Evaluator Competency Guide with Rating Best Practices

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What Are Competencies?

Competency models refer to collections of knowledge, skills, abilities, and other characteristics (KSAOs) that are needed for effective performance across jobs.

Why Are Competencies Important for Evaluating Video Interviews?

Competencies provide objective criteria and defined set of behvaviors for evaluation, which helps us to avoid allowing biases to creep in. When you are evaluating a video interview response, you might make a judgment that you "like" a given response, but what about the response did you "like?" We have to be able to articulate and define the relevant behaviors with a common, standard language across a set of evaluators. Competencies provide that language.

Which Competencies are Included in This Guide?
This guide is designed to accompany *HireVue's Interview Evaluator Training Introduction Course* and *Competency Area Skill Practice Modules* training courses hosted in HireVue University. The guide includes definitions, sample questions, and Behaviorally Anchored Rating Scales (BARS) for Adaptability, Dependability, Composure, Problem Solving, Relationship Building, Team Orientation, and Willingness to Learn.

Note: It is recommended you have this guide available to support your learning through the Stuctured Evaluation and Competency Rating Skill Practice training courses.

Competency	Definition	Key Behaviors	Question
Coordination of People & Resources	This competency refers to the ability to effectively utilize people, resources, and one's own time in order to accomplish an objective. Those ranking high in this competency work effectively with others to prioritize work activities and achieve optimal efficiency, both in long and short-term initiatives.	•Organizes Others to Achieve Goals •Understands the Broader Picture •Leverages Individuals' Unique Skill Sets •Distills Project to Manageable Tasks •Considers Input From Others	Q1: Tell us about a time when you brought together or coordinated a group of individuals to accomplish a complex task or goal. Please describe the situation, your actions in coordinating others, what resources you had to use to accomplish the task or goal, and the outcome. Q2: Please describe a time you were responsible for coordinating the work activities of a team or group of people. Describe the situation, your actions, and the outcome.
Relationship Building	This competency refers to the ability to establish, build upon, enhance, and maintain friendly as well as mutually beneficial relationships. Those ranking high in this competency are able to use their established connections for professional development and effectiveness in the workplace.	•Seeks to Build and Nurture Relationships •Ensures Mutual Benefits •Aligns on Shared Goals •Establishes Personal Connection	Please give an example of a time you built a positive relationship with someone to achieve a better result or to solve a problem. Describe the situation, your actions, and the outcome.
Team Orientation	This competency refers to the ability to collaboratively define success in terms of the team or organization as a whole. Those ranking high in this competency focus on team accomplishment and recognition rather than personal gain while sharing successes equally to build a sense of togetherness. They design critical plans and delegate appropriately in order to help their team reach their goals.	•Prioritizes Team Success •Mitigates Team Conflict •Maximizes Team Effectiveness •Leverages Own and Team Members' Strengths •Shares Success	Tell us what you would do if you were asked to join a group of people to help complete a project. The rest of the group has been working together for weeks and you have new ideas on how to approach the project. Your ideas are different from the group's current approach. How would you handle the situation?

Competency	Definition	Key Behaviors	Question
Problem Solving	This competency refers to the ability to identify, analyze, determine causative factors, and find solutions for problems. Those ranking high in this competency are able to isolate the issue and use appropriate techniques to resolve the situation.	•Recognizes and Addresses Issues •Anticipates Problems •Identifies Appropriate Solutions •Solves Problems	Tell me about a situation in which you needed to make an important decision quickly, but were faced with conflicting information from multiple sources. Please describe the situation, your actions, and the outcome of your final decision.
Willingness to Learn	This competency refers to the motivation to absorb and apply new information, techniques, or procedures to work. Those ranking high in this competency are inquisitive about their job role and continually seek opportunities to close performance gaps or upgrade their individual skill level. They leverage appropriate resources, including their co-workers, to optimize performance and delight in sharing discoveries in best practices.	•Open to Feedback •Closes Knowledge Gaps •Explores Opportunities for Growth •Applies New Knowledge •Promotes a Learning Environment	It can be difficult to keep up with the rapid changes occurring in the workplace. Tell us about a time you had to quickly learn about something new that was relevant to your work. Please describe the situation, your actions, and the outcome. How did you know you were on the right path to learning?
Adaptability	This competency refers to the ability to shift or change opinions, actions, or behaviors. Those ranking high in this competency can successfully adjust when faced with multiple demands, shifting priorities, rapid change, or ambiguity.	•Sees the Positive in Change •Seeks to Understand Change •Adjusts Behavior to Accommodate Change •Drives the Change	Workplaces often require the ability to cope with complex and changing environments. Please describe a time when you had to adapt to a changing environment.
Dependability	This competency refers to the tendency to maintain high standards while following through on obligations by allocating sufficient time and focus to ensure high quality work. Those ranking high in this competency will exhibit integrity while taking pride in the quality and output of their work. They will carry an innate sense of honor and virtue and be able to monitor self-activities appropriately to achieve goals. Lastly, they will be willing to admit mistakes.	•Sets a High Work Standard •Takes Principled & Ethical Approach •Takes Accountability & Feels Pride over Quality Work •Safeguards Resources	Tell us about a time when you experienced difficulty keeping a commitment you made due to other important priorities. Please describe the specific situation, your actions, and the outcome.
Composure	This competency refers to the capacity to control emotions in the face of pressure, complaint, or failure while thinking clearly and logically despite the difficult situation. Those ranking high in this competency cope well with setbacks and remain calm when dealing with upset customers or co-workers.	•Effectively Manages Emotions •Recognizes Sources of Stress •Reacts Constructively •Recognizes Areas of Vulnerability •Maintains Order and Civility	Please describe a time when you were faced with a stressful situation at work or in school. How did you handle the situation?

Behavioral Anchored Rating Scales (BARS)

See below for each of the Behaviorally Anchored Rating Scales (BARS) per competency listed and defined above. BARS is a system for accurately observing and quantifying candidates' responses to competency-based behavioral interview questions. The Key Behaviors along with the BARS for each competency provide detailed information as to what behaviors an evaluator should look for when rating a given competency. They are not all inclusive but are guideposts of prominent, exemplar behaviors to help evaluators focus only on behaviors relevant to the competency area being evaluated.

The BARS process uses a 5-level proficiency scale, ranging from Novice (ineffective behaviors associated with a particular competency) to Expert (very highly effective behaviors associated with a particular competency). The use of BARS in the rating process improves the consistency, objectivity, and accuracy of candidate evaluations.

Behaviorally Anchored Rating Scales (BARS) - Continued

Step 2:

Review how **comprehensively** the candidate is responding to each key behavior

Step 3:

Review how **consistently** the candidate is displaying key behaviors at each level

Adaptability

This competency refers to the ability to shift or change opinions, actions, or behaviors. Those ranking high in this competency can successfully adjust when faced with multiple demands, shifting priorities, rapid change, or ambiguity.

Key Behaviors	Novice	Developing	Intermediate	Advanced	Expert
Proficiency Level Rating Guidelines:					
	Candidate is unlikely to be successful in situations requiring this competency.	Candidate is likely to demonstrate this competency in simple situations or in a limited capacity.	Candidate is likely to demonstrate this competency well, but may need assistance in more difficult situations.	Candidate is likely to demonstrate this competency effectively in moderate to complex situations.	Candidate is likely to be very effective in complex situations that require this competency.
Behavioral Examples at Novice, Intermediate, and Expert Proficiency Levels:					
Sees the Positive in Change	Reacts negatively to the change; is concerned about all of the extra effort they will have to put forth while adjusting.		May be somewhat reluctant to accept the change at first, but is able to see positive aspects after internalizing the change.		Views the change as a positive challenge or opportunity for learning and growth.
Seeks to Understand Change	Does not seek information to understand the need for the change.		Understands the change is needed as a part of job requirements.		Possesses a detailed understanding of the change, and its benefits to the company as well as their own role.
Adjusts Behavior to Accommodate Change	Does not effectively adjust their behavior as required to meet the demands of the situation.		Adjusts their behavior within a reasonable timeframe to meet demands of a moderate to difficult change.		Quickly modifies behavior to meet demands of a difficult, complex, or time intensive change.
Drives the Change	Requires supervisor or manager to make the necessary changes.		Requires minimal guidance.		Inspires others to embrace the change while modeling appropriate behaviors.

Dependability

This competency refers to the tendency to maintain high standards while following through on obligations by allocating sufficient time and focus to ensure high quality work. Those ranking high in this competency will exhibit integrity while taking pride in the quality and output of their work. They will carry an innate sense of honor and virtue and be able to monitor self-activities appropriately to achieve goals. Lastly, they will be willing to admit mistakes.

Key Behaviors	Novice	Developing	Intermediate	Advanced	Expert
	Proficiency Level Rating Guidelines:				
	Candidate is unlikely to be successful in situations requiring this competency.	Candidate is likely to demonstrate this competency in simple situations or in a limited capacity.	Candidate is likely to demonstrate this competency well, but may need assistance in more difficult situations.	Candidate is likely to demonstrate this competency effectively in moderate to complex situations.	Candidate is likely to be very effective in complex situations that require this competency.
	Behavioral Examples at Novice, Intermediate, and Expert Proficiency Levels:				
Sets a High Work Standard	Disorganized and unable to pay the attention required to deliver accurate and high quality work.		Attentive, meticulous, and careful in how they operate, delivering a thorough and high-quality job.		Is attentive, meticulous, and careful in how they operate, delivering a thorough and high-quality job, and evaluates the impact of their work in order to improve future delivery.
Takes Principled & Ethical Approach	Willing to "bend the rules" in order to deliver in their job role.		Consistently holds themselves accountable for making principled decisions when working to meet demands.		Holds self and others accountable for making principled decisions and addresses unethical behaviors when working to meet the demand.
Takes Accountability & Feels Pride over Quality Work	Dismisses the importance of their responsibilities and fails to take ownership of their performance. Tends to be lazy and careless when it comes to delivering in their job role.		Takes pride and accountability in delivering a high quality output of work. Identifies and admits limitations, needed adjustments, and mistakes when working, and seeks information and support to meet the demands at a high standard.		Takes pride in delivering a high quality output of work and shares past experience, mistakes, new information, and best practices to improve the quality of the job delivered.
Safeguards Resources	Disregards efficiency and can over-utilize resources (i.e., people, time, money) in order to deliver in their job role.		Considers and uses an appropriate and acceptable amount of resources (i.e., people, time, money) to accomplish goals and tasks in an efficient manner.		Recognizes when resources (i.e., people, time, money) are being utilized inappropriately and takes steps to ensure better practices are shared.
Follows Through on Obligations	Gives up or reduces effort when barriers come in the way of their work, failing to deliver what they agreed on (i.e., in a timely manner, at the required quality standards, etc.).		Stays focused and disciplined, overcomes barriers, and perseveres until the task is finished or is no longer reasonably attainable, delivering what they agreed on.		Delivers beyond what is agreed on when recognizing opportunities that weren't initially considered, but improved the final output of work.

Coordination of People & Resources

This competency refers to the ability to effectively utilize people, resources, and one's own time in order to accomplish an objective. Those ranking high in this competency work effectively with others to prioritize work activities and achieve optimal efficiency, both in long and short-term initiatives.

Key Behaviors	Novice	Developing	Intermediate	Advanced	Expert
	Proficiency Level Rating Guidelines:				
	Candidate is unlikely to be successful in situations requiring this competency.	Candidate is likely to demonstrate this competency in simple situations or in a limited capacity.	Candidate is likely to demonstrate this competency well, but may need assistance in more difficult situations.	Candidate is likely to demonstrate this competency effectively in moderate to complex situations.	Candidate is likely to be very effective in complex situations that require this competency.
	Behavioral Examples at Novice, Intermediate, and Expert Proficiency Levels:				
Organizes Others to Achieve Goals	Unable to bring people together to effectively reach targets and goals tied to the success of a current project, their team, or the business as a whole.		Effectively coordinates activities of others to reach targets and goals tied to the success of a current project, their team, or the business as a whole.		Effective and efficient at directing and coordinating the activities of others to reach targets and goals tied to the success of a current project, team, or the business as a whole.
Understands the Broader Picture	Fails to understand the broader implications of tasks, goals, and projects to effectively delineate and delegate tasks across individuals and teams.		Understands the day-to-day implications of tasks, goals, and projects to effectively delineate and delegate tasks, but may overlook the broader picture.		Understands the broader implications of tasks, goals, and projects to effectively delineate and delegate tasks across individuals and teams.
Leverages Individuals' Unique Skill Sets	Fails to understand the unique personalities and abilities of one's team to uniquely assign tasks to others accordingly.		Generally identifies with the unique personalities and abilities of one's team, but coordination of tasks and roles is general and does not take unique individual attributes into account.		Understands the unique personalities and abilities of one's team and can coordinate tasks and roles to uniquely assign tasks to others accordingly.
Distills Project to Manageable Tasks	Is ineffective at breaking down and coordinating projects to produce manageable tasks across individuals and teams.		Effectively breaks down and coordinates projects to create manageable tasks across individuals and teams.		Effective and efficient at breaking down and coordinating complex projects to produce manageable tasks across individuals and teams.
Considers Input From Others	Fails to empathize with the unique perspectives and opinions of others to coordinate tasks and resources according to unique demands of individuals across the team.		Takes into account the perspectives of others to help determine how to coordinate tasks and resources across individuals and teams.		Empathizes with the unique perspectives and opinions of others to coordinate tasks and resources according to the unique demands of individuals across the team.

Composure

This competency refers to the capacity to control emotions in the face of pressure, complaint, or failure while thinking clearly and logically despite the difficult situation. Those ranking high in this competency cope well with setbacks and remain calm when dealing with upset customers or co-workers.

Key Behaviors	Novice	Developing	Intermediate	Advanced	Expert
	Proficiency Level Rating Guidelines:				
	Candidate is unlikely to be successful in situations requiring this competency.	Candidate is likely to demonstrate this competency in simple situations or in a limited capacity.	Candidate is likely to demonstrate this competency well, but may need assistance in more difficult situations.	Candidate is likely to demonstrate this competency effectively in moderate to complex situations.	Candidate is likely to be very effective in complex situations that require this competency.
	Behavioral Examples at Novice, Intermediate, and Expert Proficiency Levels:				
Effectively Manages Emotions	Loses focus and shows difficulty managing emotions when dealing with stressful situations (e.g., becomes unprofessional, unfocused, paralysed, inappropriately emotional or impulsive).		Manages own emotions while remaining calm and effective during stressful times (e.g., in the face of adversity, provocation, stress and/or high workload).		Positively impacts the effectiveness of themselves and others during prolonged stressful times (e.g., in the face of adversity, provocation, stress, or high workload) by demonstrating behaviors that help others remain calm, focused, and energized.
Recognizes Sources of Stress	Allows their uncontrolled emotional response to go unchecked rather than recognizing the source of their stress.		Responds to stressful situations by focusing on understanding their source and the details, and takes action to respond constructively and effectively.		Proactively evaluates the environment and potential future stressful situations to develop appropriate strategies to alter the conditions that can create stress for themselves and others.
Reacts Constructively	Reacts anxiously to their own mistakes, failures, or setbacks and perceives them as problematic and disheartening rather than an opportunity for growth.		Remains controlled when facing mistakes, failures, or setbacks. Uses these in constructive ways and has a mindset of continuous improvement.		Reviews past mistakes, setbacks, or failures in a calm and controlled manner while identifying and applying key learnings to enhance effectiveness.
Recognizes Areas of Vulnerability	Unable to recognize the pressure points and stress triggers that can impact their emotional stability.		Recognizes the pressure points and stress triggers that can impact their emotional stability. Attempts to manage emotions triggered by stress.		Proactively examines themselves to identify the pressure points and stress triggers that can impact their emotional stability and implement techniques that help overcome said triggers.
Maintains Order and Civility	Fails to display constructive interpersonal relationships with others and/or may show negative emotions when dealing with stressful situations.		Presents a positive disposition and maintains constructive interpersonal relationships with others under stressful situations.		Remains calm and takes action to effectively mediate between conflicting individuals or parties in stressful situations.

Problem Solving

This competency refers to the ability to identify, analyze, determine causative factors, and find solutions for problems. Those ranking high in this competency are able to isolate the issue and use appropriate techniques to resolve the situation.

Key Behaviors	Novice	Developing	Intermediate	Advanced	Expert
	Proficiency Level Rating Guidelines:				
	Candidate is unlikely to be successful in situations requiring this competency.	Candidate is likely to demonstrate this competency in simple situations or in a limited capacity.	Candidate is likely to demonstrate this competency well, but may need assistance in more difficult situations.	Candidate is likely to demonstrate this competency effectively in moderate to complex situations.	Candidate is likely to be very effective in complex situations that require this competency.
	Behavioral Examples at Novice, Intermediate, and Expert Proficiency Levels:				
Recognizes and Addresses Issues	Ignores or fails to recognize, define, or address issues as they arise.		Able to recognize, identify, and analyze problems by utilizing available information. Able to develop a basic understanding of the problem.		Able to proactively recognize, identify, and analyze problems by utilizing available information. Understands how this information relates to the problem and is able to create a detailed response plan.
Anticipates Problems	Fails to anticipate the development of problems.		Anticipates problems and effectively analyzes them to determine a resolution.		Anticipates problems and proactively develops alternatives in advance to prevent problems from arising.
Identifies Appropriate Solutions	Unable to develop problem solving strategies.		Thinks critically about the advantages and disadvantages of proposed solutions.		Expertly assesses the downstream impacts of proposed resolutions to determine the optimal solution.
Solves Problems	Fails to seek and act upon appropriate measures for the resolution of the problem.		Resolves problems effectively.		Resolves problems effectively and develops a plan to avoid similar situations in the future.

Relationship Building

This competency refers to the ability to establish, build upon, enhance, and maintain friendly as well as mutually beneficial relationships. Those ranking high in this competency are able to use their established connections for professional development and effectiveness in the workplace.

Key Behaviors	Novice	Developing	Intermediate	Advanced	Expert
	Proficiency Level Rating Guidelines:				
	Candidate is unlikely to be successful in situations requiring this competency.	Candidate is likely to demonstrate this competency in simple situations or in a limited capacity.	Candidate is likely to demonstrate this competency well, but may need assistance in more difficult situations.	Candidate is likely to demonstrate this competency effectively in moderate to complex situations.	Candidate is likely to be very effective in complex situations that require this competency.
	Behavioral Examples at Novice, Intermediate, and Expert Proficiency Levels:				
Seeks to Build and Nurture Relationships	Does not actively seek opportunities to collaborate with others even when necessary for their job role.		Opportunity to explore partnership with others was presented through routine work activities, understands the relationship is necessary to fulfill their job role well.		Proactively identifies opportunities to build effective working relationships while prompting openness on a personal level to find common ground in the relationship.
Ensures Mutual Benefits	Waits for their supervisor to guide how they should engage in relationships with others.		Responds to other parties' inquiries on the potential benefits of working together, but may fail to consistently take active steps to ensure the relationship is mutually beneficial.		Actively engages with other parties to discuss how the partnership can be mutually beneficial to both parties and encourages a reciprocal exchange of ideas, effort, and communication.
Aligns on Shared Goals	Does not adequately address other parties' inquiries related to potential benefits of the partnership.		Engages with the other party to understand how their effort contributes to the process or goal, but only communicates when necessary.		Contributes independent ideas or expands on ideas for partnering to help effectively build working relationships.
Establishes Personal Connection	Does not understand how to identify with others in order to build a relationship.		Understands how to identify with others to help build relationships, but may not connect deeply with others.		Understands how to create a deep connection with others to enhance and help build relationships. Uses personal anecdotes to get to know others and build trust.

Team Orientation

This competency refers to the ability to collaboratively define success in terms of the team or organization as a whole. Those ranking high in this competency focus on team accomplishment and recognition rather than personal gain while sharing successes equally to build a sense of togetherness. They design critical plans and delegate appropriately in order to help their team reach their goals.

Key Behaviors	Novice	Developing	Intermediate	Advanced	Expert
	Proficiency Level Rating Guidelines:				
	Candidate is unlikely to be successful in situations requiring this competency.	Candidate is likely to demonstrate this competency in simple situations or in a limited capacity.	Candidate is likely to demonstrate this competency well, but may need assistance in more difficult situations.	Candidate is likely to demonstrate this competency effectively in moderate to complex situations.	Candidate is likely to be very effective in complex situations that require this competency.
	Behavioral Examples at Novice, Intermediate, and Expert Proficiency Levels:				
Prioritizes Team Success	Places priority on personal achievement over team success.		Is cooperative, respectful, and puts the priorities of the team above their own.		Consistently goes above and beyond to be cooperative, respectful, and to put the priorities of the team and organization above their own.
Mitigates Team Conflict	Takes issues personally and creates team conflict or avoids dealing with difficult issues.		Effectively able to address team conflict and find resolution while maintaining good working relationships with team members.		Helps team members to negotiate difficult issues and conflicts.
Maximizes Team Effectiveness	Fails to address or avoids being involved in team challenges and instead focuses on individual matters.		Works well with others to solve challenges and actively seeks the opinions of others to ensure everyone's voice is heard.		Works well with others to solve challenges and seeks to maximize team's effectiveness by facilitating dynamics where the best approach and resources (people, skills, etc.) are identified.
Leverages Own and Team Members' Strengths	Fails to engage with the team to understand how their own effort and individual skills can contribute to team success.		Seeks to identify and develop individual strengths that contribute to team success.		Recognizes and builds on their own and their teammate's individual strengths that contribute to team success.
Shares Success	Takes individual credit for the team's or teammate's successes or is unwilling to share success with the team.		Shares individual success or credit with the team. Willing to recognize and praise each teammate's achievements.		Shares individual success or credit with the team and challenges anyone seeking to 'score points over others.' Fosters an environment of recognition and praise of each teammate's achievement when it is due.

Willingness to Learn

This competency refers to the motivation to absorb and apply new information, techniques, or procedures to work. Those ranking high in this competency are inquisitive about their job role and continually seek opportunities to close performance gaps or upgrade their individual skill level. They leverage appropriate resources, including their co-workers, to optimize performance and delight in sharing discoveries in best practices.

Key Behaviors	Novice	Developing	Intermediate	Advanced	Expert
	Proficiency Level Rating Guidelines:				
	Candidate is unlikely to be successful in situations requiring this competency.	Candidate is likely to demonstrate this competency in simple situations or in a limited capacity.	Candidate is likely to demonstrate this competency well, but may need assistance in more difficult situations.	Candidate is likely to demonstrate this competency effectively in moderate to complex situations.	Candidate is likely to be very effective in complex situations that require this competency.
	Behavioral Examples at Novice, Intermediate, and Expert Proficiency Levels:				
Open to Feedback	Rejects or does not actively seek and use feedback to identify their knowledge gaps or learning needs to effectively perform job requirements.		Demonstrates openness to constructive criticism from peers or managers to identify their knowledge gaps or learning needs to effectively perform job requirements.		Actively seeks feedback from all levels (360 degree) to identify their knowledge gaps or learning needs and ways to grow beyond current capabilities and job requirements.
Closes Knowledge Gaps	Unable to recognize personal strengths and areas for development.		Actively works on the knowledge gaps or learning needs identified to effectively perform job requirements.		Recognizes personal strengths and areas for improvement, and formulates own self-development plan.
Explores Opportunities for Growth	Avoids or is reluctant to participate in opportunities to improve, learn, and grow when additional knowledge or skills are needed to perform job requirements.		Actively participates in opportunities to improve, learn, and grow when additional knowledge or skills are needed to perform job requirements.		Actively seeks and identifies opportunities to deepen knowledge or skills that support their growth needs and goals.
Applies New Knowledge	Fails or is reluctant to put new knowledge, understanding, or skill to practical use on the job.		Effectively puts new knowledge, understanding, or skill to practical use on the job and furthers their learning through trial and error.		Actively places themselves in challenging situations to identify learning gaps and expand their capabilities that they will effectively put to use on the job. Furthers learning through trial and error.
Promotes a Learning Environment	Does not share skills or knowledge with others.		Shares skills and knowledge as well as learning opportunities and methods with others.		Acts as a self-development role model by sharing own learning needs, skills and knowledge, and learning opportunities and methods that match different needs. Facilitates a supporting, coaching culture.

Best Practices on Strategies for Accurately Evaluating Candidate Digital Video Responses While Avoiding Rater Biases

The rating scale and BARS are guided by industry best practices and designed to work together to help reduce subjectivity in the rating exercise by evaluators. Furthermore, the tips for success below also help to drive best practices and reduce biases in the evaluation process as human decision making is often accompanied by bias and common errors.

The following guidelines are provided to help you more effectively manage the process of observing, recording, and rating behavior.
● Limit notes to competency- and job-relevant behavior. (see definitions above)
● Make notes as concise as possible.
● Include job-related "key words" in your notes as memory-joggers.
● Pay attention to ongoing job-related behavior while taking notes.
● Look for separate observations and evidence for each competency. Remember that a person can be high on one competency and, at the same time, low on another.

Observational Strategies
Behavioral observations are the basis of accurate assessments – the more accurately you can observe and document behaviors, the more accurate your evaluation will be. The following section provides valuable suggestions to improve your observational techniques to capture **job relevant behaviors.**

General Guidelines

1. Observe carefully
Accurate observation requires a lot of effort – this is NOT just another item on the to-do list. This means you must try hard to observe as many details as you possibly can. You will have to attend carefully to what is said and done. Don't let your mind wander! Watch the candidate and note what is said and done, and when. The observation process is tough work as you must be sure all observations are primarily keying into job relevant behavior.

2. Note specific behaviors
"Behavior" means what a person says and does. Verbal behavior is important – the words and job-related information are all important. In addition, non-verbal behavior, such as tone and quality of voice, is also important – especially as they related to the job (e.g., customer service). All these should be carefully recorded and used to rate the candidate on the competency area or specific question.

Behavioral observations are different from general impressions. A behavioral observation describes something specific that a person does or says as it relates to the job (e.g., "He suggested that someone in the group should write down the marketing ideas that were being discussed so that they wouldn't forget anything important.")

In contrast, a general impression would be, "He was excellent at keeping the group focused." This statement is general; it only evaluates the person, and does not convey what actually *happened* .

3. Take complete notes on the candidate you are rating
Write down as much job and competency-relevant information related to the candidate's performance you are rating, so that you will be able to refresh your memory and evaluate them later. Take note of specific behaviors when possible. Good notes will help you remember exactly what occurred during the task to facilitate the rating process at the end of the session. Remember to be concise and use shorthand. You do not have enough time to write down everything the candidate says and does, but remember that your notes are a decision making tool so be as complete and coherent as possible.

Specific Errors of Observation

Unfortunately, research on the observational process reveals that people are susceptible to a number of common errors that can threaten the accuracy of their observations. However, the section below will help you avoid making such errors by describing the nature of each error and providing suggestions to help you avoid making them.

1. Avoid the loss of detail through simplification.

A common error in observation is a tendency to simplify and abbreviate information. This is the tendency to condense what we see. You may get the general impression, but unless you pay careful attention, you may forget the important details.

You may have encountered this when listening to a speech. You may get the general gist of what the speaker said, but if you have not paid careful attention and let your mind wander to what is for dinner tonight then you may miss the details. Those details may be quite important later.

The best way to avoid this loss of detail is by paying careful attention to the information you are seeing and hearing. Consciously concentrate on remembering the information exactly as you heard it. Be actively aware that you are trying to receive and make notes on the details of all job related information.

2. Avoid missing the middle of interactions.

When we observe a long sequence of events we often do not concentrate on the middle activities. That is, we tend to concentrate on the first and last parts. Thus, we will remember the first and last events but tend to forget what goes on in the middle.

A good example of this is a movie. You tend to recall the beginning and end yet tend to forget many of the details in the middle of the movie.

One way to avoid this error is to keep your attention level constant throughout the interview. Remind yourself of this type of error during every interview question. Keep up your attention level. Focus on the beginning, middle and the end!

3. The error of lumping things together in large categories.

This error means that we often lump all of our observations into clear-cut categories instead of noticing the fine distinctions that take place. Observing and thinking in terms of categories is seeing things as "black or white" without seeing shades of gray. For example, if you listened to presidential candidates' state their views on healthcare reform, some of us might have a tendency to categorize the candidates' view as either FOR or AGAINST. In reality, this gross classification would blur many distinctions in a candidate's proposals.

To avoid this error, watch for shades of gray in actions and statements people make.
Avoid the tendency to classify these observations into "black or white" categories.

4. The error of allowing prior input to influence our observations.

A common error is to allow our knowledge of the person from previous interactions and observations to color our current observations. For example, if a coworker has usually been very diligent in the past in carrying out work activities, and then one day, he/she makes a mistake, you would probably not pay much attention. Your observations of that incident would be influenced by observations in the past.

To avoid this error, look at each action and event separately. Don't try to "explain away" the current observation by your prior observations. Take each question separately and then piece all of the information together as a whole at the end.

5. Prejudice and stereotyping of a person can cause errors in observation.

Prejudice is pre-judging. This error involves allowing your observations to be colored by an adverse opinion you have of someone without considering all the facts. For example, if you do not like someone, you will tend to observe more carefully the mistakes they make in comparison with overlooking the same mistakes in someone you like.

To guard against this error, remember to observe the actual behavior demonstrated, and not let your pre-conceptions color what you observe.

Stereotyping involves a fixed, simplified belief about a particular person, based on limited information. This belief can then color the observations you make about the person. For example, you may believe all athletes are dumb because some athletes fit this description. This belief may cause you to ignore very insightful comments by an athlete.

6. The "halo" error should be avoided.

"Halo" means that one feature of a person influences your perception of other features. For example, if, because someone speaks clearly and forcefully (behaviors indicative of effective oral communication skills), you then tend to assume she would also demonstrate behaviors are indicative of team orientation and influencing others, without objective evidence, then you are demonstrating a positive halo.

A negative halo would be occur if you saw a guy in dirty jeans and then you said he was anti-social, radical, and liberal, when in fact he had not demonstrated those behaviors. In both examples, one outstanding feature has colored your observation of other behaviors.

To avoid the halo error, keep separate in your mind the various competencies you are observing. Make separate observations for each competency. Remember that a person can be high on one competency and, at the same time, low on another.

Best Practices on Strategies for Asking Additional Follow-Up Questions on Candidate OnDemand Video Interview Responses

Question Probes After an On-Demand Interview

Sometimes candidates may be overwhelmed and leave out important details during an OnDemand response to a structured interview question. So, it can be helpful, when the candidate is being interviewed during a final interview, to inquire further into a candidates' previous interview responses and ask for more specific information. You may want to ask follow-up questions to further gain clarification on a previous response, gather more detail on what they said, or ask additional questions that elicit the information you are needing to make a more informed decision. This type of questioning is called "Probing."

Probing questions can be very powerful and typically gather robust and thorough information from a candidate. While probing interview questions are intended to elicit additional information from a candidate that may not have been obtained previously, they also have the intended benefit of making a candidate feel you have been engaged in the hiring process and are truly wanting to learn more about them. Probing questions also can ensure your candidates are providing consistent and thoughtful information to their responses. This type of questioning is beneficial and positive to both the interviewer and the candidate.

The following are Best Practice Tips to ensure you get the most out of your follow-up probing interview questions.

- In the final interview, let the candidate know you are interested in learning more about a previous OnDemand interview response.
    - o **An instance could go like this.**
        - -*"In your OnDemand interview, we asked you about teamwork and a time when you worked within a team to accomplish a common goal. You provided an example about…You did a great job of describing the situation, your actions, and the final outcome. I am interested in hearing more about that example, or even another similar example that led you to the same results. Could you delve into that type of situation more? I would love to ask some follow-up questions."*
- For the OnDemand response you would like to obtain additional information on, it is best to *ask at least one* probing question.
- It is best to avoid any type of leading or hypothetical type questions. An example of this may be:
    - o *"You said you were not involved in that step, but you did follow up with the others, didn't you?"*
- Train yourself to ask at least one follow-up probing interview question for all of your interview questions.
- As a candidate responds, feel free to ask probing questions, if warranted. Do not feel you have to wait until they have completely finished responding to follow-up. Make the interview free-flowing and conversational.

Probing Interview Question Examples

The types of questions below are designed to help you follow-up where a candidate may have provided incomplete information to an OnDemand response, when it was unclear what their role or contribution was, when the outcome of the situation described was unclear, or you would simply like to learn more about their thinking style or gather their opinions about the situation.

Clarification Questions
- Can you tell me more about that?
- What led you to that action?
- What was the most important factor that led you to that decision?
- Can you clarify your response further for me?
- What else can you recall about that?
- What other alternatives did you look at?
- What else did you do?

Example Questions
- Can you provide another example of that?
- Can you provide an example of the steps you usually take to get to that outcome?
- Can you tell me about another instance where this happened?
- What are some other examples of when that happened?

Opinion Questions
- How did you feel about that?
- Why did you feel you had to make that decision?
- What stands out to you personally about that situation the most?
- Could you tell me more about why you thought that?
- Why were you thinking that?
- What was your mental reaction to that?

Outcome Questions
- Would you have done anything differently?
- What did you learn from that experience?
- What eventually happened?
- What did you learn from that experience that you apply to what you do now?
- How did you finally resolve that?
- How did that turn out in the end?

The probing questions above are just examples of the types of follow-ups you can ask of candidates to gather the information you need. There may be many other questions that you think of that can help you elicit the information you seek from candidates during the interview process. Always make sure your questions are thoughtful and are a result of information you would like to obtain that is job-related and helps you understand candidates' thought processes.