COMPETENCY-BASED RECRUITMENT AND SELECTION

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INTRODUCTION

In the last publication of “Pengurusan Awam”, an article was written on Competency Models and the Public Service of Malaysia. In that article, the authors managed to provide an overview of the basic concepts of competency models, the advantages of implementing competency models in the Public Sector and also important factors relating to the operational usage of competencies.

As a follow-up to that, this article aims to provide a detailed explanation of how competencies can be used in one of the main functions of Human Resource Management, that is the Recruitment and Selection function, i.e. “Pemilihan & Lantikan” in HRMIS. The pages following this introduction will detail out how competencies are used within this function.

PRINCIPLES OF DESIGN

Selection systems, to be effective, must exhibit certain characteristics:

- First, they must successfully identify the person in the applicant pool who is best suited to take the job and provide the sort of job performance the organization needs to gain its objectives.
- Second, this goal must be achieved without bias towards irrelevant characteristics such as gender, ethnicity, or irrelevant disability.
- Third, the operation of the selection system must be cost-effective so that the time and money spent on its design and administration is justified by the quality of the new recruits who are hired.

These goals can be readily achieved by the careful design and implementation of competency-based recruitment selection systems. By first researching the competencies required for successful job performance, competency-based systems ensure that the characteristics sought during the selection process are those that will enable new job holders to deliver results. In addition, because the competencies identified are only those that affect actual job performance, the likelihood of bias based on selecting for irrelevant characteristics, such as gender or ethnicity, is much diminished. Furthermore, because carefully designed and implemented competency-based selection systems produce new job holders who deliver results, the benefits of implementing such systems far outweigh their costs.

This article is divided into three sections:

- The first outlines the best methods for identifying which competencies to include in the selection system.
- The second section provides recommendations regarding which methods to use in measuring these competencies in new job applicants.
- Finally, a means by which the quality of the process can be assured is described with practical recommendations.

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SPECIFYING THE COMPETENCIES

Performance Criteria

Before selecting a person for a job, the first step must be to decide what qualities to look for in the applicant. Traditionally, this has been done via a process called job analysis where the content of a job is studied in detail and the personal qualities needed to fill that role are inferred from the demands on the job holder. The weakness of this approach is that the inferred links, between what a job demands and the personal qualities that will supposedly enable a job holder to meet those demands, are typically based as much faith and the experience of the job analyst as on any empirically demonstrable connections.

Furthermore, even when the personal qualities identified by the analyst are the right ones, it is very difficult, just by looking at job content alone, to identify which is the qualities listed are particularly important in producing superior as opposed to merely acceptable job performance. Hay/McBer has put considerable time and effort into developing a more effective technique for identifying the personal qualities needed for jobs. This method begins not by focusing on the content of the job, but rather by specifying clearly what it is that the job should deliver as output. In other words, the method takes as its starting point job performance rather than job content. So, the first step is for the organization to examine the position to be filled and answer a simple question: ‘What are the performance criteria for the new job holder that we would use in deciding whether or not we had hired the right person?’

In a production job the main criteria might be ‘Produce X amount of product Y to quality standard Z, by time T’. In a service job ‘Provide effective answers/solutions to clients’ needs/problems promptly and courteously’. In a sales job ‘Sell X amount of product Y by time T with few customer complaints and high levels of repeat business’. And, for managers, whether of production, sales or service, ‘Manage a group of people who achieve productivity level X to quality standard Z by time T’, as well as some planning and strategic outputs at more senior managerial levels.

Answering the above questions often requires some discussion, but the time consumed is time well spent. If the organization does not have a clear view of what it is looking for from its employees in terms of performance, then there is no clear goal to shoot for when trying to find new people who are capable of delivering the type of performance that will help the organization achieve its objectives.

There are several ways to get a clear picture of the performance criteria required by a job. Probably the most efficient approach is to call a meeting (known as an expert panel) with people in the organization who hold jobs senior to the position in question and/or with people who depend, for their own effectiveness, on the outputs from the job concerned. The meeting is used to place the job in the context of the larger organization and to understand what the major outputs from the job must be, as well as how these outputs relate to other members of the organization fulfilling their roles. These ‘outputs’ refer not only to productivity levels but also to quality standards, behaviours and so on.

With a straightforward picture of what aspects of performance in the job are valued by the organization, candidates can be selected who not only are capable of filling a job, but also delivering the high levels of performance that will help the organization achieve its objectives.
Organizations that contain these high performers are not only more likely to achieve organizational goals, but also are more likely to generate the sort of stimulating work environments that lead to greater job satisfaction for all job holders.

Having got a clear fix on the key performance criteria for the job, the next step in the Hay/McBer methodology is to identify the personal qualities to look for in new job applicants that will enable them to deliver the levels of performance needed by the organization.

**Selection competencies for superior performance**

When a job currently exists within an organization, it is usually possible to identify a group of existing job holders who, for whatever reason, already deliver at least some aspects of the superior levels of performance specified as desirable by the expert panel. Indeed, a large body of research shows that individual differences in job performance are very substantial across most jobs. For example, Hunter, Schmidt and Judiesch, integrating the results of 81 independent research investigations, found that, on average, in blue collar and routine clerical jobs superior performers (the top 15 per cent of job holders) deliver at least 19 per cent more than average job holders, with performance differences rising to 47 per cent and 120 per cent in professional and sales jobs respectively.

Once the expert panel has reached a consensus regarding the performance criteria for a job, current job holders who already exemplify at least some of the performance characteristics sought for the new job can be identified without too much difficulty. The panel can also usually find a group of current job holders whose performance is adequate but not superior. Working with these two groups of superior and average performers the job analyst can now identify the personal characteristics, traits, skills and abilities (collectively known as competencies) that give rise not
just acceptable but to superior job performance and which should, therefore, be sought in the selection of new job holders.

The best way for the job analyst to do this is via behavioural event interviews. This technique involves interviewing each average and each superior job holder to obtain a detailed account of the thoughts, actions and interactions that have enabled each individual to achieve specific performance-related outcomes in the job. The transcripts from these interviews are then carefully coded for the personal traits, characteristics and skills that each interviewee exhibits. Those traits and skills which appear in the transcripts of average as well as superior job performers constitute the essential competency requirements of the job. However, the data also provide a powerful means for identifying the competencies that differentiate superior from average job holders: those traits and skills that are unique to, or that appear with higher frequency, in the transcripts of the superior performers represent the competencies that drive superior performance. The process of selecting new job applicants is then quite straightforward. If, in the selection process, we identify applicants who possess the essential competencies, as well as the competencies that differentiate superior job holders, then these new job holders will be able to perform the job satisfactorily and deliver superior performance.

The behavioural event interview is the most powerful modern technique available to identify the competencies associated with superior performance. By carefully defining what aspects of job output and performance will be important now as well as in the future, the expert panel can identify those aspects of performance which the organization believes it will particularly need in the future.

Sometimes it may not be possible to conduct behavioural event interviews with current job holders. In these circumstances there are other means available to identify the competencies to look for in the selection process. One of the more popular alternative methods is described below.

Generic selection competencies

If the job for which applicants must be selected is a new position or current job holders are not available for behavioural event interviewing, then the results of an accumulated knowledge base of competencies can be exploited to begin to sketch out the likely competencies that should be sought in the selection process. By applying the behavioural event interviewing technique over the last 30 years in a wide range of jobs and organizations throughout the world, Hay/McBer has found that at least some competencies recur frequently across different jobs. In particular, some 20 generic competencies appear to give rise to at least some aspects of superior job performance across a range of entrepreneurial, technical, professional, sales, service and managerial roles. These fall into six main groups of competencies:

1. Achievement and action competencies
   - Achievement motivation: a concern for working well or competing against a standard of excellence;
   - Concern for order and quality: a concern to reduce uncertainty by monitoring and checking and setting up clear and orderly systems;
   - Initiative: a predisposition to take action, to improve results or create opportunities;
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• Information seeking: curiosity and the desire to acquire broad as well as specific information to get to the bottom of issues.

2. Helping and service competencies
• Interpersonal understanding: the ability accurately to hear and understand and respond to the unspoken or partly expressed thoughts, feelings or concerns of others;
• Customer service orientation: a desire to help or serve others by discovering and then meeting their needs 'Customers' may include internal colleagues.

3. Influencing competencies
• Impact and influence: a desire to have a specific impact or effect on others, to persuade, convince, influence or impress others to get them to go along with an agenda or course of action;
• Organizational awareness: the ability to understand and use the political dynamics within organizations;
• Relationship building: the ability to build and maintain friendly contacts with people who are or will be useful in achieving work-related goals.

4. Managerial competencies
• Developing others: an ability to take effective action to improve others' skills and talents;
• Directiveness: an ability to tell others what needs to be done and to make others comply with one's wishes with the long term good of the organization in mind;
• Teamwork and co-operation: the ability to work and to get others to work co-operatively with others;
• Team leadership: the ability to take a role as leader of a team or group.

5. Cognitive competencies
• Analytical thinking: the ability to understand situations and solve problems by breaking them down into their constituent pieces and thinking about them in a systematic and logical way;
• Conceptual thinking: the ability to identify patterns or connections between situations and key or underlying issues in complex situations;
• Expertise: the ability to use and expand technical knowledge or to distribute work-related knowledge to others.

6. Personal effectiveness competencies
• Self-control: the ability to maintain self-control when faced with emotion-provoking or stressful situations;
• Self-confidence: a belief in one's ability to select an appropriate approach to, and to accomplish, a task, especially in challenging circumstances;
• Flexibility: the ability to adapt to and work effectively within a variety of situations and with various individuals and groups;
• Organizational commitment: the ability and willingness to align one's own behaviour with the needs, priorities and goals of the organization.

In any particular job only a subset of this generic list is important. Furthermore, the list is unlikely to include all the competencies important for superior performance in any specific job.
Therefore, behavioural event interviews should always be conducted whenever existing superior job holders are available.

For selection as well as other purposes, each of these generic competencies has been organized into an ascending scale of behaviour indicators of each competency. The ordering of the behavioural indicators on each scale is based on the intensity of action, impact, complexity and time horizon of each indicator, as observed in transcripts from Hay/McBer’s database of behavioural event interview transcripts containing instances of the competency. For example, our analysis of the generic competency achievement motivation, across a range of behavioural event interview studies, reveals eight generic indicators of its presence which can be organized into the ascending scale.

1. Tries to do job well: may express frustration at waste or inefficiency (e.g. gripes about wasted time and wants to do better) but does not cause specific improvements;
2. Works to meet standard set by management (e.g. manages to a budget, meets sales quotas);
3. Creates own measures of excellence to measure outcomes against a standard of excellence not imposed by management;
4. Makes specific changes in the system or in own work methods to improve performance (e.g. does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale, revenues), without setting any specific goal;
5. Sets challenging goals, ie there is about 50-50 chance of actually achieving the goal, or refers to specific measures of baseline performance compared with better performance at a later point in time: eg, ‘When I took over, efficiency was 20 per cent – now it is up to 85 per cent’;
6. Makes cost-benefit analyses, makes decisions, set priorities or chooses goals on the basis of inputs and outputs; makes explicit considerations of potential profit, return on investment or cost-benefit analysis;
7. Takes calculate entrepreneurial risks and commits significant resources and/or time (in the face of uncertainty) to improve performance, tries something new, reaches a challenging goal, while also taking action to minimize the risk involved, or encourages and supports subordinates in taking entrepreneurial risks;
8. Persists in entrepreneurial efforts and takes numerous, sustained actions over time in the face of obstacles to reach entrepreneurial goals, or successfully completes entrepreneurial endeavours.

These rank orderings of competency indicators are known as ‘just noticeable difference scales’. In moving from one level to the next the associated incremental change in behaviour should be sufficiently distinct to allow the change to be readily observable and measurable, otherwise, the scale is likely to be of little value in an applied measurement context. It is also possible to construct just noticeable difference scale for competencies which are relatively unique to a specific job based on data from the behavioural event interviews.

Once a consensus on the general performance criteria required for a job has been achieved, the expert panel inspects the definition and the just noticeable difference scale associated with each generic competency and rates:
• The importance of the competency to overall effectiveness in the job;
• The level on the scale that is most descriptive of minimally acceptable job performance;
• The level that is most descriptive of the superior level of performance that can reasonably be expected from job holders.

The expert panel capitalises on its knowledge of the job to identify the generic competencies that are likely to be important in the job and to provide a profile of the levels required for acceptable and superior performance across competencies. This profile provides a template for the competencies and competency levels to search for in the selection process.

A selection competency template based on these ratings is somewhat subjective, although the accuracy of the template can be enhanced by ensuring that the expert panel discusses each rating in detail. Consequently, to ensure objectivity and accuracy in the design of the selection competency template, whenever possible behavioural event interviews with actual job holders should be the method of choice.

Simplifying the selection competency template

The selection competency template should contain as few competencies as possible. Typically, a careful analysis will show that six or seven competencies support the key components of job performance and account for most of the differences between average and superior performers. These are the competencies that should form the prime focus of the selection system. The number of competencies in the selection template can also be kept at manageable proportions by deciding which competencies can be trained rather than selected for.

Some competencies take longer to train or develop than others. For example ‘achievement motivation’ and other motive competencies start to develop in the very earliest years of people’s lives and usually change only slowly in adulthood. On the other hand, skill-based competencies, such as computer programming or financial management skills can be acquired relatively quickly at any time in a person’s working life. Therefore, while successful efforts can be made to train motive competencies it is usually more practical to select for motive as well as deeply rooted trait-based competencies. If the deeply rooted competencies required for superior performance in a particular job, such as achievement motivation interpersonal understanding, impact and influence and self-confidence can be identified in a job applicant but some of the easily trained, skill-based competencies are missing, then it usually makes sense to hire the applicant. However, if the converse is true, a job should probably not be made because while the skill-based competencies may be present, the applicant lacks the deeper personal qualities that will give rise to superior performance in the longer term. Hence, those competencies that the organization can easily afford to train should be removed from the selection template.

Ensuring credibility of selection competency template

If the selection process is to be run by the organization’s own staff, then not only must the template be accurate but also the organization’s staff must see it as accurate and credible. Otherwise, selection staffs are unlikely to make use of the template during selection. The best way to ensure credibility is to take excerpts from the behavioural event interview transcript that provide vivid examples of each competency in action on the job and illustrate how each
competency in the template drives successful job performance. In those instances where no behavioural event interview data is available, then the expert panel must carefully staffed not only with those who have detailed knowledge of the job in question but also who have credibility within the organization.

MEASURING SELECTION COMPETENCIES IN JOB APPLICANTS

Advertising

New job applicants may come from inside or outside the organization. In either case, once the selection competency template has been specified, the first step must be to encourage the right sort of applicants to apply for the job. This means that, whether advertising is done inside or outside the organization, the advertisement should contain accurate information about the nature of the job and the competencies sought. This allows potential applicants to make an informed initial decision about whether the job is likely to provide a sufficient match to their competencies to allow them to perform well and to derive satisfaction from the work entailed.

If the job requires a strong analytical thinker, with high achievement motivation and the ability to acquire technical information quickly, coupled with strong influencing skills and the desire to respond to the needs of demanding customers, then the advertisement should say so. Using the advertisement primarily to try to sell the job is unlikely to benefit anyone. The most likely consequence is too many unsuitable applicants, who will have to be weeded out at substantial cost in the subsequent selection process. It is far more effective to view the advertisement as the first stage in the selection process where applicants begin the process by selecting themselves for jobs. They can only hope to do this effectively if they are supplied with accurate information about the job and the competencies demanded. Given a suitable pool of applicants, the next step is to conduct a preliminary sift of this pool to identify which applicants should be invited for interview.

Biodata and the design of application forms

The application form for a job vacancy can be specifically designed to begin the process of measuring relevant competencies in job applicants. For example, an entry-level managerial job may require competencies such as team leadership and directiveness and, perhaps, developing others. Biographical information about a candidate’s past experiences (biodata) taken from application forms can be used, with some degree of predictive accuracy, to form preliminary assessments of candidates’ likely competencies.

For example, applicants whose past working or leisure experiences involve them in developing others’ skills (eg, having responsibility for others from a position of authority) or in team leadership (eg, captaining in team sports) may be more likely to have developed the competencies necessary for the job than those applicants who lack such experiences. Similarly, if the job requires strong achievement motivation then a past record of high achievement in different areas of work is probably a positive indicator. The competencies measured through biodata can be quite specific. For example, in a study of executives sent to foreign countries, demanding an ‘overseas adjustment’ competency, it was found that those job holders who were more successful were more likely to have traveled voluntarily when young and to have learned to speak a foreign language.
The examination of biodata on application forms can be systematized to such an extent that a numerical biodata score can be derived for each applicant, which can then be used to predict future job success. Application forms should be designed which systematically collect relevant biographical information about candidates. Biodata scores can then be computed as an aid to deciding which applicants should go forward to the next stage in the selection process.

**Behavioural description indices and competency assessment questionnaires**

Candidates can also supply preliminary information about their competencies by rating their own behaviours on behavioural description indices.

These can be designed to measure all 20 generic selection competencies or they can be instruments tailored to measure competencies specific to a particular job. For example, if the selection competency template indicates that influence and impact is one of the keys to superior performance, job applicants can be asked to rate the accuracy of self-descriptive statements such as:

- I try to identify other’s issues and concerns before presenting my position;
- I can usually persuade people to see things my way;
- I am good at supporting my ideas with relevant facts and information;
- I often use more than one approach when I want to convince someone of something.

Other questions that help to assess how frankly and openly each job applicant answer such questions can be included on such indices. For example, if a candidate strongly disagrees with statements such as

- Sometimes I make mistakes in social behaviour;
- Sometimes I am lazy;
- Sometimes I am envious of other people.

Then it is unlikely that the candidate is providing an accurate self-description and so the answers to all the other questions on the index must be interpreted with caution. Provided that candidates appear to be providing frank and open self-assessment, a total score on each competency can be computed by summing up all ratings across relevant questions.

For job applicants who are already working for the organization, ratings of each applicant’s competencies can also be collected via ‘360-degree’ assessments using competency assessment questionnaires. Here managers, peers and subordinates can rate, based on their observations of the candidates in the workplace, how often the candidate exhibits the behaviours associated with particular competencies in appropriate circumstances. So if, for example, the candidate’s managers, peers and subordinates agree that the candidate:

- Gives people assignments or training to develop their abilities;
- Gives others specific detailed feedback on their performance;
- Gives encouragement to others to improve their motivation;
- Devotes significant time to providing task related help to others.

Then the implication is that, to a significant degree, the candidate possesses a high level of the developing others’ competency.
Scores from behavioural description indices and competency assessment questionnaires can be compared to normative tables and the competency requirements for a job and used, with biodata, to form a preliminary assessment of each candidate's strengths and weaknesses. Such scores can also be used to decide which candidates should be invited forward for interview.

Interviews

The next stage in the selection process is the interview. Here, a specific type of structured interview has been developed that directly assesses the competencies possessed by applicants that appear in the selection template for a job. Known as the focused interview, this technique asks candidates to describe in detail relevant experiences in their past. Through a structured probing technique, the interviewer searches for evidence that during the experience the candidate exhibited the behaviours associated with any of the selection competencies. For example, to search for behaviours associated with achievement motivation, a candidate might be asked to describe an experience where 'you achieved something on your own'. Focused interviewing can be easily learned, with a little practice, even by people who have had no prior experience of selection methods.

Focused interviewing is highly effective both in terms of predictive accuracy and cost-effectiveness. For example, in one study 33 sales people were hired using focused interviewing based on a competency template. A further 41 were selected using traditional methods. A careful follow-up of the study revealed that, on an annual basis, competency-selected salespeople each sold, on average, Ecu 71,000 more per year than the other group.

Tests

A wide range of different psychological tests can also be used to support the interviewing process, including cognitive ability tests and personality questionnaires. Cognitive ability tests can be used to measure particular aspects of the cognitive competencies, such as analytical thinking, as well as general cognitive ability. It is, however, important that any tests used should be relevant to the competencies in the selection template. For example, scores on a test that requires test takers to identify effective arguments may not necessarily predict a candidate's ability to make effective arguments in writing or in presentations on the job. Tests that closely simulate actual job demands are likely to be the most effective. Personality questionnaires that provide self-assessments of a variety of different competencies and scores from these measures, like those from behavioural description indices and competency assessment questionnaires, can be usefully be compared with normative tables for particular job applicant groups.

Simulations, practical exercises and assessment centers

Practical simulations and exercises add great value to virtually any selection process. They are designed to simulate as closely as possible the competency demands of the post. For example, if the job requires teamwork and co-operation then a group discussion or practical exercise can be designed that requires several candidates to work together to reach an agreement or to achieve some other team-related goal. If the job requires customer service orientation, then a role play exercise can be designed where each candidate deals with a complaining customer played by an actor. If the job requires paperwork then an in-tray exercise can be constructed that...
simulates appropriate job demands. Critical job-related situations, observed during behavioural event interviews, can provide powerful data to aid in the design of such exercises. Trained assessors observe the behaviours shown or the documents produced by candidates during these exercises and assess the levels of competency demonstrated.

These exercises are often grouped together with interviews and tests in selection processes known as assessment centers, which may take a day or more to administer to each group of half a dozen or so candidates. While full-blown assessment centers take time to administer, they provide the most sophisticated means available to assess candidates’ competencies from a variety of different perspectives. However, when time is short and an assessment centre is not a viable option, then a careful examination of each candidate’s background information or biodata, followed by a thorough focused interview, usually constitute the best way of getting an all round assessment of each candidate’s competencies in the shortest possible time.

Comparing applicants’ competencies to job requirements

The just noticeable difference scales used to specify the selection competency template for a job can also be used as a means of recording each candidate’s level on each competency, as assessed by any of these measurement techniques. In this way, a direct visual comparison can be made between a candidate’s assessed competency profile and the competency levels required for superior performance in the job. The difference between the two profiles is a direct measure of how well the candidate is suited to the job, and, therefore, also a measure of how likely the candidate is to deliver superior performance in that job.

A visual comparison of the two profiles is usually sufficient to inform any selection decision but, if there are many applicants or possible candidates for a job, then a computer can help in finding which candidate profile provides the closest match to the job’s competency requirements. For example, the computer can be used to calculate the average difference between the assessed and the required level of each competency for each candidate and then to rank candidates according to the size of this difference.

QUALITY ASSURANCE

Installing a competency-based recruitment and selection system is only the first implementation step. To ensure that the system is operating properly, follow-up and monitoring are essential. There are three practical follow-up steps that should be taken to ensure that the system is delivering superior job performers, fairly and cost-effectively.

Predictive value

Once the selection system has been operating for a few months, the job performance of those hired through it should be carefully examined to ensure that the new recruits are delivering the results needed. One way to do this is to compare the performance of those identified by the selection system as truly outstanding candidates with the performance of those who were predicted by the system to be capable of delivering good but not superior performance. Alternatively, the job performance of a group of job holders hired via the organization’s
traditional selection methods can be compared with the performance delivered by those hired through competency-based methods. If the competency-based selection methods have been installed properly then the predictive power of the new system should be strong. Follow-ups of this sort, in past studies, have shown performance improvements ranging from 19 per cent to 78 per cent as a result of using competency-based selection methods. Reductions in employee turnover ranging from 50 per cent to 90 per cent have also been noted.

Fairness

The best way to ensure that the selection system is operating fairly is to collect information systematically on items such as candidates’ gender, ethnicity and disabilities and then to monitor whether success at selection is correlated with individual characteristics that should not affect the selection decision. If any correlations are found the source of the bias should be isolated and remedial action taken. Not surprisingly, competency-based selection systems tend to be fairer than selection systems based on irrelevant personal characteristics. For example, in one study in the retail sector, traditional selection methods were found to give rise to the disproportionate hiring of the white males. Introducing a competency-based selection system resulted in the hiring of more women and ethnic minorities.

Cost-effectiveness

For most jobs it is possible to calculate the monetary value associated with superior job performance. Depending on the complexity of the job, it is not unusual for superior performers to deliver one-and-a-half to two times more, in terms of bottom line results, than average performers. The costs of installing a competency-based selection system are quickly outweighed by the benefits that accrue. For example, Spencer (1986) reports a return on investment from one competency-based selection programme of 2,300 per cent: the monetary value of improved performance and retention as a result of using the selection system in just its first year of operation outweighed the costs of installing the system by 23:1. Cost benefit analyses of this type should be conducted wherever possible to demonstrate unambiguously that the selection system is worth the time and the energy that the organization devotes to it.

CONCLUSION

Effective selection systems identify the competencies associate with high performance, establish assessment techniques that successfully measure the presence of competencies in candidates, and repay their own expense through the additional productivity of new recruits. Suitably validated to confirm the appropriateness of competency requirements for performance, and the absence of irrelevant bias, selection systems represent a key area of competitive advantage.

Jabatan Perkhidmatan Awam Malaysia
ENDNOTES


