

7. COMPETENCY-BASED GROUP ASSESSMENT

A group assessment involves running a dedicated selection day or half day to assess all suitable candidates at the same time. They are invited to attend and asked to participate in a variety of role-specific and nonrole-specific group activities. Each candidate is observed by an assessor (staff member) and rated on their performance during the activity against each of the core competencies.

At the end of the day a clear reflection of the candidate's skills and behaviours against the core competencies will be formed. This will often be followed by a structured face-to-face interview to further investigate the candidate's motivation, understanding of the role and additional technical skills.

Pros:

- ✓ Excellent solution to high volume recruitment needs
- ✓ Great for recruiting to the same type of position
- ✓ Often used to select candidates for trainee/apprenticeships
- ✓ Provides an insight into candidate ability to work in a team and their preferred role
- ✓ Helps candidates better understand the demands of the role

Cons:

- ✗ Time and staff resource heavy
- ✗ Requires access to a large room and/several breakout rooms
- ✗ All candidates have to be available on the same day

Tips:

- A huge selection of team activities can be found online
- Not every competency domain needs to be assessed in every activity, but try to ensure they are all assessed the same amount of times using the skills/behaviours listed in the job description
- Activities can be generic, e.g. the group is blindfolded and asked to make a structure with specific criteria using children's building blocks. Activities can also be role-specific, e.g. the group is given a 'field-based' scenario and five minutes to form an appropriate action plan, which should then be 'radioed' back to HQ.
- Changing assessors and candidates during the day can help create a more informed opinion of each candidate
- Each activity should have a dedicated facilitator to ensure it is clearly communicated and stays on track.

Using the grid and assessing:

- Assessors should make notes during each activity about their allocated candidate's performance against each competency.
- These notes and general remarks on overall performance should then be discussed and a final rating given during the assessors' meeting, either after each activity or at the end of the day.
- Each assessor should have a copy of the assessment grid at the start of the day, so they know who and what they are assessing, and be asked to complete it during the meeting mentioned above.

- Assessors may also record behaviours from other candidates and feed this back to other assessors during the meeting.
- In the template the CHCF has been used as an example for the assessment criteria. All competency domains and specific behaviours being sought are assessed and listed twice. This can be changed according to what competencies and behaviours need to be assessed.
- The competency to be assessed should be carefully matched to the activity. In the example the first three competency domains assessed would be suitable for a generic team-building activity (*Achieves results. Developing and maintaining collaborative relationships. Managing in a pressured and changing environment*), whereas the subsequent three would be more suited to a role-specific activity e.g. radioing back an 'action plan' to HQ (*Applying humanitarian standards and principles. Operating safely and securely at all times. Demonstrating leadership*).
- Behaviours will naturally be displayed during all activities and these should be noted and considered during the scoring process.

Group assessment Candidate assessment grid					
Position applied for:		Candidate name:			
Assessors' names:		Date:			
Competency domain and activity number:		SCORE extent of evidence of fulfilling competency			
		3 Exceeds	2 Met	1 Partly met	0 Not met
Activity A -<insert type of activities i.e. generic or role-specific>					
1	<Insert competency domain and specific behaviour being sought> e.g. Achieves results: Maintains focus on delivery of timely and appropriate results using available resources				
2	Developing and maintaining collaborative relationships: Contributes positively in the team to achieve programme objectives				
3	Managing in a pressured and changing environment: Adapts calmly to changing situations and constraints				
Activity B -<insert type of activities i.e. generic or role-specific>					
4	<Insert competency domain and specific behaviour being sought> Applying humanitarian standards and principles: Demonstrates an understanding of coordination mechanisms				
5	Operating safely and securely at all times: Identifies and communicates risks and threats and mitigates these for self and organisation				

6	Demonstrating leadership: Demonstrates understanding of skills and how they complement those of others to build team effectiveness.				
Activity C -<insert type of activities i.e. generic or role-specific>					
7	<Insert competency domain and specific behaviour being sought> Achieves results: Maintains focus on delivery of timely and appropriate results using available resources				
8	Developing and maintaining collaborative relationships: Contributes positively in the team to achieve programme objectives				
9	Managing in a pressured and changing environment: Adapts calmly to changing situations and constraints				
Activity D -<insert type of activities i.e. generic or role-specific>					
10	<Insert competency domain and specific behaviour being sought> Applying humanitarian standards and principles: Demonstrates an understanding of coordination mechanisms				
11	Operating safely and securely at all times: Identifies and communicates risks and threats and mitigates these for self and organisation				
12	Demonstrating leadership: Demonstrates understanding of skills and how they complement those of others to build team effectiveness.				
Summary score		/36	/24	/12	/0
Total activities score					/72
Motivation and technical interview score (<i>weight allocated points according to technical requirements of the role</i>)					/28
Total assessment score					/100
Additional comments: (<i>include possible competency development areas and other strengths displayed during the day</i>):					
Candidate selected: Yes / No					

Performance development

Key messages

- Sets out clearly the expectations and performance expected of a new and existing employee
- Identifies skills gap between desired and actual level of performance
- Identifies behaviours that can be developed and then measured in a performance appraisal

Competency-based tools include:

- ✓ Self-assessment
- ✓ Performance development

A competency framework can support the performance development process by identifying what is critical for success, and thus support and feedback can be focused accordingly. This can be done by setting objectives and then conducting an individual assessment to identify the gaps. Evidence can be gathered from the manager and through 360-degree feedback that directly relates to the performance of those competencies. This should allow for a more objective assessment based on evidence.

