



# **Restorative Justice Facilitator Selection Toolkit**



**For use by:  
Restorative justice provider  
groups**

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# Facilitator Selection – An Overview

## Toolkit Purpose

This toolkit is to assist restorative justice provider groups to select suitable applicants to be trained as restorative justice facilitators.

People who apply to become facilitators will come from various backgrounds. This toolkit contains the process, criteria and assessment materials to enable provider groups to make sound facilitator selection decisions.

## Why is selection so important?

Skilled facilitators, coordinators and panel members are a key to good quality restorative justice processes.

The aim of this toolkit is to help provider groups to select and recruit people who are capable of becoming highly skilled restorative justice practitioners.

Training can provide knowledge and can build on the skills of trainees. However, training is an investment of time and resource, and provider groups need to know that their trainees already have the basic skills and the attributes that will enable them to become good facilitators.

## Considerations for selection of a trainee facilitator

A good selection process ensures that the people selected are capable of meeting the requirements of the role.

To select the right people for the role, you need to:

- understand the responsibilities and duties of the role
- identify the skills and attributes a person must have to be able to carry out the role. Decide which of these are essential and which are desirable; and
- decide what criteria you will use for essential and desired skills and attributes. This becomes the 'Person Specification' for the role.

Then you can:

- assess applicants' skills and attributes against the Person Specification, (rather than focusing on other skills or experience the applicant may have), and
- select people who meet the essential criteria of the Person Specification; or, if there are gaps, ensure that they will be filled through training.

If you follow a good selection process you will **avoid** either:

- putting someone in a role where the gap between their current skills and those essential to the role is too big and/or difficult to fill with training, or
- putting someone in a role to 'do them a favour' or because 'it would be good for them' or because 'we don't have anyone else' or for any other reason other than they meet the requirements stipulated in the Person Specification.

It's important both selection processes are fair and transparent. To achieve this:

- Treat applicants with respect and honesty at all times
- Ask the same questions and use the same assessment materials for each applicant (consistency & fairness)
- Ensure that those doing the interviewing, reference checking and making the selection decisions are competent and unbiased
- Make unbiased, objective decisions based on the evidence available
- Document each step in the process, and keep these records

## What's in this toolkit

The appendices to this document form the facilitator selection toolkit with the following tools:

- Steps in the selection process
- The facilitator role description
- The facilitator person specification
- Selection Tools:
  - Application form
  - Short listing applicants (from written applications and Curriculum Vitae)
  - The interview outline and assessment matrix
  - Communication role play and skills checklist
  - Reference check form
- Guide to making and communicating a selection decision

## Appendix One: Steps in the selection process

The following checklist is to help provider groups keep track of steps in the selection process. Complete this each time a selection exercise is undertaken.

Step		Suggested timing	Tool provided to assist you complete this step
1.	<p>Send 'Facilitator Role Description' and an 'Application Form' to interested applicants with due date for return of application and CV.</p> <p>Explain the commitment to training and on-the-job experience required to complete the training and be eligible for final accreditation assessment.</p> <p>Explain the selection process and the requirement for completion of a training module '<i>Restorative justice process and principles</i>' and Ministry assessment.</p>	(Suggest that time to complete module be 2 weeks)	<ul style="list-style-type: none"> <li>▪ Facilitator Role Description</li> <li>▪ Facilitator Application Form</li> </ul>
2.	Review application/s against the Facilitator Person Specification and decide who to shortlist.	Within 5 working days of due date for return of application and CV.	<ul style="list-style-type: none"> <li>▪ Facilitator Person Specification</li> </ul>
4.	Contact applicants and advise them of shortlist decisions.	Within 5 working days of short listing	
5.	Receive results of applicant's assessment on module, 'Restorative justice process and principles' from Ministry assessor.	2 weeks after due date for module	
6.	Contact applicant(s) and advise whether they have successfully completed the module. If the module has been completed successfully, check that they are still interested in becoming a facilitator. If so, proceed with the following selection steps.	Within 3 working days of getting results from the Ministry	
7.	<p>Set up applicant/s interviews*. Includes:</p> <ul style="list-style-type: none"> <li>▪ Interviewers – check availability</li> <li>▪ Applicant/s – check availability</li> </ul>	Within 4 weeks of short listing	

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	<ul style="list-style-type: none"> <li>▪ Venue – booked, communicated</li> <li>▪ Date &amp; time – booked, communicated.</li> </ul>		
8.	<p>Conduct interviews (includes a role-play to assess interpersonal communication skills and a short test of writing skills).</p> <p>Rate an applicant on each skill/attribute immediately after their interview.</p>		<ul style="list-style-type: none"> <li>▪ Interview Outline</li> <li>▪ Communication skills role-play</li> <li>▪ Assessment matrix</li> </ul>
9.	<p>If an applicant is clearly unsuitable following interview remove them from the selection process and notify the applicant they are not selected.</p>		
10	<p>Complete reference checks* for each remaining applicant (minimum 2 referees for each applicant) and record referee comments.</p>	<p>Immediately before or after interviews</p>	<ul style="list-style-type: none"> <li>▪ Reference Check Form</li> </ul>
11	<p>Selectors meet to</p> <ul style="list-style-type: none"> <li>▪ Discuss what referees said</li> <li>▪ Update their applicant ratings in light of referee comments</li> <li>▪ Agree final rating for each skill/attribute for each applicant</li> <li>▪ Compare applicants by comparing ratings for each skill/attribute</li> <li>▪ Decide which applicant(s) will be selected.</li> </ul>	<p>Within 10 working days of interviews</p>	<ul style="list-style-type: none"> <li>▪ Assessment matrix</li>   <li>▪ Assessment matrix</li> </ul>
12	<p>Notify all applicants – those selected AND those unsuccessful.</p>	<p>Within 2 days of selection decisions</p>	

\* NOTE: You may decide to interview before reference checking or you may prefer to reference check first and then interview. In any event it is essential that both interviewing and reference checking are done before a decision is made.

## Appendix Two: Facilitator role description

The following is a generic description of the restorative justice facilitator role.

Note that some details will vary according to specific provider group needs and existing resources, other roles and local circumstances.

Each restorative justice group responsible for recruiting facilitators will need to review this generic role description for accuracy and update the document to reflect specific role duties and tasks.



## Generic facilitator role description



<b>Title</b>	Restorative Justice Facilitator
<b>Reports to</b>	Restorative Justice Co-ordinator / Group or Trust Director
<b>Key functional relationships:</b>	<p><i>Enter the key roles the facilitator will interface with regularly. Eg:</i></p> <p>Trust Board Members</p> <p>Provider group Administrator / Secretary</p> <p>Other restorative justice facilitators in location</p> <p>Local Court personnel – Victim Adviser, Criminal Court Manager</p> <p>Victim Support personnel (region)</p> <p>Police Prosecutor</p>
<b>Location</b>	<i>Enter location in NZ which facilitator will cover</i>
<b>Conditions</b>	<ul style="list-style-type: none"> <li>▪ On an 'as needed' basis dependant on the number of cases referred to the provider group and on the availability of facilitators.</li> <li>▪ Hours to be agreed; approx 5-6 hours per case.</li> <li>▪ Can include evening and weekend work.</li> <li>▪ Remuneration</li> <li>▪ Full training will be provided, including formal training and mentoring by an experienced facilitator.</li> <li>▪ Membership or affiliation with local restorative justice provider-group</li> </ul>
<b>Version</b>	Generic V1 June 2007

### Primary Purpose:

To coordinate and facilitate restorative justice conferences between offence victims and offenders ensuring that the Principles of Best Practice for restorative justice in criminal cases and agreed standards of practice, including timeframes, are applied and upheld. This includes:

- **Assessing** the appropriateness of convening a restorative justice conference;
- **Facilitating** a restorative justice conference, where this has been assessed as appropriate and where the victim and offender have both agreed to take part;
- **Reporting** as agreed on the conference process, the outcome of the conference, and follow-up of completion of agreements
- **Recordkeeping** and documentation as required

Key Responsibility Area	Role requirements
1. Conference set up	<ul style="list-style-type: none"> <li>▪ Review case notes for each referral. Note specific questions and potential areas of concern for each case. Clarify concerns with restorative justice co-ordinator prior to contacting participants.</li> <li>▪ Preparation for pre-conference meetings with offence victim and offender (these include pre-conference telephone and face-to-face meetings with offence victim and offenders to provide information on restorative justice, address concerns and assess whether a conference can proceed on the basis of willingness, readiness, and ability to participate.</li> <li>▪ Identify potential issues and plan ways to manage them. Identify when there are risks that can't be managed</li> <li>▪ Arrange conference venue, refreshments etc and communicate them to participants in a timely manner</li> <li>▪ Provide documentation and liaise with provider-group as required</li> </ul>
2. Conference facilitation	<ul style="list-style-type: none"> <li>▪ Facilitate conference as per guidelines for conference process and procedures (refer module "Facilitate a RJ Conference").</li> </ul>
3. Conference follow up	<ul style="list-style-type: none"> <li>▪ Write a report in the format required following the conference.</li> <li>▪ Complete records as required by the Ministry of Justice and restorative justice provider group.</li> <li>▪ Complete follow-up phone calls or visits</li> </ul>
4. Maintain professional standards	<ul style="list-style-type: none"> <li>▪ Understand and follow provider-group policies and procedures including matters such as confidentiality and safety.</li> <li>▪ Maintain knowledge about changes and developments in restorative justice in New Zealand</li> <li>▪ Maintain knowledge about community resources</li> <li>▪ Attend meetings and/or training as required by local provider group.</li> <li>▪ Participate in mentoring or professional supervision as required by your provider group</li> </ul>
5. Contribute to Provider-Group	<ul style="list-style-type: none"> <li>▪ Actively uphold provider-group policies</li> <li>▪ Active membership of provider-group and involvement in activities.</li> </ul>

## Facilitator Person Specification

Following is the person specification for the facilitator role, outlining;

- a) the essential, and
- b) the desirable skills and attributes to be selected for.

Note that ALL the **essential** skills and attributes need to be seen in the applicant for that applicant to be selected by the provider group.

The **desirable** skills and attributes will enhance an applicant's suitability for the facilitator role.

Note that:

- They are desirable – but NOT necessary for selection
- Provider groups may have additional desirable attributes they wish to add
- Applicants possessing desirable criteria must not be selected unless they also possess ALL the essential criteria.

Remember, when you are selecting applicants, that the best indicator of future behaviour is past behaviour. So, focus on what actual examples they can give of how they have shown the skills you are looking for. Your questions should be “Tell me about a time when....” rather than “what would you do if...”

Look for evidence that they have dealt with situations that are similar to those they will be dealing with and try to get a picture of how successful they were in dealing with them. Try to understand whether they worked well with their colleagues in the past, whether they have shown a commitment to following agreed processes, etc.



Generic facilitator person specification (a)

<b>ESSENTIAL SKILLS &amp; ATTRIBUTES</b>	
<b>Skill or attribute definition</b>	<b>Behaviour / Indicators</b>
<p><b>Collaborative:</b></p> <p>The ability to work co-operatively with others, to be part of a team, to work together as opposed to working separately or competitively.</p>	<ul style="list-style-type: none"> <li>▪ Actively works with others to achieve joint results</li> <li>▪ Persists in attempts to achieve co-operation</li> <li>▪ Responds positively to requests for information/help and shares all relevant and useful information</li> <li>▪ Values others opinions &amp; expertise and seeks and encourages input from others</li> <li>▪ Contributes own ideas, building on suggestions provided by others</li> <li>▪ Develops and makes use of personal and professional contacts in the community</li> </ul>
<p><b>Empathetic</b></p> <p>Senses others' feelings and perspectives, and takes an active interest in their concerns.</p>	<ul style="list-style-type: none"> <li>▪ Respects, treats with courtesy, and relates well to people of diverse backgrounds</li> <li>▪ Is able to see things from someone else's perspective</li> <li>▪ Pays attention and listens</li> <li>▪ Seeks to understand others</li> <li>▪ Picks up on others' signals: accurately reads people's moods, feelings, and nonverbal cues</li> </ul>
<p><b>Non judgmental</b></p> <p>Does not judge others who disagree with or are different from self.</p>	<ul style="list-style-type: none"> <li>▪ Accepts all personalities</li> <li>▪ Respects the view of others</li> <li>▪ Does not impose beliefs on others</li> <li>▪ Open minded – open to new ideas or different ways of doing things</li> <li>▪ Does not criticise or label others</li> </ul>
<p><b>Organised</b></p> <p>Able to arrange things in a methodical structured way ensuring requirements and deadlines are met.</p>	<ul style="list-style-type: none"> <li>▪ Structures tasks in an orderly logical way</li> <li>▪ Manages time effectively - sets and meets deadlines</li> <li>▪ Does what promises to do</li> <li>▪ Can marshal resources (people, materials, support etc) to get things done</li> <li>▪ Arranges information and files in a clear useful manner</li> <li>▪ Anticipates and adjusts for problems</li> <li>▪ Concentrates efforts on key priorities</li> </ul>
<p><b>Flexible</b></p> <p>Able to positively adapt to a variety of situations, individuals and groups as the requirements of a situation change.</p>	<ul style="list-style-type: none"> <li>▪ Able to change plans etc to meet circumstances</li> <li>▪ Not fazed by change or unexpected demands</li> <li>▪ Changes own immediate behaviour or approach to suit the situation</li> </ul>
<p><b>Thinks Analytically</b></p> <p>Takes a logical approach to situations, breaks them into</p>	<ul style="list-style-type: none"> <li>▪ Breaks a complex situation into smaller manageable pieces</li> <li>▪ Logical – uses a 'What if – Then' thinking process</li> <li>▪ Identifies underlying causes</li> </ul>

<p>smaller pieces, and identifies underlying causes and appropriate solutions.</p>	<ul style="list-style-type: none"> <li>▪ Identifies possible solutions and implications</li> </ul>
<p><b>Emotionally mature</b></p> <p>Emotionally self aware and confident, keeps negative emotions under control, considers reactions, responds calmly to negative emotion in others.</p>	<ul style="list-style-type: none"> <li>▪ Has a strong sense of own self worth and capabilities</li> <li>▪ Does not take offence easily, but is able to accept criticism and amend behaviour in response</li> <li>▪ Recognises own emotions and their impact on others</li> <li>▪ Does not 'hook into' others' emotions</li> <li>▪ Has patience, staying composed and positive even in trying moments</li> <li>▪ Can motivate oneself, remains positive and optimistic</li> <li>▪ Behaves calmly in stressful situations</li> <li>▪ Aware of and accepts own strengths and weaknesses</li> <li>▪ Stands his or her ground when necessary</li> </ul>
<p><b>Effective verbal communicator</b></p> <p>The ability to effectively convey and exchange information or feelings with others, both in one to one and group settings.</p>	<ul style="list-style-type: none"> <li>▪ Is easy to talk to</li> <li>▪ Communicates well in personal and group settings</li> <li>▪ Is easy to understand – gives clear and specific information</li> <li>▪ Uses appropriate and clear language (no jargon or unfamiliar words)</li> <li>▪ Uses appropriate body language and verbal and non-verbal encouragers</li> <li>▪ Shows a good ability to understand and accurately summarise information given</li> </ul>
<p><b>Culturally aware</b></p> <p>Awareness of and ability to work with people who have differing beliefs, values, knowledge, ideology, rites and practices from oneself.</p>	<ul style="list-style-type: none"> <li>▪ Is aware of and sensitive to different cultural norms and behaviours</li> <li>▪ Does not try to impose own cultural norms on others</li> <li>▪ Takes specific action (eg, research) to gain greater understanding of different cultures</li> <li>▪ Uses a range of strategies to create positive dialogue with people from different cultures</li> <li>▪ Finds other people interesting, and enjoys learning about their cultural beliefs and values</li> </ul>
<p><b>Effective written communicator</b></p> <p>Able to convey information clearly, accurately and succinctly in written form. Includes accurate interpretation of instructions / written information.</p>	<ul style="list-style-type: none"> <li>▪ Informal letters, emails, case notes etc are clear and easy to understand and language used is appropriate</li> <li>▪ Formal reports (for example, professional, business or Court reports) use appropriate formats and language</li> <li>▪ Expresses information and ideas clearly, accurately and succinctly</li> <li>▪ Can interpret and follow written instructions</li> </ul>
<p><b>Ethical</b></p> <p>Operates with integrity, employs the principles of restorative justice, follows rules.</p>	<ul style="list-style-type: none"> <li>▪ Behaves in accordance with principles of fairness, decency, justice and respect for others</li> <li>▪ Is transparent and honest in dealing with people</li> <li>▪ Does not share confidential information</li> <li>▪ Maintains ethical standards even under pressure</li> <li>▪ Takes personal responsibility for own actions</li> <li>▪ Applies ethical code in own work situation</li> <li>▪ Has followed /follows a professional code of ethics</li> <li>▪ Practices what s/he preaches</li> </ul>



## Generic facilitator person specification (b)

DESIRABLE SKILLS & ATTRIBUTES	
Skill or attribute definition	Behaviour / Indicators / Experience
<p><b>Conflict management</b></p> <p>The ability to handle difficult individuals, groups of people or tense situations with diplomacy and tact. Facilitates resolution of disagreements, including focusing others on finding the best solutions to a given problem or disagreement.</p>	<ul style="list-style-type: none"> <li>▪ Shows evidence of success in assisting others to resolve conflict, eg in dispute mediation</li> <li>▪ Identifies areas of potential conflict – and is able to air them before they develop</li> <li>▪ Focuses on the facts, rather than on the person</li> <li>▪ Accurately summarises the positions of those involved in conflict, communicates these positions at appropriate times</li> <li>▪ Helps de-fuse conflict by finding common ground, questioning, listening, probing, being clear and specific, summarising</li> <li>▪ Finds a position all parties in conflict can agree on</li> <li>▪ In situations where they have been involved in conflict, issues have been resolved and relationships maintained</li> </ul>
<p><b>Offence victim / offender knowledge and skills</b></p> <p>Background / experience.</p>	<p>Relevant experience includes:</p> <ul style="list-style-type: none"> <li>▪ Other roles in restorative justice conference(s)</li> <li>▪ Involved in assessment, intervention and management of offence victims or offenders</li> </ul>
<p><b>Community links and knowledge</b></p> <p>Background / experience / networks.</p>	<ul style="list-style-type: none"> <li>▪ Knows what community resources are available and how to access them</li> <li>▪ Actively networks with relevant community resources</li> </ul>
<p><b>Experience of Courts / legislation</b></p> <p>Background / experience.</p>	<ul style="list-style-type: none"> <li>▪ In depth knowledge of Court environment or relevant legislation</li> <li>▪ Worked in the Court environment</li> </ul>

## Appendix Three: Selection tools

The following selection tools are provided for use by provider groups and with these there are accompanying instructions.

Selection tool	Accompanying instructions
Facilitator Application Form	Notes on short listing applicants
Interview Outline	Notes on using the interview outline
Assessment Matrix	Notes on assessing applicants Notes on making and communicating an assessment decision
Communication skills checklist	Notes on running a communication skills role-play
Reference check form	Notes on reference checking

Icons are used to distinguish notes and tools



Tools



Notes

## Facilitator Application Form



Thank you for your interest in the role of Restorative Justice Facilitator. Please complete all questions on this form personally and send, along with your application letter and CV to the provider group as detailed on the final page of this application form.

### 1. Personal details

Last name: \_\_\_\_\_

First name(s): \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ (day) \_\_\_\_\_ (evening)

Mobile Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Date of Birth (optional) \_\_\_\_\_

Ethnicity (optional) \_\_\_\_\_

Are you a New Zealand citizen or permanent resident?

NZ citizen                       Permanent resident

### 2. Availability

The role of restorative justice facilitator requires that you are part of a restorative justice provider-group and that you can:

- Arrange your own transport to and from conferences and meetings
- Produce reports, letters etc. in Microsoft Word format
- Receive and send email
- Have access to a telephone
- Access documents via the internet

Please indicate if any of the above may create a difficulty for you.

\_\_\_\_\_



Please indicate your time availability:

a) weekdays – evenings	Yes	No
b) weekdays – daytime	<input type="checkbox"/>	<input type="checkbox"/>
c) weekends	<input type="checkbox"/>	<input type="checkbox"/>

Have you any existing medical, physical or other condition that could negatively impact on your ability to effectively carry out the role of facilitator?  Yes  No

IF YES, please specify condition:

---

I give permission to have a police/security check done  Yes  No

Do you anticipate being able to commit to a facilitator role for at least 3 years?  Yes  No

I give permission for my referees listed below to be contacted as part of my application  Yes  No

**3. Referees**

Please provide the details of people who can be contacted as your referees. These should be people who have supervised or observed your work (including voluntary / community work).

Referee 1: Name: Relationship: Contact phone numbers Day: Evening: Mobile:
Referee 2: Name: Relationship: Contact phone numbers Day: Evening: Mobile:
Referee 3: Name: Relationship: Contact phone numbers Day: Evening: Mobile:

#### 4. Existing skills, knowledge and experience

To provide an indication of your existing skills, knowledge and experience relevant to the facilitator role, please provide details of the following:

1. Why do you want to become a restorative justice facilitator?
  
2. What strengths do you think you will bring to the role of facilitator?
  
3. What are your strongest interpersonal communication skills?
  
4. What interpersonal communication skills will you need to develop to be a restorative justice facilitator?
  
5. What experience do you have that you think would be useful in the role of facilitator?
  
6. What skills or knowledge will you need to develop further?
  
7. What experience have you had in dealing with tense interpersonal situations? Give an example of one, and how you dealt with it.
  
8. Tell me about a time when you've had to co-operate with others to achieve the required outcomes?





## Appendix Four: Short listing applicants

Short listing applicants for interview and reference checking is completed on the basis of the written information provided on the Application Form and Curriculum Vitae (CV).

You have no guarantee that the information provided to you in writing is factual, nor that it has been written by the applicant and only the applicant.

Watch to see that:

- Information provided in response to the questions on the application form is consistent with the information in the CV
- Language used is of a standard that matches requirements for writing pre-conference meeting notes and written reports for the court
- Instructions have been followed correctly
- Stated availability matches the specific requirements of the role as needed by your provider group

If you have doubts you can:

- Phone the applicant to clarify
- Decide not to pursue the application any further, and send a letter to the applicant letting them know they won't be required for an interview.

### Categorising applicants for short list

Assign written applications into 2 categories:

**Short listed** for interview – there is evidence the applicant has the essential skills and attributes.

**NOT short listed** – there is evidence that the applicant lacks one or more essential skills/attributes.

Note that this short list is a 'rough cut' as written information needs to be checked out through interview and reference checks. Your aim at this stage is to eliminate those who are unsuitable, and to identify those who are worth investigating further.

## Appendix Five: Interview Outline



The following interview outline provides suggestions for compiling an interview guide. One way to use this is to ask the interview team to choose one or two questions for each attribute (to be used for all applicants) and only use the other questions if needed.

Note: interviews are generally no more than 1 hour's duration. Approximately 8 to 10 questions are sufficient for most interviews.

### Interview Introduction

- Welcome and thank the interviewee for coming; break ice /small talk.
- Introduce the interviewer(s) by name and position title.
- Explain that the role of the interview panel / interviewers is to ensure that the person/people who are chosen to become facilitators are a good fit for the role; and just as importantly, that the person/people selected will be comfortable being facilitators.
- Explain interview format: "We will ask about you first, talk a little about your previous experiences/roles. At times we will be specific in asking you to describe actual examples from your past experience. Towards the end of the interview, you will have the opportunity to ask us any questions you may have at this stage. OK?"

### Interview Questions:

#### General

1. Ask about any areas of the Application Form and CV that need clarification.
2. What prompted you to apply to become a restorative justice facilitator?
3. Tell us some more about yourself (the person not on paper)
4. What do you hope to get out of being a facilitator?

## Interview outline.....

### **Collaborative**

1. Talk about the last time you were part of a team that worked really well together.  
What was your role in the team? (*what behaviours was this person displaying?*)
2. Think about a time when a member of your team made a suggestion which you knew wasn't going to achieve the result the team was looking for.  
What did you say / do?
3. Describe a time when you have been working with a group of people who became 'stuck' on an issue. How did you handle it?

### **Empathetic**

1. Tell us about a time when you were working with someone who became upset during a conversation you were having with them. For example, they cried, became angry, became silent.  
How did you handle it? What did you say/do? Why?
2. How about a situation where you could see from someone's body language that they were getting frustrated with you.  
How did you handle it? What did you say/do? Why?
3. Describe a situation where you have mis-judged someone based on the way they looked or what they did for a living.  
What was the situation? How did you handle it? What did you learn?

### **Non judgemental**

1. Tell us about the most difficult person you have ever had to work with.
2. What types of people frustrate you the most?

### **Interpersonal communication**

1. Describe a situation where you have developed an effective working relationship with a person or a group where there were difficulties to overcome (probe for skills used).  
How did you go about establishing a rapport?  
What did you do that enabled you to work with the person/group?  
Note: Interpersonal communications is primarily assessed through observing behaviour and careful listening in the interview/selection process.

### **Organised**

1. How do you go about organising a typical working week?
2. When you are working on several things at once, how do you make sure that you meet all the required deadlines?
3. What kind of system do you use to keep your records and information in order?
4. When you can see that you have too much to do in the time available, what do you do?

### **Flexible**

1. Tell us about a time where you had everything planned and organised, ready to go, and something happened which threw your plans. How did you handle it?
2. Describe a time when you have been part of an organisation that was undergoing significant change (eg, restructuring, takeover, law / government regulation change etc). How did you handle it? (Think/do/say)

### **Thinks Analytically**

1. Tell us about the most difficult (or a really difficult) problem you have faced in your working life? What was it? What did you do? What was the outcome? (look for analysis of the underlying problem, for appropriate responses that address both the immediate issue and the underlying problem, outcomes that will ensure the problem does not recur, and whether relationships stayed intact).
2. Tell us about any significant changes or improvements you have made in your work. How did you come up with them?  
Were they used?  
Did they work?

### **Emotionally Mature**

1. Think about the last time you got really frustrated at work. What happened?  
How did people around you react?
2. What techniques do you use to cope with very stressful situations?  
Describe the last time you had to use these.

3. Tell us about a time when the people you were working with became very angry or upset about something. How did you handle it?
4. How capable a person do you think you are? Why do you think that?
5. Tell us about the last time the world 'got on top of you'. What was your thinking at the time?

### **Cultural knowledge, skills and experience**

1. Tell us about a time when you worked with a person/people who had different cultural beliefs or values from your own. How did you handle the situation?
2. What approach have you used when working with people who are from a different cultural group? (actual examples preferable)

### **Written communication**

Note: Written communication is assessed in the communication skills role play: first, in the ability of the applicant to follow the written role play instructions. Second, in a short writing test after the role-play.

### **Ethical**

1. What conflicts of interest can you see you might have in the role of restorative justice coordinator?
2. Give us an example of a time when you had a very tricky decision to make about whether to give someone some confidential or sensitive information. What did you do?
3. Tell us about a time when you have been forced to act in a way that crossed your own personal or professional ethics. How did you handle it?

### **Conflict Management**

1. Tell us about a time when you have been involved in resolving a conflict – when two or more people have 'locked horns', and been unable to resolve an issue.
2. How do you go about diffusing high negative emotion between people? Give us an example.

### **Offence victim / offender knowledge and skills**



1. What do you think some of the issues would be in working with victims and offenders together?  
What sorts of things might you need to be on the lookout for?  
Are there any personal difficulties that you might foresee in working in this area?

**Community links and knowledge**

**Work experience**

**Experience of Courts / legislation**

**IF** not already apparent, **and** you have time, investigate:

1. How familiar are you with the community resources available for victims and offenders? (refer application form)
2. What networks are you part of that provide community resources that victims and offenders may need to access?
3. How would you go about establishing links to relevant community resources?
4. How experienced are you in facilitating groups?
5. What kind of assessments of people have you been involved in?
6. How familiar are you with the Court environment?

**Giving Information and opportunity for questions:**

Talk about restorative justice, the provider group, why the facilitator is such an important role, other key information that may be important to the applicant (for example: other facilitators, the number of cases likely to be assigned to this role, payment arrangements, induction/training/assessment, start date etc).

**What questions have YOU got for me/us?**

*(record questions asked – they can be very revealing).*

**Where to from here?**

Interviews finish, expect to make a decision by .....

Get back to you by .....

**THANK YOU** so much for your time.

## Notes on using the interview outline



### Overview

Provider groups should use interviewers who are experienced in recruitment and selection. If no such people are available, it is useful to 'borrow' an experienced person from another provider group to act as an adviser.

The questions in the interview outline are designed to elicit information on the skills and attributes identified as essential / desirable in the person specification.

The **objective** during the interview process is to look for definite evidence of skills / attributes required for the role.

Some skills/attributes are assessed via more direct evidence, such as written material; or how skilled an applicant is when communicating with selectors during interview / role play. Direct observation is the best source of information on which to make assessments.

### Process

The same Interview Outline will be used for every interview for the same vacancy to ensure the recruitment process is consistent and fair. Consistency and fairness are legal requirements in recruitment.

Often it may not be necessary to ask every question listed under a skill/attribute, as the richness of one example provided by an applicant may yield enough information on which to make an accurate assessment of the strength or absence of a skill/attribute.

To enable the interview to run smoothly, decide in advance which interviewer is going to ask questions on each skill/attribute. Either interviewer can probe for further information if necessary.

### Probing

Probing is important to help the interviewers get a good picture of the skills and abilities that the interviewee used in each of the situations they describe.

Interviewers use probes where needed to understand specifically what the interviewee did, thought, said, etc. (This is

the best way of gauging how they are likely to behave in similar situations in the future.)

Probes are open, not leading, clarification questions, with no hint of interviewer opinion of what the applicant said / did / thought / felt.

Examples of useful probes are:

- How did it start?
- How did you get involved?
- What was your role?
- What were you thinking when....?
- How did you reach that conclusion?
- What did you say ...
- What were your feelings when...?
- Give me an example.....
- What went through your mind when ...
- What happened next?
- How did that come about?
- What did you do....?
- How did you know to do that?
- Who else was involved?
- Who's 'we'?
- What was the outcome?
- And is that still the case?



## Appendix Six: Interview panel assessment matrix

CONFIDENTIAL – FOR INTERVIEW PANEL ONLY - NOT TO BE DISTRIBUTED

<b>Applicant Name</b>						
<b>Essential Skill or Attribute</b>						
Collaborative						
Empathetic						
Fair						
Organised						
Flexible						
Non judgmental						
Thinks Analytically						
Emotionally mature						
Interpersonal Communication						
Cultural knowledge, skills & experience						
Written communication						
Ethical						
<b>Desirable Skill or Attribute</b>						
Conflict management						
OV/V knowledge/skills						
Community links and knowledge						
Work experience						
Experience of Courts / legislation						

## Appendix Seven: Rating applicants



Rating should be done as soon as possible after the interviewee leaves the interview, and again after reference checking.

An applicant should be rated for each and every skill/attribute on the Applicant Rating Sheet.

### Rating scale

A suggested scale which simplifies assessment of each skill / attribute is:

Rating	Description
Low	Applicant is weak in this skill/attribute. Evidence of none or few of the indicators of the skill/attribute.
Med	Applicant is adequate in this skill/attribute. Evidence if some of the indicators of the skill/attribute.
High	Applicant is strong in this skill/attribute. Evidence of all or most of the indicators of the skill/attribute.

Complete the rating of a applicant for each skill/attribute by:

- Comparing the interviewee information against the Behaviour / Indicators for each skill or attribute in the facilitator person specification
- Deciding how much evidence you have seen of each Behaviour / Indicator
- Record agreed interviewer ratings (as per the above assessment scale) on the assessment matrix (see previous page).

## Notes on rating applicants....

### Completing the assessment matrix

The Assessment Matrix should be used to record ratings for all applicants as shown in the example that follows.

<b>Applicant Name</b>	Tane W.		Phyllis B.		Sanjay X.	
<b>Skill / Attribute</b>						
Collaborative	H	3	M	2	H	3
Empathetic	M	2	L	1	M	2
Fair	M	2	M	2	H	3
Organised	L	1	H	3	H	3
Flexible	L	1	M	2	M	2
Non judgmental	M	2	L	1	M	2
Thinks Analytically	M	2	M	2	M	2
Emotionally mature	M	2	H	3	H	3
Interpersonal Communication	H	3	H	3	M	2
Cultural knowledge, skills & experience	H	3	M	2	M	2
Written communication	L	1	H	3	M	2
Ethical	M	2	H	3	M	2
Conflict management	H	3	H	3	M	2
OV/V knowledge/skills	M	2	M	2	L	1
Community links and knowledge	H	3	M	2	L	1
Work experience	M	2	H	3	L	1
Experience of Courts / legislation	H	3	H	3	L	1
	Total	37		40		34

### Validating Ratings

The assessment after interview is then validated with reference checks. Where information obtained during reference checks is contrary to previous assessment of an applicant, consider changing the rating depending on the reliability and credibility of the referee.

## Appendix Eight: Communication skills checklist



Whilst the role play is in progress, one / more selectors will be observing for the presence of the Interpersonal communication skills and completing the observation table below.

<b>Interpersonal Communication</b> 'The ability to effectively convey and exchange information or feelings with others, both in one to one and group settings'		
<b>Behavioural Indicator</b>	<b>✓ or ✗</b>	<b>Notes:</b>
Used open questions (cannot be answered 'yes' or 'no') to gather information	<input type="checkbox"/>	
Identified unclear statements and probed for clarity	<input type="checkbox"/>	
Used closed questions to confirm information	<input type="checkbox"/>	
Used verbal and non-verbal encouragers	<input type="checkbox"/>	
Used reflection / checkouts to clarify understanding of facts or feelings or bring discussion back on track	<input type="checkbox"/>	
Summarised key points	<input type="checkbox"/>	
Gave information that was clear and specific	<input type="checkbox"/>	
Gave clear instructions & checked for understanding	<input type="checkbox"/>	
Used language the other person understood (no jargon/unfamiliar words)	<input type="checkbox"/>	
Expressions and body language matched the verbal message	<input type="checkbox"/>	
Used flexible and tentative language if suggesting options	<input type="checkbox"/>	
<b>OVERALL RATING (H,M,L)</b>		

<p><b>Written Communication</b>                  'Able to convey information clearly accurately and succinctly in written form.                  Includes accurate interpretation of instructions/written information'</p>		
<b>Behavioural Indicator</b>	<b>✓ or ✗</b>	<b>Notes:</b>
Followed the 'Applicant Instructions' provided in the communication skills role-play.	<input type="checkbox"/>	
Written summary of findings is clear	<input type="checkbox"/>	
Written summary of findings is accurate	<input type="checkbox"/>	
Written summary of findings is short (half a page)	<input type="checkbox"/>	
<b>OVERALL RATING (H,M,L)</b>		





## Appendix Nine: Running a communication skills role play

### Selector instructions

- Hand out the 'Applicant Instructions' overleaf to the applicant to read, explain that this is a role play and you will be in the role of offender; and they are going to have a discussion with you.
- You have 10 minutes to complete this role play.

### Your role

Take on the role of an offender. Before you begin, decide on the specifics of the situation you will use. Decide:

- What the offence was that you committed
- When it happened
- Who the victim was
- Who else was involved
- The events leading up to the offence
- What actually happened (the event)
- What happened immediately after the event
- How you got caught
- How much you know about the victim and what happened to the victim during and after the event
- How responsible you feel for the event
- What you now think about what you did
- How you now feel about what you did
- What you are now concerned about.

### Throughout the role play:

- Act as realistically as possible (i.e. don't be either really difficult or really easy).
- Use verbal and body language that such an offender would use
- Don't follow instructions that are unclear
- Answer all closed questions with a 'Yes', 'No', or very short statement
- Don't talk much – the purpose is to get the applicant to ask you questions and check his/her understanding of your responses

### After the role play:

Ask the applicant to write up a half page summary of what they found out.

## Applicant instructions

You are about to have a discussion with an offender who has been found guilty of a crime. You will be provided with anything you need- paper, pen etc.

Your task is to interview the offender and discover as much as you can about:

- What the offender actually did
- What happened before, during and after the event
- What happened to the victim
- What the offender thinks about what s/he did
- How the offender feels about what s/he did

At an appropriate place in the discussion:

- You may ask the offender to draw you a quick sketch of the crime scene to aid your understanding of what happened.

Throughout the interview you may:

- Take notes if you wish
- Ask as many questions as you like and need to in order to get a full and complete understanding of the event, circumstances surrounding the event, and what the offender now thinks and feels about what s/he did.

Take about 10 minutes to complete the role play.

At the end of the role play you will be asked to write up your findings – just a half page.

## Appendix Ten: Reference check form

The following provides an example of a verbal reference report with suggested questions (note: the list of questions is comprehensive – you need to select 4 or 6 questions from the options below):



<b>Verbal Reference Report</b> <b>Role: Restorative Justice Facilitator</b>	
provider group:	Selectors Name:
Applicant Name:	
Referee Organisation Name:	
Name of Referee:	Ph no:
Relationship to Applicant:	Date:
<i>(Note: substitute applicants name instead of saying 'this applicant')</i>	
1. How do you know <i>this applicant</i> ?	
2. How long have you known <i>this applicant</i> ?	
3. Describe <i>this applicants</i> general level of competence (in the role you have seen them in)	
4. How well organised is <i>this applicant</i> ? (Time keeping? Meets deadlines? Delivers what s/he says they are going to?)	
5. What do you see are <i>this applicant's</i> strengths?	
6. What do you see are <i>this applicant's</i> weaknesses or development needs?	
7. How would you describe <i>this applicant's</i> personality?	

8. How well does/did <i>this applicant</i> perform in a team? (example?)
9. Tell me about how well <i>this applicant</i> 'reads' and understands other people.
10. How well does <i>this applicant</i> analyse and solve problems? (example)
11. How well does <i>this applicant</i> cope with stress?
12. Describe how <i>this applicant</i> handles unexpected changes. (example)
13. How well does <i>this applicant</i> communicate in a group setting? (example)
14. Tell me about <i>this applicant's</i> capability in conveying written information.
15. How ethical and honest is <i>this applicant</i> ? Does s/he keep boundaries, take responsibility for mistakes etc?
16. What kinds of interpersonal conflicts have you seen <i>this applicant</i> involved in? (self or others)
17. How well did s/he handle the conflict?
18. What other comments can you make that would help me to get a complete picture of <i>this applicant</i> ?
19. Should the applicant request details of this reference do you wish this to be released or kept confidential? (Privacy Act)

**Thank you very much for your time!!**



## Notes on reference checking

Do not place weight on written references – always phone the referees. That way you can pick up tone and can probe for specific information and examples.

Check out the referee's relationship to the applicant. If the referee is a relative, partner or friend you need to be aware of that so that you can view their answers in context.

Professional and work related referees are preferable – they are more likely to provide an impartial and detached view of the applicant.

You must have the permission of the applicant to phone a referee.



## Appendix Eleven: Making and communicating a selection decision

### Compile the information

Making a decision on whether to select an applicant to become a restorative justice facilitator involves compiling all the information you have on the applicant. Information available should include:

- The Application Form
- The Curriculum Vitae (CV / Resume)
- Any notes made in shortlisting
- All interview notes
- The Assessment Matrix
- The Communication skills checklist (interpersonal communication and written communication)
- Reference Check forms (minimum 2 referees)

### Compare and discuss with the other selectors

- Rating of each applicant on each skill/attribute.
- Differences of opinion regarding any ratings. Concentrate on what was actually seen /heard; challenge assumptions not based on observable evidence
- Are there any other factors that may impact on the role that are favourable/unfavourable in regard to each applicant? (e.g. other time commitments, mana in the community etc)

### Agree final ratings for each applicant

- Compare the ratings selectors have given each applicant.
- Agree for each applicant the final rating for each skill/attribute.

### Make selection decisions

- Applicants need to be compared on the full range of skills/attributes assessed.
- Provider groups may choose to put more weight on particular skills/attributes according to the particular needs of the group
- Remember, concentrate on the essential skills / attributes as the first priority in making the selection decisions.
- The desirable skills/attributes are a 'nice to have' and should carry less weight.

## Communicating the Decision(s)

It is good practice to communicate the decisions as soon as possible.

For people who are selected:

- Phone the successful applicants to offer them the role, explaining conditions and commencement of training
- Follow up the phone call with a letter formally offering the training and next stages towards being offered a role as a restorative justice facilitator; how training will be undertaken, and any other requirements to get them started
- Notify the rest of the team in the provider group

For people who have NOT been selected:

- Write to or phone the applicant advising them of the decision, thanking them for their time. No reasons for non-selection have to be given.
- If asked for the reason why they were not successful, advise that there were applicants who fitted more closely with the skills/attributes identified as essential for the role; OR that there were gaps between the applicants skills/attributes and the skills/attributes identified as essential for the role.