



**Lectureship Posts**

**Board Member Guidelines**

**for**

**Shortlisting and Interview**

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## Introduction

Recent cases considered under the Employment Equality Act have highlighted the importance of structured interviews with formalised assessment criteria and marking schemes. The more structured the process, the more likely it is that candidates will be similarly treated at interview, helping to avoid successful claims of discrimination. In addition the Freedom of Information legislation, which provides new rights to access records and reasons for decisions, further heightens the requirement to record and retain documentation relating to the appointments process.

Arising from a number of recent cases brought against organisations by unsuccessful candidates for appointment, Equality Officers have consistently recommended that there be complete transparency on all appointments which should include a job description, clearly defined **assessment criteria**\* and marking of candidates by reference to the criteria together with the retention of all interview notes completed by members of the Board of Assessors. It is no longer sufficient to qualitatively assess candidates by reference to the assessment criteria as this, in the Equality Officer's view, could allow the operation of subjective prejudices, which in turn may prejudice the selection decision. To avoid this situation, a formalised interview scoring system should be prepared in advance of the interview and candidates should be marked under each of the criteria agreed for the post.

This has highlighted the requirement to review our appointment procedures as per the following document. While it is recognised that these steps may add to the administrative burden of the Board of Assessors and the Human Resources Office, these changes will ensure that recruitment decisions are made with the utmost transparency in keeping with best practice and current legislation.

**\*Assessment Criteria** – *includes Qualifications, Knowledge, Skills, Experience and Competencies that are related to the role.*

## Section 1 Overview of the Selection Process for Lectureship Posts

### 1.1 Competency Framework for Lectureship Roles

In analysing the Lecturer role a best practice approach to Job Analysis was adopted which adhered to the following principles:

**Consultation and Involvement:** An underlying principle in developing the competency framework was to involve individuals from across the University to the greatest extent possible to ensure the final output reflected views and their experience from the role. An internal Steering Committee chaired by the Registrar and Deputy President was set up and regular progress reports were provided to APRC. Academic staff from across the 5 colleges were invited to attend interviews and focus groups.

**Multi- Method Approach:** In order to obtain as complete a picture as possible of the job a range of data gathering methods were used including focus groups and interviews with staff at each academic level across the University and with senior university personnel.

**Future focus:** In order to ensure the finding of the study would remain valid for a significant period of time every effort was made to collect information on how the Lecturer role would change in the future and to integrate this into the final framework.

### 1.2 Competency Framework

The resultant competency framework has identified six generic individual competencies associated with effective performance as a Lecturer, clustered into three main dimensions as illustrated below:

Dimension	Lecturer	Snr Lecturer	Professor	Dimension
Academic Excellence	(Core) • Excellence in Research	(Core) • Excellence in Research	(Core) • Excellence in Research	Academic Excellence
	(Core) • Excellence in Teaching	(Core) • Excellence in Teaching	(Core) • Excellence in Teaching	
Leadership Excellence	(Core) • Personal Effectiveness	(Core) • Personal Effectiveness	(Core) • Personal Effectiveness	Leadership Excellence
	(Capacity to develop) • Leading Others	(Developing) • Leading Others	(Core) • Leading Others	
Organisational Excellence	(Capacity to develop) • Strategy & Vision	(Developing) • Strategy & Vision	(Core) • Strategy & Vision	Organisational Excellence
	(Developing) • Collegiate & Community Contribution	(Core) • Collegiate & Community Contribution	(Core) • Collegiate & Community Contribution	

#### Legend

Core
  Developing
  Capacity to Develop

### 1.3 Guidelines to Boards of Assessors for Compiling the Shortlist

Each member of the Board of Assessors is charged with the personal responsibility of ensuring that candidates are selected on the basis of job-related requirements as set out in the Job Description and Competency Framework and that decisions are clearly recorded.

1. Review the **Job Description, Competency Framework** and record the **Essential** and **Desirable** criteria.
2. At shortlisting each candidate should be compared to the essential criteria and the **decision and reason(s)** of the Board of Assessors recorded (albeit briefly) on the Shortlisting Form. Those candidates who do not meet the essential criteria must not be shortlisted.
3. In situations where it is necessary to alter shortlisting criteria (where large numbers of candidates have applied for a post for example), **this decision and the revised criteria will be recorded on the shortlisting form.** The revised criteria will then be applied consistently.

In all cases shortlisting candidates involves applying job-related criteria and care must be taken to ensure that no extraneous variables are introduced which may indirectly discriminate against one section(s) of the community.

Shortlisting carried out in this systematic and objective fashion ensures that those candidates who most clearly meet the requirements for the job will be brought forward for interview.

## 1.4 The Format of the Assessment Process

The following matrix sets out how the various competencies will be assessed in the assessment process.

<b>Competency</b>	<b>Shortlisting</b>	<b>Main Interview</b>	<b>Research Portfolio</b>	<b>Presentation/ Lecture</b>
<b>Excellence in Research</b>	X	X	X	X
<b>Excellence in Teaching</b>	X	X		X
<b>Personal Effectiveness</b>		X		X
<b>Leading Others</b>		X (Capacity to Develop)		
<b>Collegiate and Community Contribution</b>		X (Developing)		
<b>Strategy &amp; Vision</b>		X (Capacity to Develop)		X (Capacity to Develop)
<b>Presentation and Performance at Interview</b>		X		X

## 1.5 Evaluation & Scoring

At the end of each interview, it is suggested that each Board Member rate the candidate on each competency area taking into account evidence from throughout the interview and the degree to which it meets what is associated with effective performance in each of the areas at Lecturer level.

Candidates should be assessed on each competency using the scoring guide below. The scores on each competency are added together to get the overall score.

<b>5</b>	<b>Excellent...</b>	<i>Would operate very effectively at Lecturer level</i>
<b>4</b>	<b>Very Good ...</b>	<i>Would operate effectively at Lecturer level</i>
<b>3</b>	<b>Good ...</b>	<i>Could operate effectively at Lecturer level</i>
<b>2</b>	<b>Fair ...</b>	<i>Not developed fully for the level</i>
<b>1</b>	<b>Poor ...</b>	<i>Not developed adequately for the level</i>

In evaluating the quality of responses provided by candidates, Board members should also satisfy themselves that, for each of the key skill areas:

- the information and experience presented to them was at the appropriate level for consideration for appointment at this level;
- the candidate demonstrated a track record of achievement in the area and was credible in relation to effectively addressing challenges in the role.

The Chairperson of the Board will ensure all Board Members take the opportunity to lead on giving their evaluation.

Board Members are encouraged to use the full breadth of the rating scale and can take into account evidence from throughout the interview when scoring the candidate on a particular area.

## **1.6 Review at the end of the Interview Process**

At the end of the process, the board may wish to reflect on their final decisions to ensure that they are confident that the best candidates are falling into the top band. It is expected that this top group of candidates will have scored consistently and demonstrated 'strong evidence' for each category across the different skill areas. The Board must put forward their recommendation with regard to whether each candidate is successful/not successful in his/her candidature for the post. The Board must also recommend for all candidates who are deemed successful, the order in which the post should be offered to candidates i.e. Ranked 1<sup>st</sup>, Ranked 2<sup>nd</sup>, Ranked 3<sup>rd</sup> etc.

## **1.7 A Note on Records and Feedback**

A record will be kept of the key points from each interview; and an overall comment for each candidate, which summarises the overall assessment of the Board, will be captured in the Interview Summary Report. This will be utilised to provide feedback to candidates on their performance at interview. It is important that the overall comment typically reflects strengths, limitations and areas for improvement. It is especially important for candidates who are unsuccessful at interview.

## Section 2 The Interview and Questioning Techniques

### 2.1 Conducting the Interview

The work of Assessment Boards is of the utmost importance. The primary objectives of an Assessment Board is to make an unbiased assessment of the suitability of each candidate interviewed, having regard to all evidence, and by a systematic assessment procedure to rank them according to varying degrees of suitability and to place them in order of merit. It must be a special concern of Assessment Board Chairpersons to ensure not only that no prejudice operates, but also that as far as possible no candidate has any grounds for thinking that prejudice entered into the questioning or assessment process.

The assessment of the suitability of each candidate is a matter for judgement, and Board members should endeavour to be as objective as possible. However the advice of experts/external assessors, when available, will be taken into account in individual assessments.

#### **Prior to the first interview, the Chairperson should:**

- allow time to discuss, and decide the order in which the questions will be asked and allocate specific areas of questioning to each member;
- identify any member of the Assessment Board who has prior knowledge of any of the applicants (and whether this incurred a conflict of interest);
- advise Assessment Board members of the procedures for documenting the assessment of each candidate and final decision.

### 2.2 Interview Areas – Introduction

The following areas are generally covered in the introduction:

- that the Board will be using the information supplied in the CV, and the application form as a platform for exploring his/her suitability;
- the roles of the different Board Members and who will be covering a particular competency area;
- notes will be taken and that these are used for reference during the assessment process;
- there will be an opportunity to add information at the end of the interview.

Chairpersons tend to take the opportunity to ask the candidate to provide a brief overview of career to date with an emphasis on **key achievements** & key career decision points.

Some suggested introductory questions:

- How has your experience/career to date prepared you for this role?
- Greatest achievement(s) to date?
- Rationale for application?

## An approach to questioning

Board Member questions should draw out the relevant skills, abilities, experience and knowledge of the candidate. The key objective is to gain as rounded a picture of the candidate as possible by seeking evidence from his/her past experience that will demonstrate his/her ability to meet the challenges of the role. The aim is to get a balance between what the candidate has actually done and how they might use the knowledge/skills/competencies in operating at the Lecturer level.

Presented below are descriptions of the key areas being examined during interview. For each area, the individual competencies that make up the area are described, as are the expected behaviours.

### Key Achievements

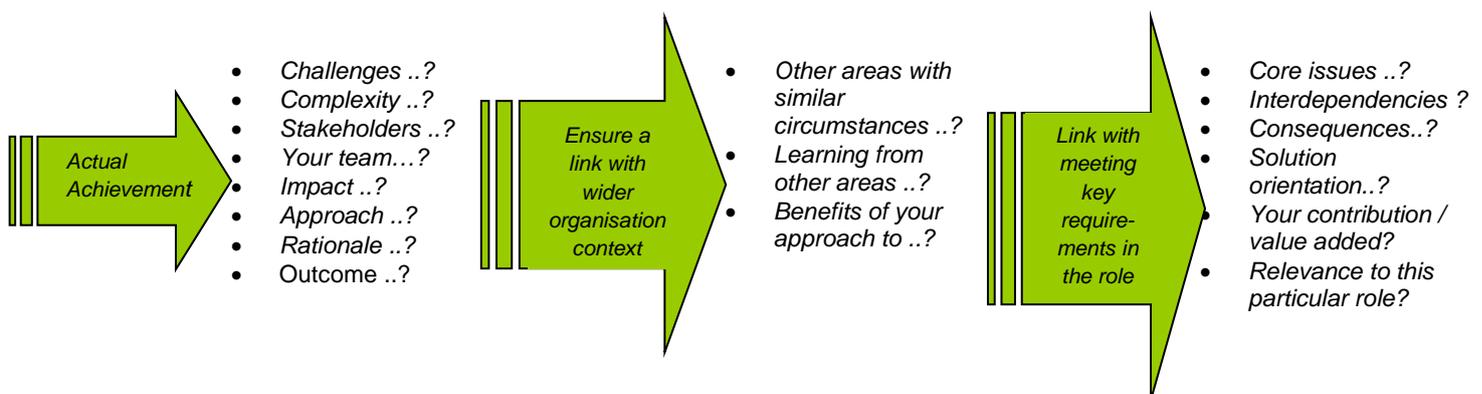
**The focus of the interviews is on exploring the key achievements of candidates in relation to required areas in a Lecturer role:**

Questions should draw out the relevant skills, abilities, experience and knowledge of the candidate. The key objective is to gain as rounded a picture of the candidate as possible by seeking evidence from his/her past experience that will demonstrate his/her ability to meet the requirements of the particular Lecturer role.

In questioning the candidate, you may find it useful to probe in more detail the achievements they have presented in the application form. You may also seek additional experiences where they have demonstrated their skill in a particular area and try to establish how they will help them meet the specific demands of the role.

In exploring any of the key achievement areas you may find the following model useful. It captures the best of interviewing and allows for maximum flexibility in determining the breadth and depth of what the candidate has actually done and how they may deal with the challenges associated with operating at the next level. But for this to be effective we are dependent on you to question and challenge the candidate from a number of angles.

#### Model for Questioning – Key Achievements



In examining the key achievements it is important that candidates are challenged and probed about their experiences. You may find the following prompts on questioning of some use:

- Systematically **probe** their account of the 'key achievement' .... understand the context/background through using 'what..'/where...'/when...' type questions:
  - the challenges/level of complexity
  - the key players, i.e. who else was involved
  - the actual responsibility of the candidate/involvement of others
- Don't take what a candidate says on face value .. **probe .. probe .. probe ..** use plenty of 'what...'/how...'/why...' type questions:

- The 'WHY?' – thinking processes/rationale influencing the candidates decisions & judgements
- The actual personal contribution of the candidate
- The obstacles that had to be overcome
- The outcome?/feedback

Don't allow the candidate to theorise, or to give you the text book answer:

- Establish learning and application of this to other situations, i.e. added value
- Establish the candidates understanding of the link between their stated achievement and meeting/dealing with key current and emerging challenges which they may face operating as a Lecturer.

Experienced interviewers will probably be familiar with the following good practice in questioning:

<b><i>Effective Questioning</i></b>	<b><i>Less Effective Questioning</i></b>
<b><i>Do:</i></b>	<b><i>Do Not:</i></b>
Ask open questions	Ask closed questions (except where necessary)
Ask only one question at a time	Ask multiple questions together
Keep questions short, clear and unambiguous	Ask long-winded, ambiguous questions
Use appropriate follow-up/probing questions	Allow the candidate to wander aimlessly
Address questions to the candidate's own experience	Indulge personal interests or curiosity
Allow the candidate sufficient time to gather their thoughts in responding	Use 'rapid fire' questions
Proceed to the next question (if appropriate) if the candidate is in difficulty	Agree or disagree with candidates answers
Facilitate	Interrogate
Come in with probing questions at appropriate times	Interrupt other board members
Follow a logical sequence to questioning	Ask random questions

## **Competencies for Lecturer in NUIG**

### **2.3 ACADEMIC EXCELLENCE**

#### **Competency 1 : Excellence in Research**

*The Lecturer furthers their discipline and contributes to the body of knowledge in their area through planning, carrying out and publishing/ disseminating their own high quality research, building and leading research groups and providing supervision and support for postgraduate students to enable them to produce quality research. They keep up to date with relevant developments in their field and network and collaborate with others, both internally and externally, to optimise the value and relevance of the research being produced and to maximise the School's/Discipline's ability to attract research funding.*

- Conducts high quality research that furthers the School / Discipline
- Publishes research frequently in high quality, peer-reviewed journals and presents research at high profile conferences
- Builds up collaborative links and networks with other organisations and keeps up to date with research in own area and what is happening in the international research community
- Goes to relevant conferences, and works with industry and other relevant external bodies to keep research relevant
- Writes strong research and grant proposals which sells the value and potential benefits of a piece of research
- Effectively plans research and can estimate the time and resources required to complete it, and delivers on schedule
- Provides quality supervision and guidance in relation to the research of undergraduate and postgraduate students, motivating and encouraging them to help them overcome problems

## **Competency 2: Excellence in Teaching**

*The Lecturer develops and delivers quality teaching programmes which engage and inspire students at all levels and maximises their learning. They are confident in using a range of teaching techniques, are open to innovations in teaching and are focused on continually developing their own teaching skills.*

- Provides a high standard of teaching to students across a range of programmes in their discipline
- Provides mentoring and supervision to PhD students / projects / programmes as required
- Leads on/contributes to the development and review of the curriculum and programmes delivered and encourages other staff to contribute
- Works to keep programmes 'fresh' while taking into account the skills of lecturers in the area
- Confident teaching student groups of various sizes and at different levels
- Competent and consistent in setting and organising/co-ordinating the marking of examinations
- Demonstrates, through their teaching, strong enthusiasm for their subject area and a high level of up to date knowledge and expertise in their area
- Competent in a range of teaching methods and strategies and is willing to continually evaluate and develop their teaching methods and skills, looking for better ways of teaching
- Open to using technological innovation as part of their teaching and keeps up-to-date with developments in this area
- Organises and structures their teaching logically to help maximise learning and ensure a good student experience
- Keep students engaged by incorporating research and current topics into teaching and informing their teaching by what is going on in the wider environment and including external input
- Demonstrates a commitment to students and gives the time and effort to engage with, and be accessible to students
- Has the ability to give constructive and timely feedback and advice to students
- Balances a concern for students with a focus on being consistent and equitable in their treatment
- Benchmarks teaching programmes against those in other universities and aims to ensure they are of a high standard
- Works with students to prevent plagiarism, and puts systems in place to detect and manage plagiarism

## 2.4 LEADERSHIP EXCELLENCE

### **Competency 3: Personal Effectiveness**

*The Lecturer is enthusiastic about their discipline and is committed to making their best personal contribution through employing excellent planning and organising, communication and decision making skills to achieve their goals and through working hard and being flexible in order to meet the multiple and changing demands of the Lecturer role.*

- Demonstrates excellent planning, organisation and prioritisation skills, to effectively meet deadlines and to deliver to high standards across the areas of teaching, research and administration
- Has good time management skills to manage a heavy workload
- Demonstrates clear commitment and is willing to work hard for the success of their area
- Has a reflective approach to their own work and can consistently review it in order to ensure it is of the highest possible standard
- Active in reviewing systems and processes to maximise the time available for research and teaching
- Flexible and adaptable in managing competing demands while protecting core values
- Shows a strong commitment to keeping up to date and maintaining professional competence
- Is resilient and maintains a positive outlook and good humour in a challenging and pressurised environment
- Takes a mature and balanced approach to the demands of the role and is flexible with what the role encompasses
- Understands the importance of budget management and raising programme funds, and can assimilate financial information and report back on financial matters

### **Competency 4: Leading Others**

*The Lecturer must demonstrate a capacity to develop skills and competence to work well with others, providing leadership and direction to students, colleagues and support staff in relation to projects or areas of work that they are leading on. They effectively encourage, support and manage the contributions of others to deliver results for the discipline and to ensure that high standards are met.*

- Works constructively within a collective collegiate structure
- Consistently works with others to ensure high standards in all aspects of the role
- Is able to get the most of out of people and to secure their support and cooperation in relation to work they are leading/managing
- Gives clear instructions in relation to the contribution expected from others
- Has the ability to manage and encourage others to deliver what is required
- Actively supports the career development of postgraduate students and newer colleagues
- Organises and delegates work in a way which is consistent and fair and makes best use of resources
- Understands the importance of, and can use a range of strategies to, motivate students and support staff and colleagues
- Takes the initiative to put good ideas into practice

## 2.5 ORGANISATIONAL EXCELLENCE

### **Competency 5: Collegiate and Community Involvement**

*The Lecturer values and engages in a collegiate approach to working with others, within their own discipline, school and university and also within the wider external community. S/he actively seeks to build effective networks and is willing to contribute their time and expertise to a range of broader university wide or community projects.*

- Actively builds strong internal and external networks and collaborative links
- Participates in cross discipline working groups in addition to taking on roles in external institutions/agencies (with the necessary University approval in place)
- Takes time to build up positive working relationships with others and treats everyone fairly and with respect
- Assumes administrative/organisational roles and tasks to help ensure the smooth running of the School/Discipline
- Acts as chair on committees or acting or as representative at school/college/university level and works to develop the skills needed to perform these roles effectively
- Makes an effort to understand and take account of different people's views and perspectives
- Contributes outside the university to different committees, the local community, and voluntary organisations
- Encourages students to get involved in relevant external groups also, where appropriate
- Supports colleagues internally and with other universities in initiating collaborative enterprises/programmes
- Possess the negotiation skills required to diplomatically achieve a balance between the university's academic requirements with potentially competing requirements of external bodies

### **Competency 6: Strategy and Vision**

*The Lecturer should demonstrate a capacity to develop skills and competence to contribute to the strategic development of the discipline by developing a strong awareness of the wider environment, how the discipline is developing and how the School/Discipline can develop in the long term to optimise its contribution. He /She must have the ability to make a strong case for the development of new programmes or engaging in joint programmes or collaborations that they feel will add long term value to the School/Discipline.*

- Has a clear overall vision for what the School/Discipline is trying to achieve and how their work fits in with the overall direction
- Understands how the discipline is developing and brings this to bear on their work
- Uses initiative to benchmark against other organisations and takes other opportunities to increase understanding of best practice across the system
- Knows what research is being done within their area and what type of research will attract funding from which sources
- Identifies opportunities for new modules and programmes by assessing what will be viable and of interest in the long term
- Uses judgement to build and sell a persuasive case for resources/new programmes on behalf of their area/college
- Creates, and takes advantage of, opportunities to market programmes to attract high quality postgraduate students
- Able to negotiate for an area while recognising the realities and the resource restrictions and is willing to change and adapt to meet future needs

## 2.6 Wrap up and Conclusion

The wrap-up section here could be used to explore overall 'fit' for role e.g.

- *Why do you feel this role is good for you now?*
- *What aspects of the role are most/least attractive to you?*
- *What aspects of the role concern you most?*
- *Perspective on current and future pressure points for you personally?*
- *Have you anything to add to what was covered?*
- *Have any questions for the panel?*

### Evaluation

Each Board member will have the opportunity to consider and air his/her preliminary assessment of a candidate immediately after each interview. Following discussion, it is recommended that a provisional assessment for each of the key criteria is agreed. This is only a provisional assessment and will be reviewed at the end of the interview process.

In order to avoid any one individual dominating the scoring, the Chairperson will encourage all Board Members to take the opportunity to lead on giving their evaluation.

Board Members are encouraged to use the full breadth of the rating scale and can take into account evidence from throughout the interview when scoring the candidate on a particular area.

It is recommended that each of the areas in the interview is marked using the following 5 point scale:

<b>5</b>	<b>Excellent...</b>	<i>Would operate very effectively at Lecturer level</i>
<b>4</b>	<b>Very Good ...</b>	<i>Would operate effectively at Lecturer level</i>
<b>3</b>	<b>Good ...</b>	<i>Could operate effectively at Lecturer level</i>
<b>2</b>	<b>Fair ...</b>	<i>Not developed fully for the level</i>
<b>1</b>	<b>Poor ...</b>	<i>Not developed adequately for the level</i>

Candidates must possess and provide evidence for each of the Competencies as outlined in the Job Description and Competency Framework for Lecturers.

**In the clusters of Leadership Excellence and Organisational Excellence – candidates must be confirmed as having the necessary competence or the potential to develop same. However, distinction will be drawn between candidates by reference to the competence of Academic Excellence. For this reason, the competencies within the Academic Cluster – Excellence in Research and Excellence in Teaching can be given additional weighting to reflect the importance of these competencies.**

At the end of the process, the board may wish to reflect on their final decisions to ensure that they are confident that the best candidates are falling into the top band. It is expected that this top group of candidates will have scored consistently and demonstrated 'strong evidence' for each category across the different skill areas. The Board must put forward their recommendation with regard to whether each candidate is successful/not successful in his/her candidature for the post. The Board must also recommend for all candidates who are deemed successful, the order in which the post should be offered to candidates i.e. Ranked 1<sup>st</sup>, Ranked 2<sup>nd</sup>, Ranked 3<sup>rd</sup> etc.

### **Section 3      General Interview Guidance for all NUIG Posts**

#### **Employment Equality Acts 1998-2011**

The University must be able to demonstrate that areas covered and questions asked at selection interviews are relevant to the specific job. The Chairperson must ensure that questions asked:

- are relevant to the position;
- are aimed at assessing the candidates in relation to the agreed criteria and at eliciting information that will assist the assessment board in selecting the best candidate for the job;
- cannot be construed as potentially discriminatory under the nine factors covered by the Employment Equality Acts, 1998-2011
  - (a) gender
  - (b) civil status
  - (c) family status
  - (d) sexual orientation
  - (e) religion
  - (f) age
  - (g) disability
  - (h) race
  - (i) membership of the Traveller community

The Assessment Board should draft an Interview Plan with specific areas of questioning for each Board Member.

#### ***In preparing questions, Assessment Board members will need to:***

- base the questions on selection criteria as specified in the position description;
- focus on the skills, experience and knowledge required for the job.

#### ***The questions prepared should:***

- include a core of common areas agreed by all Assessment Board members to be asked of all applicants;
- test the skills, experience and knowledge necessary for the job.

#### **CONFIDENTIALITY**

Members of Board of Assessors should not reveal information given in confidential reports and should not reveal any of the considerations or recommendations of the Board of Assessors.

## **ADVICE TO ASSESSMENT BOARD MEMBERS**

### ***You should:***

- be familiar with the paperwork
- know what you are looking for – the qualities necessary to fill the post: qualifications, knowledge, skills, experience and competencies
- study all the papers involved (e.g. advert, job description etc.)
- prepare an interview format and “core questions” in advance of the interview
- plan your approach and watch timing
- put the candidate at ease
- be purposeful and friendly
- explain the purpose of the interview (Chairperson)
- discipline yourself to ask sensible simple questions without being ambiguous
- be as clear and concise as possible
- listen to the candidate and to your fellow Board members
- guide interview into relevant and constructive channels
- ask supplementary questions where required
- cover loose ends
- make an unbiased impartial and objective assessment of each candidate
- assess by taking into account all the information available, including qualifications, experience, etc.
- be sensitive to the difficulties of disabled candidates
- remember that physical disablement is not a reason for rejecting a candidate, providing it would not prevent the satisfactory performance of the duties of the post
- give the candidate the opportunity to ask questions at the end of the interview
- let the candidate know when he or she will be notified of the result (usually 3- 4 weeks)
- make notes or comments in the space provided on the Rating Form / Interview Summary Form and not other documents
- complete the documentation in ink, not pencil
- if changes are to be made the reasons should be briefly noted

### ***You should not***

- reveal information given in confidential reports
- reveal any of the Interviewing Board of Assessor’s considerations or recommendations
- grill or pressurise the candidate
- reveal your own views and opinions
- make assumptions
- use jargon
- ask questions in the sensitive areas relating to race, religion, sex, civil status or party politics
- ask leading questions
- ask long involved questions which require multiple answers
- ask closed questions requiring only ‘yes’ or ‘no’ answers
- waste time
- worry about short pauses
- be fobbed off by superficial answers; probe if necessary
- interrupt the candidate or your Board colleagues while the interview is in progress
- let the candidate run the interview
- allow emotion to cloud your judgement
- upset candidates by asking personal, patronising or discourteous questions
- bracket candidates together on the Interview Summary Sheet as being equal
- decide a final agreed Interview outcome until the Interview and discussion with your Board colleagues has been completed
- communicate with any candidate before or after the Interview any information relating to the recruitment process
- make private or confidential notes regarding candidates; these have no place in the process.

3.1

**NATIONAL UNIVERSITY OF IRELAND, GALWAY**  
*Ollscoil na hÉireann, Gaillimh*

**SAMPLE SHORTLISTING FORM – LECTURER POSTS**

School/Discipline: \_\_\_\_\_

Post: \_\_\_\_\_ Ref. No: \_\_\_\_\_

Please see below the list of candidates who have applied for the above post. Candidates should be shortlisted against the criteria set out in the Job Description. Where candidates are not shortlisted, the reason(s) for non-shortlisting should be recorded briefly. Reason (s) may include inappropriate experience, lack of qualifications, not enough information etc. Where “other factors” are used care should be taken to ensure they are adequately recorded.

**SHORTLISTING CRITERIA**

The Shortlisting criteria should be agreed by the Board of Assessors and should reflect the criteria as set out in the Job Description. All candidates should be assessed against the agreed shortlisting criteria.

Please tick if criterion is:

<b>EDUCATION</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Criterion A:		
Criterion B:		
Criterion C:		
<b>EXPERIENCE</b> (e.g. Academic Excellence - Teaching, Research, Leadership Excellence, Organisational Excellence etc.)		
Criterion A:		
Criterion B:		
Criterion C:		
Criterion D:		

	EDUCATION		EXPERIENCE (e.g. Academic Excellence – Teaching, Research, Leadership Excellence, Organisational Excellence etc)		SHORTLIST	
	Essential	Desirable/ Preferable	Essential	Desirable	Yes	No
<b><i>OUTLINE OF SHORTLIST → CRITERIA</i></b>						
<b><i>CANDIDATE</i></b>						


**Signatures:**

**Chairperson** \_\_\_\_\_ **Date** \_\_\_\_\_

**Board Members** 1) \_\_\_\_\_ 2) \_\_\_\_\_

3) \_\_\_\_\_ 4) \_\_\_\_\_

5) \_\_\_\_\_ 6) \_\_\_\_\_

**Notes:** \_\_\_\_\_

\_\_\_\_\_

**NB: Please ensure all Board members sign the short-listing form before returning to Human Resources.**

**Interview Schedule:**

Date \_\_\_\_\_ Location \_\_\_\_\_

Interviews commence \_\_\_\_\_ Assessment Board to meet \_\_\_\_\_

Panel: 1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_

Presentation Title(s) (if Applicable):

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Other details:

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Contact person in the Discipline/School: \_\_\_\_\_

Agreed time to visit the campus: \_\_\_\_\_

**NATIONAL UNIVERSITY OF IRELAND, GALWAY**  
*Ollscoil na hÉireann, Gaillimh*

Lecturer

**SAMPLE Individual Score & Summary Comments Sheet**

Skill / Quality	Excellence in Research	Excellence in Teaching	Personal Effectiveness	Leading Others	Strategy and Vision	Collegiate and Community Contribution	Public Presentation & Performance at Interview	Total	Note
Competency Level	Core	Core	Core	Capacity to develop		Developing			
Weighting (suggested)	X5	X5	X2	X4		X2	X2	/100	
Candidate Name									
Candidate Name									
Candidate Name									

Marking Scale

1 Poor

2 Fair

3 Good

4 Very Good

5 Excellent

Overall Summary Comment

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

3.3

NATIONAL UNIVERSITY OF IRELAND, GALWAY  
*Ollscoil na hÉireann, Gaillimh*

SAMPLE INTERVIEW SUMMARY REPORT

Date of interviews: \_\_\_\_\_ Name of Post: \_\_\_\_\_

<b>Board of Assessors</b>	<b>Name</b>	<b>Position</b>
<b>Chairperson</b>		
<b>Board Member</b>		
<b>Board Member</b>		
<b>Board Member</b>		
<b>External Board Member</b>		

**Introduction:**

The above committee met in ..... (location) on  
 ..... (date) to interview candidates for the above post.

In total ..... (specify number) candidates were short-listed for the post. ....  
 (specify number) withdrew from the competition prior to interview

All candidates were asked the same questions in accordance with fair practice. This report sets out the proceedings of the committee. In addition, specific assessment documentation was completed for each candidate.

**Areas Covered at Interview:**

Each interview lasted approximately ..... (specify duration). Each interviewer focused on a particular area or topic as follows:

**1. Name:**

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**Area (s) covered:**

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**2. Name:**

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**Area (s) covered:**

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**3. Name:**

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**Area (s) covered:**

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**4. Name:**

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**Area (s) covered:**

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**5. Name:**

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**Area (s) covered:**

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**6. Name:**

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**Area (s) covered:**

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**CONFIDENTIAL REPORT**

**OF THE INTERVIEW BOARD CONSTITUTED IN CONNECTION WITH THE SELECTION OF**

**LECTURER XXX**

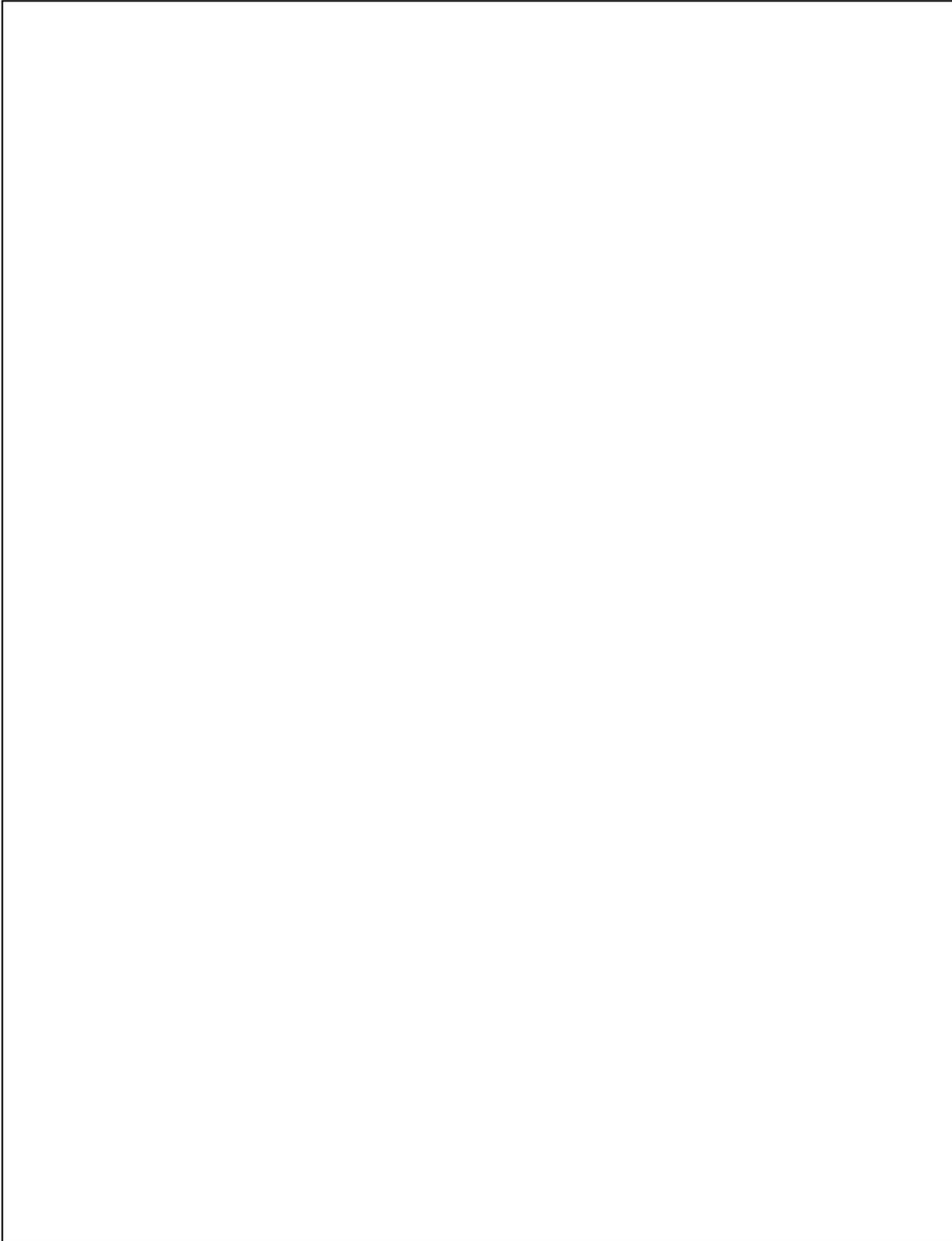
So far as our interviews with this/these candidates and their written statements enable us to form an opinion we consider that the Successful candidates named below with associated rank order is/are qualified and suitable having regard to the qualifications prescribed and that this candidate/each of these candidates possesses the requisite knowledge and ability (including a high standard of suitability) for the proper/to enter on the discharge of the duties of the position. Our estimate of their merits in these respects is indicated by the marks awarded below.

<b>Skill / Quality</b>	<b>Excellence in Research</b>	<b>Excellence in Teaching</b>	<b>Personal Effectiveness</b>	<b>Leading Others</b>	<b>Strategy and Vision</b>	<b>Collegiate and Community Contribution</b>	<b>Public Presentation &amp; Performance at Interview</b>	<b>Total</b>	<b>Successful &amp; Rank Order (i.e 1<sup>st</sup>, 2<sup>nd</sup> ...) or Unsuccessful</b>
<b>Weighting (suggested)</b>	<b>X5</b>	<b>X5</b>	<b>X2</b>	<b>X4</b>	<b>X2</b>	<b>X2</b>	<b>/100</b>		
<b>Candidate Name</b>									
<b>Candidate Name</b>									
<b>Candidate Name</b>									
<b>Candidate Name</b>									
<b>Candidate</b>									

<b>Name</b>								
<b>Candidate Name</b>								
<b>Candidate Name</b>								
<b>Candidate Name</b>								
<b>Candidate Name</b>								
<b>Candidate Name</b>								
<b>Candidate Name</b>								

**Recommendations of the Interview Board**

Having concluded the interviews the Board of Assessors put forward recommendations for appointment. The following conclusions were reached and will be provided as a Report to the relevant College of Primary Affiliation for approval. Please include an overall comment for each candidate typically reflecting strengths and areas for improvements. This will be utilised to provide feedback to candidates on their performance at interview.

A large, empty rectangular box with a thin black border, intended for the user to write their recommendations for each candidate. The box occupies most of the page below the introductory text.

The proceedings of the Interview Process, including all documents and correspondence considered by the committee, are for the information of Assessment Board members only and must always be regarded as confidential.

All documentation, including notes, enclosed with this report to be returned to the HR office.

*Signatures of Board of Assessors*

Name	Signature

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Chairperson of Board of Assessors