Competency Based Interviews (CBI): exploring why CBI scores often differ from other Assessment Centre (AC) scores

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Agenda

- **Background**
- CBI defined
- The aim of the study
- Methodology
- Discussion of findings
- Recommendations

Background

Some colleagues and I thought:

- Competency Based Interview (CBI) scores seemed higher than scores for other exercises and integrated Assessment Centre (AC) scores

- The range of scores for CBI seemed narrower than for other AC exercises and assessors often assigned mid-point scores

- CBI scores wouldn't fit a normal curve

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CBI: key features

- aim is to elicit information (evidence) about behaviours exhibited in specific situations
- structured interview used for selection and development
- one-to-one or panel interview
- predetermined question(s) for each competency
- same initial questions for every candidate
- probes, supplementary questions and followups will differ
- answers often scored on a 1-5 scale (where 1 is low) against behavioural criteria for each competency being assessed
- used as AC component or standalone
- about 15 minutes per competency
- notes taken

CBI is well-known,
and so are CBI answers
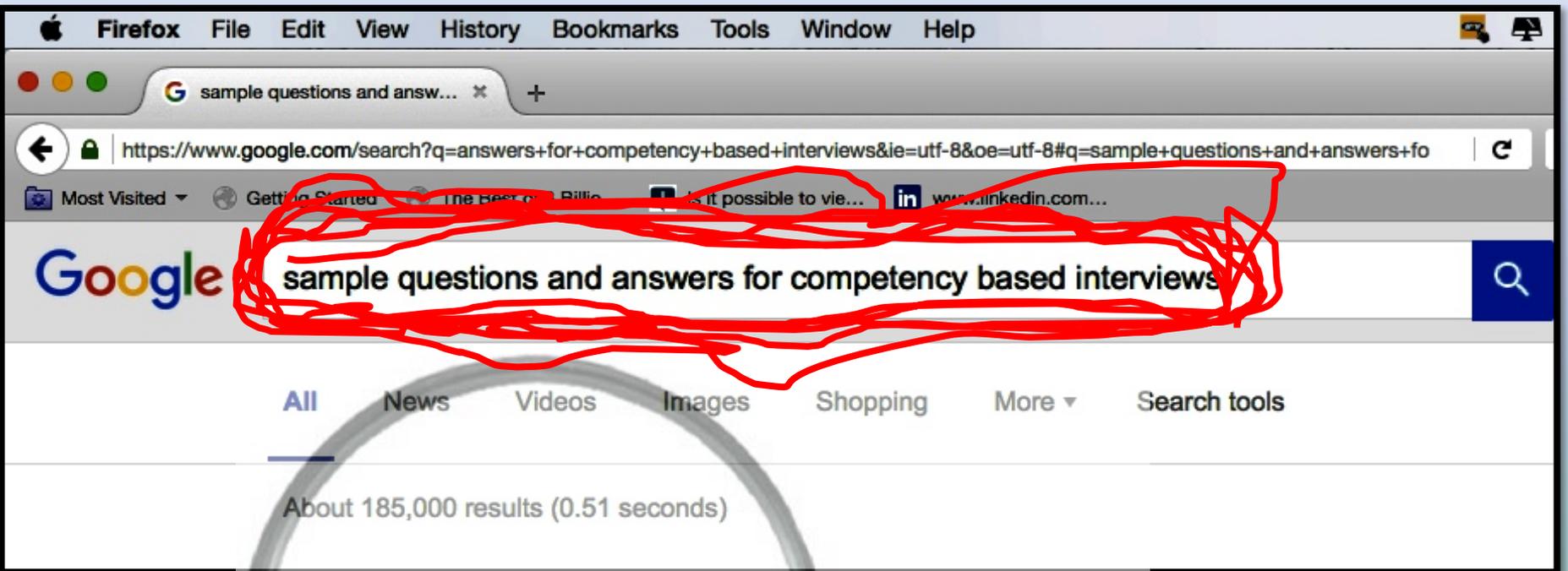
185,000

Why CBI?

- "The best predictor of future behaviour is past behaviour."

- CBI collects reported evidence of samples of behaviour

- Sign: motivation, willingness to do something, wanting to, know how to do, thinking about, a thought, a wish

- Sample: actually doing something or attempting to do a behaviour, something that can be seen or heard

Wernimont, P.F. and Campbell, J.P. (1968) Signs, Samples, and Criteria

J. of Applied Psych. 52, 372-376

Origins of CBI

The Critical Incident Technique
(Flanagan, 1954)

The Competent Manager: a model for effective performance
(Boyatzis, 1982)

Identifying Competencies with Behavioural-Event Interviews (McClelland, 1998)

Operationalized e.g. McBer, Hay Group, SHL etc

BEI

- A form of critical-incident interview
- Respondent describes three incidents in which felt effective in job, and three ineffective
- Format "similar to a journalistic enquiry"
- Interviewer writes running commentary, "often accompanied by a typed transcript or audiotape"
- Accurate account asking "probing, yet non-directive, questions requesting
  - Specificity
  - Clarification
  - Examples

Boyatzis, R. E. (1982) The Competent Manager; a model for effective performance. John Wiley and Sons, New York

McClelland's Methodology: Behavioural Event Interviews

- Described in own words what they:
  - said,
  - thought,
  - felt,
  - did

  in six episodes, three with positive outcomes, three negative
  i.e. verbal, cognitive, emotional and action

- Interviews recorded, typed up and content coded
  - frequency of occurrence in interview
  - level of complexity or scope at which displayed

  (method later developed as Content Analysis of Verbatim Explanations (CAVE)

McClelland, D.C. (1998) Identifying Competencies with Behavioural Event Interviews, Psychological Science, vol 9 no 5, American Psychological Society

Limitations of BEI (and sometimes CBI)

- Relies on recall of respondent

- Only information respondent happens or chooses to remember presented

- Can be self-serving, biased information

- Interviewer asks for decisions, actions, thoughts and feelings but not for knowledge or specific information that was the basis for decisions, thoughts or actions.

Boyatzis, R. E. (1982)
The Competent Manager; a model for effective performance. John Wiley and Sons, New York

Limitations of BEI (and sometimes CBI)

- Interviews not considered adequate sources for determining the specialized knowledge needed by managers to perform their functions.

- Distribution of critical incidents collected does not necessarily provide enough information to infer, motive, trait, self-image, or social-role levels of competencies.

Boyatzis, R. E. (1982)
The Competent Manager: a model for effective performance.
John Wiley and Sons, New York

McClelland's Questions

- *What was the situation?*

- *What led up to it?*

- *Who was involved?*

- *What did you think, feel or want to do in the situation?*

- *How did you feel about the others involved, positively and/or negatively, or about the situation e.g. your problem solving thoughts?*

- *What happened?*

- *What was the outcome?*

McClelland's Competencies: success differentiators

- Impact and Influence
- Achievement Orientation
- Self Confidence
- Developing Others
- Analytical Thinking
- Initiative
- Conceptual (Inductive) Thinking
- Information Seeking

- Team Leadership

- Interpersonal Understanding
- Flexibility
- Information Seeking
- Organizational Awareness

Spencer, L.M. and Spencer, S.M. (1993)
Competencies at Work: models for superior performance,
Wiley, New York

Interview Variables:

Interviews difficult to standardize because of:

- Applicant Characteristics

- Interview situation

- Interviewer characteristics

- Interview Process

Adapted from McCormick and Ilgen (1989)

Some Well Known Assessor Biases

- Halo Effect and Cloven Hoof Effect
- Leniency or Harshness
- Central Tendency
- Interviewers select people like themselves
- Recency
- Contrast Effect
- Stereotyping
- Logical Error

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Research Questions

- Are CBI scores higher than scores for other exercises and integrated Assessment Centre (AC) scores?

- How often do assessors assign mid-point scores?

- Is the range of scores for CBI is narrower than for other AC exercises?

- Do CBI scores fit the normal curve?

- How could CBI be improved?

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A small scale study using qualitative and quantitative methods

- Data collection:
  - Completed Assessment Centre matrices
  - Personal communications
  - Questionnaires
  - Semi-structured interviews

- Descriptive statistics

- Thematic analysis

- Reflections and recommendations

- Inferences and conclusions

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Are CBI scores higher?

Assessors said:

- *There is a general trend of ratings inflation. When it comes to the integration session, you'll have CBI ratings which are higher that the behavioural ratings from other exercises.*

- *There are often – though by no means always – differences, usually resulting in higher CBI scores against a given competency compared with the assessment exercises.*

- *Not unusual for CBI scores to standalone as different to (and often higher than other exercises).*

Are CBI scores higher?

Assessors said:

- *In my experience, CBI scores tend to be higher than competency scores on other assessments. Most candidates want to portray themselves in a positive light and tend to highlight their successes.*

- *Often higher, often the same, rarely lower.*

- *If you are going to get an unusually high score it will be in CBI.*

Are CBI scores higher?

Assessors said:

- *Oh yes, CBI scores are almost always higher unless you have someone who can't really speak English (although he's supposed to.) Or someone with a poor memory, or someone who is very modest.*

- *Generally CBI results more positive*

- *Generally higher – because you are generally only asking about positive behaviours and they are definitely trying to only tell you positives.*

Are CBI scores higher?

Assessors said:

- *CBI scores are probably higher on balance especially the more seasoned candidates or those in roles where they have to sell themselves i.e. sales, leaders.*

- *Generally higher – because you are generally only asking about positive behaviours and they are definitely trying to only tell you positives.*

- ***No, I can't say that in general CBI scores are higher.***

# The Quantitative Evidence: completed assessment matrices

- Randomly selected completed Assessment Matrices of 77 candidates from 24 ACs were analyzed

- In these ACs 7 different competencies were assessed, in part, by CBIs

- A total of 253 individual CBI scores were compared against the integrated score for the same competencies

- The assessors were not the same in every AC, although many assessors were present at several ACs.

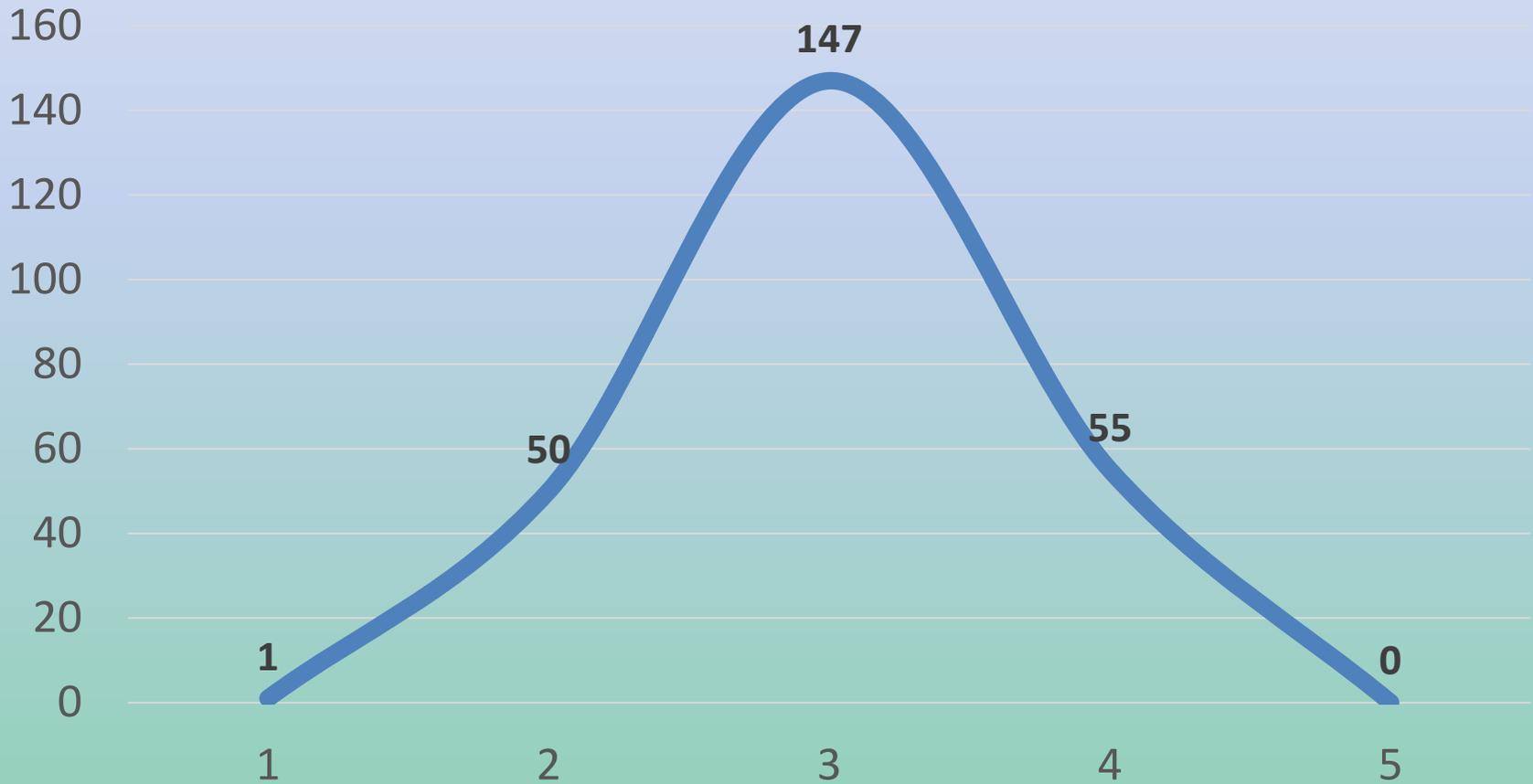Differences Between CBI Scores and Integrated Scores, n=253

CBI < Integrated 14%

CBI > Integrated 29%

Same 57%
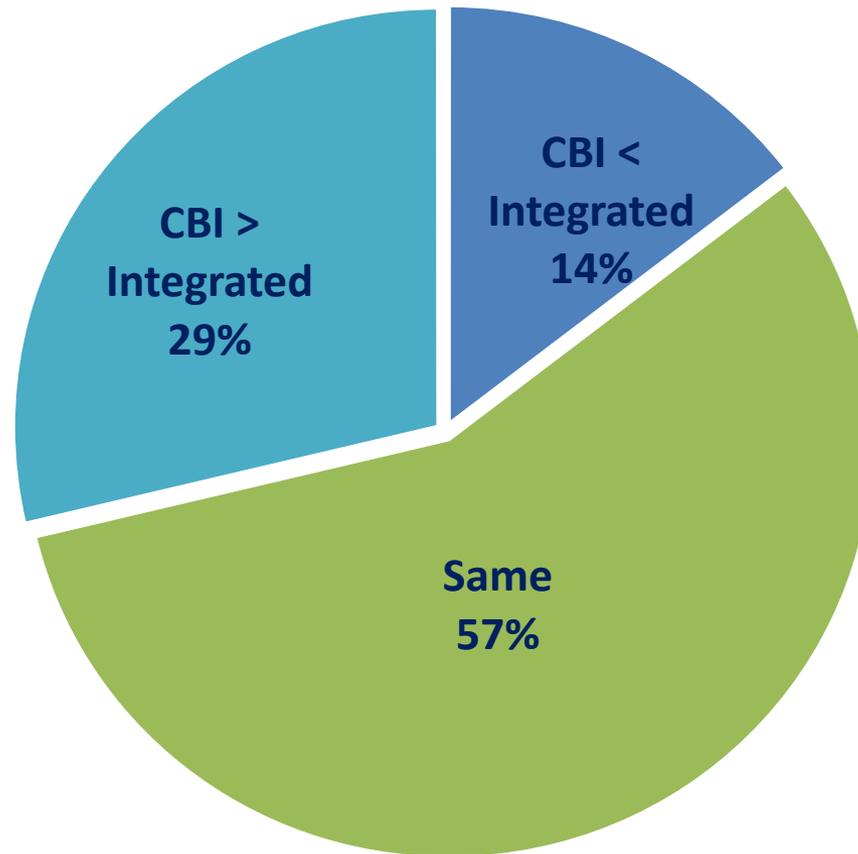
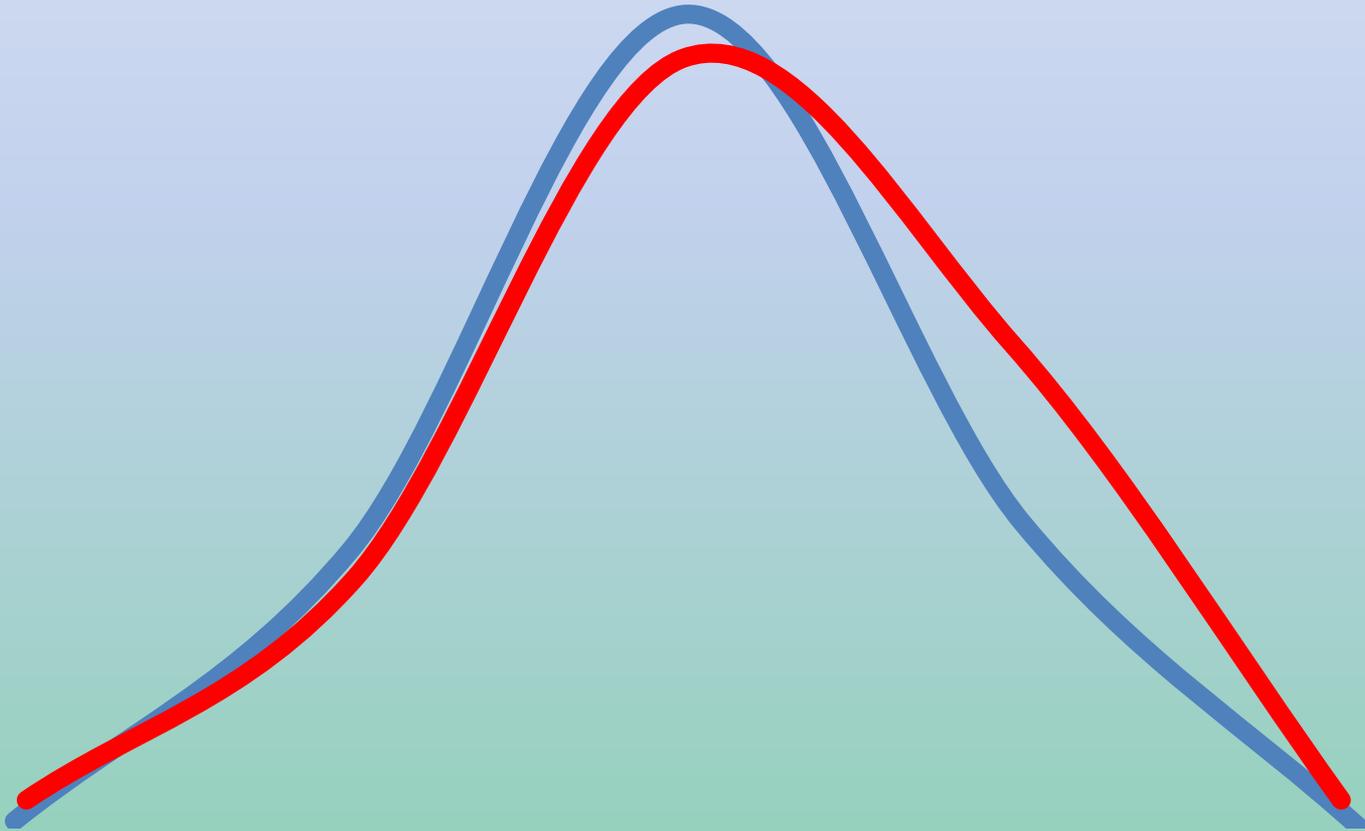CBI scores, n=253 negative skew
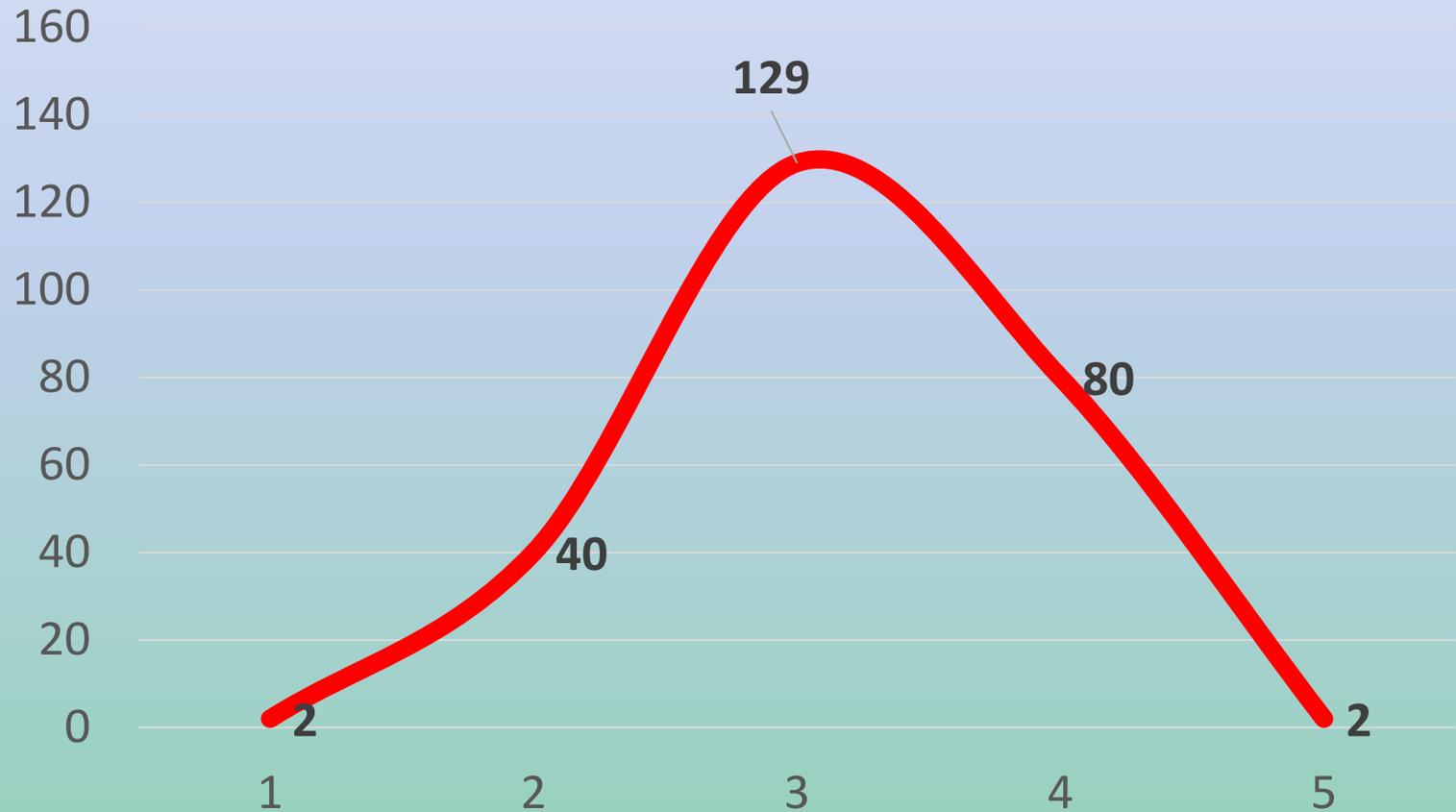
Integrated Scores, n=253
slight negative skew

CBI (red) and Integrated Scores (blue), n=253

CBI scores compared to Integrated scores (n=253)

- Mode is 3, same for both CBI and Integrated scores

- CBI scores are slightly higher

- The range of scores is the same for CBI and Integrated scores i.e. the full range is used, 1 to 5

- 32.4% of candidates had a CBI score indicating a strength in a competency

- Only 22.5% of candidates obtained an integrated score indicating a development need in a competency.

CBI scores

- Assessors' perceptions are correct, CBI scores are higher, but not perhaps by so much as they thought

- When CBI is used as a tool to measure competency, it is easier for a candidate to get a score which indicates a strength in that competency. This is usually corrected in the Integrated Score.

Do CBIs belong in ACs?

✔ Yes…. they can belong

ACs can consist entirely of behavioural simulation exercises or can combine behavioural simulation exercises with other measures such as psychometric tests, <u>competency-based interviews</u>, multi-rater feedback, or situational judgment tests.

ACSG Guidelines for Assessment and Development Centres, 2015

Do CBIs belong in ACs?

✗ or perhaps no….

…. <u>activities that do not conform</u> to the basic requirements of an AC as described in these guidelines are listed below…..

assessment procedures that require no obvious, open and evident behavioural responses from participants: e.g., multiple choice in-basket exercises and situational judgment tests, <u>competency-based interviews</u>, and written competency assessments.

ACSG Guidelines for Assessment and Development Centres, 2015

Do CBIs belong in ACs?

✕ or definitely no….

…. It should not be there as it is not a simulation exercise (demonstrating competence).

If a CBI is used, it should be treated in a similar way as psychometrics – to help you to better understand a candidate's performance on the AC. e.g. if a candidate is not performing well on the AC (performance), and the CBI and Psychometrics supports that (potential), then the overall score of the candidate will be low." continued

Respondent

Do CBIs belong in ACs?

✗   or definitely no….

…. It can also tell you more about the current level of a candidate, e.g. doing well in the CBI, but poorly on a next-level AC – current level competence is there, but not yet on next level.

It is dangerous to give the same weight to a CBI as AC exercises. They measure different perspectives of competencies in different ways.

Same as spotlights from different angles on a statue - you will still see a statue, but different aspects depending on the angle of the light. Once all the spotlights are turned on, then you will see all the dimensions of the statue.

Respondent

Do CBIs belong in ACs?

✗ or definitely no….

- *I try to avoid using CBI in AC and DCs. I place less emphasis on CBI evidence in wash up.*

- *Dump CBI. Often the CBI training has been cr*p or non-existent. CBI is just an excuse that allows managers to show off and play "interviewer-interviewer".*

Do CBIs belong in ACs?

✕ or definitely no….

- *Ideally I would not use it in an assessment. I advise my clients of its limitations.*

- *The CBI process is flawed but all you have to go on.*

- *If I went to assess a senior leader and said, 'Right I'm now going to do a CBI with you', I'd be laughed out of the room.*

- *I think CBI is not a good method. I can't really defend it.*

- *I'm not so convinced of about the CBI technique that I'm convinced of the validity of the score.*

Do CBIs belong in ACs?

✗ or definitely no….

- *Is CBI fit for purpose? Maybe, maybe not. But is the whole kit and caboodle* [assessment centres, psychometrics etc.] *fit for purpose?*

- *CBI is weak.*

- *I recommend removing the CBI from the formal assessment and having e.g. the company's HR and line people do that, making room in the assessment for another simulation.*

Some reasons why CBIs are included in ACs

- To fill gaps in the assessment matrix
- To allow line managers an opportunity to assess
- To allow candidates the opportunity to portray themselves in a positive light and practise impression management
- To make an AC look a little more like an ordinary selection and fulfil the candidate's expectation of being interviewed
- To provide variety, another tool
- To increase the face validity of the selection process

Difficulty in obtaining worthwhile information in CBI, whose fault is it?

Candidates

- *vague and obtuse*

- *lack self-insight/awareness*

- *do not understand they have to give precise examples of their past behaviour*

- *waffle and love to describe situations ad nauseum*

- *use "we" language*

Difficulty in obtaining worthwhile information in CBI, whose fault is it?

Candidates

- *Make stuff up or tell lies*
- *Claim team work as their own*
- *Can't express themselves well*
- *Have English language problems*
- *Have poor memories*
- *Are too modest*
- *If they are reasonably bright it's easier for them to talk the talk than walk the walk*

Difficulty in obtaining worthwhile information in CBI, whose fault is it?

The AC designer:

- *Doesn't schedule sufficient time for the number of competencies assessed in the CBI*

- *Doesn't schedule sufficient quality time for an integration session or appoint a suitable person to chair it*

- *Includes difficult to measure competencies such as Adhering to Principles and Values, Integrity, Ethics, Safety Consciousness*

Difficulty in obtaining worthwhile information in CBI, whose fault is it? - The AC designer

The AC designer:

- *Writes questions that are:*
  - *Inappropriate or irrelevant, e.g. Strategic Thinking or People Management for a lower level job or Interpersonal Skills for a backroom job*

  - *poorly written or structured e.g. too complex*

  - *at the wrong job level for the candidate*

Difficulty in obtaining worthwhile information in CBI, whose fault is it?

The assessor:

- *I've never actually been checked myself. I might be rubbish*

- *I don't think my heart's really in CBI. I get a sten ten for Suspiciousness on 16PF and sten one for Trusting on OPQ. I takes a lot for me to believe someone actually did something the way they said they did. Maybe I'm just not cut out for CBI.*

Difficulty in obtaining worthwhile information in CBI, whose fault is it?

The assessor:

- *CBI is weak. Well… maybe it's me. Maybe I'm no good at CBI.*

- *You mustn't be tired. Often a CBI is stuck at the end of a tiring, taxing day. Everybody's waiting to begin the integration meeting. I give him a three average score to get him out of the office.*

Difficulty in obtaining worthwhile information in CBI, whose fault is it?

The assessor:

- *At some integrations we've discovered that more than one candidate claims to have led some team or invented some process. We just laugh and give them all a decent score. What else can we do?*

- *I do tend to give them the benefit of the doubt as I always ask myself if I asked enough questions.*

- *I've been challenged sometimes. Like when I only gave positive evidence and another assessor said, 'Why a four and not a five?" He has right. I had to quickly check my notes and find something negative.*

Difficulty in obtaining worthwhile information in CBI, whose fault is it?

The assessor:

- *CBIs get average scores. Observers struggle to say why they gave these scores.*

- *If other assessors do not see the evidence in your notes, they are likely to question your assigned scores.*

Difficulty in obtaining worthwhile information in CBI, whose fault is it?

The Assessor:

- *I'm not very convinced of my own scores. I understand why other assessors challenge me. I can't even defend my own scores. They weren't there so I can basically say what I want. But I don't feel comfortable.*

- *I try to see what the candidate has done well, not bad – which is often what other raters are looking for.*

- *I suspect I've had the wool pulled over my eyes a few times. Especially with graduates*

Difficulty in obtaining worthwhile information in CBI, whose fault is it?

The Assessor:

- *When I began training people to do CBI, I learned SOARE – situation, objective, action, result and evaluation. I think it's neat. I use that now. Before I think I was a bit random.*

- *I just started doing CBIs and than after some time did many CBI trainings of others, like I was an 'expert.' It was an eye opener, I was doing a lot wrong in my CBIs. Training others has improved me a bit.*

Difficulty in obtaining worthwhile information in CBI, whose fault is it?

The assessor:

- *You can't really challenge assessors much. It's too late anyway. They can't go back and do a proper CBI.*

- *Sometimes I get tired of reminding them I want to hear what they did and just let them get on with it and mark them down.*

- *It's interesting you are critiquing the process of CBI yet the issues may be more fundamental in terms of attribution bias etc. of the interviewer.*

Difficulty in obtaining worthwhile information in CBI, whose fault is it?

The assessor:

- *Sure, with a bit of luck some questions will be relevant and you can rely upon experienced assessors to disregard e.g. irrelevant probes. BUT that then raises the issue of different assessors asking a wide variety of questions in relation to the same competency!*

- *If you've got the evidence there then you need to support it and defend it. And I don't find people do that.*

What assessors did to get better information

- *Probe more*
- *Ask supplementary questions*
- *Repeat the question*
- *Allow time for candidate to think*
- *Reiterate what is required*
- *Slightly rephrase or reframe the question*
- *Add context (using CV) "Well have you got a problem that you dealt with during your time at so-and-so?"*
- *If possible, provide questions in advance so candidates can think about examples*
- *Put less evidence on CBI in washup*
- *Avoid using CBI in the first place*

Passing off team's achievements as their own -

What assessors did about it

- *Ignore and rate lower*
- *Tell them not to use the word "we"*
- *I always stress. I am looking for your personal contribution, what you did*
- Ask, *"And this is something you did?"*
- Challenge, *"I would have imagined that your boss was responsible for that decision."*
- *My job as interviewer is to challenge and probe. If I can't 'expose the lie' then I have to believe it. I think it's right to give the benefit of the doubt as everything is the assessment process tends to round down scores.*

Suspected lying or exaggerating:

Most assessors did not challenge or confront:

- *It's not my job to question the veracity of their response.*

- *I generally do not like to challenge of confront candidates.*

- *I just push for more detail as some people are generally better liars than others and I don't want to reward those who are poor liars by additional challenge as compared to the others.*

- *"If somebody says this is how I behaved in that situation, I have no guarantee that they have the selfawareness to describe behaviours they demonstrated accurately anyway.*

Suspected lying or exaggerating

One assessor's response:

- *I'll probe very, very hard and I'll look for specifics.*

- *I'll smile a lot and charm them and get them talking and I'll get them to really give me the specifics of what was specifically said.*

- *Then I'll reach a conclusion on the basis of what what's coming back. If I'm starting to get big gaps in this example, or huge pauses where somebody can't seem to recollect stuff that they they should be able to remember, I'll say this rating's lower than I imagined it would be because the evidence is going to be weak evidence. So I put a W next to my overall rating.*

Suspected lying or exaggerating

One assessor's response:

- *I've asked you for an example of this. You provided me with an outstanding example. I'm not absolutely certain this is your example but you know it so well so (slowly) (slight pause) what's stopping you actually er… displaying these behaviours in that situation should you encounter it?*

Suspected lying or exaggerating

One assessor's response:

- *Give me an example of when you've, really delighted a customer.*

- *They give a response which is asking the customer lots of questions, taking time, being patient, exploring their needs, developing a solution together, all the sort of things you would want in that competency. And it is all there.*

- *I think they really understand it to such an extent that actually this is a decent answer*

Suspected lying or exaggerating

One assessor's response:

- *And actually saying, you know what, I think this person understands what this is all about.*

- *So, in terms of the understanding, well there's no reason why they shouldn't demonstrate this behaviour really, so I'll give them the credit for that."*

Confusing Competency Based Interviewing with Scenario of Situational Interviews

- *If somebody's come out with a textbook answer, but it is (slows a little) in a behavioural example then I will give them the benefit of the doubt because ultimately the understanding, the awareness comes prior to behaviour so, therefore, you know, there's no reason (slight pause) that they will demonstrate exactly what I need in that sort of situation.*

- *It's, it's where the behavioural part of the CBI becomes almost like a situational interview and I've always been a big fan of the situational interviews to be honest.*

Confusing Competency Based Interviewing with Scenario of Situational Interviews

- Situational interview questions ask job applicants to imagine a set of circumstances and then indicate how they would respond in that situation; hence, the questions are future oriented.

  Latham, G. P., Saari, L. M., Pursell, E. D., & Campion, M. A. (1980). The Situational Interview. Journal of Applied Psychology, 65, 422–427

- A structured interview consisting of hypothetical questions, evaluated against model answers.

No Comment

- *I like to believe most candidates are truthful in their interviews. I generally don't like to confront candidates but would rather ask more probing questions.*

- *My opinion is that if candidates are given a detailed introduction and asked to be themselves in the interview, they do not try to be someone they are not.*

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Other professionals interviewing: can we learn from them?

Cross Examination Techniques

- Cross examination is a series of clusters of goal oriented questions, each cluster designed to establish one particular point

- Cluster sequences of questions for maximum impact

- Do not proceed chronologically; the witness will be more prepared for this than we are

- Do not let the witness force a change in sequence. You must retain control unless there is a good reason.

http://www.lawgazette.com.sg/2003-12/Dec03-feature.htm

Cross examination

- After scoring a point with a witness resist the natural tendency to reemphasize it.

- It's important in cross examination to know whether the witness is objective or wants you to lose.

- If the witness wants you to lose, there is great likelihood that the additional question will simply given the witness time to recover and explain or claim misunderstanding.

- The point is then lost. To avoid this difficulty with this type of witness, as soon as the witness has provided that which is needed for closing argument, stop! Leave the emphasis for summation

One assessor said something similar

- *I don't want to reward those who are poor liars by additional challenge vs. others.*

But most assessors keep questioning and give the candidate more chances. e.g.

- *"Some interviewers don't probe well enough."*
- *"Make sure the example you're given is relevant and ask for another example if it isn't."*
- *I repeat the question and then give them lots of time and then maybe slightly rephrase the question*
- *I use follow-up questions that are probing*
- *More persistent probing; challenge/provoke with questions; ask for another example*
- *I interrupt people often. I say, "Sorry, there's certain information that I need.*

Cross Examination Techniques

- Take a tough approach if an inconsistency shows a change in testimony and a more tolerant approach if the inconsistency merely shows a lack of certainty in perception or memory.

- Set up the witness by confronting him with the facts as to which he is wrong (inconsistencies etc.) then go to the crucial point and push hard for an admission that this fact was not as the witness said.

Cross Examination Techniques

- When the witness is lying and you have ammunition with which to demolish his testimony
  - Keep your objective hidden
  - Use a fumbling approach, pretend not to know
  - Get the witness to take the untruthful position several times in different ways
  - Go from the very general to the specific, camouflaging your objective by interspersing questions on other subjects

Pozner and Dodd

Cross examination : the trap

- Witness Situation: The witness is lying, you have ammunition with which to demolish his testimony.

- Execution:
  - Keep the objective hidden.
  - Use a fumbling approach, pretend not to know.
  - Get the witness to take the untruthful position several times in different ways.
  - Go from the very general to the specific. Camouflage objective by interspersing questions on other subjects.

How might a police officer tackle this?

Police Interview

Police interview

- *"… a policeman's purpose in asking you the same thing twice is, frankly, to catch you out."*
  (Fictional) Chief Inspector Wexford, in Kissing the Gunner's Daughter by Ruth Rendell

- *"Questioning is not unfair merely because it is persistent."*
  Principle 6 Investigative Interviewing, College of Policing (2016)

- However, *"liars can be as consistent as truth tellers. Liars 'repeat their statements' while truth tellers 'reconstruct' theirs, resulting in comparable consistency levels"*

Granhag et al (2016) Discriminating Between Statements of True and False Intent: the impact of repeated interviews and strategic questioning, J of Applied Security

Police Interviews: fictional, but could be true?

- *But you're not helping anyone by telling lies.*
- *Now you say that love, but it backfires, because the more you lie to me, the more I think you've got something to hide.*
- *With a great deal of respect love, I think you're spinning me a load of claptrap.*
- *You see, I know that's a lie.*
- *You're a liar.*
- *Withholding information is as good as lying.*

"Vera" TV series, Dark Road, season 6, episode 1

Police Interview: PEACE framework

- **P**lanning and Preparation

- **E**ngage and Explain

- **A**ccount Clarification and Challenge

- **C**losure

- **E**valuation

Principle 6: Investigative Interviewing. College of Policing (UK)

PEACE

Planning and preparation
- Written interview plan; what information do you want to obtain
- Aims and objectives of interview

Engage and Explain
- "The first step in encouraging conversation is to engage the interviewee."
- Active Listening
  - helps establish and maintain rapport enables you to identify topics and important information and manage conversation
  - Communicates your interest to interviewee

PEACE

Engage and Explain

- Why you're here
- "During the interview I will talk to you about….. I will also ask you about anything else which may become relevant during the interview in order to properly establish the facts and issues."
- Note-taking, includes what interviewee says and does

Account Clarification and Challenge

- Obtain and account "Tell me what happened."
- Support account with Active Listening

PEACE

Account Clarification and Challenge (continued)

- Adopt appropriate posture and orientation towards interviewee
- Allow pauses so they can search their memory without interruption
- Encourage them to continue e.g. saying mmm or yes, "What happened next?"
- Ask questions that reflect what the interviewee has said
- Clarify and expand what the interviewee has said to obtain the full picture
- Ask open-ended questions e.g. "Tell me" "Describe" "Explain"
- Ask closed-questions e.g. "Who did that?" "What did he say?" "When did this happen?"
- Ask forced-choice questions e.g. "Was the car dark blue or light blue?"

Closure

- Accurately summarize what the interviewee has said, taking account of clarification the interviewee wishes to make
- Explain what happens next

PEACE

Closure

- Accurately summarize what the interviewee has said, taking account of clarification the interviewee wishes to make
- Explain what happens next

Evaluation

After the interview evaluate the interviewee's responses with a view to

- determining whether any further action is necessary
- determining how the interviewee's account fits in with the rest of the investigation
- reflecting on the interviewer's performance.

Cognitive Interview Technique: a questioning technique used by police to enhance retrieval of information from witness memory

- Interviewer tries to mentally reinstate environment and personal context of crime e.g. general activities an feelings on that day, sights, sounds, feelings, emotions, weather etc.
- Different perspective: other's point of view
- Different narrative order, use recency effect, work backwards
- Report every detail, apparently unimportant yet may trigger key information

Fisher and Geiselman, (1992)

- *"It is believed that the change of narrative order and change of perception techniques aid recall because they reduce witnesses use of prior knowledge, expectations or schema."*

www.simplypsychology.org/cognitive-interview.html

23 February 2016

Viva Voce, an oral examination

- *"The purpose of a Viva Voce is to demonstrate that the thesis is your own work."*

  University of Leicester Graduate School

- *… to validate the thesis and show you did the work yourself and wrote the thesis yourself"*

  Sheffield University Medical School

- *"…to establish that the research has been carried out by independently by the candidate and test the authenticity of the research and writing."*

  University of Limerick

What can be done to improve CBI?

- Do not use any interviews in assessments.
- Mentor assessors
- Use other professions' techniques to get the truth from a candidate.
- Assess fewer competencies in a CBI
- Allow sufficient time
- Take notes and video the interview, transcribe recordings and code
- CBI training and regular refresher training
- All assessors to adopt same methodology
- Refresher CBI training for assessors who have not assessed in the last 6 months.

What can be done to improve Interviewer skills?

- Certify assessors for their demonstrated skills and theoretical knowledge
- Train assessors to spot Impression Management techniques
- Train assessors to spot verbal and non-verbal instances of deception
- Train assessors to challenge effectively
- Quality assure assessors' performance
- Peer supervision, debriefing, viewing videoed CBIs
- Rigorous challenging in integration sessions

A Gullible Assessor?

- *I like to believe most candidates are truthful in their interviews. I generally don't like to confront candidates but would rather ask more probing questions.*

- *My opinion is that if candidates are given a detailed introduction and asked to be themselves in the interview, they do not try to be someone they are not.*

Being Open and Honest

What assessors say could be done to improve CBI

- Stick to the script, even if it is poorly designed. Try to get clarity on behaviours

- Know the competencies and how they will be demonstrated. Learn your questions, so you know what you're going to ask and what you have asked. Trust yourself; it's an exploratory conversation, not a checklist.

- Provide a clear, detailed introduction. Develop rapport with the candidate.

- Record as much information as possible. Write a verbatim of what the candidate says about each question.

What assessors say could be done to improve CBI

- Record comprehensive evidence of behaviour and avoid vague statements and judgments.

- Formal, quality training is essential. Pilots and dummy runs can be really useful if the client will support them for a specific recruitment or development campaign. (This is increasingly rare these days.) Benchmark interviews and raters (e.g. by having assessors observe and rate the dummy interviews)/Flag up potential design improvements for the next time around.

What assessors say could be done to improve CBI

- Make the interview conversational, be prepared to use evidence across competencies.

- Use the questions as a guide, but don't follow them regardless of what has been said. Make sure the example you're given is relevant and ask for another example if it isn't. Apply the principles of ORCE – observe, record, classify and evaluate.

Improving CBI

- Extend the time allowed for a CBI or concentrate on only one competency in a hour.
- As with answers to a personality self-report instrument, check for Consistency
- BUT it would need many more examples of behaviours
- BUT it might need audiotaping, typing and responses coded
- Videoing might be better
- BUT it might indicate poor memory
- Better design, pilot questions first

CBI weighted and separated from the AC matrix

Candidates	POTENTIAL								CBI			Overall Suitability Score
	Competencies											
	Analysing	Leading and supervising	Deciding and initiating action	Delivering results	Entrepreneural thinking	Formulating strategies	Planning and organising	Assessment Centre Score	Applying expertise	Adapint to change	Creating & innovating	
A	3	2	2	3	4	3	3	3	3	4	3	3,10
B	3	4	4	4	4	4	3	4	4	4	4	3,80
C	2	3	2	2	2	2	3	2	3	3	3	2,50
D	3	4	3	3	2	2	3	3	3	4	3	3,00

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Thank you

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