Watson-Glaser™ II

Critical Thinking Appraisal

John Sample

21 Jun 2012

Form D

PEARSON

Introduction

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

- an opportunity to confirm the candidate's critical thinking strengths or weaknesses,

- a tool to reveal how the candidate's critical thinking is likely to appear on the job, and

- a consistent structure to ensure a more reliable, valid, and fair interview.

Best Practices for Interviewing and Selection

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

Using This Report

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

- **Standard Interview Questions**—The first set of questions for each skill is standard on all reports. These can be asked of the candidate regardless of his or her score. Asking the same question in every interview enables you to directly compare responses across all candidates.

- **Score-Based Interview Questions**—The second set of questions for each skill is tailored to the candidate's scores. These enable you to evaluate the candidate's response to a situation he or she may have found challenging or engaging based on his or her critical thinking skills.

Keys to **CRITICAL THINKING**

Recognize Assumptions

Evaluate Arguments

Draw Conclusions

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

- the complexity of the **situation** in question (more complex situations require stronger critical thinking skills and should be awarded more points)

- the effectiveness of the candidate's **behavior** (effective critical thinking behaviors—described further in each skill area—should be awarded more points)

- the quality of the direct **results** of the candidate's behavior (positive results from the candidate's critical thinking behaviors should be awarded more points)

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

Recognize Assumptions—Standard Interview Question

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

Look for these types of behaviors to determine the effectiveness of the candidate's behavior:

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

Question Choices: Tell me about a time when...

- ☐ you had to make some assumptions to come to an important decision.
- ☐ you made different assumptions than someone else.
- ☐ someone challenged an assumption you made.

Probe—Situation   What was the situation? What was your role in this situation?

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

Probe—Behavior   What did you do in that situation? What was effective? What was ineffective?

0	1	2	3	4	5
No Response	Very Ineffective	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Very Effective

Probe—Results   What were the direct results of your behavior? How did others impact those results?

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

Recognize Assumptions–Total Standard Question Score:

Total Achieved = Number of points achieved by the candidate (i.e., Situation + Behavior + Results)
Total Possible = Number of points possible based on how many probing areas were discussed (max = 15)
Note: The Total Score Matrix (p. 9) offers additional guidance on scoring the interview.

Total Achieved	Total Possible

Recognize Assumptions—Score-Based Interview Question

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

Look for these types of behaviors to determine the effectiveness of the candidate's behavior:

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

Question Choices: Tell me about a time when...

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

Probe—Situation   What was the situation? What was your role in this situation?

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

Probe—Behavior   What did you do in that situation? What was effective? What was ineffective?

0	1	2	3	4	5
No Response	Very Ineffective	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Very Effective

Probe—Results   What were the direct results of your behavior? How did others impact those results?

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

Recognize Assumptions–Total Score-Based Question Score:

Total Achieved = Number of points achieved by the candidate (i.e., Situation + Behavior + Results)
Total Possible = Number of points possible based on how many probing areas were discussed (max = 15)
Note: The Total Score Matrix (p. 9) offers additional guidance on scoring the interview.

Total Achieved	Total Possible

Evaluate Arguments—Standard Interview Question

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

Look for these types of behaviors to determine the effectiveness of the candidate's behavior:

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

Question Choices: Tell me about a time when...

☐ you were presented with information intended to persuade you on an important issue.

☐ you had to consider information that was opposed to your own views on an issue.

☐ you had to evaluate and consider an idea even though it was controversial.

Probe—Situation   What was the situation? What was your role in this situation?

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

Probe—Behavior   What did you do in that situation? What was effective? What was ineffective?

0	1	2	3	4	5
No Response	Very Ineffective	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Very Effective

Probe—Results   What were the direct results of your behavior? How did others impact those results?

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

Evaluate Arguments–Total Standard Question Score:

Total Achieved = Number of points achieved by the candidate (i.e., Situation + Behavior + Results)
Total Possible = Number of points possible based on how many probing areas were discussed (max = 15)
Note: The Total Score Matrix (p. 9) offers additional guidance on scoring the interview.

Total Achieved	Total Possible

Evaluate Arguments—Score-Based Interview Question

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

Look for these types of behaviors to determine the effectiveness of the candidate's behavior:

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

Question Choices: Tell me about a time when...

- ☐ you needed to evaluate the quality of certain information before making an important decision.
- ☐ you had to determine what information was relevant and irrelevant to an issue.
- ☐ you were presented with a lengthy, detailed argument intended to persuade you.

Probe—Situation   What was the situation? What was your role in this situation?

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

Probe—Behavior   What did you do in that situation? What was effective? What was ineffective?

0	1	2	3	4	5
No Response	Very Ineffective	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Very Effective

Probe—Results   What were the direct results of your behavior? How did others impact those results?

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

Evaluate Arguments–Total Score-Based Question Score:

Total Achieved = Number of points achieved by the candidate (i.e., Situation + Behavior + Results)
Total Possible = Number of points possible based on how many probing areas were discussed (max = 15)
Note: The Total Score Matrix (p. 9) offers additional guidance on scoring the interview.

Total Achieved	Total Possible

Draw Conclusions—Standard Interview Question

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

Look for these types of behaviors to determine the effectiveness of the candidate's behavior:

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

Question Choices: Tell me about a time when...

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

Probe—Situation   What was the situation? What was your role in this situation?

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

Probe—Behavior   What did you do in that situation? What was effective? What was ineffective?

0	1	2	3	4	5
No Response	Very Ineffective	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Very Effective

Probe—Results   What were the direct results of your behavior? How did others impact those results?

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

Draw Conclusions–Total Standard Question Score:

Total Achieved = Number of points achieved by the candidate (i.e., Situation + Behavior + Results)
Total Possible = Number of points possible based on how many probing areas were discussed (max = 15)
Note: The Total Score Matrix (p. 9) offers additional guidance on scoring the interview.

Total Achieved	Total Possible

Draw Conclusions—Score-Based Interview Question

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

Look for these types of behaviors to determine the effectiveness of the candidate's behavior:

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

Question Choices: Tell me about a time when...

- ☐ you needed to deal with a large amount of information to make an important decision.
- ☐ you thought it was necessary to gather more information before making an important decision.
- ☐ you were presented with information that convinced you to change your position on an issue.

Probe—Situation   What was the situation? What was your role in this situation?

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

Probe—Behavior   What did you do in that situation? What was effective? What was ineffective?

0	1	2	3	4	5
No Response	Very Ineffective	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Very Effective

Probe—Results   What were the direct results of your behavior? How did others impact those results?

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

Draw Conclusions–Total Score-Based Question Score:

Total Achieved = Number of points achieved by the candidate (i.e., Situation + Behavior + Results)
Total Possible = Number of points possible based on how many probing areas were discussed (max = 15)
Note: The Total Score Matrix (p. 9) offers additional guidance on scoring the interview.

Total Achieved	Total Possible

Total Score Matrix

Part I

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

Example

	Asked?	Achieved	Possible
Standard Question (p. 3)	☑ Yes ☐ No	12	15
Score-Based Question (p. 4)	☐ Yes ☑ No	n/a	n/a
	TOTAL	12 A	15 B

Recognize Assumptions

	Asked?	Achieved	Possible
Standard Question (p. 3)	☐ Yes ☐ No		
Score-Based Question (p. 4)	☐ Yes ☐ No		
	TOTAL	A	D

Evaluate Arguments

	Asked?	Achieved	Possible
Standard Question (p. 5)	☐ Yes ☐ No		
Score-Based Question (p. 6)	☐ Yes ☐ No		
	TOTAL	B	E

Draw Conclusions

	Asked?	Achieved	Possible
Standard Question (p. 7)	☐ Yes ☐ No		
Score-Based Question (p. 8)	☐ Yes ☐ No		
	TOTAL	C	F

Part II

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

Total Interview Score

[A+B+C] / [D+E+F] = [ ] X 100 = [ ] %

Total Achieved   Total Possible

Overall Comments

[ ]

Preparation

- Familiarize yourself with the questions and ratings to be used for the interview. Also, review any other pertinent information about the candidate. This will help you avoid redundant questions.

- Choose a setting for the interview that is free from distractions. Interruptions send a message to the candidate that the interview is not important, and may promote feelings of unfair treatment.

- Plan the order in which you will conduct the interview (e.g., 1. Introduction 2. Interview questions 3. Candidate questions, 4. Closing).

Introduction

- Greet the applicant and introduce yourself with a brief description of your role and history with the organization. Take a few minutes to build adequate rapport and put the candidate at ease. However, avoid excessive "small talk" or personal interaction that might bias your evaluations.

- Explain the interview's purpose, the types of questions you will ask, and that you will be taking notes.

- Let the candidate know that there will be time at the end for his or her questions.

Conducting the Interview

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

If necessary, make the transition between other portions of the interview and the Watson-Glaser II Interview Report by explaining that you will be shifting to a different line of questioning. An example transition statement could be, "Now I would like to ask you about some specific situations, how you handled them, and how those situations turned out." You may also find it helpful to provide some role-specific context for each interview question as a lead-in. For example, you might start, "Our managers are required to make high stakes decisions each day. Tell me about a time when…" If you do this, make sure your lead-ins are consistent across interviews.

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

Closing the Interview

- Provide adequate time for the candidate to ask questions.

- Thank the candidate for his or her time.

- Explain the next steps in the selection process.

Legal and Ethical Considerations

Ensure that all interview questions are job-related by linking the questions asked to the job's core competencies. This applies to the questions contained in this report and any additional questions that you ask in the interview. Avoid asking questions related to a candidate's race, color, gender, religion, national origin, age, or disability status. For more information on legal issues and ethical considerations, please consult the *Uniform Guidelines for Employee Selection Procedures* and the *Principles for the Validation and Use of Personnel Selection Procedures*.