test results
	• Ranking interviewees.
	Follow up successful applicants may relate to:
	• Obtaining original copies of documents presented at interviews
	• Explaining details of the job offer, contract or employment instrument
	• Confirming acceptance of the job offer
	• Offering the job to another applicant if the first choice refuses the offer.
	Plan the induction may relate to:
	• Identifying the topics to be covered which may include:
	  ▪ Completion of necessary paperwork
	  ▪ Provision of 'need to know' information
	  ▪ Tour of premises/department
	  ▪ Meeting with management and introduction to staff
	  ▪ Allocation of uniform and badges
	  ▪ Detailed work role induction including explanation of relevant policies and procedures, company expectations, job descriptions, roster, individual and shared responsibilities and supervision
	  ▪ Explanation of enterprise aims, directions, plans and objectives
	  ▪ Explanation of key performance indicators (KPIS)
	  ▪ Explanation of occupational safety and health (OSH) issues
	  ▪ Explanation of enterprise benefits and 'reward and recognition' schemes

	▪ Provision of practical demonstration/training to enable required service delivery ▪ Culture of the organization ▪ Communication channels • Sequencing the content of the induction • Allocating time and resources to the induction • Arranging for the necessary other staff and personnel to be present at induction • Minimizing operational disruption • Optimizing effectiveness. **Assessment Guide** The following skills and knowledge must be assessed as part of this unit: • The enterprise's policies and procedures in regard to staff recruitment, selection and inductions • Knowledge of the industrial relations and equal opportunity of the host country • Ability to draft job advertisements and liaise with employment agencies and the media • Interviewing, negotiation, communication and inter-personal skills • Knowledge of the operational aspects of the areas for which staff are being recruited and selected • Knowledge of industrial relations, equal opportunity and other employment-related legislation of the host country. **Linkages To Other Units** • Develop and implement a business plan • Maintain a paper-based filing and retrieval system • Develop and implement operational procedures • Develop and supervise operational approaches

	• Establish and maintain a safe working environment • Manage the effective use of human resources • Monitor staff performance • Roster staff • Manage workplace diversity • Manage and maintain effective workplace relations. **Critical Aspects of Assessment** Evidence of the following is essential: • Demonstrated ability to identify staffing needs for a designated venue/department given certain trading and other conditions and limitations • Demonstrated ability to draft a print media advertisement for a nominated job • Demonstrated ability to prepare a job description, a job specification and a set of key selection criteria for a nominated work position • Demonstrated ability to short-list a set number of written job applications by assessing the suitability of the applicant's qualifications and experience against the designated key selection criteria • Demonstrated ability to interview a set number of applicants for a given job and evaluate their suitability for the position using designated key selection criteria • Demonstrated ability to explain and effectively defend the rationale for selecting the successful applicant • Demonstrated ability to make a formal job offer to a successful job applicant • Demonstrated ability to organize, conduct and review an orientation and induction program for a new employee for a designated job position.

	Context of Assessment Assessment must ensure: • Actual or simulated workplace conditions on which to base the preparation/recruitment activities, and a realistic workplace context in which to conduct the job interview. **Resource Implications** Training and assessment must include the use of appropriate industry sector terminology, employment terms, pay rates, terms and conditions of employment and reference to all legislation as applicable to the relevant industry sector of the host country in actual or simulated workplace conditions; and access to workplace standards, procedures, policies, guidelines, tools and equipment. **Assessment Methods** The following methods may be used to assess competency for this unit: • Observation of practical candidate performance • Role plays • Case studies • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work • Simulations.

<table>
<tr><td rowspan="9"></td><td colspan="3">Key Competencies in this Unit
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating</td></tr>
<tr><td>Key Competencies</td><td>Level</td><td>Examples</td></tr>
<tr><td>Collecting, organizing and analysing information</td><td>2</td><td>Gather information to use as the basis of job descriptions, specifications and analyses; read, digest and rank job applications</td></tr>
<tr><td>Communicating ideas and information</td><td>2</td><td>Interview applicants; develop job-related documents in conjunction with others; operate as a member of a panel interview</td></tr>
<tr><td>Planning and organizing activities</td><td>2</td><td>Arrange and schedule interviews and inductions</td></tr>
<tr><td>Working with others and in teams</td><td>2</td><td>Cooperate with others in development of job-related documentation, interviews and inductions</td></tr>
<tr><td>Using mathematical ideas and techniques</td><td>2</td><td>Statistical analysis of labour and revenue figures; quantitative research</td></tr>
<tr><td>Solving problems</td><td>1</td><td>Conduct and follow-up on reference checks; deal with situations where successful applicant rejects job offer</td></tr>
<tr><td>Using technology</td><td>1</td><td>Enter data into in-house systems</td></tr>
</table>

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Recruit and select staff D1.HML.CL10.15 D1.HRM.CL9.10 D2.TRM.CL9.20
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	**Response**	
	PC	**NYC**
1. List the policies that can apply to staffing in your workplace?	❑	❑
2. What internal factors in your workplace have the potential to impact on staffing needs?	❑	❑

Questions	Response	
	PC	NYC
3. What external factors at your work have the potential to impact on staffing needs?	❑	❑
4. What techniques/options are used to monitor staff performance in your workplace?	❑	❑
5. Who are the stakeholders who may need to be consulted with to determine staffing needs at your workplace?	❑	❑

Questions	Response	
	PC	NYC
6. What factors would you take into account when quantifying staffing needs you're your department/workplace?	❑	❑
7. How would you undertake a job analysis for a nominated position in your workplace?	❑	❑
8. Identify a job/position in your workplace and explain what might be contained in a 'job specification' and a 'job description' for that position.	❑	❑

Questions	Response	
	PC	NYC
9. Under what circumstances may you elect **not** to externally advertise a job vacancy existing within your business?	❑	❑
10. Give an example of 'key selection criteria' for a nominated position in your workplace.	❑	❑
11. Who might you need to seek approval from before advertising for, or hiring, new staff in your workplace?	❑	❑

Questions	Response	
	PC	NYC
12. Where might you lodge job vacancies when seeking to recruit new staff?	❑	❑
13. What details about a job/position would you include and specifically exclude when lodging a job vacancy advertisement for your employer?	❑	❑
14. What options exist for job applicants to forward their job applications to you as a potential employer?	❑	❑

Questions	Response	
	PC	NYC
15. How does short-listing of applicants occur at your workplace? Who does it? When? What is taken into account?	❑	❑
16. When are referees and references checked at your workplace as part of the selection process when recruiting new staff?	❑	❑
17. What information would you provide to an applicant when notifying them of a job interview you have decided to grant them?	❑	❑

Questions	Response	
	PC	NYC
18. What practices and techniques would you use when interviewing a person for an advertised job vacancy?	❑	❑
19. Give me two examples of 'testing procedures' you may apply to a job applicant as part of the interview process.	❑	❑
20. What would you do with application and interview documentation after the interview and selection process for new staff has been finalised?	❑	❑

Questions	Response	
	PC	NYC
21. On what basis should you determine the successful applicant for an advertised job vacancy?	❑	❑
22. How does your workplace notify a job applicant they have been successful in the job application process?	❑	❑
23. How are unsuccessful job applicants normally advised they have not been successful in their job application?	❑	❑

Questions	Response	
	PC	NYC
24. The person you selected as the successful applicant for a position is now no longer available to accept the position you have offered them: what might you do in this situation to fill the job vacancy?	❑	❑
25. What activities are involved in planning an induction and orientation session for a new staff member at your workplace?	❑	❑
26. What topics would you cover when conducting an induction and orientation session for a new staff member?	❑	❑

Questions	Response	
	PC	NYC
27. What factors do you consider when reviewing the provision of induction and orientation sessions to new employees?	❑	❑

Written Questions

Recruit and select staff – D1.HML.CL10.15 D1.HRM.CL9.10 D2.TRM.CL9.20

Student Name: ____

Answer all the following questions and submit to your Trainer.

1. Give three reasons staffing policies and procedures can be expected to vary between businesses?

____

____

____

____

____

2. Name three examples of staffing policies and procedures a business may have in place.

____

____

____

____

____

3. Describe three ways you can obtain a detailed understanding of the policies and procedures at your workplace.

____

____

____

____

____

____

4. List three internal factors with the potential to impact on staffing needs.

5. List three external factors with the potential to impact on staffing needs.

6. Give three reasons it is important for you to monitor the workplace performance of staff.

7. List three techniques used to monitor the workplace performance of staff.

8. What is the formula for calculating 'labour cost percentage'?

9. Identify three stakeholders who may be consulted to determine staffing needs.

10. What is the name of the paper-based or electronic document setting out the hierarchical relationship between all the working positions within the enterprise?

11. List three requirements for using the document referred to in the Answer to Question 10 (above).

12. In a workplace, what is the 'grapevine'?

13. What is a 'job analysis'?

14. Give three reasons a job analysis should be undertake for each position in the enterprise.

15. List three ways information for a job analysis might be obtained.

16. What is a 'job statement'?

17. Answer 'True' or 'False' to the following statement: 'A job description addresses the human qualities the best person for the job would possess.'

True ❑ False ❑

18. Would the 'work experience' required for a job be listed in the 'job description' or the 'job specification'?

19. Answer 'True' or 'False' to the following statement: 'All staff recruitment must be targeted to identified need.

True ❑ False ❑

20. List three factors to be considered when deciding what types of jobs to recruit staff for.

21. List three factors to be considered when deciding the number of jobs to recruit staff for.

22. Answer 'True' or 'False' to the following statement: 'KSC can be seen as the non-negotiable elements of the job, the requirements which must be fulfilled by anyone obtaining the job.'

True ❑ False ❑

23. What are the two common ways for management to give approval to recruit staff?

24. Identify three options a business may use to recruit staff.

25. List five tips presented in the notes to help produce an effective job vacancy advertisement.

26. Why should all job applications in response to a job vacancy advertisement go to a central point?

27. What is short-listing?

28. List three practices for deciding who should be short-listed.

29. Answer 'Yes' or 'No' to the following: 'Are all references and referees are checked for each applicant prior to the job interview?'

Yes ❑ No ❑

30. What is a 'reference'?

31. Identify three pieces of information to include when notifying an applicant they have been granted a job interview.

32. List three internal arrangements that may need to be made prior top conducting a job interview.

33. List six basics for a successful interview during the 'interview proper'.

34. What are the two main reasons for testing job applicants?

35. What are the two main issues which must be addressed when filing application and interview material/documentation?

____

____

36. What is the name of the sheet identified in the notes as helping interviewers gain an objective comparison of all job applicants during job interviews?

____

____

37. What may be given to a successful job applicant to formalise the offer of employment to them?

____

____

38. What may be given to a successful job applicant to formalise the offer of employment to them?

____

____

39. What is the name of the letter sent to unsuccessful candidates advising them they have not been made a job offer?

____

____

40. List three possible follow-up activities that may need to be undertaken once a successful candidate has been advised they have been made a job offer?

____

____

____

____

____

____

41. List three OHS considerations needing to be covered in an induction and orientation session for a new employee.

42. In addition to OHS considerations list ten (10) topics needing to be addressed as part on effective induction and orientation session for a new staff member.

43. List ten (10) important things to consider when personally conducting induction and orientation sessions.

44. List three classifications of people who should be involved in the review of induction and orientation sessions.

45. List three areas that may be the focus for reviews of induction and orientation sessions.

Answers to Written Questions

Recruit and select staff – D1.HML.CL10.15 D1.HRM.CL9.10 D2.TRM.CL9.20

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. Give three reasons staffing policies and procedures can be expected to vary between businesses?

Any from the following:

- Their previous experiences with staff recruitment and selection
- The current policies will be drafted to prevent repeating mistakes made before.
- The size of the business
- Personal preferences of the owner
- Legal requirements applying to individual business types and/or industry sectors.

2. Name three examples of staffing policies and procedures a business may have in place

Any from the following:

- Job advertising
- Internal staff promotions
- Staff training
- Remuneration
- Probationary period
- Terms and conditions of employment
- Benefits
- General staff behaviour and presentation
- Composition of interview and selection panels
- Designated authority for hiring staff
- Discretionary power
- Compliance with legislation.

3. Describe three ways you can obtain a detailed understanding of the policies and procedures at your workplace.

Any from the following:

- Reading hard copy policies and procedures provided by the enterprise
- Accessing the intranet
- Attending internal training sessions

- Talking to Managers and more experienced staff
- Asking questions.

4. List three internal factors with the potential to impact on staffing needs.

Any from the following:

- Budget
- Existing staff
- Service standard
- Trading hours
- Volume of customers
- Peak demands
- Nature and type of customers
- The business itself
- Service offered
- Equipment used
- Promises made
- Coverage for expected/known staff movement

5. List three external factors with the potential to impact on staffing needs.

Any from the following:

- External business environment
- Customer expectations
- Emerging trends
- Changes in legislation
- Changes in technology
- Availability of staff.

6. Give three reasons it is important for you to monitor the workplace performance of staff.

Any from the following:

- Identify those who need help, training or support
- Help determine whether actual outcomes are person-based or related to other issues such as poor layout, malfunctioning equipment, ineffective SOPs
- Identify good performance
- Identify staff who may be suitable for promotion, extra responsibilities or a new job/position
- Remind staff their performance at work is under scrutiny.

7. List three techniques used to monitor the workplace performance of staff.

Any from the following:

- Statistical analysis
- Qualitative and quantitative analysis
- Benchmarking
- Informal and formal research

8. What is the formula for calculating 'labour cost percentage'?

$$\frac{\text{Labour cost}}{\text{Sales}} \times \frac{100}{1}$$

9. Identify three stakeholders who may be consulted to determine staffing needs.

Any from the following:

- Owners
- Board of Directors
- Shareholders
- Senior management
- Supervisors
- Staff
- Customers
- Suppliers.

10. What is the name of the paper-based or electronic document setting out the hierarchical relationship between all the working positions within the enterprise?

Organisation/organisational chart.

11. List three requirements for using the document referred to in the Answer to Question 10 (above).

Any from the following:

- Know who the department heads, managers and supervisors are
- Know the positions (and the individuals/the staff members
- Know who they report to and who has authority over them
- Know if the chart is current
- Obtain permission to alter the organisational chart
- Strive to balance responsibilities
- Revise and update the chart whenever staff changes are made.

12. In a workplace, what is the 'grapevine'?

The grapevine is the term used to refer to the informal lines of communication within a business which is an effective informal network of communication that many believe is essential for success of any organisation.

13. What is a 'job analysis'?

A job analysis is the gathering all the relevant facts, details and information about a job.

14. Give three reasons a job analysis should be undertake for each position in the enterprise.

- Identify all the tasks and duties involved in carrying out the job in question
- Determine and describe how all those tasks are linked together and executed
- Identify the precise nature of the skills, qualifications and experience needed to do the job.

15. List three ways information for a job analysis might be obtained.

Any from the following:

- Personal observation
- Feedback from staff
- Talking to supervisors/those in the management network
- Considering 'best practice'
- Reading job-related documentation

16. What is a 'job statement'?

The Job Statement is a document combining the Job Description and Job Specification.

17. Answer 'True' or 'False' to the following statement: 'A job description addresses the *human qualities* the best person for the job would possess.'

False.

18. Would the 'work experience' required for a job be listed in the 'job description' or the 'job specification'?

Job specification.

19. Answer 'True' or 'False' to the following statement: 'All staff recruitment must be targeted to identify need.'

True.

20. List three factors to be considered when deciding what types of jobs to recruit staff for.

Any from the following:

- Information contained in the Job Descriptions
- Integration of the required work to be done with other positions within the business
- Owner preference
- Complaints received from customers
- Levels of business performance
- Strategic business direction
- New products and services
- Revisions to previous allocation of responsibilities and tasks

21. List three factors to be considered when deciding the number of jobs to recruit staff for.

Any from the following:

- Advertised and expected service levels
- Peaks and troughs of trade
- Waiting times
- Trading times
- Labour budget
- Statements made on the organisational chart
- Personal knowledge about upcoming events
- Contractual obligations.

22. Answer 'True' or 'False' to the following statement: 'KSC can be seen as the non-negotiable elements of the job, the requirements which must be fulfilled by anyone obtaining the job.'

True.

23. What are the two common ways for management to give approval to recruit staff?

- Verbally
- In writing.

24. Identify three options a business may use to recruit staff.

Any from the following:

- Media advertisements
- Job agencies and recruitment agencies

- Internet recruitment
- Internal advertising
- Schools and trade colleges
- Industry network contacts
- Other staff
- People who have already registered for work
- Career fairs.

25. List five tips presented in the notes to help produce an effective job vacancy advertisement.

Any from the following:

- Write clearly
- Write a draft
- Refer to previous similar advertisements
- Include relevant information from the most recent job analysis
- Name a contact person
- Read what you have written from the perspective of an applicant
- Do not waffle
- Consider alternative ways for applicants to respond
- Sell the benefits of the job
- Point to additional information available.

26. Why should all job applications in response to a job vacancy advertisement go to a central point?

For ease of administration and to facilitate the keeping of records about who, and how many, have applied.

27. What is short-listing?

Deciding which applicants to interview, and which ones not to.

28. List three practices for deciding who should be short-listed.

Any from the following:

- A brief reading of the Covering Letter sent in by the applicant
- A brief reading of their CV
- A brief reading of the business 'Application form'
- A brief perusal of accompanying documentation.

29. Answer 'Yes' or 'No' to the following: 'Are all references and referees are checked for each applicant prior to the job interview?'

No.

30. What is a 'reference'?

Written testimonials about the applicant provided by those who know the applicant.

31. Identify three pieces of information to include when notifying an applicant they have been granted a job interview.

Any from the following:

- Date and time of the interview
- Location
- What they should bring
- Expected length of the interview
- Format of the interview.

32. List three internal arrangements that may need to be made prior top conducting a job interview.

Any from the following:

- Booking a room for the interviews
- Determining the time to be allowed for each interview
- Scheduling the actual interviews
- Identifying who will conduct/participate in the interviews
- Pre-reading and digesting all appropriate resumés
- Identify the specific format of the interview
- Identify the questions to be asked
- Clarify the relevant job description, job specification and selection criteria
- Identify who will lead the interview, welcome the applicant, and terminate the interview
- Identify who will ask which questions, and in which order
- Arranging catering where required.

33. List six basics for a successful interview during the 'interview proper'.

Any from the following:

- Show the applicant you are familiar with their application and background by reference to their application form/resumé
- State what the purpose of the interview is
- Check the applicant is legally entitled to work

- When asking questions to the candidate, be direct and clear but try to avoid closed questions
- Where you require specific answers to questions do not be afraid to re-state your question if you fail to get a direct answer, or to obtain the type of answer you expected
- Remember to keep quiet
- Try not to unfairly influence the applicant's answers by giving off hints as to your personal preferences, prejudices or bias
- Take notes if you believe this is a useful thing to do
- Do not adopt a dominating stance/position during the interview
- Follow what you have designed and prepared as the pre-determined structure of the interview
- Encourage the applicant to clarify questions they are unclear about, and provide a time for them to ask questions of their own.

34. What are the two main reasons for testing job applicants?

- To determine competency levels
- To prove the health of the applicant.

35. What are the two main issues which must be addressed when filing application and interview material/documentation?

- Privacy
- Confidentiality.

36. What is the name of the sheet identified in the notes as helping interviewers gain an objective comparison of all job applicants during job interviews?

(Job) Interview rating sheet.

37. What should be used as the basis for making all hiring decisions?

(Key) selection criteria – KSC.

38. What may be given to a successful job applicant to formalise the offer of employment to them?

- Letter of Appointment/Offer
- Draft work contract.

39. What is the name of the letter sent to unsuccessful candidates advising them they have not been made a job offer?

Letter of Thanks and Regret.

40. List three possible follow-up activities that may need to be undertaken once a successful candidate has been advised they have been made a job offer?

Any from the following:

- Check they received the offer/letter
- Obtain original copies of documents presented at interviews
- Explain details of the job offer, contract or other 'work instrument'
- Confirm acceptance of the job offer
- Offer the job to another applicant.

41. List three OHS considerations needing to be covered in an induction and orientation session for a new employee.

Any from the following:

- Provision of OHS policies and procedures
- Presentation and description of safe work practices
- Identification of location of first aid kits, accident registers, fire extinguishers, evacuation plans and similar
- Explanation of OHS structures (committees and representatives) within the business.

42. In addition to OHS considerations list ten (10) topics needing to be addressed as part on effective induction and orientation session for a new staff member.

Any from the following:

- Completion of necessary paperwork
- 'Need to know' information
- Tour of the workplace
- Meeting with managers/supervisors and co-workers
- Allocation of uniform and relevant badges
- Detailed department/position induction
- Expectations of the role
- Coverage of details in the relevant job description
- Distribution of a copy of roster
- Distribution of a list containing establishment-based terminology
- A written explanation of the operation of the business
- Explanation of safety and security issues
- Explanation of company benefits
- Explanation of any workplace awards that may exist
- Information about performance appraisals (if applicable).

43. List ten (10) important things to consider when personally conducting induction and orientation sessions.

Any from the following:

- Remember you only have one opportunity to make a positive impression in the mind of the new staff member.
- Welcome the new staff member when they arrive
- Follow the plan
- Be flexible
- Concentrate on the new employee
- Do not rush
- Try not to drown the employee with information
- Give personal insight
- Try to ensure privacy
- Answer all questions asked
- Read through relevant documents with the new staff member
- Try to avoid group inductions and orientations
- Do whatever is appropriate to facilitate integration of the new employee into existing structures and the existing workforce.

44. List three classifications of people who should be involved in the review of induction and orientation sessions.

Any from the following:

- Management
- Co-workers
- Supervisors
- Past inductees
- Anyone who conducts the induction and orientation.

45. List three areas that may be the focus for reviews of induction and orientation sessions.

Any from the following:

- Complaints about a particular topic
- Planning and preparation
- Time allocated
- Timing of the induction
- Sequence of the induction activities
- Content of the induction session
- Items handed out as part of the induction
- Person conducting the orientation
- Feedback from participants.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Recruit and select staff D1.HML.CL10.15 D1.HRM.CL9.10 D2.TRM.CL9.20
Dates of observation	
Instructions	1. Over a period of time observe the student completing each of the following tasks: a) Identify staffing needs b) Recruit staff c) Interview staff d) Select staff e) Implement induction and orientation session or program 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	**Yes**	**No**
Element 1: Identify staffing needs		
Obtain and read enterprise policies and procedures in relation to the staffing process	❑	❑
Identify internal factors that impact on staffing needs	❑	❑
Identify external factors that impact on staffing needs	❑	❑
Describe techniques to monitor workplace performance	❑	❑
Consult with stakeholders to determine staffing needs	❑	❑
Describe and quantify staffing requirements by position and locate them within an organisational chart	❑	❑

Undertake a job analysis of each identified position	❑	❑
Prepare job specifications and job descriptions for identified positions	❑	❑
Element 2: Recruit staff		
Identify and quantify positions to be advertised	❑	❑
Develop key selection criteria for each position to be advertised	❑	❑
Obtain authority to recruit staff	❑	❑
Identify sources of staff	❑	❑
Develop and lodge job advertisements/notices with identified sources of staff	❑	❑
Element 3: Interview staff		
Accept job applications	❑	❑
Short-list applicants	❑	❑
Check references and referees	❑	❑
Notify applicant of interview	❑	❑
Conduct job interview	❑	❑
Apply relevant testing procedures	❑	❑
File application and interview documentation	❑	❑
Element 4: Select staff		
Choose successful applicant/s using pre-defined criteria	❑	❑
Notify successful applicants and make formal job offer	❑	❑
Notify unsuccessful applicants	❑	❑
Follow-up as required	❑	❑

Element 5: Implement induction and orientation session or program		
Plan the induction and orientation session/s	❑	❑
Conduct the induction and orientation session/s	❑	❑
Review the induction and orientation session/s	❑	❑
Did the student's overall performance meet the standard?	❑	❑

Feedback to student and trainer/assessor
Strengths:
Improvements needed:
General comments:

Candidate signature		**Date**	
Assessor signature		**Date**	

Third Party Statement

Student name:					
Name of third party:		**Contact no**			
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:*______________________________ *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*				
Unit of competency:	Recruit and select staff D1.HML.CL10.15 D1.HRM.CL9.10 D2.TRM.CL9.20				
The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence. Please answer these questions as a record of their performance while working with you. Thank you for your time.					

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Identifies staffing needs considering enterprise policies and procedures, internal and external factors and consultation	❑	❑	❑
Undertakes job analyses and prepared job specifications and descriptions	❑	❑	❑
Identifies positions to be advertised, obtains permission to recruit and lodges advertisements	❑	❑	❑
Develops key selection criteria for advertised positions	❑	❑	❑
Identifies possible sources of new staff	❑	❑	❑
Interviews job applicants following accepted practices including short-listing of applicants, checking references and referees and applying appropriate trade and other testing	❑	❑	❑
Selects staff based on interview and alignment with key selection criteria	❑	❑	❑
Notifies successful applicant and makes formal job offer	❑	❑	❑
Plans, conducts and reviews induction and orientation for new staff	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Recruit and select staff	D1.HML.CL10.15 D1.HRM.CL9.10 D2.TRM.CL9.20
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Identify staffing needs						
Obtain and read enterprise policies and procedures in relation to the staffing process						
Identify internal factors that impact on staffing needs						
Identify external factors that impact on staffing needs						
Describe techniques to monitor workplace performance						
Consult with stakeholders to determine staffing needs						
Describe and quantify staffing requirements by position and locate them within an organisational chart						
Undertake a job analysis of each identified position						
Prepare job specifications and job descriptions for identified positions						
Element 2: Recruit staff						
Identify and quantify positions to be advertised						
Develop key selection criteria for each position to be advertised						
Obtain authority to recruit staff						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Identify sources of staff						
Develop and lodge job advertisements/notices with identified sources of staff						
Element 3: Interview staff						
Accept job applications						
Short-list applicants						
Check references and referees						
Notify applicant of interview						
Conduct job interview						
Apply relevant testing procedures						
File application and interview documentation						
Element 4: Select staff						
Choose successful applicant/s using pre-defined criteria						
Notify successful applicants and make formal job offer						
Notify unsuccessful applicants						
Follow-up as required						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 5: Implement induction and orientation session or program						
Plan the induction and orientation session/s						
Conduct the induction and orientation session/s						
Review the induction and orientation session/s						

Candidate signature:		**Date:**	
Assessor signature:		**Date:**	

William Angliss Institute

Specialist centre for foods, tourism & hospitality

asean

Australian Aid