THOMPSON HINE

TALENTQUEST

PANEL INTERVIEW PLANNING FORM

Panel Interviewers:

A) OPIC: _____

B) LPC: _____

C) TM: _____

Recommended Panel Roles to Assign:

Interview Lead: Opens, prompts introductions, overviews process, closes

Time Manager: Helps panel manage both interview and scoring time

Scoring Lead: Facilitates panel to reach consensus

Interview Question Assignments: Each Panel Interviewer is assigned 2-3 questions to ask each candidate. All Panel Interviewers score each question or competency area for reaching an overall score and consensus on panel.

Competency	Question No.	Panel Interviewer Assigned
Drive for Results		
Collaboration & Teamwork		
Confidence		
Assertiveness		
Composure		
Decision Making		
Planning & Execution		

Planning Notes:

_____

_____

_____

_____

THOMPSON HINE

TALENTQUEST
CANDIDATE SCORING FORM

Candidate: _____   Date:_____

Competency	Question No.	Interviewer Rating			Average Rating	Consensus Rating
		A	**B**	**C**		
Drive for Results						
Collaboration & Teamwork						
Confidence						
Assertiveness						
Composure						
Decision Making						
Planning & Execution						
Verbal Communication Skills						
	Overall Rating: _____ _____					

Interviewers:

A) _____

B) _____

C) _____

Rating Guidelines:

5 = Highly Effective (extensive aptitude)

4 = Effective

3 = Somewhat Effective (adequate aptitude)

2 = Somewhat Ineffective

1 = Ineffective or Overuse (little aptitude)

Notes/Areas of Follow-up:

_____

_____

Behavioral Interview Questions for Lateral Associate Hiring

1. Choose <u>one</u> question per competency to ask the candidate. Each competency has 3 questions from which to choose; however, we do not recommend asking multiple questions for each competency in an effort to keep the interview the desired length.

2. Approximately 6 minutes are allotted for each question and answer for a 45-minute interview.

3. Take detailed notes in the space provided while the candidate responds to each question. Documenting the candidate's answers increases the validity of scoring and increases the interview's legal defensibility.

4. Once the interview has concluded, take a few minutes to complete the scoring guide. Use the scoring guide for each question to assign the candidate a score between 1 and 5, which represents their performance against the competency. Use whole numbers (do not assign a 2.5, for example).
   - The examples in the scoring guides describe ineffective (including overuse), effective, and highly effective performance of the competency. Compare the candidate's response to these examples and assign a score which best represents his/her response to the question. These examples are only meant to be guidelines for scoring. You will have to make judgments about the extent to which a response falls under the respective categories.

5. To help the candidate organize their answers to the interview questions, you should introduce them to the "STAR" approach to answering behavioral interview questions *before* the interview begins. Ask them to answer the questions using the following template. This will help them organize their answers and help you score them. The probes provided for each question generally follow this pattern, although may be more specific to the particular interview question.
   - *Situation*: Describe the context from a past job or personal experience (if applicable)
   - *Task*: Describe what was required of you in the situation
   - *Action*: Describe the actions you took to accomplish the task
   - *Results*: Describe what the results were and what you learned from the experience

Candidate Name: _____

Date of Interview:_____

Candidate Overall Interview Score (see last page to calculate): _____

Be careful of biases that all interviewers must avoid. Your ratings should only entail measuring the competencies outlined in the interview guide.

Common biases to avoid:

- **Liking/disliking**: Allowing whether you like or dislike an individual affect how you rate his/her performance during the interview.

- **Hearsay:** Becoming tainted by information from others (HR, hiring manager, etc.) prior to the interview.

- **Primary/recency effect**: When information we receive at beginning and end of the interview resonates more than what we hear in the middle of the interview.

- **Halo effect**: Tending to generalize overall positive or negative impressions into multiple dimensions of behavior. Remember that an individual can be highly skilled in one competency and unskilled in another.

- **Attribution errors:** Tendency to attribute negative outcomes to an individual's personal qualities instead of factoring in external causes. For example, if an individual is laid off during a large organizational restructuring, it does not mean he/she is unskilled across the competencies.

- **Similar-to-me bias:** A tendency to have more positive regard towards those who share similarities with us.

- **Attractiveness**: Amplifying positive perceptions of individuals who are perceived as being more attractive.

- **Contrast effect:** After viewing several mediocre candidates, an average candidate can appear much more positive than they truly are regarding the competencies.

- **Stereotypes and other general biases**: Do not allow any personal biases associated with race, gender, religion, national origin, age, disability, sexual orientation, or any non-job related characteristics to influence your ratings.

DRIVE FOR RESULTS

> - Demonstrates a strong work ethic and high performance.
> - Handles high priority tasks with a sense of urgency.
> - Consistently seeks out opportunities to contribute.
> - Leads by example and inspires others to raise their achievement levels at work.
> - Delivers messages that foster buy-in and enthusiasm for goals.

1.1   **Tell me about a time you worked harder and pushed for results more than others around you.**
Probes:
What were the goals?
What did you do differently than others?
How did it turn out in the end?
What did you learn about yourself from this experience?

1.2   **Tell me about a time you were a champion for a cause or issue that others had discarded.**
Probes:
What made you want to champion the cause?
Were you able to bring others along with you eventually?
Did you have any obstacles in the way of success? How did you overcome them?
What did you learn from this experience for the future?

1.3   **Give me an example of a time you set yourself apart from your peers.**
Probes:
How were you different than your peers?
What were the interpersonal dynamics (e.g., competitive or team-oriented)?
What were the risks or potential negative consequences of your approach?
Looking back at the situation, would you change your approach?

CIRCLE THE QUESTION USED ABOVE AND RECORD NOTES HERE:

DRIVE FOR RESULTS				
Ineffective or Overuse		**Somewhat Effective**	**Highly Effective**	
1	**2**	**3**	**4**	**5**
☐ Appears unclear on the priorities in a situation; lacks urgency		☐ Outlines priorities for self and/or team and handles them appropriately	☐ Clearly and comprehensively outlines priorities for self and/or others; handles them with a strong sense of urgency	
☐ Does the minimal to meet goals; focuses on own performance and not contributing to others'		☐ Works hard and models this performance for peers	☐ Leads by example with a strong work ethic; inspires others to improve their performance	
☐ Disorganized, unfocused, or procrastinates when completing tasks		☐ Is concerned with ensuring acceptable standards for quality of work products; works according to plan	☐ Demonstrates superior standards for quality of work products; jumps to action quickly	
☐ Unwilling to make sacrifices to contribute to goals or get ahead		☐ Willing to put in the time and effort to contribute to goals or get ahead	☐ Goes above and beyond to ensure success for a project and/or his or her career	
☐ OVERUSE: Ambition is excessive and gets in the way of building working relationships and making correct decisions				

ADDITIONAL NOTES:

BEST PRACTICES FOR IMPLEMENTATION

Once an employer decides to integrate pre-employment testing into the hiring process, how can he or she get the most out of it? The following best practices and tactical strategies will allow employers to streamline the recruiting process and make smarter hiring decisions with greater efficiency. We will address such frequently asked questions as:

- ▶ How should employers choose which pre-employment tests to administer?
- ▶ When should tests be used?
- ▶ How much pre-employment testing is appropriate?
- ▶ What scores should employers expect from their applicants?

TEST SELECTION: CHOOSING WHICH TESTS TO ADMINISTER

Test selection is the first and probably most important step in implementing a pre-employment testing program because it is critical that organizations use tests that measure job-related abilities and skills. The key to ensuring any selection procedure is valid and effective is the so-called rule of "job-relatedness," and tests are no exception: pre-hire tests must measure skills, abilities, and traits that are relevant to the job in question. Inappropriate test selection will result in an ineffective selection methodology, and can also result in a testing program that is not legally compliant.

This is why a common best practice in employment testing is to conduct a Job Requirements Analysis for a position before using tests to screen candidates. Once a company has created a job profile by describing the skills, work activities, and abilities that are associated with a given position, it is much easier to determine which tests will be the most relevant. Investigate what types of tests make the most sense for specific types of positions here.

Certain types of tests that measure general capabilities - such as critical thinking, problem solving, and learning ability - are likely to be "job-relevant" for many different positions because they test traits that are valuable for nearly every job type. Other tests designed specifically for certain positions, such as a sales personality test - should never be used for positions for which they were not specifically designed.

Finally, since most organizations hire for a variety of positions with widely varying job requirements, it is generally advisable to choose different testing protocols for each position. There will often be common elements to the test batteries for many positions - for example it may be appropriate to use a general aptitude test for many different positions, as explained above - but in general, the best way to ensure adherence to the rule of job-relatedness is to make test selection decisions on a position-by-position basis.

WHEN TO USE TESTS

Once an organization has chosen which tests to use for a given position, it will need to decide at what stage of the hiring process to test applicants. There may be many factors that go into this decision, but it is generally recommended to test applicants as early as possible. Using tests early in the hiring process is an efficient and reliable way to gather objective data on candidates before deciding which candidates should move on to the next step in the process (Figure 7). Requiring applicants to take tests through a link included in a job board posting, for example, will help employers filter through large applicant pools, and ensure that everyone who is moving through the hiring funnel meets the basic standards for the job. This helps streamline the hiring process, saving a great deal of time that would have been spent reading resumes from unqualified applicants.

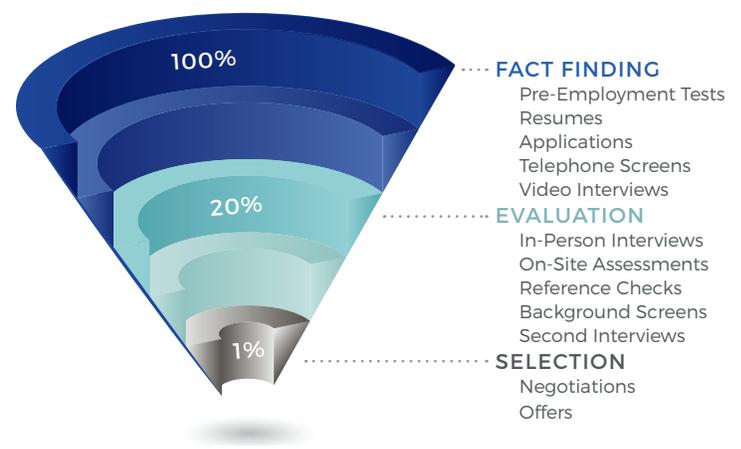Administering tests at the beginning of the hiring process

100%

FACT FINDING
Pre-Employment Tests
Resumes
Applications
Telephone Screens
Video Interviews

20%

EVALUATION
In-Person Interviews
On-Site Assessments
Reference Checks
Background Screens
Second Interviews

1%

SELECTION
Negotiations
Offers

FIGURE 7: Using tests early in the hiring process is an efficient and reliable way to gather objective data on candidates before deciding which candidates should move on to the next step in the process.

often means that candidates will take these pre-employment assessments remotely. However, many companies have initial reservations about remote testing. How can an organization be sure that the candidate is the one who is actually taking the tests? With unproctored testing, it's difficult to be sure someone isn't getting outside help. That's why Criteria Corp recommends that for aptitude and skills tests, employers confirm the offsite results by administering different versions of the tests in person to applicants who passed the initial screening. To get the most out of onsite testing, one useful strategy is to tell candidates ahead of time that they will be retested on site – that way, they know they'll be wasting their time if they don't take the remote tests honestly.

In general, remote testing is increasingly becoming the norm because the benefits of upfront testing far outweigh the negatives. One reason is that cheating may actually be less common than expected. Criteria Corp conducted a study with one of its largest customers who administers aptitude tests remotely at the front end of their hiring process, and then retests a select number of candidates later onsite. When comparing the candidates' remote test scores with their onsite test scores, the percentage of people who didn't take the test honestly offsite (i.e., without outside help) was actually quite small, much less than 2% of the applicant pool. This may be because the company explicitly describes its retesting policy when they send candidates the invitation to take the test. Being explicit about retesting eliminates the incentive to cheat, because applicants will only be wasting their own time if they take the test dishonestly.

A second reason some companies hesitate to use tests early in their hiring process is cost. When companies link to a test from a job posting, they will likely get a huge number of applicants taking the tests. If a testing service requires companies to pay per test, costs will mount quickly. Therefore, if an organization does decide to administer tests remotely, it is best to choose a provider that has a flat rate, unlimited use pricing model.

HOW MUCH TESTING IS APPROPRIATE?

After narrowing down the types of tests that are relevant for a position, and determining at which stage of the hiring process tests will be administered, the next step is deciding how many tests to administer. In order to attract the best

talent, companies should be sensitive to how candidates might perceive them. Because it is recommended to test early in the hiring process, it's important to consider how much testing is appropriate when these tests will serve as one of the first points of contact a candidate may have with an organization. But how much testing is too much?

Criteria Corp analyzed a huge volume of data (about half a million tests) to help answer this question. As the graph below makes clear, candidates complete tests much less frequently when the length of the test exceeds **40 minutes** (Figure 8).

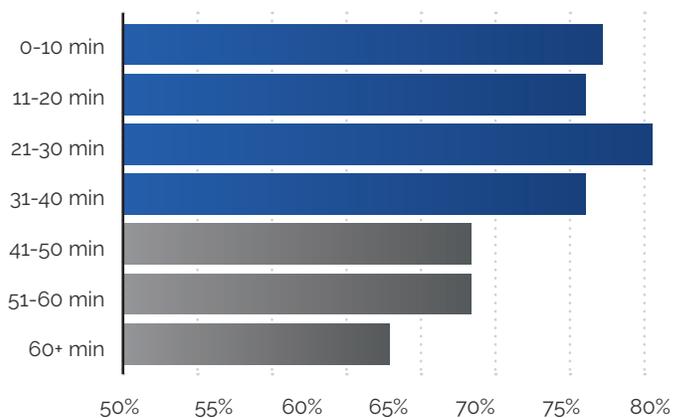COMPLETION RATES BY LENGTH OF TEST

FIGURE 8: Above 40 minutes, the completion rates for tests decrease dramatically.

Meanwhile, the completion rates for test batteries of less than 40 minutes in length always exceed 75%. If this seems low, consider that many candidates encounter the test through a link in a job posting, and may simply close the test window after deciding they don't have the time, ability, or inclination to take the tests. Candidates who won't spend the extra time taking the tests are probably less serious about the position in the first place, and filtering them out at this stage is generally an asset for overburdened HR departments, unless their applicant-to-hire ratio is very low. Interestingly, this 75%+ completion rate is no different for a very short (less than ten minute) test than it is for a 30-40 minute test.

However, in cases where candidates are asked to take a test battery that is longer than 40 minutes, the completion rates are significantly lower: 66% for 41-60 minute tests, and 60% for tests lasting longer than an hour. It seems that the

point at which "test fatigue" begins to discourage candidates can be pinpointed: it's after 40 minutes. Therefore, it is recommended that companies keep test batteries under 40 minutes whenever possible. This is especially true for remote testing done early in the hiring process, when candidates are less sure of how likely their efforts will pay off.

For example, if an employer wanted to hire an administrative assistant, he or she might consider administering a test battery that includes a 20-minute basic skills test and a 15-minute personality assessment. Using these two tests in tandem would capture a lot of relevant information about each candidate while keeping the overall test time under 40 minutes. If more testing is needed, employers may want to wait until a later point in the process and administer a second round of tests to the remaining candidates. Limiting test duration to 40 minutes or under reduces the number of candidates who drop out of the application process due to overly burdensome testing requirements.

TESTING EXISTING EMPLOYEES

When implementing a pre-employment testing program, how does a company determine the appropriate scores to look for in the ideal employee? Most testing providers will be able to provide suggested score ranges for the most commonly tested positions based on large data samples they have gathered and analyzed. This can provide valuable context, especially in the earliest stages of implementing pre-employment testing at an organization. If possible, companies should consider administering the tests to their existing employees in similar positions and then using their scores to create benchmarks for their applicants, thereby tailoring target scores to the current standards of the organization. This benchmarking approach is unlikely to help small companies where the numbers of incumbents in a given position are too small to yield significant results. For example, benchmarking will not be meaningful if a company has only 4 customer service representatives; in this type of case, it may be more efficient to rely on the data and insights from the testing provider.

Whenever practical, however, administering tests to existing employees for benchmarking purposes can yield valuable insights. For example, imagine a company is hiring medical assistants for a hospital. Medical assistants are responsible for performing basic administrative duties as well as interacting with patients and other medical staff. The company selects a basic skills test to assess verbal skills, math skills, and attention to detail. It also selects a personality test to determine if the candidates would work well with patients. To determine the scores it should be looking for in its applicants, the company administers both tests to the medical assistants currently working in the hospital. From there, the company's testing provider would be able to assist with interpreting the data and setting appropriate suggested score ranges based on the gathered data.

One common misconception about "benchmarking" is that companies should only administer tests to their best performers and then replicate their success by hiring people with similar profiles. There are two potential problems with this. First, if only the star performers are tested, employers can't be sure that the test results they achieve are actually any different from the test scores that the rest of the employee base would receive; that is, they can't be sure that there is any correlation between test scores and job performance for their population. Second, if companies insist on minimum scores that exactly match those of their top performers, they run the risk of being too restrictive with their applicant pool. To avoid this problem, it is advisable to test a wide sample of incumbent employees when benchmarking.

Another benefit of testing a sample of incumbents is that in doing so, companies are conducting what is known as a "local validity" study that should confirm and quantify the correlation between test results and job performance. Again, the testing provider should be able to offer insights on how best to do this. The goal is to demonstrate that the test is a valid predictor of performance for that particular organization and for the specific position for which the tests are being used. When performing local validity studies, it is especially important to examine the data as a whole, and to do so in a statistically rigorous way.

Occasionally, testing existing employees might lead to some unanticipated results. For example, a company might test its employees and realize that one of its top performers failed the exam. This is not cause for alarm. Top-performing employees DO occasionally fail tests, which is perfectly understandable considering that no single test is a perfect predictor of performance. However, in most cases, these employees represent outliers when compared to the entire data set (Figure 9). It is important to evaluate the predictive

accuracy of selection tools by analyzing the whole data set to see how well the test predicted performance across the sample population. In most cases, the overall correlation between test scores and job-performance is strong. Calculating the correlation coefficient is a great way to combat "the curse of the anecdote;" letting one prominent data point obscure the trend that represents the real story of this data set.

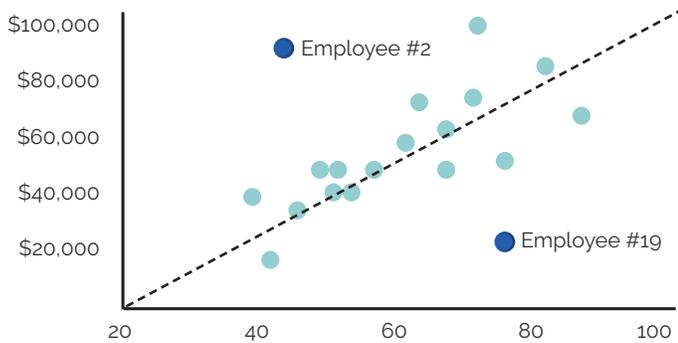## TEST SCORES VERSUS PERFORMANCE MEASURED BY SALES

FIGURE 9: There is a clear trend in the data where higher scores on the test correlate with higher sales figures. However, Employee #2 and Employee #19 are clear outliers. Employee #2 performed poorly on the test, but very well on the job. Conversely, Employee #19 performed well on the test, but poorly on the job.

ESTABLISHING MINIMUM (OR MAXIMUM) CUTOFF SCORES

Administering tests to current employees allows employers to set minimum or maximum cutoff scores to filter out unqualified applicants. Establishing a hard cutoff is particularly effective if a company has large applicant pools – in these cases, employers can afford to be selective, and cutoffs can be a huge time saver.

When determining where to set minimum cutoff score, companies should use the information gathered while testing current employees. There are a number of factors that go into setting appropriate cutoff scores, and the testing provider should be able to help with this process. But it is important to understand that there is no "magic number" for which anyone who scores above it will be a good fit, and anyone who scores below it is incapable of doing the job. However an organization chooses to set its cutoff scores, this is not how they work.

For example, imagine an employer is using a cognitive aptitude test to hire salespeople for an organization. The higher the cutoff is set, the more likely it is that people above the cutoff will have the critical thinking and problem solving skills necessary to perform well in the job. If the employer's only concern is maximizing the hiring accuracy rate, then a high cutoff score would make sense. However, setting it too high is inadvisable because doing so will eliminate many capable applicants and run the risk of filtering out too many qualified people. For hiring managers and recruiters who hire large numbers of people, this would be frustrating and counterproductive. In a sense, setting cutoff scores is part art and part science. To determine where the cutoff should be, a company needs to take into account the specific dynamics of its own hiring process, such as the size of its applicant pools, the applicant-to-hire ratio, and other factors. The takeaway here is simple. Using a minimum cutoff score can help minimize the risk of bad hires; the higher the cutoff score used, the lower the risk of a bad hire.

Minimum scores serve a clear function in the testing process, but what about maximum scores? Using maximum cutoff scores is generally NOT recommended. That is, it is not recommended to exclude someone because he or she scored too high on an aptitude test, for example. The research is not yet clear enough on the benefits of setting maximum cutoff scores.

Why would anyone consider excluding someone for being too smart? The theory goes like this. Some testing companies believe that scoring above the expected range on an aptitude test can be an indicator that a person will be bored by a particular job and want to move on, and that higher aptitude people will also have more opportunities to find other jobs than will lower aptitude employees. Essentially, the idea is that whereas low scores signify that candidates are a risk for involuntary turnover - because they may not be trainable or able to perform well - extremely high scores can be an indicator of risk for voluntary turnover. But the evidence that overqualified employees represent a greater flight risk is not very strong, and in fact one study refutes it pretty convincingly. Therefore, unless a company has a specific reason for doing so, it is generally not recommended to use maximum cutoff scores.