Implementing Interviews that Work

A Playbook for State of Missouri Hiring Teams and Human Resources

Leadership Academy Fall 2019, Team E: Roxy Antonio-DOR, Erin Lepper-DNR, Tisha McGowan-DSS, Tony Roberts-OA, Scott Weber-DOC

Table of Contents

Introduction 1
Section 1: Structured Behavioral Interviews Overview 2
Section 2: Panel Selection and Responsibilities 3
Section 3: Creating a Positive Candidate Experience 5
Section 4: Job Analysis 7
Section 5: Questions 9
Section 6: Interviews 14
Section 7: Scoring 16
Section 8: Metrics 18

Appendix List: 21
MO Learning Reference List: 21
References: 22

Introduction

Hiring is the most important thing you do in an organization.

Without the right people, your organization cannot fulfill its mission.

If you invest in hiring the right people upfront, you will need to invest fewer resources in training and management later.

Often organizations improvise or use outdated interview methods and rely on gut feelings and little training. Unfortunately, such interview methods are poor predictors of a candidate's future success and are often unfair due to unconscious bias that tends to skew the results. Research indicates the shortfalls of such interviewing can be worse than irrelevance: interviews that are held incorrectly can be harmful, undercutting the impact of other, more valuable information about interviewees.

A growing body of research indicates several tools, including structured behavioral interviews, improve hiring outcomes and make the process fairer.[1]

Structured Interviews combine multiple components with the goal of objectively matching candidates to positions. Components include:

- Analysis of competencies needed for the job and the organization
- Evaluation of the candidate's core competencies and soft skills
- Behavioral interviews
- Skills Assessment
- Qualification verification/scoring

Combining these elements creates a straightforward approach to objectively match candidates to and compare candidates for positions.

Once candidates have been interviewed, it is important to look at how well the job and organization was represented, through interviews, and to understand if candidates have a positive experience throughout. To determine success of candidate selection during the interview process, organizations should also survey hiring managers, after a candidate has been placed in a job for a period of time. Finally, organizations can understand success in candidate job placement by observing their new hire success rate.

What follows is a guide and playbook to help your agency implement evidence-based techniques that better predict future performance and reduce bias. Topics include pre-interview assessments, question effectiveness, candidate experience, interviewer training, candidate assessment/scoring, and post-interview metrics.

[1] A meta-analysis of interview research found unstructured interviews to be weakly correlated to predicting job performance while structured interviews were a better predictor.

Section 1: Structured Behavioral Interviews Overview

Why:

Structured behavioral interviews provide a basis for predictive hiring while reducing unconscious bias and making hiring decisions fairer.

Who:

The hiring managers and panel members carry out structured behavioral interviews, but need insight of subject matter experts, recruiters and Human Resources personnel to perform these interviews well.

What:

A structured job interview is a standardized way of comparing job candidates. The employer creates interview questions in advance that are focused on the skills and abilities needed to fill the position. Each interviewee is asked the same questions, in the same order. The interview panel creates a standardized scale for evaluating candidates and ranks each interviewee on the same scale.

In a structured behavioral interview, interview questions:

- Focus on how an candidate has responded, or would respond, in job related situations using skills relevant to the open position
- Are created by those familiar with the duties

In a structured behavioral interview, the interviewing panel:

- Asks the same questions, in the same order, to each candidate to ensure fairness and improve comparability.
- Avoids bias by reflecting on the whole interview, deciding on the questions in advance, making group decisions, and comparing candidates against an ideal hire instead of other candidates
- Should come to roughly the same conclusions about the interviewees.

In a structured behavioral interview, candidates are assessed:

- Using a standardized measurement tool immediately following the interview
- With consistent and objective scoring
- Emphasizing fairness across candidates and interviews

Training/ Examples:

Developing questions for a structured interview will take time and conscious effort. The key to a successful behavioral interview is to develop the correct questions, preview them with the interview panel, and make sure interview panel understands their responsibilities, as outlined in Section 2. An interview panel should review the position competencies each time a position is to be filled and create or refresh the questions they plan to use. This will ensure the questions don't become repetitive, the panel is prepared, and the candidates are not able to perform in an interview solely based on what they believe the panel wants to hear.

Why go to this much trouble? In general, interviewers everywhere think they are good at interviewing and do not need the help – in essence, we feel like we are a good judge of character.

Section 2: Panel Selection and Responsibilities

Why:

Identifying well-fit individuals for interview panels matter. Individuals that collaborate with or work in similar jobs as the vacant job, help to bring a broad perspective to what strengths and abilities would be needed in a particular job.

Diversity in interview panels is also important to appeal to a broad range of audiences. By 2022, the workforce is expected to be comprised of 47% women and 40% minorities. It is important to appeal to these audiences and represent the organization with openness, diversity and inclusion. This also sends a signal to the candidate that there are individuals who they can identify with in the organization, who are respected and understood and are someone they can aspire to be.

Finally, panel members are more effective when they are prepared in advance for their interview roles: particularly if their roles vary from panel to panel, the preparation becomes more essential even for the most experienced panelist.

Who:

Hiring managers should select interview panel members when, or shortly after, posting a position.

What:

A panel should consist of a minimum of three members who represent external and internal customers, a cross-section of the department, and a variety of positions. At least one member of the panel should be thoroughly familiar with the knowledge, skills, and abilities required to perform the functions of the position and the work environment in the position.

Whenever possible, a panel should represent the diversity of your organization and should be identical for each candidate for a specific role. Each panel member should understand their role on an interview panel, as designated by the hiring manager.

Training/ Examples:

Diversity isn't reserved solely to race and gender, so including panel members with diverse educational background, geography, economic status, family status, disability, sexual preference, gender identity, age and religious affiliation as well as organizational diversity will help candidates feel more at ease, especially where candidates share that diversity, and will reduce unconscious bias in the selection of the hired candidate. Including underrepresented employees in the interview process also shows the organization's commitment to different points of view and opinions—a great signal to candidates that the organization values diversity.

Panel Member Responsibilities

Before each interview, panelists should be briefed on and aware of their role in the interview and the selection process (i.e., advisory, decision-making, questioning, etc.). Ideally, a pre-interview meeting would consist of review the candidate's resume, application, and the position requirements needed to be successful in the position as well as preparation and selection of appropriate interview questions. During this meeting each panel member will be assigned questions he/she will use to lead discussions.

Each panel member should be trained in conducting a lawful interview, achieving interview goals for behavioral interviews and maintaining the general structure of an effective interview.

Each panel member should keep in mind the structure of the panel interview: rotating lead questions, following up with probing questions when necessary, taking notes, and keeping mindful of time and schedule. No single panel member should dominate the discussion or the final selection decision. Each panel member should observe, record, and evaluate the candidate individually with respect to the requirements of the position. At the conclusion of the interview (after the candidate has been escorted out), the panel members should remain to discuss and evaluate the candidate. Lead by the facilitator, the panel will determine the candidate's suitability based on job-related qualifications and make a decision for the next step in the process. Panel members should be prepared to discuss their ratings, pointing out the basis for their evaluations, comparing their decisions, and supporting observations.

Panel Facilitator Responsibilities

The facilitator should be an individual who is trained and experienced in structured interviewing techniques, not necessarily a hiring manager or ranking individual. This person should be skilled in establishing rapport with candidates.

The role of the facilitator is one of leadership and of mediation. Their role is to ensure a flow is maintained during the interview, allowing all panel members to participate equally, and to keep the schedule of the allotted time.

The facilitator will ideally pull interview materials together, for each panel member to review in advance, including items such as the candidate resume, application, interview guide, job description, etc.

The facilitator will also work with the interview panel to outline a "game plan" prior to the interview, The game plan meeting will include assigning lead questions and reminding the panel to listen carefully, take notes, and interject follow-up probing questions when appropriate. This person may also brief the panel on certain areas for more emphasis or depth of questioning.

After the interview, the facilitator will lead a discussion with the panel as to the candidate's responses, qualifications, and ratings for each area questioned during the interview. Then interview records should be collected from each panelist and ratings transferred to an evaluation form—this form will then become part of the candidate interview record.

Each panelist should be reminded that the entire interview and selection process is confidential.

RESOURCES:

MO Learning “Conducting panel interviews” - 2m 35s
https://www.linkedin.com/learning/hiring-an-employee-for-managers/conducting-panel-interviews?u=35674036

Section 3: Creating a Positive Candidate Experience

Why:

Google's internal research shows that the interview process and the interviewers in particular, is one of the biggest drivers of a candidate's overall satisfaction with the hiring process, and can make or break a decision to accept an offer. Further, the process also affects how candidates talk with peers about the organization, and can greatly affect public perception of the organization.

Google's research also shows that making sure candidates know what to expect and how to prepare for an interview helps them perceive the process as being fairer.

Who:

Every person and public-facing organizational venue (website, social media) that has contact with a candidate through the interviewing process is responsible for creating a positive candidate experience for job seekers.

What:

The "candidate experience" includes any contact a job seeker has with an organization, from the online application process through getting a job offer call, including the timeline to accomplish all of these things.

Training/ Examples:

In communicating expectations, organizations should make interview logistics simple and provide a point of contact for any questions that come up before the interview. For some companies, like Deloitte, a recruiter is the main contact for candidates throughout the hiring process, for others like Google, the interview team sends a consolidated email informing candidates what to expect, as follows:

- **Day-of logistics reminder**:
  - Where to go, when to arrive, and what to wear
  - Directions on what to do when the candidate arrives (e.g., "check in at reception and I'll come pick you up.")
- **Interview schedule**: try to include the info they'll care about, such as how long the day will be, how many people they'll meet, who those people will be (names and associated roles), and when they are scheduled for lunch or any breaks.
- **Interview prep material**: give the candidate tips on how to prep for the interview, what types of questions will be asked and how hiring decisions will be made

If possible, contact the candidate as soon as they are selected for pre-screening or an onsite interview. Email communication logistics should be clear about the organization's point of contact for the candidate.

Interview panels should make sure they have time for all elements and work to stick to the schedule while not cutting important things short. Candidates should come away from the experience feeling their questions were answered, they were treated fairly throughout and became personally connected to the organization, even if they don't end up receiving a job offer.

Recruiters and interviewers should work together to deliver a great onsite experience and show candidates that their organization is a great place to work. Google suggests some things that can help improve a candidate's onsite interview experience include:

- Tailor the interview panel to match the candidate's background and interests
- Provide a tour of the workplace
- Build in time to let them get to know the company, culture, and team
- Build in extra time for candidate questions

Throughout the interview process, recruiters and interview panels should strive to display the following:

- **Positive Tone**. Make communication simple, understandable, and to-the-point. In person and over the phone, talk to them as you would a friend and address them by name. Candidates will appreciate when you are direct and human.
- **Timeliness**. Communicate promptly with the candidate when significant events happen in the hiring process. This becomes increasingly important when a future contact point hasn't been established and the candidate hasn't heard from the organization in a week or more.
- **Truthfulness**. Whether the news is positive or negative, always tell the truth. This is ultimately best for the candidate.

RESOURCES:

MO Learning "Know your company culture and selling points" – 2m 52s
https://www.linkedin.com/learning/hiring-an-employee-for-managers/knowledge-skills-and-abilities-ksa?u=35674036

MO Learning "Clarify expectations" – 3m 54s
https://www.linkedin.com/learning/interviewing-techniques-2017/clarify-expectations?u=35674036

MO Learning "How to make a good first impression" – 3m 22s
https://www.linkedin.com/learning/interviewing-techniques-2017/how-to-make-a-good-first-impression?u=35674036

MO Learning "How to conduct a panel interview" - 3m 34s
https://www.linkedin.com/learning/interviewing-techniques-2017/how-to-conduct-a-panel-interview?u=35674036

Section 4: Job Analysis

Why:

To get the "right" person in the job you must first know the job. It is essential for the agency to review the job details; keeping in mind this review is of the position – not the person in the position. Once you identify and document the knowledge, skills, and abilities necessary to perform the job the agency will be able to accurately represent the job to potential candidates and assess candidates based on how they match to the job requirements.

Who:

The data should be collected by hiring managers but it should be based on information obtained from those who do the job, the subject matter experts. Those who do the job or interact closely with those who do the job, can provide the most accurate and detailed information.

What:

Thorough job analyses will:

- Identify the job tasks and responsibilities.
- Identify the competencies required and desired to successfully perform the job tasks and responsibilities.
- Identify which of those competencies are required upon entry to the job.

The federal Office of Personnel Management defines competency as a "measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully." General competencies reflect cognitive and social capabilities such as problem solving and interpersonal skills, while technical competencies reflect the particular knowledge and skills for a specific job.

To obtain the information, the hiring manager may use direct observation, surveys, questionnaires, interviews with those who currently or who have previously done the job, or work logs. Summaries of the analysis should be verified with the subject matter experts. Interviews tend to be better for assessing "soft" competencies such as teamwork, oral communication, interpersonal skills, conflict management, and influencing/negotiating. It is important to note any other considerations for the position. For example, if the job requires frequent interaction with another agency or the position requires the ability to work independently this should be documented and accurately described in the position summary.

Once the data is obtained it will need to be categorized and rated for importance. There are many job analysis templates available online. You may select the one that meets your initial needs. It is best to start simple by documenting what is needed and the order of importance. Once that process is in place, you may choose to include additional information or weight the areas based on importance, duration, and frequency.

Training/ Examples:

In designing a job interview, first identify what competencies or skills the position requires. To ask the right interview questions, you have to know the needed hard and soft skills.

To gather competency information about a job, consider sources such as:

- Performance appraisal critical elements
- Position descriptions
- Classification standards

- Interviews with subject matter experts (e.g., high-performing employees, supervisors who have direct, up-to-date experience of a job and are familiar with all of its tasks)
- Organizational charts (managerial/supervisory duties)

After determining the critical competencies, an interview panel should then ask **"What competencies are most critical for success in this position?"** and how should those competencies be measured? The structured interview typically assesses between four and six competencies unless the job is more sophisticated.

Once an interview panel has identified priority competencies, those competencies can be a map for drafting **structured interview questions** and determining if/which competency assessments may be needed. (See Section 3)

RESOURCES:
MO Learning "Knowledge, skills and abilities (KSA)" – 3m 15s
https://www.linkedin.com/learning/hiring-an-employee-for-managers/knowledge-skills-and-abilities-ksa?u=35674036

MO Learning "Interviewing for cultural fit" – 3m 8s
https://www.linkedin.com/learning/hiring-an-employee-for-managers/interviewing-for-cultural-fit?u=35674036

Section 5: Questions

Why:

Behavioral interviews assume that the most accurate predictor of future performance is past performance in similar situations. Behavioral interviews focus on a candidate's past experiences by asking questions requiring them to provide specific examples of how they have demonstrated certain behaviors, knowledge, skills, and abilities in the past. The goal is to determine the candidate's actual level of experience and their potential to handle those situations within the organization. The U.S. Office of Personnel Management asserts that tests of general cognitive ability are good predictors of job performance and training success for a wide variety of jobs.

Psychometric assessments can identify candidate technical and social competencies, such as problem solving and empathy.

Job knowledge/skill tests are used to assess technical proficiency or expertise in specific knowledge areas and work well when paired with in-person structured interviews and general competency assessments.

Who:

The hiring manager and subject matter experts create interview questions in advance that are focused on skills and abilities needed to fill a position.

What:

In a structured behavioral interview, interview questions focus on how a candidate has responded, or would respond, in job related situations using skills relevant to the open position and are created by those familiar with the duties.

Ability and Characteristic Assessments

Cognitive ability tests can assess how well a candidate adapts to new work environments, understands instructions, solves problems and learns new skills. They are best used in assessing candidates for complex jobs with complex training demands or jobs requiring particular cognitive abilities. Cognitive ability tests often include a combination of basic aptitude tests, such as those listed below, depending on the job's required or desired capabilities.

Characteristic assessments can be used to identify and compare candidate strengths to technical and social competencies needed to make a candidate successful in a particular job. These assessments can be used to narrow the number of candidates to be interviewed and assist hiring managers in developing targeted interview questions.

Job Knowledge/Skill Tests

Job knowledge tests are typically exercises or questions to assess technical proficiency or expertise in specific knowledge areas at that point in time, but don't take into account learning ability or adaptability. Job knowledge tests are inappropriate when on-the-job training will provide critical knowledge, but best used when candidates must already possess a body of knowledge prior to hiring. The federal Office of Personnel Management states that job knowledge tests are often based on a job task analysis and can include organization-specific certification.

Training/ Examples:

Job competencies the candidate will need upon entry into the position and those being assessed during the interview must be determined. Typically, structured behavioral interviews assess four to six competencies.

After competencies to be assessed are identified, the interview questions should be developed based on those competencies. The questions should be:

- Reflective of the job and tied to competencies identified for this position interview
- Open-ended
- Clear and concise
- Free of jargon, acronyms, etc.

To best assess the candidate, the interview panel must structure the questions to assess a candidate's experience and likely responses to future situations. The **STAR** (**Situation, Task, Action, Results**) model is a popular approach to developing behavioral interview questions and requires the candidate to frame their responses using a story about a past behavior and should elicit four important pieces of information:

- **Situation**: Describes the situations the candidate has experienced
- **Task**: Describes the task the candidate needed to accomplish
- **Action**: Describes exactly what was done or what would be done by the candidate
- **Result**: Describes the consequence of the candidate's actions; how did it turn out?

For example, if you have determined two core competencies for the positon you are filling are developing relationships and dealing with adversity you may want to structure questions as shown:

Provide an example of a difficult situation with a project stakeholder that you had to resolve. What steps did you take? What was the outcome?

> Value of this question: The question exposes the candidate's advanced customer relationship management skills, as well as tenacity in problem-solving. It also reveals how well they connect the dots between a problem and a meaningful outcome. The candidate's ability to articulate how their resolution contributed to longer-term gains may also be evaluated.

Tell me about a time where you felt defeated; e.g., your project was falling apart, you were unable to meet your boss's timeline goals, your idea was dismissed, etc. How did you respond to the adversity?

> Value of this question: The question unearths how self-motivated the candidate is when the job gets tough, and/or when they do not feel in control. How do they step up and address challenges of a failing project? Or, what actions do they take to ensure timelines are met on the next project? How do they react and remain part of the team when ideas are passed over? Do they internalize the situation and, over time, get so frustrated that they decide to look for a different job, or do they brainstorm with a coach or colleague, or even discuss with the boss who dismissed the idea, to find a better path to ideation?

For numerous examples and sample questions targeted to specific competencies, see Appendix B: Sample Structured Interview Questions by Competency.

Ability and Characteristic Assessments

Cognitive ability tests can be used to supplement behavioral interview questions, where a specific skill is not easily assessed in a conversational setting.

Time constraints can be applied to any cognitive ability or aptitude test as appropriate. These require few resources for administration and do not require skilled administrators. Costs of purchasing a cognitive test is typically less expensive than developing a customized test.

Examples of aptitude tests include, but are not limited to:

- Abstract Reasoning – evaluates a candidate's ability to work out new concepts and abstract ideas and rely on the ability to see underlying logic in a pattern of symbols or shapes. These are useful where problem-solving and initiative are important or when dealing with complex data or performing non-routine tasks. These are also closely correlated with IQ tests.

- Analytical Reasoning– evaluates a candidate's ability to reach a logical conclusion or make a prediction based upon statements or specific information. These can be administered through auditory or visual methods depending on what is needed for a specific job.

- Error Checking – evaluates a candidate's ability to quickly identify errors and is usually timed.

- In-tray or e-tray exercises – evaluates how well a candidate prioritizes tasks, typically provided in a work or business scenario where the candidate has been given a particular job role and a series of emails to which they are to respond. These can be used to assess time/task management, client focus, analytical skill, interpersonal skill, negotiation skill, and decision making ability.

- Mechanical Reasoning – evaluates how well a candidate uses basic principles of mechanics, such as working with levers, pulleys, cogs and springs.

- Numerical Reasoning – evaluates mathematical skills or how a candidate interprets and analyzes numerical data to reach a conclusion.

- Spatial Awareness – evaluates how well a candidate recognizes patterns and can conceptually problem-solve using shapes, lines or space to achieve a goal.

- Verbal Reasoning – evaluates how a candidate processes and analyzes written information and may ask the candidate to make a decision based upon the information provided.

Examples of commercially available cognitive ability tests include:

- Predictive Index Tests - are used to match a candidate's ability to likely industry settings, such as nursing or criminal justice.

- Revelian Tests – are interactive testing solutions customized to meet unique business requirements. These tests focus on work preferences profile, values inventory/work reliability, and emotional intelligence.

- Wunderlic tests – are a form of IQ tests or General Mental Ability (GMA) tests.

MO Careers (powered by HIRE TRUE) - is an application used to provide characteristic competency assessments to hiring managers for candidates of State of Missouri jobs. Although the application is not fully implemented for the State (as of February 2020) these assessments can help determine if an candidate is a good fit for a position, based on social and technical competencies selected by hiring managers. The application development company stated other organizations that have utilized these type of

assessments have decreased voluntary and forced turnover by 19.5% and 40%, respectively.

Job Knowledge/Skill Tests

Examples of job knowledge and skills that are needed for the first day on the job for given position types are provided below.

Administrative Professionals – Administrative professional positions handle a wide variety of tasks and may require skills including: attention to detail, ability to summarize meetings and anticipate needs, verbal and written communication, organization, time management, resourcefulness, and adeptness to technology.

Job knowledge/skill exercises for administrative positions can include writing, typing, calendaring, data organization, note-taking, reading comprehension testing, and prioritization exercises where a candidate is given a request or scenario and a list of tasks to prioritize and add to as needed.

Skilled Trades – Skilled tradesmen and women are responsible for delivering a specific service requiring specific skills and education. These individuals may have regular interactions with their customers and may require skills including: aptitude for working with their hands, job task planning and organization, problem-solving, adaptability, basic computer skills, mathematics, and the ability to read and understand regulations.

Examples of skilled trade areas include: construction workers, heavy equipment operators, plumbers, electricians, appliance repair technicians, cooks, automotive service technicians, utility operators, and maintenance technicians.

Job skill tests for skilled trades would be dependent on the specific trade and vary widely from technical knowledge testing to physical ability testing. For example, candidates applying for a cook position may be tested in regard to food preparation and sanitation standards, but a construction worker may need to demonstrate the ability to carry a specified amount of weight across a specified distance.

Specialized Professionals – This type of position focuses on specialized technical skill, knowledge, ability, creativity, open-mindedness, communication skills, teamwork, patience, problem-solving, integrity, accountability, time management, and a customer service attitude. Because these position types vary widely, associated job knowledge tests should be selected by hiring managers or subsets of hiring managers for specialized areas.

Job knowledge tests for specialized positions would be dependent on the specific skill area and may test areas of knowledge such as: data structures and algorithms, coding, accounting basics, financial management or contract law. While free online testing exists for some areas job knowledge, commercial testing applications are also available. Several resources for testing include:

- Data structures and algorithms for software developers: GeeksforGeeks, Hackerrank, Codechef, Careercup, LeetCode, InterviewBit, HackerEarth, etc.
- Accounting and Finance tests/quizzes: AccountingCoach, CorporateFinanceInstitute, TestDome: Automated Skill Testing

Direct Care Professionals – Direct care positions require people-centric skills as well as physical and character skills, such as empathy, self-awareness, listening, verbal communication, ability to maintain calm or de-escalate tense situations, patience, commitment, responsibility, adaptability, confidence, problem-solving, basic health care

and hygiene standards, levels of physical strength, manual dexterity, endurance, and general awareness of safety and security. Direct care positions also often require experience with standard healthcare equipment and may also require report writing skills.

Job knowledge tests may include exercises where candidates demonstrate standard tasks, such as: proper equipment cleaning, patient grooming and hygiene, measurement of vital signs, first aid, and use of proper security, safety, and sanitation measures. Tests may also include case study exercises where candidates are asked to participate in a mock scenario and respond according to observations and changes in physical condition, behavior and emotional response, and create an associated summary report.

Facilitators and Managers – Facilitator and manager positions require skills and characteristics including emotional intelligence, listening, delegation, communication, collaboration, positivity, decisiveness, team building, adaptability, problem solving, process design, strategic planning, commitment to growth, and integrity. These positions also often require some level of specific technical knowledge depending on the role. Many of these skills can be vetted through behavioral structured interviews, but exercises can also be useful in evaluating these skills.

Some companies, like Deloitte, present candidates with a case study or project, related to the position, where the candidates will be asked to provide a solution. Candidates are given time to review provided materials and begin working through the problem, making educated assumptions and explaining their proposed recommendation. Candidates can demonstrate how they approach problems and deal with obscure information to solve a problem. A white board or other means to work through the problem is generally made available. Case study scenarios might focus on topics such as client management, problem-solving, customer service, or strategic planning.

RESOURCES:
MO Learning “How to conduct a behavioral interview” – 4m 3s
https://www.linkedin.com/learning/interviewing-techniques-2017/how-to-conduct-a-behavioral-interview?u=35674036

MO Learning “Behavioral-based interviewing” – 3m 38s
https://www.linkedin.com/learning/hiring-an-employee-for-managers/behavioral-based-interviewing?u=35674036

Free examples of aptitude tests can be found on WikiJob at Practice Reasoning Tests at https://www.wikijob.co.uk/aptitude-tests-home/ and on Practice Reasoning Tests at https://practicereasoningtests.com/practice-aptitude-tests/.

Section 6: Interviews

Why:

Structured interviews are best when standardized. Standardization allows interviewers to more accurately and fairly assess candidates. Interviewers can make better comparisons if all candidates answer the same questions in the same order. Additionally, asking all candidates the same questions reduces the opportunity for bias.

Who:

Hiring managers and interview panels are responsible for preparing for the interview and understanding each individual's role before meeting the candidates.

What:

Structured interviews are standardized such that the same group of questions is asked in the same order for a pool of candidates applying for a specific job.

At times interviewers may need to ask a candidate additional questions to help clarify a candidate's response to a standardized question - these are referred to as "**interview probes**".

Training/ Examples:

When using **interview probes**, interview panels should look for information detailing how candidates achieve accomplishments, respond to challenges and stand out. In addition, interview panels should look for responses from a candidate, detailing what they did as an individual, not as a team (e.g., "when X happened, I did Y to complete the goal" rather than "when X happened, we did Y to complete the goal").

Interviewers should use very similar probes for all candidates to ensure candidates have the same opportunities to respond. While probes can be individually tailored to each candidate's response, the probes should not change the initial standardized question. It can be useful if the panel determines the range of probes prior to the interview, including specific allowable probes.

Ask probing questions when:

- Initial answers are vague, ambiguous, evasive, or do not fully address the lead question.
- The candidate's tone changes drastically or word choice becomes negative.
- The candidate seems to have difficulty forming an answer or takes extensive pauses.

Probes should be open-ended and should not direct a candidate towards a desired response. For example:

- I'm not quite sure I understood. Could you please tell me more about that?
- I'm not certain what you mean by . . . Could you give me some examples?
- You mentioned . . . Could you tell me more about that? What stands out in your mind about that?
- This is what I thought I heard . . . Did I understand you correctly?
- Can you give me an example of . . . ?
- You just told me about . . . I'd also like to know about . . .

Note Taking: Interviewers must listen closely and take clear and accurate notes of observable behaviors and verbal responses during each interview to reduce the burden on the interviewer to remember details about multiple candidates. Additionally, these notes should:

- Summarize the content and delivery of respondents' answers.
- Help interviewers focus on pertinent information during the interview.
- Be of sufficient quality and quantity to document and support the interviewer's competency rating.
- Serve as documentation to support the employment decision.

RESOURCES:
MO Learning “Ask creative questions consistently” – 3m 26s
https://www.linkedin.com/learning/interviewing-techniques-2017/ask-creative-questions-consistently?u=35674036

Section 7: Scoring

Why: In order for the structured interview to promote an equal evaluation of job candidates, candidates must have the same opportunity to provide information and be consistently and accurately assessed on their interview performance.

Who: The interview panel is responsible reaching a consensus regarding the scoring rubric.

What: A scoring rubric is a tool that scores candidates consistently and fairly.

Training/ Examples: All interview question responses must be evaluated on the same rating scale and determined standards for acceptable answers. To develop a rating scale, decide on one proficiency range for all competencies

- Typically 3 to 7 levels
- Label at least 3 levels (e.g., unsatisfactory, satisfactory, superior)

Use established job competencies to develop a rating scale

- Determine behavioral examples for each proficiency level
- Collaborate with the subject matter experts who developed the behavioral questions
- Subject matter experts discuss example responses and reach consensus on the most representative responses for each proficiency level
- Use the behavioral response examples as a general guide to match the candidate's response with a proficiency level

Develop a rating scale for situational questions

- Determine how someone at each proficiency level might behave in each hypothetical scenario
- Collaborate with the subject matter experts who developed the situational questions
- Subject matter experts individually determine how employees at each proficiency level might respond to the scenarios and reach consensus on the most representative responses
- Use the hypothetical response examples as a general guide to match the candidate's response with a proficiency level

Making Individual Ratings

- Immediately following the interview, interviewers should read their notes to one another on the candidate's responses
- Interviewers then individually rate the candidate's responses for each question or competency by:
    - Reviewing the competency definition and associated question
    - Reviewing the example responses for each proficiency level
    - Reviewing notes for each question
    - Choosing the most appropriate rating
    - Signing and dating a rating form provided in Appendix C
- After all interviewers have made the individual ratings for every interview question, the panel facilitator helps the group reach consensus:
    - Interviewers transfer ratings onto a consensus form – A sample form from the U.S. Office of Personnel Management is included in Appendix D.

    - Interviewers examine whether consensus exists, based on the previously established criteria
    - If consensus does not exist, interviewers must engage in a consensus discussion
- Consensus discussion
    - Interviewers provide a rationale for their findings using their notes
    - The panel discusses the information until reaching the required level of consensus
    - Interviewers should initial any changes to the ratings
    - Interviewers should sign and date all forms
    - The chairperson collects all rating forms and sensitive materials and keeps in a secure place
    - The chairperson provides all materials to the hiring authority, whether it be HR or another group.

RESOURCES:
MO Learning “Uncover unconscious bias” – 3m 17s
https://www.linkedin.com/learning/hiring-an-employee-for-managers/uncover-unconscious-bias?u=35674036

Section 8: Metrics

Why:

Interview panels can use feedback to understand the **candidate experience** and adjust their interview practices accordingly to constantly improve the process.

Interview panels can also use **internal feedback from supervisors** to help understand whether the interview process is effective in selecting candidates with the right skill sets who fit into the roles well.

The measure of **separation rate** is broadly useful for all organizations monitoring the adequacy of their employment offering and the strain of turnover on the organization. Separation Rate can be useful in understanding the overall rate at which employees are leaving the organization and can thus provide an indirect indication of turnover costs, demands on staffing and the impact on culture and employment brand.

High separation rates can have negative consequences for an organization related to cost, efficiency, productivity and customer service.

Separation and replacement can create not only departure costs (e.g. payment of accrued vacation) but also vacancy costs (e.g. lost productivity, recruitment advertising) and new hire costs (e.g. screening, relocation, ramp-up productivity losses).

Separations often represent lost knowledge of organizational history, culture and processes. Depending on the caliber of replacement, separations may also carry a net loss of skills and knowledge among the workforce. Lastly, separations may negatively influence the morale, workload and stress levels of remaining employees.

Society of Human Resource Management (SHRM) estimates the annual turnover rate in the US to be close to 19%, and also assumes that the average cost-per-hire to fill a position at $4,129. Some studies show that replacing an entry-level position can cost up to 40% of an employee's salary.

Who:

Hiring managers and human resources need to work together to implement these methods of collecting and evaluating interview metrics.

What:

Candidate Experience Metric
Candidate feedback can provide an external perspective of the environment and culture organizations create for candidates during the interview process.

Supervisor Feedback Metric
Supervisor feedback identifies how well newly hired candidates fit and perform in a position.

Separation Rate
The measure of separation rate shows the percentage of employees who leave an organization during a specific reporting period. It reflects both voluntary and involuntary separations.

Formula: **Separations / Average headcount * 100**

Training/ Examples:

Candidate Experience Metric
Gather feedback, regardless of whether candidates receive a job offer, via online survey, as soon after the hiring decision as possible so that the experience is fresh in

candidates' minds. Questions should be specific enough that feedback is actionable and interview panels know how they can improve.

Also gather feedback from hired candidates in order to gauge the accuracy of job expectations provided during the interview. Although it can take time to get an employee on board and ready to work independently, it's important to request feedback as soon as three months after the interview, but no later than six months, so that the interview is fresh in the candidates' minds. It may be beneficial to survey hired candidates at both three and six month intervals to ensure recall of the information presented in the interview and capture a wider perspective of job expectations, once the candidate is in the job.

Supervisor Feedback Metric

Feedback surveys for managers should include questions pertaining to the critical skill sets needed for the role and culture fit in the role.

Separation Rate

Although certain turnover metrics are a clear indicator of unsuccessful hires, the number of disengaged current employees per agency can also be an indicator of unsuccessful hires. Disengaged employees are current employees that are actively seeking a new position. Although the relationship of interviews to disengaged employees depends on reasoning and how soon after hire they become disengaged, collecting data in this area could be helpful in improving the interview process. We are including this information in the playbook, as MO Careers will have this functionality added during the pilot. The Cross Departmental Interview Governance Team may choose the implement this metric with the full implementation of MO Careers. With the implementation of MO Careers, an employee engagement measure may prove useful.

RESOURCES:

A readily available online **candidate survey** can also be used to collect candidate feedback at: https://roxyantonio2018.wufoo.com/forms/zwcqaci0limqfw/

An example Google candidate feedback form can be found in Appendix F**.**

Candidate feedback survey questions might include:

- *"I got a good sense of the responsibilities of the role by talking with the interviewer(s)."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"I was given enough opportunity to ask my own questions."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"I felt the interviewers were able to assess my knowledge, skills, and abilities required for the job."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"I was satisfied with the timeliness and responsiveness of the person scheduling my interview(s)."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"The recruiting team member who hosted me was helpful and friendly (e.g., greeted me when I arrived onsite)."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"[MO STATE AGENCY] provides opportunities for challenging work."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"[MO STATE AGENCY] values new ideas and innovation."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"[MO STATE AGENCY] would be a fun place to work."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"[MO STATE AGENCY] does meaningful work and has a positive impact on Missouri Citizens."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"How willing would you be to recommend applying to [YOUR ORGANIZATION] to other candidates?"* Check on the scale from 1 to 5, where 1 is, "I strongly don't recommend," and 5 is, "I strongly recommend."
    - "Promoters," who checked 5, you can ask: What did you like most during interviewing with (Missouri State Agency)?

    - "Passives," who checked 3 or 4, you can ask: In your opinion, what should we change first in our interview process?

"Detractors," who checked answer between 1 and 2, you can ask: In your opinion, what are the areas in our interview process that need to be changed?

A readily available online **supervisor survey** can also be used to collect new hire success information at: https://roxyantonio2018.wufoo.com/forms/zvj80x31sfkjnf/

General supervisor feedback survey questions may include:

- *"The recently hired employee meets the task objectives set out for them when they started in their role."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"The recently hired employee completes tasks timely."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"The recently hired employee values quality in their work."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"The recently hired employee understands who their customers are and interacts positively with them."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"The recently hired employee communicates well with others in their group and the organization."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

- *"The recently hired employee enjoys working here."* Check on the scale from 1 to 5, where 1 is, "Strongly Disagree," and 5 is, "Strongly Agree."

Appendix List:

Appendix A: Sample Job Analysis Worksheet
Appendix B: Sample Structured Interview Questions by Competency
Appendix C: Candidate Rating Form
Appendix D: Sample Consensus Form
Appendix E: Sample Scoring Rubric
Appendix F: Google Post-Interview Process Assessment for Candidates
Appendix G: Preliminary Pilot Timeline
Appendix H: Pilot Roles and Responsibilities

MO Learning Reference List:

Interview Techniques learning track:

"Know your company culture and selling points" – 2m 52s https://www.linkedin.com/learning/hiring-an-employee-for-managers/knowledge-skills-and-abilities-ksa?u=35674036

"Clarify expectations" – 3m 54s https://www.linkedin.com/learning/interviewing-techniques-2017/clarify-expectations?u=35674036

"How to make a good first impression" – 3m 22s https://www.linkedin.com/learning/interviewing-techniques-2017/how-to-make-a-good-first-impression?u=35674036

"How to conduct a panel interview" - 3m 34s https://www.linkedin.com/learning/interviewing-techniques-2017/how-to-conduct-a-panel-interview?u=35674036

"How to conduct a behavioral interview" – 4m 3s https://www.linkedin.com/learning/interviewing-techniques-2017/how-to-conduct-a-behavioral-interview?u=35674036

"Ask creative questions consistently" – 3m 26s https://www.linkedin.com/learning/interviewing-techniques-2017/ask-creative-questions-consistently?u=35674036

Hiring an Employee for Managers learning track:

"Managerial action plan for hiring" – 2m 53s https://www.linkedin.com/learning/hiring-an-employee-for-managers/managerial-action-plan-for-hiring?u=35674036

MO Learning "Conducting panel interviews" - 2m 35s https://www.linkedin.com/learning/hiring-an-employee-for-managers/conducting-panel-interviews?u=35674036

"Knowledge, skills and abilities (KSA)" – 3m 15s https://www.linkedin.com/learning/hiring-an-employee-for-managers/knowledge-skills-and-abilities-ksa?u=35674036

"Interviewing for cultural fit" – 3m 8s https://www.linkedin.com/learning/hiring-an-employee-for-managers/interviewing-for-cultural-fit?u=35674036

"Behavioral-based interviewing" – 3m 38s https://www.linkedin.com/learning/hiring-an-employee-for-managers/behavioral-based-interviewing?u=35674036

"Uncover unconscious bias" – 3m 17s https://www.linkedin.com/learning/hiring-an-employee-for-managers/uncover-unconscious-bias?u=35674036

References:

12minprep: Cognitive Ability Tests Knowledge Hub, Free predictive index test sample, questions & answers PDF, and prep course: https://www.12minprep.com/knowledge-hub/pi-sample-test-free/

12minprep: Cognitive Ability Tests Knowledge Hub, Free Revelian cognitive ability test practice: https://www.12minprep.com/knowledge-hub/free-revelian-cognitive-ability-test-practice/

Academy to Innovate HR Analytics: Candidate Experience – What is it and how to survey it?, Marta Pawlak-Dobrzánska, https://www.analyticsinhr.com/blog/candidate-experience-survey/

Accounting Coach: Quizzes, Harold Averkamp, CPA, MBA, 2020, https://www.accountingcoach.com/quizzes

Careers in Construction: Careers: Essential skills you need, 2020, https://www.careersinconstruction.ca/en/careers/essential-skills

CEO Magazine: 10 leadership skills every manager needs to succeed, July 2017, https://www.theceomagazine.com/business/management-leadership/10-leadership-skills-every-manager-needs/

GeeksforGeeks, a computer science portal for geeks: 13 Technical Skills You Should Have As A Developer, anuupadhyay, https://www.geeksforgeeks.org/13-technical-skills-you-should-have-as-a-developer/

Glassdoor for Employers: 11 Must-Ask Behavioral Interview Questions, Jacqui Barrett-Poindexter, May 2019, https://www.glassdoor.com/employers/blog/11-must-ask-behavioral-interview-questions/

Masterson Staffing Solutions: 8 Must-Have skills to become a stound-out administrative assistant, Molly Masterson, October 2017, https://www.mastersonstaffing.com/blog/8-administrative-assistant-skills/

My Job Search.com: Career Guides, Care Assistant Jobs, https://myjobsearch.com/careers/care-assistant.html

re:Work, Guide: Shape the Candidate Experience, https://rework.withgoogle.com/guides/hiring-shape-the-candidate-experience/steps/introduction/

re:Work, Guide: Shape the Candidate Experience, Tool: Measure Candidate Experience, https://rework.withgoogle.com/guides/hiring-shape-the-candidate-experience/steps/measure-candidate-experience/

re:Work: Gusto hires for culture enhancement, not culture fit, Addy Roberts and Charles Guillemet, July 2017 https://rework.withgoogle.com/blog/gusto-hires-for-culture-enhancement-not-fit/

Society for Human Resource Management: A Guide to Conducting Behavioral Interviews with Early Career Job Candidates, 2016, https://www.shrm.org/LearningAndCareer/learning/Documents/Behavioral%20Interviewing%20Guide%20for%20Early%20Career%20Candidates.pdf

Society for Human Resources Management: 2016 Human Capital Benchmarking Report, November 2016, https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/2016-Human-Capital-Report.pdf

Talent Egg: 5 skills found in successful skilled trades professionals, Meghan Greaves, March 2014, https://talentegg.ca/incubator/2014/03/10/5-traits-found-in-successful-skilled-trades-professionals/

U.S. Department of Health and Human Services: Structured Interview Training, Workshop presented by U.S. Office of Personnel Management, June 2010, https://www.hhs.gov/sites/default/files/structured-interview-training.pdf

U.S. Office of Personnel Management: Assessment & Selection, Other assessment Methods, Cognitive Ability Tests: https://www.opm.gov/policy-data-oversight/assessment-and-selection/other-assessment-methods/cognitive-ability-tests/

U.S. Office of Personnel Management: Assessment & Selection, Other assessment methods, Job Knowledge Tests, https://www.opm.gov/policy-data-oversight/assessment-and-selection/other-assessment-methods/job-knowledge-tests/

U.S. Office of Personnel Management: Assessment & Selection, Structured Interviews, https://www.opm.gov/policy-data-oversight/assessment-and-selection/structured-interviews/

U.S. Office of Personnel Management: Assessment & Selection, Structured Interviews Presentation https://www.opm.gov/policy-data-oversight/assessment-and-selection/structured-interviews/structured-interviews.pdf

U.S. Office of Personnel Management: Structured Interviews: A Practical Guide, September 2008 https://www.opm.gov/policy-data-oversight/assessment-and-selection/structured-interviews/guide.pdf

Victorian Public Sector Commission: A Dictionary of People Metrics, Separation Rate, March 2015, https://vpsc.vic.gov.au/html-resources/a-dictionary-of-people-metrics/14-separation-rate/

WikiJob: Cognitive Ability Test and associated links: https://www.wikijob.co.uk/content/aptitude-tests/test-types/cognitive-ability-test

WikiJob: How to Succeed at In-Tray and E-Tray Exercises: https://www.wikijob.co.uk/content/aptitude-tests/test-types/how-succeed-tray-and-e-tray-exercises

Appendix A: Sample Job Analysis Worksheet

Job Analysis Worksheet

Reset Form | Print Form

Before hiring, you need to determine what type of employee would be a best fit for your vacant position. Use this worksheet to determine the scope of responsibilities and the qualities needed from an employee, for them to be successful in the vacant position. Once you have completed it, you can use this information to create the job description and job posting.

Job Title

JOB RESPONSIBILITIES

Define the overall goals of the job, such as "provide administrative and bookkeeping support for the CEO."

DUTIES

List the day-to-day tasks involved in the job responsibilities, such as answering phone calls or creating invoices.

REQUIRED EDUCATION/TRAINING

If the job required professional certifications, degrees, or special training, indicate them here.

REQUIRED/PREFERRED EXPERIENCE

What previous job experience is required or preferred?

REQUIRED/PREFERRED SKILLS

This could include specific skills, such as using Excel or Quickbooks, or general skills such as being able to type.

REQUIRED/PREFERRED PERSONALITY TRAITS

What personality traits will help the person do this job better? Confident, detail-oriented, etc.?

PHYSICAL REQUIREMENTS

Does the job require physical abilities, such as being able to lift a certain amount or stand for 8 hours a day.

OTHER

Note any other requirements of the job, such as frequent travel, working nights, or working weekends.

Appendix B: Sample Structured Interview Questions by Competency

Targeted Competency: Ethical Practice

1. Describe a situation when you took action, based on your awareness of ethics laws, standards, legislation, and trends that impacted your organizational practice.
2. Give me an example of a time when you had to support your organization's HR policies, procedures, and guidelines. What actions did you take?
3. Walk me through the steps you have taken when following a specific policy at work.
4. Think of a time when you were new to an organization. What steps did you take to establish yourself as a credible and trustworthy source for employees to voice concerns?
5. Give me an example of how you have used a specific process to document and escalate reports of unethical behavior to management?
6. Tell me about a time when you made a mistake at work. How did you deal with this situation and what was the outcome?
7. Tell me about a process you have dealt with in the past that required employee confidentiality. What actions did you take?
8. Think about a time when management made a difficult decision. What was the situation? How did you behave?
9. Describe a time when you encountered a fellow employee behaving unethically. How did you respond?
10. Describe a time when you encountered a conflict of interest. What was the scenario? What did you do?
11. Describe a time when you came across questionable business practices. How did you handle the situation?
12. Have you ever faced a significant ethical problem at work? How did you handle it?
13. Describe a time when you made a mistake at work. How did you deal with this situation, and what was the outcome?
14. Have you worked in a situation in which an employee, vendor or supplier had a conflict of interest? How did you handle this?
15. Describe a time when you had an opportunity to personally profit from your position or organization’s mission.
16. Tell me about an ethical situation you have encountered and the part you took in resolving it.
17. Describe the most difficult employee relations situations you have had to handle. What did you do to try to resolve it, and why?

Targeted Competency: Leadership and Navigation

1. Describe a time when you needed to work as part of a team on a project or initiative. What was your role on the team and what actions did you take to contribute to the team in that role?
2. Consider a time when you were new to an organization. How did you familiarize yourself with internal policies and procedures?
3. Tell me about a time when an employee approached you with concerns. How did you handle the situation?
4. Give an example of a time when you had to quickly change project priorities. What steps did you take to initiate change?

5. Tell me about a time when you had to represent your organization to an external party. How did you act in order to represent your organization's culture?
6. Describe a time when you had to provide detail-oriented support in the administration of organizational programs and initiatives?
7. Think of a time when you had to build credibility with stakeholders. What actions did you take?
8. Think of a time when you had to make a transactional decision. How did you respond?
9. Walk me through the specific steps you have taken when implementing an organization-wide process or initiative.
10. Describe a time when you have responded to a transactional issue. What steps did you take to see its resolution?
11. Think about a time when you have encountered an ineffective process or transaction. What steps did you take following this discovery?
12. Think back to a time when you had to solve a problem at work. What sources of data and information did you use? How did you identify relevant information?
13. Describe a situation in which you needed to make a business decision. What specific steps led you to your conclusion?
14. Describe how you have used data in the past to make a decision or to solve a problem. How did you use data as an aid in your decision making?
15. Describe a time when you made interpretations based on statistical analyses. What analyses did you use to arrive at your interpretations?
16. Describe the data collection techniques you have used in the past.
17. What are some of the most important steps you've used in making business-related decisions?
18. Give a specific example of a decision you made that was not effective. Why do you think it was not effective, and what did you do when this realization was made?
19. Describe a time when you had to make a very important and difficult decision that affected everyone in your department.
20. Recount a time when you were not the authority but had to make a decision about the team's next step(s).
21. Can you tell me about a time during your previous employment when, unsolicited, you suggested a better way to perform a process?
22. Describe a time when you performed a task outside your perceived responsibilities. What was the task? Why did you perceive it to be outside your responsibilities? What was the outcome?
23. Describe a time when you kept from getting bored when dealing with routine tasks.
24. Give me an example of a time you were able to take the lead in changing a policy for your department and for the organization.
25. Give me an example of a time when you needed to help other employees learn a new skill set. What did you do?
26. Have you ever been in a position in which you had to lead a group of peers? How did you handle it? Tell me about problems you had and how you handled them.
27. Have you ever managed a situation in which the people or units reporting to you were in different locations? Tell me how this worked.

28. Tell me about your experience working with a board of directors. What approach and philosophy did you follow in working with boards?
29. Tell me about a time when you organized, managed and motivated others on a complex task from beginning to end.
30. Give me an example of how you have motivated your employees.
31. Tell me about a situation you wish that you had handled differently based on the outcome. What would you change (or will you change) when faced with a similar situation?
32. Describe a time when you had to deal with a difficult boss, co-worker or customer. How did you handle the situation?
33. Tell me about a time when you inherited a process that wasn't working and you had limited time to fix it.
34. Have you ever had to champion an unpopular change? What was the situation, and how did you handle it?
35. Have you ever had to persuade a peer or superior to accept an idea that you knew he or she would not like? Tell me about the resistance you met and how you overcame it.
36. Have you ever had to persuade a group to accept a proposal or idea? How did you go about doing it? What was the result, and how did you feel about it?
37. Have you ever had to persuade an executive (or other superior) to accept a proposal or idea? How did you go about doing it? What was the result, and how did you feel about it?
38. Describe an occasion when you recommended a change to procedure. What did you learn from that experience? How did you apply that learning in other situations?
39. What was the most challenging employee performance issue you've had to deal with, and how did you handle it?
40. Explain, step by step, how you have handled an employee who had performance problems.
41. Describe a time when you needed to discipline an employee who reported directly to you.
42. What coaching or mentoring experience have you had? With groups or one-on-one? How did you determine the appropriate way to coach or mentor, and what were the results?

Targeted Competency: Business Acumen

1. Tell me about a time you used your knowledge of the organization to get an idea approved.
2. Tell me about a time you used financial data to support a successful project.
3. Tell me about a time when you used industry data to support a successful project.
4. Tell me about a time when you used economic environment data to support a successful project.
5. What have you done in your previous positions at other companies that made a significant difference to the business and for which you believe you will be remembered?
6. Recall an occasion when you had to explain your department's losses.
7. Have you ever been over budget? Why? How did you handle this?
8. Recount a time when you had to prioritize bill or invoice payment.
9. Describe a tough financial analysis problem you were able to solve and how you solved it.
10. Walk me through a financial statement. (Interviewer provides several to pick from)

Targeted Competency: Consultation

1. Think of a time when you had to work on multiple projects simultaneously. How did you manage your time?
2. Give me an example of a time when you had to summarize information to be presented to mid and senior-level leaders. How did you decide which facts to include?
3. Describe the actions you have taken when conducting initial investigations of employee related transactions. What approach did you use?
4. Tell me about a time when you encountered a business problem. How did you develop a solution?
5. Tell me about a long-term project that you were responsible for that required you to communicate with numerous people and departments.
6. Think of a specific project that you've completed. Were you successful in achieving the desired results?
7. What was the most interesting or challenging technical proposal you've ever written?
8. Tell me about the most challenging project you managed.
9. Have you had a nonproductive team member on your project team? What happened, and how did you handle this situation?
10. What did you bring to the last team on which you were a member? Describe how your strengths improved the team.
11. What was the last big project you worked on? How did you start this project? What obstacles did you overcome? Were the deadlines met? Why or why not? What would you have done differently?
12. Tell me about a project you worked on and how it helped the organization meet its business goals.
13. What have you done to help your human resource department become a strategic partner?

Targeted Competency: Critical Evaluation

1. Consider a time when you were new to an organization. How did you gather knowledge about your business unit and your organization's business practices?
2. Tell me about a time when you used your knowledge of metrics to work on a project at work.
3. Think of a time when you were unfamiliar with a business term or acronym. What did you do to learn its meaning?
4. Give me an example of a time when you had to carry out an assigned task. What information did you access to complete the task and how did you access that information?
5. Describe for me a time when you have utilized your understanding of cost-benefit analysis. How did you use the analysis?
6. Give me an example of a time when you needed to learn more about competitor organizations. What was the situation? What actions did you take?
7. Describe a time you were asked to prepare a report on metrics or trends. What actions did you take to complete the task?
8. In your previous positions, what methods have you used to learn about your organization's lines of business or products and services?

9. In your previous positions, what methods have helped you learn the most about your organization's HR function and best practices?
10. Consider a time when you worked directly with a customer. What steps did you take to learn about the customer and his/her needs?
11. Describe a time you identified inefficiencies within a process you needed to follow. How did you react? What actions did you take?
12. Describe for me a decision you made that would normally have been made by your supervisor. What was the outcome?
13. Describe a time when you needed to use the principles of logic to solve a problem.
14. Have you ever solved a problem that others around you could not solve? Tell me about it.
15. What was one of the toughest problems you ever solved? What process did you go through to solve it?
16. Tell me about a time when you had a work problem and didn't know what to do.
17. Tell me about a time when you solved one problem but created others.
18. Tell me about a time when a work problem was more than it at first appeared to be.
19. How have you approached solving a problem that initially seemed insurmountable?
20. What have you done when faced with an obstacle to an important project? Give me an example.
21. How do you analyze different options to determine which is the best alternative?
22. Describe for me how your prior positions required you to be proficient in the analysis of technical reports.
23. Give an example of when you used analytical techniques to design solutions to solve problems.
24. Give me an example of a time when you had to engage in future planning.
25. Tell me about a time when you participated in developing your departmental or organizational business strategy. What was your role? How did you approach it?
26. Tell me about a time when you identified a need for a new approach or product to meet a market need.
27. Tell of how your job (at a current or former employer) was directly related to a strategic goal.
28. The last time that you experienced a technical problem during your workday, to whom did you go for help? Why did you choose this person?
29. Tell me about a time when you used your technical knowledge to solve a problem that appeared to be unsolvable.
30. Describe a technical report that you had to complete. What did the report entail? What was the purpose? Who was the audience?
31. Describe a time when you had to share data electronically.

Targeted Competency: Communication

1. Tell me about a time when you had to communicate organizational policies, procedures, and culture to a new or existing employee. What steps did you take to ensure successful communication of your message?

2. Think of a time when you had to respond to stakeholder concerns via written, verbal, or electronic communication. What actions did you take?
3. Consider a time when an employee approached you with a problem. What did you do to try and resolve the issue? How did it turn out?
4. Give an example of a time when you were faced with a problem at work. What specific steps did you take to notify upper management of issues or concerns?
5. Tell me about a time when you supported organizational initiatives in communication with stakeholders. What approach did you take?
6. Walk me through the steps you have taken to communicate a message to your department. To what elements of your message did you pay specific attention?
7. Describe a time when you had to use discretion in communicating sensitive information. How did you handle the situation?
8. Give some examples of how and when you were the spokesperson for your current (or most recent) company.
9. Give an example of how you carefully considered your audience prior to communicating with them. What factors influenced your communication?
10. Describe a time you used your communications skills to negotiate with an angry person.
11. Have you ever given a presentation to a group? How did you prepare for it? What would you do differently?
12. Describe a time when you were able to overcome a communications barrier(s).
13. Tell me about a time when effective listening skills helped you in a problematic situation.
14. Tell me about a time when you thought someone wasn't listening to you. What did you do?
15. Recount an occasion when you were greeted with a greeting that was not normal for you. How'd you respond?

Targeted Competency: Global and Cultural Effectiveness

1. Tell me about a time when you had to apply your understanding of cultural differences at work. What actions did you take as a result of your understanding?
2. Think of a time when you were new to an organization. What steps did you take to develop your knowledge of your organization's global policies and initiatives? What information did you seek out?
3. Give me an example of a time when you applied your organization's policy and philosophy toward diversity and inclusiveness.
4. Tell me about a time when you interacted with a culturally diverse group of individuals at a transactional level when trying to meet a difficult goal. What did you do to take the group's diversity into account?
5. In the past, what steps have you taken to learn more about your organization's business environment?
6. Describe a time when you've assisted in the implementation of a new local program. What steps did you take to launch the initiative?
7. Tell me about a time when you applied your understanding of global and diverse perspectives in your organization's line of business.

8. On your last expatriate assignment, what did you do to ensure that your adjustment into the new environment went smoothly?
9. Tell me about a time when working in a different country you had to adapt to the culture. What adaptations did you have to make? How did you go about it?
10. Describe a situation in which you have had to work in a multicultural environment and the challenges you had. How did you approach the situation, and what was the outcome?
11. Tell me about a time when you worked in a remote location or situation that was totally foreign.
12. Talk about a time when you worked abroad.
13. What has been the most challenging aspect of being in a diverse working environment? What steps have you taken to meet this challenge?
14. Tell me about a time you had to alter your work style to meet a diversity need or challenge.
15. How have you handled a situation when a colleague was not accepting of diversity of others?
16. What strategies have you used to address diversity challenges? What were the positives and negatives?
17. Describe a time when you included someone in your team or on a project because you felt he or she would bring a different perspective.

Targeted Competency: Relationship Management

1. Describe a time when you were the first point of contact for employee questions. How did you handle this situation?
2. Think about a time when listening skills helped you solve a business problem. What was the problem? How did you develop a solution?
3. Tell me about a time when you were faced with a difficult interaction at work. How did you handle the situation?
4. Tell me about a time when you dealt with a transactional conflict at work. What was the situation? What actions did you take?
5. Think of a time when you were new to an organization. What specific steps did you take to gain trust and become approachable as an HR professional in the eyes of your colleagues?
6. Consider a time when your boss made a decision that you did not agree with. How did you communicate this decision to other employees?
7. Give me an example of a time when you had to communicate with someone whose opinion differed from yours. What was the situation? What actions did you take?
8. Tell me about a time when you provided customer service to an employee or other stakeholder.
9. Describe a time in a previous role when you had to develop relationships internal to your organization.
10. Describe a time in a previous role when you had to develop relationships external to your organization.
11. Tell me about a time when you were the first point of contact for vendors or suppliers. What actions did you take within this role?
12. Give me an example of a time when you had to deal with a difficult co-worker. How did you handle the situation?

13. Describe a difficult time you have had dealing with an employee or customer. Why was it difficult? How did you handle it? What was the outcome?
14. Describe a time when you were instrumental in creating or improving a good relationship with another department within your company.
15. Recall an occasion when you had to work with people from different divisions to accomplish a single goal.
16. Recount an occasion when you were able to connect individuals from different backgrounds or cultures in a unified organizational effort.
17. Tell me about a time when you went out of your way to give great service to a customer.
18. Tell me about a time when you asked for feedback on your customer service skills from your manager or co-worker and then used that response to improve your work. Describe a time when you had to deal with a difficult guest- or client-relations problem. What was the outcome? What did you learn?
19. Tell me about a time when you knew that your customer might not get what he or she needed on time. How did you handle this?
20. Tell me about a time when you had to say "no" to a customer because his or her request was against company policy.
21. Tell me about a time when you had trouble working with a difficult or demanding customer. How did you handle this?
22. Tell me about a situation in which you "lost it" or did not do your best with a customer. What did you do about this?
23. Describe a time when you exceeded a customer's expectations.
24. Describe a time when you lost a customer. What would you do differently?
25. Tell me about a time when a team project failed.
26. Tell me about a time when you needed to work as part of a team to satisfy a client or resolve an issue.
27. Tell me about a time you worked on a cross-functional team. Were there different challenges compared to a departmental-task team?
28. When groups work together, conflict often erupts. Tell me about a time that conflict occurred in one of your workgroups and what you did about it.
29. Tell me about a time you pitched in to help a team member finish a project even though it "wasn't your job." What was the result?
30. Tell me about a situation in which political power plays affected team dynamics. How did you or the team overcome this situation, and how could the situation have been avoided?
31. Tell me about a time when you were a part of a great team. What was your part in making the team effective?
32. Tell me the role you play within workgroups and why.
33. Tell me about the most effective contribution you have made as part of a task group or special project team.
34. Have you ever worked on a virtual team? If so, tell me about this experience. What were the team dynamics? Was the team successful? If not, what do you perceive to be the advantages and

disadvantages of this type of team? What would you do differently? How would you suggest creating team cohesiveness in a virtual setting?

Targeted Competency: Thoroughness

1. What means have you used to focus on detail and to keep from making mistakes?
2. When there's a decision for a new critical process, what means do you use to communicate step-by-step processes to ensure other people understand and will complete the process correctly?
3. Tell me the steps you take to monitor the quality of your work in your current job.
4. How do you decide when something is "good enough" or when it needs to be as close as possible to perfection? When have you had to make this determination? Explain.
5. Describe a time when you failed to satisfy a client or customer due to some minor neglect. What did you do to correct it?

Targeted Competency: Flexibility

1. Give an example of a time when you were trying to meet a deadline and you were interrupted and did not make the deadline. How did you respond?
2. Give an example of a time when you had to quickly change project priorities. How did you do it?
3. Recount a time when you accommodated someone beyond your comfort level, though you didn't have to.
4. How have you reacted when you found yourself stalled in an inefficient process?
5. Tell me about a time when significant changes took place in your job. What did you do to adjust to the change(s)?

Targeted Competency: Learning Orientation

1. Describe a time when you took a new job that required a much different set of skills from what you had. How did you go about acquiring the needed skills?
2. Have you had an occasion when a prior strength actually turned out to be a weakness in another setting? How did you cope?
3. Throughout your career have you learned more about your profession through course work or through on-the-job experience? Explain.
4. What area of your last job was most challenging for you? Why was this specific part of the position difficult? Is this still challenging? Why or why not?
5. Tell me about a time when you volunteered for an assignment to expand your knowledge and skills.
6. Tell of a time when you had to educate yourself about a topic to make a presentation.

Targeted Competency: Stress Management

1. Tell me about a work "nightmare" you were involved in. How did you approach the situation, and what was the outcome?
2. Have you ever been caught unaware by a problem or obstacle that you had not foreseen? What happened?

Appendix C: Candidate Rating Form

HIRING RECOMMENDATION/OVERALL SCORING SUMMARY

POSITION TITLE	CERTIFICATE NUMBER (IF APPLICABLE)

NAME OF INTERVIEWER #1	NAME OF INTERVIEWER #2	NAME OF INTERVIEWER #3

DATE OF INTERVIEW	APPLICANT(S) RECOMMENDED FOR HIRE

RECOMMENDATION SUBMITTED BY	DATE

RANK CANDIDATES ACCORDING TO SCORE (HIGHEST TO LOWEST)

APPLICANT NAME	INTERVIEWER #1			INTERVIEWER #2			INTERVIEWER #3			**TOTAL SCORE**
	INTERVIEW SCORE	PERF SCORE	TOTAL SCORE	INTERVIEW SCORE	PERF SCORE	TOTAL SCORE	INTERVIEW SCORE	PERF SCORE	TOTAL SCORE	

**IF NOT TOP SCORE, EXPLAIN BASIS FOR RECOMMENDATION

Appendix D: Sample Consensus Form

Sample Consensus Form

Candidate Name:_____ Date of Interview:_____

Instructions: Transfer each interviewer's competency ratings onto this form. A consensus discussion must occur with each panel member justifying his or her rating. Any changes to the individual ratings during consensus discussion should be initialed by the panel members. A final group consensus rating must be entered for each competency.

Competency	Panelist's Individual Ratings			Consensus Group Rating
	1	2	3	
Writing				
Oral Communication				
Problem Solving				
Interpersonal Skills				

Comments:

Name of panelist 1 (chairperson):

Name of panelist 2:

Name of panelist 3:

Appendix E: Sample Scoring Rubrics

Google's sample structured interview grading rubric

Here is a sample interview rubric for an Underwater Basket Weaver role:

Attribute/Quality	Poor	Mixed	Good	Excellent
Use of materials	Is not considerate of efficient material use. Wastefully uses materials provided or runs out of material. Shows poor selection of appropriate materials for project objectives.	Expresses consideration of efficient material use, but does not have specific strategies to maintain efficiency during basket development. Appreciates importance of material selection, but still demonstrates errors in material use decisions.	Clearly incorporates efficient use of material into basket planning. Uses material savings as part of project plan selection. Demonstrates an understanding of appropriate material selection for basket use. Very little wicker waste produced from each completed project.	Clearly incorporates efficient use of material into basket planning. Innovates new methods of basket project planning with the goal of efficient resource use. Regularly evaluates project plan to assess for potential added efficiency. Has a strong grasp of the qualities of different materials and how those qualities relate to the desired use of the basket. Almost no material waste.
Aesthetics	Did not consider or value elements of basket design. May or may not be able to craft a basket that is functionally complete, but end product is visually deficient (sloppy, colors clash, etc).	Elements of design were not prioritized, with either function or other non-essential features prioritized over final fit and finish.	Proactively considered the role of design and was able to produce a basket that is visually appealing, giving the user a sense of satisfaction through observation alone. Some minor blemishes might be present, but do not overpower the general positive aesthetic.	Demonstrated strong consideration and ability to apply design principles in order to create a great user experience. In the end, they were able to produce a modern day basket version of the Mona Lisa. Design and feature selection are balanced, with everything in just the right place.
Workmanship	Failed to appropriately space spokes of the basket. Weave may protrude or cause gaps, causing discomfort and damage to objects within the basket. Basket handles are often weak and must be reinforced by non-wicker material (duct tape, chicken wire).	Appropriately positioned spokes, but had many gaps between the weave on finished projects. Only a few spots that protrude or gap. Handle connection to the rims is poorly executed but does not result in basket failure. Little need for basket reinforcement.	Spokes are well placed and weave is evenly spaced. At most there is only a single protrusion on finished projects. Handle and its connections are solid and meet expectations for basket construction. No need for additional basket reinforcement.	Spokes are almost perfectly symmetrical and weave is very tightly packed. There are no blemishes in the completed finished products. Overall the production is surprisingly strong for a basket, and is likely to stand up to years of use, even under water.

This content is from rework.withgoogle.com (the "Website") and may be used for non-commercial purposes in accordance with the terms of use set forth on the Website.

Structured Interview Sample Scoring Rubric

Proficiency Level	1 - Unsatisfactory	2	3 - Satisfactory	4	5 - Superior
CATEGORY: Builds relationships and collaboration	Handles interpersonal situations involving little or no tension or discomfort		Handles interpersonal situations involving a moderate degree of tension or discomfort		Handles interpersonal situations involving a high degree of tension or discomfort
ILLUSTRATIVE BEHAVIORS	Refers employees to the appropriate personnel	Works with others on a cross-functional team	Establishes cooperative working relationships with managers	Facilitates an open forum to discuss employee concerns	Diffuses an emotionally charged meeting with external stakeholders

https://www.opm.gov/policy-data-oversight/assessment-and-selection/examples/structured-interview-example.pdf

Appendix F: Google Post-Interview Process Assessment for Candidates

re:Work

Candidate Experience Survey

You can also use Google Forms to create an online survey with the questions below.

Please respond to the following questions. Feel free to skip any questions you are not comfortable answering, or that are not applicable to you.

Overall Satisfaction

1. Overall, my recruitment experience at [YOUR ORGANIZATION] was positive.

	1	2	3	4	5	
Strongly disagree						Strongly agree

2. I would recommend a friend to apply to [YOUR ORGANIZATION].

	1	2	3	4	5	
Strongly disagree						Strongly agree

3. If I saw a job posting from [YOUR ORGANIZATION] that I was interested in, I would apply again.

	1	2	3	4	5	
Strongly disagree						Strongly agree

4. The amount of time [YOUR ORGANIZATION] took to evaluate my candidacy was:

	1	2	3	4	5	
Too short						Too long

Recruiter Evaluation

1. My recruiter gave me a clear preview of the recruitment process.

	1	2	3	4	5	
Strongly disagree						Strongly agree

re:Work

2. My recruiter helped me understand what to expect in my interviews at [YOUR ORGANIZATION].

	1	2	3	4	5	
Strongly disagree						Strongly agree

3. My recruiter gave me a clear explanation of the role and responsibilities for the position(s) I was applying for.

	1	2	3	4	5	
Strongly disagree						Strongly agree

4. My recruiter promptly answered my questions.

	1	2	3	4	5	
Strongly disagree						Strongly agree

5. My recruiter gave me regular updates about my progress throughout the process.

	1	2	3	4	5	
Strongly disagree						Strongly agree

Interviewer Evaluation

1. My interviewer(s) were well prepared for my interview(s).

	1	2	3	4	5	
Strongly disagree						Strongly agree

2. My interviewer(s) were on time for my interview(s).

	1	2	3	4	5	
Strongly disagree						Strongly agree

re:Work

3. I got a good sense of the responsibilities of the role by talking with the interviewer(s).

	1	2	3	4	5	
Strongly disagree						Strongly agree

4. I was given enough opportunity to ask my own questions.

	1	2	3	4	5	
Strongly disagree						Strongly agree

5. I felt the interviewers were able to assess my knowledge, skills, and abilities required for the job.

	1	2	3	4	5	
Strongly disagree						Strongly agree

Interview Process

1. I was satisfied with the timeliness and responsiveness of the person scheduling my interview(s).

	1	2	3	4	5	
Strongly disagree						Strongly agree

2. The recruiting team member who hosted me was helpful and friendly (e.g., greeted me when I arrived onsite).

	1	2	3	4	5	
Strongly disagree						Strongly agree

3. My travel expenses were reimbursed within an appropriate amount of time.

If you did not need reimbursement, please leave blank.

	1	2	3	4	5	
Strongly disagree						Strongly agree

re:Work

Offer Evaluation

1. My offer package (e.g., salary, stock, benefits, etc.) was competitive compared to compensation for similar jobs at other companies.

	1	2	3	4	5	
Strongly disagree						Strongly agree

2. The details of my offer package (e.g., salary, stock, benefits, etc.) were clear to me.

	1	2	3	4	5	
Strongly disagree						Strongly agree

[YOUR ORGANIZATION] Impression

1. [YOUR ORGANIZATION] provides opportunities for challenging work.

	1	2	3	4	5	
Strongly disagree						Strongly agree

2. [YOUR ORGANIZATION] values new ideas and innovation.

	1	2	3	4	5	
Strongly disagree						Strongly agree

3. [YOUR ORGANIZATION] is a fun place to work.

	1	2	3	4	5	
Strongly disagree						Strongly agree

4. [YOUR ORGANIZATION] builds great products.

	1	2	3	4	5	
Strongly disagree						Strongly agree

re:Work

5. Employees seem to enjoy working at [YOUR ORGANIZATION].

	1	2	3	4	5	
Strongly disagree						Strongly agree

6. [YOUR ORGANIZATION] employees work on important projects that matter.

	1	2	3	4	5	
Strongly disagree						Strongly agree

Online Channels

1. The job posting was influential in affecting my decision to [YOUR ORGANIZATION].

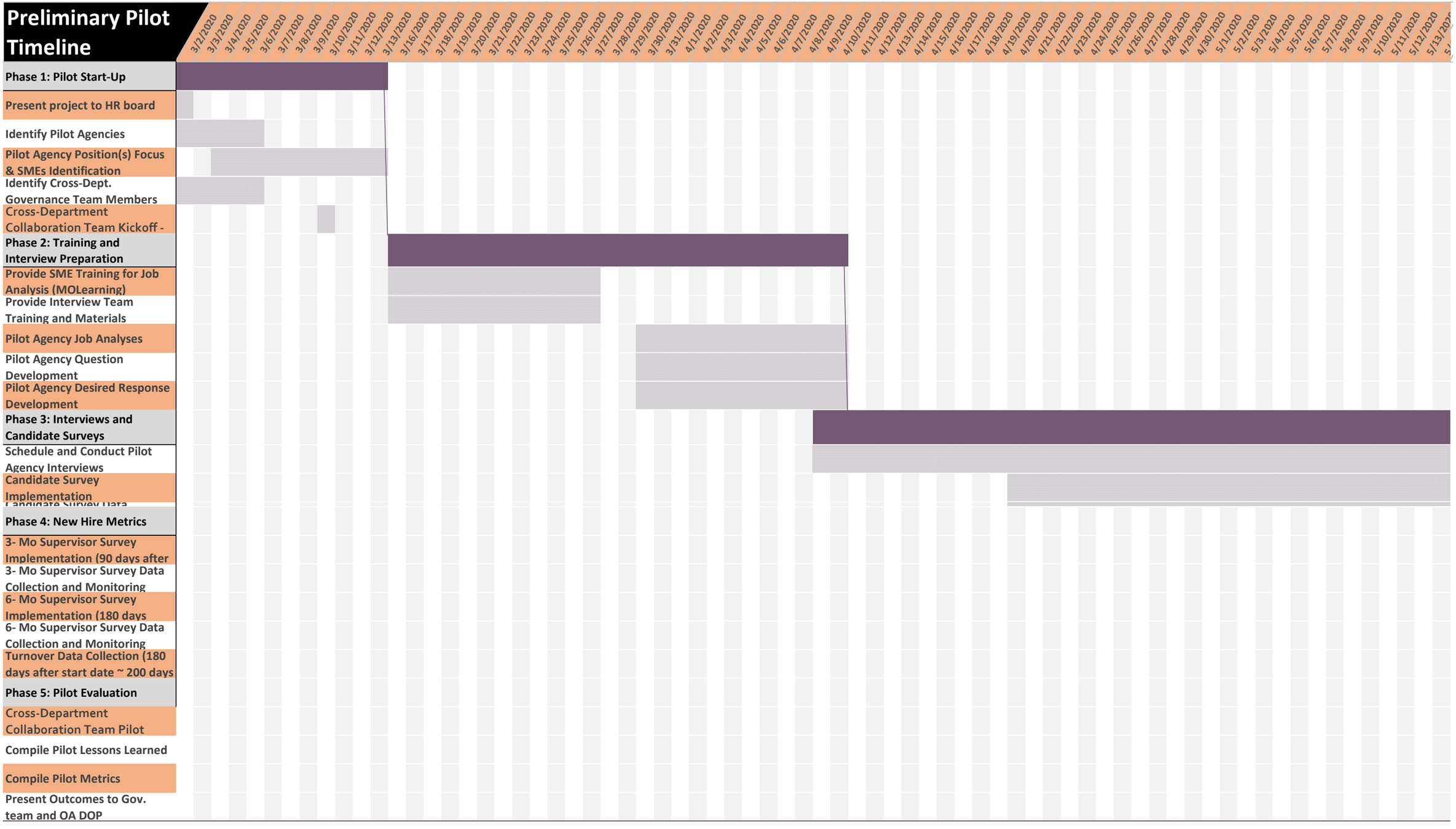
	1	2	3	4	5	
Strongly disagree						Strongly agree

2. The [YOUR ORGANIZATION] social media was influential in affecting my decision to apply to [YOUR ORGANIZATION].

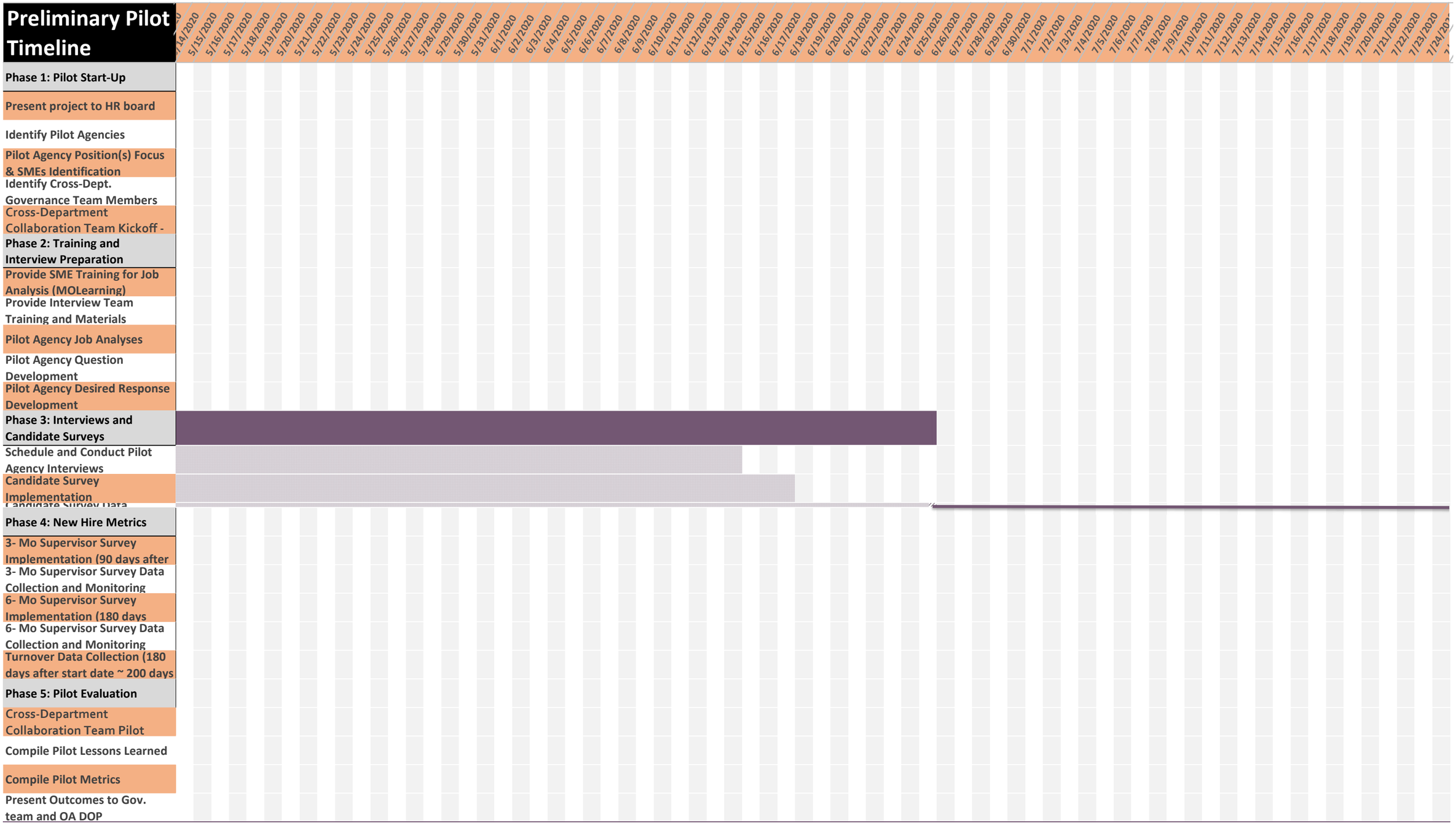
	1	2	3	4	5	
Strongly disagree						Strongly agree

Appendix G: Preliminary Pilot Timeline

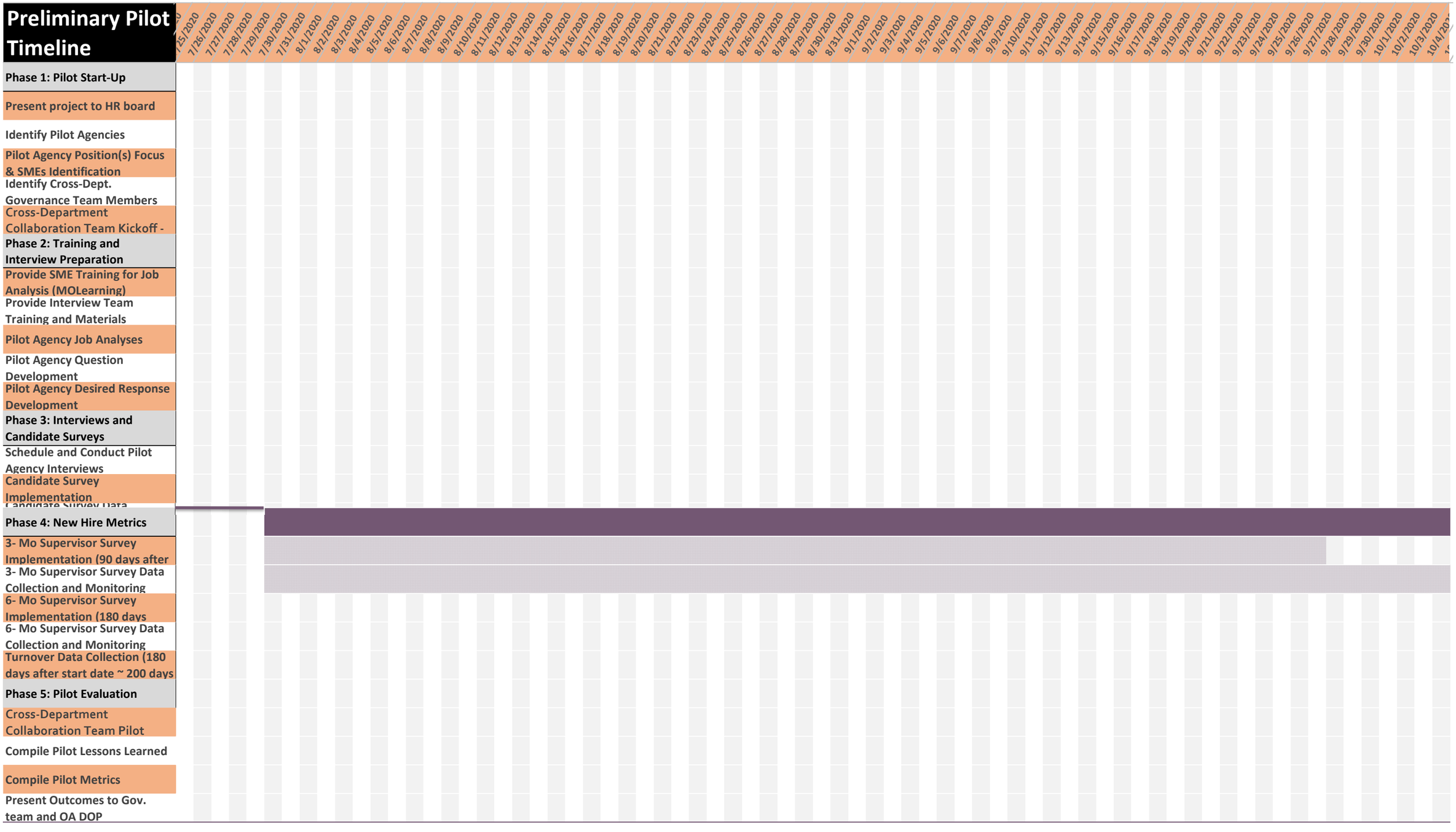
Preliminary Pilot Timeline



Preliminary Pilot Timeline

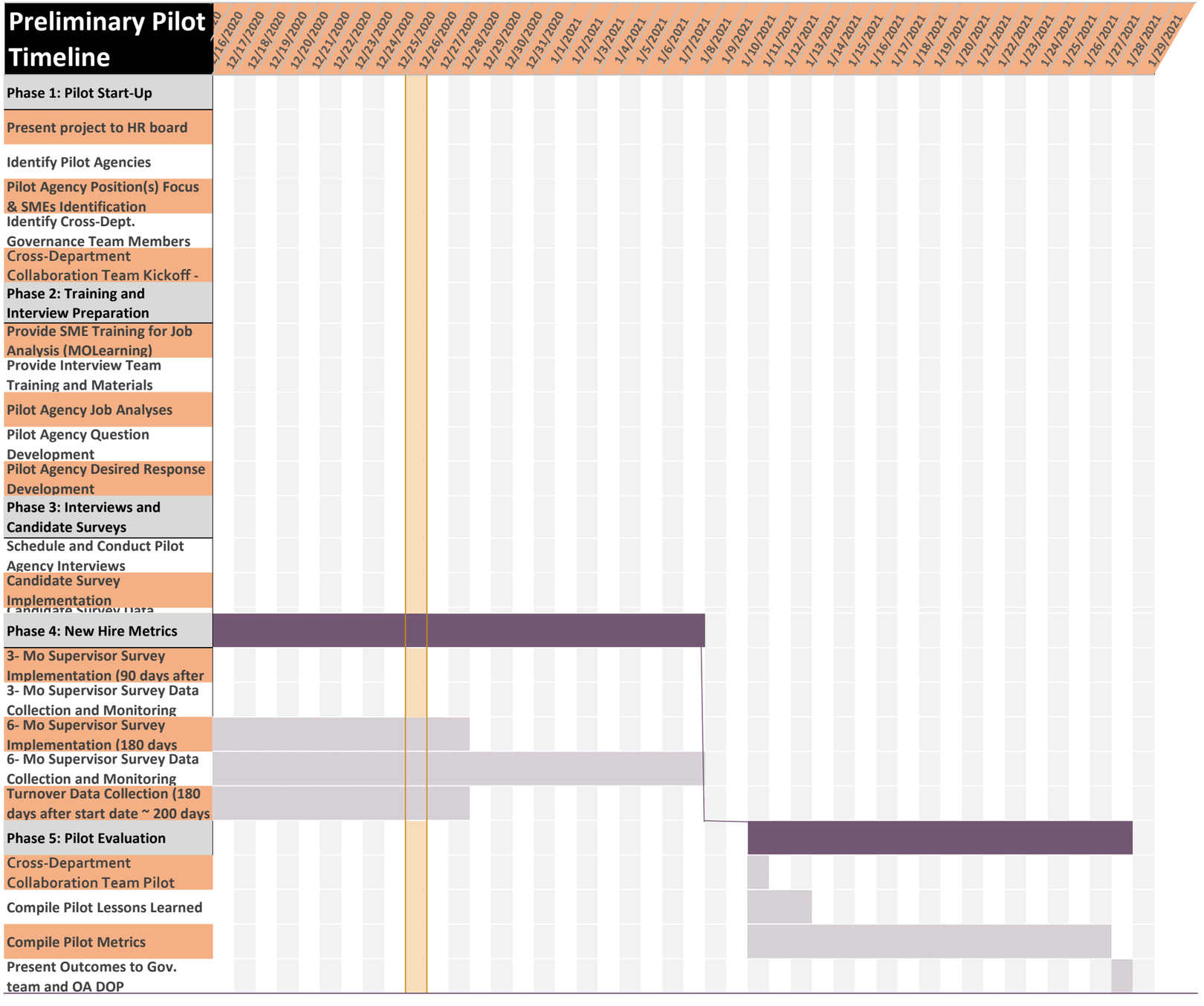


Preliminary Pilot Timeline



Preliminary Pilot Timeline

- **Phase 1: Pilot Start-Up**
- Present project to HR board
- Identify Pilot Agencies
- Pilot Agency Position(s) Focus & SMEs Identification
- Identify Cross-Dept. Governance Team Members
- Cross-Department Collaboration Team Kickoff -
- **Phase 2: Training and Interview Preparation**
- Provide SME Training for Job Analysis (MOLearning)
- Provide Interview Team Training and Materials
- Pilot Agency Job Analyses
- Pilot Agency Question Development
- Pilot Agency Desired Response Development
- **Phase 3: Interviews and Candidate Surveys**
- Schedule and Conduct Pilot Agency Interviews
- Candidate Survey Implementation
- Candidate Survey Data
- **Phase 4: New Hire Metrics**
- 3- Mo Supervisor Survey Implementation (90 days after
- 3- Mo Supervisor Survey Data Collection and Monitoring
- 6- Mo Supervisor Survey Implementation (180 days
- 6- Mo Supervisor Survey Data Collection and Monitoring
- Turnover Data Collection (180 days after start date ~ 200 days
- **Phase 5: Pilot Evaluation**
- Cross-Department Collaboration Team Pilot
- Compile Pilot Lessons Learned
- Compile Pilot Metrics
- Present Outcomes to Gov. team and OA DOP


Preliminary Pilot Timeline
12/16/2020
12/17/2020
12/18/2020
12/19/2020
12/20/2020
12/21/2020
12/22/2020
12/23/2020
12/24/2020
12/25/2020
12/26/2020
12/27/2020
12/28/2020
12/29/2020
12/30/2020
12/31/2020
1/1/2021
1/2/2021
1/3/2021
1/4/2021
1/5/2021
1/6/2021
1/7/2021
1/8/2021
1/9/2021
1/10/2021
1/11/2021
1/12/2021
1/13/2021
1/14/2021
1/15/2021
1/16/2021
1/17/2021
1/18/2021
1/19/2021
1/20/2021
1/21/2021
1/22/2021
1/23/2021
1/24/2021
1/25/2021
1/26/2021
1/27/2021
1/28/2021
1/29/2021
Phase 1: Pilot Start-Up
Present project to HR board
Identify Pilot Agencies
Pilot Agency Position(s) Focus & SMEs Identification
Identify Cross-Dept. Governance Team Members
Cross-Department Collaboration Team Kickoff -
Phase 2: Training and Interview Preparation
Provide SME Training for Job Analysis (MOLearning)
Provide Interview Team Training and Materials
Pilot Agency Job Analyses
Pilot Agency Question Development
Pilot Agency Desired Response Development
Phase 3: Interviews and Candidate Surveys
Schedule and Conduct Pilot Agency Interviews
Candidate Survey Implementation
Candidate Survey Data
Phase 4: New Hire Metrics
3- Mo Supervisor Survey Implementation (90 days after
3- Mo Supervisor Survey Data Collection and Monitoring
6- Mo Supervisor Survey Implementation (180 days
6- Mo Supervisor Survey Data Collection and Monitoring
Turnover Data Collection (180 days after start date ~ 200 days
Phase 5: Pilot Evaluation
Cross-Department Collaboration Team Pilot
Compile Pilot Lessons Learned
Compile Pilot Metrics
Present Outcomes to Gov. team and OA DOP

Appendix H: Pilot Roles and Responsibilities

Interviews that Work
Key Roles (RACI chart)

		Leadership Academy	Cross Departmental Interview Governance Team	OA_DOP	Pilot Agency Governance Team	Hiring Team	Subject Matter Experts
	Phase 1: Pilot Start-Up						
1)	**Present project to HR board**	R,A		C,I			
2)	**Identify Pilot Agencies**	R,A	I	I			
3)	**Pilot Agency Position(s) Focus & SMEs Identification**	C	I	C,I	R,A	C,I	I
4)	**Identify Cross-Dept. Governance Team**	R,A		I			
5)	**Cross-Department Collaboration Team Kickoff - Establish Regular Meetings/Communication**	C	R,A	C,I	R,A		
	Phase 2: Training and Interview Preparation						
1)	**Provide SME Training for Job Analysis (MOLearning)**	R,A	I	I	C,I	A,C, I	A
2)	**Provide Interview Team Training and Materials**	C	R,A	C,I	R,A		
3)	**Pilot Agency Job Analyses**		I	I	C,I	C,I	R,A
4)	**Pilot Agency Question Development**		I	I	C,I		R,A
5)	**Pilot Agency Desired Response Development**		I	I	C,I		R,A
	Phase 3: Interviews and Candidate Surveys						
1)	**Schedule and Conduct Pilot Agency Interviews**		I	I	I	R,A	
2)	**Candidate Survey Implementation**		I	I	R,A	R,A	
3)	**Candidate Survey Data Collection and Monitoring**		I		R,A	R,A	
	Phase 4: New Hire Metrics						
1)	**3- Mo Supervisor Survey Implementation (90 days after start date ~ 110 days after interview)**		I	I	R,A	I	
2)	**3- Mo Supervisor Survey Data Collection and Monitoring**		I		R,A	I	
3)	**6- Mo Supervisor Survey Implementation (180 days after start date ~ 200 days after interview)**		I	I	R,A	I	
4)	**6- Mo Supervisor Survey Data Collection and Monitoring**		I		R,A	I	
5)	**Turnover Data Collection and Monitoring (180 days after start date ~ 200 days after interview)**		I	I	R,A	I	
	Phase 5: Pilot Evaluation						
1)	**Cross-Department Collaboration Team Pilot Reflection Meeting**		R,A	C,I	R,A		
2)	**Compile Pilot Lessons Learned**	I	R,A	I	R,A	C,I	I
3)	**Compile Agency Pilot Metrics**	I	R,A	I	R,A	I	I
4)	**Present Outcomes to Gov. team and OA DOP**	I	R,A	R,A	C,I	I	I