Wisconsin Human Resources Handbook

Chapter 176

Competitive Selection Procedures

Sec. 176.010   Introduction

The administration of a competitive selection procedure for Wisconsin civil service positions requires the balancing of civil service laws, scientific measurement principles, agency operational needs, and attracting and hiring skilled applicants. There are a wide variety of position types in state service, variation in the quality and size of applicant pools, and different assessment strategies available for use by human resources professionals and hiring managers.

This chapter focuses exclusively on the Resume Screen as the preferred method of assessment and concentrates on the core elements of job analysis, criteria development, and additional concepts that must be present for this and other assessment strategies.

Sec. 176.020   Statutory and Rule Authority

Section 230.16, Wis. Stats., and ch. ER-MRS 6, Wis. Adm. Code, authorize the Director of the Bureau of Merit Recruitment and Selection (BMRS) to establish criteria for evaluating applicant qualifications as provided in the law and rules.

> **Note**: Wisconsin Statute Chapter 230 was modified as a result of 2015 Wisconsin Act 150 to remove most references to examination and replace it selection process or competitive procedures. At the time of publication, the Rules of the Director (ER-MRS) are not updated to reflect such changes. Where the Rules of the Director (ER-MRS) contain reference to "examination" or "test," and where appropriate, a modification was made in the authority below.

1.   The Uniform Guidelines on Employee Selection Procedures, jointly adopted by the U.S. Equal Employment Opportunity Commission, the U.S. Civil Service Commission, the U.S. Department of Labor, and the U.S. Department of Justice, provide the basis for State of Wisconsin job analysis and exam validity procedures. (See 29 CFR § 1607.)

2.   "Recruitment for classified positions shall be an active continuous process conducted in a manner that assures a diverse, highly qualified group of applicants; and shall be conducted on the broadest possible base

consistent with sound personnel management practices and an approved affirmative action plan or program. Due consideration shall be given to the provisions of s. 230.19." s. 230.14 (1), Wis. Stats.

3. "In advertising openings in the classified civil service, the state may not require as a condition of application that an applicant be a college graduate unless the opening must be filled by an incumbent holding a credential, as defined in s. 440.01 (2) (a), or other license, permit, certificate or registration in an occupation regulated by law and college graduation is required to obtain the occupational credential, license, permit, certificate or registration." s. 230.14 (3m), Wis. Stats.

4. "Subject to the restriction under s. 230.143, appointments to, and promotions in, the classified service shall be made only according to merit and fitness, which shall be ascertained so far as practicable by competitive procedures. The director may waive competitive procedures for appointments made under subs. (1m) and (2) and shall waive competitive procedures for appointments made under sub. (2m)." s. 230.15 (1), Wis. Stats.

5. "The director shall require persons applying for a position in the classified service to file an application and resume with the bureau." s. 230.16(1)(a) and s. 230.16(1)(am), Wis. Stats: "The director may require in connection with the application such supplementary work history, educational transcripts, statements of physicians or others having knowledge of the applicant, as needed for qualification evaluations."

6. "The director may appoint boards of evaluators of at least 2 persons, one of which is selected by the bureau and one of which is a representative of the appointing authority, for the purpose of conducting oral evaluations as a part of the hiring procedure for certain positions. All evaluators shall be well-qualified and impartial. All questions asked and answers made in any evaluation shall be recorded and made a part of the records of the applicants." s. 230.16 (3), Wis. Stats.

7. "All selection criteria, including minimum training and experience requirements, for positions in the classified service shall be job-related in compliance with appropriate validation standards and shall be subject to the approval of the director. All relevant experience, whether paid or unpaid, shall satisfy experience requirements." s. 230.16 (4), Wis. Stats.

8. "In the interest of sound personnel management, consideration of applicants and service to agencies, the director may set a standard for proceeding to subsequent steps in the selection process, provided that all applicants are fairly treated and due notice has been given. The director shall utilize appropriate scientific techniques and procedures in administering the selection process, in rating the results of any evaluations used in the selection process, and in determining the relative ratings of the competitors." s. 230.16 (5), Wis. Stats.

9. "Every reasonable precaution shall be taken to prevent any unauthorized person from gaining any knowledge of the nature or content of the nature or content of the competitive procedures in the selection process that is not available to every applicant." s. 230.16 (10),Wis. Stats.

10. "Records of applicants shall be retained for at least one year. Inspection of such records shall be regulated by the rules of the director." s. 230.16 (11), Wis. Stats.

11. The director shall establish criteria for evaluating applicant qualifications and shall require the same or equivalent [assessment] for all applicants competing for eligibility on a register except as may be provided in ch. ER-MRS 27." s. ER-MRS 6.05(1), Wis. Adm. Code. (See also s. 230.213, Wis. Stats. regarding special recruitment and ch. ER-MRS 8, Subchapter 1, section 8.04, Wis. Adm. Code, regarding assessment for corrections positions.)

12. "[Assessments] may include any technique or techniques which the director deems appropriate to evaluate applicants." s. ER-MRS 6.05 (2), Wis. Adm. Code.

13. "All [assessments] shall be:

a. Based on information from job analysis, position analysis or other equivalent information documenting actual job tasks to be performed or skills and knowledges required to perform job tasks, or both;

b. Developed in such a manner as to establish the relationship between skills and knowledges required for successful performance on the [assessment] and skills and knowledges required for successful performance on the job;

c. Supported by data documenting that the skills and knowledges required for successful performance on the [assessment] are related to skills and knowledges which differentiate among levels of job performance if the [assessment] results are to be used as a basis for ranking candidates;

d. Sufficiently reliable to comply with appropriate standards for … validation; and

e. Objectively rated or scored."

s. ER-MRS 6.05 (3), Wis. Adm. Code.

Sec. 176.030 Definitions

The following are definitions of terms used in this handbook chapter.

1. **Appointing Authority**: The chief administrative officer of an agency unless another person is authorized to appoint subordinate staff in the agency.

2. **Behavioral Based Interview**: An interview technique that focuses on a candidate's past experiences, behaviors, knowledge, skills and abilities by asking the candidate to provide specific examples of when he or she has demonstrated certain behaviors or skills as a means of predicting future behavior and performance.

3. **Benchmark**: A scoring guide for a narrative examination question which is developed by a subject matter expert (SME), in cooperation with human resources staff. A benchmark serves as a grading standard and enables the raters to systematically (either qualitatively or quantitatively) evaluate each applicant's response. The benchmark is set by SMEs and typically incorporates the minimum acceptable response or grading standard as well as anchors at the high and low end of the scale.

4. **Certification**: A list of candidates from the register who will be moved on to the next step in the process (e.g. phone interview, face to face interview, another post-cert assessment, etc.).

5. **Construct**: Psychological traits deemed necessary for successful performance of a job or jobs inferred from job behaviors and activities as summarized in job descriptions. Examples include: intelligence, leadership ability, verbal ability, mechanical ability, manual dexterity, etc.

6. **Construct Validity**: Refers to the extent in which dimensions with similar names on different tests relate to one another. Two things that correlate highly on a personality test are not necessarily identical, but do provide reassurance that they are related and are a "construct" or part of the makeup (like honesty, dependability, sociability, etc.) of an individual as related to actual job performance.

7. **Content Validity**: Content validity is an appropriate strategy when the job domain is defined through job analysis by identifying the important behaviors, tasks, or knowledge and the assessment or test is a representative sample of behaviors, tasks or knowledge drawn from that domain. The Uniform Guidelines on Employee Selection Procedures state that in order to demonstrate the content validity of a selection procedure, a user should show that the behaviors demonstrated in the selection procedure are a representative sample of the behaviors of the job in question or that the selection procedure provides a representative sample of the work product of the job.

8. **Criteria:** Measures which are established and by which other factors may be judged.

9. **Job Analysis**: A systematic process used to identify the tasks, duties, responsibilities, and working conditions associated with a job and the knowledge, skills, abilities, and other characteristics required to perform that job.

10. **Knowledge, skills and abilities (KSAs)**: Common job specifications. Knowledge refers to acquired mental information necessary to do the job (e.g., principles of nuclear physics), skills refers to acquired manual measurable behaviors (e.g., lathe operation), and abilities, to natural talents or acquired dexterity (e.g., capacity to lift 50 pounds).

11. **Mandatory Job Content**: Position tasks, knowledge, skills and abilities identified as required minimum qualifications in order to successfully complete the duties of the position.

12. **Passing Point**: The minimally acceptable score for an item or part or overall required score for an assessment. If the item or part is not identified as mandatory, the value will only be used to calculate the system generated passing point at a higher level. If the item or part is identified as mandatory, an applicant must attain that score or higher on that portion of the exam to pass the exam.

13. **Register**: List of applicants who have completed the application process and have been deemed eligible. Applicants may be assigned passing civil service scores and be ranked on the register based on those scores if the assessment used a numerical score to determine eligibility. If the assessment(s) applied pass/fail or eligible/not eligible criteria to applicants and therefore no numerical score, all applicants deemed passing or eligible will be placed on the register.

14. **Reliability**: The extent to which the assessment device or instrument produces a consistent, repeatable, trustworthy, dependable result. Reliability is necessary, but not sufficient, to produce validity and may be calculated in a variety of ways including rater reliability or agreement coefficients or coefficient Alpha.

15. **Resume Screen**: An assessment tool utilized to determine if applicants meet the required (and/or preferred) elements of the position as determined by the job analysis. Scales for evaluation include pass/fail, 3 and 9-points to create scores in order to select a portion of the passing candidates may be used.

16. **Situational Interview**: An interview technique that gives the interviewee a hypothetical scenario and focuses on a candidate's past experiences, behaviors, knowledge, skills and abilities by asking the candidate to provide specific examples of how the candidate would respond given the situation described.

17. **Subject Matter Expert (SME)**: An individual who knows the critical aspects of the job. This is often the supervisor of the position to be filled, another supervisor in the agency, senior incumbents, program partners, former employee of position, faculty or technical school instructors, or people with similar positions in other organizations or organizational units.

18. **Validity**: The quality of a measuring device that refers to its accuracy (i.e., is the device actually measuring what it is intended to measure?), as distinguished from reliability which is a measure of consistency. The ultimate purpose of any assessment is validity or accuracy of measurement. This quality is extremely important for job analysis and job evaluation measures as well as for performance appraisal devices and employee selection.

Sec. 176.040   Security of Competitive Selection Procedures

All participants involved in filling a classified vacancy are responsible for maintaining the confidentiality and security of materials related to the entire selection process. Participants include staffing specialists, whether at the agency or in the Bureau of Merit Recruitment and Selection (BMRS), along with agency Human Resources Managers and Subject Matter Experts (SMEs). Anyone with access to application materials must agree to the security and confidentiality of the information. Direction on this responsibility will be provided to participants in a variety of methods depending on the level of involvement (e.g. job analysis, assessment development, interview

panel member, etc.). Additional detail is provided in Chapter 104 – Procedures for Staffing Permanent Positions and Chapter 192 – Security of Confidential Selection Process Materials, of the *Wisconsin Human Resources Handbook.*

Sec. 176.050   Selection Process Overview

The United States Supreme Court, the Wisconsin Employment Relations Commission, and Wisconsin Statutes require appropriate validation standards throughout the selection process. Content validity is used most often in Wisconsin civil service to meet this requirement.

Content validity is established when the content of the selection tools and procedures are consistent with the content of the position (i.e., evaluating candidates based on criteria that are related to the position). Without content validity, the selection process may lead to the selection of a less qualified or unqualified applicant and will be vulnerable to appeal. Content validity is defined and demonstrated through a formal job analysis conducted by HR, the hiring manager, and/or SMEs.

The selection process will be tailored based on the job analysis, unique qualifications, expectations about applicant pools, and the amount of time expected in each phase of the process. Regardless of the tools used the process steps remain the same. The selection process includes the following:

1. **Job Analysis.** The process of reviewing the rated position description to determine the requirements necessary for successful performance in the position.

2. **Criteria Development.** The process of converting position description requirements (tasks and KSAs, licensures, etc.) into objective statements which are presented to applicants for response through the job announcement and then evaluated.

3. **Initial Assessment Tool Selection and Development.** The process of determining the most appropriate tool to evaluate whether applicants meet the established required and preferred criteria for the position.

4. **Applicant Pool Management.** The process in which the HR professional reviews the quantity and quality of the materials submitted during the job announcement process and makes changes prior to the evaluation.

5. **Applicant Evaluation Process.** The process of selecting job experts to perform the tasks of evaluating the materials submitted by applicants to determine those most qualified to move the interview process phase of selection.

6. **Interview Process.** The portion of the process in which hiring supervisors conduct behavioral or situational interviews with candidates in order to determine the candidate(s) most qualified for hire into the position.

Sec. 176.060   Job Analysis

Note: A completed Job Expert Certificate (DOA-15511) is required in the validation/recruitment folder if a person other than the hiring manager participates in the job analysis and/or assessment creation. See Attachment #1.

Job analysis involves the review of an up-to-date position description (PD) to identify job content (e.g. goals, tasks and prerequisite KSAs, special licensure, physical requirements, etc.) which is necessary for successful job performance and determining appropriate selection strategies. Core content contained on the PD which indicates the most important aspects of the job shall be the focus in establishing effective and measurable criteria.

Job content will be identified and documented as either **required (R), preferred (P), or given no distinction,** on the PD, or equivalent separate documentation. In addition to assessing the PD, additional job analysis techniques may be utilized to establish content validity. Examples include: observing current employees who are performing

the same type of work and recording tasks and responsibilities, interviewing incumbents or former incumbents about job tasks, documenting critical incidents to identify successful and unsuccessful task performance, etc.

> **Required Content.** Required content is used to establish minimum qualifications needed to create the register and establish the thresholds or passing points necessary to advance an applicant to subsequent steps in the selection process. Required content **shall** be incorporated in at least one step of the selection process and shall not be dropped or altered once communicated to applicants in a job announcement, unless the position is re-announced with the updated requirements.

> **Preferred Content.** Preferred content is utilized to establish additional criteria for use in identifying well-qualified applicants. A 3 or 9 point scale must be utilized when using preferred content in an initial assessment. Pass/Fail scoring is not permitted with preferred content. Preferred content may be used in subsequent steps after establishing the register of minimally qualified applicants.

> **No Distinction.** Job content given no distinction in the job analysis process (i.e. not identified as required or preferred) may not be utilized to establish screening criteria for use in the selection process.

Job analysis and supporting documentation must be included in the validation/recruitment file.

> **Note:** Only identify the core elements of the job from the PD as required and/or preferred. Identifying too many or trivial elements may lead to unrealistic expectations and are likely to produce unsuccessful recruitment results.

Sec. 176.070   Criteria Development

Criteria development is the second important aspect of a successful selection process. Depending on the level(s) and complexity of the classification(s) to be recruited for, criteria will be developed for utilization throughout the selection process. Each criterion developed is an overall theme or concept which is supported by tasks and KSAs on the PD; it is not statements taken directly from the PD. Criteria should be clear, concise, and distinguish between job functions and/or levels and needs to be identified as required or preferred. The connection between each criterion and the PD represents content validity and is the foundation of evaluating applicants throughout the selection process.

> **Note:** Documentation must be maintained by using the Selection Assessment Strategy (DOA-15536). See Attachment #2 and Chapter 104 – Procedures for Staffing Permanent Positions, of the *Wisconsin Human Resources Handbook* for more information.

During the process of identifying minimally required and preferred job content and criteria development, the focus must remain on job-related or transferable skills, training and/or experience.

Evaluating interpersonal skills for positions that require excellent verbal communication, customer service, leadership, etc., is most appropriately accomplished in a job interview or phone screen. It is not possible, and therefore prohibited, to attempt assessment of these types of skills in a Resume Screen.

Years of experience is considered a crude indicator and therefore if utilized, shall be validated through job analysis and documented. Examples of validating years of experience include considerations such as the time it typically takes to become proficient in the full scope of duties and/or profession (e.g. life cycle of budgets for a fiscal professional, seasonal influence for a maintenance staff, reclassification through the progression series of positions that report into a managerial role, etc.), as well as incumbents in similar roles, may aide in determining minimum years of experience. Applicants must be instructed to provide details of experiences gained during the time period in question. Benchmarks must be established for evaluators to screen application materials for those details and not just job titles and date ranges.

Any consideration of degrees, coursework, certifications, and/or licenses, outside of what is permitted or required by law, shall be validated through job analysis, documented appropriately, and verified in the application process (e.g.,

transcripts, professional credentials, etc.). Unless permitted or required by law, these qualifications shall only be identified as preferred and indicative of a well-qualified candidate.

> **Note**: A high school diploma cannot be required unless the diploma is a legal or validated requirement. Additionally, s. 230.14(3m), Wis. Stats., prohibits the requirement of college degrees as a condition of application, unless it is mandated by law and the degree is required to obtain the occupational credential, license, permit, certificate or registration for the position (e.g., requirement for a doctor to possess a license to practice medicine).

Establishing equivalencies between education and experience is prohibited (e.g., one year experience is equal to one year of relevant education). Obtaining an education is equivalent to obtaining knowledge. Work experience is the application of knowledge through the performance of job duties. These are separate criteria and must be assessed independently.

Developing Assessments for Multiple Levels: A single recruitment and assessment may be used to hire at different levels. Following are the circumstances where this is allowed:

1. Hiring for a single vacancy at different levels within a classification series that is identified as a progression series within the classification specification. In order to allow for this type of flexibility, specific minimally required (R) and preferred (P) elements from the position descriptions need to be clearly identified and evaluation criteria developed for differentiation at each of the levels.

2. For multiple vacancies in a classification or classification series: A multiple position job analysis in which similar job content of two or more positions is combined to develop a single assessment tool.

3. Agencies are not delegated this flexibility for titles/levels which are not in a progression series. Contact assigned HR consultant with requests.

Regardless of the option selected, detailed documentation is required of the differentiation between the levels and clearly identified on the job announcement. See Chapter 136 – Job Announcements, of the *Wisconsin Human Resources Handbook* for specific posting requirements.

Sec. 176.080   Initial Tool Assessment and Development

The preferred and most efficient initial assessment of choice for all permanent, classified positions is a Resume Screen. This assessment shall establish the register of minimally qualified applicants. In consultation with BMRS, HR Specialists may select alternative initial assessment types to begin the selection process to provide the best service and results specific to the position. Additional information about these tools is described in Sec.176.120 of this Chapter.

A Resume Screen allows applicants to apply for a specific vacancy by submitting their customized resume, as well as supplemental material (e.g., tailored cover letter, transcripts, etc.) if required by the hiring agency. Typically the elements reviewed in this type of assessment include the applicant's work experience (paid or un-paid), education, and/or special qualifications such as licenses or certifications.

Resume Screens are the preferred method of initial assessment by HR and applicants due to ease and efficiency of administration and application processes. However, to ensure the integrity of Wisconsin's merit system, this type of assessment must be carefully constructed, valid, and understood that its purpose is to serve as the first screen in a selection process. Resume Screens (regardless of scale) do not offer the same level of predictive precision as alternative assessment tools. Evaluations for a greater level of detail and breadth will fall to subsequent steps in the process.

Therefore, in developing a Resume Screen, it is crucial to identify which job factors are *most important* for success in the position and to ensure the benchmarks are clear in regard to how those factors will be measured. There are three components to this process:

1.   **Criteria.** The detail and rigor of the criteria will determine the complexity of the Resume Screen.

     a.   **Objective criteria screen**: A Resume Screen which includes discrete and mostly objective qualifications is unambiguous and likely not to produce varying interpretations during evaluations. These qualifications can be easily determined from a resume (e.g., generalized job experiences, licenses, certifications, etc.) without the need for supplemental material. Generally, this type of criteria utilizes a pass/fail scale. However, a 3-point scale may be useful when multiple objective criteria are being assessed, and perhaps a large turnout is anticipated. The use of the 3-point scale in this instance provides the ability to rank applicants. Objective criteria are clear and definitive and therefore may only require one subject matter expert or HR to evaluate. If utilizing two SMEs or more, consensus on the passing point is required.

     b.   **Subjective criteria screen**: A Resume Screen intended to evaluate more subjective criteria such as breadth and scope of experience may not be easily determined from a resume alone (e.g., program management, policy development, research and analysis, etc.). Proper evaluation of the applicant's qualification or experience will require an applicant to submit a supplement to their resume to expand upon their training and work experience and more fully explain how they meet the requirements of the position. This approach may lend itself to a 3 or 9-point scale to delineate between applicants if deemed necessary (i.e. anticipate a large turnout). Due to the subjectivity of the criteria, two subject matter experts may be necessary for a varied perspective in judging applicants.

2.   **Communication to Applicants.** Regardless of the nature of the criteria or type of application materials required, it is critical that applicants are given clear notice as to what criteria/job requirements are being assessed in the initial Resume Screen and instructions on what information they need to submit.

     a.   Every job announcement must include a **minimum** qualifications section for those criteria/requirements identified as essential to successful job performance.

     b.   Job announcements may include a **preferred** qualifications section to identify elements which are desired, but not mandatory, to be successful in the initial screen. These qualifications and screening of such may be used for scoring/ranking purposes in the first screen, to identify those qualified at a higher level if recruiting for multiple levels, or to provide notice of qualifications which will be assessed in a subsequent step of the selection process.

     c.   If application instructions refer applicants to the job announcement and listing of qualifications for the purpose of tailoring application materials, the listing of qualifications **must** be limited to only those criteria/qualifications being assessed in the Resume Screen. However, if the listing of qualifications exceeds that which will be evaluated in the initial screen, the application instructions **must** be refined to specifically solicit only those qualifications being assessed in the initial step.

3.   **Scales and Benchmarks.** Three scale options are presently available for use in the evaluation of a Resume Screen. Each scale must include well defined benchmarks for evaluators with sufficient detail to ensure consistent application by evaluators and to properly document the standards used to determine eligibility and ranking. Presenting broad terms, concepts, reiteration of job domains, etc., to evaluators as benchmarks will not satisfy these requirements especially in situations in which more subjective criteria is being assessed.

     a.   **Pass/Fail Scale**: All applicants who pass the Resume Screen are deemed minimally qualified and shall be considered in the next step of the selection process.

     b.   **3 or 9-Point Scale**: All applicants who pass the Resume Screen are deemed minimally qualified and will be ranked by score. Use of a 3- or 9-point scale requires that a certification rule shall be determined prior to posting the vacancy.

Benchmark criteria will include detail describing the criteria for a <u>more than acceptable</u> or model answer, an <u>acceptable</u> answer, and a <u>less than acceptable</u> answer.

<u>3-Point Scale</u>	<u>9-Point Scale</u>
0 = no scoreable response	0 = no scoreable response
1 point = less than acceptable	1-3 points = less than acceptable
2 points = acceptable	4-6 points = acceptable
3 points = more than acceptable	7-9 points = more than acceptable

When utilizing a 9-point scale, it is required to provide enough detail that will define the full range of scores within each of the categories (i.e. less than acceptable, acceptable and more than acceptable).

Agreement at the passing point is required when utilizing two evaluators. When utilizing three or more evaluators, majority rules. In addition, when utilizing a 9-point scale, HR staff should review raw scores to ensure consistent application. Indicators of inconsistent application may include a lack of category agreement or scores being apart more than two points.

Results need to be summarized and analyzed. Documentation is required to demonstrate reliability. This includes the adverse impact analysis, applicant ranking, and statistical analysis when using a 3 or 9-point scale. See Chapter 202-Statistical and Reliability Analysis, of the *Wisconsin Human Resources Handbook* for more information. More details pertaining to registers and certifications can be found in Chapter 204 – Assessment Evaluation and Register Establishment, and Chapter 212 – Certification Procedures, of the *Wisconsin Human Resources Handbook.*

Sec. 176.090   Applicant Pool Management

In instances when a pass/fail screening strategy is planned and the number of applicants is higher than anticipated, it is acceptable to shift to a 3- or 9-point scale provided that equal consideration is given to all applicants and content validation remains intact. Following are the requirements/conditions for making this adjustment:

1. Criteria utilized in the development of the 3- or 9-point scale must be identified during the job analysis, provided in the qualifications section of the job announcement, and solicited from the applicants in the application instructions.
2. A 2nd HR professional must review and endorse the new scale prior to use.
3. No applicants have been moved forward in the selection process as a result of the initial pass/fail screen.
4. Prior to convening the panel, a certification rule must be established.

An applicant's materials may not be altered after finalization in Wisc.Jobs. The finalization of selection materials permits HR staff the ability to begin screening applicant material before and up to the "first review" date. (More details can be found in Chapter 104 – Job Announcements, of the *Wisconsin Human Resources Handbook*.) If, during this initial review, HR has moved qualified applicants on to subsequent steps in the selection process, additional applicants after the "first review" date must be processed in the identical manner in order to advance in the process.

Sec. 176.100   Applicant Evaluation Process

1. **Assessment Panels.** Assessment panels are used prior to register and/or certification creation. To maintain the integrity of the process, panel members involved with evaluating applicant material prior to register/certification creation <u>cannot</u> be involved with the next step of the selection process post certification. However, SMEs and/or HR <u>can</u> be involved with creating the assessment and conducting the evaluation of applicant materials.

a.   Prior to convening the panel, ensure the potential panel member(s) will not compete for the vacancy.

b.   Current employee panel members must be in a position equal to or at a higher level than the vacancy. An exception may be made in extraordinary circumstances where no qualified raters are available at or above the level of the position being rated. Contact BMRS for an exception to this policy.

c.   Former employees, such as retirees, who have held the position or one comparable, may be considered. SMEs outside state service such as County/Federal government or private sector colleagues may be considered if appropriate.

Agencies may offer an honorarium to rating or interview panel members who are from outside of state service (i.e., non-state employees). The standard payment is $50 per day. Expenses for travel, lodging, meals, and parking also may be reimbursed. (State employees may be reimbursed for these expenses if traveling outside their normal area of employment.) Agencies will process payments following agency guidelines. The Assessment Panel Member Travel Expense Sheet (DOA-15515) is available for this use.

2.   **Panel Preparation**. When preparing for pre-certification assessment briefings consider the following items:

a.   **Review the Application Materials.** Agency HR staff may perform an initial screen of application materials and forward to panel members only materials that are considered "complete" (i.e. applicants followed all instructions). This HR review for completeness must be applied consistently to all applications for the recruitment and the application requirements must be clearly stated in the How to Apply section of the job announcement or the assessment instructions. Agencies have discretion to inform applicants that incomplete submissions will not be accepted.

Examples of reasons applications may be determined incomplete:
- A form of non-response (e.g., "See resume," "Ready," "I can learn this", etc.) is entered to a majority of the items.
- A form of non-response (e.g., "See resume,", "Ready," "I can learn this", etc.) is entered to just one item and the agency has chosen to require a response to every item and clearly indicated the requirement in the job announcement.
- An applicant does not submit required supplemental documents as instructed (e.g., resume, copy of license, etc.).

When the HR professional determines the materials are incomplete, the application materials are marked incomplete and filed in accordance with record retention guidelines. In addition, the HR professional will ensure the validation/recruitment file is noted with the decision.

> **Note**: Blinding application materials is not required. Applicants are instructed to omit any references to political affiliations, and identifying information such as social security number, ethnicity, gender, photos, etc. and any other non-job related information from their application material as per Chapter 136 – Job Announcements, of the *Wisconsin Human Resources Handbook*.

b.   **Schedule the Panel Briefing.** Schedule a panel briefing in which to provide the panel members with all the necessary materials and instructions to complete the evaluations. Before convening the panel, send the "Confirmation of Participation" to the panel members. (More details can be found in Chapter 104-Procedures for Staffing Permanent Positions of the *Wisconsin Human Resources Handbook*.) See Attachment #3 for a sample Evaluation Panel Checklist and Attachment #4 for sample Briefing Instructions. This includes providing the panel with a copy of the job announcement, position description, a copy of the assessment and benchmarks or criteria, a rating sheet, and the applicants' materials.

c.   **Conduct the Panel Briefing.** At the panel briefing, panel members should be informed of the identity of all applicants so they can determine if the can be impartial and objective, or if they have a conflict

of interest in evaluating an applicant. If there is a potential conflict, have the member withdraw from rating that applicant's materials.

Before concluding the meeting and sending the panel to conduct their evaluations, calibrating the panel is advisable to ensure that all the panel members understand the criteria. Individual rater judgments and varied perspectives are valuable in the evaluation process particularly when applying more subjective screening criteria. Within the framework of the screening criteria, diversity of experience and thought amongst individual panel members provides a more comprehensive, thorough evaluation of applicants. For this reason, panel members are encouraged to consult with one another if questions arise as to the application of screening criteria and especially when there is disagreement at the passing point, between categories, etc. Sharing individual perspectives will strengthen the panel as a whole and in turn increase reliability of the assessment.

d.   **Confidentiality Reminder.** Remind panel members of the confidential nature of the process. The identities of the panel members are open records <u>after completion of evaluations</u>. If panel members are contacted by anyone regarding the panel, the inquirers should be referred to HR without further disclosure.

> **Note**: See Attachment #s 3, 4, and 5 for a sample rating panel checklist, sample briefing instructions and a sample rater score sheet.

3.   **Assessment Evaluation.** Section 230.16 (4), Wis. Stats., requires that all selection criteria be job-related and valid. Compliance with these legal requirements is determined, in part, through the use of statistics. Upon administration of the assessment tool, it is important to review the statistical data obtained from the results of the assessment. See Chapter 202—Statistical and Reliability Analysis, and Chapter 204—Assessment Evaluation and Register Establishment, of the *Wisconsin Human Resources Handbook*.

Sec. 176.110   Interview Process

Interviews are another form of assessment, and as with all assessments, content for the questions and benchmarks rely on the job analysis as the basis for content validity.

1.   **Interview Planning.** The interview process allows applicants to expand upon how they meet the required and/or preferred qualifications of the job. After receiving the certification list, a hiring manager may proceed directly to interview or request further screening to narrow the pool prior to a face to face interview. The best method for narrowing the applicant pool is a phone screen. Differences between the two methods include:

Phone screen. The phone screen is an optional step in the selection process. While considered a form of interview, the purpose is to continue the screening process to arrive at a manageable number of the best qualified candidates for the formal interview. Phone screens must be efficient and therefore limited in time and the number of questions asked. The questions should be more objective and/or technical based to avoid prolonged conversation about details that are unnecessary in this broad screening activity.

The focus of this screening method should be on content. However, certain verbal communication skills may be assessed but only if validated to the position and free from risk of cultural or other biases, such as making judgements about the speaker's voice, inflections, or enunciations. If assessing verbal communication skills, benchmarks must be developed and applied the same as with content related questions.

Examples of acceptable criteria include:

- Speaking in a professional manner (free of slang, jargon or colloquialism);
- Responds appropriately to the question posed;
- Offers concise, well organized response;
- Effectively articulates point, in a manner easily understood.

Interpersonal skills such as friendliness, confidence, being authentic, etc., cannot be reliably assessed over the phone due to the inability to evaluate non-verbal communication.

Interview: This is a mandatory step in the selection process. Interviews differ from phone screens in a number of ways, including the number of questions, the breadth and depth of the questions and the type of questions asked. While phone screens focus on objective and technical questions, interview questions should be more focused on subjective criteria to separate candidates that are minimally qualified from the most qualified. The time allotted is typically 30 minutes or more and is dependent upon the number of interviews in the selection process and/or the nature or complexity of the position.

Multiple rounds of interviews are allowed and may be warranted based on the level of the position and circumstances of the particular selection process. All interview questions and benchmarks are required to be reviewed by HR for content validity and to screen for any bias or potential discrimination.

2. **Interview Questions and Benchmarks.** Behavioral and/or situational based interview questions provide the best mechanism for a candidate to indicate their experience and expertise to ensure future success in the position. General principles of question development for behavioral based interviews include:

    a. Questions elicit examples of *past* behavior for use in predicting *future* behavior.

    b. Questions are not hypothetical or philosophical but rather require a candidate to provide specific, real life examples of how they behaved or would behave in certain situations.

    c. Interviewers can probe candidate responses if they are too vague or off topic by asking follow-up questions or restating the question to elicit the necessary detail.

    d. In using behavior based interview questions, the panel will have the opportunity to seek contrary evidence during the course of the interview and are encouraged to do so.

    e. Questions assess a candidate's competencies such as professional demeanor, interpersonal skills, character, adaptability, etc.

    f. For all first round interviews, benchmarks must be developed for interview questions and used by panel members to continue content validation throughout the selection process. Depending on the nature of the questions being asked (e.g. behavior based, technical, situational, etc.) the benchmarks may take various forms, such as "model responses" or straight forward answers to technical questions. Benchmarks must be organized in three categories; Less than Acceptable, Acceptable, and More than Acceptable. The use of point systems, such as 9-point scale used for a Resume Screen to determine a civil service score, is strictly prohibited.

Examples of behavioral/situational based questions are provided in the Resource Guide: Selection Assessments.

Regardless of the focus or type of questions asked, a benchmark is necessary to indicate an ideal, or successful, response. Interview questions shall not be associated with a number or score; instead the panel members should take notes and make a recommendation for each candidate as appropriate.

Agencies have discretion to allow applicants to review the questions prior to the interview. All candidates must be given the same opportunity.

3. **Interview Panel Composition.** Interview panels are used for assessments that are utilized post certification. To maintain the integrity of the process, panel members involved with evaluating applicant material prior to register/certification creation cannot be involved with the next step of the selection process post certification. However, SMEs and/or HR can be involved with creating the assessment and conducting the evaluation of applicant materials.

> **Note**: As a general rule, HR professionals can only be considered as one of the panel members unless the panel is convened for human resources recruitments. An exception may be made for an HR staff member who has related expertise from previous work experience.

Documentation of chosen panel members is required in the recruitment folder and includes the following criteria:

a. Participants should have either expertise related to the position, or be stakeholders with a credible perspective in judging candidate qualifications (internal or external to the agency or state government).

b. Former employees, such as retirees, who have held the position or one comparable, may be considered. SMEs outside state service such as County/Federal government or private sector colleagues may be considered if appropriate.

c. See the Equal Employment Opportunity and Affirmative Action Professional Procedure Manual for details regarding balanced interview panels and other considerations.

d. The number of panel members is determined by whether the interview is a phone screen or an interview.

    1) **Phone screen.** The number of panel members is determined by the objective (or technical) or subjective nature of the criteria (see Sec. 176.080(1) for definitions of objective and subjective criteria).

    2) **Interview.** The number of panel members shall be at least 2, but 3 is preferred. For the first round interview, it is recommended that a majority of the interview panel members be in a supervisory or management capacity. Additionally, non-supervisor/management panel members must be at the level of the vacancy or higher and be capable of lending credible perspective in judging candidates (e.g., similar classification, previous comparable employment, related education, etc.).

> **Note**: After interviewing, there are a number of steps to complete the hiring process. These activities may include: reference checks, background checks, reviewing current employee's personnel file, verification of applicant information, etc. For more details, see Chapter 104 – Procedures for Staffing Permanent Positions, of the *Wisconsin Human Resources Handbook*.

Sec. 176.120   Other Assessment Tools & Options

Below is a brief description of alternate assessments. If an alternative assessment is utilized, resumes must be submitted with the application and evaluated in the selection process (e.g., together with the alternative assessment or at the interview, etc.).   More information is found in the Resource Guide: Selection Assessments.

1. **Essay Examination**. Essay examinations use open-ended questions and require that the examinees compose the responses in writing or on the computer in a controlled setting. They are often used where a job requires a significant amount of writing and the employee will be required to analyze situations and organize and present written ideas or solutions. This type of examination can be administered in an in-person, monitored environment or online. Variations of this exam include short answer and fill-in-the-blank.

2. **Multiple-Choice Examination (MC)**. Written multiple-choice examinations are used to assess knowledge, basic skills or proficiencies, particularly for entry-level jobs that attract large numbers of applicants. These exams can be administered in an in-person, monitored environment or online with the appropriate applicant verification procedures. Creating this type of exam is not delegated to agencies.

3. **Objective Inventory Questionnaire (OIQ)**. OIQs, also called skills inventories, are used to evaluate applicants on the basis of their training and experience with specific job tasks, tools, technologies, or equipment. The typical objective inventory presents the applicants with a checklist of specific job statements (about skills, tasks, tools, equipment, etc.) and asks the applicant to use a scale to indicate their level of education or training (EOT) and practical work experience (PWE) with the specific statements. An OIQ should be used only to measure job content that is specific and clearly understood. For particularly difficult recruitments such as highly technical positions, the OIQ is a fast and easy process for the applicants and encourages a high response rate. However, OIQs tend to have very low validity especially when used to measure non-technical skills. Therefore they should not be used for professional level positions. Please note: The certification rule for OIQs is determined after the score analysis and prior to the creation of the register. A certification rule of at least one-third of the resulting register is highly recommended in order to offset the low validity of this assessment type.

4. **Oral Evaluation**. Oral Evaluations, also known as Oral Boards, consist of a set of standard questions (sometimes including pre-determined follow-up questions) presented to the candidate verbally by a minimum of a two-person board (a three-person board is still recommended) and require the candidate to respond orally. DPM must appoint one panel member (see section 176.020(6) of this Chapter). Oral Evaluations are especially well suited to jobs that involve a lot of interpersonal contacts and require good verbal communication skills. Oral Evaluations are timed and audio recorded.

5. **Random Rank**. Certain labor and service job classifications with few measurable skills and abilities may be approved to utilize registers that are generated by a random ranking process and no assessment tool is used to determine applicant eligibility. This assessment type is utilized pre-certification. Applicants who complete the application process are added to the employment register and are randomly ranked when certified. Contact your BMRS Consultant directly for further discussions on utilizing this non-delegated option.

6. **Simulation Exercise, Performance Assessment, or Other**. These assessments require applicants to demonstrate their knowledge through the performance of actual job tasks under standardized conditions. For example, performance assessments include having applicants demonstrate keyboard skills for a position with word processing duties, or a behind-the-wheel-driving test for a position with truck driving duties. These assessments are best used for vacancies with few applicants and where agencies have considerable time and resources for assessment development. This type of assessment is administered in a monitored environment.

7. **Training and Experience Assessment (T&E)**. This type of assessment poses questions to applicants and requires a narrative reply to indicate specific accomplishments in work experience, education and training relevant to key job criteria of the position. These assessments require applicants to describe observable behaviors (or tasks that they have performed which are related to the key job criteria). Job experts develop benchmark screening criteria to evaluate qualifications that are acceptable, more than acceptable, and less than acceptable relative to desired KSAs. This assessment may be administered online or offline, with other job experts serving as rating panel members. Questions and benchmarks may be more detailed for higher-level managerial and supervisory jobs, or advanced-level technicians (e.g., scientists, engineers, etc.). Items may be combined with other application requirements such as submission of proof of a mandatory licensure or certification.

Note: In July 2016, all classifications approved for recruitment and selection using random-ranking procedures were removed from this process. To request a classification be approved for random-ranking procedures, an agency must contact their BMRS Consultant.

Sec. 176.130   Records Retention

Except as noted elsewhere, follow the current General Records Schedule for information regarding the retention and management of records generated by the staffing process:
http://publicrecordsboard.wi.gov/docview.asp?docid=20705&locid=165.

Except as provided by ER-MRS 6.08, Wis. Adm. Code, evaluations of applicants are closed to all persons except authorized HR staff. More details can be found in Chapter 192 – Examination Security, of the *Wisconsin Human Resources Handbook.*

While staffing vacancies, agencies may have varying degrees of involvement with DOA/DPM/BMRS, depending on the level of delegation or type of recruitment and assessment. The hiring agency is responsible for maintaining all the records as well as copies of any relevant documents created as part of the staffing process, including those created by DOA/DPM (e.g., class approvals, statistical analysis, etc.).

Agencies are required to retain records and documents related to the selection process in a validation file and/or a recruitment file. More details can be found in Chapter 104 – Procedures for Staffing Permanent Positions, of the *Wisconsin Human Resources Handbook.*

Sec. 176.140   Administrative Information

The subject matter in this chapter was originally published in three chapters of the *Wisconsin Personnel Manual*. They were Chapters 208-Oral Examinations, 220-Achievement History Questionnaire, and 230-Essay Examinations. The information from these chapters has been incorporated into one chapter to allow the user to see all the options available when developing an examination.

The chapter was revised in August 2003 to include information regarding reimbursing applicants for oral examination expenses; added two factors to the *How to Best Perform the Evaluation Job in a Selection Context* document; and included information regarding awarding honorariums to non-state employee rating panel members.

In August 2004, the chapter was updated to further define who may be eligible to serve as a rating panel member.

In June 2009, the chapter was revised to reflect changes in records retention, specifically agency responsibility for maintaining all documents pertinent to staffing.

In November of 2010, the chapter was revised to remove references to narrative response exam types Achievement History Questionnaire (AHQ) and Application Materials Review (AMR), and replace them with the Training and Experience Assessment (T&E) examination type, described in sections 176.030, 176.070 and 176.120 and in associated attachments. The definition of Minimum Requirements Exam was added. Also, modifications were made to section. 176.140 regarding rating panel procedures, and associated attachments. Other sections of the chapter were updated as appropriate.

In July 2013, Chapter 176 underwent a comprehensive review and update. Included were some reformatting and renumbering of attachments. Major modifications include the following:
- Added citation s.230.14(3m), Wis. Stats to section 176.020.
- Alphabetized definitions in section176.030.
- Updated job analysis instruction regarding disclosure of exam minimum requirements, mandatory items and weighting differences to section 176.050.
- Updated exam plan instructions regarding treatment of job content identified as mandatory upon appointment or not in section 176.060.
- Updated exam type explanations in section 176.070.
- Updated Multiple Choice exam section 176.100, and removed corresponding MC exam development attachments.

- Updated Objective Inventory Questionnaire section to refer to practical (vice Professional) work experience (PWE) in section 176.110, and updated corresponding attachments.
- Added instructions for Resume T&E to section 176.120 and new corresponding attachments.
- Added instructions for managing ratings for recruitments with high numbers of applicants to section176.140.
- Added chart of typical exam types to Attachment #1.
- Modified sample letter for offline application packet attachment.
- Replaced written communications rating scales for Essay Exam attachment.
- Expanded rater tendencies to rating panel briefing instructions.

In October 2014, Chapter 176 was revised to:
- Simplify exam plan requirements.
- Provide information on expanded use of the Resume T & E Assessment.
- Clarify the requirement for a minimum of two raters for T & E Assessments.
- Provide options for application pre-screening by Human Resources staff.

In July 2016, Chapter 176 underwent a review and update pursuant to changes introduced by 2015 Wisconsin Act 55 and by 2016 Wisconsin Act 150. In July 2015, the Office of State Employment Relations was eliminated and the functions were transferred into the newly created Department of Administration, Division of Personnel Management. This chapter was updated to reflect the changes in terminology that resulted from the organizational restructuring. This chapter was also updated to address changes in procedural guidance and provide policy clarification. Major modifications include the following:

- Described the difference between assessment and exam.
- Changed some exam references to assessment or competitive selection procedures.
- Updated definitions.
- Deleted references to HIJC, combined Job Analysis and Criterion Development.
- Identified ways to indicate what is minimally required (R) and preferred (P) for the job analysis.
- Provided specific information regarding how to incorporate degrees or equivalent work experience into benchmarks.
- Provided a description on how to handle a recruitment for 1 or more vacancies at a variety of levels within the classification.
- Provided further direction on how to choose an assessment strategy, which ones are best utilized pre and post cert, and added information for Resume Screen and interviewing to the Attachment #2 Titled "Choosing An Assessment Methodology".
- Added Resume Screen to the assessment types, explained the scale options, cert rules, and how to slide the scale if an unexpected increase in the number of applicants.
- Updated, added, and removed attachments as necessary.

In March 2017, Chapter 176 underwent a review and update. Deleted references to simple and complex as separate types of Resume Screens. The Resume Screen was defined as the initial assessment of choice for all permanent, classified positions. Definitions and policy for subjective and objective criteria, panel composition, phone screens and interviews were included. The 3-point scale was added. Job Analysis and Selection Assessment Strategy forms were combined into the revised Selection Assessment Strategy document. Detailed information pertaining to the alternative assessment types were moved into a new document titled Resource Guide: Selection Assessments. The chapter was adjusted to reflect the importance of job analysis throughout the entire selection process.

In May 2017, the chapter was updated to further describe what can be measured in a phone screen.

Attachment #1

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
DIVISION OF PERSONNEL MANAGEMENT
DOA-15511 (C07/2016)
S. 230.43, WIS. STATS.
PREVIOUSLY DOA-15511 (C06/2015)
& OSER-DMRS-196

JOB EXPERT CERTIFICATE

Name of Job Expert: _____

Title of Job Expert: _____

Department/Agency: _____

Work Location: _____

Title of Vacant Position: _____

- -

How are you qualified to participate in this aspect of the selection process for this position or classification?

Check all that apply:

[ ] Performed Duties of Position or Class - I have performed all or most of the duties of this position or classification. (List where you performed these duties, your title, and dates.)
_____

_____

[ ] Assisted with Developing PD or Job Analysis - I was directly involved in the development of the position description or the job analysis (e.g., I helped define the duties and responsibilities of this position or classification).

[ ] Currently In or Have Held A Related Position - I currently hold, or have held in the past, a position closely related to this classification that is at the same pay range or higher.

[ ] Other (please explain) _____

_____

_____   _____
Signature   Date

Signature above indicates understanding that all materials and information gained during the staffing process are considered special or confidential within the meaning of s. 230.43, Wis. Stats. and must be kept confidential and may not be copied, discussed, or allowed to be accessed by anyone not specifically authorized by Human Resources.

Attachment #2

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
DIVISION OF PERSONNEL MANAGEMENT
DOA-15536 (REV. 4/2017)
s. 230.43, WIS. STATS.

Selection Assessment Strategy

Wisconsin Human Resources Handbook (WHRH) Chapter 176 reviews the method and options for development of assessments throughout the selection process. Criteria used in the assessments are derived through job analysis. This form establishes the documentation of these criteria and thus serves as the validity foundation. The HR Specialist is responsible for ensuring the job analysis and the assessments are appropriately linked in order to establish the basis for validity. DPM recommends the HR Supervisor or a second HR Specialist review this document to confirm adherence to these standards. Copies of each assessment tool are attached to this form for documentation. See also WHRH 104 for additional information.

Classification/Series:	**Job Expert:**
Working Title (If applicable):	**Job Announcement(s):**

Step 1. *Work with the position's supervisor (or other established job expert) to ensure the PD is accurate and then identify the duties, knowledge, skills and abilities (KSAs) necessary for a new employee to succeed in the position. Identify minimum qualifications required at hire and/or preferred qualifications for use in assessment of the candidates. Attach documentation (from the PD or in another format).*

Step 2. *Convert statements from the PD into criteria to assess training and experience for minimum qualification or preferred qualification. Avoid State specific terms to ensure a more open selection process. Referencing the source statement (task, KSA, etc.) below or within the PD creates the tie for content validity. Identify below the criteria that will be used in each Pre-certification and Post-certification assessment respectively.*

Note: Panel composition (Pre-certification or Post-certification). *If utilizing subjective criteria, more than two evaluators may be required. If utilizing HR professionals, they may be the sole evaluator for objective criteria. For pre-certification assessments, evaluators must be at the same level or higher of the vacancy. For first round interviews, DPM recommends the majority of the interview panel composition be either in a supervisory or management capacity and at the same level or higher than the vacancy. If a non-state employee is participating on the first round interview panel, they must be in a supervisory or management capacity.*

Pre-Certification Assessment(s)

Assessment Type	Criteria Assessed – Indicate (R) or (P)	Assessment Tool	Scale Used / Cert Rule	Names of Participants (Identify diverse participants with an asterisk where needed)
Initial assessment *(required)*	1.	Choose an item.	Choose an item.	1.
	2.		Choose an item.	2.
	3.	Other:	Other:	3.
	4.			

Initial Assessment Adjusted? ☐ Yes ☐ No ***If Yes, Indicate the new scale and cert rule below. Also identify any new participants that were not included above.*

Scale Used	Cert Rule	Names of Participants (Identify diverse participants with an asterisk where needed)
Choose an item.	Choose an item.	1.
	Other:	2.
		3.
2nd Level Human Resources Review:		

Attachment #2 cont.

Post-Certification Assessment(s)

Assessment Type	Criteria Assessed – Indicate (R) or (P)	Assessment Tool	Scale Used	Names of Participants (Identify diverse participants with an asterisk where needed)
Additional assessment *(optional – add additional as appropriate)*	1. 2. 3. 4.	Choose an item. Other:	Choose an item. Other:	1. 2. 3.
Initial interview *(required)*	1. 2. 3. 4.	**INTERVIEW**	**MTA, A, LTA**	1. 2. 3.
Additional interview *(optional – add additional as appropriate)*	1. 2. 3. 4.	Choose an item. Other:	Choose an item. Other:	1. 2. 3.

**If recruiting for multiple levels of the same classification series, identify differentiating criteria (training and/or experience) for use in determining level placement of candidate.

Level Criteria

Classification Level: ☐ Standard/Entry   ☐ Objective   ☐ Senior   ☐ Advanced/Cons/Admin
1. Criteria:

Classification Level: ☐ Standard/Entry   ☐ Objective   ☐ Senior   ☐ Advanced/Cons/Admin
2. Criteria:

Classification Level: ☐ Standard/Entry   ☐ Objective   ☐ Senior   ☐ Advanced/Cons/Admin
3. Criteria:

Process Notes:

By addition of their name to this form, the HR Specialist is signifying understanding and agreement of the confidentiality of the selection process and all developed assessment materials including relay of these expectations to the job expert.

Date:	Human Resources Specialist:
Date:	2nd Level Human Resources Review:

Attachment #3

SAMPLE

EVALUATION PANEL CHECKLIST

- ✓ Previously sent via email the "Confirmation of Participation"

- ✓ Job announcement

- ✓ Position description (non-rated) with supporting documents (e.g., Supervisory Analysis Form, organizational chart, etc.)

- ✓ Assessment items and benchmarks or rating criteria

- ✓ Rating sheet

- ✓ Applicants resumes and cover letters (if applicable)

- ✓ Expense sheet for reimbursement, honorarium (if applicable)

- ✓ Self-addressed, stamped envelope for return of materials (if applicable)

- ✓ Extra pens, pencils, post-it notes, highlighters, etc. (if applicable)

- ✓ Briefing instructions

SAMPLE

BRIEFING INSTRUCTIONS

1. **Confirmation of Participation**
   Have the evaluators review the list of applicants to identify any candidates about whom they feel they could not be objective or recognize a conflict of interest and ask to be excused from evaluating such candidates. All evaluators must be informed that bias for or against any candidate is a violation of state law.

2. **Review the job announcement and position description**
   The job announcement may be useful to consider the point of view of the applicants. Look over the announcement to get an idea of the information that was made available to potential applicants.

   The position description will give the evaluators a better idea of the duties and responsibilities of the position. In order to develop the assessment, job experts analyzed these job duties and identified essential areas of knowledge and skill required upon appointment.

   Have the evaluators review the position description. With the hiring manager/SME present for consultation, answer any questions they may have.

3. **Review the assessment items and benchmarks**
   In particular, ensure they understand how to apply the benchmarks as written, assign ratings for each candidate and ensure that the score sheet is completed accurately. Evaluators are provided a copy of the benchmarks. The benchmarks contain a scale which defines passing and failing or a range of points used to evaluate the responses.

4. **Remind the panel of some common rater errors:**

   - **Avoid comparing applicants with one another when evaluating them**. To help avoid a **contrast effects error**, evaluate each applicant against the benchmarks rather than against other applicants.
   - **Avoid sole reliance on crude indicators** of past achievements such as grades, degrees, job titles, years of experience, and salary progress. Such indices, taken in isolation, are minimally useful measurements of achievement and accomplishment at best. In general, do not assign scores based on crude factors, but rather the applicant information reflective of the content and relevance of past achievement and accomplishments for the job in question.
   - **Avoid making evaluations on the basis of personal information**. Evaluators may detect or suspect personal information such as race, gender, national origin, age, etc. It is essential that evaluators focus on job related qualifications and guard against letting any personal information influence the ratings.
   - **Avoid similar-to-me error.** Evaluators must be aware of tendency to favorably evaluate applicants who are similar to themselves.
   - **Avoid leniency, stringency and central tendency errors**. Evaluators may be tempted to be an "easy", "hard", or "in the middle" rater. Be consistent, but not strive to have a predisposed rating pattern approach to evaluation.

5.   <u>**Practice with the panel**</u>
When you have finished your briefing, before letting the evaluators go, have them complete the ratings for one or two of the candidates in your presence. This will help identify any difficulties that the evaluators may have in interpreting or applying the benchmarks. Consult the SME if needed.

6.   <u>**Consistent application of benchmarks**</u>
Notify evaluators that HR will be reviewing raw scores for consistency. Agreement at the passing point is required when utilizing two evaluators. When utilizing three or more evaluators, majority rules. In addition, when utilizing a 9-point scale, HR staff should review raw scores to ensure consistent application. Indicators of inconsistent application may include a lack of category agreement or scores being apart more than two points.

7.   <u>**Conclude the panel briefing and emphasize importance of confidentiality**</u>.
Reminder, per ER-MRS 6.08, Wis. Adm. Code, assessment scores are closed records. Evaluation decisions are not to be shared with the hiring manager or anyone else outside of the panel. The identities of the panel members are open records <u>after</u> completion of evaluations. If evaluators are contacted by anyone regarding the rating panel, the inquirers should be referred to HR without further disclosure.

Attachment #5

SAMPLE SCORE SHEET

Confidential

Initial Assessment: <u>Resume Screen</u>

Date: _____

Name of Panel Member: _____

Signature of Panel Member: _____

Job Announcement Code: _____

Applicant ID	Applicant Name	Required Criteria 1	Required Criteria 2	Required Criteria 3	Required Criteria 4
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					