

Title: **Déjà Interview: designing innovative activities to help find the right colleague**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will have:

- considered approaches to recruitment and selection of staff in a variety of educational development roles
- planned an activity for an interview for a designated role
- shared experiences of interview processes for posts in educational development
- explored issues relating to organisation and equity

Session Outline

Key issues to be addressed are:

What is the best way to find out if candidates for educational development roles are right for the job? Many of us involved in recruiting colleagues look to do more than just the traditional interview - but what activities are most effective in allowing individuals to show that they have the necessary skills, knowledge and experience for the role? And what do candidates feel about the activities that they are asked to do?

This session will explore how to design effective and authentic interview activities for roles in educational development. While such activities are well established in recruitment practice and considered a 'theoretically sound and justifiable basis for developing selection measures' (Callinan & Robertson, 2000), a key challenge is to match the activity to the role. We will share our own experiences of introducing new elements into selection, illustrated by accounts from those involved on either side of the process. We will also explore how to prepare and organise such activities to ensure they run smoothly, equitably and efficiently.

Participants will have the opportunity to work together to devise activities for particular educational development posts, either by using a profile provided or one of their own choice. They will also be invited to share their own experiences of interviews and of successful and less successful practices they have been involved in on either side of the table.

Session Activities and Approximate Timings

20 mins: Introduction to the issues, sharing of experiences and illustration of activities we have introduced to the interview process

20 mins: Group activity to plan appropriate interview activities for a designated role

30 mins: Group feedback

20 mins: Discussion of planning and equity issues and others raised by the group activity

References

Callinan, M. and Robertson, I. T., 2000. Work Sample Testing. *International Journal of Selection and Assessment*, 8(4) pp.248-260.

Schmidt, F and Hunter, J. (1998) The Validity and Utility of Section Methods in Personnel Psychology: Practical and Theoretical Implications of 85 Years of Research Findings, *Psychological Bulletin*, Vol 124, No 2, pp 262-274