

INTERVIEWING IN PUBLIC  
PERSONNEL ADMINISTRATION

by

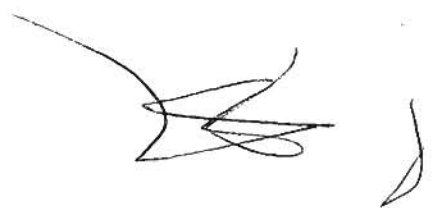
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DISSERTATION

Submitted in part fulfilment of the requirements  
for the degree of Master of Public Administration  
in the Department of Public Administration in the  
Faculty of Commerce and Administration at the  
University of Durban-Westville.

Supervisor : Professor Dr WAJ Coetzee

1985

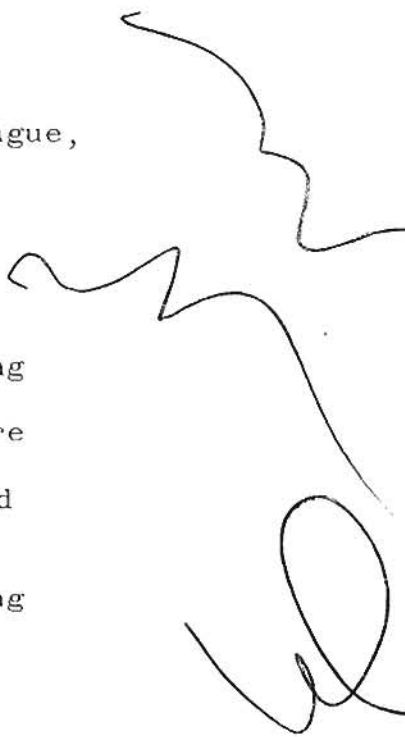


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(SUMMARY)

It is the objective of this dissertation to highlight the importance of the interview approach relative to interviewing in public personnel administration. The basis premise of this study is that the applicant's behaviour, like all human behaviour, is not determined by chance but that behaviour is caused. The causes may seem unreal but, nevertheless, they are ever present. To predict a person's suitability to a job, consideration should be lent to the whole man, his abilities, his emotional make-up, his value system, as well as those persons he will be working with. It is at this point that the behavioural scientist plays an important role as he is qualified to look deeper into an individual's behaviour. Behavioural

scientists (e.g. Industrial Psychologists) agree that the right man in the right job with the right people can affect an institution's welfare in terms of higher productivity, lower costs, and inspired morale.

It is obvious, therefore, that an institution's most valuable asset is its personnel - as its, inter alia, growth and development are direct reflections of its manpower. It is imperative and important that interviewers have the knowledge to recognise and acknowledge potential and to properly place applicants.

In this dissertation, two attempts were made. First, the principles underlying the interview function in personnel administration were examined. Second, it was observed that since the employment interview is a skilled activity, the demand for scientific approaches to the interview is imperative.

Without exception, interviewing is the one technique universally used to help make decisions about job seeking applicants and has long been used as a tool in the selection process. In fact, it is a common belief that the interview is the key to employment, for here is where the applicant creates the impression which leads to his being considered

for a job.

The future of an institution is not something that can be gambled on haphazard methods of choosing personnel as this is tantamount to playing poorly for something that is fundamental to its development.

The basic concepts of employment interviewing is the job to be filled which is the constant; the applicant being the variable. When an institution treats human behaviour as a constant rather than as a variable, the only result is conflict. No one can be completely objective in judging another person.

Only if a functionary is intelligent and has been carefully trained in the art of interviewing, he can be considered qualified to judge a candidate's behaviour.

In analysing interviewing theory and practice in general, it is apparent that interviewing as an important public personnel auxiliary function has to date received scant attention by the central personnel authority. Although this survey does not cover on-the-spot checks of interviewing practices in the Public Service, the study, nevertheless, reveals that in view of the new demands

made on particularly the higher echelon public functionary for professional expertise, much should now be done to also place the interviewing function, applied variedly by the different state institutions, on a firm and unified footing.

In the light of the above, the following recommendations are, inter alia, advanced to improve interviewing :

- a) The Commission for Administration should as a matter of policy and as an on-going process formulate and re-formulate well researched interviewing procedures to be used in state institutions. The state institutions should be expected to adhere to at least the broad guidelines laid down by the Commission. Individual institutions can, of course, be at liberty to adapt these guidelines to suit its particular requirements as long as it is in keeping with the Commission's principle objectives.
- b) Functionaries on whom it is incumbent, inter alia, to interview candidates for selection should be drawn from the higher echelons of the institution and be properly trained in the art of interviewing.

- c) The Commission for Administration should encourage public personnel administrators to liaise with specialists in the private sector and to constantly review the interview function in order to keep abreast of changes and techniques in interviewing procedures.
- d) Provision should be made on the staff establishments of state institutions for Industrial Psychologists to be appointed to serve on interviewing panels.
- e) In the light of differentiated specialisation and the emphasis placed on professional expertise in the Public Service, the Commission should make continued endeavours to ensure that the entire interviewing exercise is achieved effectively by requesting that highly skilled and qualified personnel administrators are present at interviews.

## C H A P T E R 1

INTRODUCTION1. SUBJECT OF THE STUDY

The particular nature as well as the importance of the Public Service requires that high standards of objectivity regarding the handling of personnel matters must be maintained.

Objectivity is pursued not only in providing posts, but also in filling them. To this end, the selection process should identify the applicants who are best suited for appointment in specific posts. In practice this means that the attributes of each candidate have to be compared to the requirements of the post to see if they match. A number of selection methods and techniques are available, for example, interviews, written or oral examinations and performance tests.

Indeed, the basis on which the selection of candidates must take place is clearly outlined in the Public Service Act, 1984, (Act 111 of 1984). According to the Act, the qualifications, relative merit, efficiency and suitability of the persons who are eligible for promotion,

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transfer or appointment must be taken into account.<sup>1)</sup>

The conventional interviewing system has long been used as a tool in the selection process. The interview as an auxiliary activity plays a fundamental role in reaching an objective in a public institution or a business enterprise.

Interviews are the most widely used method of selecting employees. This may be attributed to the fact that interviewing is inexpensive, and does not require special equipment. Apart from this, it seems simple as two people talk to each other - one is the interviewer and the other is the interviewee. The interviewer asks the questions he feels are important, and the applicant answers them. If the interviewer is happy with the applicant's answers - happy enough to employ him - then the interview is said to have gone well.

Experience has taught the interviewer to ask certain questions; to make certain assumptions about the applicant's potential; the posture to assume and to use the language that is appropriate in a set of given circumstances. Unfortu-

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1. Statutes of the Republic of South Africa, Public Service Act, 1984, (Act 111 of 1984), Section 10.

nately, the interview does not always work, that is, it may fail to do what it was intended to do, and it may continue to fail, and no one may ever be the wiser. This has much to do with the interview approach used. If the same or a similar interview approach is continued year after year for some known or unknown reason, the same or similar meanings will continually be read into applicant's answers to interview questions.

It is important to take cognisance of the fact that the single most valuable asset of any institution is the people who work for it. An institution's growth and development, its ability to reach expected goals, to provide quality goods and services, and to survive and prosper are direct reflections of its manpower. Finally, the ability of each employee in each organisation to contribute to the quality of life and, in turn, to be enriched by that quality is largely a result of the successful interaction between the individual and the environment in which he functions. To reach this goal it is imperative that interviewers have the knowledge and ability to recognise and acknowledge potential and to properly place applicants.

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When an interviewer reviews the background of an applicant and analyzes the applicant's responses during the interview, he is in fact making judgments about the behaviour of the applicant. It is the basis premise of this study that the applicant's behaviour, like all human behaviour, is not determined by chance. Behaviour is caused; it just does not happen. The causes may seem unreal but nevertheless they are ever present. It is at this point that the behavioural scientist<sup>2)</sup> plays an important role. He is qualified to look deeper into an individual's behaviour.

This dissertation recognises interviewing as an essential aid in the selection process. It deals with interviewing essentially from a theoretical perspective.

Chapter 2 deals with personnel administration in the public sector. In this chapter the concept personnel administration in the Public Service is explored briefly. The locus and focus of personnel are highlighted with emphasis, inter alia, on definitions of certain terms; developments in public personnel administration; efficiency and effectiveness in public personnel

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2. Infra., p.41.

administration and the role played by the interview in the foregoing regard.

Chapter 3 deals with interviewing as an essential aid in public personnel administration. Under this heading - the types of employment interview, patterns of interviewing and the dimensions of interviewing style are, inter alia, discussed.

Approaches to interviewing is the heading of Chapter 4. This chapter deals with, inter alia, the importance of behavioural analysis in interviewing; the basic approaches in interviewing; interviewing compared with ordinary conversation; what to assess; determinants of interview outcome and finally, the clinical and research approaches to the interview.

Chapter 5 deals with effective interviewing. The employment interview becomes effective when it is (i) conducted uniformly; (ii) relevant information is obtained and interpreted consistently; and (iii) it contributes to the selection of successful employees. In this chapter, interviewing skills; the interview information process; preparing for an interview; guidelines to effective employment interviewing; characteristics of a successful interviewer and the importance of training for effective interviewing are highlighted.

Chapter 6 deals with the general conclusions and recommendations.

## 2. METHOD OF STUDY

Interviewing in public personnel administration is a subject where to date not much research has been done in South Africa. The field that could be covered was so extensive that it was necessary to decide upon specific aspects to be dealt with - hence a theoretical administrative approach prevails throughout the investigation. Special attention has been given to the modern approaches presented by behavioural scientists, namely, Industrial Psychologists.

To compile this dissertation, a number of books, journals, dissertations and official documents had to be consulted. In addition, it was necessary to correspond with the Secretary of the Commission for Administration and to communicate with high-ranking officials at the Commission's local office and the House of Delegates.

## 3. TERMINOLOGY

Certain words are repeatedly used in the dissertation. It is, therefore, necessary and important to give an explanation or a definition

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of some of those that need clarification.

- efficiency : efficiency evaluates the ratio of inputs consumed to outputs achieved. The greater the output for a given input, the more efficient you are<sup>3)</sup>
- effective : effectiveness refers to goal accomplishment<sup>4)</sup>
- planning : planning will generically always consist of :
- (i) studies to quantitative clarification of the policy goal
  - (ii) developing and evaluating possible approaches to attain the policy goal, and
  - (iii) specifying objectives (targets) to be attained to reach the policy goal as well as the functions (actions) to be performed to attain the objectives.<sup>5)</sup>
- organisation : the concept organisation refers to an organized body or system or society
- organisation is "structural differentiation of an organic whole having interdependent parts. Organisation means systematic arrangement of parts"<sup>6)</sup>

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3. Robbins, Stephen, P. : Personnel : The Management of Human Resources, 2nd edition, Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, London, 1982, p.317.
  4. Ibid.
  5. Coetzee, W.A.J. : "Personnel Provisioning and Utilisation at Local Government Level in Natal", The Journal of the University of Durban-Westville, New Series, Durban, 1984, p.236.
  6. Millet, J.D. : Organisation for the Public Service, D. van Nostrand Company, Inc., Princeton, N.J., 1966, p.6.

- ✓ institution : institution is "a corporate body or establishment instituted and organized for public use ..."7)
- ✓ management : management in the broad sense is not confined to private enterprise. It is also essential for the successful operation of a government department or agency, a public enterprise, a trade union, a non-profit organisation, or a college or university. In other words, management is organisational leadership, and one of its central tasks is effective co-ordination and utilization of available human and non human resources to achieve the objectives of the organisation.8)
- public administrator : an official involved in administrative activities relating to government institutions and who is expected to execute the policies of the government of the day.
- clerk : officer in charge of records, etc., secretary, agent, of town council (town clerk); corporations, court, etc.9)
- decision-making : decision-making is, by definition, the act of choosing among alternatives, whether these alternatives are courses of action or simply that which is considered to be a desire for attainment.10)

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7. The Concise Oxford Dictionary of Current English, sixth edition, edited by J.B. Sykes, Oxford University Press, Oxford, 1976, p.560.
8. Pigors, P. and Myers, C.A. : Personnel Administration : A point of view and a method, 6th edition, McGraw-Hill Book Co., New York, 1969, p.6.
9. The Concise Oxford Dictionary of Current English, op. cit., p.186.
10. Public Administration 301 - lecture notes, University of Durban-Westville, 1981.

- role playing : role playing is one of the earliest forms of simulation. In essence, the participants act out the role implied in a given situation.<sup>11)</sup>
- public sector : The South African public sector consists of the Public Service and all the State and parastatal institutions such as the public corporations, research institutions and the agricultural control boards.
- public service : The South African Public Service consists of all the State departments and the higher echelon posts (management posts of the four provincial administrations).

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11. Megginson, Leon, C. : Personnel and Human Resources Administration, 3rd edition, Richard D. Irwin, Inc., Illinois, 1977, p.310.

## C H A P T E R 2

PERSONNEL ADMINISTRATION IN THE PUBLIC SERVICE1. INTRODUCTION

It is generally recognized today that personnel, not money, control the destiny of any institution, whether public or private.<sup>1)</sup> It is, therefore, imperative that steps must be taken, as an on-going process, to ensure the effective and efficient utilisation of personnel. Suitable staff must be recruited and appropriately placed. To this end, the interview plays an important role.

As a point of departure, in this chapter the concept personnel administration in the Public Service is explored briefly. In this context the locus and focus of personnel are highlighted with emphasis, inter alia, on

- definitions of the terms

"administration"

"public"

"public administration" and

"public personnel administration"

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1. Sands, E. : How to Select Executive Personnel, Reinhold Publishing Corporation, New York, 1963, p.1.

- developments in public personnel administration with special reference to the role played by the Commission for Administration.
- efficiency and effectiveness in public personnel administration; and
- the role played by the interview in the foregoing regard.

## 2. LOCUS OF PERSONNEL ADMINISTRATION IN PUBLIC ADMINISTRATION

### 2.1 DEFINITIONS

#### 2.1.1 Administration

The Concise Oxford Dictionary of Current English defines the term "administration" as

"management (of business) management of public affairs, government, the ministry, the Government";<sup>2)</sup>

According to Berkley<sup>3)</sup>, administration is a process involving human beings jointly engaged in working toward common goals.

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2. The Concise Oxford Dictionary of Current English, edited by J.B. Sykes, sixth edition, The Clarendon Press, 1976, p. 14.

3. Berkley, G.E. : The Craft of Public Administration, Allyn and Bacon, Inc., Boston, Massachusetts, 1978, p.1.

Cloete<sup>4)</sup> states that administration will be found in all spheres of human activity and that man is indeed surrounded by administration in the same sense as he is surrounded by the atmosphere.

Cloete further describes "administration" as

"... a collection of processes<sup>5)</sup> the term collection of processes of administration, viz. determination of policy, organising, provision and utilisation of personnel, financing, determination of work procedures and controlling) which should always and everywhere be performed where two or more persons work together to reach specific objectives such as the production of goods ... or the rendering of services ..."

Coetzee, in a handbook for first-year students states that administration is an ambiguous word and that definitions of the word abound<sup>6)</sup>. This statement

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4. Cloete, J.J.N. : Introduction to Public Administration, J.J. van Schaik (Pty) (Ltd), Pretoria, 1981, pp.1-2.
  5. Cloete, J.J.N. : Administration of Health Services, second edition, J.L. van Schaik (Pty) (Ltd), Pretoria 1978, p.15.
  6. Coetzee, W.A.J. : South African Public Administration: A Handbook for first-year university students, University of Durban-Westville Press, p.2.

is a truism in that Dunsire<sup>7)</sup>, gives about fifteen different meanings and connotations of the term. Three of these meanings can specifically be mentioned for purposes of this study.

- (i) "government" and "direction" in the implementation of a given purpose or end : meaning execution;
- (ii) "direction" or "execution" in the interests of someone else : government acts in the interest of all citizens; and
- (iii) collective noun for the non-judicial machinery of civil offices - referring to the totality of state departments including the political office bearers (ministers) and public officials (civil servants).

Despite the numerous definitions regarding administration, the following seems to be a popular characteristic of the term, viz. it

- deals with rationality
- deals with specific processes and functional activities; and

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7. Dunsire, A. : Administration : The word and the science, Martin Robertson, London, 1975, pp.2, 3, 17, 228-229.

- through purpose and co-operative action an effort is made to reach a pre-determined objective whether in the public or private sector.

#### 2.1.2 Public

The term "public" is defined in the Concise Oxford Dictionary of Current English as -

"of or concerning the people as a whole  
(public holiday, interest, opinion)

done by or for, representing, the people

of, for, acting for, a university (public orator, lecture, examination)

open to or shared by the people

of or engaged in the affairs or service of the people (public life; a public man; public money; public records)<sup>8)</sup>

According to the Odhams Dictionary of the English Language (illustrated)<sup>9)</sup>

"public" is defined as -

- i) "as the mass of persons making up

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8. The Concise Oxford Dictionary of Current English, op. cit., p. 897.

9. Odhams Dictionary of the English Language, (Illustrated), edited by A.H. Smith and J.L.N. Coughlin, Odhams Press Ltd., London, p.845.

a community or nation; that part of the general community interested or likely to be interested in any particular idea, article or activity; a public-house, a tavern; and

- ii) of, or pertaining to, the people as a whole, to the community generally; national, general, not private or personal; being in the name of, done on behalf of, the people generally, concerning or involving the people at large; generally known, open or available to all and sundry, well known, notorious, manifest, not secret or concealed; concerning, known to or serving the whole nation; concerning humanity at large, international; (in a university) as contrasted with one college in it".

It is clear from the above definitions that the term public refers to the whole population, both nationally and internationally.

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### 2.1.3 Public Administration

According to the generic view of administration, public administration can be defined as institutionalised group activity aimed at goal realisation and which has the effect of determining through thought processes and actions the nature and scope of functional and auxiliary work processes. The administrative processes consist of the following : policy-making, organising, financing, personnel provisioning and utilisation, procedures and control.<sup>10)</sup> These processes are interrelated and interdependent and will have to be carried out in full to reach any objective, regardless of whether it is a tangible product or a service.<sup>11)</sup> According to Cloete, in the ordinary course of events the words "public administration" are used to refer to the processes which are necessary for executive institutions to carry out their work.

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10. Cloete, J.J.N. : Introduction to Public Administration, op. cit., p.2.

11. Cloete, J.J.N. : Administration of Health Services, op. cit., pp.1-2.

According to Nigro and Nigro "public administration"

- a) is co-operative group effort in a public setting
- b) covers all three branches - executive, legislative, and judicial - and their relationships
- c) has an important role in the formulation of public policy and is thus a part of the political process
- d) is different in significant ways from private administration, and
- e) is closely associated with numerous private groups and individuals in providing services to the community.<sup>12)</sup>

Coetzee describes public administration as

" ... public administration distinctly refers to a particular kind of administration prevailing in the public sector where it concerns the execution of public policies which find expression in laws, rules, and regulations made by legislative bodies on the various levels of government. In order to

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12. Nigro, F.A. and Nigro, L.G. : Modern Public Administration, 4th edition, Harper and Row Publishers, New York, 1977, p.18.

attain this objective (execution of policies) public administration involves the performance of a variety of functions, namely, the generic administrative functions of policy-making, organising, financing, staffing, determining work methods and procedure and control; the functional activities (the line functions at the operational level) such as, for example, the nursing of patients and educating scholars; and the auxiliary activities (aid functions) such as data processing, collecting and analysing statistics, research and decision making".<sup>13)</sup>

It is obvious from the definitions of public administration that it does not operate in a vacuum but is largely connected with the important dilemmas confronting the entire society.

#### 2.1.4 Public Personnel Administration

Stahl defines public personnel administration as "the totality of concern with

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13. Coetzee, op. cit., p.24.

the human resources of organisation"<sup>14)</sup>

Other authors have described it as the process of acquiring and developing skilled employees and of creating organisational conditions which encourage them to put forth their best efforts.

Public personnel administration is defined by the Encyclopaedia Britannica " ... as the handling of human nature and to influence on the work situation"<sup>15)</sup>

For the purposes of this dissertation it can be stated that personnel administration includes those functions and activities carried out by the staff members of a personnel office. In other words, this involves the development of personnel policies and programmes, the performance of specified personnel operations such as recruitment, position classification, training, co-ordination and maintenance of personnel records.

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14. Stahl, O. Glenn. : Public Personnel Administration, 7th edition, Harper and Row, New York, 1976, p.16.

15. Encyclopaedia Britannica, Macropaedia, volume 14, p. 118.

### 3. APPROACHES TO PERSONNEL ADMINISTRATION

Pigors and Myers<sup>16)</sup> are of the opinion that personnel administration has a strong subjective connotation as it is influenced by opinions and attitudes of leaders and philosophies of man and his nature. To a large degree this view can be substantiated in that, man, no matter how enlightened, is not totally free from his own prejudices.

According to Cloete, public personnel administration, more than any other part of public administration is characterised by the political milieu in which it takes place.<sup>17)</sup> Resulting from specific environments and beliefs, relative personnel systems developed. The systems, viz. aristocratic, democratic, spoils and merit will be briefly outlined.

#### 3.1 Aristocratic System

This system is found in states where the population is divided into classes and public offices are reserved for members of a particular status and social class (as was done in England) viz. the

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16. Pigors, P. and Myers, C.A. : Personnel Administration, 8th edition, McGraw-Hill Book Co., New York, 1978, pp.9.10

17. Cloete, J.J.N. : Personnel Administration, National Book Printers, Cape Town, 1985, pp.21.22.

aristocrats.<sup>18)</sup>

### 3.2 Democratic System

In this system public officials are elected to public offices by the electorate. Election to public office is dependent on popularity, ability to convince people and charisma rather than genuine competence.<sup>19)</sup>

### 3.3 Spoils System

The public officials in this system enjoy tenure of office as long as a specific political party holds office, i.e. political affiliation was the deciding factor rather than relevant qualifications.<sup>20)</sup>

### 3.4 Merit System

This system provides for an equal opportunity for everybody possessing relevant educational and physical qualifications to compete for a position in the service of the State.<sup>21)</sup> It follows that neither political influence nor any test for party-membership is involved

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18. Cloete, op. cit., p.22.

19. Ridley, F. and Blondell, J. : Public Administration in France, 2nd edition, Routledge and Kegan Paul, London, 1969, p.319.

20. White, L.D. : Introduction to the study of Public Administration, 4th edition, The MacMillan Co., New York, 1955, pp.310-312-

21. Fougeré, L. : Civil Service Systems : Texts and Essays, Unesco, New York, 1967, p.15.

in personnel matters.

From the foregoing it is abundantly clear that personnel systems are influenced by prevailing political, social and economic conditions. The four views of public employment often overlap as there will always be justification for a particular concept used. The extent of use of each of the approaches will undoubtedly vary in different countries. For example, in South Africa, it is common knowledge that the Public Service higher echelons consist largely of Afrikaans-speaking White citizens. However, with the new political dispensation, namely, the new constitution<sup>22)</sup> of the Republic of South

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22. The New Constitution originates in the constitutional guidelines announced by the Prime Minister, the Honourable P.W. Botha, on 30 July, 1982, and is the culmination of the work of successive governments and an on-going process initiated in the early seventies. The Theron Commission was appointed in 1973 to inquire into all matters pertaining to the Coloured population, including their political position. The Commission's proposals led to the appointment of a Cabinet Committee under the then Prime Minister to investigate ways and means of taking the political and constitutional development of Whites, Coloureds and Indians a step further. The recommendations of the Cabinet Committee were embodied in the Government's 1977 constitutional plan. Thereupon the plan was referred to a select committee under the chairmanship of the Honourable A.L. Schlebusch. Later, the committee was converted into a commission of inquiry which recommended inter alia, that an expert advisory body, the President's Council, be established to give further consideration to

Africa, members of the Indian and Coloured groups are now being absorbed in growing numbers.

4. DEVELOPMENT OF PUBLIC PERSONNEL ADMINISTRATION WITH SPECIAL REFERENCE TO THE ROLE PLAYED BY THE COMMISSION FOR ADMINISTRATION

Because of its nature and size the Public Service requires the services of a body to, inter alia, exercise a co-ordinating influence in the work situation and to protect the interests and welfare of its personnel. To reach this objective, a Commission for Administration, staffed by specialists in the field of personnel administration, is a familiar characteristic of all present day public services.

4.1 Central Personnel Authority

Public service commissions, like other service commissions in the western world, came into existence in the second half of the 19th

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the whole question of constitutional development The President's Council submitted its recommendations in May 1982.

The draft Constitution was tabled in Parliament on 5 May 1983 and after the second reading debate it was referred to a select committee for further investigation. The Bill was further refined by the select committee and discussion of the draft Constitution was resumed in Parliament on 15 August 1983. On 9 September 1983 Parliament adopted the draft Constitution with a two-third's majority.

Republic of South Africa Constitution Act, 1983, (Act 110 of 1983).

century for the establishment and maintenance of merit and efficiency in public administration.<sup>23)</sup>

With regard to South Africa provision was made in the South Africa Act, 1909 whereby the Governor-General-in-Council appointed a permanent public service commission after the formation of Union, with powers and duties as determined by Parliament. Parliament gave effect to this injunction by way of the Public Service and Pensions Act, 1912, (Act 29 of 1912)<sup>24)</sup>

The first Public Service Commission began functioning under this Act on 1 August 1912. Although the 1912 Act was substituted in 1923, the 1923 Act, substituted in 1957 and the 1957 Act substituted in 1984, the Commission has been in existence as an institution without interruption since 1912. The Institution's name was changed to the Commission for Administration in 1980, as part of the rationalisation programme<sup>25)</sup> of the Public Service.

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23. White, op. cit., p. 311

24. Republic of South Africa : Commission for Administration : Annual Report, 1981-1982, RP 96/1982, ISBN 0621 077747, p.11.

25. Ibid.

#### 4.2 Commission for Administration

The most important powers of the Commission are contained in the Public Service Act, 1984 (Act 111 of 1984), as amended from time to time. Powers relating to the determination of conditions of service are also entrusted to the Commission in various other acts.<sup>26)</sup>

Apart from powers vested in the Commission by legislation, it also responds to requests from the Government, as well as from individual ministers, to give advice on a variety of matters and to fulfil a co-ordinating role in respect of conditions of service in the government sector.<sup>27)</sup>

##### 4.2.1 Goals

The goals of the Commission for Administration are numerous and varied. Some of the operational goals are :

- ° the establishment of suitable structures and processes for the execution of government functions through -
- the rational distribution of

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26. Ibid.

27. Ibid.

functions amongst sectors of the national economy, and within the government sector, amongst different levels of government and institutions;

- suitable organisations design;
  - effective control of establishments;
  - rational procedures; and
  - effective utilisation of computers and other aids;<sup>28)</sup>
- ° the establishment of sound managerial practices at all levels and, as a concomitant objective, the realisation of an optimal state of managerial self-sufficiency and a distinct identity for departments and other government institutions;<sup>29)</sup>
- ° the acquisition, retention and optimal utilisation of government personnel by -
- developing personal policy in all its manifold facets, as well as suitable practices, measures and schemes.

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28. Ibid.

29. Ibid.

- determining effective and competitive bases for the employment and management of personnel;
  - co-ordinating the conditions of service of various corps of public personnel;
  - publicising career opportunities;
  - promoting the training and development of personnel and their employment in such a manner that their full potential is utilised;
  - protecting public servants from nepotism and other forms of subjective treatment;
  - conducting programmes for the objective evaluation of job performance and rewarding excellent performance in a fitting manner; and
  - promoting the esteem and morale of civil servants;<sup>30)</sup>
- ° the promotion of sound relationships in public management amongst -
- independent and self-governing states in Southern Africa;

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30. Ibid.

- various sectors of the national economy;
- institutions within the public sector;
- the state as employer and its employees;
- political office-bearers and career officials;
- officials from different population groups;
- government institutions and the public; and
- managers and their subordinates.<sup>31)</sup>

#### 4.2.2 Powers

The nature of the Commissions's powers is evident from its various forms of action - appropriate powers to promote efficient administration and to exercise overall control vested in it. The Commission can -

- ° furnish informal advice;
- ° make formal recommendations; and
- ° issue formal directives.

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31. Ibid.

It appears that the Commission gives informal advice as an important part of its objectives. Although the advice is given on an informal basis only, its nature and field are of particular importance to public administration.<sup>32)</sup>

A formal recommendation by the Commission is subject to approval by a second party, usually a minister or his delegate. Recommendations of the Commission are required by law in a wide variety of matters. A recommendation of the Commission may not be disregarded or be lightly rejected or amended - the Public Service Act, 1984 (Act 111 of 1984) lays down the procedures to be followed in cases where a recommendation is not acceptable to a minister or department.

The issuing of directives is a strong form of action by the Commission, and is applied only in a limited number of cases, as prescribed by law.<sup>33)</sup>

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32. Ibid.

33. Ibid.

#### 4.2.3 Composition

In terms of section 2 of the Commission for Administration Act, 1984 (Act 65 of 1984) the Commission consists of three members (a chairman and two other members) who are appointed by the State President for a period of five years.<sup>34)</sup>

Section 9 of the Commission for Administration Act, 1984 (Act 65 of 1984) provides for the appointment of a Secretariate to the Commission and as many other officers and employees as may from time to time be necessary to enable the Commission to exercise its powers effectively, to perform its functions, and to carry out its duties.<sup>35)</sup> The officials remain members of the Public Service and for purposes of personnel administration remain subject to the provisions of the Public Service Act (Act 111 of 1984)

The organisational structure of the office of the Commission for Administration as well as its place in the hierarchy of public institutions of the Republic of South Africa is shown in Figure 1.

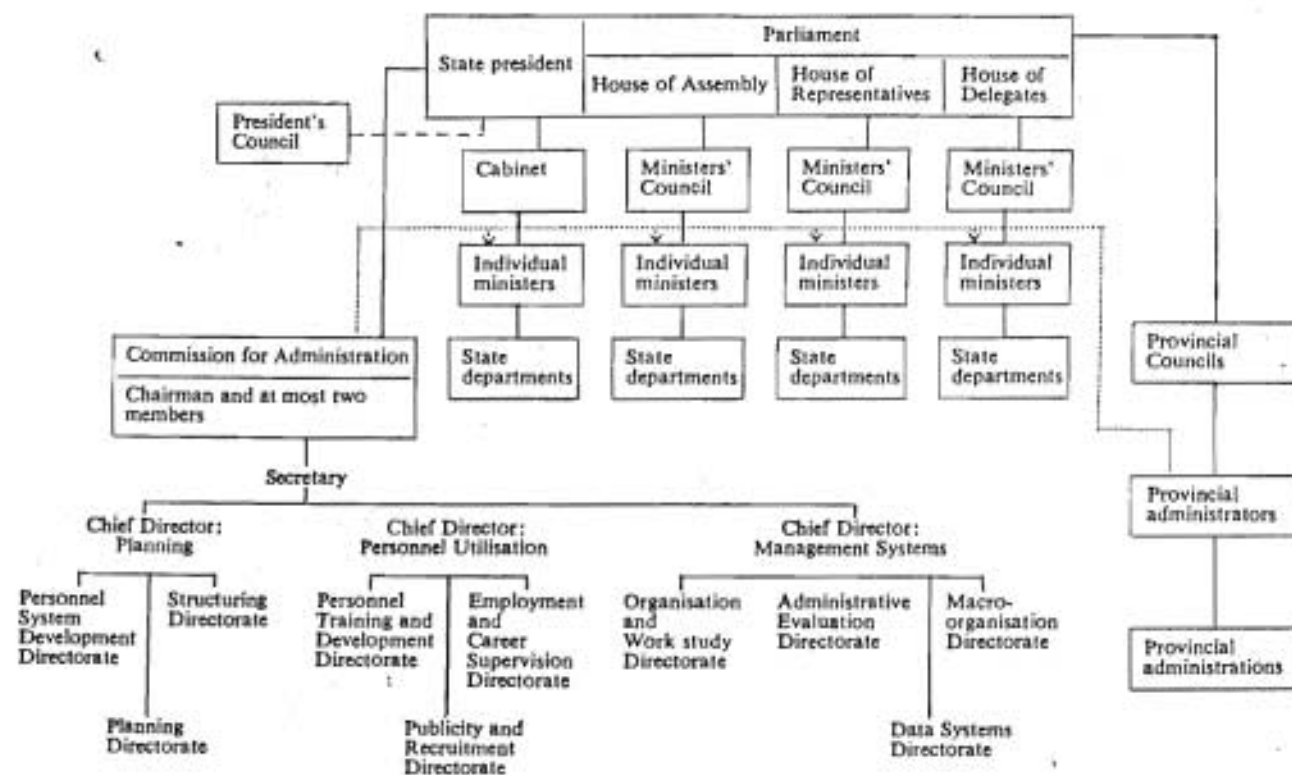
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34. Ibid.

35. Ibid.

Figure 1

# ORGANISATIONAL STRUCTURE OF THE COMMISSION FOR ADMINISTRATION



----- = directives and recommendations

It is indeed gratifying to know that the Commission for Administration sets itself goals of a remarkable high standard.

These goals will easily be realised if employees in the Public Service were made aware of them. It is a general observation that staff in the lower ranks are ignorant of many of the Commission's goals. Whether the authorities are aware of it or not, is, however, difficult to say.

The powers of the Commission imply that it has not only power but that it executes authority. This is especially true when one looks at the special vantage point provided by its central placement.

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5. EFFICIENCY AND EFFECTIVENESS IN  
PUBLIC PERSONNEL ADMINISTRATION

In public personnel administration "efficiency" and "effectiveness" have different meanings. Efficiency is doing a job at the lowest cost; effectiveness is reaching objectives by doing the job. By these definitions, it is possible to be efficient without being effective.<sup>36)</sup>

5.1 Effectiveness

Measuring the effectiveness of a public institution is no mean task. The Public Service differs from the private sector where goals are evidently more clear. The primary goal of the private sector is to make a profit. The effectiveness of all employees can be measured by their contribution in terms of the profit.<sup>37)</sup>

Effectiveness, may, obviously, be measured by any yardstick one wishes to apply. One can, therefore, hardly expect any single effort that is effective from everyone's point of view.

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36. Cloete, J.J.N. : Personnel Administration, op. cit., p.59.

37. Lorch, Robert, S. : Public Administration, West Publishing Co., Minnesota, 1978, p.238.

The effectiveness of a public institution is seen differently and measured differently by different people. On the one hand, people who use a particular service, for example, the transport services daily to work, may view the service rendered either as effective or as ineffective in that their need is either satisfied or not satisfied. On the other hand, persons who are not dependent on public transportation may be indifferent to the service.

## 5.2 Efficiency

Efficiency, is defined as doing a job at the lowest cost.<sup>38)</sup> In the Public Service it is difficult to measure costs in terms of services rendered, and to know whether performance is "good" in light of what it costs.

Robert S. Lorch propounds that the common methods of measuring efficiency are the "cost per unit" method, "best practice" method and the "results" approach.

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38. Lorch, op cit., pp.238-239.

### 5.2.1 Cost per unit

The cost per unit is a popular measure of efficiency. As any approach the cost per unit's disadvantage is that it will mean nothing until compared with the cost per unit of the same or similar product produced at a different time or place. The danger point in using this measure of efficiency is that - what was produced at a different place and/or time must have been produced under different circumstances to a greater or lesser degree. Cost per unit comparisons can be grossly misleading unless the conditions of production are almost identical.<sup>39)</sup>

### 5.2.2 Best Practice Method

Since quantitative comparisons are often unreliable, there are some non-qualitative socially approved measures of efficiency. These consist of consensus of those who claim to know what is "best practice". In the United States of America, for example, occupational groups have formed

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39. Ibid., p. 239.

professional associations, some of which sponsor research to determine which methods constitute best practice for the work of their members.

However, "best practice" can vary, and depends on whose point of view is considered.<sup>40)</sup>

### 5.2.3 Results approach

Another approach to efficiency is to look at the results of an effort, and, if good, then declare the procedure efficient. An example of this is where say, the police force may claim that they are efficient when the crime rate is low. Good results do not necessarily mean efficiency. There are other aspects to consider, for example, the prevailing conditions. For purposes of the above-mentioned example, the crime rate in a town may look very good (from a law and order point of view) and yet the police might not have had a thing to do with it. Some small communities have no police at all, and no crime.<sup>41)</sup>

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40. Ibid., p.239.

41. Ibid., p.239-240.

6. INTERVIEWING FOR EFFECTIVE AND EFFICIENT  
PERSONNEL SELECTION IN THE PUBLIC SERVICE

With the growth of population all over the world, comes also the growth of industrialisation, and obviously private and public institutions such as, inter alia, the Public Service. All these expansions no doubt call for increased employment.<sup>42)</sup>

The criterion of interviewing has by far more in-depth meaning and basis in personnel selection. It must be agreed that interviewing is a complex phenomenon, more so in the Public Service, where the end goal or product is in the interests of the general populace. Therefore, the interview cannot be a stereotype procedure. It must be relative to the position to be filled.

The conventional method of interview, namely, the "face-to-face" interview is still the most popular method used. This is so because of its human aspects. No applicant wants to be judged for a position without an opportunity to discuss it face-to-face in a meeting with the employer or his representative. The interview gives the applicant the feeling that he matters, that he is being considered by a human

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42. Famularo, Joseph, J. : Handbook of Modern Personnel Administration, Editor-in-Chief, McGraw-Hill Book Company, New York, 1972, p.12.

rather than a computer.<sup>43)</sup> It also gives him a chance to ask questions about the job. It is also an opportunity for both the interviewer and the interviewee to do some "selling", so to speak. The interviewer does this for the institution he represents and the interviewee for himself.

## 7. SUMMARY

In the Public Service (and the public sector), public administration is viewed as the key element in the efforts to achieve predetermined goals.

Personnel administration involves, inter alia, the development of personnel policies and programmes, the performance of specified personnel operations such as recruitment, position classification, training, co-ordination and maintenance of personnel records.

The nature and size of the Public Service requires the services of a body to, inter alia, exercise a co-ordinating influence in the work situation and to protect the interests and welfare of its personnel. To reach this objective, a Commission for Administration, staffed by specialists in

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43. Ibid., p.1.

the field of personnel administration is a familiar characteristic of all present day public services.

Leading officials in the Public Service should be concerned with the institution's image. Personnel administrators will no doubt have a distinct bearing on this, i.e. they can be image builders or destroyers in the eyes of the public and the former depends upon the institution's commitment to the public.

## C H A P T E R     3

INTERVIEWING AS AN ESSENTIAL AID  
IN PUBLIC PERSONNEL ADMINISTRATION1. INTRODUCTION

To recruit and employ the "best" individuals available is every employer's or institution's goal. Hence, the acquisition of new employees is an important and complex task. An institution cannot succeed, grow or even survive without staff, namely, human resources. Proper selection is, therefore, very important. The interview which in essence is a purposeful conversation is relied upon in selection of staff and also in a variety of situations. The interview is used by almost everyone at some stage or another.

The interview as an auxiliary administrative activity plays a fundamental role in reaching an objective in an organisation, institution or business enterprise. Through the interview an ideal person is selected to execute a function which in essence is determined by the policy. Figure 2 depicts the locus of the interviewing auxiliary administrative

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function in relation to the personnel function.<sup>1)</sup>

Careful thought is required to select a person, especially in a public institution because of its very nature so that he will perform the work he is employed to do efficiently and effectively. To say that a person is suited to a job, consideration has to be lent to the whole man, his abilities, his emotional make-up, his value system, as well as those persons he will be working with. Behavioural scientists<sup>2)</sup> agree that the right man in the right job with the right people can affect an institution's welfare in terms of higher productivity, lower costs and inspired morale.

At this point it becomes necessary to give an exposition of the term "interview".

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1. Cloete, J.J.N.: Personnel Administration, J.L. van Schaik (Pty) Ltd., Pretoria, 1985, pp.115-116.
  2. Although there is no general agreement as to the disciplines of the behavioural scientist, an acceptable definition of the concept behavioural science is ... a body of systemized knowledge concerning how humans behave, the relationship between that behaviour and the total environment, and why people behave as they do.

Megginson, Leon, C. : Personnel and Human Resources Administration, 3rd edition, Richard D. Irwin, Inc., Illinois, 1977, p.176.

Figure 2

THE LOCUS OF THE INTERVIEWING AUXILIARY ADMINISTRATIVE  
FUNCTION IN RELATION TO THE TOTAL PERSONNEL FUNCTION

<u>Step</u>	<u>Result</u>
Preliminary examination - checking of application forms	Rejection of candidates who obviously do not meet prescribed requirements
Provisional interview	Rejection of candidates who are unfit for appointment due to general appearance and attitude
Intelligence testing	Rejection of candidates who do not meet the minimum requirements - particularly applicable in entry grades
Aptitude testing	Elimination of candidates without the minimum aptitude
Personality testing (projective techniques)	Elimination of candidates who show personality shortcomings and who are thus unsuitable for specific posts
Performance references	Elimination of candidates who have demonstrated poor performance abilities
Medical examinations	Elimination of candidates whose physical and mental defects render them unfit for appointment
Diagnostical interviews	Selection of those candidates who possess desirable personality characteristics such as perseverance, diligence and zeal
Deciding by exercising personal judgment	Ultimate placing of candidates in order of preference - in the end a value decision has to be made.

## 2. DEFINITION OF THE CONCEPT INTERVIEW

The Concise Oxford Dictionary of Current English

defines interview as

"meeting of persons face to face, especially, for purpose of conference; oral examination of candidate; meeting between person employed by newspaper and someone from whom he seeks to get statements for publication."<sup>3)</sup>

According to Bellows and Estep

"the interview is used by most managers for personnel selection. They use it because they believe they can tell from this brief meeting whether or not they should hire a person. They feel they can "size up" a person during a face-to-face conversation. Most of us have similar faith in our ability to judge others."<sup>4)</sup>

Dean B Peskin points out that

"employment interviewing is the open exchange of information between persons of acknowledged unequal status for a mutually agreed upon purpose, conducted in a manner that elicits, clarifies,

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3. The Concise Oxford Dictionary of Current English, Oxford University Press, Walton Street, Oxford, 6th edition, 1976, p. 566.

4. Bellows, Roger M. and Estep, M. Frances : Employment Psychology : The Interview, Rinehart and Company, Inc., New York, 1959, p.1.

organises or synthesizes the information to affect positively or negatively the attitudes, judgments, actions or opinions of the participants, thereby making possible an objective and rational evaluation of the appropriateness of an employee for a specific job."<sup>5)</sup>

Bingam, Moore and Gustad in "How to Interview" say that

"an interview is a conversation directed to a definite purpose other than satisfaction in the conversation itself. There is give and take between the interviewer and interviewee, and much of the interaction between these two is carried on by gestures, postures, facial expressions and other communicative behaviour. Even the words acquire varieties of meanings and values as they are spoken with different inflections - contribute to the purposeful exchange of meanings, which is the interview."<sup>6)</sup>

R.L. Kahn and C.F. Cannell suggest that "we use the term interview to refer to a specialized

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5. Peskin, Dean, B. : Human Behaviour and Employment Interviewing, American Management Association, Inc., New York, 1971, p.12.

6. Bingam, W. van Dyke, Moore, B.V. and Gustad, John, W. : How to Interview, Harper and Row, New York, 1966, p.3.

pattern of verbal interaction - initiated for a specific purpose, and focused on some specific content area, with consequent elimination of extraneous material. Moreover, the interview is a pattern of interaction in which the role relationship of interviewer and respondent is highly specialized, its specific characteristics depending somewhat on the purpose and character of the interview."<sup>7)</sup>

In summary it can be stated that despite various definitions it is clear that the interview is communication with a purpose, that is, to explore certain subject areas. It is obvious that it makes certain demands upon the person who conducts it - in that he must possess certain special skills that enable him to achieve the required pattern of interaction. Furthermore, it is clear from the definitions that interviewing is a frequent occurrence and that it forms an important part of many business and professional activities.

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7. Kahn, Robert, L. and Cannell, Charles, F. : The Dynamics of Interviewing, John Wiley and Sons, Inc., London, 1961, p.16.

### 3. TYPES OF EMPLOYMENT INTERVIEW

Famularo in the Handbook of Modern Personnel Administration says that "there are two types of employment interview : the initial and the evaluation interview, each differing according to its immediate purpose and its place in the employment sequence."<sup>8)</sup>

The initial interview which is obviously designed to eliminate unqualified applicants and to interest qualified applicants is conducted at the beginning of the selection sequence and results only in a tentative decision. There are many ways to conduct this interview, but the most effective is a screening approach. After indicating that the interview will be brief, the interviewer asks the applicant "make-or-break" questions that tell him whether the applicant meets the essential qualifications of the job. To do this, the interviewer must have ready a list of questions for which there is evidence that certain answers will disqualify the applicant immediately.<sup>9)</sup> If at this point the applicant looks like a good prospect, an appointment for

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8. Famularo, Joseph, J. : Handbook of Modern Personnel Administration, Editor-in-Chief, McGraw-Hill Book Company, New York, 1972, p.3.

9. Ibid.

testing or an evaluation interview will be arranged.

In some academic institutions the initial interview is replaced by what is known as shortlisting. The shortlisting panel will comprise of knowledgeable persons in the field of the advertised position. Here, the panel will peruse the application forms and eliminate those that are found to be "unsuitable". The "suitable" applicants will be called for an interview.

Once the applicant has survived the early screening selection steps, he approaches the most critical aspect of the selection programme, the final interview. It is in this interview that all the information obtained from the initial interview, the application form<sup>10)</sup> and perhaps, the aptitude tests, is integrated with other factors of the individual's background, and the final decision is made.

#### 4. PATTERNS OF INTERVIEWING

The pattern of interviewing will largely depend on the nature of an institution to best suit its needs. Most institutions, however, require

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10. See Annexure 1 for the application form used in South African state departments.

applicants to be interviewed by several persons before reaching a decision. Each interviewer views the candidate from his own viewpoint, and seeks different things. Each is concerned with how the employment of the candidate will affect his work and the work of his department. This is usually unstructured and informal.<sup>11)</sup>

A more formal version of this is the serialized interview. An applicant is interviewed by several people who are not necessarily from the department for which he is being considered. Each interviewer rates the candidates on a standard assessment form.<sup>12)</sup> The ratings are compared and opinions from all the interviewers are elicited before a hiring decision is made.<sup>13)</sup>

A variation of the serialized interview is the panel interview. Instead of separate interviews a board or panel interviews the candidate. Each member rates the candidate and makes his recommendation.<sup>14)</sup>

The idea behind serialized and panel interviews is that several judgments are better than that

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11. Famularo, op. cit., p.119.

12. See Annexure 2 for an assessment form used in South African state departments

13. Famularo, op. cit., p.119.

14. Ibid.

of a single interviewer. The influence of bias is reduced and one person may see something in the applicant that others may miss. However, this type of interviewing can be time-consuming, expensive and unsatisfactory because a domineering member of the panel may eliminate an otherwise top level candidate.<sup>15)</sup>

A variation of panel interviewing is the mass interview. In the mass interview, the panel examines several candidates for the same position at one time. The candidates are given a problem and observed to see how it is resolved - who leads, who follows, who is superficial and who has some depth. In the hiring of young people for management training programmes or for screening for middle management positions where group interaction will be a factor in job success, the mass interview is particularly useful.<sup>16)</sup>

In this type of interviewing the interviewer asks questions in a somewhat random order - hence the interviews are relatively unstructured, whether individual, group or serialized. The length of each interview depends upon the complexity of the job and the time available.

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15. Ibid.

16. Ibid.

Despite the lack of structure in the interviews, experienced interviewers do achieve their objectives most of the time.<sup>17)</sup>

## 5. DIMENSIONS OF INTERVIEWING STYLE

The general styles of interviewing may be defined in terms of two basic dimensions. The first dimension deals with the degree to which communication between the interviewer and respondent is specified and controlled by a prepared schedule. The second deals with the amount of freedom which the interviewer allows the respondent in selecting the subject of conversation related to the object of the interview.<sup>18)</sup> Yet another dimension of interviewing is the stress interview. In this type of interview the interviewer assumes a role of hostility toward the subject.<sup>19)</sup> The stress interview is generally not used in selection interviewing in the Public Sector.

### 5.1 The Patterned Interview

The patterned interview, sometimes called

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17. Pell, op. cit., p.120.

18. Gorden, Raymond, L. : Interviewing : Strategy, Techniques and Tactics, 3rd edition, The Dorsey Press, Illinois, 1971, p.37.

19. Beach, Dale, S. : Personnel : The Management of People at Work, 2nd edition, The MacMillan Company, London, 1970, p.278.

the standardized interview, uses as its basis an extremely comprehensive questionnaire used by the interviewer in asking his questions. It is therefore highly structured.<sup>20)</sup> The information supplied by the interviewee is usually recorded on a pre-printed form during the interview. Later the data are classified, tabulated and used to build standards with which the responses of many applicants can be compared.<sup>21)</sup> Research done on this method have revealed good results. These favourable results could, however, well be due as much to careful training of interviewers and sound selection procedures.<sup>22)</sup> The shortcoming of this style is that its standardization results in a less interviewer flexibility and a restriction in the amount of information exchanged.

## 5.2 The non-directed interview

Basically in the non-directed interview, the interviewer has outlined in advance the subject areas he wishes to explore.<sup>23)</sup>

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20. Beach, Ibid., p.278.

21. Famularo, op. cit., p.4.

22. Beach, op. cit., p.278.

23. Gorden, op. cit., p.277.

In this style, the interviewer uses comprehensive questions and encourages the interviewee to take the lead in covering the information relevant to the job.<sup>24)</sup> Subjects to be probed include home life, present domestic situation, education, previous work experience, social adjustment, attitudes and recreational interests. The object is to get the individual to talk freely and expansively on these topics.<sup>25)</sup> The interviewer probes in depth for clues that would indicate potential success or failure on the job.

In this interview the interviewer must provide information about the organisation, nature of the work, pay, opportunities for advancement and what is expected of the employee. The applicant must also be given sufficient information to decide whether he would find the employment opportunity suitable to his needs and interests.<sup>26)</sup>

### 5.3 The stress interview

In the stress interview the interviewer becomes an interrogator. The interviewee is

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24. Famularo, op. cit., p.4.

25. Beach, op. cit., p.277.

26. Ibid.

immediately put on the defensive as the interviewer seeks to annoy, embarrass and frustrate him, thus causing him to lose control of his emotions. The object of the stress interview is to find those persons who are able to maintain control over their behaviour when they are highly aroused internally. Here, a candidate will be termed "good" if he is able to act poised and well adjusted in that he must be resourceful and have his wits about him in this kind of situation.<sup>27)</sup>

The stress interview should be used only by a very well-trained person and only for those types of occupations where action under stress is essential for the job, for example, police work, spying, or secret agents.<sup>28)</sup> For the typical business or public institution this technique is generally inappropriate as it tends to inhibit open and complete response.

It is apparent from the above exposition that the style employed by an institution must be relevant to its needs. The

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27 . Ibid., p.278.

28 . Ibid.

patterned interview is commonly used as even a novice interviewer will be able to undertake and control this. This style is normally used in the clerical, production and sales position.

The non-directed interview is undoubtedly more effective, but requires considerable training and experience to employ skilfully, and it is much more time-consuming. This style of interviewing is used in more sensitive high-ranking position.<sup>29)</sup>

The stress interview should really have no place in public personnel selection.<sup>30)</sup> A candidate can definitely not present himself as he would like to when an interviewer deliberately adopts a hostile attitude towards the applicant. This will result in the interviewee, being on the defensive, guarding his every response and giving only socially acceptable answers.

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29. Ibid., p. 278.

30. Selection implies preference and choice tied to a set of values.

"Public personnel selection" means preferential choosing of human talent for public service in accordance with the values attached to the personnel system vide Donovan, J.J. : Recruitment and Selection in the Public Service (edited by), Public Personnel Association, Illinois, 1968, p.22.

6. INTERVIEWING AS AN ESSENTIAL AID  
IN PUBLIC PERSONNEL ADMINISTRATION

Although various personnel tests have developed a good deal as an aid to selection, the interview remains an important tool in personnel administration. Furthermore, the interview is the most universally used selection method.

Dale S. Beach propounds that the interview is primarily an art, not a science.<sup>31)</sup> This means that a degree of skill is required as in selection interviewing one is concerned with predicting whether a candidate would, if given a chance, make a success of a particular job.

The interview may be used by the interviewer to gather pertinent information that was not available from other sources. Besides, providing information of a substantial nature, the interview serves some other purposes as well. In many cases the interview is used to "sell" the institution, so to speak. This is important, especially in the Public Service where employees enjoy a somewhat low recognition.<sup>32)</sup>

The criterion of "interviewing" has by far more in-depth meaning and basis in personnel selection. One must concur that interviewing is a complex

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31. Ibid., p.239.

32. Ibid., p.16.

phenomenon and that it is not a stereotype procedure as many people tend to believe.

In public personnel selection the interviewer seeks to obtain enough knowledge about the candidate to determine whether he is suitable for employment in the institution and for the particular job under consideration. It must be remembered that this is not the only purpose of the employment interview. Employment is a two-way proposition. On the one hand the employer chooses an employee and on the other hand, the job-seeker is choosing an employer. The interviewee may reject many as being unsuitable for his needs.<sup>33)</sup>

Therefore, the interview has a second purpose, the giving of sufficient information about the institution, the job, and the people so that the applicant is able to make a decision whether to accept or reject the job if it should be offered to him.<sup>34)</sup>

The third goal of an interview is to deal with the candidate in such a manner as to maintain and create goodwill towards the institution and

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33. Beach, Ibid., p.272.

34. Ibid.

its management.<sup>35)</sup>

## 7. SUMMARY

Human resources are fundamental to an institution's growth, success and survival. Proper selection of personnel is, therefore, very important.

The interview as an aid is an indispensable tool in public personnel administration. This should not be seen in terms of its information potential, which of course, is considerable, but also because of its human aspects. There are various dimensions of interviewing - the style employed by an institution must be relevant to its needs.

No person wants to be judged for a position without an opportunity to discuss it face-to-face with another person, namely, the employer or his representative. The interview gives the applicant the satisfaction of knowing that he is being considered by a human being rather than by an electronic device. The interview gives the interviewer an opportunity to do some selling, if that is necessary and at the same time it gives the applicant a chance to do his bit of "selling" as it were.

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35. Ibid.

## C H A P T E R 4

APPROACHES TO INTERVIEWING1. INTRODUCTION

As the employment interview is a skilled activity, the approach applied plays a fundamental role. It is through the interview that all relevant information about an applicant is brought into focus.

Dean B. Peskin rightly believes that the employment interviewer must understand that each candidate for employment is essentially different from every other applicant and also different from every other human being. Only when these differences are recognized and understood, it is worthwhile to search for predictors of success or failure, or to make random judgments about an applicant's potential.<sup>1)</sup> It is apparent from this belief that stereo-type approaches in interviewing cannot be called a skilled activity. Even a lay-man will be able to ask the same laid-down questions over and over again.

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1. Peskin, Dean, B. : Human Behaviour and Employment Interviewing, American Management Association, Inc., New York, 1971, p.26.

Therefore, the demand for scientific approaches to interviewing is growing rapidly. This demand, according to Gorden<sup>2)</sup> results from the accelerating rate of social change, coupled with the growing acceptance and success of applying the basic principles of scientific method to studies of human behaviour.

## 2. THE IMPORTANCE OF BEHAVIOURAL ANALYSIS IN INTERVIEWING

It is important for the employment interviewer to understand that each candidate for employment is fundamentally different from one another. No two people are alike, in that they come from different families, with different educational and social backgrounds. It will be unjust to evaluate one candidate on the standards of another. This in effect means that no statement made by an applicant should automatically disqualify him on the grounds that it is not in keeping with expectations of the interviewer or top-level management. These attitudes usually reflect personal beliefs and are not necessarily valid and may be no more than low-order stereo-types. In the final analysis, however, these attitudes may have nothing to do with ultimate

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2. Gorden, Raymond, L. : Interviewing - Strategy, Techniques and Tactics, The Dorsey Press, Illinois, 1969, p.1.

success or failure on the job or with the capacity to contribute to an institution.<sup>3)</sup>

It is imperative for an interviewer to take cognisance of the fact that the human being is a complex organism and that as such is not subject to easy evaluation. The more we learn about people, the more we realise how complicated selection and placement really is. Thus, it is apparent that there is no such thing as a "good" man. A man is considered "good" only when placed in a job that makes maximum use of his abilities, satisfies his level of aspiration, stimulates his interests, and provides for his social needs.<sup>4)</sup> Another point that needs to be mentioned here is that it has become equally apparent that people differ tremendously with respect to these factors.

Industrial psychologists say that an individual selected for a job below his capabilities may be subject to boredom, mind-wandering and day-dreaming, in addition to the dissatisfaction that usually accompanies such activities. Furthermore, it is believed that such an individual can be a

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3. Peskin, op. cit., p.26.

4. Fear, Richard, A. : The Evaluation Interview, McGraw-Hill Book Company, Inc., New York, 1958, p.5.

hazard to himself and/or to his co-workers.<sup>5)</sup>

The interviewer, therefore, even in times of a recession, must be able to skim the cream of the applicants even while realizing full well that some who rank high on the employment list may be over-qualified in terms of the requirements of the particular job.

### 3. BASIC APPROACHES IN INTERVIEWING

The basic approach of collecting information on human behaviour is by empathizing, participating and observing as these actions are part and parcel of the interviewing process.

#### 3.1 Empathy

The concept of empathy is described variously by different authors. Empathy may be described as the process by which one person is able to imaginatively place himself in another's role and situation in order to understand the other's feeling, point of view, attitudes, and tendencies to act in a given situation. In essence, empathy is the ability to correctly ask the question, "how would I feel or act in the situation if I were in his place?".<sup>6)</sup>

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5. Donovan, J.J. : Recruitment and Selection in the Public Service, Public Personnel Association, Chicago, 1968, p.10.

6. Gorden, op. cit., pp.18-19.

Without doubt, this method is rejected by some as being too subjective. Therefore, in general terms it may be said that a person's ability to successfully empathize with another person in a situation depends on

- a) the degree to which this person's knowledge of the other's situation is complete and accurate;
- b) the extent to which this person has experienced the same situation, or the degree to which he can imaginatively construct such a situation from elements of several similar situations; and
- c) the degree to which this person accurately observes and remembers his own experiences.<sup>7)</sup>

From the above exposition it is obvious that a person's ability to empathize may be distorted by his tendency to see only the "good" aspect of reality. All human beings tend to do this to some extent, but there are wide variations in people's ability to see themselves or others objectively when what

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7. Ibid., p.19.

they see does not correspond with what they would like to see. It may be concluded that empathy is a kind of controlled projection on the part of the interviewer.

### 3.2 Participation

Participation may be defined as acting in a situation where the pursuit of individual or group goals necessitates communication and reciprocal modification of activities between two or more persons.<sup>8)</sup> Participant observation is used particularly in sociology and anthropology to study human behaviour. Participant interviewing is used minimally for the selection of candidates.

### 3.3 Observation

Just as a person's ability to empathize is expanded by increasing his range of social participation, a person's ability to observe is enhanced by his ability to empathize.<sup>9)</sup>

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8. Ibid., p.28.

9. Ibid., p.29.

#### 4. INTERVIEWING COMPARED WITH ORDINARY CONVERSATION

Interviewing cannot be divorced from other methods of gaining understanding of human behaviour, neither can it be separated from the basic skills of ordinary conversation.

Gorden is of the view that any two-way conversation involves many of the same skills and insights needed for successful interviewing; the main difference being the central purpose of interviewing as opposed to other forms of conversation.<sup>10)</sup>

It is a common belief among people that interviewing is just talking to people in a spontaneous, sociable way or that it is a mysterious formula which allows the interviewer to put away all of his common-sense knowledge, insight and intuition. People with this view tend to follow a single "technique" with a slavish rigidity.

Research on interviewing methods shows that no single approach, style or technique of interviewing is adequate, except within narrow limits. The findings of this research requires that the interviewer should strive to increase his range of techniques and his ability to adapt flexibly

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10. Ibid., p.30.

to the purposes of the interview and the requirements of the specific situation.

In an interview or even when two or more persons are conversing, several socio-psychological types of communication may prevail, one at a time or in combination.<sup>11)</sup> Some of these will now be discussed briefly.

#### 4.1 Expression

The joy of self-expression is one of the most common functions of conversation. One or both of the conversationalists may be fulfilling the need to express ideas, feelings, attitudes or moods.<sup>12)</sup>

The urge for expression can be a vital asset in interviewing, provided that once it has been encouraged in the respondent, it can

- (a) then be directed by the interviewer toward the information-gathering objectives of the interview, and
- (b) the interviewer himself does not give way to the urge for self-expression.<sup>13)</sup>

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11. Ibid., p.31.

12. Ibid.

13. Ibid.

Some interviewers make the common error of impressing the respondent with their own knowledge of the subject of the interview. This form of expression runs the risk of threatening the respondent, who will then tend to guard his responses rather than expressing his thoughts and feelings frankly. However, it should not be deduced that it is always undesirable for the respondent to express ideas not directly relevant. On the contrary, it is often vital to the respondent's morale. Neither should it be assumed that any spontaneous expression of feeling by the interviewer is detrimental to the success of the interview. However, the interviewer must keep both his own and the respondent's urge to express within bounds by constantly asking himself, how will this affect the completeness and accuracy of the information I seek?<sup>14)</sup> This self-discipline distinguishes the interviewer from the conversationalist.

#### 4.2 Persuasion

The concepts of expression and of persuasion overlap to a certain extent,

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14. Ibid., pp.31-32

in that both involve the expression of feelings and ideas.

Expression includes only those cases where the speaker is not concerned with convincing the other person. He merely wants an opportunity to express his own ideas and feelings spontaneously.

Persuasion is behaviour which may or may not be spontaneous but which is essentially aimed at convincing the other person.<sup>15)</sup>

Persuasive conversation often plays an integral part in the information-gathering process. In terms of an interview a respondent may use this tactic to convince a prospective employer that he is the man for the job.

#### 4.3 Ritual

Another common form of conversation might be called ritualistic. It is merely a form of verbal behaviour which has no real significance other than to provide the security in inter-personal relations. An example of ritualistic conversation is when a person says "good morning!", he is not trying to persuade, nor does

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15. Ibid.

he give information which categorizes the particular morning.<sup>16)</sup>

In interviewing, it is important to detect ritualistic answers by the respondent and for the interviewer to avoid giving it himself. For example, a common error seems to appear when a respondent says, "You know what I mean!" and the unwary interviewer unthinkingly responds as he would in ordinary conversation with, "Uh huh", when quite often he may not understand what the respondent has in mind. To obtain more accurate information, it would be much better to say, "I'm not sure I know exactly what you mean. Could you tell me a little more about it?"<sup>17)</sup>

In general, this ritualistic function of conversation has little use in gathering information. The interviewer must be able to recognise ritualistic conversation so that it will not be confused with valid information.

#### 4.4 Information

A fourth function of conversation is to

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16. Ibid., p.34.

17. Ibid., p.34-35.

exchange information. Although the previous three functions do have a place in employment interviewing, the exchange of information is the central purpose of the interview. The word "exchange" means that the flow of information must be two-way. The interviewer sometimes becomes so concerned with the information he wishes to obtain, and with interpreting what the respondent says, that he forgets to be equally concerned with communicating to the respondent the type of information he needs. He must also communicate the appropriate attitude toward the respondent and toward the information to motivate the respondent to continue to give relevant information.<sup>18)</sup>

It should be pointed out that although interviews may involve the functions of expression, persuasion and even a minimum of ritual; these functions are subordinate to the main function of exchanging information.

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18. Ibid., p.35.

5. WHAT TO ASSESS

The first thing that needs to be established in interviewing is what it is that should be assessed? The factors for assessment should be confined to those elements which have to do with the requirements of the job and the interaction process must be directed so as to throw light on those particular aspects of the individual candidates which are important for the position being considered.<sup>19)</sup> In other words, the interview should reveal whether the candidate is able to deliver the goods as it were, the job for which that he is being interviewed calls for. In the private sector it is much easier to measure a candidate's past performance - that is, the impact of his actions on profits. In the public sector (which includes the Public Service), it is difficult to measure a candidate's performance. What needs to be measured here is, inter alia, the impression made in terms of enhancing the image of the public sector/Public Service. Whilst it is important for emphasis to be correctly placed on tangible performance, personality traits must also be considered in so far as they have an effect on the desired results.

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19. Shouksmith, George : Assessment through Interviewing - A handbook for individual interviewing and group selection techniques, Pergamon Press, Oxford, 1968, p.7.

Sands in her book How to Select Executive Personnel says that a meaningful measure of an individual's performance is the impact of his actions on profits. This is, according to her, concrete evidence of the candidate's accomplishment and is more easily appraised in terms of contribution to the company's success than subjective criteria which dwell on man's personality.<sup>20)</sup> This belief, of course, will not hold true in all respects in all the public institutions as contribution here will not only entail service but also the ability to "sell" the Public Service.

As each human being is unique he can only be understood as a complete entity. Of the various attempts to provide a framework for the understanding of personality, perhaps the earliest and most widely known was the "Seven-Point Plan" which was devised by the National Institute of Industrial Psychology.<sup>21)</sup> This was an aid to systematic interviewing for all kinds of situations in its vocational guidance and selection work. This plan draws attention to

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20. Sands, Edith : How to Select Executive Personnel, Reinhold Publishing Corporation, Chapman and Hall, Ltd., London, 1963, p.129.
  21. Fraser, John Munro : Employment Interviewing, Macdonald and Evans, Ltd., London, 1966, p.24.

the following aspects of the individual:<sup>22)</sup>

1. Physique : health and strength; outward appearance and manner; physical energy,
2. Attainments : general education, specialised training, work experience .
3. General Intelligence : the capacity for complex and intricate mental work .
4. Special Aptitudes : the predisposition to acquire certain types of skill .
5. Interests : liking for social, intellectual, practical-constructive or physically-active work ,
6. Disposition : the ability to undertake a role which involves steadiness or reliability, acceptability to, or influence over others .
7. Circumstances : or the levels of expectation which the job will satisfy.

The plan has been utilised on a wide scale, enabling interviewers to concentrate on one aspect at a time, hence justifying itself in practice. However, this plan provides little guidance on comparing these traits between one individual and another, which

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22. Finnigan, John : The Right People in the Right Jobs, 2nd edition, Gower Publishing Company, Ltd., England, 1983, p.51.

could be remedied by the insertion of scales under each heading. A more serious criticism is its failure to emphasize the dynamic aspects of personality.<sup>23)</sup>

At this point in time it is appropriate to look at the aspects of the individual to establish what it is that makes him the person he is. For purposes of this study, the individual will be looked at from five points of view, viz. impact on others, acquired knowledge or qualifications, innate abilities or "brains", motivation and adjustment.

#### 5.1 Impact on others

Impact on others is normally made in the first few minutes of contact which covers the interviewees physical make-up, his dress and turnout, his speech and manner and his "knowledge of the world" - in other words, his social sophistication. More important, it covers the reaction he calls out from other people. In some jobs this may be an essential element in their successful performance, quite apart from any other qualities an individual may possess.<sup>24)</sup>

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23. Fraser, op. cit., p.24.

24. Ibid., p.27.

## 5.2 Acquired knowledge or qualifications

Having dealt with the appearance, speech and manner, the question of what the individual knows come into play. This presents no problems as it is easy to gather this information from the educational institutions attended, the results of examinations, and the time spent in various types of occupation.<sup>25)</sup>

## 5.3 Innate abilities

Innate abilities cover the individual's natural quickness of apprehension and his aptitude for profiting by particular kinds of training. It should be remembered that it is not "brains" alone that determine one's level of education or achievement. A certain amount of hard work is also required. Opportunity and encouragement are of considerable importance in achievement. More important still is the individual's own direction of his ability.<sup>26)</sup>

## 5.4 Motivation

In motivation the "goal-directed" aspect of human personality comes into play

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25. Ibid., p.27.

26. Ibid., p.29.

as it covers the basic elementary needs of the human being. More important, it covers the methods by which the particular individual has been able to satisfy these needs in the circumstances of his life. This no doubt leads on to the kinds of targets he has set himself; their level in relation to his abilities; their realism in terms of his way of life and the opportunities it presents to him; his persistence and consistency in following them up; his initiative and determination in overcoming the obstacles in his way.<sup>27)</sup>

#### 5.5 Adjustment

The qualities that are required here can be considered mainly in terms of one individual's reaction to pressures. Any form of achievement involves pressure. Pressure may be internal, that is one's own drive which pushes one towards some kind of goal and also pressures from the outside environment, that is, the obstacles in the way of achievement. Some of these are practical difficulties of real life, but others arise from the need to interact

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27. Ibid., p.30.

with other people. In order for one to live one's life successfully, constant attempts to reach workable compromises with other people is necessary. The same applies to an employment situation. Therefore, what adjustment in essence determines is the candidate's ability to stand up to stress which is manifested in an individual's relations with other people, as these form the most continuous and, in many ways the most demanding form of pressure in working life.<sup>28)</sup>

What is obvious and inevitable here is that there will be overlaps among the five factors discussed because the interviewer is looking at a complete individual or a total personality and tries to understand him as such. Therefore, these five factors cannot be separated and only when they are put together, the individual can be understood as a human being.

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28. Ibid., p.21.

## 6. DETERMINANTS OF INTERVIEW OUTCOME

The outcome of an employment interview is not restricted to the final decision of the interviewer. It is in fact a two-way decision made by the interviewer and by the interviewee. It is, only when both parties take a "yes" decision that the outcome is the actual employment of the candidate. A "no" decision on the part of either or both, of course, results in a negative outcome. The decisions on both sides are influenced by numerous variables.<sup>29)</sup> In this regard the major classes of variables that have been the object of most of the research on decision making in interviews are summarized. The variables provide convenient framework within which to view the interview decision process and are illustrated in Figure 3. The direction of the arrows in the figure is intended to represent hypothesized causative effects, some of which were established from research evidence.<sup>30)</sup>

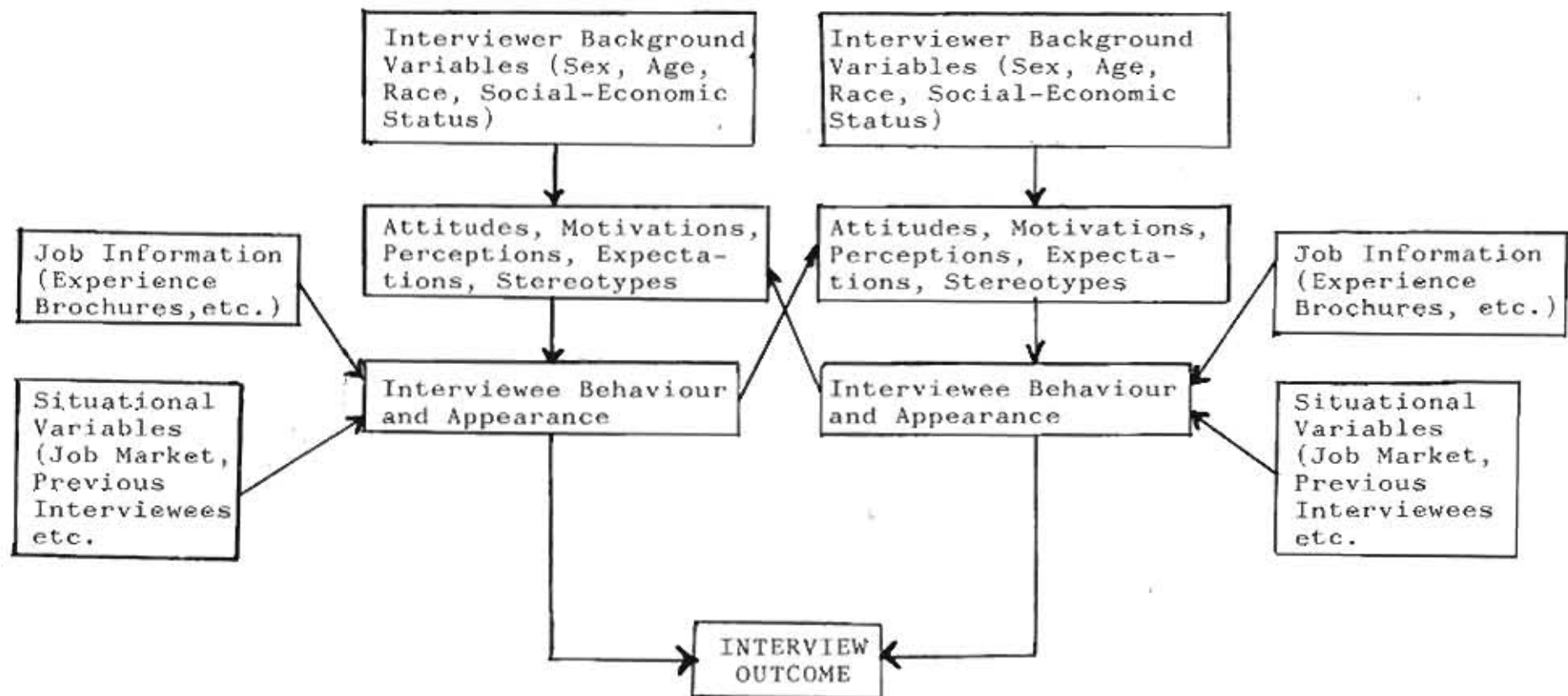
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29. McCormick, Ernest, J. and Ilgen, Daniel : Industrial Psychology, 7th edition, George Allen & Unwin, London, 1970, p.195.

30. Ibid., p.196.

Figure 3

VARIABLES RELATING TO THE INTERVIEWER AND THE INTERVIEWEE THAT  
ARE POSSIBLE DETERMINANTS OF THE INTERVIEW OUTCOME



### 6.1 Interviewer stereotypes

Investigation has shown that many interviewers do hold stereotypes of idealized applicants against which real applicants are judged. The notion of there being a rather common stereotype of the ideal applicant seems to be fairly well established. If, in addition, individual interviewers tend to have their own individual stereotypes, according to their own preferences and prejudices, this could account for at least a share of the inconsistencies characterizing decisions made by different interviewers.<sup>31)</sup>

### 6.2 Personal characteristics of candidates

Personal characteristics, namely, sex, ethnic group, age and appearance of candidates influence the decisions and judgments of interviewers to an extent. However, data on such possible effects are fairly skimpy, and most are based on simulated studies rather than that on data from actual interview situations.<sup>32)</sup>

From the available information about possible discrimination in the employment decision

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31. Ibid., p.197-198.

32. Ibid., 198.

process the following are general conclusions<sup>33)</sup> :

- i) that discrimination based on such factors as sex, race, age and appearance still influence personal actions, varying with individual interviewers, the job in question, and perhaps the institution and geographical location; but
- ii) that the extent and degree of such discrimination has been declining and probably will continue to decline.

### 6.3 Type of information

It is apparent that interview decisions are possibly influenced by a wide variety of "types" of information available to them. Included here is favourable, unfavourable and relevant information. There has been a fairly consistent belief, based on various studies, that interviewers are influenced more by unfavourable information about candidates than by favourable information. The utility of unfavourable

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33. Ibid., p.200.

information cannot be denied but sufficient weight on the favourable information needs to be placed.<sup>34)</sup>

As for the relevance to the job of information (favourable or unfavourable as the case may be) it has been found that information relevant to the job carried the greatest weight, but that information irrelevant to the job still had a moderate but significant effect on the ratings of job candidates.<sup>35)</sup>

From the above discussion it may be deduced that many factors influence the interview decision. It should, therefore, be incumbent on the interviewer to equip himself adequately in order that the interests of the institution he represents be served rather than be prejudiced to any particular character of an individual that has no real bearing on the job.

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34. Ibid.

35. Ibid.

## 7. CLINICAL AND RESEARCH APPROACHES TO THE INTERVIEW

Bellows and Estep propound that there are two main ways to improve the interview. One is by sharpening the clinical judgment of the interviewer. The other is by research on interview techniques, and use of the techniques developed by research. In practice, however, these two approaches are not necessarily separate. The purpose of the personnel selection interview is the same whether the approach is clinical or research, namely, to select or place the right person in the right job.<sup>36)</sup>

### 7.1 Clinical Approach

The clinical approach is basically not different from the layman's usual one. Most lay interviewer's believe that they are proficient and that they have no problem in sizing up a man. It is typical of interviewers to suggest that they only have to look at a candidate or give him a few minutes in order to know exactly what makes him - to use a common phrase - tick.

"Skill, experience and intuition" are alleged to make the difference between

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36. Bellows, Roger, M. and Estep, M. Frances : Employment Psychology : The Interview, Rinehart and Compnay, Inc., New York, 1959, p.25.

a proficient interviewer and a poor one. Skill is some quality that the interviewer is supposed to either have developed through experience or is supposed to be born with.<sup>37)</sup>

According to Bellows and Estep there seems to be great differences among interviewers in their ability to judge the potential job performance of applicants. Most interviewers can improve forecasting efficiency by learning some of the common errors in judging the limitations of the interview technique. Improvement of the interview through the clinical approach means that the interviewer will learn how to minimize his own influence on the outcomes of the interview. His manner, his voice and language, and especially his background of bias and prejudice all colour the outcome of an interview.<sup>38)</sup>

## 7.2 Research Approach

In actual practice it is found that both the clinical and the research approaches are frequently combined. The interviewer

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37. Bellows and Estep, op. cit., p.26.

38. loc. cit.

makes all the use he can of the data pertaining to an applicant that have been verified by research methods. As research data constitutes only a small part of his needs, he falls back upon the clinical approach to fill in the gaps.<sup>39)</sup>

Improvement of the interview process may entail action research in the way of objective investigation, experimentation under appropriate conditions, and by adequate interpretation of data.<sup>40)</sup>

## 8. SUMMARY

As the employment interview is a skilled activity, the approach applied plays a fundamental role. Therefore, the demand for scientific approaches is ever-growing. It is important for the interviewer to take cognisance of the fact that the human being is a complex organism and, therefore, not subject to easy evaluation.

The basic approach of collecting information on human behaviour is by empathising, participating,

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37. Ibid., pp.26.27.

. Ibid., p.27.

and observing as these actions are part and parcel of the interviewing process.

Whilst it is important for emphasis to be correctly placed on tangible performance, personality traits must also be considered in so far as they have an effect on the desired results.

Interview decisions are influenced on both sides (interviewer's and interviewee's) by numerous variables.

The clinical and research approaches to the interview are the two main ways to improve the interview. One is by sharpening the clinical judgment of the interviewer. The other is by research techniques, and use of the techniques developed by research.

## C H A P T E R     5

EFFECTIVE INTERVIEWING1.    INTRODUCTION

The interview can become a very powerful tool in the selection process when properly used. What is meant by the term "proper" in this context is effective. The employment interview becomes effective when it is (i) conducted uniformly; (ii) relevant information is obtained and interpreted consistently; and (iii) it contributes to the selection of successful employees. This is only possible by selecting and training competent interviewers and by using appropriate interviewing techniques.

It is important that interviewers are not selected at random, because interviewing is rather a sensitive and delicate task. Quite often interviewing is thought of as a clerical function which is an incorrect assumption. One cannot expect an inexperienced clerk to be emotionally disposed to this skilled activity. Another mistake many public administrators make is where it is incumbent on a higher graded official or supervisor to interview candi-

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dates in his department. Although he has the ability to judge competence, he usually has little skill or inclination to interview adequately and effectively.

Effective interviewing requires thought, structure, and planning. Interviewers should be able to identify interviewees who will succeed on the job. It is essential to take cognisance of the fact that not all successful job performers are successful interviewees, and not all jobs require the type of characteristics that would be evident in an interview.

## 2. INTERVIEWING SKILLS

Interviewing is a very complex task, requiring a set of skills beyond friendliness or the ability to communicate verbally. Beatty and Schneier provide the following list of skills for effective interviewing<sup>1)</sup> :

### 2.1 Basic interviewing skills

#### 2.1.1 Interview plan

The application form and the job

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1. Beatty, R.W. and Schneier, C.E. : Personnel Administration : An experiential skill-building approach, 2nd edition, Addison-Wesley Publishing Company, Inc., Massachusetts, 1982, p.217.

requirements must be examined and the areas to be covered in the interview highlighted. The question pertinent to these areas must be organised and planned.

2.1.2 Getting information

Appropriate questioning techniques must be used to elicit relevant information in the same sequence for all interviewees.

2.1.3 Giving information

Appropriate and accurate information about the institution and available jobs for which the applicant would qualify need to be effectively communicated.

2.1.4 Personal impact

The total effect the interviewer has on the applicant, both as an individual and as a representative of the institution is fundamental. This includes the applicant's first impression of the interviewer given to the applicant through the interviewer's tone of voice, eye contact, personal appearance and

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grooming, posture and gestures, as well as the interviewer's impact throughout the interview..

#### 2.1.5 Responding to the applicant

The applicant's feeling must be taken into consideration whilst maintaining control over the interview. The interviewer must be able to convey a feeling of interest in the applicant, encourage an atmosphere of warmth and trust, and make use of encouragement and praise.

#### 2.1.6 Information processing

Information about an applicant must be gathered, integrated and analyzed, resulting in a final placement decision. The interviewer must be in a position to identify personal characteristics in the context of the job requirements.

### 3. INTERVIEW INFORMATION PROCESS

An interview can be termed effective only if the

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right information is obtained and interpreted correctly. The object of the interview information process, therefore, consists in getting the interviewee to talk, listening carefully to what he says, and interpreting what he says, correctly.<sup>2)</sup>

### 3.1 Getting the interviewee to talk

#### 3.1.1 Asking questions properly

Since it is up to the interviewer to take the lead in the interview, he must ask questions to suggest what he wants to know. The art of interviewing lies in the number of questions and the way they are asked. On the one hand, if the interviewer asks too many and too direct questions, the interview will become just an interrogation. On the other hand, if he asks too few and too broad questions, the interview will be nothing more than a mere conversation.

Famularo gives the following rules for asking questions<sup>3)</sup> :

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2. Famularo, Joseph, J. : Handbook of Modern Personnel Administration, Editor-in-Chief, McGraw-Hill Book Company, New York, 1972, p.8.

3. Ibid.

1. It is best to try to phrase questions in a declarative form. The suggestion "Tell me about your present job" is preferable to the question "What kind of work do you do?"
2. Open-ended questions, that is, questions that cannot be answered with one or two words, are much more effective than closed questions.
3. Comprehensive introductory questions such as "Tell me about yourself" are excellent stimulants for the applicants because they suggest subtly to him that he is expected to do most of the talking.
4. Questions that are based on what the applicant has just said show that the interviewer is listening carefully and encourages the applicant to continue to talk.

It should be remembered that the type of questions will vary - depending on

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the immediate purpose of the interview.

### 3.1.2 Using silence effectively

The effective use of silence is one of the most powerful tools the interviewer has. Often the most significant information is offered by an applicant after a period of silence. However, not many interviewers are able to use this technique as there is a general tendency to become somewhat anxious when silence occurs in the interview. A few seconds seem like ten minutes. The untrained interviewer will interrupt this meaningful period by introducing another thought or another question.<sup>4)</sup>

To avoid this mistake, the interviewer must keep in mind that during a period of silence, an applicant is usually trying to formulate an answer, that the pressure to speak is building up in him too, and that the silence is another subtle suggestion to the applicant that he must do the talking.

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4. Ibid.

### 3.1.3 Reflecting and restating

Silence may be the interviewer's most powerful tool, but reflection and restatement are his sharpest and most incisive. Reflecting an applicant's ideas is the best way of showing him that the interviewer accepts him and is trying to understand him. For example, an applicant might say, "My supervisor on my last job gave me a raw deal". The interviewer then says, "You feel he didn't treat you fairly?" This restatement accepts what the applicant said, avoids an indication of disapproval or concern, and merely continues the conversation.<sup>5)</sup>

Therefore, one gathers that restating gives the applicant an opportunity to hear what he has just said, to correct or modify it if the interviewer did not hear him accurately, or to elaborate on it. The result is a much deeper level of communication between the interviewer and the applicant.

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5. Ibid.

### 3.2 Art of listening

Listening is what one hears, understands and remembers. Listening is crucial to an interviewer. He must hear, understand and remember what happens and what is said during the interview. Although his eyes are used, the interviewer relies heavily upon his ears. It has become apparent that interviewers do not do very well here, not because they do not ask the proper questions, but simply because they are not accustomed to obtaining information through their auditory senses.<sup>6)</sup>

### 3.3 Interpreting interview information

The validity of a selection procedure does not depend so much in obtaining the relevant information about an applicant, but more so in interpreting it correctly. Research has shown that interviewers often fail because they make one of the following interpretation errors<sup>7)</sup> namely

- i) the relevant information in terms of effective performance is not obtained from the applicant;

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6. Ibid.

7. Ibid., p.10.

- ii) invalid conclusions are made from the information obtained; and
- iii) failure to recognise that several plausible conclusions may be drawn from the same set of facts.

Interpretation is essentially a logical rather than an intuitive process. The interviewer must elicit information about a person, put it together to get a hypothesis that explains the information. He must then seek confirmation in other information about the person, and apply the whole to determine the probability of success in performing the job.

Basically, therefore, interpretation is a process of continuous generation of hypothesis from the applicant's life history as he presents it and his behaviour during the interview as it occurs and their confirmation or rejection on the basis of other evidence obtained in the same interview.<sup>8)</sup>

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8. Ibid.

#### 4. PREPARING FOR AN INTERVIEW

For an interview to be effective, adequate preparations need to be done, in that certain steps need to be taken. The importance of each step and the time given to it, will, of course, vary according to specific aims and circumstances.

##### 4.1 Getting or reviewing background information

Pigors and Myers say that if the interview is to be conducted by an outsider (a personnel consultant, for example), pertinent information about the applicant should be obtained. This preparation will save time and mental effort during the interview, thus enabling the interviewer to get in advance at least a general picture of the interviewee. Where interviews are conducted by representatives of the institution itself there is enough time to plan as the relevant documentation will be at the institution's disposal.<sup>9)</sup>

##### 4.2 Planning for the interview

The nature and amount of planning will

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9. Pigors, P. and Myers, C.A. : Personnel Administration : A point of view and a method, 8th edition, McGraw-Hill Book Company, New York, p.173.

10. Ibid., p.174.

depend on

- (i) whether the interview is to be directed or non directed;
- (ii) whether the interviewer initiates it or at least knows about it far enough in advance to permit planning; and
- (iii) whether follow-up in action is expected to be taken or recommended.<sup>11)</sup>

In most situations, all that is needed is a simple, flexible plan. No matter how complex the interview is, such a plan envisages what needs to be learned (or checked) in addition to what is already known.<sup>12)</sup> The primary advantage of planning is that the interviewer has time to think of all the important items on which information is lacking.

#### 4.3 Notifying the person to be interviewed

It is imperative that a prospective interviewee be given advance notice.<sup>13)</sup> It is not only the interviewer who needs to plan ahead but the interviewee also needs to come prepared. If an interviewee is

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11. Ibid.

12. Ibid.

13. Ibid.

taken by surprise, he will no doubt not be able to present himself as he would like to. This will immediately put him at a disadvantage.

#### 4.4 Setting for an interview

A suitable setting for an interview is important to ensure effectiveness. The factors that favour this include the following:<sup>14)</sup>

##### 4.4.1 Privacy and comfort

An interview must be conducted in private, which means a closed office where no telephone calls can be received and where the interview conversation cannot be heard by others. It is discourteous and distracting to permit interruptions in the form of telephone calls or personal visits during an interview. Privacy and courtesy mean also that the interview area is neat and tidy, the interviewer's desk clear of papers and books, and the interviewer dressed appropriately. An untidy desk or a dishevelled interviewer

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14. Ibid.

creates the impression that the applicant is either intruding or being treated indifferently.<sup>15)</sup>

The relationship between physical and psychological relaxation must not be overlooked. An interviewee who is kept standing in front of the interviewer's desk may maintain an unbending mental attitude. It is, therefore, obvious that it is unreasonable to expect anyone to make spontaneous, natural responses while physically feeling ill at ease.

#### 4.4.2 An atmosphere of leisure

An interviewee will not be at ease if he is made to feel that he is being hurried through a question-and-answer period that must be terminated in a few minutes.

Under ideal conditions, a directed interview can sometimes be conducted in 10 to 15 minutes, depending on the job category, but even then a skilful interviewer will give the impression that plenty of time is

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15. Famularo, op. cit., p.6.

available for a purposeful talk.<sup>17)</sup>

Leisure is more a state of mind than a matter of minutes. Common sense suggests that an interview must have an indirect start, with a few general remarks which may put the interviewee at ease and establish the beginning of rapport. Rapport between the interviewer and the interviewee cannot be over-emphasised for an effective interview. Coming back to leisure - no matter how long it takes to achieve the aim of the interview - the interviewer should never show impatience or indicate in any way that more important interests are being sacrificed.<sup>18)</sup>

#### 4.4.3 Establishing and maintaining confidentiality

It is imperative that an interviewee achieves the feeling of security which develops in a person's mind who trusts a listener not to abuse confidence by repeating what is being said in private. Applicants who have experienced or even heard about, an abuse of confidence tend

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17. Ibid.

18. Ibid.

to be guarded in what they say. The fear of betrayal, even if unfounded in a given relationship, often underlies the negative reaction that faces many an inexperienced interviewer.<sup>19)</sup>

Of all steps involved in hiring, the focused selection interview can have the greatest impact on the selection of qualified personnel. Focused interviews that provide sufficient in-depth information on which to base hiring recommendations are found to be beneficial to the institution, to the interviewer and to the applicant.<sup>20)</sup>

Poor selection decisions contribute to an increased turnover, which hurts team performance and inhibits growth and development.<sup>21)</sup> In other words a new employee placed in a job for which he or she is not suited may disrupt the effectiveness of the institution.

A good focused interview will enable the interviewer to identify an applicant who not only meets basic job requirements, but who also will readily become a productive, contributing

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19. Ibid.

20. Training Programme : Focused Selection Interviewing, Xerox Learning Systems, 1 Pickwick Plaza, Greenwich Connecticut, 1978, p.17.

21. Ibid.

member of the institution. Good focused interviews can also contribute to a reduction in turnover by assuring that the applicant selected has a high probability of success and realistic job expectations.<sup>22)</sup>

a) Focused selection interviewing approach

The systematic approach to focused selection interviewing is made up of three phases<sup>23)</sup>:

1. The planning phase helps the interviewer to prepare for the interview in several ways: the job itself will have to be studied to establish what capabilities are needed to perform it; the available data about the applicant examined to identify areas that may reveal job-related capabilities, and a plan outlined to be followed during the interview that will help gather relevant information.
2. The conducting phase is the face-to-face meeting with the applicant. The interviewer needs to follow a process for creating a good interviewing climate and establishing the direction of the interview. Information about the

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22. Ibid.

23. Ibid., p.19.

applicant that is directly job-related should be gathered and processed, using techniques to ensure in-depth coverage. The interviewer should continue to manage the exchange of information so that the interview culminates in an atmosphere of mutual understanding.

3. The evaluating phase is where the interviewer examines the information he has gained about the applicant in relation to the job itself. It is here that the interviewer determines whether or not the applicant could actually perform the job on the basis of the evidence he has obtained.

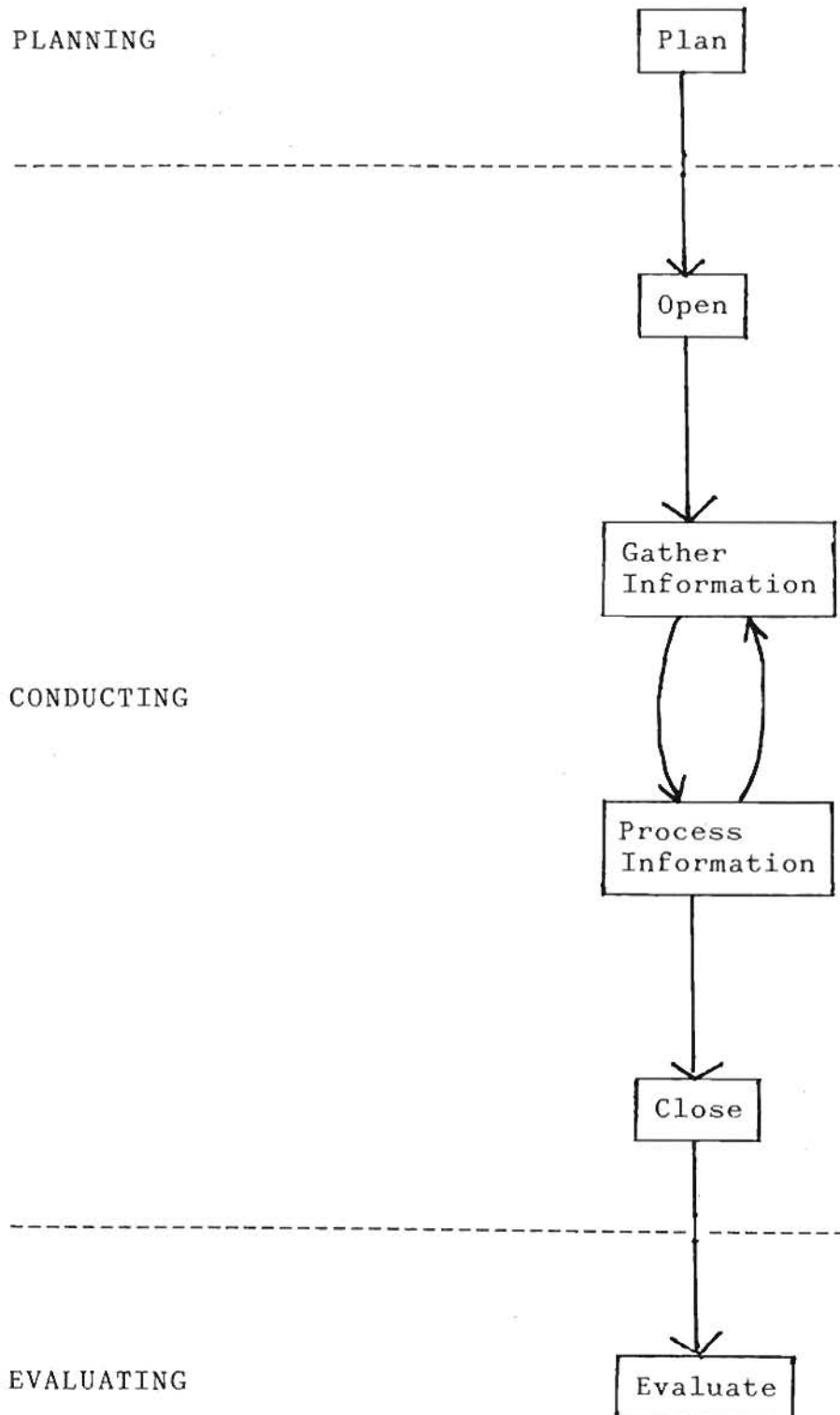
This approach is illustrated in Figure 4.<sup>24)</sup>

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24. Ibid., p.18.

Figure 4

SYSTEMATIC APPROACH OF INTERVIEWING  
SHOWING THE PLANNING, CONDUCTING  
AND EVALUATING PHASES



5. GUIDELINES TO EFFECTIVE EMPLOYMENT INTERVIEWING

Often interviewers do not follow any interviewing guidelines - hence they introduce their own requirements. In this way, an interviewer can become very biased, i.e. he may look for qualities that he himself may be short of or for personal interest.

Famularo gives the following guidelines in interviewing :

1. In obtaining and interpreting information about an applicant, the interviewer must always keep the job requirements in mind. No matter how socially desirable or undesirable a personal characteristic may be, it is of no significance unless it affects job performance.<sup>24)</sup>
2. The interviewer must wait until the interview has been completed before making a final decision. The biggest pitfall in interviewing lies in making an evaluation on the basis of facts or impressions formed early in the interview.<sup>25)</sup>
3. The interviewer must evaluate the whole

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24. Famularo, op. cit., p.11.

25. Ibid.

man in relation to the total job performance. People have a way of compensating for their weaknesses by strengths in other areas.<sup>26)</sup>

Interviewing becomes much more difficult and challenging by following these guidelines, but modern personnel administrators are of the view that the interviewer's judgments will be right far more often than they would be wrong.<sup>27)</sup>

#### 6. CHARACTERISTICS OF A SUCCESSFUL INTERVIEWER

Since it is not always easy to elicit information of a somewhat delicate and personal nature, the interviewer must be a competent salesman.

Richard A. Fear says that the interviewer must be able to sell the applicant on "opening up and revealing his hand", even though some of the information developed may be of an unfavourable nature. Hence, it is exceedingly important that the interviewer possesses the type of personality that will enable him to do an effective selling job.<sup>28)</sup>

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26. Ibid.

27. Ibid.

28. Fear, Richard, A. : The Evaluation Interview, McGraw-Hill Book Company, Inc., New York, 1958 p.31.

Having obtained the appropriate information, the interviewer is confronted with the second major function - that of interpretation. Interpreting the information is undoubtedly the more difficult function, because it places high demands on intellectual capacity and interviewing experience.<sup>29)</sup>

In order to carry out these two functions effectively, the individual should possess a number of specific qualifications. Fear goes on to say that although many different qualities may contribute to the interviewer's success, the following are of paramount importance<sup>30)</sup> :

1. The interviewer should have a warm, engaging manner. By this it may be inferred that since the very essence of his job involves social contact, he must be able to get along easily with people. This quality of personality will help him to establish quick rapport and set the stage for a friendly, pleasant discussion.<sup>31)</sup>
2. He must be sensitive in social situations - quick to perceive impli-

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29. Ibid., p.32.

30. Ibid.

31. Ibid.

cations in the remarks of others and sensitive to different tones of expression, vocal intonation, hesitation in responses, and other clues which may come to light in the interview situation.<sup>32)</sup>

3. The interviewer must be reasonably intelligent. His mental level should be as high as or higher than that of most of the applicants he interviews, so that he will always be able to cope with the situation. Otherwise, there may be the question of who is interviewing whom.<sup>33)</sup>
4. Analytical thinking and critical judgment play a major role in the interpretation of data. In order to arrive at a sound decision it is imperative that the interviewer is endowed with these abilities.<sup>34)</sup>
5. He must be adaptable. A competent interviewer must keep an open mind and must be able to adjust his approach and his thought processes to a variety of applicants.<sup>35)</sup>

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32. Ibid.

33. Ibid.

34. Ibid., p.33.

35. Ibid.

6. The interviewer must be mature as a person. Failing in this quality, he cannot be expected to show good sense or sound practical judgment.<sup>36)</sup>

In the light of these qualifications it is apparent that not everyone can be expected to become an ideal interviewer. It is equally apparent that many institutions fail to evaluate properly the interviewer's job. The interviewer's day-to-day decisions may largely determine the success of an institution - hence it needs no emphasis to illustrate how important a role it plays. It is, therefore, imperative that an interviewer should be carefully selected and trained.

7. THE IMPORTANCE OF TRAINING FOR EFFECTIVE INTERVIEWING

It must be recognised that appropriate job qualifications are not in themselves sufficient to ensure effective interviewing. A competent interviewer must be carefully trained. As already mentioned interviewing is an art - hence it involves a number of skills.

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36. Ibid.

According to R.A. Fear, interviewing, like any other function involving skills, cannot be learned by reading a book, no matter how comprehensive the book may be. Although the book may define the skills, provide the appropriate rationale, and lay out the proper course, practice under the supervision of an expert is the best means of acquiring a high degree of skill.<sup>37)</sup>

Some people regard themselves as experts, merely because they have been interviewing applicants in an employment office over a period of years. A common mistake is the failure to realise that practice makes imperfect as well as perfect - hence if the person has started out with an erroneous or incomplete approach to the interview situation, he may have spent much of his time simply practising his own mistakes.<sup>38)</sup>

Bellows and Estep believe that the training of interviewees should include not only the acquisition of job information and job knowledge, training in company policy and training in how to talk - and the use of language in questioning but that it should also emphasise the importance of the objective attitude, the

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37. Ibid., p.34.

38. Ibid.

use of techniques for verification and validation of interview information, and the common pitfalls to which interviewers are subject.<sup>39)</sup>

The format of an effective training programme for interviewers consists of at least forty hours of formal instruction. Ample opportunity must be provided for role playing, personal coaching and feedback sessions via audio and video tape recordings of practice interviews. Without this intensive training a person simply cannot acquire significant skill in the interview process on his own.<sup>40)</sup>

The method of interviewer training practised by the Psychological Corporation follows the classic teaching pattern. The trainer discusses the philosophy of the interview and tells the trainees how to perform the skills. He then demonstrates these skills by conducting regular interviews with bona fide applicants and permitting the trainees to observe his performance. Subsequently, the trainees do the interviewing with the trainer observing. Thus, they get supervised practice - practice that represents an important element in the acquisition of a new skill. Their

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39. Bellows, R.M. and Estep, M.F. : Employment Psychology, Rinehart and Company, Inc., New York, 1959, pp. 89-90-

40. Famularo, op. cit., p.3.

mistakes are corrected and they start out on the right track at the beginning. The trainer, by virtue of his experience and greater frame of reference can establish standards of evaluation, thus enabling the trainee to give proper weight to the various findings that come to light in his interview. The trainees thus learn to make sound overall decisions with respect to the applicant's qualifications for a given job.<sup>41)</sup>

8. INTERVIEWING IN THE SOUTH AFRICAN  
PUBLIC SERVICE : THE ROLE PLAYED  
BY THE COMMISSION FOR ADMINISTRATION

The Commission for Administration is the central co-ordinating personnel authority for the South African Public Service. One of the Commission's most important functions is to monitor the functioning of the administrative system of state departments. The policy of the Commission with regard to the selection of staff is contained in the Public Service Staff Code. Certain guidelines in respect of the selection of staff and interviewing methods are laid down and are in no way prescriptive. State departments are afforded the liberty to exercise their own interviewing procedures so long as they are compatible with the central government service as an integrated whole.

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41. Fear, op. cit., p.34.

The following basic principles are set out for the guidance of departments/institutions.<sup>42)</sup>

- (a) Interviews can be held with all candidates for appointment either in entry grades or to other advertised posts.
- (b) The officer to whom the interviewing is entrusted should be experienced in the technique of interviewing. He should, inter alia, not talk too much and listen too little; he should gain the candidate's confidence and put him at ease; he should know what information should be obtained or checked; he should be conversant with the requirements of the particular post applied for.
- (c) The interviewer should prepare himself thoroughly for the interview, he should proceed systematically during the interview and should not flit from one subject to another. Any possible lack of experience in interviewing is to a great extent made good by a systematic approach to the task.
- (d) As an example of the information which should possibly be obtained and checked during an interview, departments are referred to forms Z.335/Z.335(E) and Z.351.

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42. Statutes of the Republic of South Africa,  
Public Service Staff Code,

- (e) It is emphasised that forms Z.335/  
Z.335(E) and Z.351 should not be  
considered as standard forms to be  
completed at every interview; they  
serve only as a guide, since the  
purpose of the interview will deter-  
mine what information should be  
obtained and what values should be  
attached to the information.
  - (f) It is not the intention that an answer  
should be obtained to every question  
on the forms. If that is done, it will  
amount to the completion of forms rather  
than an interview. General impressions  
relating to the particulars under each  
characteristic provide a better basis  
for judgement than specific answers to  
all questions, relieve the interviewer  
of the necessity of making numerous  
notes and enable him to confine himself  
mainly to aspects which might be of  
special value.
  - (g) It might be advisable to place the forms,  
on which particulars of the interview  
are recorded, on a successful candidate's  
personal file for purposes of future  
reference.
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It is clear from these guidelines that they are geared more towards clerical positions. No provision is made for high-ranking administrative, academic and professional posts.

9. SUMMARY

The employment interview becomes effective when it is (i) conducted uniformly; (ii) relevant information is obtained and interpreted consistently; and (iii) it contributes to the selection of successful employees.

Effective interviewing requires thought, structure and planning.

As interviewing is a very complex task, it requires a set of skills beyond friendliness or the ability to communicate verbally.

Successful interviewing comes with adequate preparations, in that certain steps need to be taken; the importance of which will vary according to specific aims and circumstances.

Modern personnel administrators are of the view that if appropriate guidelines are followed in interviewing, the interviewer's judgments will be right far more often than they would be wrong.

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Information of a somewhat delicate and personal nature is not always easy to elicit - hence the interviewer should possess the type of personality that will enable him to do an effective "selling" job.

Appropriate job qualifications are not in themselves sufficient to ensure effective interviewing, but in addition, by intensive training, a person can acquire significant skill in the interview process.

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## C H A P T E R     6

CONCLUSIONS AND RECOMMENDATIONS1.    CONCLUSIONS

In this dissertation, two attempts were made. First, the principles underlying the interview function in personnel administration were examined. Second, it was observed that since the employment interview is a skilled activity, the demand for scientific approaches to the interview is imperative.

Without exception, interviewing is the one technique universally used to help make decisions about job seeking applicants and has long been used as a tool in the selection process. In fact, it is a common belief that the interview is the key to employment, for here is where the applicant creates the impression which leads to his being considered for a job.

To gamble the future of an institution on haphazard methods of choosing personnel is to play poorly indeed for something that is fundamental to its development. Moreover, it is not common practice in the public sector (which includes the Public Service) to discharge personnel once they are hired - hence the importance of the

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selection interview is obvious. The effects of the original error not only increases as time passes, but has repercussions throughout the entire institution, more so, if the person is a high-ranking official.

The basic concepts of employment interviewing is the job to be filled which is the constant; the applicant being the variable. Behavioural researchers have demonstrated that people are motivated by their own needs rather than by the efforts or policies of the institution, which often run contrary to what the employee feels and wants. When an institution treats human behaviour as a constant rather than as a variable, the only result is conflict. No one can be completely objective in judging another person. Prejudices and preferences exert a strong influence on one man's opinion of another.

If a functionary is intelligent and has been carefully trained in the art of interviewing, he can be considered qualified to judge a candidate's behaviour. To prevent distortions, an interviewer should be made aware of his biases, both favourable and unfavourable, or else his judgment will result in matching

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candidates to prejudices rather than to jobs.

The interview has developed as the traditional way for observing responses and inferring attitudes of the applicant with the hope of making accurate predictions as to his future performance on a job. It must, therefore, be recognised that interviewing is a highly responsible profession. The interviewers' judgments have a significant bearing on the image of the institution, but also and equally important, their decisions influence the job satisfaction of their employees.

## 2. RECOMMENDATIONS

In analysing interviewing theory and practice in general, it is apparent that interviewing as an important public personnel auxiliary function has to date received scant attention by the central personnel authority, i.e. the Commission for Administration. Although this survey does not cover on-the-spot checks of interviewing practices in the Public Service, the study, nevertheless, reveals that in view of the new demands made on particularly the higher echelon public functionary for

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professional expertise, much should now be done to also place the interviewing function, applied variedly by the different state institutions, on a firm and unified footing. In the circumstances the following recommendations are advanced to improve interviewing :

It is recommended that :

- (a) The Commission for Administration should as a matter of policy and as an on-going process formulate and re-formulate well researched interviewing procedures to be used in state institutions. The state institutions should be expected to adhere to at least the broad guidelines laid down by the Commission. Individual institutions can, of course, be at liberty to adapt these guidelines to suit its particular requirements as long as it is in keeping with the Commission's principle objectives.

Although the advantages for state institutions to have their own interviewing procedures to suit its particular needs is obvious, there is a possibility that the primary objectives of the Commission for Administration can be overlooked or

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ignored if there is no clear-cut guidelines for the interviewing function.

- (b) Functionaries on whom it is incumbent, inter alia, to interview candidates for selection should be drawn from the higher echelons of the institution and be properly trained in the art of interviewing.

Interviewing is an art and not everyone is equipped to undertake this function. This shortcoming can be overcome if interviewers are properly trained as a major barrier to successful interviewing stem from the communication skills of interviewers. Often the interviewer is handicapped by an inadequate vocabulary for particular types of jobs. All occupations have a language of their own. Therefore, it is imperative for the interviewer to know the vocabulary of the job and to understand the applicant's background. Along with vocabulary problems is the problem of semantics - more so, in a pluralistic society like South Africa. Words mean different

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things to different people depending on cultural background, value systems, previous association with the words and their emotional context. To avoid semantic problems, the interviewer should recognise possible areas of misunderstanding by observing facial expressions and reactions to the questions and comments.

Another reason for interviewers to be properly trained is to eliminate the bias or prejudice of the interviewer. Some personnel functionaries have subconscious biases which inhibits them from hiring suitable qualified persons. To avoid this problem, an interviewer must know his own personal prejudices and compensate for them.

- (c) The Commission for Administration should encourage public personnel administrators to liaise with specialists in the private sector and to constantly review the interview function in order to keep abreast of changes and techniques in interviewing procedures.
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It is necessary for public personnel administrators to consult with and be in contact with their counterparts in the private sector for a healthy exchange of views and also to take cognisance of innovations as far as interviewing procedures are concerned.

- (d) Provision should be made on the staff establishments of state institutions for Industrial Psychologists to be appointed to serve on interviewing panels.

Quite often, interviews are viewed by some functionaries (both interviewers and interviewees) as an interrogation session - its object, perhaps, to "catch out" the candidate. Hence, some interviewees are inclined to be tense and nervous. This, undoubtedly, will not give a true picture of the candidate. Industrial Psychologists are qualified specialists and, therefore, fully competent to interpret human behaviour.

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- (e) In the light of differentiated speciali-  
sation and the emphasis placed on  
professional expertise in the Public  
Service, the Commission should make  
continued endeavours to ensure that  
the entire interviewing exercise is  
achieved effectively by requesting  
that highly skilled and qualified  
personnel administrators are present  
at interviews.

The job of a personnel administrator needs no emphasis. His expertise and competence are essential to evaluate candidates in order to place them in appropriate work environments.

Finally, a meticulous scrutiny of this dissertation, with special reference to Chapter 5, would prove to be of inestimable value to any dedicated interviewer, especially immediately prior to conducting his interviewing function.

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REPUBLIEK VAN SUID-AFRIKA



REPUBLIC OF SOUTH AFRICA

## AANSOEK OM 'N BETREKKING • APPLICATION FOR EMPLOYMENT

Let wel.—Die applikant moet hierdie vorm in sy/haar eie handskrif met ink invul en, indien beskikbaar, afskrifte van opvoedkundige sertifikate aanheg.

Please note.—This form must be completed in ink by the applicant in his/her own handwriting and, if available, copies of educational certificates must be attached.

## A. WERK VERLANG—EMPLOYMENT DESIRED

1. Betrekking verlang Employment desired		2. Departement(e) in voorkeurorde Department(s) in order of preference	
3. Verwysingsnommer (indien enige) Reference number (if any)		4. Wanneer kan u diens aanvaar? When can you assume duty?	5. Sentrum(s) waar aanstelling verkies word in voorkeurorde/Centre(s) where appointment is preferred in order of preference

## B. PERSOONLIKE BESONDERHEDE—PERSONAL PARTICULARS

1. Van (asook nooit van indien van toepassing) (in blokletters) Surname (also maiden name if applicable) (in block letters)		3. Telefoonnommer Telephone number		4. Dui aan met 'n X in die toepaslike ruimtes. Mark with an X in the appropriate spaces. (i) <input type="checkbox"/> Manlik Male (ii) <input type="checkbox"/> Vroulik Female (iii) <input type="checkbox"/> Getroud Married (iv) <input type="checkbox"/> Ongetroud Single (v) <input type="checkbox"/> Geskei Divorced (vi) <input type="checkbox"/> Wewenaar Widower (vii) <input type="checkbox"/> Weduwee Widow
2. Voorname (in blokletters) First names (in block letters)				
5. Geboortedatum Date of birth	6. Identiteitsnommer Identity number	7. Bevolkingsgroep Population group	8. Etniese groep (in geval van Swartes) Ethnic group (in the case of Blacks)	
9. Permanente posadres—Permanent postal address		10. Naaste spoorwegstasie Nearest railway station		
11. Naam en beroep van vader—Name and occupation of father				
12. Is u 'n Suid-Afrikaanse burger? Are you a South African citizen?		13. Indien nie, meld nasionaliteit If not, state nationality		
14. Het u 'n liggaamlike en/of geestelike gebrek of siekte? (Indien wel, beskryf) Have you any physical and/or mental defect or disease? (If so, describe)				
15. Datum waarop u ononderbroke militêre diensplig/tuisfrontopleiding voltooi is Date on which you completed your compulsory continuous military service/home front training				
16. Getal en ouderdomme van afhanklike kinders Number and ages of dependent children			Vir amptelike gebruik For official use (Sertifisering van geboortebesonderhede, ens.) (Certifying of particulars of birth, etc.)	
17. Is u al ooit skuldig bevind aan 'n kriminele oortreding of ontslaan uit diens? Have you ever been convicted of a criminal offence or been dismissed from employment?  Indien wel, meld besonderhede op aparte vel. If so, furnish particulars on separate sheet.				
18. Ingeval u 'n professie of beroep beoefen wat Staats- of amptelike registrasie vereis, meld datum en besonderhede van registrasie If your profession or occupation requires State or official registration, state date and particulars of registration				
19. Amptelike taal waarin u u korrespondensie verkies Official language in which you prefer to receive your correspondence				

[Blaai om/Turn over]

Meld "goed", "redelik", "swak" in die toepaslike ruimtes—State "good", "fair", "poor" in the appropriate spaces.						
	Afrikaans	Engels/English	Swart tale en ander ( <i>spesifiseer</i> )—Black languages and other ( <i>specify</i> )			
Praat/Speak.....						
Lees/Read.....						
Skrif/Write.....						

Naam van onderwysin- rigting en sentrum Name of educational institution and centre	Sertifikate, diplomas en grade <b>verwerf</b> Certificates, diplomas and degrees <b>obtained</b>	ALLE VAKKE/ALL SUBJECTS ( <i>Onderstreep hoofvakke. In die geval van tikskrif en snelskrif/shorthand noem tale en snelheid</i> <i>Underline major subjects. In the case of typing and shorthand/snelskrif state languages and speed</i> )		Maand en jaar waarin verwerf Month and year obtained	Normale duur van kursus Normal duration of course	Hoe is hoogste kwalifikasie verwerf? How has highest qualification been obtained? <b>Dui aan met 'n X in die toepaslike ruimtes</b> <b>Mark with an X in the appro- priate spaces</b>
<i>Skool/Tegniese Kollege</i> <i>School/Technical College</i>	<i>Meld slegs hoogste kwalifikasie</i> <i>State highest qualifi- cation only</i>					
<i>Universiteits- en ander kursusse</i> <i>University and other courses</i>	<i>Meld alle kwalifikasies</i> <i>State all qualifications</i>					<i>Hoofsaaklik voltydse studie</i> <i>Mainly full- time study</i>  <i>Hoofsaaklik deeltydse studie</i> <i>Mainly part- time study</i>  <i>Hoofsaaklik eie koste</i> <i>Mainly own expense</i>  <i>Hoofsaaklik Staatskoste</i> <i>Mainly Govern- ment expense</i>
Getal jare vakleerlingskap suksesvol deurloop Number of years apprenticeship successfully completed		Kontraknommer Agreement number		Ambag/Trade		
Meld verdere studierigting ( <i>indien enige</i> ) State field of further study ( <i>if any</i> )						

[illegible]

Ek verklaar dat bostaande gegewens volledig en korrek is/I declare that the above particulars are complete and correct.

\*\*\*\*\*  
*Handtekening/Signature*

**Datum/Date**

STAFF SELECTION - ASSESSMENT FORM FOR USE IN INTERVIEWS

Post for which considered \_\_\_\_\_

Department \_\_\_\_\_ Date \_\_\_\_\_

PERSONAL PARTICULARS

Name \_\_\_\_\_

Age \_\_\_\_\_ Marital state \_\_\_\_\_

Ages of children \_\_\_\_\_

Employer/Department \_\_\_\_\_ Stationed at \_\_\_\_\_

TRAINING (Supplementary to available information)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

EXPERIENCE (Supplementary to available information)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(133/G : 1.9.1971)

## Annexure 2 (continued)

## B.II

SOCIAL ACTIVITIES, HUMAN RELATIONS, LEADERSHIP

- 
1. Participates in -
    - sport \_\_\_\_\_
    - organised group activities \_\_\_\_\_
    - other social activities \_\_\_\_\_
  2. Takes the lead in the field of sport, in the community and in work \_\_\_\_\_
  3. Inspires confidence \_\_\_\_\_
  4. Does he/she want to be a leader? \_\_\_\_\_
  5. Does it appear that he/she is a born leader? \_\_\_\_\_
  6. Are there indications that he/she
    - forms a definite opinion and acts accordingly? \_\_\_\_\_
    - can think and work independently? \_\_\_\_\_
    - has confidence in his/her own capabilities? \_\_\_\_\_
  7. To what extent does his/her work bring him/her into contact with people? \_\_\_\_\_
  8. Are there incidents in his/her career which testify to exceptional co-operation with people? \_\_\_\_\_
  9. Do his/her interests show a special liking for people? \_\_\_\_\_
- 

EMOTIONAL STABILITY AND MATURITY

- 
1. Often changed jobs without sound reasons  
(incompetent, bad temper, unadaptable) \_\_\_\_\_
  2. Any grievances? \_\_\_\_\_
  3. Are there indications that he/she
    - is even-tempered? \_\_\_\_\_
    - is tense? \_\_\_\_\_
    - has a sense of humour? \_\_\_\_\_
    - knows what he/she wants? \_\_\_\_\_
  4. Does he/she lead a normal, balanced life with normal interests and social contacts? \_\_\_\_\_
  5. Sense of responsibility \_\_\_\_\_
- 

(133/G : 1.9.1971)

B.II

ASSESSMENT

With due regard to the available information and the interview, the following gradings were decided upon :-

Gradings ++; +; A (Average); -; --.

Training -----

Experience -----

Human Relations -----

Leadership -----

Emotional stability and maturity -----

Appearance -----

Manner -----

Interests -----

Adaptability -----

REMARKS

-----  
-----  
-----

Very suitable / Suitable / Not suitable.

---

DATE

---

SIGNATURE

(133/G : 1.9.1971)

ASSESSMENT

With due regard to the available information and the interview,  
the following gradings were decided upon :-

Gradings ++; +; A (Average); -; --.

Training -----

Experience -----

Human Relations -----

Leadership -----

Emotional stability and maturity -----

Appearance -----

Manner -----

Interests -----

Adaptability -----

REMARKS

-----  
-----  
-----

Very suitable / Suitable / Not suitable.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

(133/G : 1.9.1971)

