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Department of Labour  
TE TARI MAHI



## Spotlight: A Skills Recognition Tool

### User Guide

### 3. Adding Value to Recruitment and Selection

## ACKNOWLEDGEMENT

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## RECRUITMENT, SELECTION, INDUCTION – THE SPOTLIGHT CONTRIBUTION

In the coming decade, skills shortages will require sound recruitment decisions. It will also be increasingly important to retain good staff, once hired.

This is because a more mature and diverse population will demand a wider range of services, but a shrinking proportion of the workforce will be experienced in providing these services.

As a result, it will become increasingly important for managers and HR practitioners to identify the elusive skills that contribute to service quality and to retain good staff by helping them build these skills from the induction period onwards.

Spotlight: A Skills Recognition Tool provides a way of identifying very precisely, at a range of levels, the process skills that contribute to service quality.

The Spotlight framework, derived from New Zealand research, identifies nine such process skill elements (Table 3.1).

**Table 3.1 The Spotlight skill sets and elements**

|   |
|---|
| <p><b>A. Shaping awareness</b> – capacity to develop, focus and shape your own and other participants' awareness by:</p> <p>A1. Sensing contexts or situations</p> <p>A2. Monitoring and guiding reactions</p> <p>A3. Judging impacts</p>   |
| <p><b>B. Interacting and relating</b> – capacity to negotiate interpersonal, organisational and intercultural relationships by:</p> <p>B1. Negotiating boundaries</p> <p>B2. Communicating verbally and non-verbally</p> <p>B3. Connecting across cultures</p>                              |
| <p><b>C. Coordinating</b> – capacity to organise your own work, link it into to the overall workflow and deal with disruptions by:</p> <p>C1. Sequencing and combining activities</p> <p>C2. Interweaving your activities with others'</p> <p>C3. Maintaining and/or restoring workflow</p> |

Importantly, these skills can be developed through practice and problem-solving, and the Spotlight tools include guides to fostering their development.

### Strategic role of Spotlight – growing and retaining skills

The Spotlight framework identifies a uniform set of levels at which all nine skill elements can be used.

These levels start with the learning of job roles, rules and tools, and then involve a progressive deepening of capability, based on practice, problem-solving and solution-sharing, to the point where the jobholder can contribute to the continuous improvement of work systems (Table 3.2).

**Table 3.2: The Spotlight skill levels**

| 1. Familiarisation  | 2. Automatic fluency   | 3. Proficient problem-solving  | 4. Creative solution-sharing  | 5. Expert system-shaping   |
|---|--|--|---|--|
| <b>Basis:</b>   |  |  |   |  |
| Participating as a novice by building expertise through observation, practice and reflection. | Participating as a practised performer, independently applying operational knowledge to the point where activity is automatic. | Participating as an experienced problem-solver, carrying out operations already learned, whilst applying experience to creating new solutions. | Participating as a sharer of practical knowledge in the exchange of stories or notes about trial and error solutions. | Participating as a knowledge creator or system innovator, helping to spread or change a system of work or knowledge. |

By classifying levels of job performance according to these skill stages, managers can structure the induction process to ensure that newly hired staff rapidly reach full productivity in a dynamic workplace learning environment, then continue to develop and to contribute to the development of others.

### Functional HR benefits – using the Spotlight tool in selection and induction

Use of the Spotlight recruitment, selection and induction tools can:

- enable a better specification of less visible job requirements
- help selection committees identify candidates who will best learn to meet these requirements
- contribute to a systematic approach to induction, reducing the time taken by new recruits to become proficient.

### Role of Spotlight in a typical recruitment process

*Italics* = Spotlight tools available

- *Job analysis/position description/person specifications.*
- Formation and *training of selection panel.*
- Evaluation/classification of position/budget check.
- Determination of recruitment pool and definition of *selection criteria.*
- Sourcing (internal) or *advertising* (internal/external); receipt of applications.
- Culling of applications using *selection criteria.*
- Work or other tests – linked to *selection criteria.*
- Short-listing using *selection criteria.*
- Preparation of *interview questions* and *decision worksheet* based on *selection criteria.*
- *Interviews, making a defensible selection decision.*
- Reference checks, medical examination.
- Placement, *induction training.*

## ADVERTISING JOBS – SPECIFYING SPOTLIGHT SKILLS

In filling a position, whether newly created, redesigned or vacant, managers normally use a job description to identify the job's purpose, accountabilities and skill requirements. From this they develop job or person specifications to identify the capabilities most likely to enable a job applicant to meet these requirements and thus carry out the activities of the job effectively.

It is often hard to specify the intangible capacities that make for effective performance in a role. Use of the Spotlight tools may help in defining these capacities and in designing interview questions that will help select for them. The time spent in preparing for the interview will be well repaid by reduced risk of recruitment error.

### 1. Check for Spotlight skills in the job description

Spotlight skills may already have already been incorporated into the job description by the processes described in User Guide 2. If so, the position description will already contain a Job Skills Profile that looks like Figure 3.1.

**Figure 3.1: Example of a completed Spotlight skills profile**

|   |                           |                             |                                      |                                     |                                 |
|---|---------------------------|-----------------------------|--------------------------------------|-------------------------------------|---------------------------------|
| <b>Organisation</b>                           |                           |                             |                                      |                                     |                                 |
| <b>Position title</b>                         | Administrative Officer    |                             |                                      |                                     |                                 |
| <b>Date</b>                                   |                           |                             |                                      |                                     |                                 |
| <b>SKILL ELEMENTS</b>                         | <b>LEVELS</b>             |                             |                                      |                                     |                                 |
|   | <b>1. Familiarisation</b> | <b>2. Automatic fluency</b> | <b>3. Proficient problem-solving</b> | <b>4. Creative solution-sharing</b> | <b>5. Expert system-shaping</b> |
| <b>A. Shaping awareness</b>                   |                           |                             |                                      |                                     |                                 |
| A1. Sensing contexts or situations            |                           |                             |                                      |                                     |                                 |
| A2. Monitoring and guiding reactions          |                           |                             |                                      |                                     |                                 |
| A3. Judging impacts                           |                           |                             |                                      |                                     |                                 |
| <b>B. Interacting and relating</b>            |                           |                             |                                      |                                     |                                 |
| B1. Negotiating boundaries                    |                           |                             |                                      |                                     |                                 |
| B2. Communicating verbally and non-verbally   |                           |                             |                                      |                                     |                                 |
| B3. Connecting across cultures                |                           |                             |                                      |                                     |                                 |
| <b>C. Coordinating</b>                        |                           |                             |                                      |                                     |                                 |
| C1. Sequencing and combining activities       |                           |                             |                                      |                                     |                                 |
| C2. Interweaving your activities with others' |                           |                             |                                      |                                     |                                 |
| C3. Maintaining and/or restoring workflow     |                           |                             |                                      |                                     |                                 |

#### Examples of activities using key skill elements

- A1. Piece together information and perspectives from various sources to solve a problem.
- B1. Find a pleasant way of saying 'not now' to requests that would prevent deadlines from being met.
- C1. As new demands arise during the day, frequently reprioritise tasks, planning activities to streamline your movements and keep within deadlines.

## 2. Collect Spotlight job skills data if not in job description

If a Job Skills Profile is not included in the position description, it is both important and quick to complete one before advertising the job. In fact, an ideal time to review a job description is before filling a vacancy.

There are two ways of collecting the required information. User Guide 2 provides the full account, but the process can be summarised as follows.

- Method A: Sit down with a team leader, supervisor or jobholder, and work through the Job Skills Recognition Workbook, selecting activity examples for the job.
- Method B: Select the activity examples that you think are most relevant to the job.

For both methods, note that Level 1 activity examples may be rewritten to a higher level if you need practised proficiency or problem-solving skills from the outset – simply omit the words ‘learn to’. All recruits will, however, need an induction period to learn to apply the Spotlight skills in the specific job.

## 3. Ensure that personal attribute statements are translated into Spotlight skills

We tend to think of the intangible sources of quality work performance by having a mental picture of the sort of person we would like to see in the job. The result is a job advertisement that looks like the following.

### Example job advertisement based on personal attributes

- Professional, self-motivating and resilient, with a can-do attitude.
- Strongly customer-focused, with an outgoing personality and natural tact and empathy.
- Team-focused, adaptable, able to solve problems and an excellent time manager.

The Spotlight framework allows you to describe these attributes more precisely in terms of skill elements, and terms such as ‘strong’ and ‘excellent’ in terms of skill levels.

As a result, applicants and the selection panel will all have a clear picture of what is required. Table 3.3 provides a checklist of activity examples, classified by skill element and level, that correspond to common personal attribute statements.

It is a good idea to highlight or transcribe those that are relevant to the job and attach them to the position description and job specifications. (Most of the activities are described at skill level 2 or above. By adding the words ‘learn to’, you can describe the initial stage that jobholders will need to go through in a new job.)

## 4. Enter data into Spotlight Job Skills Profile

Using a blank Spotlight Job Skills Profile, you can tick the skill element and level corresponding to each example checked by jobholders completing the Job Skills Recognition Workbook, or to each example you chose from the activity examples. You can then create a Job Skills Profile by shading out to the required level. User Guide 2 provides further guidance.

Underneath the grid, add key activity examples that you used, as these will help in framing behavioural questions (see Figure 3.1)

If you want to include any personal attribute statements, use Table 3.3 to select the most appropriate corresponding activity statements, cross-referenced to skills and skill levels. The Spotlight Job Skills Profile can now be added to the person specifications for the job.



## 5. Use the Spotlight Job Skills Profile in writing person specifications, job advertisements and selection criteria

Spotlight Skills for Inclusion in Selection Criteria is a checklist to use in drawing out a manageable number of Spotlight skill elements to include in the selection criteria. The skill elements chosen will be those judged to be the most critical and least common. They will probably be those listed at the highest level in the Job Skills Profile. The wording of the chosen activity examples can be adjusted slightly to make them relevant to the particular job. The levels of the activity examples can also be changed, for example, according to whether the job can be done with little experience or whether problem-solving skills have to be learned rapidly.

The Spotlight Skills for Inclusion in Selection Criteria checklist helps in deciding:

- the length of the induction period
- the highest Spotlight level required for full proficiency, and the time required to reach it.

The Spotlight Personal Qualities Key Activity Examples can be used to record any personal attribute statements that are to be included in the selection criteria, along with relevant Spotlight activity examples, cross-referenced to skill elements and levels using Table 3.3.

The required Spotlight skills are now ready to include in the selection criteria and job advertisement. Documentation prepared for the selection panel will provide guidelines on required skill level and learning time and on activities by which personal attributes can be assessed. It will include behavioural interview questions and partially prepared interview decision sheets for use in evaluating applicants' responses.

**Table 3.3 Translating personal attributes into Spotlight skills**

| Personal quality | Spotlight skill element               | Activity example   |
|------------------|---------------------------------------|--|
| PROFESSIONALISM  | <b>A3. Judging impacts</b>            | 1. Learn to read a situation, and consider consequences before responding.<br>2. Automatically act to reduce the stress of others, for example, by explaining actions.<br>3. Test your ideas by listening, observing and reflecting in coming up with a solution to a problem.<br>4. Constructively challenge practices that compromise others' safety or dignity.<br>5. Perceive flow-on impacts of decisions on other parts of the organisation. |
|                  | <b>B1. Negotiating boundaries</b>     | 1. Learn to gain consent by explaining each step of a process.<br>2. In responding to client requests, establish clear role boundaries.<br>3. Deflect pressures to over-commit, whilst retaining goodwill.<br>4. Find gracious ways of giving and receiving negative feedback.<br>5. Carry a proposal forward by networking with key stakeholders.   |
|                  | <b>B3. Connecting across cultures</b> | 1. Learn the rules for interacting appropriately in intercultural situations.<br>2. See own and team's behaviour from the perspective of another culture.  |

| Personal quality  | Spotlight skill element                             | Activity example  |
|---|---|---|
|   |   | <p>3. Work effectively with people with different approaches to time.</p> <p>5. In consultation with appropriate spokespeople, work at a systems level to implement Treaty obligations.</p>   |
|   | <b>C1. Sequencing/<br/>combining activities</b>     | <p>3. Assess urgency and importance of simultaneous calls on attention, any of which could become a crisis.</p>   |
|   | <b>C2. Interweaving<br/>activities with others'</b> | <p>2. Use workplace knowledge to ensure issues are followed through to closure.</p> <p>3. Carry out all steps to ensure legal and safe procedures in a changing situation.</p> <p>5. Develop networks for tracking, sharing and building on solutions.</p>  |
|   | <b>C3. Maintaining/<br/>restoring workflow</b>      | <p>2. Fix up others' failure to follow through, without undermining them.</p> <p>3. In jobs calling for rapid responses and legal or financial accountability, develop your own fail-safe tracking system.</p> <p>5. Work to maintain stability during change, projecting a consistent message.</p>   |
| <b>CAN-DO ATTITUDE<br/>(INITIATIVE,<br/>SELF-<br/>MOTIVATION)</b> | <b>A1. Sensing contexts<br/>or situations</b>       | <p>1. Use observation, questions, reading and reflection to understand wider work contexts.</p> <p>2. Adapt and apply practical knowledge and skills gained outside the workplace.</p> <p>3. Piece together perspectives from various sources to solve a problem.</p> <p>4. Share ideas and approaches to solving client or technical problems.</p> <p>5. Gather people with diverse experience to think about an issue in a new way.</p>   |
|   | <b>A2. Monitoring and<br/>guiding reactions</b>     | <p>3. Manage your responses to overwhelming tasks by breaking them into steps.</p>  |
|   | <b>C1. Sequencing/<br/>combining activities</b>     | <p>2. Incorporate new tools and techniques into work processes.</p> <p>2. See what needs to be done and automatically do it without being prompted.</p> <p>2. Respond to a range of demands by slotting each request into the day.</p> <p>3. Think quickly on feet when something malfunctions in the course of an activity.</p> <p>4. Exchange tricks of the trade and ideas for short-cuts with colleagues.</p> <p>5. Map long-term goals to help align them with organisational realities.</p> |
|   | <b>C2. Interweaving<br/>activities with others'</b> | <p>5. Create systems for sharing innovations or solutions to intractable problems.</p>  |

| Personal quality                | Spotlight skill element                            | Activity example  |
|---------------------------------|--|---|
|                                 | <b>C3. Maintaining/<br/>restoring workflow</b>     | <p>3. Develop safe ways to keep processes running.</p> <p>3. Make safe decisions in situations, where information is ambiguous, rapidly changing or unavailable.</p> <p>4. Cultivate contacts in various parts of the organisation, to speed processes through the system.</p> <p>5. Use networks to mobilise a range of services and supports for a quick and individualised emergency response.</p> |
| <b>OUTGOING<br/>PERSONALITY</b> | <b>A1. Sensing contexts<br/>or situations</b>      | 2. Draw on wider experience of workplaces to fit in with the styles of different work groups.   |
|                                 | <b>B1. Negotiating<br/>boundaries</b>              | <p>3. Confront problems quickly and directly (for example, 'You aren't going to want to hear this, but ...').</p> <p>3. Negotiate or advocate in a way that retains goodwill, whilst not giving way on bottom line solutions.</p> <p>5. Provide a sense of direction that energises others by reflecting their aspirations.</p>   |
|                                 | <b>B2. Communicating<br/>verbally/non-verbally</b> | <p>2. Use conversation to put people at ease, keep their spirits up or allow closure.</p> <p>4. Coin catch-phrases that will serve as a shared guide to action.</p>   |
|                                 | <b>B3. Connecting across<br/>cultures</b>          | 2. Interact easily and respectfully with people from diverse cultures.  |
|                                 | <b>C3. Maintaining/<br/>restoring workflow</b>     | <p>2. Patch up minor misunderstandings before they escalate.</p> <p>4. Cultivate contacts in various parts of the organisation to speed processes.</p>  |
| <b>TACT AND<br/>EMPATHY</b>     | <b>A1. Sensing contexts<br/>or situations</b>      | 2. Set aside prejudgements, recognising when unexpected behaviour is a response to fear or embarrassment.   |
|                                 | <b>A2. Monitoring and<br/>guiding reactions</b>    | <p>3. Pick the right moment to convey news, judging from reactions how much to say.</p> <p>3. Handle situations where participants have varying levels of awareness and want different degrees of disclosure.</p> <p>4. Be alert to the work group's emotional undercurrents, strengths and needs.</p>  |
|                                 | <b>A3. Judging impacts</b>                         | <p>2. Screen unnecessarily worrying or unsettling work processes from clients.</p> <p>2. Sense the point at which others are beginning to be uncomfortable with what you are saying or doing.</p> <p>2. Automatically minimise others' fear or shame (for example, calmly refer to 'a little mishap').</p>  |
|                                 | <b>B1. Negotiating<br/>boundaries</b>              | <p>2. Allow upset people to calm down before trying to help.</p> <p>2. Provide support unobtrusively, to enhance others' independence.</p> <p>4. Quietly share knowledge and experience with people who do not accept your authority.</p>   |

| Personal quality       | Spotlight skill element                         | Activity example   |
|------------------------|---|--|
|                        |   | <p>4. Give others space to learn and make mistakes.</p> <p>5. Gain support for a change proposal by planting the idea in stages or testing the water with key people.</p>  |
|                        | <b>B2. Communicating verbally/non-verbally</b>  | <p>2. Interpret tone of voice and body language.</p> <p>2. Interpret the needs and intentions of people who have restricted mobility or verbal language.</p> <p>2. Use silent friendly listening, allowing people to talk through their concerns.</p> <p>3. Pitch language to people with varying levels of understanding.</p> <p>3. Overcome miscommunication by translating, for example, between children and experts.</p> <p>5. Use understanding of community issues to ensure communications gain wide acceptance.</p> |
|                        | <b>B3. Connecting across cultures</b>           | <p>1. Learn rules for interacting appropriately in intercultural situations</p> <p>2. See one's own and work team's behaviour from the perspective of another culture.</p> <p>3. Help negotiate solutions to problems caused by disability or cultural misunderstandings.</p> <p>4. Listen attentively to key in to the subtext and dynamics of gatherings based on Māori or another language or culture.</p> <p>5. By immersion in a community, help build a culturally appropriate programme.</p>                          |
|                        | <b>C2. Interweaving activities with others'</b> | <p>2. Know the best timing and approach in interrupting others and when not to interrupt.</p>  |
| <b>PROBLEM-SOLVING</b> | <b>A1. Sensing contexts or situations</b>       | <p>3. Use information and perspectives from various sources to anticipate or solve problems.</p> <p>3. Solve a problem by sifting key issues from masses of detail.</p> <p>4. Handle uncertainty by exchanging rapid situational updates with colleagues, using codes or signals.</p> <p>4. With colleagues, share ideas and approaches to solving client or technical problems.</p>   |
|                        | <b>A2. Monitoring and guiding reactions</b>     | <p>4. Compare notes with colleagues to identify underlying causes of difficulties and share approaches to handling them.</p>   |
|                        | <b>A3. Judging impacts</b>                      | <p>4. Test your ideas by listening, observing and reflecting in coming up with a solution to a problem.</p> <p>4. Regularly summarise your understanding of what is going on in order to check that others agree.</p>  |
|                        | <b>B1. Negotiating boundaries</b>               | <p>3. Confront problems quickly and directly ('You aren't going to want to hear this...'.)</p> <p>3. Overcome miscommunication problems by mediating.</p>  |

| <b>Personal quality</b> | <b>Spotlight skill element</b>                  | <b>Activity example</b>  |
|-------------------------|---|--|
|                         | <b>B2. Communicating verbally/non-verbally</b>  | 4. Solve technical problems for non-experts by using symbols or familiar comparisons to identify the problem and communicate solutions.  |
|                         | <b>B3. Connecting across cultures</b>           | 3. Work effectively with people who have different approaches to time.   |
|                         | <b>C1. Sequencing/ combining activities</b>     | 3. Think quickly on feet when challenged or when something malfunctions in the course of an activity.<br>4. Exchange tricks of the trade and ideas for short-cuts with colleagues.   |
|                         | <b>C2. Interweaving activities with others'</b> | 4. Mobilise a range of support networks for a quick and individualised emergency response.   |
|                         | <b>C3. Maintaining/ restoring workflow</b>      | 3. Identify minor issues that have the potential to grow into bigger problems and act to prevent this.<br>3. In jobs calling for rapid responses and legal or financial accountability, develop your own fail-safe tracking system.<br>3. Make safe decisions in situations, where information is ambiguous, rapidly changing or unavailable.<br>4. Cooperate to find a way around or through obstacles.<br>4. Find ways to optimise resource use through continual fine-tuning or tweaking, for example, of the timing of outlays.<br>4. Develop shared techniques for solving problems under high pressure during an emergency |
| <b>RESILIENCE</b>       | <b>A1. Sensing contexts or situations</b>       | 1. Learn to control your reactions to frightening or disgusting situations.  |
|                         | <b>A2. Monitoring and guiding reactions</b>     | 2. Recognise provocations (try-ons) and deftly avoid responding to them.<br>3. Manage your responses to overwhelming tasks by breaking them into steps.<br>4. Compare notes with colleagues to identify underlying causes of difficulties and share approaches to handling them.<br>4. Prepare for a key event by rehearsing and gaining feedback from trusted colleagues.   |
|                         | <b>B2. Communicating verbally/non-verbally</b>  | 1. Learn to use conversation or tone of voice to keep others' spirits up or allow closure.   |
|                         | <b>C3. Maintaining/ restoring workflow</b>      | 1. Learn to rebalance and refocus quickly after something goes wrong.<br>2. Develop safe ways to keep processes running.<br>2. Fix up minor misunderstandings before they escalate.<br>4. Cooperate to find a way around or through obstacles.   |
| <b>TIME MANAGEMENT</b>  | <b>A3. Judging impacts</b>                      | 2. Automatically act to reduce the stress of others, for example, by explaining actions and delays.  |

| Personal quality      | Spotlight skill element                         | Activity example   |
|-----------------------|---|--|
|                       | <b>B1. Negotiating boundaries</b>               | 3. Find a pleasant way to refuse requests that would deflect from deadlines.   |
|                       | <b>B2. Communicating verbally/non-verbally</b>  | 3. Pace communication to the varying attention spans of different listeners.   |
|                       | <b>B3. Connecting across cultures</b>           | 3. Work effectively with people who have different approaches to time.   |
|                       | <b>C1. Sequencing/ combining activities</b>     | <p>1. Develop a list of contacts, definitions, reminders and shortcuts to help streamline work.</p> <p>1. Learn to incorporate new tools and techniques into work processes.</p> <p>1. Learn to sort own tasks according to importance and urgency.</p> <p>2. Respond to a range of demands by making sense of the muddle, slotting each request into the day.</p> <p>2. If interrupted, carry the idea and get back quickly to same point.</p> <p>3. Assess urgency and importance of simultaneous calls on attention, any of which could become a crisis.</p> <p>3. As new demands arise during the day, frequently reprioritise tasks and streamline movements to keep within deadlines.</p> <p>4. Plan team briefings by using a logical sequence and leaving out non-essentials, in order to avoid confusion.</p> <p>4. Develop codes for recording key details of events as they happen, to allow effective follow-up.</p> <p>5. Maintain a range of initiatives at various stages of completion, switching attention among them to even out workload peaks.</p> |
|                       | <b>C2. Interweaving activities with others'</b> | <p>4. Organise long-term work cycle to be available to team members at key times.</p> <p>4. Mobilise a range of support networks for a quick and individualised emergency response.</p>  |
|                       | <b>C3. Maintaining/ restoring workflow</b>      | 5. Research underlying causes of bottlenecks and negotiate the introduction of key levers to resolve them.   |
| <b>CUSTOMER FOCUS</b> | <b>A1. Sensing contexts or situations</b>       | 2. Automatically pick up on small situational changes or early warning signs.  |
|                       | <b>A3. Judging impacts</b>                      | <p>2. Automatically act to reduce client stress, by explaining actions and delays or by screening disturbing procedures from them.</p> <p>3. By keying in to others' way of thinking, sift information provided for impact and relevance.</p> <p>4. Constructively challenge practices that may compromise others' safety or dignity.</p> <p>5. Monitor community perceptions of an initiative, in order to clear up misinterpretations.</p>   |
|                       | <b>B1. Negotiating boundaries</b>               | 2. Gain understanding and consent by explaining each step of a process.  |

| Personal quality   | Spotlight skill element                         | Activity example   |
|--|---|--|
|  | <b>B2. Communicating verbally/non-verbally</b>  | <p>2. Use conversation to put people at ease, keep their spirits up or allow closure.</p> <p>3. Overcome miscommunication by translating, for example, between clients and experts.</p> <p>4. Use resources and media to build a stimulating or reassuring environment.</p>  |
|  | <b>B3. Connecting across cultures</b>           | <p>1. Learn to interact easily and respectfully with people from diverse cultures.</p> <p>5. Work consultatively to implement Treaty obligations of partnership, participation and protection of Māori interests.</p>  |
|  | <b>C2. Interweaving activities with others'</b> | <p>4. Mobilise a range of support networks for a quick and individualised emergency response.</p>  |
| <b>TEAMWORK</b><br>Awareness of team dynamics, of individuals' impacts on each other; critical reflection on own impacts | <b>A1. Sensing contexts or situations</b>       | <p>2. In a difficult situation, cross-check your own and co-workers' reactions.</p>  |
|  | <b>A2. Monitoring and guiding reactions</b>     | <p>4. Be alert to the work group's emotional undercurrents, power relationships and current strengths and needs.</p> <p>4. By comparing notes with colleagues, identify underlying causes of a problem and share approaches to handling it.</p>  |
|  | <b>A3. Judging impacts</b>                      | <p>2. Predict the impacts of your reactions on the behaviour of others.</p> <p>4. Check if others agree with your understanding of what's going on</p> <p>4. Help create a supportive context for giving and receiving feedback, for example, in challenging practices that may compromise others' wellbeing.</p>  |
| Negotiation of team roles, communicating in teams and working in cross-cultural teams                                    | <b>B1. Negotiating boundaries</b>               | <p>2. In responding to colleagues' requests, establish the boundaries of your role.</p> <p>3. Confront team problems quickly and directly, in an effort to resolve them.</p> <p>3. Find a pleasant way of saying 'not now', when necessary.</p> <p>4. Share work around and give colleagues space to learn.</p> <p>4. Quietly share your knowledge with more senior but less experienced colleagues.</p> |
|  | <b>B2. Communicating verbally/non-verbally</b>  | <p>2. Listen, allowing colleagues to talk through their concerns.</p> <p>4. Coin catch-phrases that will serve as a shared guide to action.</p>  |
|  | <b>B3. Connecting across cultures</b>           | <p>1. Learn to interact easily and respectfully with people from diverse cultures.</p> <p>3. By thinking within different cultural frames, negotiate solutions to misunderstandings.</p>   |
| Coordinating and networking  | <b>C2. Interweaving activities with others'</b> | <p>2. Keep notes of loose ends that need to be followed up with colleagues, recording information accurately and to convey it to relevant people in a timely way.</p> <p>2. Know the best timing and approach in interrupting others.</p>  |

| Personal quality  | Spotlight skill element                        | Activity example   |
|---|--|--|
|   |  | <p>2. Check that you are not duplicating the work of others.</p> <p>3. Monitor each step of a group work process so that everything is at hand for individuals with varying work styles.</p> <p>3. Reorganise the weekly plan with colleagues as new demands crop up, adapting your intentions and timing.</p> <p>4. Develop shared short-cuts, for example, mental maps, flow-charts, coding systems, templates or automated spreadsheets.</p> <p>4. Organise your long-term work cycle so you are available to team members when they are undertaking challenging tasks.</p> <p>4. Fix things that have not been followed through, without undermining others.</p> |
|   | <b>C3. Maintaining/ restoring workflow</b>     | <p>3. Act to forestall minor issues from growing into bigger problems.</p> <p>4. Collaboratively develop a system of cross-checks for making safe decisions in situations where information is ambiguous, rapidly changing or unavailable.</p> <p>5. Develop shared techniques and back-ups for solving problems under high pressure during an emergency.</p>  |
| <b>LEADERSHIP</b><br><b>Strategic thinking – understand systems and opportunities to influence them</b> | <b>A1. Sensing contexts or situations</b>      | <p>5. Use understanding of organisational priorities to influence policies</p> <p>5. Bring together people with theoretical knowledge and practical experience to think about an issue in a new way.</p>   |
|   | <b>A2. Monitoring and guiding reactions</b>    | <p>5. Foresee potential concerns about a proposal, and find ways of addressing them in advance.</p> <p>5. Know when to persevere and when to let go of an initiative.</p>  |
|   | <b>A3. Judging impacts</b>                     | <p>5. Set up processes for drawing together feedback from a wide range of sources, in order to assess wider and longer term impacts.</p> <p>5. Perceive flow-on impacts of decisions on other parts of the organisation.</p> <p>5. Develop a system for analysing and addressing longer-term impacts, by reviewing unintended outcomes and their causes.</p>   |
| <b>Building relationship networks – help build ongoing relations in diverse communities</b>             | <b>B1. Negotiating boundaries</b>              | <p>5. Gain support for a change proposal by planting the idea in stages or testing the water with key people.</p> <p>5. Use networks to build support for an initiative.</p> <p>5. Build a coalition of like-minded people to carry an idea forward.</p> <p>5. Provide a sense of direction that energises others through approaches that reflect their aspirations.</p>   |
|   | <b>B2. Communicating verbally/non-verbally</b> | <p>5. Crystallise the views of a diverse audience, with apt or memorable language or images.</p> <p>5. Produce effective communications or publications adapted to a range of audiences.</p> <p>5. Help ensure that the organisation communicates an ethical message to a range of audiences.</p>  |



| Personal quality  | Spotlight skill element                         | Activity example  |
|---|---|---|
|   | <b>B3. Connecting across cultures</b>           | <p>5. Work with people from diverse backgrounds to help knock over systemic barriers.</p> <p>5. In consultation with appropriate spokespeople, work at a systems level to implement Treaty obligations of partnership, participation and protection of Māori interests.</p>   |
| <b>Facilitating adaptation and securing continuity – contribute to changing, maintaining and stabilising work systems</b> | <b>C1. Sequencing/ combining activities</b>     | <p>5. Maintain a range of initiatives at various stages of completion, switching attention among them to even out workload peaks.</p> <p>5. Map long-term goals to help in aligning them with organisational realities.</p>   |
|   | <b>C2. Interweaving activities with others'</b> | <p>5. Create systems for sharing innovations or solutions to ongoing problems.</p> <p>5. Develop network for accessing, tracking, sharing and building on solutions.</p> <p>5. Foster a long-term perspective through a system for maintaining key records.</p>   |
|   | <b>C3. Maintaining/ restoring workflow</b>      | <p>5. Research underlying bottlenecks and set up systems for resolving them.</p> <p>5. Anticipate where systems may come under pressure and ensure backup systems are in place.</p> <p>5. Work to maintain continuity and stability as well as responsiveness to change, projecting a consistent message.</p> <p>5. Monitor work unit's responses to frustrations and setbacks, and lead in regrouping.</p> |

## **SPOTLIGHT INTERVIEW QUESTIONS**

As panel interviews are a very common selection method, this User Guide illustrates how a selection panel might be assisted in evaluating Spotlight skills. The panel will meet before the interviews in order to clarify the selection criteria, to prepare interview questions based on them and to determine decision-making procedures.

In preparing the interview questions relating to Spotlight skill elements, panel members can draw on the Behavioural Questions. They may need to adapt the questions slightly to fit the job. The chosen questions will be allocated to various panel members. The same panel member will ask each applicant the allocated question in the same way. The question will need to be written into a separate copy of the Job Interview Decision Sheet for each applicant.

Double-barrelled questions are confusing. Choose only one of the alternatives for each skill element, and try a second question if the first does not elicit a response. Use prompts only if necessary.

## USING THE SPOTLIGHT JOB INTERVIEW DECISION SHEET

This Spotlight Job Interview Decision Sheet is designed as a worksheet for use during job interviews, to help panel members record consistent information, based on each applicant's responses to the same questions.

Preparation for the interview will have involved:

- the choice of several selection criteria based on Spotlight's nine skill elements
- a decision about the skill level that the jobholder will need to attain and the time that it should take to reach this level
- the skill elements and levels that best correspond to any statements about personal qualities, such as 'empathy', 'resilience', 'teamwork' or 'time management'.

It is suggested that they be entered into the Spotlight Job Interview Decision Sheet. This means that much of the decision sheet will already be completed by the time it reaches the interview panel. Each panel member's kit will need to contain at least one copy of the decision sheet for each job applicant.

The panel may wish to decide whether they are prepared to accept promising applicants who will need time to learn the job. Before the interviews begin, the interviewer or panel will need to go through the Job Interview Decision Sheet, which will normally contain between two and four Spotlight elements, with activity examples, possibly cross-referenced to desired personal qualities.

The panel can then decide:

- the level required for full proficiency in each skill and the time that a new appointee can be expected to take in attaining it
- the exact wording of an appropriate behavioural question for each Spotlight skill.

These details need to be added to the Job Interview Decision Sheet – one for each applicant.

During or immediately after each interview, all panel members will independently write comments on the applicant's responses. These comments will subsequently be discussed, in order to arrive at a decision about each applicant's potential to reach the required skill level within the timeframe specified.

**Figure 3.2: Example entry in Job Interview Decision Sheet**

| Spotlight element     | Activity example  | Personal quality | Behavioural question   | Target level/time    | Interviewer/panel comment   |
|-----------------------|---|------------------|--|----------------------|---|
| A2. Monitor reactions | In this job, it is important to pick the right moment to give unwelcome news to clients and to judge from a client's reactions how much to say. | Empathy          | Please describe a situation in which you needed to be very aware of the reactions of other people. | Level 3<br>12 months | Example was not very well linked to job criteria – focused on impression management – training in empathy will be required. |

## **CONTENTS OF KIT FOR SELECTION PANEL**

It is suggested that each panel member receive a kit containing:

- Spotlight Briefing for Selection Panel
- full position description
- job/person specifications and job advertisement
- the selection criteria, including some skills drawn from the Spotlight Skills for Inclusion in Selection Criteria
- a list of possible Behavioural Questions – there is at least one question for each of the Spotlight skill elements
- a Spotlight Job Interview Decision Sheet for assessing the Spotlight skills that are included in the selection criteria for each applicant – by the time the interview panel sees it, you will have added to it the Spotlight skill elements chosen as selection criteria, along with any desired personal attribute statement, and the most relevant activity example.

It is good practice to ensure that all selection panel members receive training. It is suggested that this training include a 20 minute segment on the need to take account of the less obvious skills that can be overlooked easily.

As Spotlight skills are likely to have been to the selection criteria, it is advisable to have a brief discussion of the key concepts:

- The types of skill in question and why they are under-recognised
- The skill elements and levels, and how they can be deduced from activity examples.

## **SPOTLIGHT APPROACH TO INDUCTION**

Structured induction and post-induction career planning can:

- strengthen the internal recruitment pool
- accelerate the progress of new hires to full productivity
- reduce turnover amongst new hires and early career staff by building and utilising their less tangible skills and integrating them into an organisational learning culture.

### **Using Spotlight to accelerate learning in the induction phase**

Skill shortages may make it necessary to recruit inexperienced applicants, relying on their potential to develop in the early stages of the engagement. Structured induction will then be an important final stage of the recruitment process. Well-designed induction processes, within the first 6-18 months of an appointment, are thought to contribute significantly to reducing attrition.

The Spotlight framework, with its skill sets, elements and levels, can contribute to the induction process in the following ways:

- Because the Spotlight levels are based on the learning stages through which jobholders move in settling into any new job, they can be used as a basis for structured induction, leading the new jobholder at the required pace through the relevant stages.
- The Spotlight skill elements and their activity examples provide a detailed checklist for the content of induction discussions and activities. They cover the invisible work processes that new staff often find it hardest to pick up.
- The Spotlight Skills for Inclusion in Selection Criteria and the Job Interview Decision Sheet include estimates of how long it will take for a new recruit to move through the familiarisation phase to full productivity and the time that it will take after that to reach the skill level required in the job, for example, level 3 (problem-solving).

The Spotlight approach allows for the recruitment of inexperienced staff. The intensity of early coaching, mentoring or training required, will depend on the gap between starting level and the level of proficiency required for day-to-day functioning in the job.

Induction may involve some staging of job demands by a supervisor, to allow novice jobholders to acquire proficiency before being faced with very challenging problems

Where the job design requires the new jobholder to be thrown in at the deep end into situations requiring problem-solving, solution-sharing or innovation, an intensive period of structured shadowing or on-the-job training may be required.

Team meetings can be designed so that novices hear expert practitioners exchanging briefings. For more experienced staff, problem-solving discussions, whether in team meetings or with mentees, allow taken for granted or intractable issues to be seen in a fresh light, creating a learning culture that maintains interest and contributes to retention.

### **Minimising turnover at the end of the induction period**

There is a spike in turnover rates once jobholders reach full proficiency. Turnover can result from two quite opposite issues – early burnout on the front line and lack of challenge once the job has been learned.

Managers are well aware of absenteeism and turnover concerns in jobs where high levels of demand for specialised knowledge or emotion management are coupled with low levels of

satisfaction resulting from repetitive or routine job design. Some varieties of health sector work, and contact centre work involving specialised legal or IT knowledge are cases in point.

Established approaches to absenteeism and turnover include job rotation and possibly job enrichment, but these may be difficult to implement if the work requires specialised knowledge. The problem is compounded if the level of expertise is out of line with the job's status.

The Spotlight tool, with its focus on less obvious skill demands, can help in resolving the job design issues that contribute to turnover.

The deepening of Spotlight process skills can be used as a basis for constructing job families, allowing early progression to team leadership or project work.

Recognition of process skills will generate self-managed within-team and cross-team training opportunities. People without formal qualifications but with high levels of experience-based process skill will be seen as having authoritative knowledge in certain areas.

Process skills can be used to open out career paths in three ways:

- by allowing progress through soft performance barriers
- by facilitating lateral or vertical movements within broad bands or job families
- through internal and external advertising of positions.