Pages from

Selection Interviewing
Developing and Administering
Structured Behavioral Interviews

Supervisory Resource Guide

These pages provide insight into the thought process used by a hiring organization in developing an interview strategy. - Ed.

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Staffing Services
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STRUCTURED BEHAVIORAL INTERVIEW DEVELOPMENT

Selection Interviews

Organizations often conduct screening interviews (sometimes by telephone) to obtain basic information, check candidate availability, and screen out persons who do not meet minimum position requirements. By contrast, selection interviews are used either to select a candidate for a hiring interview or are used to actually make a hiring decision. Selection interviews may be conducted in various ways, by single interviewer, interview panel, and having the candidates interview more than once. Selection interviews may be informal and unstructured or structured and more formal. This resource will focus on the design of a structured selection interview.

Designing Structured Interviews

The development of a structured interview requires answering these basic questions:

1) What job behaviors and competencies identify high job performers?
2) What interview questions will enable candidates to describe or demonstrate high performance behavior?
3) How can we evaluate the levels of performance with each interview question?
4) How should the ratings be used in making the hiring decision?

Research shows that the information gathered and evaluated from a well designed structured interview enables supervisors to make good hiring decisions <u>five times more often than by using unstructured interviews</u>.

The key to selecting better candidates is learning how to structure the interview to your advantage. Developing questions based upon job analysis, is the critical foundation for the entire process. **(See Appendix A, Checklist for Developing a Structured Interview)**

Conducting the Job Analysis   (Source State of Arizona)

A systematic look at the job helps one take into consideration all of the important elements and differentiates them in terms of what is necessary upon entry and what is later learned on the job. As supervisor, you may think you already "know the job" and can intuitively apply that knowledge in evaluating candidates. The process described here simply enables you to organize that knowledge so that it can be more efficiently used in developing relevant interview questions.


Make a list of the most important job tasks (behaviors) and required KSAs.

Step one in the development of any selection procedure is identifying the critical or **essential tasks** necessary for successful job performance. Once the critical tasks are known the second step is identifying the **Knowledge, Skills, and Abilities (KSAs)** necessary for an **entry level** candidate to demonstrate successful job performance.

KSAs are another way of describing competencies.- Ed.

The Job Analysis Target

A job analysis can take many forms. The job analysis could be as simple as meeting with one or more **"job experts"** to identify and describe the critical **Tasks, Knowledge, Skills, and Abilities (KSAs)** for the position. These "job experts" are the incumbent(s) or the supervisor(s) of similar positions who have direct knowledge of the job duties and requirements. The most common method of job analysis is **critical incidents job analysis**. Critical incidents job analysis typically involves meetings where job experts share tasks and/or critical incidents they have witnessed that show a necessary knowledge, skill, or ability that an incumbent needs for the job. **An effective job analysis must target important KSAs.**
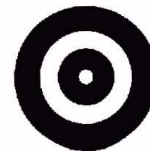
> Knowledge, Skills, and Abilities (KSAs) which are learned through on-the-job training or from policy and procedure manuals are **not included** as critical incidents in the job analysis.

To ensure that selection decisions are based upon current and accurate job requirements, any existing job analysis information should be reviewed and, if necessary, updated before developing structured interview questions.

Possible sources of job tasks, critical incidents, and job performance information include:

- interviews with incumbents and their supervisors
- questionnaires completed by incumbents and supervisors
- documents, such as a class specification, job description or job announcement posting
- activity and workload reports
- written job performance standards, record of complaints, problems, and successes
- direct observation of incumbents, especially high performers

Regardless of the process used, the results must specify the critical or essential tasks of the job and what knowledge, skills, and abilities (KSAs) distinguish successful performers from other candidates. In addition, the working environment, the level of training expected of a new hire, and the type of supervision the employee will receive should also be identified.

The ultimate goal of job analysis is to gather job behavior information which enables development of interview questions and rating scales which separate the unsatisfactory, satisfactory, and superior entry level performers.

> What you must know....
> * Good job performance information is the basis of a good interview.
> * Never take for granted that you already "know" the job.
> * Make a written list of the critical job tasks and job requirements.
> * Don't start writing interview questions until you "know" what to ask.

Job Analysis Legal Concerns   (Source: State of Oklahoma)

Several court decisions* have ruled that <u>interview questions must be clearly job-related</u>.
These decisions relate the importance of a job analysis for all selection devices, especially job
interviews. Also, federal government guidelines consider the employment interview to be an
employee selection device just as a written test is a selection device. <u>Therefore, it is very</u>
<u>important to document your job analysis, record the sources of all job information, and when and</u>
<u>how the information was obtained.</u>   Do this even if you are developing information for your own
interviews.

(* *EEOC v. Rath Packing* (1986), *King v. TWA* (1984), *Harless v. Duck* (1980), *Reynolds
v. Sheet Metal Workers* (1980), *Weiner v. County of Oakland* (1976)

Developing Job-Related Structured Interview Questions

The next step is developing good interview questions. The job analysis is
like the foundation of a house, the development of questions which
distinguish candidates' potential levels of future job performance is like
building the house.

> If you talk
> more than 20%
> of the time,
> you're doing it
> all wrong.

Types of Questions

There are many types of questions used in interviews. The most common types are described
below. You may have used various types of questions in previous interviews.

Background questions.
These focus on the work experience, education, and other qualifications of the candidates.
Sometimes you can save time by obtaining this information from the application or resume.
Don't waste valuable interview time allowing the applicant to merely repeat facts stated in the
application or resume.

Job knowledge questions.
Sometimes interviewees are asked to demonstrate specific job knowledge or provide
documentation of job knowledge. This can be useful as screen out questions. Be careful,
though, there usually is not much time in an interview to ask many knowledge questions. This
may be better handled by having candidates fill out a questionnaire or take a knowledge test.

Hypothetical/situational questions.
These present the interviewee with hypothetical situations that may occur on the job and ask how
the interviewee would respond to the situations. The use of situational questions in an interview
is based on the assumption that a person's **intentions** are related to behavior; thus, how a
candidate says he or she will handle a problem is most likely how he or she would actually
behave in that situation. Hypothetical questions must represent "real" job expectations. Beware,
while hypothetical questions have their place, people may not always give responses that reflect
their real-life experience or true behavior.

Actual Past Behavior Questions

Many experts consider this the best question type. This requires candidates to describe actual past job behaviors and accomplishments that relate to the job for which they are being interviewed. The use of actual past behavior questions in an interview is based on the assumption that a person's past behaviors can predict future behaviors. Most of the question development instructions and examples in this resource focus on "behavioral" questions.

Asking **open-ended questions**, as opposed to questions that can be answered with a yes or no, will allow the candidates to reveal more about themselves. If a question is developed to determine if a candidate does or does not meet a specific requirement, then a close-ended question could be appropriate; for example, "Do you have a driver's license?" or "Do you have experience with Microsoft Word?" Otherwise, open-ended questions usually gather more information; for example, "Describe any experience you have had in using computer-based word processing programs."

> What you must know…
> Interview questions should be developed from <u>actual behaviors and requirements</u> determined during the job analysis to be related to high job performance.

Is there a "BEST" type of question?

The best questions are those that obtain the information you are looking for in the interview. So, it depends on the purpose of the question. All question types can be used. We should point out, however, that questions that address specific past behaviors, challenges, and accomplishments will provide better information. Questions should allow the candidate to talk freely about his or her own experiences solving specific problems, increasing production, meeting goals, working successfully with others, facing challenges, and dealing with the unexpected. If the applicant gives a hypothetical or brief response, simply **probe** or ask for more examples. Do not restrict your questioning to simply elicit facts. Ask behavioral questions related to the applicant's work style, attitudes about management, policy conflicts, and personality.

Are there any "BAD" interview questions?

Yes. There are two types of really bad interview question; the ones that serve **no purpose and illegal** ones. That said, there are many tired old questions that simply fill up time and yield little valid information. Examples are: Where do you see yourself in five years? What does your ideal job look like? Are you a team player? I see you worked at Acme, what was that like? Tell me about yourself. What are some of your strengths/weaknesses? The fact is, if you carefully review the job and base questions on specific behavioral job requirements, you won't need any "BAD" questions. Legal considerations are discussed later.

More About Interview Questions   (Source: State of Arizona)

When choosing questions to include in the interview, it is wise to keep in mind the time frame within which you must conduct each interview. The number of questions should probably fit in the range of 5 to 15. If you want to ask a question to which you expect and want lengthy replies, you should ask fewer questions overall to stay within a reasonable time frame. Generally, interviews will be 30 to 60 minutes long. The interviewer should ensure that the behavioral questions developed do not require a knowledge or skill that will be learned on the job.

For example, do not ask candidates how they would handle situations for which your organization has specific policies that will be taught to new hires. Be careful that a question doesn't coach the candidate in how to respond. If you tell a candidate that punctuality is required in this position and then ask if he or she is punctual, the response is going to be virtually the same from all candidates.

Also, be careful that your questions don't give too much deference to a candidate's self-assessment. For example, asking, "How would you describe your interpersonal skills?" is unlikely to elicit "not so good" from the candidate. A better question in this case would be, "Describe a time when you had a conflict with a coworker, subordinate, or supervisor. How did you react to the situation and how was the situation resolved?"

Questions should be worded so that candidates will clearly understand what is being asked. The use of acronyms or other terminology that may not be familiar to some candidates should be avoided. Use job-related language, but avoid technical jargon and regional expressions. Keep the questions succinct; don't make it difficult for the candidates to understand what is being asked. Listed below are some of the more important characteristics of good interview questions:

1.   Realistic, given the job requirements
2.   To the point, brief, and unambiguous
3.   Complex enough to allow adequate demonstration of the competency being rated
4.   Formulated at the language level of the candidate, not laced with jargon
5.   Not dependent upon skills or policy that will be learned after the person is hired

Examples of Situational and Behavioral Questions with Rating Scales

Following the job analysis, interview questions should be developed from behaviors determined during the job analysis to be critical and essential to the performance of the job.

The following examples illustrate situational and behavioral questions and response rating scales.   Rating scale development will be discussed later. **(Appendix B includes additional examples of behavioral and followup/probe questions.)**

Situational Questions   (Source: State of Arizona)

The situation the interviewer is attempting to assess is in bold type.

1.   Assessing **awareness of meeting attendance protocol**, which is necessary for most managerial and professional jobs:

Question: Suppose you were going to miss an important business meeting due to unforeseen circumstances (e.g., illness or family emergency). What would you do?

Example Rating Scale:

(5) I would contact the person in charge of the meeting to forewarn of my absence, and I would arrange for a responsible person to attend in my place.
(3) I would send someone in my place.
(1) Afterwards, I would try to find out what went on in the meeting.

2.   Assessing **communication skills** at a level needed by many jobs:

Question: Suppose you had many projects with rigid deadlines, but your manager kept requesting more paperwork, which you felt was unnecessary. This extra work was going to cause you to miss your deadlines. What would you do?

Example Rating Scale:

(5) Present the conflict to the manager. Suggest and discuss alternatives. Establish a mutually acceptable plan of action. Communicate frequently with the manager.
(3) Tell the manager about the problem. Request assistance. Request extension of deadline.
(1) Do the best I can.

Behavioral Questions

The **KSA** the interviewer is attempting to assess is in **bold type**.

Assessing **willingness to work at heights** as may be required by many construction jobs:

Question: Some jobs require climbing ladders to a height of a five-story building and going out on a catwalk to work. Give us examples of when you performed such a task.

Rating Scale:

(5) Gives several examples and mentions heights do not bother me. I have done similar work at heights in the past
(3) Gives at least one example and mentions I am not afraid of heights. I know that this would have to be done as part of the job.
(1) I am afraid of heights. I would do it if absolutely necessary.(No examples given)

KSAs and Sample Behavioral Interview Questions

KSAs and their **definitions are in bold**. Some examples include follow-up and/or probe questions.

ADAPTABILITY-Maintaining effectiveness in varying environments, tasks and responsibilities, or with various types of people.

Tell me about a situation in which you have had to adjust to changes over which you had no control. How did you handle it?

Tell me about a time when you had to adjust to a classmate's or colleague's working style in order to complete a project or achieve your objectives.

By providing examples, convince us that you can adapt to a wide variety of people, situations and environments.

ANALYTICAL SKILLS & PROBLEM SOLVING-Relating and comparing data from different sources identifying issues, securing relevant information, identifying relationships and implementing solutions. The ability to reach logical conclusions, solve problems, analyze factual information, and take action.

Describe the project or situation that best demonstrates your analytical abilities.
What was your role?

Tell me about a time when you had to analyze information and make a recommendation.
To whom did you make the recommendation? What was your reasoning?
What kind of thought process did you go through? Why?

Tell me about a situation where you had to solve a difficult problem. What did you do?
What was your thought process? What was the outcome?

COMMUNICATION-Ability to clearly express ideas verbally or in writing.

Tell me about a recent successful experience in making a speech or presentation.
How did you prepare? What obstacles did you face? How did you handle them?

Have you ever had to "sell" an idea to your classmates or co-workers? Supervisor?
How did you do it? Did they accept your idea?

Tell me about a time in which you had to use your written communication skills in

order to get an important point across. What was the outcome?

Tell me about a situation when you had to convince (be assertive) in order to get a point across that was important to you.

CREATIVITY-Ability to use imagination and originality to create or improve something.

Tell me about a problem that you've solved in a unique or unusual way. What was the outcome? Were you and/or your boss happy or satisfied with it?

Give me an example of when someone brought you a new idea that was odd or unusual. What did you do?

CUSTOMER SERVICE ORIENTATION- efforts to listen to and understand internal and external customer needs and give high priority to customer satisfaction.

Describe the most difficult internal or external customer service experience that you have ever had to handle-perhaps an angry or irate customer. Be specific and tell what you did and what the outcome was.

DECISION MAKING-The ability to make a choice from among a number of alternatives; a statement indicating a commitment to a specific course of action.

Give me an example of a time when you had to be quick in coming to a decision. What obstacles did you face? What did you do?

What is the most difficult decision you've had to make? How did you arrive at your decision? What was the result?

What was your most difficult decision in the last six months? What made it difficult?

What kind of decisions do you make rapidly? What kind takes more time?

What steps do you follow to study a problem before making a decision?

GOAL SETTING-Ability to define and prioritize objectives according to the intensity, direction and priority of desires or ambitions.

Give me an example of an important goal which you have set and tell me how you achieved it. What steps did you take? What obstacles did you encounter?

Tell me about an organizational goal setting process you have participated in. What was your role? What obstacles did you encounter? How did it make you feel?

INITIATIVE-Making active attempts to influence events to achieve goals. Taking action to achieve goals beyond what is necessarily called for, originating action.

Describe a project or idea (not necessarily your own) that was implemented primarily because of your efforts. What was your role? What was the outcome?

Describe a situation in which you recognized a potential problem as an opportunity. What did you do? What was the result? What do you wish you had done differently?

Tell me about a project you initiated. What did you do? Why? What was the outcome? Were you happy with the result?

Tell me about a time when your initiative caused a positive work process change to occur.

What was the best idea you came up with during your professional or college career? How did you apply it?

INTEGRITY AND HONESTY-Moral soundness; honesty; freedom from corrupting influence or motive.

Tell me about a time you demonstrated your trustworthiness at school or at work.

Tell me about a business situation when you felt honesty was inappropriate. Why? What did you do?

Give an example of a policy or directive you conformed to with which you did not agree. Why?

Describe a time when you choose not to follow a policy or directive. What did you do? What was the outcome? What is your definition of business ethics? Provide examples.

INTERPERSONAL SKILLS AND SENSITIVITY-Acting out of consideration for the feelings and needs of others.

Give an example of when you had to work with someone who was difficult to get along with. How/why was this person difficult? How did you handle it?

Describe a situation where you found yourself dealing with someone who didn't like you. How did you handle it?

Describe a recent unpopular decision you made. How did you handle it?

Tell me about a time when you had to work on a team with someone you did not get along with. What happened? How did it affect the result?

Describe a situation where you had a conflict with another individual, and how you dealt with it. What was the outcome? How did you feel about it?

Describe a situation in which you had to work with someone who you found very different in their needs and values. How did you feel about it?

LEADERSHIP-The ability to significantly affect the thoughts, feelings, and/or behaviors of a significant number of individuals.

Give an example of your ability to build motivation in your co-workers, or classmates, volunteer committee members, or subordinates.

Tell me about a team project when you had to take the lead or take charge of the project? What did you do? How did you do it? What was the result?

Describe a leadership role of yours. Why did you commit your time to it?

What is the toughest group that you have had to get cooperation from?
What were the obstacles? How did you handle these? What was the end result?

In a supervisory or group leader role, have you ever had to discipline or counsel an employee or group member? What was the nature of the discipline? What steps did you take? How did that make you feel? What was the outcome?

MOTIVATION -The ability to combine desire and energy toward achieving a goal.

Give an example of a time when you went above and beyond the call of duty.

Describe a situation when you were able to have an influence on the actions of others.

Tell me about the situation in the last six months where you worked the hardest.

PLANNING, ORGANIZING AND MANAGING TIME -Establishing a course of action for

yourself and others to accomplish specific goals. Planning proper assignments for personnel and appropriately allocating resources, including your time and that of other people.

Describe a time when you had multiple projects or assignments due at the same time. What steps did you take to get them all done?

Tell me about a project that you planned. How did you organize and schedule the tasks? Tell me about your action plan.

How do you schedule your time? Set priorities?
How do you handle doing 20 things at once?

What do you do when your time schedule or project plan is upset by unforeseen circumstances? Give an example.

STRESS-The ability to use coping skills in order to work efficiently under pressure.

Describe a time when you were faced with problems or stresses that tested your coping skills. What was the outcome? What did you learn from the experience?

TEAMWORK-The ability to work effectively with others at various levels of the organization (i.e., peers, other units, senior management) to accomplish organizational goals and to identify and resolve problems.

Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?

Describe a situation in which you had to arrive at a compromise or help others to compromise. What was your role? What steps did you take? What was the result?

Describe the types of teams you've been involved with. What were your roles?
Describe a team experience you found rewarding (disappointing). Why?

TECHNICAL & PROFESSIONAL KNOWLEDGE-Candidate's level of understanding of specific technical and professional information and his/her ability to apply technical and professional skills.

Describe a situation where you had to request help or assistance on an assignment.

Give examples of specific accomplishments that demonstrate your mastering of _____.

Give an example of how you applied knowledge of _____ to a project or assignment.

WORK STANDARDS-Ability to meet goals or standards of performance, or to set them for subordinates.

Describe some times when you were not very satisfied or pleased with your performance. What did you do about it? What was the outcome?

Describe specific steps you have taken to improve your performance.

Describe a time when you supervised others or lead a team who did not meet work standards. What did you do? What were the results?

Interviewing for Entry Level Work

If you are interviewing for a job which requires no specific experience and/or the applicant pool is likely to include many recent school students, you will have to be a little more creative in obtaining information about job-related potential. Most behavioral questions can be adapted to address non-work achievements. Don't merely ask about grades and favorite courses. Include questions about group activities, special challenges, awards, class projects, research papers, class presentations, personal goals, job interests, and after-school jobs. Also, you might include a few critical job-related knowledge or problem-solving questions.

You will notice that many **behavioral type questions** start with these phrases: "**Tell me about a time you....**" or "**Describe a time when you...**" or "**Give examples of times when you....**" These questions often require the applicant to relate information about specific past experience, involving complex problems, dealing with obstacles, major accomplishments, and working with a variety of people. Your objective is to force the candidate to talk freely about specific situations and describe his or her own actions. Remember, if you ask "textbook" questions you will only get "textbook" answers.

 No interview procedure is perfect. By systematically reviewing the job competencies, and writing job-related behavioral questions, you will enable all candidates to do compete equally and enable yourself to make the very best hiring decision based on consistent and relevant criteria possible.

Developing Rating Scales and Benchmarks   (Source State of Arizona)

Step three is making a decision regarding the scoring system or rating scale to be used in the interview. The rating scale can be as simple as "**acceptable**" or "**unacceptable**," or it can be a three, four, or five-level, point-based scale. It is difficult to define more than five levels that can be meaningfully and consistently assessed. The most critical element of

the rating scale is not how many levels it has, but rather how those levels are defined.

Rating scales should be defined by **benchmarks**. Benchmarks are predictable and/or expected answers to the questions that are linked to the rating scale. These provide a frame of reference for assessing the candidate's responses objectively and consistently. There should usually be at least three levels of answers for each question: superior, satisfactory, and unsatisfactory response.

Use either a three or five point rating scale. Try to define benchmarks for the most commonly expected responses. Benchmarks define the superior, satisfactory, and unsatisfactory answers. To develop benchmarks, using the guide below, describe the answers that fit the different levels of the rating scale.

General Guidelines for Developing a Five Point Scale (5 is highest)

Points   Benchmarks/Scoring Criteria

5   What would one expect or want an outstanding candidate to give as the best possible answer(s)?

3   What are acceptable answers that one would expect a qualified candidate to give?

1   What would one expect as poor answers from a candidate who has little or no knowledge or skill of this job requirement?

It is not necessary to describe the 4 or 2 level answers, because the 5, 3, and 1 answers give adequate anchor points for making a rating decision on any of the levels. The 3-level benchmark is usually the easiest to develop, so try describing that answer first. Example answers should fit the requirements of the job. Superior answers should not far exceed the requirements and unsatisfactory answers should not be so low that they do not distinguish between candidates. Also, avoid making the superior answer a more sophisticated or simply reworded version of the satisfactory answer. Separate benchmarks should be developed for each question since these correlate to specific knowledge or job competencies you want to assess. Organizational jargon, acronyms, and slang should be avoided.

Developing benchmarks also forces evaluation of the interview questions. If it is too difficult to determine the benchmark answers for a particular question, the question should be reviewed for possible revision or elimination. You should review the questions and the rating scales for clarity, job relatedness, and level of complexity. This provides a "reality check" for your efforts. At this point, you have completed the most difficult parts of developing a good structured interview. As you repeat this process for different vacancies, the process will become easier.

APPENDIX B
Additional Examples Of Behavioral And Follow-up Questions

Behavioral Questions

Below are questions designed to learn about an applicant's behavior for various **Knowledge, Skills, Abilities (KSAs)** and for various types of jobs. The questions address different work experience levels. Some are more appropriate for the recent college graduate who has little or no experience while others work better for candidates who have work experience.

Event Planning
Describe situations when you organized meetings, banquets, conferences (specify types of event) on short notice. What were the results? How did you feel? What would you do differently?

Creativity
Describe the most creative work-related project you have done. What was the outcome?

Customer Service
Describe one recent success you had in dealing with an unhappy (fill in the blank-client, vendor, patient, external customer, etc.). How did you accomplish this? What was the key to your success?

Courage
Describe the most unpopular stand you have taken. What was the result? How did you feel?

Flexibility - **With Management**
Describe a time when you had to respond quickly to a vague and unreasonable assignment. What did you do?   What was the outcome?

Describe a situation when you had to take on new tasks or roles. What did you do? What were the results?   How did you feel?

Describe a time when you were pulled off a project before you could complete it and assigned to another project. What did you do? How did you feel?

Flexibility - **With Coworker**
Describe a time when it was necessary for you to modify or change your actions in order to respond to the needs of a coworker. What did you do? What motivated you to change? What was the outcome?

Negotiation
Describe a time when you were assigned a task that was much more appropriate for a coworker to perform. What did you do? What were the results?

Time Management
Describe a time when you began a new job and there was no training provided and no time to be trained. What did you do to become proficient in the job? How did you feel about this situation?

APPENDIX B (Continued)
Behavioral Questions

Gaining Cooperation
Tell us about some situations when you have had to get cooperation from (fill in the blank-coworkers, team members, supervisors, etc.). What did you do? How would you describe the outcomes?

Technical Communication
Describe some of the strategies and techniques you have used to communicate technical information to a wide variety of people with differing experience and education levels. What were the outcomes?

Leadership Skills - Difficult Employees
Describe the types of employees you find most difficult to manage. What actions have you taken to improve your management skills in dealing with them?   What were the outcomes?

Leadership Skills - Complex Training
Describe a situation when you have trained employees in complex procedures. How did you do it?   What were the results? What did you learn from this?

Work Environment/Style Preferences
Describe the characteristics of the best boss you have worked for. How was this rewarding for you?

Describe the best job you've ever had. What factors made it the "best" for you?

Describe the types of situations, people, and work assignments which energize you. How do you stay energized when you must work under opposite conditions?

Analytical Skills
Describe a time when you anticipated potential problems and developed preventative measures. What was the outcome?

Quick Thinking
Describe a time when you had to think on your feet to extricate yourself from a difficult situation. What did you do and how did it work?

Self-management
Describe a difficult situation when you had to maintain a positive attitude. How did you accomplish this?

Public Relations
Describe a time when you had to deal with the media, taxpayers, and legislators regarding a controversial agency action. What was the outcome?

APPENDIX B (Continued)
Acceptable Probes / Follow-up Questions

What steps did you take?

What action did you take?

What happened after that?

What did you say?

How did he/she react?

How did you handle that?

What was your reaction?

How did you feel about that?

What was the outcome/result?

Were you happy with that outcome/result?

What do you wish you had done differently?

What did you learn from that?

How did you resolve that?

What was the outcome of that?

Why did you decide to do that?

What was your logic?

What was your reasoning?

Where were you when this happened?

What time was it?

Who else was involved?

Tell me more about your interaction with that person.

What was your role?

What obstacles did you face?

What were you thinking at that point?

Lead me through your decision process.

How did you prepare for that?

Note: Use a follow-up only when you need additional job related information, need to clarify the information given by the candidate, or think the candidate misunderstood the question.

APPENDIX F
Sample Candidate Evaluation Form

Candidate: _____   **Date:** _____   Panel: ____ Y ____ N
Position Title: _____   **Interviewer:** _____

5, 3, 1 (5 is highest)

KSA and/or Question (List)*	Comments: (Be specific; support your rating)	Initial Rating	Final Rating
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			
Question 6			
Question 7			
Question 8			
Question 9			
Average of Candidate's Ratings			

Initial Rating (As scored by individual rater)   **Final Rating** (After panel discussion & consensus)

* Evaluation forms can vary in format. You could rate each <u>question</u>, or rate each <u>competency</u> from which the questions are derived. In that case, the questions could be on a separate sheet.

**If weighting is used, note formula here or attach separate sheet.

APPENDIX F (Continued)

Sample Interview Question Guide/Form

This shows an example form with one question per page and response benchmarks.

Candidate's Name:_____ Position Title:
Interviewer's Name:_____ Panel: ____ Y ____ N
Date_____ Time_____

Competency: Ability to take charge of a project, initiate actions, demonstrate responsibility.

Question: Describe some projects or developments that you have been largely responsible for initiating and/or completing in your previous work experiences.

Notes_____
_____
_____
_____
_____
_____
_____
_____
_____

To score place a check next to the rating scale value

____5) Superior
     Responsible for initiating and completing several major projects or developments.
     Candidate describes how projects were accomplished and the results.

____3) Satisfactory
     Responsible for initiating and completing a few major projects or developments.
     Candidate describes how projects were accomplished and the results.

____1) Unsatisfactory
     Worked on projects, but had no part in their initiation or responsibility for their completion.
     Candidate describes how projects were accomplished and the results.

If question is weighted, describe how or indicate formula used: