

ASSESSING SELF -EFFICACY AS A MEANS TO SELECT THE BEST TALENT

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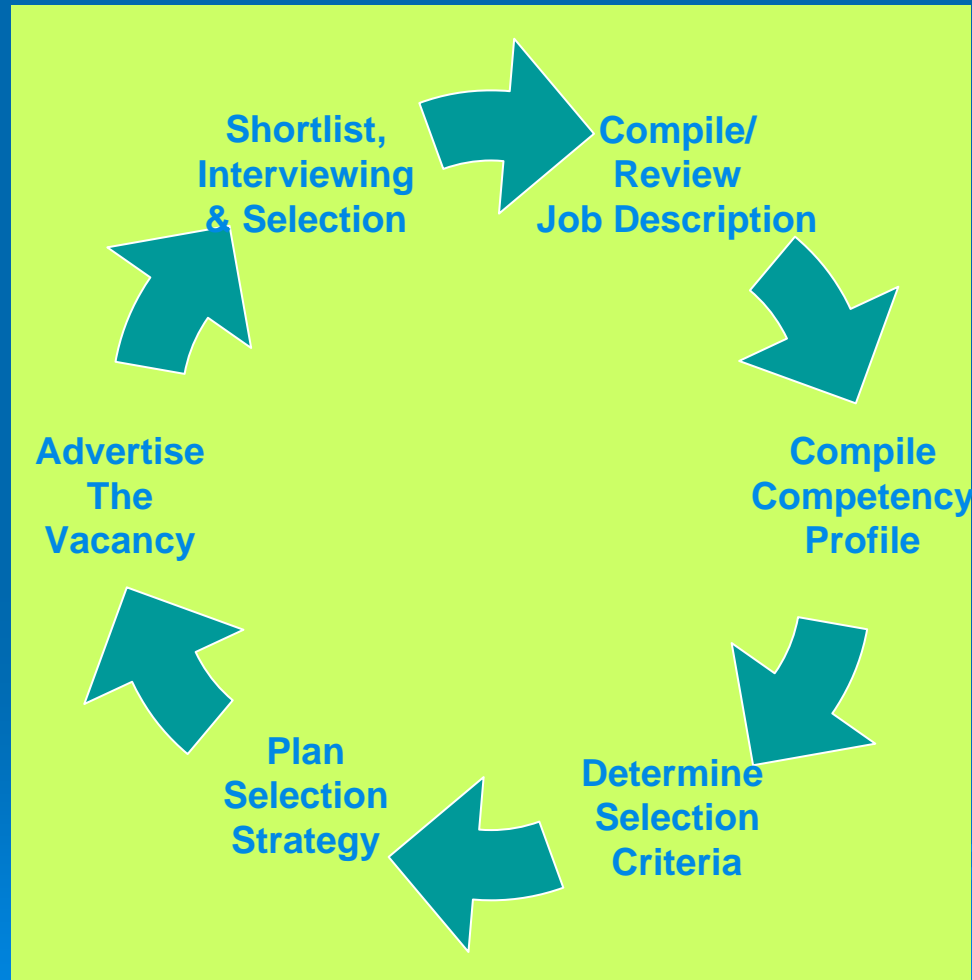
People Solutions Consulting

*“Providing People-Centered Solutions to Business
Performance”*


*OVERVIEW OF THE RECRUITMENT
AND
SELECTION PROCESS*



STEPS IN THE RECRUITMENT PROCESS



PRIMARY SELECTION TOOLS

- **Structured Interview**
 - **Psychological Assessments**
 - **Competency-based/Work Sample Assessments**
 - **Reference Checks**
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TYPES OF SELECTION ASSESSMENTS

➤ **Structured Interview**

- Competency-based questions
- Competency definitions & response indicators detailed in interview guide
- Rating scale [five (5) point scale]
- Technical & behavioural competencies
- Job/Person fit

➤ **Work Sample Assessments**

- Role Play
- Case Study
- In-Basket Exercise

TYPES OF SELECTION ASSESSMENTS

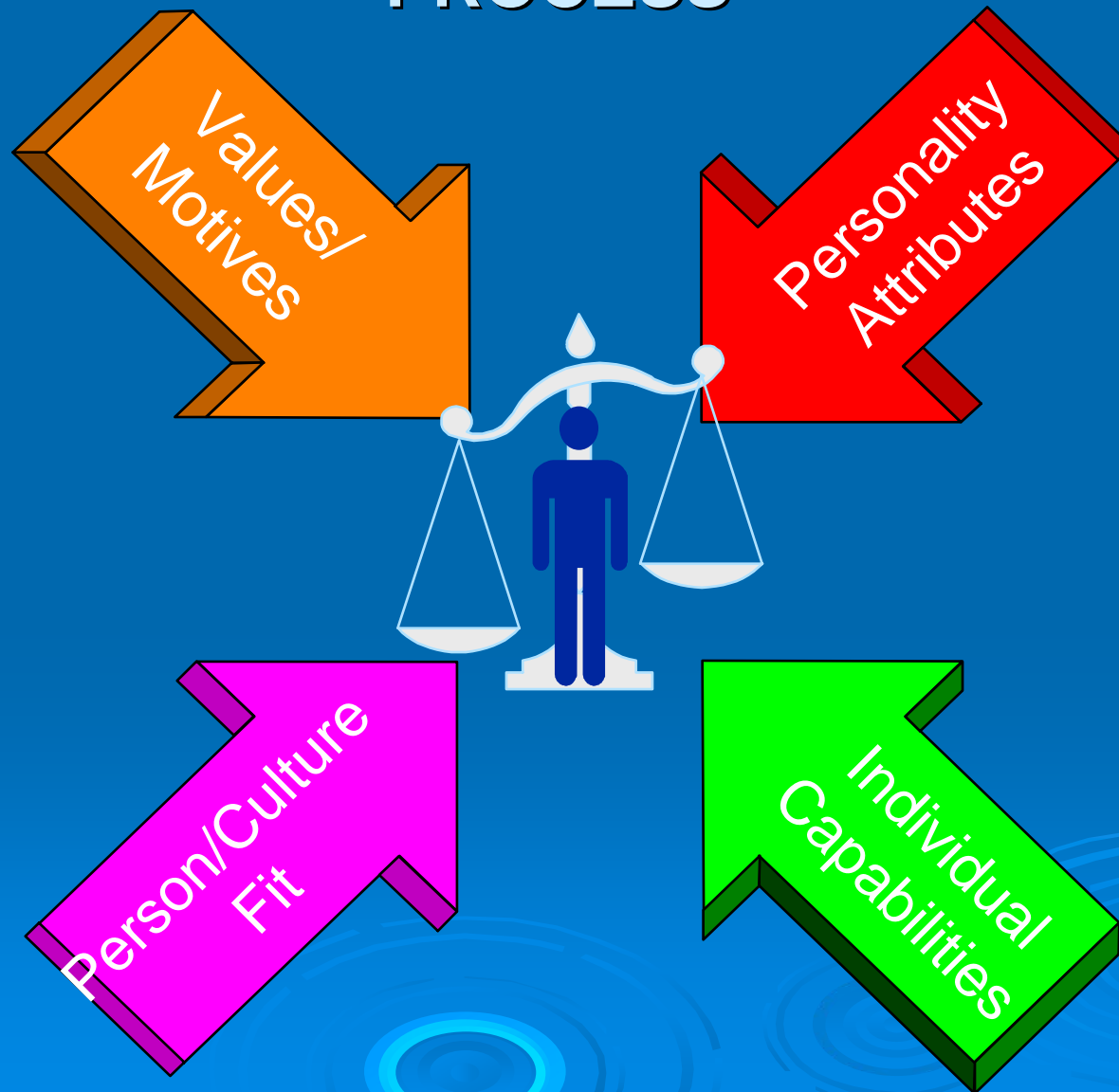
➤ Psychological Assessments

- Cognitive [e.g. verbal reasoning; analytical reasoning]
- Personality [e.g. interpersonal style; coping style; thinking style; management style; team style]

➤ Reference Check


- Competency- based
 - Conducted by the interviewer
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FOCUS OF ASSESSMENT IN THE SELECTION PROCESS



FOCUS OF ASSESSMENT IN THE SLECTION PROCESS

Assessment of Individual Capabilities include:

- Technical/Functional Competencies
 - Cognitive/Thinking Abilities
 - Management/Leadership Capabilities
 - Interpersonal skills
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*SELF EFFICACY: THE KEY TO
SELECTING THE BEST TALENT*



SELF- EFFICACY

Defined as the “belief in ones’ capabilities to organise and execute the courses of action required to produce given performance attainments”

Albert Bandura, 1997



SELF- EFFICACY

Numerous studies reported a significant relationship between self-efficacy and work related performance (Bandura, 1997; Brief & Aldag, 2001; Wood & Bandura, 1989)

SELF- EFFICACY


Beliefs that people hold about their capabilities powerfully influence the way they behave and the performance results they achieve



SELF- EFFICACY

Cognitive	<p>Anticipate and visualise success</p> <p>Dwell on their personal strengths</p> <p>Focus on developing strategies to achieve success</p>	<p>Visualise failure</p> <p>Dwell on personal deficiencies</p> <p>Focus on what could go wrong</p>
Motivatio nal	<p>Set challenging goals for themselves</p> <p>Persist in their efforts to master a challenge</p> <p>Increase their efforts when faced with obstacles or setbacks</p> <p>Positive in their ability to deal with adversity</p>	<p>Set goals that are easier to attain</p> <p>Reduce their efforts and settle for something less or give up altogether</p> <p>Worry about obstacles they will encounter</p> <p>Give up and attribute their failure to the lack of personal capabilities</p>
Selection	<p>Readily undertake challenging activities and engage in different environments</p> <p>Foresee success</p>	<p>Avoid activities and environments they believe exceed their coping abilities</p> <p>Foresee failure</p>
Effect	<p>Believe they can manage threats and taxing demands</p>	<p>Magnify the risks and worry about unlikely events</p>

SOURCES OF EFFICACY BELIEFS

- **Performance accomplishments**
 - **Verbal feedback**
 - **Social comparative information**
 - **Psychological Arousal**
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SELF- EFFICACY

Successful performance experiences enhance perceptions of self-efficacy more than information derived from any other source



SELF- EFFICACY

Employees either enter the organisation with strong efficacy beliefs stemming from childhood experiences or build efficacy beliefs through repeated successful task experiences



SELF-EFFICACY

The assessment of individual levels of self-efficacy must be included as a component in the selection process

ASSESSMENT OF SELF- EFFICACY

- Interviewers / assessors should be equipped with the knowledge of characteristics defining highly efficacious individuals
- Self-efficacy characteristics could be assessed via:-
 - ❑ Structured interview
 - ❑ Psychological assessments
 - ❑ Assessment Centre
- Developmental assessments should be encouraged to assist individuals to identify current efficacy perceptions and beliefs that may be negatively impacting performance / progression

ASSESSMENT OF SELF-EFFICACY


STRUCTURED INTERVIEW

- Describe a situation that you experienced which made you feel more confident in your abilities to achieve your goals?
- Tell me about an occasion when you experienced a major setback.
 - What was the context?
 - How did you react?
 - What did you do?
- All of us experience times/occasions when we have doubted our own abilities. Describe an occasion when you have gone through a time like this?
 - How did you react?
 - What did you do?

ASSESSMENT OF SELF-EFFICACY

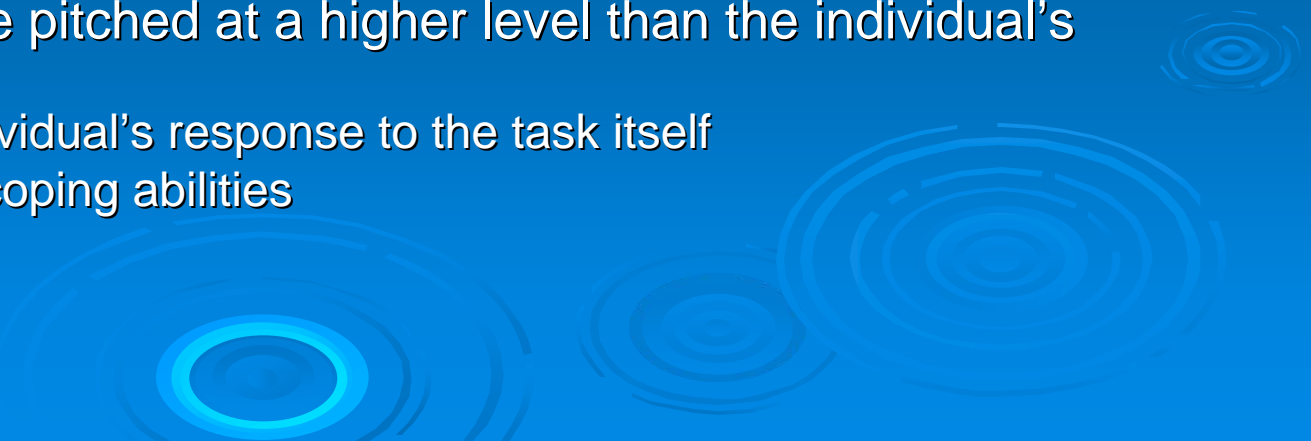
PSYCHOLOGICAL ASSESSMENT

15 FQ +

- B+ High Intellectance : Confident in ability, believe they are quick to grasp ideas
 - O Self -assured : Self-confident, high self- opinion, secure
 - C+ Emotionally Stable : Resilient, copes well
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ASSESSMENT OF SELF-EFFICACY

ASSESSMENT CENTRE

- Personal Collage
 - Who am I?
 - What are my strengths?
 - What are my development areas?
 - Vision/goals for the future
 - Challenging case study/ role play/exercise
 - Assess the individual's response to the task itself
 - Evaluate the response to "curve balls"
 - Exercises that are pitched at a higher level than the individual's current capability
 - Assess the individual's response to the task itself
 - Evaluate their coping abilities
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“TOP 10” PERSONAL REQUIREMENTS

- POSITIVE ATTITUDE-the ability to see people & situations in a positive way
- HIGH ENERGY LEVEL-strength & stamina to work hard and not wear down
- INTEGRITY-trustworthy, good solid character, words & walk are consistent
- RESILIENCE-able to “bounce back” when problems arise
- RESPONSIBLE-always “comes through”, no excuses, job done/job delegated

“TOP 10” PERSONAL REQUIREMENTS

- FLEXIBILITY-not afraid of change; fluid; flows as the organisation grows
- MENTAL HORSEPOWER-ability to keep learning as the job expands
- CREATIVE-ability to see solutions and fix problems
- GREAT DESIRE-hungers for growth & personal development
- LEADERSHIP ABILITY-has high influence over others

- Knowing how to do a job is the accomplishment of labour.
- Showing others is the accomplishment of a teacher.
- Making sure the work is done by others is the accomplishment of a manager.
- Inspiring others to do better work is the accomplishment of a leader!

John C. Maxwell

ANY QUESTIONS?

