OFFICE OF THE
PUBLIC SERVICE COMMISSION

COMPETENCY BASED INTERVIEWS STANDARD OPERATING PROCEDURE (SOP)

Table of Contents:

Acronyms:

Acronym	Meaning
CIU	Compliance & Investigation Unit
CSU	Corporate Services Unit
EO	Executive Officer
HRM	Human Resource Manager
HRMU	Human Resources Management Unit, OPSC
HRMIS	Human Resource Management Information System
HRO	Human Resource Officer
JD	Job Description
KPI	Key Performance Indicator
KRA	Key Result Area
KTA	Key Task Area
NHRDP	National Human Resource Development Plan
NSDP	National Sustainable Development Plan
ODU	Organisational Development Unit
OPSC	Office of the Public Service Commission
PA	Performance Agreement
PoP	Panel of Peers
PMS	Performance Management System
PSC	Public Service Commission
PSSM	Public Service Staff Manual
RO	Reporting Officer
RTI	Right to Information
SA	Sector Analyst
SEO	Senior Executive Officer
VIPAM	Vanuatu Institute of Public Administration & Management

1. Introduction

The Public Service Commission (PSC) is undertaking a raft of reforms to improve service delivery for the people of Vanuatu whom the Commission serves.

To achieve this vision, the PSC has undertaken a review of the procedures and processes of recruitment in order to select the Right Person, for the Right Job with the Right Qualifications, the Right Skills and Competencies and critically the Right Mind-Set and Values to meet the challenges of the rapidly changing world of which Vanuatu is a part.

The raft of reforms being instituted by the Public Service – of which this Competency Based Interview Standard Operating Procedure (SOP) is an integral part – seeks to transform the Vanuatu Public Service into a People Centred Organisation.

A People Centred Organisation not only delivers efficient, cost-effective services to the people of Vanuatu whom Public Servants serve but also provides an enabling environment in which each Public Servant as an individual can grow and thrive through mentoring and capacity building. Recruitment must be inclusive and deliver opportunities for meaningful employment for women, youths, people with disability, divergent views, ethnicity and geographic backgrounds.

The recently revised Public Service Staff Manual (PSSM) provides the steps to undertake a compliant recruitment process incorporating Competency Based Job Descriptions and Competency Based Interviews. However, processes and procedures alone will not deliver the Public Service and the people of Vanuatu a "Fit for Purpose," well-governed and organisationally just Public Service Commission delivering effective and timely services to all provinces of Vanuatu.

The reforms of Public Service Staff Manual (PSSM), the Public Service Act review, the new process for interview and recruitment, appointment and Performance Appraisal for Directors General and Directors through the Panel of Peers model are foundational to providing the springboard for broader reforms – in particular those required to drive decentralisation of service delivery to improve planning, reporting, organisational performance auditing and service delivery to capture the provinces in improved organisational performance. As we move forward, these reforms will shape our workforce. Recruitment is a foundational baseline procedure underpinning the PSC's Reform Agenda to meet the vision of the National Sustainable Development Plan (NSDP) 2016 – 2030.

2. New Competency-Based Job Description – a Critical Tool

To achieve this broad aim, a thorough review of the Job Description was undertaken.

In line with global standards reflected in the National Human Resources Development Plan (NHRDP), the Vanuatu Qualification Authority (VQA) has directed that all Job Descriptions incorporate competencies that clearly demonstrate the skills needed for an officer to successfully implement and achieve the deliverables defined in the Job Description.

Accordingly, the Public Service Commission drafted, trialled and approved a new template for a Competency Based Job Description (Refer Annex1).

The competencies for each Job Description are defined in Sections 14.4, 14.5, 14.6 and 14.7.

14	**SELECTION CRITERIA** Technical Competencies, Generic Competencies and Leadership Competencies are to be considered	
14.1	**Qualification** Provide highest qualification i.e. Masters, Bachelors, Diploma, Certificate	
14.2	**Expertise Area** Provide type of Degree or Diploma i.e. Law, Public Administration, Education	
14.3	**Experience** Indicate years of practical experience in specific sector/s	
14.4	**Technical Competencies** Refer to Guidelines provided by ODU	
14.5	**Generic Competencies** Refer to Guidelines provided by ODU	
14.6	**Leadership Competencies** Refer to Guidelines provided by ODU	
14.7	**Behavioural Competencies** Refer to Guidelines provided by ODU	

Competency Menus for Generic, Leadership and Behavioural competencies have been provided by the PSC for use in developing the competency-based Job Descriptions. These menus are available on request from the Vanuatu Institute of Public Administration & Management (VIPAM) as well as from the Human Resources Management (HRM) Unit and Organisational Development Unit (ODU) of the Office of the Public Service Commission (OPSC).

Technical Competencies need to be devised by each agency as no set menu can be provided by the OPSC for Job Descriptions for a gynaecologist, a vulcanologist or a bulldozer driver.

These competencies are demonstrated in work tasks set out in Section 15: Critical Success Factors. This is an important section requiring very careful development when drafting a Job Description as each one is a practical example of the competency-based skills of Section 14.

The explanation of the purpose and procedures defined in the Key Result Areas (KRAs) and the Key Performance Indicators (KPIs) of the previous 2008 Job Description template have been strengthened by the addition of a new column – Key Task Areas (KTAs).

Very simply, the broad category of work i.e. reporting or budgeting or planning defined in the KRA column results in the column of KPI deliverables (tasks that have been completed and can be proven – evidence-based examples) is further broken down with steps needed to be undertaken to produce the KPI deliverables.

There is a PowerPoint on creating Competency-Based Job Descriptions available on request from VIPAM, the HRM Unit or the ODU Unit.

In addition, the KRAs, KTAs and KPIs should be designed to deliver Ministry objectives in Corporate and Business Plans and progress NSDP targets. They must be SMART (Specific Manageable Achievable Realistic & Time Bound). For lower-level JDs, only 5 KRAs may be needed but as responsibilities increase, so too will KRA numbers. This section provides for monitoring of delivery and is the basis for Performance Management Review Appraisals and Work Schedule Planning.

A new Guideline on Performance Management Review (PMR) is available on request from VIPAM, the HRM Unit or the ODU Unit.

Section 15, combined with the competencies provided in Sections 14.4, 14.5, 14.6 and 14.7, are the basis for Competency-Based Interviews.

3. Competency-Based Interviews Step-by-Step

The Right People, in the Right Job, with the Right Skills is the vision of the Public Service Commission.

Whilst the Competency-Based Job Description is a very important innovation targetted at delivering this concept, the Competency Based Job Description must be accompanied by a Competency-Based Interview as part of an integrated competency-based recruitment process.

Standard Operating Procedure (SOP) for a Competency Based Interview.

The following is a simple step-by-step explanation of the procedures recommended to be undertaken for a Competency-Based Interview.

It must be emphasised this Standard Operating Procedure does not provide detail on advertisement, short-listing, panel selection and the processes stipulated in the Public Service Staff Manual (PSSM) following the panel decision. This Standard Operating Procedure provides guidance on how to use the Competency-Based Job Description to devise interview questions to explore the interviewee's competency to meet the KRAs, KTAs and KPIs of the role as defined by the Job Description.

For full details of the recruitment process, please refer to the newly developed Recruitment Guideline. *Copies are available on request to VIPAM, the HRM Unit or the ODU Unit.* The Public Service Staff Manual Chapter 3 and the Public Service Act also provide further detail.

Step 1: Advertisement Guidelines in New Recruitment Guideline

The PSC has just released a new Recruitment Guideline based on the Public Service Staff Manual. The Recruitment Guideline has been developed using a Standard Operating Procedure approach by taking each section of Chapter 3: Recruitment from the PSSM and providing a simple explanation of the procedures that must be undertaken for a transparent, merit-based advertisement and recruitment to be compliant to the PSSM but also to the Public Service Act.

The new Recruitment Guideline is available on request from VIPAM, the HRM Unit or the ODU Unit.

The Recruitment Guideline with its section on advertising must be read and followed to underpin the process of Competency-Based Interview.

The new Recruitment Guideline highly recommends that the competencies defined in Sections 14.4, 14.5, 14.6 and 14.7. MUST be part of the advertising of the vacant post.

PSSM Excerpt: 3.6.4 Panel should agree on a date to convene to further assess the short-listed applicants through interview. The date should not be more than five (5) days after the assessment of written applications.

PSSM Excerpt 3.6.5 Interview questions are to be formulated by the Ministry Convenor and circulated to all panel members for comment and should consist of not more than ten (10).

PSSM 3.6.6 For senior levels to Senior Executive positions, the interview should include written exercises.

Interview processes following the above is essential for interview outcome compliance.

Step 2. Interview Session

2.1 New Panel Guidelines for Interview Procedure

The new Panel Guidelines included as Annex 2 of the Recruitment Guidelines, provides the following detail on Interview Questions:

The development of interview questions should consist of the following;

- Questions
- Sample questions
- Case Studies / Presentation (SEOs)
- Scenario questions relating to behaviour and code of conduct in a work place

All panel members should meet at least 30 minutes before the first interview is conducted to allow time to review the applications; the questions to be asked at the interview and the approach the panel intends to take at the interview.

Decide how to conduct the interview → sequence of questions, opportunity for applicants to ask any questions and to provide any other information.

The Convener should:

1. introduce the panel members to the applicant.
2. inform the applicant on the sequence of questions to be ask
3. try to make the interview as friendly and comfortable as possible for the interviewee.
4. ask questions that are designed to put the applicant at ease, for the applicant to relax and talk freely. *These answers are not scored.*
5. inform the applicant the language in which they feel comfortable in responding to questions
6. inform the applicant, that questions can be repeated upon request.

At the end of the interview, the Convener must allow time for the applicant to raise any questions. The Convener and or the PSC representatives must then inform the applicant about the

PSC recruitment process and how long it will take for the applicant to be informed of the interview outcome by the OPSC.

The Convener must ensure that the panel members should:

- complete individual scoring sheets;
- all members must sign off the average score sheets;
- Comparative Assessment form must be completed and sign off by all members;
- Selection Outcome Report completed.

Step 3. Interview Questions Competency-Based

From Step 2 above which is directly taken from Annex 2 Panel Guidelines in the new Recruitment Guidelines, the following question development is proposed.

> *The development of interview questions should consist of the following;*
>
> > *i) Questions*
> > *ii) Sample questions*
> > *iii) Case studies / Presentation (SEOs)*
> > *iv) Scenario questions relating to behaviour and code of conduct in a work place*

It is the purpose of this Standard Operation Procedure to provide guidance on how to ensure each of the above is competency-based.

3.1 Job Description and/or Performance Agreement

Secure a copy of the approved Job Description (JD) and/or Performance Agreement (PA) for the approved the vacant post.

The Convenor and Panel Members developing competency-based interview questions must review, understand and utilise the information to devise questions that explore the skills and competencies needed to produce the deliverables stipulated in the JD or PA.

This is critical. The competency-based Job Description will detail the

Section 14.1: Qualifications
Section 14.2: Experience
Sections 14.4 – 14.7 Competencies required
Section 15: Critical Success Factors
      Key Result Areas (KRAs)
      Key Task Areas (KTAs)
      Key Performance Indicators (KPIs)

Section 15 in its introduction states:

> *"This is an important section requiring very careful development. The KRAs, KTAs and KPIs should be designed to deliver Ministry objectives in Corporate and*

*Business Plans and progress NSDP targets. They must be SMART (**S**pecific, **M**anageable, **A**chievable, **R**ealistic & **T**ime-Bound). For lower-level JDs, only 5 KRAs may be needed but as responsibilities increase, so too will KRA numbers. This section provides for monitoring of delivery and is the basis for Performance Review Appraisals and Work Schedule Plans."*

From reading and understanding the competencies, skills, actions in the workplace and the deliverables of the KPIs, the Convenor and panelists can create insightful questions that explore and probe the applicant's ability to deliver.

3.2 Copy of Organisational Structure

It is highly recommended the organisational structure also be provided to the Panel so that Reporting Lines and supervisory workload can be appraised.

With a copy of the PSC approved stamped and dated organisational structure, the Interview Panel members can quickly see who the applicant would be reporting to and of course, if the position is supervisory, how many staff would the officer be providing mentoring, planning (Annual Work Plans), PMR reporting and securing of budget for resources?

3.3 Drafting the Questions

Insightful questions that explore and probe the applicant's ability to deliver take some time but as questions are developed and used, a competency-based question bank can be built up for future use.

However – BEWARE!

Interviewees share the information of what questions have been asked, what Case Study was used and what scenario was proposed – so *do not use the same questions again and again.*

3.3.1 Look at a competency i.e. **liaison or problem solving.** Then look at the KRAs, KTAs and KPIs. Is there an activity or deliverable that can only be completed using this competency of working cooperatively with others by problem solving and liaising?

> *Sample Question a): How would you undertake cross-sectoral liaison with other agencies to promote harmonisation of resources and to reduce duplication. Use examples from your work experience.*

OR

Sample Question: b) Describe a serious problem you encountered in your office. What steps did you take to solve this problem and b) what structures would you put in place to avoid the problem being repeated?

Note Question b is a 2-part question. This makes it harder to answer and tests an applicant's ability to listen to sequenced instructions.

However, you could split it into two and have the second part test the competency of continuous improvement.

Split Question b) this position requires continuous review and improvement in processes. What structures would you put in place to avoid the problem we have just explored from being repeated?

Add another competency layer with just one word - "consultatively."

Question with second layer: How would you consultatively develop procedures to avoid the workplace problem you identified ?

What competencies does this question test? Look at Annex 2 Menu for Leadership & Management Competencies. Here's a few:

➢ Process Management
➢ Analytical Thinking
➢ Collaborating with Others
➢ Innovation
➢ Change Management
➢ Coaching Others
➢ Team Productivity

Activity: Look at the Leadership & Management Menu – can you see other competencies related to this question?

3.4 Cross-Check Your Questions

Once you have created your questions and entered them on the PSSM Template 3.3 Individual Assessment, *do a cross-check.* Look at your questions? **Does each question explore a different category of competency?**

➢ Technical
➢ Generic
➢ Leadership/Management
➢ Behavioural

If not, redraft your questions.

3.4 Utilising Your Questions to Make Interviewee Comfortable

Look back at SOP Section 2.1 – an Excerpt from the PSSM.

This proposed process helps the nervous applicant feel more settled.

> *The Convener should:*
>
> 1. *introduce the panel members to the applicant.*
> 2. *inform the applicant on the sequence of questions to be ask*
> 3. ***try to make the interview as friendly and comfortable as possible for the interviewee.***
> 4. **ask questions that are designed to put the applicant at ease, for the applicant to relax and talk freely. These answers are not scored.**
> 5. *inform the applicant the language in which they feel comfortable in responding to questions*
> 6. *inform the applicant, that questions can be repeated upon request.*

3.5 Sequencing Your Questions in Increasing Complexity

Once the panel has the interviewee settled and comfortable with the interview process, the interview can start.

The 5-6 questions should be sequenced question by question from relatively simple and straight-forward to more difficult inquiry.

The PSSM says more than 5-6 questions can be used – especially as the role becomes more senior.

Question 1 could be very simple and predictable. This following are common questions in many interviews:

Sample Question a): Why have you applied for this position?

This is a very good question for a point of entry applicant – first year after graduation.

OR

Sample Question b) What skills and experience would you bring to this role?

Sample Question b) is so common, that most interviewees have already thought through and pre-prepared a response. Therefore, it is suggested that the simple, get-the-interviewee-settled question is only ranked with a score of 5.

Question 2: However, the next questions should become more and more complex and testing with the match of competency/skills to the KTA or KPI. Let's use the one from 3.3.1 (a)

Sample Question a: Describe a serious problem you encountered in your office. What steps did you take to solve this problem?

For a point of entry applicant – first year after graduation – you coud malke this.

Sample Question b: Describe a serious problem you encountered in your community or Church or Sports Team. What steps did you take to solve this problem?

What competencies does this question explore? Let's look at the Menu for Generic Competencies (Refer Annex 4)

➢ Problem Solving
➢ Collaborative Learner
➢ Conflict Resolution
➢ Diplomacy
➢ Creative Thinking
➢ Effective Listening
➢ Interpersonal Relations

Question 3 could explore the Technical Competencies for the vacant position. You will note that the OPSC provides no menu for Technical Competencies. This is because there can be no set menu as the Technical Competencies list for a Bulldozer Driver would be totally different to a Filing Clerk or Brain Surgeon!

However, here is the sort of question you could ask.

Sample Question: As a Filing and Archives Clerk you will be required to archive the Department's records. What is your understanding of the legislation, policy and procedures to be followed?

OR

Sample Question: As Data Base Officer for Labour Mobility Programs, describe the ICT based applications or data bases you would use to capture and securely store personnel data.

OR

Sample Question: As Director, you will be responsible for developing the Department's Budget Narratives annually ready for the Appropriations Sitting of Parliament. Explain why this is such an important activity and the linkages to your Annual & Quarterly Reports.

Question 4 might explore behavioural issues. (Refer Annex 5: Menu Behavioural Competencies)

Sample Question: As Receptionist, you will be required to not only register mail & phone calls but to act as the "face" or first point of contact for clients visiting the office and to provide support for the Department team. Why is good customer service so important?

OR

Sample Question: In providing Secretariat services for the Council of Ministers (COM), you are required to be ethical, discrete, diligent but also be detail oriented and a problem solver.

Why do you think there is such a mix of behavioural skills required?

Question 5: The later questions should really start to pose some difficult questions. These may explore several types of competencies – leadership/management, generic, technical and behavioural. You really want to test the interviewee's capacity to deliver.

Sample Question: As a supervisor, you note an officer who has been a valued member of your team has been coming late to work, appears distracted and is not meeting the agreed Annual Work Plan. What will you do to discuss the under-performance and support this officer's return to being a high performing team member?

OR

Sample Question: As Manager of the Policy Unit, you must represent DSPPAC in external sector stakeholder meetings (national, regional & international) to ensure timely analysis of opportunities and risks, meeting outcomes, issues and ways forward to promote cross sectoral cooperation. How will you do this?

OR

Sample Question: Policy analysis is a critical part of this role – in particular, alignment of policies to the NSDP. If selected for this position, how would you support outreach and awareness on the NSDP targets, reporting and planning?

OR

Sample Question: Your Supervisor keeps delegating tasks not in your Job Description. You know these are KPIs in his JD and are Annual Work Plan tasks allocated by the Director. How would you handle this issue?

Look at the Menus. What competencies are being used and from which menus?

Question 6. You need to start to explore broadly some bigger issues – even for positions such as a Security Guard.

Decentralisation is a big issue to ask something about. Cooperation across agencies, securing more resources, innovation, service delivery, improved performance – all of these are important areas to investigate. These are all across multiple competency menus.

> **Sample Question: What strategies would you put in place to grow resources to improve your Department's performance, especially in rural areas?**

OR

> **Sample Question: If you were to be selected for this position, what would be the innovations and practices you would put in place to build the capacity, outreach and performance of the Unit – especially into the provinces?**

OR

> *Sample Question: The operational budget of the Unit is small. What will you do to work with stakeholder Ministries and sector stakeholders – NGOs, Private Sector and Development Partners - to secure additional resources to achieve the vision you have for the agency?*

3.6 Case Study / Presentation (SEOs)

The PSSM suggests using a Case Study or a presentation as part of the interview process for upper-level vacancies.

Senior Executive Officers & Managers

- Director General
- Director
- Provincial Secretary General
- Town Clerk
- Manager

Today with Internet and Smart Watches, the risk of an interviewee using Internet to access AI or Apps such as ChatBot must be mitigated by removal of access to that support.

For upper-level Senior Executive Officer positions, drafting of a Case Study or PowerPoint Presentation test is suggested utilising a laptop and a scenario question

The scenario question would be an issue pertinent to the Ministry, Department or Unit detailed with background information and data for the interviewee to use in conjunction with their own experience and workplace knowledge.

Example scenario could be used for PowerPoint Presentation/Concept Note/Briefing Paper

> *In the laptop, you will find an electronic folder containing a blank Discussion Paper. Please note no Internet access or usage is allowed. If you have a Smart Watch, it must be removed.*
>
> *You are also provided with a Hard Copy of the NSDP.*
>
> *You have 60 minutes to prepare a Discussion Paper on the following issue:*
>
> *The Ministry has NPP (non-recurrent) funds of 41,000,000 vatu in your approved Budget for next year. You are seeking approval to secure Lot 23OA in Lakatoro to build a Provincial Hub for use by the Departments in your Ministry. You will need support of Secretary General, MALAMPA. This building will be cyclone & earthquake resistant. Solar panels & deep cell batteries will make the building largely off-the-grid. It could serve as an Evacuation Centre. It will be accessible.*
>
> *You intend Cost Recovery by renting office space to other agencies*

If a PowerPoint option is selected – the interviewee could be asked to present it to the Panelists.

Remember, the PSSM states that whatever questions or case study is chosen by the Interview Panel ALL interviewees must be asked the same questions or provided with the same task. This progresses an evaluation based on comparable, transparent procedure.

3.7 Scenario Question – SEO Levels

Whilst interview questions must be prepared for all interviewees, upper-level positions for Senior Executive Officers and Managers should also include written tests. Of course, these will clearly demonstrate experience, skills and competencies.

Senior Executive Officers & Managers

- Director General
- Director
- Provincial Secretary General
- Town Clerk
- Managers

For upper-level Senior Executive Officer positions, a written test is suggested utilising a laptop and a scenario question with the options for the format being selected from the following:

- ➢ Discussion Paper
- ➢ Concept Note
- ➢ Ministerial Briefing
- ➢ COM Paper

Today with Internet and Smart Watches, the risk of an interviewee using Internet to access AI or Apps such as ChatBot must be mitigated by removal of access to that support.

The following could be the instructions:

> *In the provided laptop from which Internet access has been removed , you will find an electronic folder containing a blank COM Paper. Please note no Internet access or usage is allowed. If you have a Smart Watch, it must be removed. You are also provided with a Hard Copy of the NSDP.*
>
> *You have 60 minutes to prepare a Council of Minister's Paper on the following issue:*

Remember, the PSSM states that whatever questions or case study is chosen by the Interview Panel ALL interviewees must be asked the same questions or provided with the same task. This progresses an evaluation based on comparable, transparent procedure.

4. Standard Operating Procedure Statement:

The reforms of Public Service Staff Manual (PSSM), the Public Service Act review, the new process for interview and recruitment, appointment and Performance Appraisal for Directors General and Directors through the Panel of Peers model are foundational to providing the springboard for broader reforms – in particular those required to drive decentralisation of service delivery to improve planning, reporting, organisational performance auditing and service delivery to capture the provinces in improved organisational performance.

These reforms will shape the Public Service workforce. Recruitment is a foundational baseline procedure underpinning the PSC's Reform Agenda.

5. Scope:

The SOP applies to all interviews undertaken by the Public Service as part of the recruitment process and should be implemented in conjunction with the procedures defined in the Public Service Staff Manual, the PSC's Code of Conduct and the PSC Recruitment Guideline that incorporates Annex 1: Panel of Peers TORs and Annex 2: Interview Panel Guidelines.

6. Application:

This SOP applies to all Interview Panels from Senior Executive Officers to point of entry officers.

7. Legislation, Regulation, Planning and Policy Framework:

The management of records and information operates under a complex framework of legislation, policy and planning of which the following are key components:

- Constitution of the Republic of Vanuatu
- National Sustainable Development Plan
- Public Service Act
- Public Service Staff Manual (PSSM)

- PSC's Code of Conduct and the
- PSC Recruitment Guideline incorporating
  - Annex 1: Panel of Peers TORs and
  - Annex 2: Interview Panel Guidelines
- Ministry Corporate Plans
- Business Plans
- Budget Narratives (in Appropriations Act)

As the over-arching policy driver, the National Sustainable Development Plan envisions:

Society 6: *A dynamic public sector with good governance principles and strong institutions delivering the support and services expected by all citizens of Vanuatu.*
- ➤ Soc 6.1 Enhance the capacity and accountability of public officials and ensure the impartiality and effectiveness of performance management systems.
- ➤ Soc 6.4 Strengthen national institutions to ensure that they are cost-effective and resourced to deliver quality public services.

8. Preliminary Reading & Training

All responsible for compliant interview processes must prepare for their roles by understanding their responsibilities, recognising that transparent, merit-based, compliant selection of the Right People for the Right Job with the Right Skills will improve and service delivery to the people of Vanuatu.

Step 1: Read the following documents

- Public Service Staff Manual (PSSM)
  - Chapter 3 - Recruitment
  - Chapter 10 – Performance Management
- PSC's Code of Conduct and the
- PSC Recruitment Guideline incorporating
  - Annex 1: Panel of Peers TORs and
  - Annex 2: Interview Panel Guidelines

Step 2: Training PowerPoints on OPSC Web Site

It is intended to provide a training program for OPSC officers and those externally appointed personnel selected to act as Interview Panel Members.

However, it is recognised that delivery may be problematic in a timely time frame.

Therefore, three pertinent training PowerPoints are available on the PSC Web Site or on request to the Vanuatu Institute of Public Administration & Management (VIPAM), the Human Resource Management Unit (HRM) and the Organisatinal Development Unit (ODU) of the OPSC:

- Drafting Competency-Based Job Descriptions
- Competency-Based Interviews

- Panel of Peers Training

9. Forms

Forms for the administration of this SOP are provided as Annexes and of course can be found as Templates in the Public Service Staff Manual (PSSM).

10. Monitoring & Auditing

The Human Resources Management (HRM) Unit could usefully track number of interviews held and issues arising that require amendments the Standard Operating Procedure,

Of particular interest would the number of interview (vacancy & PMR) held using the Panel of Peers model.

11. Training & Support

The Human Resource Management Unit, OPSC will provide responses to inquiries re processes and procedures.

The Human Resource Network has previously provided training on Competency-Based Job Description drafting and the Competency-Based Interview process. Panel of Peers training is also delivered using a PowerPoint and training materials on competency-based interviews. Any of these training packages could be repeated on request.

The three pertinent training PowerPoints are available on the PSC Web Site or on request to the Vanuatu Institute of Public Administration & Management (VIPAM), the Human Resource Management Unit (HRM) and the Organisatinal Development Unit (ODU) of the OPSC:

- Drafting Competency-Based Job Descriptions
- Competency-Based Interviews
- Panel of Peers Training

12. Review & Up-Date of SOP

Bi-Annual Review:

The SOP should be reviewed at least after two years, or when there are significant changes to systems, policies, or regulations.

Version Updates:

Any updates to this SOP must be documented and communicated to all relevant personnel.

13. Monitoring & Evaluation

The Standard Operating Procedure on Competency Based Interviews will be monitored, evaluated and reviewed after two years or as and when the need arises.

14. Authorisation:

The Competency-Based Interview Standard Operating Procedure (SOP) is approved by the Commission on

Date…………………… 	Signed……………………………….. 	Stamped:

Annex 1: Excerpt from Recruitment Guidelines

EXCERPT FROM NEW RECUITMENT GUIDELINES
Refer Annex 2: Panel Guideines

3.6.4 Panel should agree on a date to convene to further assess the short-listed applicant through interview. The date should not be more than five (5) days after the assessment of written applications.
3.6.5 Interview questions are to be formulated by the Ministry Convenor and circulated to all panel members for comment and should consist of not more than ten (10).
3.6.6 For senior levels to Senior Executive positions, the interview should include written exercises.

4. Interview Session

The development of Interview questions should consist of the following;
- Questions
- Sample questions
- Case studies / Presentation (SEOs)
- Scenario questions relating to behaviour and code of conduct in a work place

All panel members should meet at least 30 minutes before the first interview is conducted to allow time to review the applications; the questions to be asked at the interview and the approach the panel intends to take at the interview. Decide how to conduct the interview, for example, sequence of questions, opportunity for applicants to ask any questions, and to provide any other information.

The Convener should;
- introduce the panel members to the applicant.
- inform the applicant on the sequence of questions to be ask
- try to make the interview as friendly and comfortable as possible for the interviewee.
- may ask questions that are design to put the applicant at ease, for the applicant to relax and can talk freely. (The answers are not scored)
- inform the applicant the language in which they feel comfortable in responding to questions
- inform the applicant, that questions can be repeated upon request.

At the end of the interview, the Convener must allow time for the applicant to raise any questions. The Convener and or the PSC representatives must then inform the applicant about the PSC recruitment process and how long it will take for the applicant to be informed of the interview outcome by the OPSC.

Convener must ensure that the panel members should;
- complete individual scoring sheets;
- all members must sign off the average score sheets;
- Comparative Assessment form must be completed and signed off by all members;
- Selection Outcome Report completed

Annex 2: PSC Form 3.3 Individual Applicant Assessment Form

INDIVIDUAL APPLICANT INTERVIEW QUESTIONS

This form is to be filled out by the Selection Committee for the purpose of ranking responses to interview questions. The completed form may be attached to each separate applicant's file.

JOB TITLE: **GRADE:**   **POST No:**

MINISTRY:
LOCATION:

APPLICANT'S NAME (Insert Name): ....

INTERVIEW QUESTIONS

1. What special qualities, knowledge and experience can you bring to this role?

Poor	fair	good	excellent	outstanding	Score 5
1	2	3	4	5	

2.

Poor		fair		good		excellent		outstanding		Score 10
0	1	2	3	4	5	6	7	8	9	10	

3.

Poor		fair		good		excellent		outstanding		Score 10
0	1	2	3	4	5	6	7	8	9	10	

4.

Poor		fair		good		excellent		outstanding		Score 10
0	1	2	3	4	5	6	7	8	9	10	

5.

Poor		fair		good		excellent		outstanding		Score 10
0	1	2	3	4	5	6	7	8	9	10	

6.

										Score 10
0	1	2	3	4	5	6	7	8	9	10	

TOTAL SCORE:

Annex 3: Menu Leadership & Management Competencies

Partial List of Leadership and Management Competencies Samples

■ Leadership Competencies   ■ Management Competencies

Note: Leadership and Management competencies sometimes overlap and/or used inter-changeably

Leadership	Management
Acting with Empathy and Compassion	Networking
Embracing Diversity	Integrity
Ensuring Accountability	Organisational Awareness
Exemplifying Integrity	Planning and Organising
Team Leadership	Presentation
Fostering Learning and Development	Problem Solving
Inspiring Others	Project Management
Leading Change	Quality Focus
Social Intelligence	Resilience
Nurturing Innovation	Team Leadership
Talent Management	Thinking Strategically
Achievement Orientation	Using Financials
Onboarding	Monitoring Results
Adaptability	Visioning and Alignment
Interpersonal Skills	Job Knowledge
Agility	Health and Safety
Analytical Thinking	Developing Others
Attention to Detail	Valuing Diversity
Public Service Perspective	Delegation
Effective Communication	Workplace Planning
Client Focus	Coaching
Collaborating with Others	Performance Management
Continuous Learning	Partner Management
Change Management	Building People Relationships
Creativity and Innovation	Hiring and Recruiting
Data Literacy	Risk Management
Decision Making	Meeting Management
Digital Literacy	Mentoring
Emotional Intelligence	Talent Management
Process Management	Team Productivity
Compliance	Quality Control
Facilitation	Strategic Thinking
Work Planning and Scheduling	Self- Management
Fostering Communication	Negotiation
Impact and Influence	Cost Management
Strategic Orientation	Performance Feedback
Managing Resources	Performance Appraisal
Well-being and Duty of care	Consensus Building
Organisational Alignment	Coaching Others
Processes Management	Delivering Great Performance
Information Gathering	Mentoring Others
Initiative	Managing Resources
Managing Conflicts	Negotiating

Annex 4: Menu Generic Competencies

Generic Competencies

Leadership: Assembles and leads a team to achieve the desired results

Diversity and Inclusion: Fosters a diverse and respectful workplace where team members are valued for who they are.

Empower Others: Gives employees confidence and allows freedom to complete tasks

Ethics: Sets a positive example for others by following high ethical standards

Influence: Enlists the support and cooperation of others and encourages them to be proactive

Strategic-minded: Focuses on the big picture, ensuring that goals and objectives are strategically aligned with the organisation's vision and mission

Team Building: Establishes and guides a team effort that promotes a common goal; builds team cohesiveness

Focus: Shows your level of attention to tasks

Results Driven - Achieves goals in a timely manner while providing excellent client service

Integrity: Perform high quality work according to organisational conduct and values

Adaptable: Applies knowledge to new circumstances

Flexibility: Willing and able to adapt to any situation

Career-focused: Verifies that you are focused on moving forward in your career path

Detailed oriented: Verifies important details, ensures there are no surprises or gaps in need information

Time Management: Shows skills in developing timeliness and completing projects

Even Temperament: Controls emotions without retaliating against negative behaviour

Problem solving - solves problems while ensuring rules and directives are followed

Initiative: Remains proactive when suggesting improvements and solving problems

Innovative: Seek novel ways to improve and frow; open to trying new things

Responsibility: Demonstrates that you can be counted to complete tasks assigned to you

Persistent: Sees projects through to completion, persevering even when faced with barriers or obstacles

Multitasking – Comfortable juggling multiple projects and priorities

Teamwork: Indicates you work well with others and thrive in a team environment

Avid Learner: Shows your commitment to improving yourself with new knowledge and skills

Ambitious: Shows your work is the best it can be, and you are not to take calculated risks

Collaborative Learner: Confirms that you enjoy working with others to learn on the job

Commitment to Excellence: Illustrates that you. Are someone who strives to do their best

Motivation: Involves your ability to keep yourself self-motivated and with those around you

Customer Service: Offers a friendly and honest customer experience to businesses and the public

Collaboration: Works to resolve differences and maintain work relationships

Conflict Resolution: Works to resolve differences and maintain work relationships

Effective listening: Builds understanding through listening to what others have to say and responding appropriately

Interpersonal Relations: Exhibits respect and understanding of others to maintain professional relationships

Persuasive Communication: Displays verbal and written communication that influences others

Verbal Communication: Speaks with clarity, precision and purpose in small and large groups

Writing Skills: Possesses excellent writing and grammar skills, including the ability to write concisely, clearly and logically

Analytical Thinking - Applies logic to solve problems and gets the job done

Creative Thinking - Looks outside the box, develops new strategies

Decision Making - Makes decisions and takes responsibility for them

High Achiever - Seeks to regularly surpass performance goals

Supportive - Seeks ways to support team efforts while contributing to overall organisational success

Client Service - Responds to clients and proactively anticipates their needs

Diplomacy - Balances the needs and interests of multiple stakeholder groups to seek win-win solutions

Evaluations - Evaluates data and results according to accepted methodologies

Project Management - Brings together every component of a project, including resources or planning, that are needed to complete it in a timely manner

Risk management and Assessment - Evaluates and minimises risks to the company and its employees

BEHAVIOURAL COMPETENCIES

accountable	diligent	respectful
adaptability	motivated	collaboration
self-disciplined	open minded	supportiveness
proactive	avid learner	communication skills
reliable	team player	punctual
stress management	trustworthy	supportive
loyal	problem solver	professional
honest	flexible	confidentiality
discrete	emotional intelligence	diligence
hard-working	innovative	optimistic
friendly/communicative	conflict resolution	flexible
Interpersonal skills	assertiveness	adaptable
empathy	creativity	creative
respectful	attention to details	collaborative
understanding	self-management	open-minded
committed	punctual	judgement
decision making		time & deliverables driven
positive	multi-tasking	