DOWNLOAD PDF LEARNING APPLICATIONS AND RESOURCES. SAMPLE INTERVIEW GUIDES AND SUMMARY REPORT

Chapter 1 : Writing reports â€" University of Leicester

Sample Rating Guides for Evaluating Applicant Interview Responses This document contains several templates that can be used as models for standardizing your evaluation of interview results.

This process encompasses not only formal training in a classroom setting, but informal learning that occurs through mentoring, communities of practice, access to knowledge bases and the use of performance support tools. In practice, each organization is free to organize their human capital activities any way they choose. We simply need a framework to organize the measures. Often, talent outcomes are top-level goals of the organization on par with an increase in sales or a reduction in costs. Other times, the talent outcomes are viewed as intermediate goals in support of achieving the top-level goals. TDRp is designed to work in either case. These measures are grouped by type of measure effectiveness or efficiency. There are five effectiveness measures the Kirkpatrick and Phillips five levels and more than 95 efficiency measures which are further divided into seven subcategories. Each organization should choose the measures most appropriate to achieve their goals and manage their human capital. Effectiveness Measures Level 1: Quality, satisfaction or reaction Level 2: Knowledge transfer Level 4: Impact or results Level 5: Cycle time, design and development for ILT and vILT; Cycle time, design and development for e-learning; Cycle time, hand off to delivery; Cycle time, total Effort â€" measures related to the amount of time to design and develop training. Effort to create new courses, Effort to update existing courses In addition to being grouped by TDRp category efficiency, effectiveness, outcome , the measures have also been grouped into Tiers, which are described below. These are typically going to be the supporting metrics for a given Talent Process, which one might look to in order to determine why any noticeable changes or trends in KPIs might be occurring. A list of measures is available to nonmembers by clicking here. These are all available in pdf format and as Excel spreadsheets CTR members only. The various statements and reports are described in the white paper Introduction to TDRp. The thirteen include the following:

Chapter 2 : Sample Human Resources Resumes

Sample Interview Reports We offer these samples of actual interview reports or excerpts to highlight the kinds of commentaries that help the admissions committee make careful, informed decisions. For contrast, we've included examples of write-ups that could have been more influential with the addition of supporting detail.

Data collection is a crucial step in the process of measuring program outcomes. By measuring outcomes, an organization can better recognize the effectiveness and value of its programs, and pinpoint where changes or improvements need to be made. Before collecting data, your organization should have a solid understanding of the purpose of the program you wish to evaluate. You should have a working logic model that identifies your desired outcomes, the resources and activities necessary to accomplish these outcomes, and a detailed list of the specific measures you will take to implement them. Once this piece is complete, you can begin gathering relevant data through surveys, interviews, focus groups, or other methods. Data collection happens before analysis and reporting. Valid and reliable data is the backbone of program analysis. Collecting this data, however, is just one step in the greater process of measuring outcomes. The five steps include: Identify outcomes and develop performance measures. Create and implement a data collection plan discussed in this lesson. Reflect, learn, and do it again. This lesson will illustrate effective options and techniques for data collection. At the end of this lesson, you will be able to understand how to plan for and implement data collection for a specific program; identify the most appropriate and useful data collection methods for your purposes; and manage and ensure the integrity of the data you collect. Data Collection Methods Your data collection process will include attention to all the elements of your logic model: In collecting indicator data, you are likely to use one or more of these four methods: Surveys are standardized written instruments that can be administered by mail, email, or in person. The primary advantage of surveys is their cost in relation to the amount of data you can collect. Surveying generally is considered efficient because you can include large numbers of people at a relatively low cost. There are two key disadvantages: First, if the survey is conducted by mail, response rates can be very low, jeopardizing the validity of the data collected. There are mechanisms to increase response rates, but they will add to the cost of the survey. We will discuss tips for boosting response rates later in this lesson. Thorough survey pre-testing can reduce the likelihood that problems will arise. Here are some examples of ways to use surveys: Survey all organizations receiving technical assistance to learn about changes in their fundraising tactics and the results of their efforts to raise more money. Interviews are more in-depth, but can be cost-prohibitive. Interviews use standardized instruments but are conducted either in person or over the telephone. In fact, an interview may use the same instrument created for a written survey, although interviewing generally offers the chance to explore questions more deeply. You can ask more complex questions in an interview since you have the opportunity to clarify any confusion. You also can ask the respondents to elaborate on their answers, eliciting more in-depth information than a survey provides. The primary disadvantage of interviews is their cost. It takes considerably more time and therefore costs more money to conduct telephone and in-person interviews. Often, this means you collect information from fewer people. Interview reliability also can be problematic if interviewers are not well-trained. They may ask questions in different ways or otherwise bias the responses. Here are some examples of ways to use interviews: Talk to different grassroots organizations to learn about the way in which they are applying new knowledge of partnership development. Interview individuals within an organization to explore their perceptions of changes in capacity and ability to deliver services. Focus groups are small-group discussions based on a defined area of interest. While interviews with individuals are meant to solicit data without any influence or bias from the interviewer or other individuals, focus groups are designed to allow participants to discuss the questions and share their opinions. This means people can influence one another in the process, stimulating memory or debate on an issue. The advantage of focus groups lies in the richness of the information generated. The disadvantage is that you can rarely generalize or apply the findings to your entire population of participants or clients. Focus groups often are used prior to creating a survey to test concepts and wording of questions. Following a written survey, they are used to explore specific questions or issues more thoroughly. Here are some examples of ways to use focus groups: Hold a structured meeting with staff in a community-based organization to learn more about their grants management practices, what worked during the year, and what did not. Conduct a discussion with staff from several organizations to explore their use of computer technology for tracking financial data. Observations can capture behaviors, interactions, events, or physical site conditions. Observations require well-trained observers who follow detailed guidelines about whom or what to observe, when and for how long, and by what method of recording. The primary advantage of observation is its validity. When done well, observation is considered a strong data collection method because it generates firsthand, unbiased information by individuals who have been trained on what to look for and how to record it. Observation does require time for development of the observation tool, training of the observers, and data collection , making it one of the costlier methods. Here are some examples of ways to use observations: Observe individuals participating in training to track the development of their skill in the topic. Observe community meetings sponsored by grassroots organizations to learn about their partnership-building techniques and collaborative behavior. Record or document review involves systematic data collection from existing records. Internal records available to a capacity builder might include financial documents, monthly reports, activity logs, purchase orders, etc. The advantage of using records from your organization is the ease of data collection. The data already exists and no additional effort needs to be made to collect it assuming the specific data you need is actually available and up-to-date. If the data is available and timely, record review is a very economical and efficient data collection method. If not, it is likely well worth the time to make improvements to your data management system so you can rely on internal record review for future outcome measurement work. Just a few changes to an existing form can turn it into a useful data collection tool. A small amount of staff training can increase the validity and reliability of internally generated data. Here are some examples of documents or records from which you can gather data: Sign-in logs from a series of workshops to track attendance in training, measuring consistency of attendance as an indicator of organizational commitment to learning. Feedback forms completed by workshop participants to learn about satisfaction with training provided. Official records can include Federal, state, or local government sources such as the U. Census Bureau, health departments, law enforcement, school records, assessor data, etc. If the data is relevant and accessible, then official record review is very low-cost. Validity and Reliability Validity and reliability are two critical concepts in implementing effective outcome measurement systems. These concepts can be illustrated through the example of a bathroom scale. Assuming she is not losing or gaining weight, and that she actually does weigh pounds, then the scale is valid and reliable. The scale could be reliable without being valid. If, however, the scale always reads pounds, and she is not gaining or losing weight, then it is still reliable because it reflects a consistent reading. Validity is the accuracy of the information generated. Reliability refers to consistency. Reliability can also be thought of as the extent to which data are reproducible. Do items or questions on a survey, for example, repeatedly produce the same response regardless of when the survey is administered or whether the respondents are men or women? Bias in the data collection instrument is a primary threat to reliability and can be reduced by repeated testing and revision of the instrument. You cannot have a valid instrument if it is not reliable. However, you can have a reliable instrument that is not valid. Think of shooting arrows at a target. Reliability is getting the arrows to land in about the same place each time you shoot. Deciding When and How to Collect Data Once you have identified the data collection methods you intend to use, and after you have carefully tested to make sure your methods are as valid and reliable as possible, you need to decide when you will collect the data and how often. Using an appropriate schedule to gather dataâ€"such as before, during, or after a programâ€"is vital. Consider the most appropriate data collection design for your program. Here are descriptions for five approaches or designs you are likely to use for your data collection. You may want to employ more than one type of design. Post-only Measures Data are collected once: Level of participant knowledge on a survey after a training workshop Design 2: Time Series Data are collected a number of times: Measures with a Comparison Group Data are collected from two groups: Comparison of data on skill development from individuals who participated in training and those who have not yet taken your workshop Note: Comparison groups can be very useful in demonstrating the success of your intervention. The main question is, can you find a group of people or organizations that is just like the group with whom you are working? In order to provide a valid comparison, the two groups must have the same general characteristics. A similar group may be difficult to find.

Chapter 3 : Personal skills testing: How to Write the Assessment Report â€“ Sample | HR4free

Observational data and teacher report indicate that Jimmy's rate of on-task behavior and accurate responding are increased when he learns in a small group environment. In both small and large group settings, a motivational strategy such as a sticker chart is needed to maintain expected rates of active participation and persistence.

Study guide For a printer-friendly PDF version of this guide, click here This guide has been written to provide a general introduction to writing reports. It outlines the typical structure of a report and provides a step by step guide to producing reports that are clear and well structured. What is a report? A report is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analysed and applied to a particular problem or issue. The information is presented in a clearly structured format making use of sections and headings so that the information is easy to locate and follow. When you are asked to write a report you will usually be given a report brief which provides you with instructions and guidelines. The report brief may outline the purpose, audience and problem or issue that your report must address, together with any specific requirements for format or structure. This guide offers a general introduction to report writing; be sure also to take account of specific instructions provided by your department. What makes a good report? Two of the reasons why reports are used as forms of written assessment are: An effective report presents and analyses facts and evidence that are relevant to the specific problem or issue of the report brief. All sources used should be acknowledged and referenced throughout, in accordance with the preferred method of your department. The style of writing in a report is usually less discursive than in an essay, with a more direct and economic use of language. A well written report will demonstrate your ability to: The structure of a report The main features of a report are described below to provide a general guide. These should be used in conjunction with the instructions or guidelines provided by your department. Title Page This should briefly but explicitly describe the purpose of the report if this is not obvious from the title of the work. Other details you may include could be your name, the date and for whom the report is written. Geology of the country around Beacon Hill, Leicestershire Angus Taylor Example of a title page Terms of Reference Under this heading you could include a brief explanation of who will read the report audience why it was written purpose and how it was written methods. It may be in the form of a subtitle or a single paragraph. Example of terms of reference Summary Abstract The summary should briefly describe the content of the report. It should cover the aims of the report, what was found and what, if any, action is called for. Remember that the summary is the first thing that is read. It should provide the reader with a clear, helpful overview of the content of the report. Exposure of rocks belonging to the Charnian Supergroup late Precambrian were examined in the area around Beacon Hill, north Leicestershire. This report aims to provide details of the stratigraphy at three sites - Copt Oak, Mount St. Bernard Abbey and Oaks in Charnwood. It was observed that at each of these sites, the Charnian Supergroup consists mainly of volcaniclastic sediments air-fall and ash-flow tuffs interbedded with mudstones and siltstones. These rocks show features that are characteristic of deposition in shallow water on the flanks of a volcano e. Further studies are required to understand depositional mechanisms and to evaluate the present-day thickness of individual rock units. Your contents page should be presented in such a way that the reader can quickly scan the list of headings and locate a particular part of the report. You may want to number chapter headings and subheadings in addition to providing page references. Whatever numbering system you use, be sure that it is clear and consistent throughout. Introduction The introduction sets the scene for the main body of the report. The aims and objectives of the report should be explained in detail. Any problems or limitations in the scope of the report should be identified, and a description of research methods, the parameters of the research and any necessary background history should be included. In some reports, particularly in science subjects, separate headings for Methods and Results are used prior to the main body Discussion of the report as described below. Methods Information under this heading may include: Results This section should include a summary of the results of the investigation or experiment together with any necessary diagrams, graphs or tables of gathered data that support your results. Present your results in a logical order without comment. Discussion of your results should take place in the main body Discussion of the report. Discussion The main body of the report is where you discuss your material. The facts and evidence you have gathered should be analysed and discussed with specific reference to the problem or issue. If your discussion section is lengthy you might divide it into section headings. Your points should be grouped and arranged in an order that is logical and easy to follow. Use headings and subheadings to create a clear structure for your material. Use bullet points to present a series of points in an easy-to-follow list. As with the whole report, all sources used should be acknowledged and correctly referenced. For further guidance check your departmental handbook and the Student Learning Centre guide: Conclusion In the conclusion you should show the overall significance of what has been covered. You may want to remind the reader of the most important points that have been made in the report or highlight what you consider to be the most central issues or findings. However, no new material should be introduced in the conclusion. Appendices Under this heading you should include all the supporting information you have used that is not published. This might include tables, graphs, questionnaires, surveys or transcripts. Refer to the appendices in the body of your report. In order to assess the popularity of this change, a questionnaire Appendix 2 was distributed to 60 employees. The results Appendix 3 suggest the change is well received by the majority of employees. Example of use of appendices Bibliography Your bibliography should list, in alphabetical order by author, all published sources referred to in your report. There are different styles of using references and bibliographies. Acknowledgements Where appropriate you may wish to acknowledge the assistance of particular organisations or individuals who provided information, advice or help. Glossary of Technical Terms It is useful to provide an alphabetical list of technical terms with a brief, clear description of each term. You can also include in this section explanations of the acronyms, abbreviations or standard units used in your report. You will not necessarily be required to use all of the headings described above, nor will they necessarily be in the order given here. Check your departmental guidelines or instructions. The key to writing an effective report is to allocate time for planning and preparation. With careful planning, the writing of a report will be made much easier. The essential stages of successful report writing are described below. Consider how long each stage is likely to take and divide the time before the deadline between the different stages. Be sure to leave time for final proof reading and checking. Understanding the report brief This first stage is the most important. You need to be confident that you understand the purpose of your report as described in your report brief or instructions. Consider who the report is for and why it is being written. Check that you understand all the instructions or requirements, and ask your tutor if anything is unclear. Gathering and selecting information Once you are clear about the purpose of your report, you need to begin to gather relevant information. Your information may come from a variety of sources, but how much information you will need will depend on how much detail is required in the report. You may want to begin by reading relevant literature to widen your understanding of the topic or issue before you go on to look at other forms of information such as questionnaires, surveys etc. As you read and gather information you need to assess its relevance to your report and select accordingly. Keep referring to your report brief to help you decide what is relevant information. Organising your material Once you have gathered information you need to decide what will be included and in what sequence it should be presented. Begin by grouping together points that are related. These may form sections or chapters. Remember to keep referring to the report brief and be prepared to cut any information that is not directly relevant to the report. Choose an order for your material that is logical and easy to follow. Analysing your material Before you begin to write your first draft of the report, take time to consider and make notes on the points you will make using the facts and evidence you have gathered. What conclusions can be drawn from the material? What are the limitations or flaws in the evidence? Do certain pieces of evidence conflict with one another? It is not enough to simply present the information you have gathered; you must relate it to the problem or issue described in the report brief. Writing the report Having organised your material into appropriate sections and headings you can begin to write the first draft of your report. You may find it easier to write the summary and contents page at the end when you know exactly what will be included. Aim for a writing style that is direct and precise. Avoid waffle and make your points clearly and concisely. Chapters, sections and even individual paragraphs should be written with a clear structure. The structure described below can be adapted and applied to chapters, sections and even paragraphs. Present relevant evidence to support your point s. Comment on each piece of evidence showing how it relates to your point s. Reviewing and redrafting Ideally, you should leave time to take a break before you review your first draft. Be prepared to rearrange or rewrite sections in the light of your review.

Chapter 4 : Learning & Development - Center For Talent Reporting

3 Critique of Report 1 Overall: A lengthy, but superb report. Throughout the interview report the interviewer provides contextual information that will help the reader in understand Gabe's interests and choices.

Aiming to use my dynamic communication and organization skills to achieve your HR initiatives. Develop targeted outreach recruitment programs to recruit more minorities and meet affirmative action requirements. Develop user friendly application forms and questionnaires to be used by the organization during staff recruitment and interviewing. Arbitrate labor disputes in collaboration with the legal department. Conducted several seminars for hospital employees to update them on employee benefit options. Relayed important messages from management to hospital employees quickly via word of mouth, memos and bulletin notices. Captain of varsity baseball and rugby teams. Human Resources Resume Writing Tips Follow these simple instructions to write the best human resources resume possible. This applicant begins with how many years of experience they have in the industry and their pertinent skills. In the last bit of the career objective, the applicant states their degree and certification in Professional Human Resources PHR. HR certifications are becoming increasingly important in the industry. It is vital to add any certification you may have to the career objective section. The career objective is the first bit of information your potential employer will notice, so it is important to come out of the gate swinging. Learn more about how to write a strong career objective here. Let the additional skills section work to your advantage For a professional resume, an additional skills section is a fantastic way to wrap up a resume. This section lets the employer know of any relevant skills pertaining to the job. A word of caution: Do not add skills that are not pertinent to the job. An HR employer does not care that you have five years of experience as a ballet dancer. However, in this example the applicant makes great use of their additional skills section. Superb typing skills WPM: In order to be an efficient HR staffer, you need to know your way around computers. Proficiency in Microsoft Office is a must for those in HR as it is a part of their daily routine. HRIS is database software that allows those in the industry to manage employee data and payroll more efficiently. If you have any questions on the above sample or how to write a Human Resources resume please leave a comment below.

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Chapter 5 : Human Resources | Case Western Reserve University | Case Western Reserve University

The following Interview Questionnaire Guide has been developed to provide hiring supervisors a resource from which to select questions that will help identify the candidate who will be most successful in a position.

As an experienced journalist, my decision to switch courses has not been a light one, but I have committed to it with firm resolve to pursue my passions and goals. I was born and raised in various remote mountainous regions of Cambodia, where settlements were scattered and isolated. Radio provided my only connection to the outside world, and even that could only be turned on for two hours per night when electricity was available. That early experience cultivated my dream of working at a radio station; I wanted to reach out to others, especially those who were secluded or cut-off from the world, to improve living standards and enhance lives. I was on air from 7: My show covered current events, focusing mainly on global conflicts and political affairs. While this proved engaging at first, my initial content was eventually replaced by a desire to do more. As I became increasingly dissatisfied with the meaningfulness of my job, I sought ways to improve the caliber of service I was able to provide. My efforts have met with little success, however, due to an outdated and weak management style. Consequently, my Department of News and Current Affairs, which is divided into specific teams that work independently to cover international news and current events, had many overlaps that caused wasted effort, conflicted interests, and a decidedly non-diverse and imbalanced spectrum of coverage. Meeting with and working alongside leaders from various international organizations including the U. I realized how complex the structures of those organizations were, and was especially impressed at how well they were run despite their involved natures. Those experiences emphasized to me that human resource management is crucial to the success of all organizations. On one occasion, I talked with a BBC journalist working as visiting trainer at my radio station about how the BBC is organized and run. There, I discovered the beauty of social research and its balanced use of both quantitative and qualitative methods. I also learned how to employ my natural personal skills in conducting research, which proved extremely helpful. Most importantly, however, I gained my first insights into some organizational theories and ascertained that human resource management is a science, which I had never considered previously. Cambodia lacks such an academic program, however, so I have resolved to pursue a degree in human resource management abroad. After searching extensively for a suitable academic program, the M. The school offers a curriculum encompassing three core areas and key concepts that match my unique interests and demands. Having attained an understanding of those theories and concepts, I will undoubtedly be able to craft a suitable human resource strategy for growing organizations. In addition to its academic benefits, the Twin Cities are extremely attractive to me due to the similarities they share with my homeland; both are developing cities home to many diverse firms and industries. This will provide many opportunities for applicable internship experience , which will further my qualifications even more. For access to free sample successful admissions essays, visit EssayEdge.

Chapter 6 : Creating and Implementing a Data Collection Plan

Fred was able to demonstrate through his written application, interview and through the work sample tests undertaken, his skills, knowledge and ability in general HR practices and procedures, and in particular his skills and experience in the specialised area of recruitment.

Chapter 7 : Sample Interview Questions | Human Resources

Assuming the interview went well and you are interested in continuing the process, you might assign homework. We find it useful to simulate part of the job in the interview process so.

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Chapter 8 : Master's in Human Resources Sample Application Essay | LiveCareer

Analyzing Results and Creating a Report: For each question in the interview schedule, a document was created on which a brief description of each key informant Ë‡s views was tabulated. As interviews were tabulated, the document reflected the extent of commonality and variation in.

Chapter 9 : Human Resources (HR) Resume Sample & Writing Tips

Academic Success Center, Oregon State University Sample Study Guide - Outline Format for Educational Psychology: Midterm 1 Intro - Book Chapter 1, Classes 1 and 2.