**KEY SELECTION CRITERIA**

**by Simon Moss**

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| **Purpose** |

Often, when applying for a role, especially for government jobs, you need to write a series of paragraphs to verify whether you fulfil their key selection criteria. Typically, you might be invited to write one to five paragraphs about 4 to 8 criteria such as

* The ability to communicate effectively
* The capacity to work collaboratively in a team
* Experience with collecting, extracting, analyzing, and reporting data

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| **Procedure** |

The following set of tables helps you answer these questions appropriately and persuasively. To demonstrate, suppose the key selection criterion is “The capacity to work collaboratively in a team”. You would

* Skim the first column to identify a phrase that is similar to this criterion. In this instance, the relevant phrase is teamwork.
* Then, utilize the second column to clarify which experiences or characteristics around teamwork you should discuss. In this instance, the table indicates you should consider practices that enhance teamwork, courses to improve teamwork, and success in teamwork
* If these suggestions seem vague, utilize the examples in the third column to clarify
* If you feel your skills or experience on some criterion are inadequate, the fourth column presents suggestions on how you can develop these qualities.

For each criterion, your final response should comprise between 1 and 5 integrated paragraphs. Here is an example around teamwork.

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| *Because of recent illness, resignations, and budget constraints, our team needed to work efficiently to complete the requisite tasks. During this time, I offered to help complete work that was allocated to other members—and this help was reciprocated later.*  *Furthermore, I completed a workshop, convened by the Australian Institute of Management, on how to work more cohesively with colleagues. Subsequently, in team settings, I like to suggest improvements while still respecting and supporting the perspectives of my colleagues. To achieve this goal, I tend to ask questions gently rather than impose my opinions.* |
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| **Research skills** | | | |
| **Key selection criteria** | **Experiences or characteristics to include** | **Examples** | **Opportunities to develop these skills** |
| Data analysis | Techniques utilized during candidature | While completing my PhD, I applied many statistical techniques, ranging from time series analyses to multiple regression  While completing my Masters by Research, I utilized interpretivist grounded theory to guide data collection and analysis. |  |
|  | Techniques utilized during jobs | During my internship, I conducted multi-level modeling to analyze the data I collected |  |
|  | Techniques learned during courses | During my Graduate Diploma, I completed coursework in multivariate statistics and advanced research designs | CDU research enhancement program |
| Data collection and extraction | Techniques utilized during candidature | During my candidature, I utilized a range of techniques to ascertain the profile of bacteria in these samples. |  |
|  | Techniques utilized during jobs | During this research position, I conducted implicit tests—tests designed to assess characteristics indirectly, to prevent biased responses |  |
|  | Techniques learned during courses | During my Honors year, I completed units in how to extract DNA |  |
| Research design |  |  |  |
|  | Techniques utilized during candidature | While completing my PhD, I utilized symbolic interactionism to guide the research methodologies I deployed—methodologies that included narrative inquiry and case studies. |  |
|  | Techniques utilized during jobs | In my consulting role, I applied interpretative phenomenological analysis to uncover the lived experiences of frustrated clients |  |
|  | Techniques learned during courses | In my capstone unit, I develop a research proposal that outlined a cluster randomized control trial followed by a regression discontinuity design |  |
| Literature reviews |  |  |  |
|  | Techniques utilized during candidature | As part of my thesis, I conducted a systemic literature review and meta-analysis. This work has been submitted for publication |  |
|  | Techniques utilized during jobs | I was employed by BUPA to conduct a review into the sociopolitical determinants of mental health |  |
|  | Techniques learned during courses or taught | In a tutoring role, I offered guidance to students who needed to complete a review, showing these individuals how to choose key words, extract paper systematically, and integrate the literature to form cohesive arguments. | CDU research enhancement program |

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| **Management and communication** | | | |
| **Key selection criteria** | **Experiences or characteristics to include** | **Examples** | **Opportunities to develop these skills** |
| Leadership skills | Leadership philosophy | As a leader, I first strive to foster a supportive environment in which individuals share their talents and interests with one another and develop a shared aspiration. Then, I assign responsibilities that match the talents and goals of each person—and provide the coaching and support these individuals need to develop the requisite skills and learn the relevant knowledge. |  |
|  | Leadership training | I have completed several course in leadership, such as the inclusive leadership course, promoted by LinkedIn Learnline | Complete courses in LinkedIn Learnline |
|  | Leadership roles | I enjoy the challenge of strive to lead and support other individuals. For example, at the university social club, I was appointed the event coordinator. | CDU will offer relevant voluntary roles to research students |
| Project management | Project management techniques | To manage projects, I conducted a stakeholder and SWOT analysis to clarify the nature and scope of this project. I then constructed a plan to clarify the deliverables, characterize the activities, resources, costs, and time that are needed to achieve these deliverables, develop the schedule of these activities, and consider the potential risks. I then identified, coordinated, and managed the individuals who are needed to undertake these activities. Finally, I monitored, evaluated, and refined these plans |  |
|  | Project management courses | I have completed short courses in several approaches that are relevant to project management, including Agile, Scrum, Prince2, PERT, and Kanban. Most of these approaches prioritize iteration over extensive planning. | Complete courses in LinkedIn Learnline |
|  | Project management roles or experience | To complete my thesis, I needed to apply project management techniques because my work comprised five interdependent studies with distinct but overlapping stakeholders |  |
| Time management | Time management principles | To manage my time effectively, I utilize techniques that are recommended in the literature, such as reading emails only 3 times a day and setting deadlines alone to prevent the planning fallacy—the tendency of individuals to underestimate the time they need to complete their tasks. |  |
|  | Time management course | To improve my capacity to manage my time, I have completed course, offered by LinkedIn Learnline, such as “Time management: Fundamentals with Microsoft Office”. This course discusses how to apply and reconfigure tools in Microsoft Office to work more efficiently. | Complete courses in LinkedIn Learnline |
|  | Experiences with heavy workloads | In this role, I needed to manage over 10 projects simultaneously and developed a range of skills to achieve these deadlines.  During my candidature, within a month, I needed to arrange, complete, transcribe, and analyze 30 interviews while caring for my children who were ill at the time. |  |
| Oral communication | Oral communication techniques | During my role in customer service, I developed my capacity to listen actively, to monitor my body language, and to empower clients while still offering guidance. |  |
|  | Oral communication courses | At university, I completed units in communication as well as short courses in interpersonal skills at the Australian Institute of Management |  |
|  | Oral communication experience | During my candidature, I presented three seminars at the university and two seminars at international conferences.  I enjoy speaking publicly and, for example, have been an MC at a wedding  In my customer service roles, I also acquired the ability to manage the emotions of people who were distressed, frustrated, or aggressive. | Participate in the three minute thesis |
| Written communication | Written communication courses | During my candidature, I attended workshops and developed my skills in writing precisely, concisely, professionally, and engagingly. | CDU research enhancement program |
|  | Written communication experience | I enjoy writing—and I am a member of the NT Writer’s Association.  I have provided tutoring to undergraduate students at my university and offered advice and feedback on how to organize arguments more cohesively and write more persuasively. |  |
| Information technology | Information technology courses | During my candidature, I completed workshops on software that is used to analyze data, maintain accounts, and schedule appointments, such as R and OneNote. | Complete courses in LinkedIn Learnline |
|  | Experiences with information technology | I am proficient in Microsoft Excel, Word, Powerpoint, and Access. For example, I often use pivot tables to analyze data |  |

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| **Cooperation** | | | |
| **Key selection criteria** | **Experiences or characteristics to include** | **Examples** | **Opportunities to develop these skills** |
| Customer service | Customer service techniques | During this retail position, I learned to demonstrate both sympathy but firmness simultaneously. |  |
|  | Customer service training | During the first year in this position, I attended many workshops on how to accommodate frustrated clients |  |
|  | Customer service experiences | While working in retail, my role was to welcome clients, manage their enquiries, and resolve conflicts | CDU will offer relevant voluntary roles to research students |
| Teamwork | Practices that enhance teamwork | In team settings, I like to suggest improvements while still respecting and supporting the perspectives of my colleagues. To achieve this goal, I tend to ask questions gently rather than impose my opinions |  |
|  | Courses to improve teamwork | I completed a workshop, convened by the Australian Institute of Management, on how to work more cohesively with colleagues |  |
|  | Success in teamwork | Because of recent illness, resignations, and budget constraints, our team needed to work efficiently to complete the requisite tasks. During this time, I offered to help complete work that was allocated to other members—and this help was reciprocated later. |  |
| Multi-disciplinary work | Techniques or insights around multi-disciplinary settings | During my role in which I worked with other health disciplines, I began to appreciate the limitations of my perspectives and integrated some of the insights and approaches of other disciplines, such as participatory action research. |  |
|  | Courses about multi-disciplinary settings | During my candidature, I completed short courses on multi-disciplinary, inter- disciplinary, and trans-disciplinary approaches. This course uncovered some of the practices that promote cohesion but creativity in these settings |  |
|  | Experiences with multi-disciplinary settings | I participated in a team of people with diverse knowledge, skills, philosophies, and disciplines. I attempted to learn some of these skills to help me understand the role of my colleagues. |  |
| Cultural competence | Techniques or insights around cultural competence | During my travels, I learned, while young, that many of the beliefs and assumptions about other communities and peoples were misguided or biased. |  |
|  | Cultural competence courses | During the induction period, I received two days of training in cultural competence—especially in Aboriginal settings  I have acquired the ability to speak several languages including Hindi and Italian. |  |
|  | Cultural competence experiences | During 2009 to 2011, I spent months living in several communities, especially in India and Indonesia. I learned many of the customs, traditions, and beliefs of these communities. |  |

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| **Responses to challenges** | | | |
| **Key selection criteria** | **Experiences or characteristics to include** | **Examples** | **Opportunities to develop these skills** |
| Resilience | Practices to promote resilience | I learned to acknowledge, rather than conceal, some of my concerns or worries to close colleagues |  |
|  | Courses in resilience | I have completed training in positive psychology | CDU research enhancement program |
|  | Experiences in which resilience was vital | During this role, I needed to field, manage, and resolves complaints from frustrated clients. To address these complaints, I learned to listen calmly but compassionately, to invite the person to discuss possible solutions, to defer immediate decisions, and then to present my decisions later—with a firm manner, but an openness to feedback. |  |
| Conflict management and negotiation | Practices to facilitate conflict management or negotiation | To manage the conflicts between my direct reports, I first acknowledge the complexity of these matters—to diminish blame. I then invite the individuals to express their intuitions and concerns as well as concede how they could have behaved differently. I then convene a brainstorming discussion in which individuals express innovative means to resolve the conflict. Next, I reconcile these ideas to generate a preliminary solution. Finally, I evaluate and modify this solution iteratively.  To manage disagreements, I learned to express my intuitions and feelings calmly rather than attempt to impose my position—as well as attempted to describe and then reconciled both perspectives simultaneously |  |
|  | Courses in conflict management or negotiation | During my role in sales, I needed to negotiate with clients daily. As part of my training, I learned a range of tactics, such as presenting very specific offers rather than approximate prices. I also learned to prioritize the interests of clients, to uncover opportunities to sacrifice some attribute that is more important to clients. |  |
|  | Experiences in conflict management or negotiation | While managing a small team, I often needed to present feedback that was unpleasant for staff. Whenever I presented this feedback, I would outline the issue briefly—and then indicate I believe this issue can be readily resolved. Then, I would present the concern in more detail, and initiate a discussion on which we uncovered a joint solution. |  |
| Creativity, adaptability, and problem solving | Relevant principles or practices around flexibility | When I began this role, I needed to inhibit my natural tendency to be expressive and open but instead communicate more discretely |  |
|  | Courses to enhance flexibility | I completed a one-week training session in adaptive leadership—a leadership style that is helpful in response to unpredictable and intractable problems | CDU research enhancement program |
|  | Experiences that demonstrate flexibility | In my previous role, I needed to shift my goals amid a strategic change to the organization. To facilitate this shift, I consulted with relevant stakeholders, developed a project plan, and then received approval from the executives. |  |
| Ethics and integrity | Ethics courses | During my candidature, I completed courses in research ethics and misconduct as well as professional ethics | CDU research enhancement program |
|  | Ethics experience or principles you apply | As evidence of my interest in ethics and integrity, I have recently joined the NT social justice association. This association attempts to uncover opportunities to implement initiatives that could redress some of the hurt of previous injustices. | CDU will offer relevant voluntary roles to research students |