THE PSYCHOLOGY OF SELECTING THE RIGHT EMPLOYEE

by **Ong Hong Him &
Arthur F. Carmazzi**

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Ong Hong Him is an accomplished speaker and an experienced professional in Recruitment and Selection in Asia. He has accreditations in Senior Human Resource Professional (SHRP) and in Directive Communication Psychology consulting and training. He is certified in DISC and CBCI profiling, and holds an MBA, ACTA, DMS, Dip Mkt., Dip Industrial Mgt, Dip Works Mgt., and CREA.

As an Associate Partner and Associate Trainer of Directive Communication International, and Associate Trainer and Course Developer with SHRI, SPEC, MDIS., Ong has developed course material and conducted over 2,000 lectures, workshops, and tutorials in Hiring and Recruitment, Human Resource Management, and Competency Based Training and Assessment (CBT/A) for ESS and WSQ programs.

His 35 years of HR expertise includes consulting with Deloitte & Touche as well as being the HR Director of BP, Philips Petroleum, and Boise Cascade.

Arthur F. Carmazzi is the Founder of the Directive Communication™ Methodology and Asia's No. 1 Change Leadership Speaker Trainer. He has been deemed as one of the Global Top 10 most influential Leadership Gurus by Global Gurus International. Arthur F. Carmazzi has 21 years experience specializing in psychological approaches to leadership and corporate culture transformation. He is a renowned motivational leadership keynote speaker and trainer in the Asian Region and has advanced Corporate Training with innovative techniques and tools that have been acknowledged by some of the world's greatest organizations. He is the best selling co-author of "The 6 Dimensions of Top Achievers", and author of "Identity Intelligence" and "Lessons from the Monkey King".
Arthur is the developer of the CBCI (Colored Brain Communication Inventory) and HDMA Emotional

profiling tools used for "Psycho-Productivity" management and attitude assessment. These tools have been implemented across a variety of HR and Leadership disciplines by numerous multinationals to generate greater efficiency of human capital. The unique "linked implementation" structure of Arthur's tools and methods have earned him and the Directive Communication methodology accreditation from the prestigious American Institute of Business Psychology.

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SECTION ONE

The Psychology of Employee Recruitment

The Psychology of Employee Recruitment

And its Effects on Your Corporate Culture

Forward by Arthur F Carmazzi:
Working with Ong Hong Him has been a true delight. His background in HR and vast experience in Recruitment and Selection have opened new doors to the way we select people to work with our organisations. With his applications of Directive Communication Psychology, I believe Ong to be the foremost authority in Asia for selection of the right employees to enhance an organisation's culture and excel in the position and they are hired for.

Introduction by Ong Hong Him:
Employee Recruitment is often perceived as a routine function of Human Resource Management (HRM). Line supervisors and managers would harass staff in the HR Department to fill a vacant position whenever an employee leaves the organization. Nobody really cares to find out why the employee resigns. In the rush to fill the vacancy, HR may hastily find the replacement. Little did anyone know that a "bad recruitment" could be the

reason for high employee attrition. If bad recruitment is left unchecked more employees could continue to resign from employment.

This book is written for people who wish to become experts in the science of recruiting; introducing a new employee to an organization; and creating the effects that new employees will have, not only in contribution to their jobs, but to the culture of the organization itself.

This book is also designed to elevate the skill of staff from HR Department, line supervisors, line managers, recruiting officers, people from employment agencies, headhunters, and students of Human Resource Management. It is intended for use as a reference guide whenever they are involved in employee recruitment.

I would like to take this opportunity to thank all those who had helped in one way or another to contribute towards the making of this book, especially to Arthur Carmazzi, the founder of the Directive Communication Psychology and CEO of Directive Communication International (Asia) who worked with me on this book, for his mentoring and the sharing of Directive Communication Psychology applications to recruitment and selection, and to his team of people based in Bali for the graphics and the design of the book cover. Special thanks to my wife and children who had encouraged me to share knowledge and experience on employee recruitment, and to my partners in Directive Communication International (Asia), friends, fellow trainers, and all others who had given me the support to publish this book.

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My Early Days in Employee Recruitment

The first time I was involved in employee recruitment was in Singapore -1962 when I was helping my dad in the factory during my school days. In those days at least 30 job seekers would queue up daily in front of the factory premises looking for employment. The crowd would disperse only when told that there was no vacancy for that day..

Employee recruitment as I recalled was "just a chat ". The decision to hire was based mainly on the candidate's appearance. There was no "recruitment structure or procedures" and little or no preparation for interview and selection. The jobs in the factory were mostly manual and of routine nature requiring minimum skills.

In 1968 I started work as a Personnel & Industrial Relations Executive in a vehicle assembly plant. Singapore was at its early stage of industrialization. Opportunities for employment were scarce. An advertisement in the local newspapers would attract hundreds of people. Employee Recruitment then was primarily based on candidates' paper qualifications, experience, and appearance. There were some procedures as the company had a staff strength of around 800 and employee recruitment was carried out almost on a daily basis. The interview and selection process was based on Job Descriptions and Job Specifications. There were no prepared questions used for interviewing candidates and the selection process was largely based on "gut feel" of line supervisors and managers and the people involved in the interviewing.

During the last 35 years I had interviewed and recruited hundreds of employees as a HR practitioner, entrepreneur, realtor, and "headhunter". My employee recruitment skills and experiences were traditional and conventional although over the years the techniques and skills were refined and improved.

The turning point came in 2006 when I first met Arthur Carmazzi, the founder of Directive Communication International (Asia). Arthur showed me the unconventional approach to interviewing and selecting candidates by applying Directive Communication Psychology and the tools for interviewing. I was very impressed with the unique techniques involved using the Colored Brain Communication Inventory (CBCI) cards, the Human Drivers Mirrored Assessment (HDMA) and the World of Work Map (WWM). With proper planning and procedures, coupled with the unconventional approach to asking prepared questions during interviews, you will become more capable to find the right candidate in the interviewing and recruitment process.

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What is your organization's culture and how does it affect recruitment?

An organization is an entity. It has its own culture and identity. It has values, beliefs, preferences, ideas, ethics, philosophies, visions, missions, and goals. The behavior of people in an organization is different from that of another organization. When an individual joins a particular organization he/she is affected by the "organization's culture" at an emotional psychological level. Some successful organizations have outstanding identities which they are proud of e.g. Microsoft wants to be identified as an organization with a "Passion for Technology", Deloitte and Touche wants to be known as an organization with the passion to "Help companies grow and people excel in their work", etc With clear identities of what they want to be, processes in accomplishing these identities, and the psychology behind the emotions attached to belonging to and interacting in the identities, these companies have developed a "culture". This culture promotes growth, diversity, responsibility, excellence, and achievement. Employees with emotional drivers similar to those of the company's culture will enjoy their work in those environments and gain fulfillment from their job. On the other hand those who have different emotional drivers, regardless of skill and experience, may find themselves misfits and stressed. The application of Directive Communication Psychology in the recruitment process helps to eliminate recruiting people who are "misfits" into their organization's culture, or, identify candidates that can actually IMPROVE an organizations culture by their mere identity. The process of "culture matching" is practiced when applying Directive Communication Psychology in Interviewing and Selection.

What is "Gut-Feel" Interviewing and why will it destroy your organization?

"Gut feel" interviewing and selection takes place when the interviewers are not properly trained and questions asked at interviews are not directed or focused towards finding the right employee. The interviewing is unstructured and the selection is based solely on the interviewers' feelings, "likes and dislikes". There are no clear standards or guidelines for selection. Very often the interviews turned out as chat sessions and decisions made are based on feelings and the candidates' appearance instead of merits. Interviewers do not share much with the candidates about the job and the company, and there is no consistency in the interviewing and selection process. Interviewers are usually bias and candidates chosen are based on their personal preferences. e.g. if they are prejudiced with female employees, the candidates they hire will only be men regardless of the knowledge, skills, and experience.

"Recruitment" – stand alone or part of the integral working of a successful organization?

The Diagram below shows Employee Recruitment as the integral part of the HRM System. Success or failure of running an organization depends largely on recruiting the "Right Employees".

Human Resource Management Process

External Environment

1 Human Resource Planning

9 Employee Retention

2 Employee Recruitment

8 Career Development

Internal Environment

3 Interview & Selection

7 Compensation & Benefits

4 Orientation & Induction

6 Performance Management

5 Training & Development
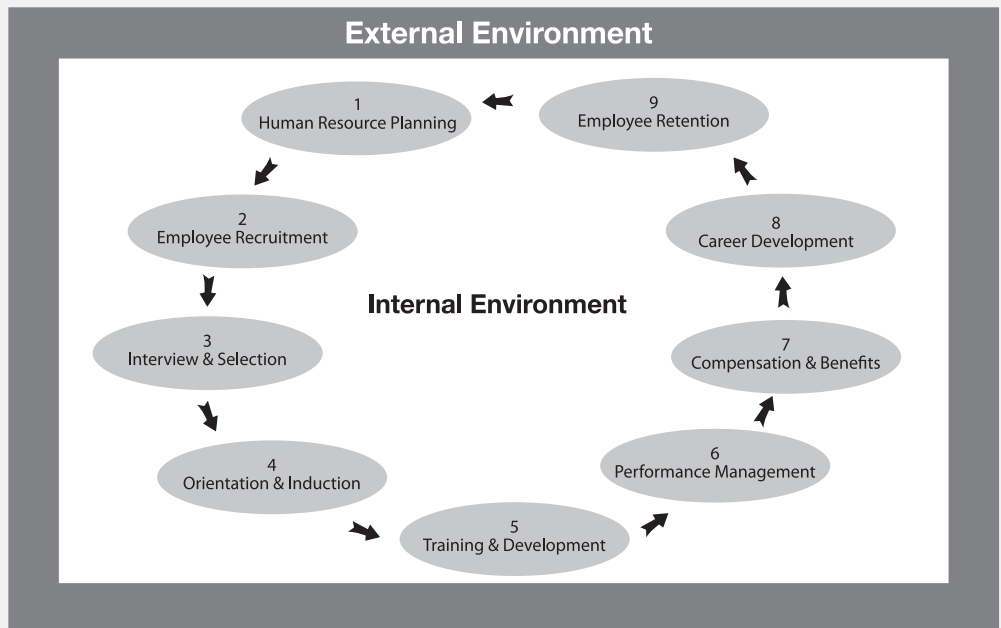
Why is culture matching essential?

The importance of "culture matching" can be simply illustrated with the analogy of "bone alignment" in the human anatomy. Can you imagine if your spine is not in alignment with the hip bones. Imagine that the joints in your legs are not in alignment. You would be walking with aches and pains all over, your body posture would be crooked and your legs would be bowed, and you just wouldn't be optimized as a human being. Likewise, an organization requires the same alignment to be at its optimum.

Recruiting a new employee who is a "mismatch" will surely devastate the organizations ability to be effective. One bad employee can adversely affect the others like a virus. It is like the case of a poor "bone alignment" where the body functions would not perform at its peak. If the psychology of your employees is not in line with the organization's culture, productivity would suffer because of poor teamwork and miscommunication.

Employees will be blaming each other and taking less responsibility. There would be more "in-fighting" amongst colleagues, and the adverse effect would lead to more employees leaving the organization. Organizations who wish to reduce the rate of employee attrition should first know their organizational culture and be able to align the psychological makeup of the new recruits with the organizational culture.

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What is Directive Communication Psychology?

Directive Communication Psychology deals with the psychology of people working in groups. It identifies the way people process information and react to emotions. It is the way we make decisions and take action and the way we affect those around us as well as the way those around us affect us. Two of the Directive Communication tools that are directly applicable to the interview and selection process which we will discuss in the subsequent paragraphs are the Colored Brain Communication Inventory (CBCI), and the Human Drivers Mirrored Assessment (HDMA).

**According to the official Directive Communication website,
Directive Communication is:**

…a training and organizational psychology developed by Arthur F Carmazzi that affects how people act and react in groups and teams. It is a foundational science for influencing team dynamics to cultivate high performance within and across any discipline within an organization. The Directive Communication methodology incorporates the latest breakthroughs in **motivational and genetic** psychology, and applies them in improving groups and **corporate culture**, and workforce enhancement, and in high yield **training development.**

After work, many facets of leadership surface when Directive Communication is applied at home to cultivate better **personal relationships, raising children, and becoming more fulfilled and responsible citizens.**

Foundations of Directive Communication

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As individuals affect and are affected by each other in specific work and personal environments, Directive Communication sets the emotional and decision making base for optimizing the way people interact with each other in an organization, team or group. It facilitates the ability for individuals to specifically and positively direct enthusiasm and action for themselves and the people around them. It exposes individuals to the mental, emotional, and physical triggers that will lead to improvement in their quality of life in and out of work. In essence, Directive Communication practitioners can bring out the best in themselves and others in the various groups they exist in.

Applications to Organizational culture

Organizational Culture is influenced by the actions of a leader or the way organizational policy is enforced. People react to those actions or enforcement, and then others react to the people who are reacting. The organizational culture is perpetuated by the emotions associated to the reactions and how people deal with those emotions.

To change a culture, leaders or concerned individuals must overcome the inherent reactions that people have become used to and must have a catalyst to reinforce change. Directive Communication embodies the essence of minimizing "reaction" within organization and cultivating intelligent "action". It provides an active awareness of the psychology that creates a specific environment, it is the catalyst that allows people to see how their world is programmed and provides the tools to influence transformation for a better world.

Directive Communication psychology is applied in organizations to allow a small group of individuals or teams to create chain reaction transformation and nurture a more enriching and effective work environment. It provides the platform to effectively interact with and stimulate cooperation at multiple hierarchies in the work force of peers, subordinates, and management within the organization, and, stakeholders at various levels. Directive Communication practitioners are armed with the ability to influence their environments and cultures within departments, teams, or the entire organizations. Whether it is to cultivate a highly successful team or organization, Directive Communication practitioners have the tools to create positive change.

Directive Communication in Training

In training, proprietary Directive Communication facilitate the process of transferring knowledge at a super-conscious level that instills a greater personal awareness for effective implementation. Directive Communication changes the way people look at their environment and how they affect it. It simultaneously incorporates the methodology with whatever curriculum may be (customer service, leadership, project management, sales, etc.) to engage participants into a series of actions to influence their environment and cultivate a setting that promotes effectiveness of the application. Directive Communication practitioners apply their skills to a variety of Training or Consulting focuses. Training and consulting Programs using Directive Communication methodology will always cultivate **cohesiveness and leadership across teams, departments and work**

forces, and break the barriers that limit cooperation and **productivity in any people related discipline.**

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Applying Directive Communication Process in Employee Recruitment

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Identify Organisational Culture

Human Resource Planning

Employee Recruitment Applying:

- DC Psychology
- Culture Matching
- Job Matching

Steps for Employee Recruitment

- Identify desirable mental communication process

- Identify desirable Emotional Drivers

- Identify Job Descriptions, Job Specifications

- Identify desirable Attributes for Recruitment

- Identify Selection Criteria

- Prepare Interview Questions

- Prepare Candidate's Assessment Form

- Apply directive questioning techniques in probing questions

- Apply DC Psychology and tools in interviewing process

- Use CBC Cards for CBCI & HDMA for Emotional Drivers Identification processes

- Complete Candidate's Assessment Form

- Make Hiring Decisions

- Employ New Employee

- Conduct Employee Orientation & Induction

- Provide Training & Development

- Observe Culture Matching during probationary period

- Discover perception gaps between new hire and existing staff

- Employee Retention & Career Planning

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Consequences of Hiring a Bad Employee

Bad Hire (Bad Employee)	Good Hire (Right Employee)
- Poor Response to training - Poor Team Work - Productivity – Down - High Attrition Rate - Poor Employee Morale - Poor Company Image - Employee Recruitment –Difficult	- Positive Response for training - Employee works well with others - Productivity- Enhanced - Stable & Enthusiastic Workforce - Good Employee Morale - Good Company Image - Easy to find good employees

Why Applying Directive Communication Psychology in interviews is Essential for Your Organization?

Most candidates attending job interviews would be well equipped with model answers readily available to handle the Interviewers. If you go to a bookstore there are more than 20 books teaching people how to "win a job" and shine during job interviews. Some of them are wolves in sheep's skins appearing as "ideal employees". They come prepared with all their model answers and interviewers would be charmed by their charisma if they are not well trained and ready to handle deception.

How playing games with the candidate will reveal their real character and organizational fit.

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Directive Communication Interviewing methodology embraces the principles that human beings divulge more of their true identity when operating at the subconscious level. Through a person's reticular activating system (the part of our brain that notices events, things, and situations that are significant to us), individuals are unaware of the insights they reveal as to their concealed behaviors and habits. Through games/exercises, the subconscious unlocks the buried essence that a Directive Communication trained interviewer would be able to uncover the real truth, no matter how well the candidates are prepared for the interviews.

Directive Communication interviewing tools

The process uses three specific exercises administered by a trained interviewer or administrator (or one who has read this book), these exercises are:

- The CBC cards

- The World of Work Map

- The CBCI
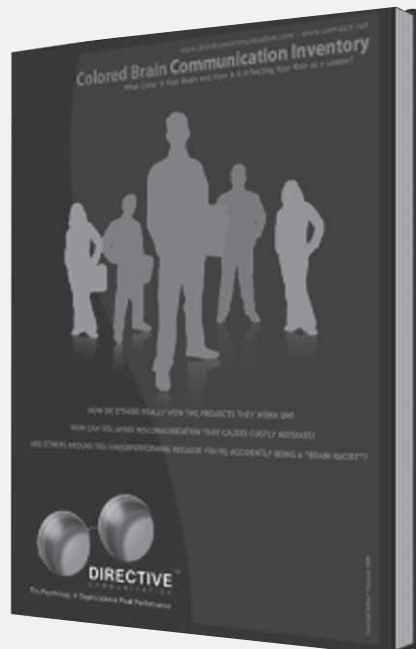
These tools and how to interpret the results of the exercises are discussed in Section Two.

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A byproduct of this component of the interview is that the games played would create a lasting impact on the candidates whether or not they eventually get hired. Directive Communication interviewing methodology adds fun to the selection process.

What do successful organizations do in Employee Recruitment?

Successful organizations pay much attention to employee recruitment because they value their employees and the company and they think "long term". Hiring a new employee is like adding a new "gear to the drive of the machine". The new gear could either fit well and machine will run smoothly throughout, or could not fit well and the machine will have continuous "problems".

They set policies, procedures, and guidelines for recruitment and ensure that all interviewers for employee recruitment are well trained and know what they are looking for in a new hire. All interviewers would have a thorough knowledge of the job to be filled (Job Analysis, Job Description, Job Specification). They would be aware of the Selection Criteria. If there are more than one interviewers for the selection of a candidate, the interviewers involved will meet before the interviewing process to finalise "who to do what" in the interviews. Interviewers would have a list of Interview Questions and Candidates Assessment Form whenever they conduct recruitment interviews. Different job positions would have different sets of requirements and all interviewers are aware of the terms and conditions of employment for the specific job. (See sample forms in Appendix.)

Successful organizations ensure that their new employees go through an employee orientation & induction program and provide their employees with regular job related training throughout their career with the organization.

They are aware that a "Bad Hire" can cost the company losses amounting to 2 to 3 years salaries, or more, depending on the nature of work and the industry. The cost could even be higher in banking, finance related jobs, and those jobs dealing with plant operations in a process industry, e.g. oil refineries and pharmaceutical companies. Cost factors taken into account for a "bad hire" are as follows:

- Mistakes from "incompetence" causing financial losses

- Mistakes in plant operations causing plant shut-downs

- Losses arising from poor teamwork

- Cost of recruitment (direct and indirect expenses, e.g. advertisement costs, opportunity losses for time spent on interviews, etc)

- Losses in productivity during employee's probationary period

- Losses arising from poor employee morale when an employee resigns from the job

Successful companies are aware of the benefits of hiring the right employees. They know the advantages to have a strong Team, and they value their employees as much as their organization.

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Why Do Organizations Recruit?

Before deciding on employee recruitment, organizations should consider other options like employee transfer, promotion, job enlargement, over-time work, outsourcing, etc. The following are some reasons why organizations recruit new employees:

a.   New Positions arising from growth
b.   Employee resignations
c.   Building a formidable workforce for future challenges and manpower succession
d.   Company reorganization
e.   Other reasons

Job Analysis

Job Analysis is an exercise to study the nature of work performed by the job holder, which includes his/her normal duties and responsibilities. Job Analysis is used as a basis for writing the Job Description, as well as Job Specifications. It is the prelude to employee recruitment. All interviewers must be fully conversant with the nature of work, the job description and job specification of the Position to be filled.

The following are information captured in a Job Analysis Exercise:

a.   Job Title: e.g. HR Assistant
b.   Present Incumbent (if any): e.g. Johnny Tan
c.   Position in the company's organization chart:
d.   Reporting Status: e.g. Who does the job holder report to.

Job Description

Job Description provides the list of duties and responsibilities required of the job holder. It contains the details of activities, tasks, roles, and behavioral characteristics of the incumbent, as well as the competency standards required in each respective function as required by the job.

e.   Brief description of the job:
f.   Hours of work
g.   Job Responsibilities:
h.   Educational and Professional Qualifications: e.g. Certificates, Diplomas, Degrees, Post Graduates, etc
i.   Skills and Ability required, including special skills:
e.g. Class 3 driving license
(see sample form inAppendix)

Job Specification

Job Specification indicates the minimum qualifications, skills, attitudes, and experience required for the job. The bigger the job responsibility, the more specifications It depends on the nature of work, its size, the level of reporting, span of control, etc.

Key Issues in the Recruitment Process

There are various issues to consider when recruiting:

a.   Clarity of purpose

-      Why the need for recruitment? What kind of person are you looking for? Where do you see the person going within the company in the "short term, mid-term, and long term"?

b.   Knowledge of the Job (Job Description)

-      What are the specific duties and responsibilities of the job? Who does the person report to? Who does the person supervise? How is the job related to the other jobs within the company? What is expected of the person in terms of competencies, standards, and other expectations? What knowledge, skills, and qualifications are required? What special tools, equipment, or machines, are involved? What special physical efforts are expected of the person? What is the working environment, the hours of work, etc? What safety and health related issues are there? What are the opportunities for growth within the company? Would there be traveling or relocation? etc.

c. **Knowledge of Job Requirements (Job Specification)**

- What is the minimum level of education (Certificate, Diploma, or Degree Level) required in order for the person to perform the tasks as required? What is the minimum experience required, and what kind of experience are required? What special skills are required? What types of behavioral styles would fit the job best? What attributes do we want the person to have, e.g. integrity, honesty, reliability, stability, communication skills, presentation skills, physical strength, manageability, teamwork, ability to write, language proficiencies, etc.

d. **Knowledge of People Requirements (Criteria for Selection)**

- What are the "Must Have" items, e.g. a Degree in Engineering, at least three years in a manufacturing environment, computer skills, communication skills, language proficiencies,integrity, teamwork, leadership, honesty, stability, etc.

e. **Interview Questions (Based on Selection Criteria)**

- The interview questions are crafted to ensure that the candidates interviewed have the desired knowledge, experience, and attributes required of the job. They are designed to allow interviewers to "probe" for

more information from the candidates. Interviewers are trained on the "STAR" approach in probing for more information. STAR stands for Situation, Task, Action, and Results. They ask situational questions e.g. Tell me of an incident when a customer shouts at you – what action did you take? Then followed up with probing questions after hearing the candidate's reply, like - What happened? Would you have done something different if you had encountered a similar situation?; What could be different and Why? An example of a "task question" could be – What would you do if a customer shouts at you? The follow up questions could be – Why would you do that?; Are there other approaches to solve the problem? (see sample questions in Appendix)

f.   Candidates Assessment Form

- This Form is used by interviewers to assess candidates' scores for each selection criteria identified. It is based on a "factor and point system" with different points assigned to each factor depending on the degree of importance to the job position. The factors are items directly related to the selection criteria. All interviewers are well trained in the use of the forms and at the end of the interviewing, the interviewers would summarise the scores of each candidate and they would meet together to compare the scores and make their hiring decisions. The decision to hire a candidate must be unanimous. (see sample form in Appendix).

g.   Interviewers Are Well Trained

- Interviewers should be properly trained and only trained interviewers are allowed to participate in interviews. They should understand Directive Communication Psychology and the application of DC Tools in the interviewing process and be well prepared with Directive Questions using the STAR Approach in probing questions.

SECTION TWO

Applying Directive Communication Tools And Interpretation For Employee Interviewing And Selection

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Applying Directive Communication Tools and interpretation for Employee Interviewing and Selection

Before we can use Directive Communication in the interviewing process, we must know the foundations of it and its workings.

For interviewing and selection, there are certain fundamentals we must learn. According to Directive Communication assumptions:
- Each person processes the world around them based on genetic processors
- While we can not change our genetic processors, we can learn "software" to compensate
- We are driven by eight primary emotional drivers, these are products of our environment and are subject to change over time
- Driver ranking is the basis for a person's motivation or demotivation
- Our genetics provide the foundation for communication through which all stimulus is filtered, but our emotional drivers provide the driving force for our actions (or inactions)
- If you combine brain processing and 3 of the 8 emotional drivers you will have over 16.8 million combinations. So brain color and emotional drivers must be kept separate to clearly comprehend their impact.

The importance of a candidates Brain Color

There are four primary genetic "brain colors" viz. Red, Green, Blue, and Purple, and that people with different colors have different ways of perceiving the world and interpreting information. For example; there are certain jobs that are more suitable or complement "Green Brained" people as opposed to "Red Brained" people (explained in Section Two). Likewise there are jobs that may require a combination of brain colors to be truly effective.

Statistically, people with Green Brain are better suited for jobs that require "quick actions", and "fast moving". People with Red Brain are more suitable for jobs that are more analytical in nature. Blue Brain people are more suited for jobs that are dealing with people, e.g. HR Department, and the Purple Brain people would do well with jobs that require details and lots of information, e.g, IT related.

Likewise the communication process between colleagues is affected when you have different brain colors. Knowing the brain color of your candidate will assist in identifying the potential conflicts that may occur with supervisors or subordinates. It will also affect group performance. Each color represents attributes that can improve group effectiveness when colors are combined.

Understanding Brain Colors and the ability to know candidate's colored brain is the first step in finding the right employees for the right jobs, best communication processes and to reduce conflict while improving productivity. In training, colored brain allows HR and Training managers to cater education for most successful results.

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The importance of a candidates emotional drivers ranking

Emotional Drivers are the foundation of what motivates action or inaction. They are the hidden portion of the "iceberg" which is below the water line. Knowledge of candidate's emotional drivers would provide a better insight for the interviewers in the selection process. A person with emotional drivers for "growth and challenges" would be more suitable in an organization that is constantly growing and expanding. On the other hand a person with emotional driver of security and control would feel more comfortable to work in an organization that is matured, stable, and established. A person whose emotional drivers include "Love and Belonging" would work well in a job which is people related, e.g. HR Officer. A person who has an emotional driver Recognition & Significance would do better in a job which provides opportunities to be in the lime light e,g, PR, Sales & Marketing, etc.

Using a candidate's reticular activating system to identify potential problems

The reticular activating system is triggered into motion when a candidate looks at an object, person, or event that he/she associates to past experience or memory. In this association, the candidate will subconsciously reveal circumstances that they had negatively experienced – they will usually express negative events as something beyond their control or as a result of another party. The reality is that the negative results stem from their own difficulties or character deficiencies. Example: someone who says, I would like to work with a boss who really understands me, would likely have experienced on more than one occasion bosses that Didn't get along with the candidate. Someone looking for a group who can really work together, most likely has difficulties working in groups. This dynamic maintains the premise that people will look to outside fixes for their own deficiencies.

Brain Color and brain flexibility

Brain Flexibility helps you to communicate and build better rapport with others. The main genetic foundation of our brains communication does not change, but as we develop through our environment, we acquire flexibility in how we are able to use our genetic processor. Just like writing software for a PC or a Mac processor to accomplish a specific task, you can write software for your genetic brain processor.

Throughout your life you may have naturally found ways to do this through trial and error. This has developed your brain flexibility. Yet you may still be struggling with being more creative or being more analytical or more systematic or more sensitive to others… etc. Here is where awareness sets precedent to effortlessly accelerate the process. For example if you are processing as a green brain, it is unnatural to analyze something without

taking action toward it, yet many situations require a red brained linear and more analytical process. Rather than sitting down and impatiently attempt analysis (like a red brain says you should), you would take a stand on active approach to analysis like talking to others that may have similar experience and doing small scale tests of a larger project, by trying different outcomes to possible actions. This approach would be much easier to interpret by a green brain and your analysis would be more accurate than trying to do it in a red brain way.

Sometimes our environment (whether it be culture, parents, social class, etc.) encourages a certain way to "BE". If this way of being is a color other than your original biological color, you would be having an internal conflict that may hinder your ability to truly maximize your potential. For example if you are dominantly green brained,

but you grew up in an environment that emphasizes structure and detail (dominant purple brain characteristics), you may do things in a purple brain way and not fully develop your primary nature to be more creative in your approach. You therefore may rob yourself of an even greater potential of Being a green brain with the additional flexibility of your purple brain.

If you know your brain color and understand your basic abilities, you can visit the other colors and "Exercise" your brain to become better rounded in your own way of processing, and an even better ability to understand and work with other people.

Imagine working out in a gym, if you concentrate on your arms and don't exercise your legs, you will have big arms and little tiny, thin legs (this looks funny). The same with your brain, by exercising those parts of your brain

you do not often use, you become more balanced, more flexible in your understanding and in working with other views and approaches.

The Colored Brain Processors

Each area interprets processes and communicates information like this:

A. The Green Brain:

People with a green brain process their surroundings as a summary of the overall situation and see the "Big Picture" (although it's a fuzzy picture) of things they get involved in. Thinking is in non-linear random chunks where NOTHING is connected, so these chunks get arranged into a variety of sequences to come up with multiple ways of approaching the same thing. Because of this randomness they can only fully concentrate on one situation at a time even though they work on multiple projects. Their action sequence collects a little information, immediately takes substantial action, processes information and actions, collects a little more information, acts on it again, processes and shapes it some more, gets a little more information and acts on it again… The

consistent need to act is tied to the need to solidify the fuzzy big picture into reality and creates the craving to complete things quickly. Interaction with others in an exchange of ideas is part of the action sequence and assists in formulating direction. They easily work with others to come up with creative approaches and will have a big picture outcome in mind when they start a project (even though the picture may change as the results manifest themselves. If there is a problem, they will set out to resolve it immediately. Green brain people usually ask a lot of questions to try to understand things from an objective point of view. They work well with other people as well as by themselves.

The Green Brain Processor

The Green Brain Action Process

Key:

= **Information** = **Analysis** = **Actions**

Based on diagrams from Seagal and Horne 1997

Communicating with green brained people can be challenging to some because they don't pay much attention to detail and while they are good communicators, they are often too general in their explanations. Also, because they tend to try to solve problems quickly and move on, others may perceive them as impatient. Since ideas are always in movement, the green brain process of shaping and reshaping ideas as new information is received may give others the perception of them being erratic or even fickle. Because of this randomness in thinking, they tend to only focus on one thing at a time, leaving individuals who are not the focus of attention at the time the impression that they are insensitive to their needs, when in reality they are simply unaware. And since they

are usually expressing their ideas with single-mindedness or passion, some may feel that green brains are "pushing" their views as the "only" way, when in fact because of their inclination for objectivity, they are usually just putting them out to stir up feedback.

Green brained people often flourish in roles that require innovation. They are best for making speedy progress and creating short term plans. Green brained individuals are also best for initiating change, and often develop talents to get others excited from their visionary inspirations.

B. The Blue Brain:

Because of their intuitive base, blue brain people process and communicate in associations and perceptions. The action sequence is a simultaneous one and processes and shapes surroundings, and starts to collect information at the same time, processes it a little more and takes a small action, more processing and getting a little more information, then another small action, then a little more information with simultaneous processing and shaping, finally they start processing and acting at the same time until it just become action. This sequence provides an extra sensitive ability to read and interact with other people. Unlike green brains, everything is connected for a blue brain, the emotions and perceptions of long ago connect with every new association and the brain automatically checks for correlations and discrepancies that subconsciously yields their intuition.

They are versatile and flexible and are capable of playing many roles. This characteristic usually allows them to be organized. They are true Multi-taskers as long as they don't have too much stimulus at the same time. Their sensitivity to their surroundings and the feelings of others also gives them the ability to be empathic but sometime creates difficulty in differentiating their own feelings from those of others. Because of the constant connection of events and emotions, relationships and people are usually central in their life. When they learn, they must have a sense of personal connection with the instructor. They usually will take the blame (look at where they may have gone wrong) when something they are involved in goes amiss. Blue brained people communicate at a deeper level with others because of their verbal expressiveness and intuition.

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The Blue Brain Processor

The Blue Brain Action Process
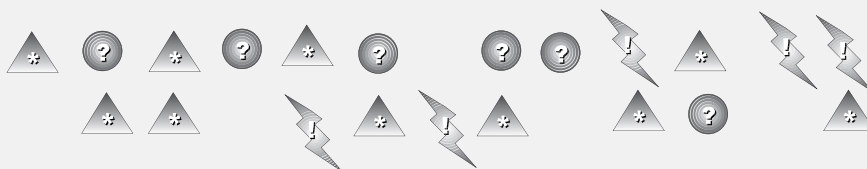
Analysis . Information . Action – in an almost simultaneous processing stream

Key:

 = **Information**   = **Analysis**   = **Actions**

Based on diagrams from Seagal and Horne 1997

Blue brained people are sometimes misunderstood because they will often take things personally. This comes from the difficulty in separating their own feelings from others and their sensitivity to the feelings of others. They are also more prone to talk about things that bother them, but NOT to get solutions as much as to just get someone to listen to them. Others may also have a difficult time relating to their nature of openly sharing feelings. And misinterpretations can also occur because of the blue brains nature of being nice, this can be seen by some as insincere or sometimes as weakness. They will be super in roles that interact with people. They are great at resolving personal people issues and are masters of understanding and interpreting feelings of others. For personal communication, they are intuitive and can often address organizational insensitivities with a positive result. They are natural organizers, especially when it comes to organizing other people.

C. The Purple Brain:

Information is king to the purple brains, their processing requires them to absorb lots of information before they can take appropriate action. Their brains genetic make-up, connects information, time, tasks, people, etc. on a data framework. For them, the more information they have, the more stable a connection becomes and clarity of the relationship gives them a sense of direction. The initial sequence is to gather information, more information, still more information, process and shape it, then act on it. They need details, and information from different perspective to create an almost 3D data model in their brain. This clarity assists them in strategic planning, and the creation of systems. The mental modelling sets a platform for implementation of ideas and operational functions usually manifested in a practical application. Because of their accumulation of information and data that is catalogued for later use, they will often have a sense of individual identity rather than group identity, yet family is of great importance. They are usually more inclined to follow rules because of their orderly nature. To learn, they need considerable context in a hands-on environment, and sufficient time to assimilate the information.

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The Purple Brain Processor
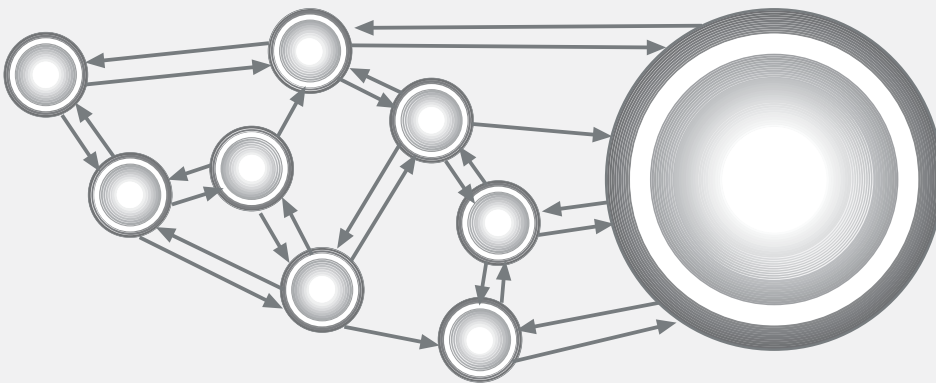
The Purple Brain Action Process

Key:

 = **Information**   = **Analysis**   = **Actions**
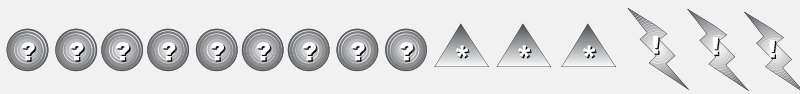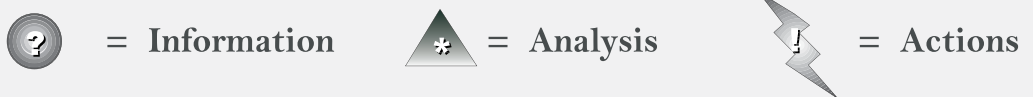
Based on diagrams from Seagal and Horne 1997

Purple brains are commonly misunderstood because they usually take much longer to act or make decisions. Since they require so much information, processing time is considerably longer (they may appear to be doing nothing when in reality they are gathering necessary information to be thorough). Their meticulous attention to detail may be perceived as Too Much in some instances. Some may consider purple brains as insensitive because they will often not speak unless they feel it is necessary, and seldom express their feelings. They will often show their caring by creating smooth operational systems in life and work.

Purple brained people excel in areas that require the development of systems or operations. The ability to plan and observe details are applied in practical solutions to problems and improvement of current situations. The connected way of processing can be applied to their strategic and detailed planning ability to create overall policies and change.

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D. The Red Brain:

Clarity is power to the red brains. Their action sequence collects information, cross references it, processes and shapes the information, cross references and processes it some more, then acts on it. Because of the linear cross-referencing nature, they usually maintain a clear sense of purpose and direction. Their brain tends to analyze situations constantly which aids in being very clear and precise in their communication, dealing with only one subject at a time. They process facts logically, which carries the ability to detach themselves from situations and be extremely objective, this is why they do not usually express much emotion and tend to be calm under stress. They also process information from a long-term perspective and often think in the future. They usually think through issues to give completed thoughts, and are also good at catching discrepancies and out of place ideas in projects or planning. More than any other brain color, red brained people live their lives around a well-defined value system, and seek to create a clarifying structure to keep those values from being violated. Red brained people usually like and need time to analyze and be alone to work. Because of their strong sense of structure, communicating with Red brained people can sometimes be challenging because others may perceive them as inflexible. They may also appear to be insensitive because of their emotional non-expressiveness and their ability to remain detached. If they see no value in change, they will resist it strongly but not before taking time to analyze it thoroughly and in accordance with their values. If there is any real risk in the change, there will likely be resistance. Learning is also reflected by this selective trait in relation to their own beliefs and principals, which determines if they will accept new concepts or ideas.

The Red Brain Processor
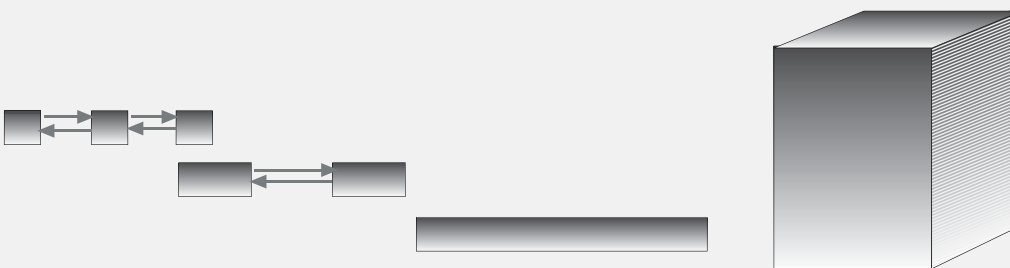
The Red Brain Action Process

Key:
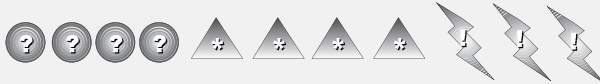
= Information   = Analysis   = Actions

Based on diagrams from Seagal and Horne 1997

The roles best suited for a red brained person are long term strategic planning, establishing values, vision and guiding principles, and creating structure and setting standards. They are also good at delegating management of people while maintaining overall direction.

Research Background

The Directive Communication Colored Brain formulations are primarily based on the "personality dynamic" descriptions in the Human Dynamics body of research undertaken by Dr. Sandra Seagal, David Horne and their colleagues since 1979. These are combined with elements from Ned Herrmann's Whole Brain Thinking, which was undertaken with extensive MRI testing on brain activity, and from C.R. Cloninger's Temperament and Character research on genetic and environmental influences.

These works are:

Dr Sandra Seagal and David Horne: Human Dynamics

Human Dynamics is a new body of work regarding human functioning that is the outcome of original investigation undertaken by Dr. Sandra Seagal, David Horne and their colleagues since 1979. These investigations, which have so far involved more than 80,000 people representing more than 25 cultures, identify fundamental distinctions in the functioning of people as whole systems of mental-emotional-physical interplay.

Ned Herrmann: Whole Brain Thinking

Ned Herrmann, founder of Hermann International and the originator of Whole Brain Thinking, first pioneered the study of the brain in the field of business. In 1978, he created the Herrmann Brain Dominance Indicator (HBDI) to profile thinking styles and learning.

C.R. Cloninger: Temperament and Character

Cloninger's biosocial model of personality posts seven domains of personality as measured by his 1994 work Temperament and Character Inventory (TCI). TCI has since been used to further identify the genetic dispositions of individuals pertaining to non-social or dysfunctional behaviour in and out of work.

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The Directive Communication Colored Brain formulations associate components of Ned Herrmann's whole brain thinking and the personality Dynamics systems described by Dr. Sandra Seagal and David Horne with brain functions, which Arthur F. Carmazzi has termed as "Colored Brains", and balance it with the research of C. Cloninger to differentiate genetic brain function and environmental influence.

The Directive Communication Colored Brain formulations are not endorsed by Ned Herrmann, Dr Sandra Seagal and David Horne or C. Cloninger

For more complete understanding of the Human Dynamics body of work and the programs based upon it, I recommend that you read the book by Dr Sandra Seagal and David Horne: Human Dynamics: A New Framework for Understanding People and Realizing the Potential in Our Organizations 1997: Pegasus Communications, Waltham, U.S.A. or visit their website.

For more on Ned Herrmann and Whole Brain Thinking , pick up the book: Herrmann, N. (1996): The Whole Brain Business Book. New York: McGraw-Hill.

For Cloninger, please read his book: Cloninger, C.R. (1994). The Temperament and Character Inventory (TCI): A guide to its development and use. Centre for Psychobiology of Personality, Washington University, St Louis, MO.

The **DIRECTIVE COMMUNICATION™ SYSTEM**

The Directive Communication™ system organizes the different types of brains into a color classification of genetic neuro-processing which defines the way each person experiences their environment and takes in and interprets information. This results in specific ways of perceiving and evaluating events, situations and even the development of ideas..

Every brain color has a potential for further development, but the way each processes and perceives information and the world around them is different. This is why the Colored Brain Communication Inventory™ (CBCI) is being used cross-culturally, for the maximization of productivity and potential of leadership and staff. The CBCI is a tool that identifies an individual's genetic brain processing, inclusive of additional learned flexibility, and areas where one may have difficulty in communicating with others. It is administered by a licensed facilitator that "directs" participants to a foundational mind-state before proceeding with the inventory. "The CBCI is not endorsed by Dr. Sandra Seagal and David Horne, or Ned Hermann."

By identifying the fundamental patterns in the way our brain genetically functions, we can overcome misunderstanding, conflict, and wastage of individual and group potential. Awareness of the color of our brain gives us the means to maximize our capacity to act intelligently, to turbo charge our natural gifts and use them to maximize our ability to develop "software" for our brain for greater competence across many disciplines.

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The environment may promote or inhibit development of our natural abilities and create new "brain software" that allows individuals to use their natural processor to emulate characteristics of other brain colors. Problems in competency occur when people try to ignore their natural processing and "do" a different color instead of using their natural processes to achieve the same outcome. Conflict occurs when other impose their own processing on others.

Learning Process

Benefit to groups

Risk Propensity

Direction

Motivators

Natural Foundation Colored Brain

Environment Influence Human Drivers

Behavioral Development

Potential Development

Problem Solving

Emotional needs

Communication Process

Interpret Emotions

Optimism

Emotional Associations

Reactiveness
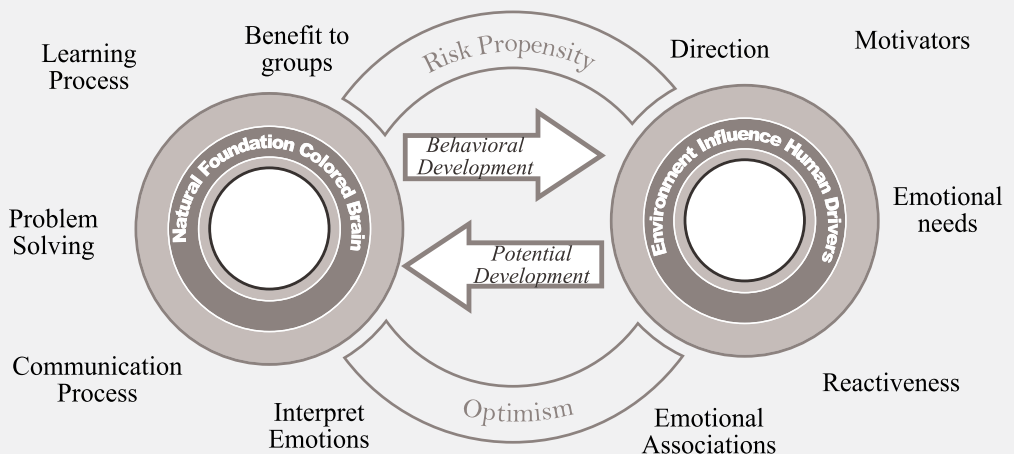
Emotional Drivers

Every decision you make and every action you take can be linked to at least one of eight human needs. These needs drive your motivation and greatly affect the emotions you have toward anything. Awareness of how these needs affect you is a compass to what affects your Identity and more importantly, why it is affected. These needs and the importance you rank them in will determine parts of your "personality"; they have been influenced by the way your brain processes information, the culture you grew up in, the friends you've had, your family and your experience. Studies have shown that the genetic makeup of your brain will also have an effect on which needs you would rank over others.

While any of these needs will give us a certain amount of drive, the more needs that a particular action or inaction fulfills, the more pleasure we get from it and the more it becomes addictive. So if, let's say, your job fulfills the needs of security, diversity, achievement, excellence, recognition and growth, you would really love your job. On the other hand if it only met your need for security, you would likely get up every morning and try to find a reason why you shouldn't go to work. If every time you started to get angry, those around you would do whatever you asked and then would try to cheer you up, you would get belonging, significance, security/control, diversity (because they would change their actions), and achievement (progress on your goal). You would immediately get 5 out of 8 needs filled by getting angry and it could get addictive. Even if you know the long term and hidden effects would be negative, and that it may not be an action that suits your core identity or your long term goals, the immediate result would give you great fulfillment.

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For example, in order to fill the need for belonging, people sometimes have a problem saying "No" when they know they don't really have time for the request. Or some may say something not so nice about someone else in order to make themselves feel more significant. While you will never really be free of this, the awareness of it will make a huge difference in the way you make important decisions. For example if you know that recognition/ significance is one of your top 3 ranked needs, the next time you begin the process of making a decision, you will ask questions like "What need am I trying to fulfill" and if you suspected significance "Is this really in line with who I am, or am I just trying to get a quick fix of Significance?". The answer will give you a better gauge of which is the better wave for you to ride.

The Eight basic Emotional Drivers

o   Belonging/Love
Connection from being with
others, or sense with self

o   Security/Control
Knowing what will happen,
having security in our lives

o   Diversity/Change
Wanting a surprise, having
variety and adventure

o   Recognition/Significance
Having others pay attention to
us, feeling important

o   Achievement
The need to succeed in our
plans, completion

o   Challenge/growth
The opportunity to achieve and
to grow

o   Excellence
Self-satisfaction and pride in
the things we do

o   Responsibility/Contribution
Responsibility toward
humanity, The need to give to
others

The need for "Love and Belonging".

We need a sense of belonging in our relationships with other people, a sense of love. Ever since we were baby, at one point, assuming our mother was healthy, we were automatically loved by our mother. During the birth process, a woman develops a high level of a hormone called oxytocin. This hormone ensures that a woman loves her child. When a young baby is deprived of touch, it would suffer "failure-to-strive" syndrome and die. As a baby, you literally have unconditional love from your mother; it means that you can throw up all over and your mother will clean the mess and still love you after that. Eventually the oxytocin wears off and the baby starts to have conditions to be loved, certain expectations are put on you. As you continue to grow up, you're constantly striving for a sense of belonging, a sense of love because that is one of the primary foundations of who we are as human being.

The need for "Control and Security"

Let's take the example of McDonald's. What McDonald's really sells is "control and security". When people go to McDonald's, they would know exactly how long it will take to get their meal ready, how much they will spend on their meal,   and they even know what the lady behind the counter will ask, "Would you like to super size your burger?" The reason why McDonald's is successful is they feed our need of control and security. We are driven to go there for this reason.

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The need for "Diversity"

We all like to be secured, but at the same time we like different things   in our life. Sometimes we get bored when we are consistently doing the same thing, within the same environment and with the same people. In some cases we might get married for "control and security" and we might get divorced because of a need for "diversity".

The need for "Recognition and Significance"

This need is about feeling important.
This particular need will
sometimes cause us to do the most
amazing things just because
we want people to recognize us. This
need sometimes drive us to
put people down, or to minimize
other peoples' accomplishments,
so we don't feel so bad about our own.

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The need for "Achievement"

It is not just about achieving great things or being highly successful. It can often mean achieving small thing. It's all about accomplishment. Ask the Qusetion:

"Have you ever been in a very big project where you were overwhelmed with it but also at the same time you didn't really know where to start?" When you are in such a situation, you might ask yourself, "Gosh! Where am I going to start this?" Then, you might stop everything you were doing and start to clean your desk. Once you are finished doing this, you would feel that you have achieved something. You feel good by accomplishing something small though you cannot accomplish the bigger one.

The need for "Growth"

The need is about having a challenge in life. This is why people go to the limits; they will spend time, effort, and money, to learn about new things that will help them to become better at something. We sometimes put ourselves beyond the ability to achieve it.

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The need for "Excellence"

It is not always about just accomplishing something but sometimes it is the need to surpass your own expectations and it is about being able to say, "My gosh, I can't believe I did that! That's amazing!"

The need for "Contribution"

The highest of all human needs is to contribute to others, of having a sense of contribution. Human beings get satisfaction by giving something to other people so they too can excel, can do something great. Only people who feel good about themselves and have personal fulfillment in other things will have this sense of contribution.

When we were very young, we had a greater sense of the higher needs even though our instincts for survival were more predominant.

When we grew older we became more focused on the basic needs of Love/Belonging; Control/Security; Diversity and Recognition. This happens because when something goes wrong according to our idea of the perfect world, we seek immediate gratification, we create our rules of engagement and link the avoidance of pain with the ease of filling the more basic needs. It is not until later in life that many of us begin to re-discover these higher needs of greater fulfillment, and their ranking and order begins to change as our level of consciousness expands. In youth our higher needs are what carry us from infancy to childhood. For us to make that initial leap we have experienced these higher needs in their purest sense. In early youth, the needs of Love, Growth, Excellence, and Contribution are dominant without the awareness of their existence.

The higher needs eventually fade away in the face of "Problems" we encounter as we grow and our natural instincts to survive kick in to provide our rules of engagement. When we are pure as children while our needs for self are strong, our needs for giving of ourselves to others often goes unnoticed. For example, the highest need of contribution is manifested in the giving up of our natural tendency of Peeing and Poopooing in our

diaper. As children we purposely go against our physical nature and give off ourselves by exerting great effort (through the perception of an infant) in going to the toilet instead of our diaper. The higher need of growth is also manifested to a greater degree when we are children. In fact, it is so strong that we easily overcome the world's perception of failure without even noticing it. As we try to walk and to talk and to operate in realm of our parents and our environment, our efforts to grow as a being are consistent and resistant to the obstacles that are constantly around us.

Eventually we figure out that we don't get everything we want (reality strikes), and our self preservation instincts (linked to our reptilian brain) kick in. We begin to be affected by our parent's perceptions and actions, and the environment we grow up in. We start to see the results of our disappointments

as failures and we begin to compensate by creating our rules of engagement and covering ourselves with layers of protection. It is only when we are wise enough to view our experiences and our environment simply for what they are, that we stop attaching extra meaning to them. Then we can shed these layers and recover our true essence and real power.

Culture matching and the Pyramid of Commitment

The employee you hire has to be at the highest level of the pyramid as possible in order to achieve the kind of culture that is aligned with your organizational values and objectives. The more congruent corporate culture is attuned with corporate values the more it will ensure that you get the most passionate employee. The Pyramid of Commitment has three levels and by looking at these levels you will gain insight into the candidate and his/her values and objectives. Each level has certain characteristics related to levels of fulfillment at work.

The Bottom level (3) of the pyramid indicates what you might expect of an employee at this level. Possible use as a low cost expendable employee , who can serve a purpose but may not stay very long. Here the color of a persons brain is important to the function of the job he is applying for. His/her Supervisor must be able to understand

his/her employees color in order to give them clear directions. These types of persons need direction and are not usually self-starters and are unlikely to progress to the next level (2). But with careful cultivation and emotional drive using the WWM Map, they can be taught new work processes.

Level 2 the Middle Level is where you find ideal long term employees. They are driven by more than money and should be in an environment where their emotional needs are fulfilled. The more these needs are fulfilled the higher up the pyramid they will reach. If they are taught the process and information from the interview (using DC Psychology) they will use it to better interact with others. These candidates respond well to training and will get personal gratification from work if their needs are met.

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Level 1 the Top level of the pyramid is where Corporate and Brand Culture are aligned and candidates are passionate for your products and services. The things they tell you about themselves as your organization lives up to these values the persons will receive gratification. These people will be your greatest assets because they "live" your organization.

Plane of
SELF ACTULAIZATION
Level of Organization
PINNACLE
Collaborative
Leadership
The Pinnacle of greatness
Comes when individuals see
Their work as their purpose.
To cultivate this leaders must
Collaborate as equals with their
people. There must be a greater
purpose to the work,
something greater than the individual, or the group
When working on the plane of
"SELF ACTUALIZATION".
People work at the level of
"Organization"

Plane of ATTITUDE
-Level of Group-
CORE
Guided Leadership
The Core of building greatness is formed through
Attitude. To develop this attribute for success leaders must
guide their people, cause emotions of significance that
couldnt be inspired alone. Leaders develop reciprocity b y
creating an environment of personal growth that is far superior
to the standard. When working on the plane of
"ATTITUDE"
eople work at the level of
"GROUP"

Plane of SKILL
-Level of Individual-
FOUNDATION
Directive Leadership
The Foundations of building greatness should be based on skill.
Leaders should direct and teach individuals until those individuals have mastered
the required skill. When working on the plane of
"SKILL"
People work at the level of
"Individual"

The Directive Communication tools used for interviewing and selection process include:

- The CBC cards
- The Human Drivers Mirrored Assessment (HDMA)
- The World of Work Map
- The CBCI

CBC Cards come in a set of 49 picture cards depicting the range of subjects engaged in various activities. They show pictures of people, artifacts, and objects, covering a range of events, situations, and tasks, intended to trigger off thoughts, ideas, and descriptions from candidates when used in conjunction with the directive questions asked during interviews. e.g. Candidates are asked to pick five cards from the set of 49 to describe what they would do with 5 million dollars. The CBC cards come in handy as candidates are not able to use their model answers when asked to pick cards from the stack. The CBC cards are used to find out the

thinking process (colored brain) of the candidates. As we had discussed before there are four types of colored brain communication inventory (CBCI), viz. Green, Red, Blue, and Purple. The thinking processes of people with different "colored brain" types are different. There are jobs that are more suitable to the green brain person than the purple brain person, e.g. a green brain person would be more comfortable in jobs that require frequent changes and are fast moving – like outdoor sales, advertising and promotion, etc. where as the purple brain person would be more comfortable with jobs that require a lot of information and research based like IT jobs, R & D, etc.

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Applications of the CBC Cards

To identify a candidate's emotional drive, work processes and perceptions and expectations.

The purpose of question 1 is to determine a candidate's primary human/emotional drivers/needs for the position sought after

Question 1: Choose 5 cards which indicate what you would do if you had 5 Million Dollars.

a. The candidate will review what is most important to them for example:

  i. Saving = a sense of security

  ii. Invest in Safe investments = sense of security

  iii. Travel to see different cultures = personal growth

  iv. Learn new things, go to school = personal growth

  v. Get a degree for the sake of getting the degree = either achievement or significance or both

  vi. Do things they have never done before = a sense of diversity

  vii. Nice car, nice house = sense of significance or recognition

  viii. Start own business = sense of achievement or possibly significance

  ix. Invest in medium to high risk investments = sense of significance

  x. Spend more time with family = sense of love and belonging

  xi. Take family on trip = sense of love and belonging

  xii. Give to charity, help less fortunate = sense of contribution

This will tell you what job description the candidate will excel in and what job they will underperform in, for example, a person who's primary drivers are Significance, Personal Growth, Achievement, would excel in a fast paced job with lots of challenges; they want to figure the best way to do the job themselves and are willing to spend the time to make it. This person would be demotivated if the boss always tells him how to do the job, and if he/she is not recognized for the efforts made. The underperformer would also be affected if the job is predictable and does not have much of an opportunity for him/her to try new ideas.

On the other hand, if you did have a predictable job that required low risk, a person with a primary driver such as Security and a very low need for personal growth would be ideal.

The combinations are endless and excellence in interpretation comes from knowing the emotional drivers and how they affect behavior, and, how they interact with what you know about the colored brain. This requires practice.

The purpose of question 2 is to determine a candidate's perceptions and expectations about working in the organization and what they think it can offer them.

Question 2: Choose 5 cards which indicate what you would expect to gain or get by working in this organization, and rank the cards in order of importance. (CANDIDATE'S PURPOSE OF WORKING)

The candidate will reveal their perceptions of the position they are seeking for example:

1. Stability=personal sustainability/pay check
2. Financial reward=personal significance
3. More challenging position=personal growth
4. More relaxing work environment=doesn't like rigid structure/deadlines
5. Flexible working hours=not career oriented
6. To learn more=wants on the job training in different areas
7. Opportunity to try something new=personal needs
8. Contribute my skills=personal significance
9. Title=promotion/position important
10. To prove something to self=excellence/achievement

The purpose of the third question is to determine the work process and mindset of the candidate.

Question 3: Choose 5 cards which best describe what efficiency means to you, and rank the cards in order of importance. (CANDIDATE'S EFFECTIVENESS IN THE WORKPLACE)

1. OR Alternative Question: Choose 5 cards which indicate how you would approach a project, such as making a Manual on How to Use the CBC Cards?

The candidate will reveal their methods and approaches to work.

1. Organized workplace=disciplined
2. Team work=works well with others
3. Good communication=needs clarification

Some candidates' responses after the CBC cards and World of Work interview techniques.

I had never been interviewed using the CBC cards and World of Work before. When I had my first experience, I thought it was very brilliant. Not only because the interviewers seem to be able to see through me, but also because I didn't feel the need to explain myself. The cards and the map tell everything that the interviewers wanted to know about me. I had never enjoyed an interview so much before. It's quite fun for the interviewees, and hopefully for the interviewers as well…

Is this really an interview?

Are there right or wrong answers?

How can you read my mind?

Just to mention a few…………so be prepared!!

Interpretation Guideline

Keep in mind several things when using the cards for interviewing candidates.

- That many have never experienced this unique technique before
- That there are no "right" or "wrong" answers
- This is only a guide to candidate selection
- That you will probably be surprised at some of the replies
- You will realize if the candidate is listening to the question asked or not.
- That the pictures on the cards are the least important, it is the responses that count
- That pictures of inanimate objects indicate desired end results

- That pictures of people/ number of people indicate people related results

Summary of the aspects you need to pay attention to:

- The time spent for searching
- The selection process
- The type of cards
- The pattern of the cards
- The sequence of the card
- The meaning of the cards

There are 3 to 4 possible questions which as an interviewer you might ask the candidate using the (CBC) Colored Brain Communication Cards; each question having a specific purpose. For example Question 1 could be used for the initial interview, and Questions 2 or 3 could be used after short listing a candidate.

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Human Drivers Mirrored Assessment

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Is Your Mirror Preventing You from Superior Management?

HOW DO OTHERS REALLY SEE YOU?

ARE YOUR ACTIONS CAUSING UNWANTED REACTIONS IN THOSE AROUND YOU?

ARE YOU ACCIDENTLY DE-MOTIVATING YOUR PEOPLE?

SUBORDINATES

You

SUPERIORS

PEERS

HDMA – Identifies How YOU Affect People

Understand why and how others react to you!
Identifying work behaviours or work styles of individuals
and how other perceive our actions is sometimes difficult.
The HDMA "Human Drivers Mirrored Assessment" tool, uses
Directive communication Group Performance Psychology to identify the gaps between
how we see ourselves and how others see us.

Applications of the HDMA

√ Appropriate for all levels of employees
√ Identifies immediate action that can be taken to get instant behaviours change results
√ Real-Time feedback option: when one factor changes, it automatically lets you know
√ Easy complete and access online
√ Measures response distortion
√ Provides consolidated perception and gaps in perception

HDMA's Key Features of Relevance to the work Environment

√ A practical real-time hands on approach to develop people with high potential
√ The solution to become more effective & increase overall productivity
√ Allows you gain greater effectiveness in working with influencing others
√ Explains how others perceive our actions towards them and how this affects their and our Performance and motivation.
√ Offers the opportunity to find out the emotional root causes behind average average
performance in work departments, and how to turn this around.
√ Ensures you will have a better awareness of your work environment.
√ Is not a performance assessment but an indicator that can be immediately acted on for quick results

World of Work Map

Like the CBC Cards when the candidate is given the World of Work Map (WWM), its unorthodox structure and appearance break barriers to truth. When asked questions about where they would go and what problems they have had in those areas on the Map, they would unconsciously reveal work process and problems they WILL have in your organisation. The following are samples of how to use this in interviews

a.   Rank the areas on the "World of Work" that in order of most importance to least importance

b.   Would you prefer to be on unchartered waters or on solo caves if you had only one choice?.

c.   What are some of the problems you have faced in these areas before?

Understanding candidate's preferences would help in matching the right candidate for the right job. e.g. If the nature of work requires lots of meetings, the job is best suited for the candidate who likes to work in Meeting Land. Likewise a person who works well in solo caves would do well as a Research worker. The candidates

work process should be referenced with your organisations work process. Also, the problems they have had with others are a reflection of consistent problems the candidate faces; what they say is because of others, usually is a manifestation of their own behaviors and attitudes.

The World of Work Maps come in a sheet of paper showing the five continents of the world. Each continent depicts an environment in a typical organization. Candidates are asked to tell the interviewers their ranking of the continents. Their ranking would suggest their preferences which would be used by the interviewers to make decisions on job-matching. Interviewers would ask candidates to comment on their "likes and dislikes" and their personal preference to work in the various environments, and why? The WWM is also used to identify candidates leadership qualities and how much importance they placed on team work and communication.

How to use the World of Work Map

Firstly, the map is pictured as 5 continents divided into 5 distinct areas. Each of these 5 areas has positive and negative representations. Continent 1 consists of the Meeting Land and the Cliffs of Death. Continent 2 contains the Social Jungle and the Desert of Despair.

In the third continent lies the Directive Interaction Forest and the Swamps of Darkness. Next there is the Team Mountain and the Mountain of Fire. The final 5th continent contains the Solo Caves and the Bottomless Pit. In the middle of all these continents lies the neutral 'unknown' Unchartered Waters.

The representations of good and bad are seen on the map as metaphors. So whenever your brain is working in metaphors then you tend to be less restrictive in your thought process and more honest when dealing with things at a more subconscious thought level.

It also gives you a representation of an office related work environment and it also gives you the opportunity to relax and with its graphic representation makes it more fun. It puts your mind at ease because it looks like you're playing a game. This will help the interviewer assess the potential problems that they might have with people in the future.

With your mind in this more relaxed state you can easily create associations to these metaphors that go back to your working environment, determine where your productivity is, and indicate how you feel in various areas, both positive and negative.

Each continent on the map is related

to a chunk of information about something you might do. Because of that it is easier to bring out thoughts and feelings regarding priorities and to see how much time you spend in these areas. When you rank these in order of importance, it helps to identify where your priorities lie.

Also because these meeting land areas are divided into chunks it becomes a place where you have a different perspective. As you use the map it helps you identify "your" map of how you really work, how you feel about certain areas and what problems you have. Think of it as a travel map, ask yourself what are the sights you would see, what fun things you would do or what experiences you have had in this place.

Now let's look at some of the possible questions that could be used when using the World of Work Map.

There are 3 possible questions which as an interviewer you might ask the candidate using the World of Work Map (WWM); each question having a specific purpose.

First the interviewer explains the 5 continents and one "uncharted waters" area in the map to the candidate, defining the 5 positive and 5 negative areas in each continent.

Then he asks the candidate to rank these areas from Most Important to Least Important and to indicate the numbers on the map. After the candidate has done this, the interviewer proceeds to ask the questions below.

The purpose of the following questions is to determine which areas are most important to the candidate regarding his/her effectiveness in the work environment.

Possible Questions for WWM

Question 1: Explain why you choose one as more important than the other

Question 2: Would you prefer to be on unchartered waters or on the Solo Caves if you had only one choice.

Question 3: What are some of the problems you have faced in the "negative" areas before?

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The Colored Brain Communication Inventory (CBCI)

The Colored Brain Communication Inventory (CBCI) is an assessment tool used to verify the candidate's colored brain. The assessment tool is a 12 page document with proper instructions. Candidates are expected to answer the questions in the documents and their answers would be graded by a Directive Communication practitioner to identify their predominant "Colored Brain" – Red, Green, Blue, or Purple

Have you ever been talking to someone, explaining something so clearly to the extent you are absolutely sure that they Must understand; and, THEY JUST DON'T GET IT? You probably think "This person is an idiot!" They on the other hand are thinking that you just didn't know how to communicate? This is what is known in Directive Communication™ as the "Colored Glasses Syndrome".

Consider if you are wearing Green colored glasses, certain things would appear brighter and be very clear, while others may seem dull and some may not even be noticeable at all. When you see this you may assume that, because it is so clear, that it will be obvious to everyone else as well, or at least that it will be obvious when you explain it. The problem is that not everybody wears green glasses, some may wear Blue, Red or Purple, and each sees the same things from different perspectives. If the color of your glasses represents the way your brain works, each will have clarity in some areas and be oblivious to others, and they will not be the same. This product of how our brain communicates and processes can be translated to brain colors.

This is not just a personality quark; in fact, studies have shown that the way the brain processes information

or "communicates" is based on your genes. You are born with it. Directive Communication™ has categorized these genetic patterns of communication processes and needs into colors to make it easier. And consider that while you may get frustrated or even angry at someone for Not Getting It, you are Judging them by the color of their brain. You are being a brain "Racist"!

When you begin to understand your brain color, it not only puts a new light on your own identity, but gives you a new perspective on how it affects others and how people with different brain colors are affecting you. This awareness alone will increase your circle of tolerance, reduce your stress, and create greater rapport with people whether you have known them for years, or you have met them for the first time.

This is not about personality, but the unchangeable genetic processes that dictate internal communication and processing. When you combine brain communication processes with your values and human needs (and more importantly how those needs are ranked and their rules), you have a better dimension of what is really driving your decisions.

Imagine your brain as a computer processor, some may have a PC processor, others may have a Mac processor. Each of these processors can run similar applications such as Microsoft Excel or Adobe Photoshop, and while these have the same function and similar appearance, each requires different software to do so and each runs them differently. For example, a PC will run Excel in a very direct and speedy manner, but will run Photoshop in a slower and roundabout way. The Mac on the other hand is just the

opposite. But, if you try to run Excel for Mac on your PC, it won't work and vice versa. Our brains act in a similar way. If you are a green brain (random, interactive processing) trying to do a red brain (linear objective processing) function, you will have a great deal of difficulty doing it in the same way that a red brain person does. It then becomes essential for getting your red brain outcome to do it in a green brain way.

Traditionally, the problem has been those red brain outcomes (for example) have been taught by red brained people. So green, blue and purple brained people usually have to work harder to achieve the same results, and then the results are often not as good as those red brained people that hardly worked at it at all. But, if a green brained person has awareness of being green brained, this allows him the ability to use his natural green talent.
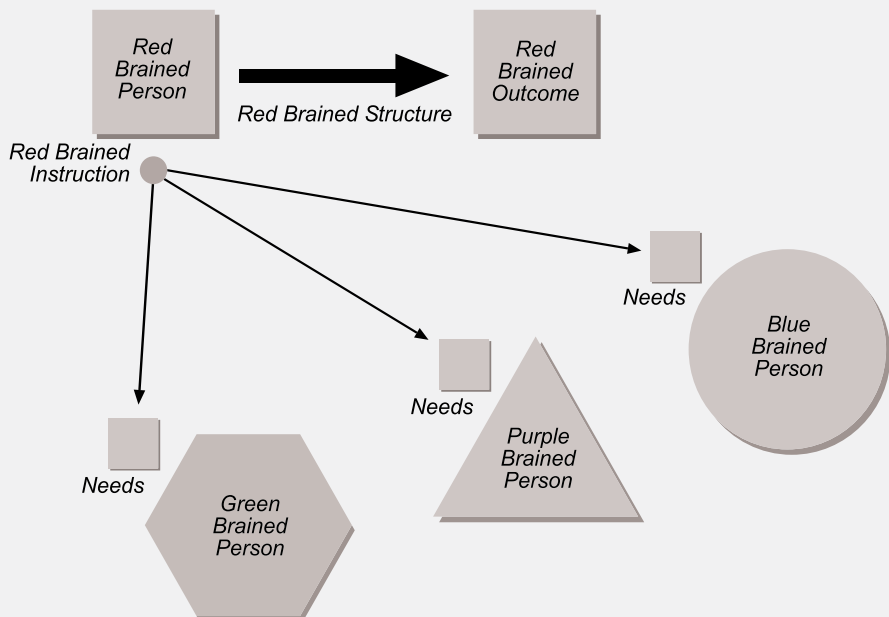
SECTION THREE

Preparing for Employee Recruitment

Preparing for Employee Recruitment

This section contains a "hands on" approach on employee interviewing and selection. It provides a comprehensive guide on the recruitment process from the time a decision is made to recruit a new employee, to the time when the new employee joins the company. For easy reference the information is categorized in three Parts:
Part 1 – Before the Interview,
Part 2 – During the Interview, and
Part 3 - After the Interview

Part 1 - Before the Interview

The following are things that interviewers should be aware of and be prepared for before conducting an interview:

a.   Knowledge of the position to be filled – (Job Description)

- Interviewers should be familiar with the nature of the job, the reporting status, the relationship between the person holding the job and others in the organization, the peculiarities of the job, e,g, hours of work, working environment, physical efforts involved, use of tools and equipment, safety and health related issues, and all activities concerning the job.

b.   Knowledge of the job requirements – (Job Specification)

- Interviewers should be aware of the qualifications, experience, skills, and attributes required in order to perform the duties and responsibilities of the job as captured in the Job Description. Does the Job require someone with a Degree in Engineering, How many years of related working experience should the candidate possess? What specific skills should the candidate have? What special licenses are required?, etc.

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c. **Knowledge of the Selection Criteria – (People Requirements)**

- Interviewers should be fully aware of what they are looking for as the "Right Employee". Besides qualifications, experience, and skills, what are the "people traits" required for the job (short term, long term), what are the attributes required, e.g. integrity, punctuality, stability, honesty, communication skills, leadership, team work, etc (see sample form in Appendix)

d. **Knowledge of Directive Communication Psychology and the interviewing tools**

- Interviewers should be duly trained in Directive Communication Psychology and the application of DC tools in interviews and selection. Knowledge of "Culture Matching" and the importance of following up on the new recruits to ensure that the organization's objectives are achieved and employees' needs are fulfilled.

e. **Prepare Interview Questions based on the Selection Criteria**

- Interviewers should have a list of prepared questions for interviews. The questions should be directly related to the selection criteria and should assist the interviewers to make informed decisions on whether or not the candidates interviewed are qualified and suitable for the job. Interviewers should be aware of the use of probing questions to better understand the candidates and to see if they possess the required knowledge, skills, and attributes. Note that different jobs require different types of questions, depending on the selection criteria set. Interviewers should be conversant with the use of CBC cards and WWM and be prepared to conduct interviews using them to find out the candidates colored brain thinking process, and their human emotional drivers. (See sample questions in Appendix)

f.   Ensure that all interviewers are well trained

- Interviewers should be well trained in interviewing and selection. They should be conversant with the rules and procedures for interviewing and selection and be aware of the selection criteria and the list of prepared interviewing questions. They should be competent to use the Directive Communication tools (CBC cards, HDMA CBCI and WWM) when conducting the interviews. They should be aware of the people involved in the interviewing process and if there are more than one interviewer – they should know who to ask what questions and how to co-ordinate and compare the results at the end of the interviews. Interviewers should be familiar with the use of the Candidates Assessment Form, in particular the scoring of points. Interviewers should meet regularly to make improvements on the selection procedures and practices and regularly review the recruitment policies.

g.   Ensure that Candidates for interviews are informed

- The scheduling of candidates for interviews may not be done by the Interviewers themselves, but it is the responsibility of the interviewers to ensure that candidates for interviews are given ample time to prepare themselves for the interviews. Usually a week's notice is preferred. When arranging the interviews, the person involved should provide ample time for interviewers to talk to the candidates. If there are more than one candidate scheduled for interview, the interval between each candidate should be about one hour to 90 minutes depending on the job position and specific requirements.

h.   Conducting Phone Interviews

- Interviewers may need to conduct phone interviews with candidates to verify the information provided in the application letters. It should be carried out individually when required. Phone interviews

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should be short and brief and the interviewer should state the purpose of the call without giving the candidate the false hopes that he/she has been selected for interviewing. Phone interviews are used to save time for information verification only, and should not be used to conduct a full interview.

i. Setting up the Interview Room

- Interviewers are responsible to ensure that the interview room is set up before the commencement of the interview. The room should be quiet and phone calls are prohibited during the interviews. Lightings should be conducive to create the relaxing ambience. Depending on the number of interviewers involved the interview session could be done in a coffee table sitting arrangement, or sitting face to face with no table in between. The arrangement over a coffee table or without table in between creates a better rapport between the interviewer and the interviewee. There is "no barrier" between the interviewer and interviewee.

j. Interviewers should read Candidate's CV thoroughly

- Interviewers should ensure that the candidates CVs are well read before the interviews. It is a good practice to highlight the "words" or the segments of the CV which require clarification and ask candidates to elaborate on what they have written during interviews. The use of probing questions using the STAR Approach would help to better understand candidates' competencies, skills, knowledge, values, attributes, and traits.

k. Setting Goals and Assessment guidelines

- Interviewers should set clear goals before the interviewing process, including setting dates for the new employee to join the organization. Interviewers should be clear on the selection criteria and be familiar with points system contained in the Candidate's Assessment Form. Follow-up procedures including communication with candidates should be clearly understood by interviewers concerned before the start of the interviews.

Part 2 - During the Interview

a. Understand the purpose of an interview

-   Interviewers should fully understand the purpose of interviews. An interview session is used for interviewers to assess the candidate's suitability for the job, as well as to provide information to the candidate about the nature of work, the organization, and the work environment. Interviewers should ensure that there is rapport with the candidate and should stay focused by asking questions based on the prepared list of interview questions in accordance with the selection criteria.

b. Building Rapport

-   Interviewers could start the interviewing session with an "ice-breaker" to relax the candidate and set the pace for the interview. They should let candidates know what to expect, how long the interviews would be, and how the interviews would be conducted. Interviewers should capture notes during the interviews for record and assessment, and candidates should be informed the reasons why interviewers are taking notes. The use of the CBC cards and other DC tools during interviews would help to build rapport.

c. Active Listening

- Interviewers could apply the 80/20 rule in the interviewing process, i.e. spend 20% talking and 80% listening. Listening could be enhanced by showing enthusiasm with positive facial expressions and body language. The "mirroring technique" could be applied, i.e. quietly mirroring the gestures and body language of the candidates during the interview. e.g. when the candidate moves his/her hands – the interviewer follows, when the candidate nods, the interviewer nods, etc. Active listening is listening with passion for knowledge and understanding. Another way to listen attentively is to repeat the last few words said by the candidate, e.g. "If I understand you correctly.... you (repeat what was said)" Interviewers should observe candidate's body language and gestures during the interviews to look for "signs of insincerity", so that interviewers could ask more probing questions to clarify the "doubts" as well as to find out more about the candidates.

d. Taking Notes during the interviews

- Interviewers should capture the salient points made by the candidates for record and assessment purposes Notes captured should be short and brief – in points form. Taking notes during interviews should be done concurrently with active listening and talking. The notes could be captured on separate pieces of paper which should be attached to the Candidates Assessment Form at the end of the interviews.

e. Providing a positive image during interviews

- Interviewers are representing their organizations during the interviews. In order to provide a good image to candidates, they should conduct the interviews professionally by asking prepared questions and allow candidates to talk freely They should share with candidates the knowledge about the job and the organization. Candidates should be given opportunities to ask questions about the job and the organization. Interviewers should be properly attired and

the interview schedules and timings should be observed. If there are changes, candidates should be notified in advance of the changes.

f. Ask Probing Questions – "STAR" Approach

- Interviewers should ask questions directly related to the selection criteria. They should phrase the questions clearly and adopt the STAR approach in asking probing questions. The approach starts of by asking questions related to the Situation or Task, and followed with questions to find out from the candidates what actions were taken and what were the results or outcomes. When asking probing questions we could make use of the 5 Ws and 1 H. – Why? Who? When? Which? Where? Whom? and How?

g. Ensure that all prepared questions are asked

- Interviewers should ensure that all questions prepared for the specific interview are asked. The same set of questions should be used for all candidates interviewed for the same job. When there is more than one interviewer, someone should co-ordinate and distribute the questions appropriately to avoid duplication.

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h. Keep candidates informed on what to expect after the interview

- Interviewers should inform candidates on what to expect after each Interviewing session. Candidates should be told when to expect the outcome of the interviews, and the mode of notifying them. A reasonable time frame to revert to andidates on hiring decisions is within two weeks from the time of the last interview session.

i. Application of DC Tools during interviews

- Interviewers should be well acquainted with the application of DC tools and the questioning techniques. In particular the CBC cards, HDMA, CBCI, and the World of Work Map (WWM).

Part 3 - After the Interview

a.   Complete the Candidates Assessment Form

-    Interviewers should attempt to complete the Candidate's Assessment Form immediately after the interview with the candidate. The Assessment Form should be duly signed and interviewers should provide relevant remarks and comments on their findings. In particular their recommendations to hire or to reject the candidate.

b.   Make Decisions to Hire or to Reject the candidate

-    If there is more than one interviewer, the people involved should discuss amongst themselves on the choice of candidate to recruit. Decisions should be unanimous and should be done within one week

after the interviews. If there are more questions for the candidates before decisions could be made, interviewers should not hesitate to check with candidates accordingly. Such questions could be asked on the phone to save time.

c.   Keep the selected Candidate informed

-    The candidate who is selected after the interviews should be notified when the decision is reached. The candidate may be required to attend a briefing session and to sign the appointment letter. During the briefing the candidate would be told more about the organization and be given a chance to ask more questions before signing the employment letter. The candidate should be told when to start work and who

to contact on the first day of reporting for work. A copy of the orientation program should be given to the candidate before the first day of employment. It is important that the candidate should feel welcomed and be part of the team.

d.   Notify other candidates on the outcome of their interviews

-   When the selected candidate has agreed to join the company, all the others interviewed should be notified on the outcome of their interviews. Notification could be in writing or by phone conversation. Candidates should be told that their CVs would be kept with HR and when another opportunity arises, the company would contact them.

e.   Observe Culture Match and assimilation into the organization during probationary period.

Questions to ask:

-   a.   How is the candidate reacting to the environment?

b.   How is the group reacting to the new recruit?
c.   Where are the areas of exceptional communication?
d.   Where are the areas of poor communication?
e.   Is there conflict, if so, where does it come from?
f.   Are people around the new recruit more motivated or less?
g.   Are candidate's expectations being met?
h.   Is the candidate fulfilled in the job role?

f.   Orientation Program for the new Employee

-   The orientation and induction program for the new employee should be carried out on the first day of employment, The new employee must be made to feel welcomed and on the first day it is advisable to assign the new employee with a "buddy" to assist him/her to settle down. The "buddy" system works on the basis that the "buddy" who is a fellow employee in

the same department as the new employee. The role of the buddy is to accompany the new employee and be around whenever help is required. As soon as possible the new employee should be given a program to get acquainted with the team and other employees of the company. Depending on the size of the company and the position of the new employee a typical orientation program would include the following: A quick tour round the premises, visit to the CEO, a welcome briefing by his/her immediate boss, introduction to colleagues in the same department, introduction to other employees that he/she would come into contact with in the job, introduction to company procedures on safety and health related matters, introduction to company procedures on administration issues including requisitions for stationery items, salary payment system, procedures for leave application, introduction to company business and the respective people in the organization, etc. During the first month, the "buddy" would assist the new employee to settle down.

Discover perception gaps between new hire and existing staff using the Human Driver Mirrored Assessment (HDMA) after 2 months of employment, HR will be able to determine the "Perception Gaps" between the new hire and subordinates, peers, and superiors. Perception gaps are the differences between the way we see ourselves and the way others see us. Why is it important to know "perception gaps"? When we believe that we are X, we normally would also believe that everyone can plainly see that we are X. The fact is that others may see us differently, and that difference in perception prevents us from improving ourselves or making the necessary changes to improve our relationships with others, and our effectiveness in working with and dealing with them at all levels. The HDMA will give the new hire and HR insights   to the real perceptions of people around them and how those "perception gaps" can be closed to cultivate superior communication and cooperation in the workplace.

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Summary and Conclusion

Employee Recruitment is one of the more important functions of Human Resource Management. Unfortunately, in most organizations, the function is under-estimated and often neglected.

Organizations can only be as strong as the collective strengths of the "people they employ". Team synergy can only exist in an environment where there are no "culture gaps" where employees can work closely with each other and understand each others' "likes and dislikes", including the colored brain and emotional drivers.

Employee attrition can be reduced substantially with better control and proper recruitment procedures and practices in place.

Key to effective recruitment lies in the application of Directive Communication Psychology, the complete understanding of Job Description, Job Specification, Selection Criteria, Directive Interviewing Questions, Candidates Assessment process, and professionally trained interviewers.

Books and References

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- Directive Communication Psychology Field Manual – Arthur F. Carmazzi
- Lessons from the Monkey King – Arthur F. Carmazzi
- Identity Intelligence – Arthur F. Carmazzi
- Recruiting, Hiring, & Retaining Quality Employees – Joseph D. Levesque
- Professional Interviewing – Downs, Smeyak, & Martin
- Interviewing Skills – Tim Hindle
- Employee Selection – Prof Joseph M Putti
- Selection Interviewing – Ros Jay
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- Hiring the Best – Martin John Yate
- HR Practitioner's Guide Singapore – CCH
- ABC of Interviewing – Lawrence Russell
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- Human Resource Management – Nelerine Cornelius
- Managing Human Resources Through Strategic Partnership – Susan E. Jackson & Randall S Schuler
- Strategic Human Resource Management – Jeffrey A Mello
- Human Resource Management – Gary Dessler
- Human Resource Champions – Dave Ulrich
- Human Resource Management – Raymond J Stone
- Tripartite Taskforce Report on Wage Restructuring – MOM - Singapore
- Fair Employment Practices Guide – TAFEP
- Guide to Recruitment & Selection Interview - TAFEP

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Appendix
Author's Note

The Forms and Worksheets in the following section are to be used as a guide for interviewers. The contents should be re-worded in alignment with your organization's requirements such as job matching, cultural matching and other criteria. For further consultation.

please contact:

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Or

goldhim@hotmail.com

Sample of Selection Criteria Form

Job Title: _____

Department: _____

Job Holder Reporting To: _____

List of Requirements:

Qualifications: (e.g. Cert.; Dip.; Deg)	Experience: (e.g. Minimum 3 years):
Special Skills: (e.g. Driving Licence)	**Special Knowledge: (e.g. Speaks Japanese)**

Attributes Required	
e.g.Integrity, Honesty, Excellence, Responsibility,Respectful, Teamwork, Manageability, Passion for Growth, Interpersonal Skills, Attitude, Initiative, Maturity, Interpersonal Skills, Attitude, Initiative, Stability, etc.	
Attributes Required:	9
1	10
2	11
3	12
4	13
5	
6	
7	
8	
Attributes of Organizational Culture – e.g. creative fast paced, structured fast paced, relaxed, innovative casual…	
1	
2	
3	
4	
5	

Sample of Interview Questions

The following are sample questions used for assessing candidates. Interviewers should use the "STAR" approach to follow-up with probing questions to find out more about the candidate's suitability for employment.

1. Integrity: a. Tell me of a situation when you were told a secret by your good friend? b. Give me three words to describe what your friends think of you? c. Tell me your definition for Integrity?	**6. Responsibility:** a. Tell me of a situation when you had to lead a project? b. Tell me about a situation when you made a mistake? c. Tell me of a situation when you were in charge of a team?
2. Honesty: a. What does honesty mean to you? b. Tell me of an incident when you are dishonest? c. What would you do to a person who is dishonest?	**7. Interpersonal Skills**: a. Tell me of a situation when your colleague had treated you badly? b. Tell me of a situation when you had to tell a person of his/her faults? c. Tell me of a situation when you disagreed with your boss over work?
3. Hard Working: a. Tell me of a situation when you were given short dead-lines to complete a project? b. Describe a typical work day from the time you wake up to the time to go to bed? c. How much of O/T work did you do in your previous job?	**8. Communication Skills:** a. Tell me of a situation when you had to make a presentation? b. Tell me of a situation when you had to attend to a customer's complaint? c. Tell me of a situation when you had to tell your supervisor that he/she is wrong?
4. Teamwork: a. Tell me of a situation when your colleagues helped you to complete your work? b. Tell me of an incident when you "go the extra mile" to help your colleague? c. Do you prefer to work alone or as a team?	**9. Stability** a. Tell me the reasons why you are changing jobs? b. Tell me three things that are important in you job? c. Tell me why you applied for this job?
5. Values: a. Tell me what you would do if you have a million dollars? b. Tell me what are the three values that are important to you? c. Tell me something that you really hate to do?	**10. Attitude:** a. Do you consider yourself successful? b. Tell me of a situation when you are truly proud of yourself? c. Tell me of a situation when you are truly unhappy about?

Sample of Candidate's Assessment Form

Name of Candidate: _____   Date: _____

Knowledge, Skills, Experience, Values, Abilities, and Attributes	Score (Max. 10)	Remarks
1. Knowledge/Qualifications		
2. Work Experience/Skills		
3. Special License (If Any)		
4. Communication Effectiveness		
6. Team Work		
7. Willingness to work long hours		
8. Integrity		
10. Honesty		
11. Ability to travel extensively		
12. Passion for technology		
13. Ability to speak customer's language		
14. Ability to lift 30 lbs objects		
15. Ability to work in open spaces		
16. Ability to climb heights		
17.		
19.		
Total Score:		

Colored Brain Communication Inventory (CBCI)

Green	Red
- Think in Big Picture - Action oriented - Not hot on details	- Analytical - Long Term Objectives - Ask logical questions
Blue	**Purple**
- Connect with people - Intuitive - Communicative	- Information oriented - Detailed - Ask lots of questions

Interviewer's General Comments:

 Not Recommended / Recommended / Highly Recommended

Name: _____   Signature: _____

Sample of Probing Questions using "STAR"

Questions on Situations/Tasks/Experiences	Questions on Action/s Taken	Questions on Results & Improvement
1. Tell me of a situation when you saw an employee sleeping at work, or leaving his/her workstation 30 mins. ealier .	What would you do?	a. Why did you do what you did? b. What other options are there? c. What could be the outcome/s?
2. Tell me of an incident that you noticed your boss flirting with a junior staff in the same department.	What did you do?	a. What were the results? b. What could you do if you had another similar case? Why?
3. What would you do if your colleague brings home 2 rims of paper from the office	What would you do?	a. What results would you expect? b. What other options are there? c. What are the possible outcome/s?
4. Tell me of a situation when someone was injured at the workplace owing to an accident	What did you do?	a. What were the results? b. What could you do differently if a similar incident arises? c. Why?
5. Tell me of a situation when you had to discipline a subordinate from your office .	What did you do?	a. What were the results of your action/s? b. What would you do differently if a similar incident arises? c. Why?
6. Tell me five things that you would do if you are employed	What are the things that that you would do during the first two weeks at work?	a. What are the challenges that you are likely to encounter? b. How could you overcome the challenges? c. What else could you do? Why?
7. Tell me of a situation when you were asked to stay back for O/T work, and you had a prior appointment with your wife for dinner	What would you do?	a. Why did you do that? b. What other ways could be better? c. Why?
8. Tell me what you would do and how you would conduct a performance interview with your subordinate who is a poor work performer	What would you do?	a. What could be the results? b. What could have been better if you had to do that again? Why?
9. If money were not an issue, what would you be doing for the next five years	Give us five specific examples.	a. Why did you do what you did? b. What else could you do? Why?
10. If you caught an employee stealing company's property – what would you do? And How?	Why did you do that?	a. What was the outcome? b. Who were involved? c. Could you have done better, if you were to handle a similar incident?

Additional Sample of Interview Questions Using CBC Cards and World of Work Map (WWM) as and when appropriate

1. Professional Qualifications	a. Reference your qualifications in the resume – Tell me what you did to improve yourself since (date after the last certificate attained)? b. What did you learn most in your school days? c. Are they applicable in your present workplace? d. (Use CBC) Pick 5 cards to tell us what you have achieved to date?
2. Job Related Skills	a. What do you know of the job which you are applying? b. What are your skills that could assist you in the job? c. What other skills do you need for the job?
3. Job Related Experience	a. (Use CBC) Pick 5 cards and tell us how you would describe your work experiences in the last three years? b. Tell us about the time you received a nuisance call. What happened after that? Could you have done better if you were to repeat the situation today?
4. Questions on Emotional Drivers	a. (Use CBC) Pick 5 cards and tell us what you would do with the money if you had won a lottery draw for $2 Millions? b. Why?
5. Questions on Emotional Drivers and Colored Brain	a. (Use CBC) Pick 5 cards and explain what productivity means to you? Why?
6. Willingness to work in a team and Leadership qualities	a. (Use WWP) Rank the continents in the order of your b. Tell us why?

7. Passion for the Job and Company	a. (Use WWP) Tell us of an incident that you had to work long hours to complete the job? What was the incident? b. How did you feel after completing the task? c. What did you learn from the incident?
8. Integrity and Honesty	a. Tell us what you would do if you knew that your boss has done something grossly wrong in the company (e.g. using company's funds to entertain family members to dinner, claiming cash refunds in excess of money spent, etc)? b. Why?
9. Self Confidence	a. (Use CBC) Pick 5 cards to tell us about yourself b. Give examples on your explanations. Why?
10. Passion for self development	a. Reference your CV - when was the last time you attended a training program? b. Tell us your feelings about self development. Which aspects of self development would you consider important? Why?
11. Ability to travel extensively	a. The job requires you to travel more than 50 % of the time What are some of the challenges? b. How much time do you spend traveling in your present job? Where did you go? Why?
12. Ability to work long hours	a. (Use WWM) Reference the "Meeting Mountains" Tell us about your past challenges where you had to attend long meetings. Give us a specific example of a situation. What happened? What was your role? Who else were there? What did you learn? b. Most of the people in the company work long hours because of the nature of our business. How often do you have to work overtime in your present job? What are your views on long working hours?

13. **Ability to handle heavy equipment/articles**	a. What are some of the heavy equipment you handle at your workplace? How do you handle them? b. Tell us your experience in carrying heavy parcels.
14. **Ability to work Abroad**	a. Have you any experience working abroad? What were the challenges? b. Do you foresee yourself working abroad again? What if the company sends you to (China, India, or Vietnam)?
15. **Ability to speak customer's language**	a. What language/s do you speak with your customers in your present job? b. How well is your (Mandarin, Malay)? Can you handle customer's complaints in dialects, mandarin, or Malay?
16. **Supervisory/ Managerial Skills**	a. (Use WWM) Reference the continents what are the top three you chose earlier? Briefly explain again the importance. b. If you were leader of the team what would you do to improve team productivity?

SAMPLE OF JOB ANALYSIS FORM

Remarks: Job activities are different for different jobs. Therefore, this prescribed Form may not be 100% suitable for your particular job. Please feel free to make changes where necessary.

A. Job Identification

Name: _____   Job Title : _____

Department: _____   Position Reporting To: _____

B. Job Summary

1. State briefly the nature of work:

_____
_____
_____
_____

C. Duties/Responsibilities, Performance Standards, and Requirements

2. State the duties and responsibilities, performance standards, and the Knowledge, Skills, and Abilities required of the Job:

Duties and Responsibilities	Performance Standards Required	Requirements - Knowledge, Skills, and Abilities

D. People supervised by the Job Holder, and contacts of the Job Holder:

3. Provide information of the people reporting to the Job Holder

a. Job Titles:	: No, of subordinates:

4. Provide information of people who come into contact with the Job Holder:

Internal (exclude own department staff)	External (outside the organization)

E. Personal Characteristics / Job Specifications

5. Provide information of all physical activities required of the Job.

Physical Activities & Characteristics:

6. What educational level, knowledge, skills, and attributes are required for the job?

Degrees, Diplomas, Certificates, etc	Knowledge, Skills, and Attributes Required

7. List the machines, equipment or vehicles related to the job.

_____
_____
_____

8. List the special requirements (licenses, certifications, etc).

_____
_____
_____

F. Working Conditions

9. Describe the physical conditions under which this job is performed
e.g. Air-conditioning environment, Noisy and dusty environment, Outdoor environment.

_____
_____
_____

10. State the working hours?

_____
_____
_____

G. Health and Safety Features

11. State the health and safety hazards associated with this job.

_____
_____
_____

H. Other Matters relating to the job

_____
_____
_____
_____
_____
_____

<u>EMPLOYEE'S OR JOB ANALYST'S CERTIFICATION</u>

I certify that the particulars provided are complete.

Name: _____ Signature: _____

Date: _____

<u>AUTHORISED SUPERVISOR'S OR MANAGER'S CERTIFICATION</u>

A. I agree with the job analysis as stated.

B. Remarks / Comments:

_____
_____
_____

Name: _____ Designation: _____

Signature: _____ Date: _____

Guidelines on How to use Job Analysis Form

The following information provides the Guidelines on the use of Job Analysis Form.

1. Pages: The Job Analysis Form contains a total of 4 pages

2. Guidelines on How to use the contents:

A. Job Identification: This segment requires information on:
a. Name: (The name of the Job Holder)
b. Job Title: (The title of the Job)
c. Department: (The department the job holder belongs)
d. Position Reporting to: (The immediate supervisor of the job holder)

B. Job Summary:
1. (This segment requires a brief description of the job)

C. Duties/Responsibilities, Performance Standards, and Requirements

Duties and Responsibilities:
2. This column requires you to identify the core duties performed by the job holder, e.g.
In a Secretary Job the Core Duties would include - Answer phone calls, take messages, prepare daily appointments for boss, etc

Performance Standards:
In this column you are to spell out the standards required for each duty mentioned, e.g.
"Answer phone call" – should be done before the 5th ringing tone
"Take messages" – should be done on prescribed writing pad and transmitted a.s.a.p
"Prepare daily appointments" – should be done one week ahead, i.e. schedules should be for the next seven days and beyond

Requirements (Knowledge, Skills, & Abilities):
In this column you are to state the competencies required for each activity performed, e.g.
"Answer phone calls" – the standard phrase used e.g. "this is the office of ABC, I'm Jane/John. Good Morning/Afternoon/Evening?" Knowledge of the company and activities of the Boss; Ability to communicate in good English.
"Take messages" – Ability to write short messages and relate messages promptly.
"Prepare daily appointments" – Ability to update the list of appointments in the Diary.
Ability to remind the Boss of the appointments ahead of time; Ability to organize notes and documents and prepare meeting room, ready for the appointments.

D. People reporting to the job holder, and people in contact with the job holder:

3. Provide information of people reporting to the job holder?

You are to provide the list of employees (Direct and Indirect) reporting to the incumbent, including their job titles

4. Provide people in contact with the job holder:
You are to provide the people and their job titles who come into contact with the job holder. Both internal contacts and external contacts.

E. Personal Characteristics/Job Specifications

5. Physical Characteristics:
In this section you are to list the physical characteristics relating to the job, e.g. in the case of the Secretary: At times the Secretary has to carry boxes of files from one department to another. Typically each box would weigh about 5 kilos.

6. Education Level, knowledge, skills, and attributes:
In this section you are to fill in the requirements, e.g. for the Secretary Position the requirements are –
-GCE 'A' Level or equivalent, plus 3 years of working experience in similar position.
-Preferably working in a manufacturing environment with some experience in handling HR matters.
-Able to prepare PP Slides
-Able to prepare Spreadsheets
-Able to type accurately at 80-100 words per minute
-Able to take shorthand
-Good communication skills (verbal and written)

7. List of Machines, equipment, vehicles and related objects handled by the job holder:
In the case of a Secretary
-Computers
-Copiers
-Paper shredder
-Other office equipment

8. List of License and Special Certification:
- In the case of a Secretary -Not Applicable

F. Working Condition:
In this section you are to describe the working condition of the job holder, e.g.

9. Environment (Physical Condition):
In the case of a Secretary it would be in air-conditioned environment, non noisy.

10. Working Hours/Shifts:
In the case of the Secretary, the working hours would be 9am to 5 pm. Overtime when required, but not often.

G. Health and Safety Features:
11. In this section you are to describe any work hazards and/or safety apparels required. In the case of a Secretary, there might not be anything hazardous.

H. Other Matters:
In this section you are to include whatever that is related to the job, that is not already captured above.

Employee's or Job Analyst Certification:
In this section the person who fills up the Form would sign off. The date must be noted.

Line Supervisor's /Manager's Certification:
In this section the supervisor would sign off. The date must be noted.

SAMPLE OF JOB ANALYSIS

This form is used to obtain information about the duties and requirements of the job. It can be used by the Job Analyst or by the Job Holder.

A. Job Identification

Name: *Ms Lim*   Job Title : *Confidential Secretary*

Department: *General Administration*   Position Reporting To: *CEO*

B. Job Summary

1. Describe the functions of the job in brief.

Performs basic secretarial and clerical duties to support an individual or a functional group. Specific duties vary considerably according to the needs of the department and supervisor. Normal duties include:

- ◎◎ *Takes and transcribes dictation*
- ◎◎ *Schedules appointments*
- ◎◎ *Greets and screens visitors and telephone callers*
- ◎◎ *Prepares reports*
- ◎◎ *Prepares PP slides for CEO*

C. Duties/Responsibilities, Performance Standards, & Requirements

2. List the major duties and responsibilities of the job. Each task statement should be a clear description of the task and should start with a verb (action word).

Duties and Responsibilities	Performance Standards	Competency (Skills Knowledge, & Abilities)
Opens, processes And distributes Incoming mail to the appropriate individuals.	*Must be done twice a day, before 10.30am, and before 4.00pm*	*Knowledge of company matters. Knowledge of individual's names*
Composes or prepares standard replies to routine mail following specific instructions and a prescribed format	*Routine replies should be self drafted and delivered within 24 hrs. Others as and when requested.*	*Knowledge of company matters. Writing skills. Knowledge in policies and procedures.*
Answers telephones, responds to routine inquiries, take messages or refers calls to the appropriate people	*Within the 5th ringing. Messages should be delivered immediately, or within 1 hr.*	*Knowledge of staff's names. Skill in communication, and handling phone calls.*
Transcribes a variety of correspondence, reports from shorthand notes.	*Work to be done within the time frame requested. Work done firstly in drafts and subsequently in final script. Must have no spelling errors or grammar mistakes.*	*Knowledge of company business. Skill in typing and use of computers. Proficient in written English and writing skills. Ability to take short hand, and read handwritten notes.*

Duties and Responsibilities	Performance Standards	Competency (Skills Knowledge, & Abilities
Creates and maintains files.	*Done orderly according subjects and departments*	*Knowledge of company business. Filing skills.*
Schedules appointments and meetings and makes travel arrangements according to a pre-arranged schedule	*Must be done promptly as required. Schedules should be completed at least 3 days in advance (if possible)*	*Knowledge of company matters and persons involved. Skills in organizing events and meetings.*
Maintains appropriate levels of office supplies and materials, ordering as needed	*Orders must be consolidated by 10am on Monday morning. Must co-ordinate with staff of Department for their requirements, closing time of order shall be 4pm on Friday.*	*Knowledge of company ordering procedures. Skills in distributing orders promptly and accurately.*
- Assist to entertain wives of foreign visitors - Assist in company's Dinner and Dance	*No complaints*	- *Ability to entertain guests* - *Knowledge of company business* - *Knowledge*

D. People reporting and context:

3. Provide information of people reporting to the job

4. How many employees does the job supervise?

a. Job Title:	No, of employees supervised:
None	

5. Inform job holder of the people they will come in contact with.

State their Job Titles and explain briefly the purpose of contact.

Internal (exclude own department)	External (outside the organization)
Managers, colleagues	*Suppliers, vendors,*

E. Personal Characteristics / Job Specifications

6. List below the physical characteristics for the job. Give examples to show the need for the physical characteristics.

Physical Characteristics:
- *Ability to carry files and stationery items about 10 kilos*

7. What educational level, knowledge, skills, and attributes are required for the job?

Degrees, Diplomas, Certificates, etc	Knowledge, Skills, and Attributes Required
- GCE "A" Level, a Polytechnic Diploma *- Private Secretary Certificate, preferred*	*- Good written and spoken English* *- Ability to draft simple letters* *- Ability to communicate* *- Interpersonal Skills* *- Ability to organizing functions, and meetings* *- Mild tempered and willingness to help* *- Honest and Reliable*

8. List the machines, equipment or vehicles that are required for the job.

Computers, Photocopiers, Fax, Binders

9. List the licenses or special certifications required for the job.

Private Secretarial Certificate, Licensed in 1st Aid

F. Working Conditions

10. Describe the physical conditions under which this job is performed
 e.g. Air-conditioning environment, Noisy and dusty environment, Outdoor environment.

Airconditioning, Quiet, Office environment

11. What are the working hours? Any shift requirements?

8.30am to 5.30pm. Mondays to Fridays.

G. Health and Safety Features

12. Describe fully any health or safety hazards associated with this job.

Not Applicable.

_____
_____
_____

H. Other Matters relating to the job

Not Applicable

_____
_____

EMPLOYEE'S OR JOB ANALYST'S CERTIFICATION

I certify that the particulars provided are complete.

Name: _____ Signature: _____

Date: _____

SUPERVISOR'S/ MANAGER'S CERTIFICATION

A. I agree with the job analysis as stated.

B. Remarks / Comments:

_____
_____
_____

Name: _____ Designation: _____

Signature: _____ Date: _____

Sample of Employee Orientation Checklist

The following are Items usually included in the Employee Orientation Program. Please note that they are not in any order of priority, and the list may not be exhaustive. (The checklist is intended as a guide for reference only).

Item	Yes	Item	Yes
The Company:		**Employee Welfare & Benefits:**	
1. Company's Business		1. Working Hours	
2. Vision, Mission, Goals		2. Salary Review Periods	
3. Organization Structure		3. Career Development	
4. Divisions/Departments		4. Annual Leave Entitlement	
5. Who's Who?		5. Overtime Pay	
		6. Dental Benefits	
		7. Company Dinner & Dance	
		8. Maternity Benefits	
		9. Compassionate Leave	
Safety & Health:		10. Study Leave	
1. Use of safety equipment		11. Examination Leave	
2. Fire Drills		12. Child Care Leave	
3. Health Screening		13. Health Insurance	
4. Accident Reports		14. Training Subsidies	
5. Working Attire & Hygiene		15. Transport Claims	
		16. Claims on Reimbursements	
		17. Security Matters	
		18. Sick Leave & Medical	
HR Activities & Services:		19. Hospitalization Benefits	
1. Salary Administration			
2. Performance Appraisal			
3. Compensation & Benefits			
4. Grievance Procedure			
5. Rules & Regulations			

Worksheet for Probing Questions:

You are to prepare five probing questions for interviewing. Based on your employment criteria for the specific job, please set five Probing Questions which could assist in your

interviewing and selection process. Write the questions in (Column 1).

Questions on Situation or Task (Column 1)	Questions on Action/s Taken (Column 2)	Questions on Results & Self Appraisal (Column 3)
1.Situational Question:	What would you do?	What were the results of your action/s? If you have the chance to do it over again, what would you have done differently? Why?
2.Task Question:	What did you do?	What were the results? What could you do if you had another similar case? Why?
3.Situational Question:	What would you do?	What were the results? What would you do if you had to do that over again? Why?
4.Task Question:	What did you do?	What were the results? What would you have done differently if you were to repeat your action/s? Why?
5.Task Question:	What did you do?	What were the results of your action/s? What would you have done differently if you had a similar incident? Why?

WHAT OTHERS SAY ABOUT THIS BOOK

"Very innovative approach towards one of the most important functions of all organisations. The use of CBC cards reveals the underlying driving force of each individual which will ensure a better fit of the candidate and the hiring organisation."

Tan Jit Khoon

CEO – Winson Press Pte Ltd

"Ong Hong Him with his wealth of experience has put across simply to any HR individual some innovative methods of selecting the right person for the right job. A must read book for anyone in Human Resources!"

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