

This guide is for hiring managers, recruiters and any person/s participating in the interview process. Here, you will find important information about conducting an interview as well as guidance on the various types of interviews available.

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General Information

Interviewing Do's and Don'ts

The topics that should be off limits in most employment interviews include religion, national origin, race, marital status, parental status, age, disability, gender, political affiliation, criminal records, and other personal information such as financial or credit history.

Marital/Parental Status

Do not inquire about marital or parental status, including pregnancy, number or age of children, or information about child care arrangements. You may ask if the candidate can meet certain work schedules, but this question must be asked of both males and females.

National Origin

You should not ask about a person's birthplace or citizenship. You may ask, "If hired, can you provide documentation of your eligibility to work in the U.S.?" However, it is not necessary to ask this at the interview stage, since all new employees must complete the federal I-9 form, which requires that documentation. If you decide to ask this question in the interview, you should ask it of all interviewees. Do not ask it only to those whose appearance or language leads you to suspect foreign citizenship. Do not ask questions that would elicit the national origin of the person or the person's relatives or ancestors. You may ask about language fluency if it is job-related, but not whether it is the person's first language.

You may ask if the candidate goes by other names. When checking a candidate's work history, knowing former names and nicknames can be important. Do not ask about names in such a way that it would appear to be inquiring about ancestry, national origin, or marital status.

Age

Never ask an applicant's age unless you are interviewing for a position in which incumbents are legally required to be of a certain age. The only other time a question regarding age would be appropriate would be to ask minors if they have proof of age in the form of a work permit.

Religion, Schools, and Organizations

Do not ask any questions related to religion. Advise all candidates of the work schedule of the job in case it conflicts with religious practices. Regarding education, do not ask about the religious, racial, or national affiliation of schools attended. It is acceptable to ask about membership in professional organizations but not about organizations that reveal race, national origin, or religious affiliation.

Criminal Records

Do not inquire about arrests; however, you may explore convictions if they are job-related. For example, you could inquire about an embezzlement conviction if you are hiring a bookkeeper since such a conviction would reasonably relate to one's fitness to perform the duties of the position.

Military Service

Ask about education and experience during military service, but do not inquire about the type of discharge. Such an inquiry could be viewed as an attempt to gain information about a disability, arrests, or unrelated convictions.

Disability

Interviewers should be trained to clearly describe the requirements of the job, and to focus on the applicant's ability to meet them. All candidates may be asked if they are able to perform all of the essential job assignments safely.

Ask the candidate whether he or she can perform the functions of the job. Employers may inquire as to the applicant's ability to perform both essential and marginal job functions. However, don't specifically ask whether reasonable accommodation is needed, or what type of accommodation would be required. This is a fine distinction, but an important one. (Disability Compliance Bulletin, 1995, p. 7).

Example of an acceptable question: "This job requires a person to lift and move 20-30 pound boxes, stand and/or walk for up to two hours at a time, and read written instructions. Can you perform all of these functions with or without reasonable accommodation?"

An interviewer may state the job's attendance requirements and ask the candidate if he or

she can meet the requirement. It is also legitimate to inquire about an applicant's attendance record at previous jobs, because employees are sometimes absent for reasons other than illness. However, it is not permissible to ask how many absences at a previous job were due to illness. It is also not permissible to ask about prior job-related injuries or workers' compensation claims.

Drug Usage

An interviewer may legitimately ask a candidate about current use of illegal drugs, but not prior use. Also, do not ask about an applicant's current use of prescription or other legal medications unless it is to validate a positive test for illegal drug use. Demonstrating Performance

If a candidate is going to be asked to demonstrate how job related functions would be performed, exercise extreme caution. If a candidate requests an accommodation in order to demonstrate performance of a job function, the employer needs to either provide the accommodation or ask the candidate to describe how the function would be performed. In any case where a demonstration will be performed, an employer can best ensure his or her selection process is fair and legal by simply making the request to all candidates and being prepared to respond to a request for accommodation.

Tips for Productive Interviews

Once the list of job-related interview questions is created, use it consistently for all applicants for the same position.

- Try to first put the applicant at ease with introductory and welcoming remarks.
- Ask open-ended questions which focus on behavioral descriptions rather than simply "yes or no" questions (i.e. have them describe a work situation in which they handled stress well rather than just asking if they can "handle stress well").
- Listen; don't do all the talking.
- Stay away from questions that have more to do with personal lifestyles than job experience - phrase the question so that the answer will describe on-the-job qualities instead of personal qualities - if the question is not related to performance on the job, it should not be asked.
- The interviewer should stay focused on the job and its requirements, not any

preconceived assumptions about what the applicant can or cannot do. Remember, any oral statements that the interviewer makes during the interviewing process can lead to potential liability for the employer.

- Remember that someone who interviews very well may have had lots of practice in many other job interviews as a result of frequent job changes. An uncomfortable interviewee may have experienced long-term employment situations and, as a result, fewer interviews.
- Sell the job and the agency while keeping your pitch realistic. Unrealistic expectations will generally lead to employee dissatisfaction and higher turnover.
- Make sure you elicit questions or provide information which will help clear up any unanswered questions or doubts that are lingering in the applicant's mind.
- End the interview on a friendly note and, if possible, apprise the candidate of the next step and the time frame for a decision.
- Complete the candidate evaluation form while the interview is still fresh in your mind.
- Make a fair and unbiased recommendation or decision based on the job-related qualifications of the applicants.

Interview Tests, Assessments, Questions

Performance Testing

The Arizona Department of Administration (ADOA), Human Resources Division offers testing for candidates that are in the final stages of the recruitment process. These assessments measure skills and behaviors required for success in a variety of jobs. Testing can be administered at ADOA, or the hiring agency may administer the test at a specified agency location. Email the ADOA Employment Unit at STAFFING@azdoa.gov for more information or to arrange for testing. A sample of the tests that are available is below.

- Microsoft Office Suite of Products (Word, Excel, PowerPoint, etc.)
- Office Grammar, Spelling, Proofreading, Typing
- Business Writing
- Telephone Etiquette
- Accounting
- IT Proficiency (Development, Administration, Support, etc.)
- Call Center Customer Service Scenarios
- General Maintenance

Many other tests are available. If Please contact the Employment Unit if you have a specific need for testing (STAFFING@azdoa.gov)

Behavioral Assessments

The Arizona Department of Administration (ADOA) offers state agencies the use of Predictive Index (PI), a highly effective, simple, scientifically-validated assessment tool that measure the behavioral needs that lead to success in a position and the behavioral strengths of the candidate, to determine predictability of the candidate to job fit. For more information or to get started with PI, contact the ADOA Human Resources People Solutions team.

Presentation Exercises

This method of exercise is designed to measure a candidate's presentation and speaking ability. This exercise is used primarily for Trainers and Public Information Officers.

Determining the level of Presentation Ability for the Target Job

Your job analysis has determined that the position requires the ability to present some sort of information to a group. The question then becomes "Present what information and what level of presentation ability is necessary upon entry?" Listed below are some examples of presentation topics:

- Technical
- Administrative
- Policy and Procedures
- Organizational
- Planning
- Staffing

Developing the exercise

This exercise requires the candidate to present information in a similar manner as performed on the job. The exercise must also measure presentation abilities necessary upon entry to the job. The subject matter expert (SME) is responsible for developing and preparing the instructions for completing the exercise. The SME then completes the presentation assignment, which is used to develop the scoring key.

Developing the scoring key

Based on the SME's completed exercise the scoring key is developed primarily by using the SME's judgment and the job analysis. The exercise is usually scored along two general criteria: 1) general presentation ability; and 2) content. Rating scales are used to rate each of the criteria to obtain a numeric score. The rating scales should be defined by benchmarks for each criterion. Benchmarks are suggested answers to the questions that are linked to the rating scale. Benchmarks provide a frame of reference for assessing the candidate's responses objectively and consistently. There should usually be at least three suggested answers for each sub-criterion: a superior, a satisfactory, and an unsatisfactory response to the developed benchmarks. The SME should create answers that fit the

different levels of the rating scale:

5. What would one expect or want an outstanding candidate to give as the best possible answer?
- 4.
3. What is an acceptable answer that one would expect a qualified candidate to give?
- 2.
1. What would one expect as a poor answer from a candidate who has little or no knowledge or skill on this job requirement?

Presentation Exercise Administration

Depending on the difficulty of the exercise, candidates will be scheduled twenty minutes to one hour before the interview. A room or cube containing a pad of paper and other office supplies will be the exercise administration room. An exercise administrator who is not part of the interview process is necessary to administer the exercise. The exercise administrator will read the specific instructions for the exercise to the candidate. When the candidate has five minutes remaining to complete the exercise, the exercise administrator will give the candidate a five-minute warning. When the time limit has expired or the candidate finishes the exercise, the exercise administrator will collect the candidate's instructions and allow the candidate to take their notes into the interview room. The Presentation Exercise will be the first question in the interview.

Exercise Scoring

If a panel scores the exercise and interview, the panel should be trained. After scoring all candidates, the panel should review their individual ratings as a group and make sure that there is a general consensus on each criterion. For example, on a scale of 1 to 5, if one rater gave a 4, one a 3, and the other a 1 on the same criteria, this might indicate some rater bias or misunderstanding of the candidate's comments. All raters should be no more than one point away from all other raters' scores. For example, it would be acceptable to have two 3s and a 2 given on the same criterion. If raters find that there is not a consensus on a criterion, they should discuss the reasons for their ratings and attempt to reach a consensus. The results of the interview and exercise may be combined at this point.

Structured Behavioral Interviews

Strengths

The structured behavioral interview has several strengths that contribute to reliability, validity, legal defensibility, and perceptions of fairness. On the other hand, the unstructured interpersonal interview can be one of the most unreliable and invalid methods of selection available. The validity of the unstructured interview has been reported to be lower than most other types of selection systems. Due to the potential for subjectivity and bias, an unstructured interview process leaves an agency particularly vulnerable to legal attack. The structured behavioral interview also greatly enhances the quality and honesty of information gathered from employment interviews. Listed below are the strengths of the Structured Interview:

1. Bias is reduced because candidates are evaluated on job-related questions, which are based on an analysis of job duties and requirements. Subjective and irrelevant questions are not asked.
2. All candidates are asked the same questions so everyone has the same opportunity to display knowledge, skills, and abilities.
3. Pre-determined anchored rating scales are used to evaluate answers to interview questions. This reduces disagreements among interviewers and increases accuracy of judgments.
4. A panel of interviewers is used to record and evaluate answers in order to minimize individual rater biases. Therefore, the use of a panel is a plus.
5. Research has demonstrated that properly developed structured interviews can have high reliability among interviewers and predictive validity for future job performance.
6. Job-related procedures used to develop structured interview questions increase content validity.
7. Procedures used to develop structured interviews are consistent with the advice of professional and governmental guidelines, and thus more legally defensible.
8. Structured interviews allow managers to take part in the selection process in a role

with which they are familiar.

9. Job-relatedness and consistency of the process may increase the perception of fairness among candidates. The job-relatedness may also help candidates obtain a realistic perspective of the job, which can aid in self-screening.

Types of interview questions

Following the job analysis, interview questions should be developed from behaviors determined during the job analysis to be critical and essential to the performance of the job. There are four types of interview questions: job knowledge, background, hypothetical situational and actual past behavior.

- **Job knowledge questions** may ask interviewees to demonstrate specific job knowledge or provide documentation of job knowledge.
- **Background questions** focus on the work experience, education, and other qualifications of the candidates.
- **Hypothetical situational questions** present the interviewee with hypothetical situations that may occur on the job and ask how the interviewee would respond to the situations. The use of situational questions in an interview is based on the assumption that a person's intentions are related to behavior; thus, how a candidate says he or she will handle a problem is most likely how he or she would actually behave in that situation.
- **Actual past behavior questions** require candidates to describe the activity of past jobs that relates to the job for which they are being interviewed. The use of actual past behavior questions in an interview is based on the assumption that a person's past behaviors are related to future behaviors. Therefore, how a candidate has handled a problem in the past is most likely predictive of how he or she would actually behave in that situation in the future.

Asking open-ended questions, as opposed to questions that can be answered with a yes or no, will allow the candidates to reveal more about themselves. If a question is developed to determine if a candidate does or does not meet a specific requirement, then a close-ended question could be appropriate; for example, "Do you have a valid driver's license?" or "Do you have experience with Microsoft Word?" Otherwise, open-ended questions usually gather more information; for example, "Describe any experience you

have had in using computer-based word processing programs.” Psychologists recommend using a variety of these types of questions.

Job Knowledge Questions

1. Question assessing low-level mechanical knowledge such as that needed for many entry-level factory jobs:

After repairing a piece of machinery, why would you clean all the parts before reassembling them?

- (5) Particles of dust and dirt can cause wear on moving parts. Need to have parts clean to inspect for wear and damage.
- (3) Parts will go together easier. Equipment will run better.
- (1) So it will all be clean. I don't know.

2. Question assessing specialized electronics knowledge needed for some process control technician jobs:

What is the difference between a thermocouple and a resistance temperature detector?

- (5) A thermocouple will produce a millivolt signal itself. A resistance temperature detector is usually connected to a balanced wheatstone bridge. When the resistance changes due to temperature changes, an unbalanced voltage is produced on the bridge.
- (3) Defines one correctly.
- (1) Incorrect answer.

Background Questions

1. Question simulating a task and assessing selling skills for a sales job:

Please sell me this product using basic selling techniques.

- (5) Candidate simulates selling the item to the interview panel by incorporating the following selling techniques: (a) identifies and presents the product, the customer needs, and the benefits of the product; (b) demonstrates the

- product; (c) handles resistance; and (d) closes the sale by asking for an order.
- (3) Candidate uses only three of the techniques or performs one poorly.
 - (1) Candidate uses only two of the techniques or performs them very poorly.

Hypothetical Situational Questions

1. Question assessing awareness of meeting attendance protocol, which is necessary for most managerial and professional jobs:

Suppose you were going to miss an important business meeting due to unforeseen circumstances (e.g., illness or family emergency). What would you do?

- (5) I would contact the person in charge of the meeting to forewarn of my absence, and I would arrange for a responsible person to attend in my place.
 - (3) I would send someone in my place.
 - (1) Afterwards, I would try to find out what went on in the meeting.
2. Question assessing communication skills at a level needed by many jobs:

Suppose you had many important projects with rigid deadlines, but your manager kept requesting various types of paperwork, which you felt were totally unnecessary. Furthermore, this paperwork was going to cause you to miss your deadlines. What would you do?

- (5) Present the conflict to the manager. Suggest and discuss alternatives. Establish a mutually acceptable plan of action. Communicate frequently with the manager.
- (3) Tell the manager about the problem.
- (1) Do the best I can.

Actual Past Behavior Questions

1. Question assessing willingness to work at heights as may be required by many construction or factory jobs:

Some jobs require climbing ladders to a height of a five-story building and going out on a catwalk to work. Give us examples of when you performed such a task.

(5) Heights do not bother me. I have done similar work at heights in the past [and gives examples].

(3) I do not think I am afraid of heights. I know that this would have to be done as part of the job.

(1) I am afraid of heights. I would do it if absolutely necessary.

2. Question assessing willingness to travel as may be required by many professional and managerial jobs:

This job requires traveling out of town at least three times a month. Usually each trip will involve flying on a commercial airliner and staying overnight. Describe the traveling requirements of a previous job and how you dealt with the difficulties it presented.

(5) Traveling is not a problem. I have traveled in previous jobs [and gives examples]. I enjoy traveling and flying.

(3) I am willing to travel as part of the job.

(1) I do not like to travel, but would do it if necessary.

Choosing interview questions

When choosing questions to include in the interview, it is wise to keep in mind the time frame within which you must conduct each interview. The number of questions should probably fit in the range of five to fifteen. If you want to ask a question to which you expect and want lengthy replies, you should ask fewer questions overall to keep within a reasonable time frame. Generally, interviews will be twenty to sixty minutes long. The interviewer should ensure that the situational questions developed do not require knowledge or skills that will be learned on the job.

For example, do not ask candidates how they would handle situations for which your agency has specific policies that will be taught to new hires. Be careful that a question does not coach the candidate in how to respond. If you tell a candidate that punctuality is

required in this position and then ask if he or she is punctual, the response is going to be virtually the same from all candidates.

Also, be careful that your questions do not give too much deference to a candidate's self-assessment.

For example, asking, "How would you describe your interpersonal skills?" is unlikely to elicit "not so good" from the candidate. A better question in this case would be, "Describe a time when you had a conflict with a coworker, subordinate, or supervisor. How did you react to the situation and how was the situation resolved?"

Questions should be worded so that candidates will clearly understand what is being asked. The use of acronyms or other terminology that may not be familiar to some candidates should be avoided. Use job-related language, but avoid technical jargon and regional expressions. Keep the questions succinct; don't make it difficult for the candidates to understand what is being asked. Listed below are some of the more important characteristics of good interview questions:

- Realistic
- To the point, brief, and unambiguous
- Complex enough to allow adequate demonstration of the ability being rated
- Formulated at the language level of the candidate, not laced with jargon
- Not dependent upon skills or policy that will be learned once the person is on the job

Developing rating scales and benchmarks

A decision must be made regarding the scoring system or rating scale to be used in the interview. The rating scale can be as simple as "acceptable" or "unacceptable," or it can be a three, four, or five-level, point-based scale. It is difficult to define more than five levels that can be meaningfully and consistently assessed. The most critical element of the rating scale is not how many levels it has, but rather how those levels are defined.

Rating scales should be defined by benchmarks for each question. Benchmarks are suggested answers to the questions that are linked to the rating scale. Benchmarks provide a frame of reference for assessing the candidate's responses objectively and

consistently. There should usually be at least three suggested answers for each question: a superior, a satisfactory, and an unsatisfactory response.

In the examples a five-point rating scale was used. Benchmarks were developed for five points (superior answer), three points (satisfactory answer), and one point (unsatisfactory answer). To develop benchmarks, using the guide below, ask subject matter experts (SMEs) to create answers that fit the different levels of the rating scale. If the questions have been used in interviews previously, SMEs may use actual answers they have heard from candidates.

- 5 What would one expect or want an outstanding candidate to give as the best possible answer?
- 4
- 3 What is an acceptable answer that one would expect a qualified candidate to give?
- 2
- 1 What would one expect as a poor answer from a candidate who has little or no knowledge or skill on this job requirement?

It is not essential to describe the 4 or 2-level answers, because the 5, 3, and 1 answers give adequate anchor points for making a rating decision on any of the levels. The 3-level benchmark is usually the easiest to develop, so try describing that answer first. Example answers should fit the requirements of the job. Superior answers should not far exceed the requirements, and unsatisfactory answers should not be so low that they do not help distinguish between candidates. Also, try to avoid making the superior answer a more sophisticated or simply reworded version of the satisfactory answer. Organizational jargon, acronyms, and slang should be avoided. Developing benchmarks is also a method of evaluating the interview questions. If it is too difficult to determine the benchmark answers for a particular question, the question should be reviewed for possible revision or elimination.

Interview Panel

The interview panel should meet to review the job description and job analysis, design the interview questions, and set benchmarks for answers to the questions. The panel should also choose a coordinator to lead the interviews. Interview panels should have at least three persons. Having the immediate supervisor of the open position serve on the

interview panel is recommended since he or she may be the best expert on the duties and responsibilities of the position. Other panel members might include the division director, a human resources representative, a co-worker, representatives of other departments, or a representative of the customers served by the position. All members of the panel should be familiar with the duties and responsibilities of the position being filled. Every effort should be made to have the panel reflect the race and gender makeup of the candidate pool, which may reduce the potential for bias.

Using a panel to conduct the interviews may reduce the impact that personal biases of individual interviewers may have on the selection of an employee. It is also important to use the same persons as interviewers for all of the candidates. Different interviewers are likely to evaluate answers differently, but if the interviewers are always the same persons then there is consistency in the ratings of candidates. Training the interviewers will increase consistency.

Note Taking

The candidate should be informed that notes are being taken. Taking good notes is extremely important in conducting a structured interview. This note taking is known as the observation phase of the interview. Interviewers should not rely on memory for two reasons. First, what seems perfectly clear during an interview can quickly be forgotten or confused, especially after interviewing several candidates. Second, all employee selection decisions should be documented. When informing the candidate that the interviewer will be taking notes throughout the interview, validate in the candidate's mind the reason for taking notes as being in the best interest of the candidate — you want to be sure to give full credit for all the knowledge, skills, and abilities demonstrated during the interview. A new, clean interview guide should be used by each panel member for each candidate. Close the interview with an open-ended question, such as: "Is there anything else you want us to know about you?" and "Do you have any questions for us?" In closing the interview, explain the notification process again, even if you did it earlier.

Evaluating the Candidate (Scoring)

Each rater should score each question from their notes immediately after the interview is completed. Raters should independently take notes regarding a candidate's comments on each question as it is answered. Raters should also independently, score each question immediately after the interview is completed.

Discussion

When one interview has concluded, raters should give themselves approximately ten minutes before beginning the next interview to review their individual ratings as a group and make sure that there is a general consensus on each question. For example, on a scale of 1 to 5, if one rater gave a 4, one a 3, and the other a 1 on the same question, this might indicate some rater bias or misunderstanding of the candidate's comments. All raters should be no more than one point away from all other raters' scores. For example, it would be acceptable to have two 3s and a 2 given on the same question. If raters find that there is not a general consensus on a question, they should discuss the reasons for their ratings and attempt to reach a consensus.

Writing Ability Exercises

In today's environment, there is no guarantee of writing ability based on a level of education contained in a resume. Asking for previous writing samples has been shown to be unreliable and very limited in validity. The writing skills exercise method uses information specifically related to the position. The exercise is objectively scored without the scorer knowing the identity of the candidate. The exercise is designed to be used in conjunction with a structured behavior interview.

Determining the Level of Writing Ability for the Target Job

Your job analysis has determined that the position requires the ability to write. The question then becomes "What level of writing ability is necessary upon entry?" Listed below in ascending level of writing abilities are some examples:

- Simple Sentence
- Complex Sentence
- Paragraph
- Form Letter
- Request Letter response (cut and paste or original)
- Complaint Letter response
- General Information Correspondence (letter or memo)
- Newsletter Article
- Press Release
- Reports
- Grant Proposals

Developing the Exercise

The writing ability exercise is one type of general exercise known as Work Sample Exercises. Work Sample Exercises are based on the premise that the best predictor of

future behavior is observed behavior under similar situations. These exercises require the candidate to perform tasks that are similar to those that are performed on the job. Thus, the exercise must measure writing abilities necessary upon entry to the job. The subject matter expert (SME) is responsible for preparing the writing assignment and instructions for completing the assignment to the candidate. The SME then completes the writing assignment, which is used to develop the scoring key.

Developing the Scoring Key

Based on the SME's completed exercise the scoring key is developed primarily by using the SME's judgment and the job analysis. The exercise is usually scored along two general criteria:

- 1) format and general use of English and grammar; and
- 2) exercise content.

Using a Request Letter response (low to medium ability) as an example the following items could be scored according to criterion

- 1) salutation, acknowledgment of letter, letter closing, signature, grammar, sentence structure, spelling, and word usage. Using criterion
- 2) providing the requested materials and providing additional information could be scored. Rating scales are used to rate each of the sub-criteria to obtain a numeric score.

The rating scales should be defined by benchmarks for each sub-criterion. Benchmarks are suggested answers to the questions that are linked to the rating scale. Benchmarks provide a frame of reference for assessing the candidate's responses objectively and consistently. There should usually be at least three suggested answers for each sub-criterion:

- 1) a superior,
- 2) a satisfactory, and an
- 3) unsatisfactory response

to develop benchmarks, using the guide below, ask SMEs to create answers that fit the different levels of the rating scale.

5 What would one expect or want an outstanding candidate to give as the best

possible answer?

4

3 What is an acceptable answer that one would expect a qualified candidate to give?

2

1 What would one expect as a poor answer from a candidate who has little or no knowledge or skill on this job requirement?

Written Exercise Administration (This is the most critical part of the exercise)

Depending on the length of the exercise, candidates will be scheduled before the interview. The written exercise administration will take place in a room or cube containing a computer with a word processing program (MS Word). Ideally the written exercise should be administered in a private and quiet room. Although the actual job may be performed in a noisy office, every effort should be made to provide the candidate with a location that is most conducive to completing the exercise.

An exercise administrator who is not part of the interview process is necessary to administer the exercise. The exercise administrator will assign a random ID number to the candidate when they arrive for the exercise. The candidate will be instructed to use the ID number at all times during the exercise. The exercise administrator will then read the specific instructions for the exercise to the candidate. When the candidate has five minutes remaining to complete the exercise, the exercise administrator will give the candidate a five-minute warning. When the time limit has expired or the candidate finishes the exercise, the exercise administrator will collect the candidate's exercise and instruction sheet. The exercise administrator will check the candidate's exercise to assure only the exercise ID is used on the exercise. The exercise administrator will then make a photocopy of the original. After all the candidates have participated in the exercise, the administrator will retain the originals and provide the copies to the exercise scorer(s).

Exercise Scoring

It is recommended that the Hiring Authority score all of the exercises using a score sheet based on the sub-criteria being scored. If a panel scores the exercise they should be trained. Each panel member shall receive a copy of each candidate's written exercise and

score them independently. After scoring all candidates, the panel should review their individual ratings as a group and make sure that there is a general consensus on each sub-criterion. For example, on a scale of 1 to 5, if one rater gave a 4, one a 3, and the other a 1 on the same sub-criteria, this might indicate some rater bias or misunderstanding of the candidate's comments. All raters should be no more than one point away from all other raters' scores. For example, it would be acceptable to have two 3s and a 2 given on the same question. If raters find that there is not a consensus on a sub-criterion, they should discuss the reasons for their ratings and attempt to reach a consensus. Once the all written exercise scores are final, the exercise administrator will inform the rater(s) of the names of the candidates. The results of the interview and exercise may be combined at this point.