



Assessment Report

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date:	20/Jul/2016

Introduction

This report provides you with questions that target the key critical thinking skills measured with the Watson-Glaser II. The report offers:

- an opportunity to confirm the candidate's critical thinking strengths and development areas
- a tool to reveal how the candidate's critical thinking is likely to appear on the job
- a consistent structure to ensure a more reliable, valid, and fair interview process.

Best Practices for Interviewing and Selection

This report should not be your only source of interview questions, nor the only criteria used to make a selection decision. Supplement this interview with additional questions tailored to other competencies that are required to perform the job effectively. Note that interviewing is a skill that requires training and practice. Some tips on how to interview effectively are provided in the Appendix.

Using This Report

For each critical thinking skill (i.e., **Recognise Assumptions**, **Evaluate Arguments**, and **Draw Conclusions**), two types of questions are provided:

- **Standard Interview Questions** - These can be asked of the candidate regardless of their score. Asking the same question in every interview enables you to directly compare responses across all candidates.
- **Score-Based Interview Questions** - These are tailored to the candidate's scores. These enable a more in-depth evaluation of the candidate's response to a situation they may have found challenging or engaging based on their critical thinking skills.



You can choose from multiple questions for each skill. The questions are followed by additional probes, note-taking space, and a 5-point rating scale so that you can evaluate the following core elements of each candidate's response:

- Complexity of the **situation** in question (more complex situations require stronger critical thinking skills and should be awarded more points)
- Effectiveness of the candidate's **behaviour** (effective critical thinking behaviours should be awarded more points)
- Quality of the direct **results** of the candidate's behaviour (positive results from the candidate's critical thinking behaviours should be awarded more points)

Regarding the last point, note that you should rate the direct results of the candidate's behaviour (e.g. "We created a stronger, more well-informed project plan."), not broader outcomes he or she may have been unable to influence (e.g. "The project was cancelled after management changed priorities.").

Recognise Assumptions - Standard Interview Questions

Assumptions are statements that are assumed to be true in the absence of proof. Identifying them helps to reveal information gaps and enrich perspectives on an issue. Assumptions can be unstated or directly stated. Being aware of these assumptions and directly assessing their appropriateness to a situation improves the quality and comprehensiveness of critical thinking.

Look for these types of behaviours to determine the effectiveness of the candidate's behaviour:

- Identifies the assumption(s) that were made.
- Seeks out and explores different views of the situation from different people or resources.
- Evaluates how appropriate all assumptions are for the situation (i.e. Will they hold? What if they don't?).

Possible Questions: Tell me about a time when...

- You had to make some assumptions to reach an important decision.
- You made different assumptions than someone else.
- Someone challenged an assumption you made.

Probe - Situation

What was the situation? What was your role in this situation?

0 No Response	1 Very Simple	2 Simple	3 Moderate	4 Complex	5 Very Complex
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Probe - Behaviour

What did you do in that situation? What was effective ? What was ineffective?

0 No Response	1 Very Ineffective	2 Ineffective	3 Moderate	4 Effective	5 Very Effective
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Probe - Results

What were the direct results of your behaviour? How did others impact those results?

0 No Response	1 Very Negative	2 Negative	3 Moderate	4 Positive	5 Very Positive
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Recognise Assumptions - Standard Interview Score

Total Achieved = Total number of points (i.e. Situation + Behaviour + Results)

Total Possible = Number of points possible based on how many probing areas were discussed (max = 15)

Note: The Total Score Matrix (p. 9) offers additional guidance on scoring the interview.

<input type="text"/>	Total Achieved	<input type="text"/>	Total Possible
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Recognise Assumptions - Score-Based Interview Questions

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Possible Questions: Tell me about a time when...

- Someone wanted to take an important action based on unreasonable assumptions.
- You created a backup plan in case your initial plan was based on assumptions that didn't hold.
- You identified a risk in someone's plan or strategy.

Probe - Situation

What was the situation? What was your role in this situation?

0 No Response 1 Very Simple 2 Simple 3 Moderate 4 Complex 5 Very Complex

Probe - Behaviour

What did you do in that situation? What was effective ? What was ineffective?

0 No Response 1 Very Ineffective 2 Ineffective 3 Moderate 4 Effective 5 Very Effective

Probe - Results

What were the direct results of your behaviour? How did others impact those results?

0 No Response 1 Very Negative 2 Negative 3 Moderate 4 Positive 5 Very Positive

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Evaluate Arguments - Standard Interview Questions

Arguments are assertions that are intended to persuade someone to believe or act a certain way. Evaluating arguments is the process of analysing such assertions objectively and accurately. Analysing arguments helps determine whether to believe something or not and how to respond accordingly. Evaluating arguments requires the ability to overcome a confirmation bias - the tendency to look for and agree with information that confirms prior beliefs. Emotion plays a key role in evaluating arguments as well - a high level of emotion can cloud objectivity and the ability to accurately evaluate arguments.

Look for these types of behaviours to determine the effectiveness of the candidate's behaviour:

- Analyses an argument's reasoning and supporting evidence objectively, accurately, and thoroughly.
- Reviews the reasoning and evidence for counterarguments, even when doing so is controversial.
- Keeps own and other people's strong emotions from inappropriately influencing review processes.

Possible Questions: Tell me about a time when...

- You were presented with information intended to persuade you on an important issue.
- You had to consider information that was opposed to your own views on an issue.
- You had to evaluate and consider an idea even though it was controversial.

Probe - Situation

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Possible Questions: Tell me about a time when...

- You recognised that someone was using irrelevant information to make an important decision.
- You challenged others to evaluate different positions on a controversial issue.
- Someone tried to persuade you and their argument was based on faulty information.

Probe - Situation

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Total Achieved	Total Possible

Draw Conclusions - Standard Interview Questions

Drawing conclusions consists of arriving at conclusions that logically follow from the available evidence. It includes evaluating all relevant information before drawing a conclusion, judging the likelihood of different conclusions being correct, selecting the most appropriate conclusion, and avoiding overgeneralising beyond the evidence.

Look for these types of behaviours to determine the effectiveness of the candidate's behaviour:

- Gathers and uses multiple, diverse, high quality sources of information to come to a reasonable conclusion.
- Draws a conclusion that does not go beyond the supporting evidence, or justifies when doing so.
- Changes a position or course of action based on relevant and compelling evidence.

Possible Questions: Tell me about a time when...

- You had to make an important decision that would have significant consequences.
- You had to make an important decision based on limited information.
- You had to make an important decision and your information suggested multiple approaches.

Probe - Situation

What was the situation? What was your role in this situation?

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- Changes a position or course of action based on relevant and compelling evidence.

Possible Questions: Tell me about a time when...

- Someone was making an important decision and they were doing so based on limited information.
- You thought it was necessary to gather more information before making an important decision.
- Someone was making an important decision and they misinterpreted the information guiding that decision.

Probe - Situation

What was the situation? What was your role in this situation?

0
No Response

1
Very Simple

2
Simple

3
Moderate

4
Complex

5
Very Complex

Probe - Behaviour

What did you do in that situation? What was effective ? What was ineffective?

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No Response

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Very Ineffective

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Probe - Results

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<input type="text"/>	<input type="text"/>
Total Achieved	Total Possible

Total Score Matrix

Part I

Transfer the Total Standard Question Scores and Total Score-Based Question Scores from pages 3-8 to the designated spaces below. If a probing area was not covered then adjust the Possible points so that the candidate is not unfairly penalised.

Example

	Asked?	Achieved	Possible
Standard Question (p. 3)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	12	15
Score-Based Question (p. 4)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	n/a	n/a
	TOTAL	12 A	15 B

Recognise Assumptions

	Asked?	Achieved	Possible
Standard Question (p. 3)	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Score-Based Question (p. 4)	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	TOTAL	A	D

Evaluate Arguments

	Asked?	Achieved	Possible
Standard Question (p. 5)	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Score-Based Question (p. 6)	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	TOTAL	B	E

Draw Conclusions

	Asked?	Achieved	Possible
Standard Question (p. 7)	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Score-Based Question (p. 8)	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	TOTAL	C	F

Part II

Add the Total Achieved points and Total Possible points from all three areas above and transfer them to the designated spaces below. To calculate the Total Interview Score, divide the Total Achieved points by the Total Possible points and then multiply the result by 100 to get the score as a percentage.

Total Interview Score					
<input type="text"/> A+B+C Total Achieved	$/$	<input type="text"/> D+E+F Total Possible	$=$	<input type="text"/> x 100	$=$ <input type="text"/> %

Overall Comments

Appendix - Best Practices for Interviewing

Preparation

- Familiarise yourself with the questions and rating scales to be used for the interview. Review any other pertinent information about the candidate. This will help you to avoid unnecessary questions.
- Choose a setting for the interview that is free from distractions. Interruptions can send a message to the candidate that the interview is not important and may promote feelings of unfair treatment.
- Plan the order in which you will conduct the interview (e.g. 1. Introduction, 2. Interview questions, 3. Candidate questions, 4. Closing).

Introduction

- Greet the applicant and introduce yourself with a brief description of your role and history with the organisation. Take a few minutes to build a good rapport with the candidate to put them at ease. However, avoid excessive "small talk" or personal interaction that might bias your decision making.
- Explain the purpose of the interview, the types of questions you will ask and that you will be taking notes.
- Let the candidate know that there will be time at the end for his or her questions.

Conducting the Interview

Your behaviour during the interview will influence the candidate's comfort level, his or her openness and honesty and the overall success of the interview. Demonstrate your interest through appropriate eye contact, a pleasant demeanour, an attentive posture, and verbal assurances to make the candidate feel relaxed and positive about the interview experience.

If necessary, make the transition between other sections of the interview and the Watson-Glaser II Interview Report by explaining that you will be shifting to a different competency or style of questioning. You may also find it helpful to provide some role-specific context for each interview question as a lead-in. For example, you might start, "Our managers are required to make high stakes decisions each day. Tell me about a time when..." If you do this, make sure your lead-ins are consistent across interviews.

As the candidate responds to your questions, listen for details that will help you rate the situations, behaviours and results that he or she describes. Use the probing questions provided to gather any missing information. Take thorough notes that will allow you to accurately recall and objectively score the candidate's responses.

Closing the Interview

- Provide adequate time for the candidate to ask questions.
- Thank the candidate for his or her time.
- Explain the next steps in the selection process.

Legal and Ethical Considerations

Ensure that all interview questions are job-related by linking the questions asked to the job's core competencies. This applies to the questions contained in this report and any additional questions that you ask in the interview. Avoid asking questions related to a candidate's ethnicity, gender, religion, national origin, age, or disability status. For more information on legal issues and ethical considerations, please consult the Equality Act 2010 (www.legislation.gov.uk).