

Interview Rubric
Development and Reflection

Carol Donlon
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Colorado State University
Dr. Jeff Foley
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As a Job Developer for mature workers, I coach participants on how to be effective in job interviews. Participants have learned about interview techniques during their two week job search program ending with mock interviews in front of their peers. What is lacking is a concrete and measureable tool that reflects their skills. I often provide additional one to one coaching and mock interviews for participants who do not feel confident with interviews or have been identified from the workshops as needing additional help. I also receive feedback from employers about the interview abilities of participants and have often found that people who apparently performed well during the workshop mock interviews were not performing well with employers or in my individual mock interviews.

I welcomed the opportunity through this assignment to develop a rubric to assess interview skills for the mock interviews that I conduct. It provides an opportunity to categorize performance standards, communicate expectations, and identify areas of strength and challenge. The rubric can also be used for the learner's own interview preparation and self-assessment as well as a tool to reflect on their interview performance with employers in a more objective manner. For instance, I had a participant who indicated that the interviewer was discriminating against them due to their age, did not ask many questions and quickly dismissed her. When I inquired further, the issue was that she was late for the interview and was not dressed appropriately. The employer was not discriminating due to age; in fact, all candidates were over the age of 50. The rubric can provide a tool to review what is needed for an excellent interview and then compare their actual performance to that standard.

There were a number of challenges in developing the rubric. Many participants struggle with self-confidence in recognizing and articulating their experience and skills. I wanted a rubric that would assess their interview strengths and weaknesses without eroding their confidence and adding to their fear. In deciding on the category labels, it was challenging to select wording that was meaningful and not discouraging, and decide on the number of gradation categories between three and five. Originally I thought of using the four categories of beginning, developing, competent and mastery. However, if someone was very nervous or having a bad day, they would be placed in the developing category when they may have the skills to be competent. After imagining

how the participants would perceive these categories, I realized that they label the individual rather than the performance. As such, I changed the wording to reflect the skills demonstrated during the mock interview as below average, average and above average. These categories reflect an assessment of that particular interview rather than labeling the individual. It provides for an assessment of the performance, a review of what is needed for an excellent interview, and an opportunity to set new learning goals based on the interview rubric assessment.

The next challenge was selecting the interview skill categories and the precise wording to identify expectations and gradation of performance. This involved breaking down tasks and performance expectations for each cell and then cross referencing them to the gradation category labels. To guide me in this process I reviewed a number of existing rubrics through various educational websites and adapted them to meet my needs. I noticed that the majority of rubrics I viewed did not mention make-up, jewelry and scent. As this has been a major issue (such as too much makeup and scent), I included it in my rubric. It was also challenging to have specific behavioral examples in the cells. At times it might appear that some of the wording is vague such as, asks appropriate questions. However, participants have learned about appropriate and inappropriate questions and the assessment rubric identifies if they have grasped the concept. I can then refer to specific teachings and handouts regarding that particular item in the cell such as questions, dress, make-up and so forth.

Learning Outcomes: After participating in a mock interview and receiving feedback using the rubric, learners will be able to identify their interview strengths, areas to develop and the behaviors associated with good interview skills.