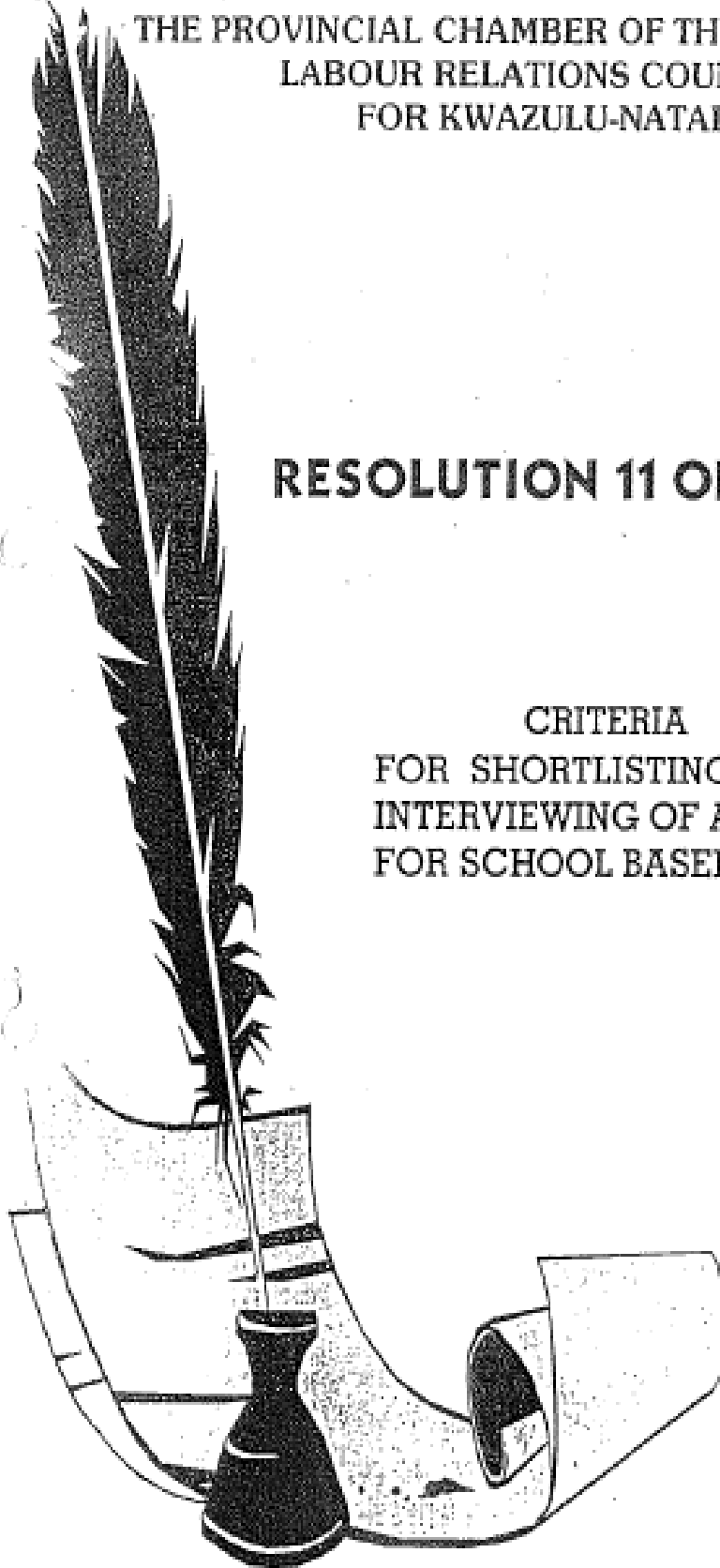


**THE PROVINCIAL CHAMBER OF THE EDUCATION
LABOUR RELATIONS COUNCIL
FOR KWAZULU-NATAL**

RESOLUTION 11 OF 1997

**CRITERIA
FOR SHORTLISTING AND
INTERVIEWING OF APPLICANTS
FOR SCHOOL BASED POSTS**



CRITERIA FOR SHORTLISTING AND INTERVIEWING OF APPLICANTS FOR SCHOOL BASED POSTS

1. The employer and employee parties note the following:

- ✓ That the main criteria for shortlisting and interviewing would be the same for all posts up to post level 4 but that the focus under each criterion may change to accommodate the special needs and designation of different posts;
- ✓ That the assessment for shortlisting and interviewing will be based on a 7 points scale

2. The parties therefore agree and resolve that the filling of posts up to Post Level 4 will comply with the following criteria:

2.1 SHORTLISTING

- | | |
|---|-------|
| (a) Leadership: Administrative, Management and Related Experience | 7 x 2 |
| (b) Organisational Ability & Experience | 7 x 1 |
| (c) Professional Development, Educational Experience & Insight | 7 x 2 |
| (d) Leadership: Community Related | 7 x 1 |

TOTAL SCORE = 42

2.2 SHORTLISTING

- | | |
|---|-------|
| (a) Leadership: Administrative, Management and Related Experience | 7 x 2 |
| (b) Organisational Ability & Experience | 7 x 1 |
| (c) Professional Development, Educational Experience & Insight | 7 x 2 |
| (d) Leadership: Community Related | 7 x 1 |
| (e) Personality & Human Relations | 7 x 1 |

TOTAL SCORE = 49

No party may take part in a strike or lockout against the provisions of this collective agreement.

If there is any dispute as to the interpretation or application to this agreement, including enforcement, of any provision of this agreement, any party to the dispute may refer dispute in writing to the council.

The party who refers the dispute must satisfy the council that a copy has been served on all other parties to the dispute.

The council must attempt to resolve the dispute through conciliation

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7. If the dispute remains unresolved after 30 days, any party to the dispute may request the Secretary of Council to refer the dispute to an independent arbitrator appointed by the Secretary of Council, in consultation with the parties to the dispute, from an approved panel of arbitrators.

Signed at DURBAN on this 28 day of OCTOBER 1997.

A. EMPLOYER PARTIES

Party

DEPARTMENT OF EDUCATION AND CULTURE

PANNO

Signature



B. EMPLOYEE PARTIES

Party

APEK

NATU

SADTU

SAOU (KZN)

SAUVSE

Signature



threeshotatuf

WORKING DOCUMENT FOR RESOLUTION 11 OF 1997

SHORTLISTING AND INTERVIEWING

Guidelines on application of criteria

INTRODUCTION

1. The following five criteria have been identified for application in the selection process for appointments to Chief/Deputy Chief Education Specialist Promotions

- ❖ Leadership: Administrative, Management and Related Experience
- ❖ Organisational Ability & Experience
- ❖ Professional Development, Educational Experience & Insight
- ❖ Leadership: Community Related
- ❖ Personality & Human Relations

SHORTLISTING

Only the first four criteria will be considered in assessing CVs for the shortlisting process. The following principles must be adhered to :

- ❖ The shortlisting must be a manageable number.
- ❖ The shortlist should not comprise fewer than five applicants.
- ❖ While the cut-off score may be lowered [to produce a list of 5] it must not be raised.

2. Allocation of points for shortlisting

2.1 The allocation of points should be based on the information of the CV and knowledge of the applicant. A great deal of information may be inferred from the applicants' "track " record and positions held.

2.2 Thus, an applicant who has been in a principal's position or a manager in an organization/company must be considered to have executed the functions related to such a position

2.3 In some cases it may be necessary to consult referees.

2.4 Points shall be awarded taking into account the focus on key elements for each criterion

3. Guidelines on scoring

3.1 LEADERSHIP: ADMINISTRATIVE AND MANAGEMENT EXPERIENCE

3.1.1 General Principles

- ❖ The criterion of “leadership” must be considered in the context of the administration and management of an institution, company, organization, etc.
- ❖ To assist in the allocation of points, administrative and management experience should be allocated within one of the following three “levels” of management:

1. RESPONSIBILITY	2. ACCOUNTABILITY	3. EXECUTIVE
The level of management in which the manager is in charge with responsibility for management functions but for which s/he does not carry ultimate accountability	The ultimate level in which the management/leader must be accountable for the institution, company or organization	The administrative/ managerial duties allocated to him/her by senior management personnel

3.1.2 FOCUS

❖ MAIN	✓ Leadership roles Communicator, counselor, evaluator, innovator, manager
	✓ Determine needs
	✓ Levels of management, accountability, responsibility execute
❖ SECONDARY	✓ Appraisal and Evaluation of staff
	✓ Grievance and Conflict Resolution
	✓ Budgeting

[in the case of PL5 posts (i.e. CES). Secondary focus should carry more weight]

3.1.3 Allocation of Points: LEADERSHIP: ADMINISTRATIVE AND MANAGEMENT EXPERIENCE

7	Applicant has managed at the level of accountability, it is clear, either from the CV or inference relating to track record that the applicant has extensive experience of all the focus points listed. Furthermore his/her administrative and management experience extends beyond his current role -function
6	Applicant has managed at the level of accountability and his/her experience encompasses all the focus points
5	Applicant has managed at the level of responsibility and his/her experience encompasses most of the main focus points
4	Applicant has managed at the level of responsibility but his/her experience is limited to some of the focus points
3	Applicant has carried little responsibility, but has administrative experience in some of the focus areas
2	Applicant has had a limited administrative experience
1	There is no evidence of any management/ administrative experience.

3.2 ORGANISATIONAL EXPERIENCE AND ABILITY**3.2.1 General Principles**

In considering this criterion, it should be recognized that a person who is efficient is likely to have been given more organizational tasks than someone who is less efficient. Furthermore, the breadth of organizational experience will denote that the applicant possesses the skills, such as order and planning, associated with efficient organization.

3.2.2 Focus

❖ MAIN	✓ Capacity to plan, forecast, organize and co-ordinate, monitoring
❖ SECONDARY	✓ Generating new ideas

3.2.3 Allocation of Points : ORGANISATIONAL EXPERIENCE AND ABILITY

7	The applicant has been engaged in a wide range of organizational duties and his/her skills in terms of efficiency, planning and order are beyond doubt.
6	It is clear that the applicant is a very good organizer. He/she has become relied upon in a wide range of organizational duties
5	Organizational ability may be regarded as one of the applicant's strong points. He/ she has had a number of duties but not necessarily in a wide range of spheres.
4	The applicant has had to do little more organization than one may expect of a person occupying his/her position. There is evidence of order, planning and efficiency in his organization
3	The applicant is rated as adequate both in terms of his/her organizational experience and ability
2	The applicant appears to be an indifferent organizer. He/she has limited experience
1	The level of organizational experience is inadequate for promotion

3.3 PROFESSIONAL DEVELOPMENT/EDUCATIONAL EXPERIENCE AND INSIGHT**3.3.1 General Principles**

In assessing this criterion consideration must be given to the extent to which the applicant has an understanding of current educational matters and trends, and has made an effort to engage in his/her own professional development in either the academic or educational spheres, or both.

3.3.2 Focus

❖ MAIN	✓ Involvement in workshops/seminars especially in the field of education
	✓ Breadth of relevant experience in the education sector
	✓ Understanding of current educational issues/ practices, including education labour relations and education legislation
	✓ Development of self and others including qualification(s)
❖ SECONDARY	✓ Publication, Articles, etc.
	✓ Networking
	✓ Mentoring

3.3.3 Allocation of points: PROFESSIONAL DEVELOPMENT/EDUCATIONAL EXPERIENCE AND INSIGHT

7	The applicant is highly regarded for his/her involvement in professional matters. He/she is regarded as a significant contributor to the “education debate” in a range of educational matters. His/her insight are valued and respected
6	The applicant has a very good record of involvement in educational affairs. He/she can be rated highly in most of the main focus points and some of the secondary focus points
5	The applicant may be classified as a progressive professional in the sense that he/she has both knowledge and insight even if there has been no formal improvement of qualifications.
4	The applicant’s professional development is considered adequate for a senior management post. He/she has at least been a participant in appropriate seminars and workshops
3	The applicant does not appear to have been involved in most of the main focus points, despite the attempt on his/her part to improve his/her qualifications
2	The applicant’s involvement in the specified areas of professional development is limited and he/she is thought to have too little knowledge of educational matters
1	The applicant had provided no evidence of involvement in his/her professional development

3.4 LEADERSHIP AND COMMUNITY INVOLVEMENT

3.4.1 General Principles

In considering this criterion the applicant should be recognized as a leader in one/some of the many facets of community life

3.4.2 Focus

❖ MAIN	✓ Democratic/Transformational leadership
	✓ Position of leadership held
❖ SECONDARY	✓ Facilitator for empowerment
	✓ Standing in the community, creativity, sensitivity, tolerance and integrity

3.5 Allocation of points : **LEADERSHIP AND COMMUNITY INVOLVEMENT**

7	The applicant holds high position in community structures and may be said to provide significant service to his/her fellow persons either in an education or non-educational sense.
6	The applicant is recognized as a community leader and has an enviable record of involvement in community activities.
5	The applicant enjoys the respect of the community as demonstrated by the position/s of trust which he/she holds.
4	The applicant is community conscious and participate with some evidence of a leading role in community activities.
3	The applicant is simply a participant in community activities and there is no evidence of active enthusiasm or leadership.
2	The applicant has not participated widely in community activities.
1	There is little or no evidence of community involvement.

4. Qualification for the shortlist

4.1 The applicant should achieve a minimum of 28 points, except where the minimum has to be lowered to obtain a shortlist of at least five applicants

4.2 The applicant should also obtain a sub-minimum of 20 points in category A and C.

INTERVIEWING

1. In the interview all five criteria will be utilized to assess the applicant
2. The purpose of the interview must be seen as :
 - 2.1 To test information provided in the CV
 - 2.2 To evaluate the quality of the applicant in terms of his/her performance and track record for the various criteria
 - 2.3 To evaluate the applicant's insights and understanding
 - 2.4 To assess the applicant's personality and human relations; and
 - 2.5 To identify the most deserving and most suitable applicant
3. Interviewing procedures
 - 3.1 From the list recommended questions the interview Committee should select one question for each of the five criteria
 - 3.2 In addition to the above five questions a further five questions relevant to the criteria based on the applicant's responses or CV should be put to the applicant
 - 3.3 These should be distributed in a manner that one such question is posed against each criterion

4. Allocation of points for interviewing

4.1 the allocation of points will be based on the quality and relevance of the applicant's response to the questions posed. The interaction must reflect the depth and breadth of the applicant's experience and track record of positions held.

4.2 Thus, an applicant who has been in a principal's position or manager in a an organization or company must be considered to have executed the functions related to such position.

4.3 Points shall be awarded taking into account the focus on key elements for each criterion

5. Guidelines for scoring

5.1.1 Focus

❖ MAIN	✓ Leadership – Vision, Mission, and Goals, Transformational/Participative, empowerment process
	✓ Leadership roles- communicator, counsellor, evaluator, innovator, counsellor, evaluator, manager
	✓ Accountability – Control measures and procedures
	✓ Levels of management – Accountability, Responsibility, Executive. Ability to lead, motivate & work with others, work as a team, perform under pressure
	✓ Determining needs
	✓ Determining Goals
❖ SECONDARY	✓ Budgeting
	✓ Scheduling and strategic planning
	✓ Appraisal and evaluation
	✓ Grievance and conflict resolution mediation and negotiating
	✓ Decision Making – Benchmarking comparative analysis, Brainstorming , Collaborative/Participative

5.1.2 Allocation of Points: LEADERSHIP: ADMINISTRATIVE AND MANAGEMENT EXPERIENCE

7	Applicant has managed at the level of accountability, it is clear, either from the CV or inference relating to track record that the applicant has extensive experience of all the focus points listed. Furthermore his/her administrative and management experience extends beyond his current role -function
6	Applicant has managed at the level of accountability and his/her experience encompasses all the focus points
5	Applicant has managed at the level of responsibility and his/her experience encompasses most of the main focus points
4	Applicant has managed at the level of responsibility but his/her experience is limited to some of the focus points
3	Applicant has carried little responsibility, but has administrative experience in some of the focus areas
2	Applicant has had a limited administrative experience
1	There is no evidence of any management/ administrative experience.

5.3 PROFESSIONAL DEVELOPMENT/EDUCATIONAL EXPERIENCE AND INSIGHT

5.3.1 Focus

❖ MAIN	✓ Involvement in workshops/seminars and collegiality
	✓ Breadth of relevant experience in the education sector
	✓ Understanding of current educational issues/ practices, including education labour relations and education legislation
	✓ Development of self and others including qualification(s)
❖ SECONDARY	✓ Publication / Articles
	✓ Networking
	✓ Mentoring

5.3.2 Allocation of points: PROFESSIONAL DEVELOPMENT/EDUCATIONAL EXPERIENCE AND INSIGHT

7	The applicant is highly regarded for his/her involvement in professional matters. He/she is regarded as a significant contributor to the “education debate” in a range of educational matters. His/her insight are valued and respected
6	The applicant has a very good record of involvement in educational affairs. He/she can be rated highly in most of the main focus points and some of the secondary focus points
5	The applicant may be classified as a progressive professional in the sense that he/she has both knowledge and insight even if there has been no formal improvement of qualifications.
4	The applicant’s professional development is considered adequate for a senior management post. He/she has at least been a participant in appropriate seminars and workshops
3	The applicant does not appear to have been involved in most of the main focus points, despite the attempt on his/her part to improve his/her qualifications
2	The applicant’s involvement in the specified areas of professional development is limited and he/she is thought to have too little knowledge of educational matters
1	The applicant had provided no evidence of involvement in his/her professional development

5.4 LEADERSHIP AND COMMUNITY INVOLVEMENT

5.4.1 Focus

❖ MAIN	✓ Democratic/Transformational leadership
	✓ Position of leadership held
❖ SECONDARY	✓ Facilitator for empowerment
	✓ Standing in the community, creativity, sensitivity, tolerance and integrity

5.4.2 Allocation of points : **LEADERSHIP AND COMMUNITY INVOLVEMENT**

7	The applicant holds high position in community structures and may be said to provide significant service to his/her fellow persons either in an education or non-educational sense.
6	The applicant is recognized as a community leader and has an enviable record of involvement in community activities.
5	The applicant enjoys the respect of the community as demonstrated by the position/s of trust which he/she holds.
4	The applicant is community conscious and participate with some evidence of a leading role in community activities.
3	The applicant is simply a participant in community activities and there is no evidence of active enthusiasm or leadership.
2	The applicant has not participated widely in community activities.
1	There is little or no evidence of community involvement.

5.5 PERSONALITY AND HIMAN RELATIONS

5.5.1 Focus

❖ MAIN	✓ Interpersonal Relationship Congeniality and collegiality
	✓ Personality Impact – self-confidence, positive/negative attitude, pleasant/ unpleasant disposition, vibrancy /introverted
❖ SECONDARY	✓ Attitude towards other stakeholders – appreciation, recognition and empowerment
	✓ Interest in the welfare of others – pastoral care

5.5.2 Allocation of points: **PERSONALITY AND HUMAN RELATIONS**

7	The applicant exhibits a highly positive attitude, displays a vibrant personality, projects a professional and pleasant interpersonal relationship and appreciates and recognizes the rights of other stakeholders.
6	The applicant displays, considerable self-confidence and can be rated highly in all focus points
5	The applicant can be classified as a caring professional with positive relationships involving most of the focus points
4	The applicant's personality and human relationship are considered adequate for a senior management post. He/she is conscious of the need to interact with tact and diplomacy
3	The applicant does not appear to have been involved in sensitive situation that requires special human relations skills
2	The applicant projects little understanding of the need for sound human relations in the execution of his/her duties
1	The level of human relations exhibited is inadequate for promotion

5.5.3 Conclusion of Interview

The interviewee will be given an opportunity to pose a question(s) or make comments before he/she leaves

Consensus will be reached by the Interview Committee