

INTRODUCTION TO SELECTION INTERVIEWING

Prepared by

Dr. Dennis C. Sweeney, Ph.D.
California University of Pennsylvania
250 University Avenue
California, PA 15419
(412) 938-4392

TABLE of CONTENTS

OBJECTIVES iii

AGENDA iv

UNIT 1 - Introduction 1
 Exercise 1 - Introduction to Interviewing 1

UNIT 2 - The Behavioral Interview 2
 What is BEHAVIOR? 3
 Exercise 2 - BEHAVIORAL and NON-BEHAVIORAL information. 4
 Exercise 3 - Identifying Behavioral Examples 5

UNIT 3 - The Interview as a Selection Tool 6
 History of the Interview 6
 Typical Interviewing Errors 7
 Interview Types 9

UNIT 4 - What to Interview For 10
 Selecting Dimensions 11
 Exercise 4 - Identifying Key Job Requirements 13
 JOB ANALYSIS GUIDE 14

UNIT 5 - Selecting Interview Questions 16
 Using the Resume or Application Blank 17
 Exercise 5 - Identifying Interviewing Opportunities 18
 DIMENSION COVERAGE GUIDE 19
 Interviewing DO's 20
 Interviewing DON'TS 21
 Exercise 6 - Well formulated questions. 22
 Legal Considerations 23
 Questions that will get you in trouble. 24
 Exercise 7 - Developing a Corning Interview Guide 25
 Interview Assignments 31

UNIT 6 - Conducting the Interview 32
 Getting Ready for the Interview 32
 Five Interviewing Steps 33
 Exercise 8 - Practice Interviews 35

UNIT 7 -Evaluating the Interviewee 36
 Consensus Meeting 36
 Rating Scale 37
 Common Errors 38

APPENDIX A-1

Glossary of Common Performance Dimensions A-2
 JUDGMENT AND DECISION MAKING A-2
 INTERPERSONAL SKILLS A-2
 MANAGING A-3
 COMMUNICATING A-3

SELECTION INTERVIEWING

PLANNING AND CONTROL A-3
PERSONAL CHARACTERISTICS A-4

Glossary of Potential Interviewing Questions A-5
JUDGMENT AND DECISION MAKING A-5
INTERPERSONAL SKILLS A-7
MANAGING A-10
COMMUNICATING A-12
PLANNING AND CONTROL A-14
PERSONAL CHARACTERISTICS A-16
Technical Skills and Knowledge A-18

FORMS A-19
JOB ANALYSIS GUIDE A-20
DIMENSION COVERAGE GUIDE A-22

OBJECTIVES

At the end of this workshop you will be able to...

1. Describe a behavioral interview.
2. Describe the reasons for a behavioral interview.
3. Develop job-related behavioral interviewing questions.
4. Interpret behavioral interviewing responses.
5. Prepare for a behavioral interview.
6. Conduct a behavioral interview.
7. Evaluate a person based on data collected in a behavioral interview.
8. Understand the legal climate and prohibitions that affect the behavioral interview.

AGENDA

- I. Introductions
 - A. Exercise #1
- II. The Behavioral Interview
 - A. What it is
 - B. What is *BEHAVIOR*?
 - C. *BEHAVIORAL EXAMPLES*
 - 1. Complete Behavioral Examples
 - 2. Exercise #2
 - 3. Exercise #3
- III. The Interview as a selection tool
 - A. History of Interviewing
 - B. Interviewing Errors
 - C. Types of interviews.
- IV. What to interview for.
 - A. Skills, Abilities, Knowledge, and Characteristics
 - B. How to select them.
 - C. Choosing Job Requirements.
 - D. Exercise #4
 - E. Knock-Out Factors
- V. Selecting Interview Questions
 - A. Using the Resume or Application Blank
 - B. Identifying Interview Questions
 - C. Exercise #5
 - D. Interviewing DOs
 - E. Interviewing DON'Ts
 - F. Exercise #6
 - G. Legal Considerations.
 - H. Exercise #7 Designing the Corning Interview
- VI. Conducting the Interview
 - A. Getting Ready
 - B. Interviewing Steps
 - C. Exercise #8
- X. Evaluating the Interviewee
 - A. Consensus Meeting
 - B. Evaluation Criteria
 - C. Discussion rules.
 - D. Common Errors

UNIT 1 - Introduction

Exercise 1 - Introduction to Interviewing

Purpose This exercise is designed to focus your attention on developing and asking interview questions.

Instructions Work in pairs.

Read through the interview situations and responses on the bottom of this page. Decide on one question you would ask each candidate to gather more information about his or her suitability for the job.

SITUATION	RESPONSE	WHAT WOULD YOU ASK TO GET MORE INFORMATION OF THE CANDIDATE'S ABILITY...
<p>1. You are interviewing a candidate for an outside sales position selling copier supplies to small businesses. The job requires someone to be good at making cold calls in person. 70% of the unsuccessful sales people have not been skilled at making cold calls. You have asked about sales experience.</p>	<p><i>I started selling lawn care service. Then I spent three years in a construction supply company where most of my job was selling supplies.</i></p>	<p>TO SELL?</p>
<p>2. You are interviewing a candidate for an Administrative Manager's position in a Finance Company. One of the major responsibilities is preparing for and coordinating audits. You have asked the person about this experience.</p>	<p><i>Well, we had a number of audits in my last job. We had state audits, internal audits, the accounting firm audits. All that stuff. We never had a major problem.</i></p>	<p>TO PLAN?</p>

UNIT 2 - The Behavioral Interview

What is it?

A JOB-RELATED, BEHAVIORAL, STRUCTURED INTERVIEW THAT FOCUSES ON THE BEHAVIOR, SKILLS, AND KNOWLEDGE REQUIRED FOR SUCCESSFUL JOB PERFORMANCE

Purpose

Collect information to make an accurate judgment about a person's suitability for a job.

Job-related

Each question is targeted toward one or more key job characteristics.

Structured

The interviewing questions have been prepared in advance.

Behavioral

Yields information on what the person actually does or did.

What is BEHAVIOR?

WHAT A PERSON SAYS OR DOES IN A CERTAIN SITUATION.

Elements of a BEHAVIORAL EXAMPLE.

CIRCUMSTANCE The conditions under which the behavior took place.

ACTION What the person said or did.

RESULT The consequence of the person's behavior.

CIRCUMSTANCE	ACTION	RESULT
<i>When Pat made a presentation regarding new computers for the Design Department to the Finance Committee.</i>	<i>Pat had a complete set of handouts and slides justifying the expense in terms of both quality and productivity.</i>	<i>Even though the committee was looking for ways to cut costs, Pat's suggestion was implemented.</i>
<i>While Chris was a manager in the Tank Room, there was an employee who started having attendance problems.</i>	<i>Chris asked another employee to talk to the person about it. When this had no effect, Chris referred the matter to the E.R. Manager.</i>	<i>The employee's attendance improved.</i>
<i>During high school</i>	<i>Kim worked two jobs while maintaining a B+ average.</i>	<i>Kim had sufficient money saved to complete Bradford Secretarial School.</i>

Exercise 2 - BEHAVIORAL and NON-BEHAVIORAL information.

Purpose This exercise is designed to focus your attention on developing and asking interview questions.

Instructions You will work individually.

You will be shown some a typical interview responses. Try to identify the CIRCUMSTANCE, ACTION, and RESULT in each example.

Example #1

1. What is the CIRCUMSTANCE?
2. What is the ACTION?
3. What is the RESULT?
4. What can you conclude about the person's Analytic Skill?

Example #2

1. What is the CIRCUMSTANCE?
2. What is the ACTION?
3. What is the RESULT?
4. What can you conclude about the person's Supervisory Skill?

Exercise 3 - Identifying Behavioral Examples

Instructions

Listed below are a number of statements taken from employment interviews. Identify those that are complete **BEHAVIORAL EXAMPLES** by placing a check mark in the complete box. If the example is not complete indicate which of the following component(s) is missing.

CIRCUMSTANCE The conditions under which the behavior took place.

ACTION What the person said or did.

RESULT The consequence of the person's behavior.

STATEMENT	COMPLETE	INCOMPLETE What is missing?
1. <i>When I saw the number of errors that Jan made on the quarterly report I called him into the office and explained why we could not tolerate this kind of work. We discussed what he needed to do to improve his accuracy. In the future he was more careful.</i>		
2. <i>I was responsible for making presentations to the Executive Committee.</i>		
3. <i>When I was in the Western Region, sales increased 33% and we exceeded our target by \$125,000.00.</i>		
4. <i>Last spring I was responsible for developing the budget. I hated to make the decisions about allocations for staff and salaries. Someone always got mad and wanted to argue. They never let me alone. They did not give me any guidelines, and I always had to go to my boss to get his approval. I got the job done, but it seemed that no one was satisfied.</i>		
5. <i>I like daily contact with different people. At Zenon there was always a new problem to solve and I got a lot of support from the front office. It seems like I was always on the go. My clients really liked the way things got done. I got several letters in my file from them.</i>		

UNIT 3 - The Interview as a Selection Tool

History of the Interview

Research over the past 50 years has shown the following:

1. The interview is the most widely used technique for evaluating people for jobs. Virtually 100% of the organizations surveyed require job candidates to be interviewed at least once before they are hired or promoted. The only exceptions are:
 - Organizations in which there is a union contract that specify other testing tools.
 - Many governmental jobs where seniority, performance data, and test data are used to make hiring and promotion decisions.
2. The unstructured, interview is one of the least accurate means of hiring people.
3. The structured, job-related interview is an effective technique for predicting job success.

Typical Interviewing Errors

Like me - Not like me

The interviewer either picks people with similar interests, skills, background, and abilities or rejects people with different skills, interests, and abilities.

Example: An interviewer reacting positively because a person went to the same school, has the same dislike for detail work, or uses a similar supervisory style.

Problem: The skills the interviewer has are not necessarily those required for success.

Example: An interviewer is a highly flexible person who makes snap decisions. The interviewer has little patience for people who are cautious decision makers and discounts their detail orientation.

Problem: Some of these conflicting characteristics may be relevant to the job.

Confirmation Bias

The interviewer makes a positive or negative judgment about the candidate early in the interview and seeks additional data to support this judgment.

Example: The interviewer learns that a sales person had difficulty documenting territory development plans and spends the rest of the interview focussing on other planning problems without finding out about the person's skill at making cold calls and developing new clients.

Problem: Most people have both assets, talents that make them successful, and liabilities -- characteristics that hinder their performance. Focusing on one or the other misses important information.

**Interviewing Errors
Continued**

**Halo Error -
Impression Bias**

The interviewer allows an evaluation of one performance area to influence the evaluation of other unrelated areas.

Example: The interviewer learns that the person has difficulty setting long-range plans and assumes that the person is also poor at delegating.

Problem: Many behaviors are unrelated. A person can be strong in one area and weak in others.

**Decision not Job
Related**

Here the decision about a candidate is made on characteristics that are not related to the job.

Example: The interviewer in a nationwide shoe chain spends time asking a candidate for a Vice President of Administration job to describe her merchandising experience without finding out if the person can manage people.

Problem: The decision is made on criteria unrelated to the skills required for the position.

Interview Types

Screening Interview

A brief telephone interview in which the candidate is evaluated on knock-out factors.

Individual Interview

An in-depth screening interview with the goal of gathering behavioral data to assess the candidate on important job-related characteristic.

Group or Panel Interview

An in-depth interview in which a group of interviewers gather behavioral data to assess the candidate on important job-related characteristic

Stress Interview

A screening interview in which the candidate is placed in a stress producing situation with the goal of determining how the candidate will cope with job-related stress.

Final Interview

The last interview with a candidate in which the interviewer makes a final assessment of the interviewee and negotiates an employment agreement with the candidate.

UNIT 4 - What to Interview For

Skills

What a person can do physically. Can be improved with practice

- Examples:
- Changing a tire
 - Playing an instrument
 - Welding
 - Tending a machine
 - Typing a letter
 - Throwing a ball

Abilities

Innate capacity to accomplish something. Usually cannot enhance through practice.

- Examples:
- Perfect pitch
 - Color sensitivity
 - Verbal IQ

Knowledge

Information that is accumulated in your head. Usually acquired through school and experience.

- Examples:
- American History
 - Chemical components of glass
 - Directions to Pittsburgh
 - How to complete a 1040

Personal Characteristics

Typical style of behaving, thinking, and interacting with the environment.

- Examples:
- Extroversion
 - Attention to detail
 - Leadership
 - Decisiveness

Selecting Dimensions

Job Analysis

The process of selecting the skills, abilities, knowledge, and personal characteristics that are critical to performance on a job or class of jobs.

- Usually determined for each job.
- Is the foundation for all selection, assessment, and training decisions.

Job Description

The formal document that describes the skills, abilities, knowledge, and personal characteristics, work activities, work responsibilities, work goals, and working conditions that are expected of a given job or set of jobs.

- A legal document.
- Usually defined for a set of jobs.

Job Specification

The requirements for a specific position.

- Shopping list of the requirements for a specific position.
- Used in the hiring and promotion process.

Choosing Job Requirements

Frequency

- Constantly
- Daily
- Weekly
- Monthly
- Rarely
- Never

Importance

- Critical *The person would be unsuccessful in the job if he/she did not possess this trait on day one.*
- Important *This is required for the job, but talents in other areas may make up for weaknesses here.*
- Desirable *This is nice to have, but a person could be successful without having this.*
- Not needed *This requirement is not required for performance on this job.*

Exercise 4 - Identifying Key Job Requirements

Purpose In this exercise you will begin to develop a list of the key requirements for one of positions in your organization.

Instructions You will work in small groups
You will be given a job description. Use the *JOB ANALYSIS GUIDE* on the next page.

1. Enter one key job activity in each of the six spaces under the heading *Job Activity*.
2. For each key *Job Activity* list the KSACs that are required for that Activity. You may either use one that appears in the Glossary in Appendix A or you may develop your own.
3. Evaluate each KSAC using the Frequency and Importance scales on the previous page.

Knock-out Factors

A limited set of SAKCs the person MUST have to be considered as a potential candidate for the job.

- Two to five items
- Should be expressed so that a YES-NO decision can be made as to whether the candidate passes.
- May have factors that indicate organizational limitations that would affect the candidate's decision about the company.

Examples:

- The job requires 50% travel.
- Licensing or certification.
- Previous experience as a supervisor in a union environment.
- Demonstrated capability to sell consumer goods in a highly competitive environment.
- Skill in designing and preparing wedding cakes for large, formal weddings.
- Limited medical and dental coverage.

UNIT 5 - Selecting Interview Questions

Purpose

Elicit sufficient information about a person so that you can make a judgment about his/her suitability for a job.

- Selected on the basis of job requirements.
- Designed to gather behavioral examples indicating that the person has the SAKCs required to do the job.

Keys to effective questioning

Be sure to do the following when asking questions.

- Ask questions that elicit **BEHAVIORAL EXAMPLES** of the SAKC as the person has applied it in the past.
- Try to establish a pattern of behavior.
- Test initial impressions.
- Each question should be designed to get behavioral information relevant to one job-related SAKC.

Materials Needed

- Job Analysis or Job Specification
- Resume and/or Application Blank

Using the Resume or Application Blank

Interpretation

Initial impressions and preliminary decisions.

- Experience in key areas.
- Watch out for assumptions of skill and knowledge by association.

Specific events.

- School: High School and College
 - Grades and grade progression
 - Activities
 - Work
 - Courses
 - Achievements
 - Who makes decisions
 - Who pays
- Jobs: Part Time, Full Time
 - Types of jobs.
 - Accomplishments
 - How found and developed
 - Growth
 - Responsibilities
 - Supervision given
 - Supervision received
 - Technical aspects
- Chronology
 - After school
 - Blanks
- Patterns
 - Direction of changes
 - Frequency of changes
 - Consistencies

Exercise 5 - Identifying Interviewing Opportunities

Purpose

The purpose of this exercise is to give you some practice in identifying areas where a job candidate may have had some experience that would yield behavioral information in the interview.

Instructions

You will work in small groups.

Use the resumes you have been given and identify areas where the candidate may have experience relevant to the job you analyzed in Exercise 4.

Interviewing DO's

Use BEHAVIORAL questions

Questions that elicit BEHAVIORAL EXAMPLES.

What did you do....?

How did you do....?

When you did this what happened when...?

Use OPEN-ENDED questions.

Questions that require a person to give a full response rather than a single question answer.

Tell me about how you prepared for your first sales call with Xenon Company.

How did you convince your boss to accept your revised production forecast?

How did you come to the decision to invest in tax free bonds?

Have you ever had an employee whose work did not meet your expectations? How did you deal with this person?

Use FOLLOW-UP questions

Questions that get the person to elaborate so that you can get the extent to which he/she was involved in the situation.

WHAT.. (happened then) (did you do) ?

WHY did you.....?

Can you give me another example....?

HOW do you...?

Interviewing DON'TS

Use LEADING QUESTIONS

Questions that telegraph the desired answer.

You don't like liver do you?

We believe in cooperation and collaboration here. What are your opinions about team work in the work place?

Take a minute to give me your feelings about honesty and integrity in the work place.

Use THEORETICAL QUESTIONS

Questions that call for a hypothetical answer.

How would you handle a disciplinary problem?

What would you do if a client indicated that she had decided on a competitor's product?

Use YES-NO questions.

Questions that require a single answer.

Did you like the Army?

Are you a good supervisor?

Exercise 6 - Well formulated questions.

Purpose

The purpose of this exercise is to give you some experience in identifying good interviewing questions.

Instructions

Place an "X" in the column indicating whether the questions shown is OPEN ENDED, LEADING, THEORETICAL, or YES-NO.

Question	Open Ended	Leading	Theoretical	Yes-No
How did you deal with the person who criticized you all of the time?				
We give our employees plenty of freedom here. What do you think about flex time?				
Do you like to travel?				
We feel that it is best to let people work at their own pace. What do you think?				
How would you handle an irate client?				
Do you get along well with others?				
What was the most difficult decision you made while setting up the production line at Murrysville?				
When your boss disagrees with you do you change your mind or do you argue for your point of view?				
How do you prepare for a performance evaluation?				

Legal Considerations

Discrimination

- ~ Federal law (Title VII of the Civil Rights act of 1964) prohibits employers from using RACE, COLOR, RELIGION, GENDER, OR COUNTRY OF NATIONAL ORIGIN as a basis for hiring. Subsequent laws have protected people on the basis of AGE and DISABILITY.

What it is.

Any employment practice that has an adverse effect on a *PROTECTED CLASS* of people.

- Generally held to be the result, not the intent of employment practice.
- Generally interpreted statistically.

What is a *PROTECTED CLASS*?

Any of the following fall under the protection of being a *PROTECTED CLASS*.

- Members of racial and ethnic groups.
- People classified on the basis of gender.
- Members of religious groups.
- People classified on the basis of nationality.
- Individuals over 40 years old.
- People with disabilities.

How to avoid claims of discrimination.

~

Make sure that all selection criteria are job related.

~

Avoid using any of the questions listed on the next page.

Questions that will get you in trouble.

Gender

Do you plan to get married?

How tall are you?

Are you planning on having children in the near future?

Is your husband covered by health insurance?

What arrangements do you make for your children while you work?

With whom do you live?

What does your husband do?

Religious

Are there any religious holidays that will require you to miss any work?

Where do you go to church?

Age

How old are you?

When were you born?

Disability

How many days were you sick last year?

Are you handicapped?

Ethnic

That is an interesting name. What kind of name is that anyway?

Were you (your parents) born in this country?

Were you ever arrested?

How do you plan to get to work?

What kinds of loans do you have?

If there are critical job specifications that would get into an area that would be sensitive, there are alternative wordings that directly address the topic.

Inappropriate

Would your children prevent you from traveling?

Appropriate

This job requires 65% travel. Would this cause you any problems?

Exercise 7 - Developing an Interview Guide

Purpose

This exercise is designed to give you practice in developing a structured interviewing guide.

Instructions

You will work in teams.

Use the job analysis you developed in Exercise 4 and the Dimension Coverage Guide, you developed in Exercise 5 and the individual's resume.

1. Selection the five (SAKCs) on which you want to interview and place their names in the appropriate spaces on the blank interviewing guide on the following pages.
2. For each SAKC, select two or three interviewing questions that you plan to use in the interview. Write these questions in the blanks on the interviewing guide.
3. This will be your practice interviewing guide for the practice interviews.

PREPLANNED INTERVIEW GUIDE

Interviewee: _____ Date: _____

Interviewer: _____

Position: _____

EDUCATIONAL BACKGROUND

High School: _____

College (1): _____

College (2): _____

Graduate School: _____

Technical School: _____

Goal Setting

Why did you choose _____ college?

Why did you major in _____?

Work Standards

What were your best classes? Why?

What were your worst classes? Why? Tell me how you dealt with them.

Technical Knowledge.

SELECTION INTERVIEWING

SAKC #1. _____

Q1. _____

Q2. _____

Q3. _____

SAKC #2. _____

Q1. _____

Q2. _____

SELECTION INTERVIEWING

Q3.

SAKC #3.

Q1.

Q2.

SELECTION INTERVIEWING

Q3.

SAKC #4.

Q1.

Q2.

Q3.

SELECTION INTERVIEWING

SAKC #5. _____

Q1. _____

Q2. _____

Q3. _____

Interview Assignments

Process by which a two or more people interview a person on the key behaviors, skills, and knowledge required for a job and jointly make an evaluation of the person's capability to do the job.

SAKC	Pat	Chris	Fran
Presentation Skill	Yes		Yes
Sales		Yes	Yes
Written Communication	Yes	Yes	
Energy	Yes		Yes
Initiative	Yes	Yes	
Electrical Engineering		Yes	Yes

Issues

1. Try to get at least two interviewers per SAKC.
2. Try to have different questions per area.

UNIT 6 - Conducting the Interview

Getting Ready for the Interview

Preparation

First.

Select a good interviewing space.

- Quiet, neat room
- Comfortable chairs
- Well lit

Second.

Prepare and collect all of the necessary materials.

- Interview guide
- Pencils

Third

Ensure privacy during the interview.

- Hold all calls
- No interruptions

Scheduling

Allow yourself plenty of time for the interview. A thorough interview can take an hour or more.

Five Interviewing Steps

STEP 1.

Greet and establish rapport.

- GREET the interviewee warmly.
- ESTABLISH RAPPORT
 - Give the person choices whenever possible.
 - Ask a couple of "warm-up" questions the person can answer easily.

"I see you went to the University of North Carolina. What did you think of Chapel Hill?"
 - Be aware of body language.
- COURTESY
 - Offer rest room facilities.
 - Be aware of time.
 - Be aware of schedules.
- LISTENING
 - Be an active listener. Show awareness of what the person has said by restating and rephrasing the interviewee's comments.
 - Follow-up when you are not clear.

STEP 2.

Explain what you are going to do.

- Ask some pre-prepared questions.
- Take about 60 minutes.
- Give interviewee a chance to ask questions.

STEP 3. Conduct the interview.

NOTES ON PACING	
Getting MORE detail	Getting LESS detail
<ul style="list-style-type: none"> • Reinforce and encourage responses. • Use silence. • Ask for more information. • As a last resort, point out the problem and ask the person to give more detail. 	<ul style="list-style-type: none"> • Summarize what the person has said and redirect the conversation to a new topic. • Reinforce specific responses. • Interrupt and move on to the next topic. • Tell the person that time is limited and you need to get a lot of information.

STEP 4. End the interview.

- Using "THOUGHT" questions.
- Review the data for:
 - Breadth of information.
 - Depth of information.
 - Initial impressions, were they good or bad and have you biased your follow-up questions.
- Decide what follow-up questions to ask.
- Get "THOUGHT" answer.
- Ask follow-up questions.

STEP 5. The interviewee's turn.

- Give the interviewee a chance to ask questions.

UNIT 7 -Evaluating the Interviewee

Consensus Meeting

Group discussion and decision making.

- All interviewers participate.
- Share all interview data.
- Sequential decision making.
- All members must agree.
- Conducted as soon after the final interview as possible.

Discussion Rules

1. Focus on only the SAKCs required for the job.
2. The only *admissible evidence* is a *BEHAVIORAL EXAMPLE*.
3. No judgments may be made without clear behavioral data.
4. Evaluate the candidate on each SAKC before making an overall evaluation.
5. All raters **MUST AGREE** on each evaluation.

Rating Scale

RATING	INTERPRETATION	
5	SUPERIOR	The person's capacity in this area is so strong that he/she could not only do the present job but could move to the next higher level. He or she could coach others in this area. Person is significantly better than would be needed for the target job.
4	ABOVE AVERAGE	The person could be expected to perform without flaws in the target job. He or she could be expected to handle all situations without assistance. Could perform better than most incumbents in the target job.
3	AVERAGE	The person could be expected to perform at an acceptable level on the target job. He or she may need some coaching or guidance in difficult situations. perform at the satisfactory level on the target job.
2	BELOW AVERAGE	The person has some weaknesses here. Training may compensate for present weaknesses or strengths in other areas would compensate for weaknesses here.
1	NOT ACCEPTABLE	The person's weaknesses here would probably affect his or her overall job performance.
Boxed Ratings <input type="checkbox"/>	Special Comments	1. Not enough data to be confident in this evaluation. 2. Person is too strong here. 3. Other comment

Common Errors

Process Errors

- Not being prepared.
- Talking too much.
- Questioning errors.
 - Wrong question types.
 - Lack of breadth.
 - Lack of depth.
- Not checking assumptions.
- Not listening.
- Not interviewing
- Not taking notes.

Judgment Errors

- Self-fulfilling prophesy.
- Stereotyping.
- Halo effect.
- Playing hunches.
- Comparison.
 - To self
 - To others

APPENDIX

Glossary of Common Performance Dimensions**JUDGMENT AND DECISION MAKING**

Decisiveness	Spontaneous decisions in situations where not all of the data are available. (A-5)
Logical Thinking	Clear reasoning and developing rational solutions to problems. (A-5)
Evaluating Alternatives	Reviewing various courses of action to solve a problem and selecting the most appropriate one. (A-5)
Bottom-Line Orientation	Making decisions with overall profitability in mind. (A-6)
Analytical Skill	Reviewing and interpreting information. (A-6)
Creativity/ Innovativeness	Originality and/or imagination in developing solutions to problems. (A-6)
Identifying and Solving Problems	Recognizing that an actual or potential obstacle exists and taking action to deal with it. (A-6)

INTERPERSONAL SKILLS

Collaboration	Working cooperatively with others for the common good. (A-7)
Team Orientation	Participating in a task group in a manner that helps the group reach its goals. (A-7)
Impact	Making a favorable impression. (A-2, A-7)
Persuasiveness	Influencing a peer or superior toward some belief or course of action. (A-7)
Sales	Influencing a customer to purchase your product or service. (A-7)
Customer Orientation	Being proactive to sustain a high level of customer confidence. (A-8)
Negotiating	A situation in which both parties seek to reach agreement on the exchange of goods or services. (A-8)
Introducing Change	Introducing and implementing new ideas to a work group. (A-8)
Resolving Conflict	Settling disputes and differences of opinion between people. (A-8)
Team Leadership	Rallying a group toward the pursuit of a goal. (A-9)

MANAGING

Setting Performance Standards	Making assignments with deadlines to employees; specifying the quality and quantity of work that is expected of employees. (A-10)
Selecting and Developing People	Evaluating an applicant's job potential; enhancing current employees' job skills through coaching or training. (A-10)
Motivating Others	Developing and sustaining enthusiasm in subordinates to be productive and to do their jobs well. (A-10)
Delegation	Making non-standard work assignments to subordinates. (A-10)
Removing Obstacles	Identifying and removing barriers that hinder employees from doing their jobs. (A-11)
Performance Management	Assessing and providing performance feedback to subordinates. (A-11)

COMMUNICATING

Listening	Using information gathered from others in oral communications. (A-12)
Oral Communications	Communicating effectively verbally. (A-12)
Written Communications	Communicating effectively in writing. (A-12)
Questioning	Actively soliciting information from others through the use of questions. (A-12)
Informing Others	Communicating job-related information to subordinates, peers, and upper management. (A-12)
Presentation	Communicating information effectively to a group when given time to prepare. (A-13)

PLANNING AND CONTROL

Developing Long-Term Goals	Developing long-range plans for a work group. (A-14)
Developing Short-Term Goals	Developing and meeting quarterly or annual goals. (A-14)
Setting and Managing Priorities	Planning work so that important tasks are done on time. (A-14)

Follow-up and Control Keeping track of work being done in one's work area. (A-14)

Scheduling Making standard job assignments to subordinates in a structured manner. (A-15)

PERSONAL CHARACTERISTICS

Ambition Efforts to advance to higher levels of responsibility. (A-16)

Energy Maintaining a high activity level. (A-16)

Flexibility Modifying one's approach when the current one is not working. (A-16)

Stress Management Maintaining stable performance when facing pressure. (A-16)

Initiative Originating action beyond standard job requirements. (A-17)

Toughness Maintaining calm and resolve when faced with pressure and disappointment. Readiness to make difficult decisions. (A-17)

Work Standards Maintaining high quality of work. (A-17)

Glossary of Potential Interviewing Questions**JUDGMENT AND DECISION MAKING**

Decisiveness - Spontaneous decisions in situations where not all of the data are available.

1. Have you ever had to make a major decision on your own? What was it? How did you make it?
2. How have you gone about making important decisions?
3. How quickly do you make decisions? (Please give me some examples.)
4. When you have a new problem situation, how do you go about making a decision?
5. How do you involve your boss or others when you make decisions?

Logical Thinking - Clear reasoning and developing rational solutions to problems.

1. How do you go about developing information to make a decision? Give me an example.
2. When you have to make a highly technical decision, how do you go about doing it?
3. Everyone has made some poor decisions or done something that just did not turn out right. Has this happened to you? What happened?

Evaluating Alternatives - Reviewing various courses of action to solve a problem and selecting the most appropriate one.

1. What are some of the major decisions you have had to make over the past (6,12,18) months?
What alternatives did you develop?
How did you assemble the information?
How did you review the information? What process did you follow to reach a conclusion?
Who made the decision (you or your boss)?
2. What kinds of decisions are most difficult for you? Describe one.
3. Have you ever had a situation where you had a number of alternatives to choose from? (If "Yes", "How did you go about choosing one?")
4. When a number of different people come to you with ideas about solving a problem, how do you go about using their information? Have you ever had to do this? Please give me an example.

Bottom-Line Orientation - Making decisions with overall profitability in mind.

1. What new business opportunities did you recognize while at _____?
2. How well has your business/unit/group performed? How did you contribute to this growth?
3. How well has your business unit performed? (If better) What have you done to increase its performance?
4. What have you done to improve the short term strength of your business/ unit? What have you done to strengthen the long term stability of your business/unit?

Analytical Skill - Reviewing and interpreting information.

1. Tell me about a time when you recognized a problem, or opportunity, when other people were not aware of it. What was the situation? What did you do? How did you see the opportunity?
2. Have you ever done a research paper? How did you go about putting it together?
3. What are the biggest problems you have faced over the past (5, 12, 18) months? How did you handle them? What caused them?
4. What kind of problems do you face on the job? How do you handle them? (Give an example.)

Creativity/Innovativeness - Originality and/or imagination in developing solutions to problems.

1. What new or unusual ideas have you developed on your job? How did you develop them? What was the result?
2. What have been some of your most creative ideas at _____? Where did they come from?
3. People frequently borrow ideas they have seen elsewhere and then apply them in a new setting. How have you done this? Please give me an example.
4. What innovative procedures have you developed? How did you develop them? Who was involved? Where did the ideas come from?

Identifying and Solving Problems - Recognizing that an actual or potential obstacle exists and taking action to deal with it.

1. What are some of the problems facing (that faced) you? How did you recognize that they were there?
2. How do you identify problems? Tell me about the last one you dealt with.
3. Have you ever been caught unaware by a problem or obstacle that you had not foreseen? What happened?

INTERPERSONAL SKILLS

Collaboration - Working cooperatively with others for the common good.

1. When is the last time you had a disagreement with a peer? How did you resolve the situation?
2. Have you ever worked with a colleague to solve a problem? What was the situation? How did you go about working it through? What was your role?
3. Some people work best as part of a group others prefer the role of individual contributor. How would you describe yourself? Give me an example of a situation where you felt you were most effective.

Team Orientation - Participating in a task group in a manner that helps the group reach its goals.

1. Have you ever participated in a task group? What was your role? How did you contribute?
2. Tell me about the most effective contribution you have made as part of a task group or special project team.
3. When you have been a member of a team, what has your role been? How did you interact with other members of the team?

Impact - Making a favorable impression.

NOTE: Impact can be assessed by the manner in which the interviewee appears and interacts in the interview. Be aware of grooming and body language.

Persuasiveness - Influencing a peer or superior toward some belief or course of action.

1. How do you get a peer or colleague to accept one of your ideas?
2. Have you ever had to persuade a peer or superior to accept an idea that you knew they would not like? Tell me about the resistance you met and how you overcame it.
3. Have you ever had to persuade a group to accept a proposal or idea? How did you go about doing it? What was the result? How did you feel about it?

Sales - Influencing a customer to purchase your product or service.

1. Describe how you prepare for a sales call for a new client.
2. How do you go about making cold calls?
3. Tell me about your most difficult sales experience.
4. Tell me about your sales volume over the past three years. What have you done to influence it?

5. What kind of sales situations give you the most difficulty?
6. Have you ever met resistance from a customer? What have you done when the customer says "No?"

Customer Orientation - Being proactive to sustain a high level of customer confidence.

1. How do you handle problems with customers? Give me an example.
2. We all have clients -- who are your clients and how do you identify them?
3. What have you done to improve relations with your customers?
4. How do you go about establishing rapport with a customer? What have you done to gain their confidence? Give me an example.

Negotiating - A situation in which both parties seek to reach agreement on the exchange of goods or services.

1. Tell me about the last time you had to negotiate with someone.
How did you prepare for it?
How did you present your position?
What was the most difficult part? How did you resolve it?
2. Describe the most challenging negotiation in which you were involved. What did you do? What were the results for you? What were the results for the other party?
3. Have you ever been in a situation where you had to bargain with someone (buying a car, at a garage sale, in a store, etc.)? How did you feel about this? What do you do? Please give me an example.

Introducing Change - Introducing and implementing new ideas to a work group.

1. When is the last time you had to introduce a new idea or procedure to people on the job? How did you do it?
2. Have you ever had to introduce a policy change to your work group? How did you do it?
3. Have you ever met resistance when implementing a new idea or policy to a work group? How did you deal with it? What happened?

Resolving Conflict - Settling disputes and differences of opinion between people.

1. Have you ever had to settle conflict between two people on the job? What was the situation and what did you do?
2. Tell me about a time when you had to help two peers settle a dispute. How did you go about identifying the issues? What did you do? What was the result?
3. Have you ever been in a situation where you had to settle an argument between two friends (or people you knew)? What did you do? What was the result?

Team Leadership - Rallying a group toward the pursuit of a goal.

1. Have you ever been in a position where you had to lead a group of peers? How did you handle it? Tell me about problems you had and how you handled them?
2. Have you ever been a committee chairperson? How did you handle the job? Give me an example of some problems you had. How did you handle them?
3. Tell me about the most difficult situation you have had when leading a team. What happened and what did you do?

MANAGING

Setting Performance Standards - Making assignments with deadlines to employees; specifying the quality and quantity of work that is expected of employees.

1. How do you let employees know what you expect of them?
2. How do you go about setting goals with subordinates? How do you involve them in this process?
3. What performance standards do you have for your unit? How have you communicated them to your employees?

Selecting and Developing People - Evaluating an applicant's job potential; enhancing current employees' job skills through coaching or training.

1. What have you done to improve the skills of your subordinates?
2. What was your biggest success in hiring someone? What did you do?
3. What have you done to develop your subordinates? Please give me an example.
4. How do you coach an employee in completing a new task assignment?
5. What was your biggest mistake in hiring someone? What happened? How did you deal with the situation?

Motivating Others - Developing and sustaining enthusiasm in subordinates to be productive and to do their jobs well.

1. How do you get subordinates to work at their peak potential? Give me an example.
2. Have you ever had a subordinate whose work was always marginal? How did you deal with that person? What happened?
3. How do you deal with people whose work exceeds your expectations?
4. How do you get employees to produce at a high level? Please give me an example.
5. Have you ever had to motivate someone who was temperamental or moody? How did you deal with them? What was the result?

Delegation - Making non-standard work assignments to subordinates.

1. Tell me how you go about delegating work to subordinates.
2. What was the biggest mistake you have had when delegating work to a subordinate?
3. How do you make the decision to delegate work to a subordinate?

Removing Obstacles - Identifying and removing barriers that hinder employees from doing their jobs.

1. How do you determine potential obstacles that might hinder an employee's performance? How do you do this?
2. What do you do when an employee comes to you with a problem?
3. What have you done to make sure that your subordinates can be productive? Give me an example.
4. Have you ever done something that makes work easier for your employees? Tell me what happened.
5. Have you ever dealt with a situation where [communications were poor], [there was lack of cooperation], [lack of trust] between people? How did you handle it?

Performance Management - Assessing and providing performance feedback to subordinates.

1. How do you handle performance reviews? Tell me about the most difficult one.
2. Have you ever had to reprimand a subordinate? How did you handle it?
3. Have you ever had a subordinate whose work was not up to expectations? How did you handle them?
4. How do you handle situations with subordinates when you have to be firm with them or tell them "No"?
5. How do you coach a subordinate to develop a new skill?
6. When do you give positive feedback to people? Tell me about the last time you did so.

COMMUNICATING

Listening - Using information gathered from others in oral communications.

Note: To some degree this area can be assessed by evaluating the way the interviewee responds to the interviewer's questions.

1. What do you do to show people that you are listening to them?
2. How often do you have to rely on information you have gathered from others when talking to them? Do you ever have any problems? Tell me what happened.
3. Give me an example of a time when you made a mistake because you did not listen well to what someone had to say.

Oral Communications - Communicating effectively verbally.

Note: To some degree this area can be assessed by evaluating the way the interviewee answers questions.

1. What different approaches do you take in talking with people?
2. How do you go about explaining a complex technical problem to a person who does not understand technical jargon?
3. Tell me about situations where you have had difficulty expressing yourself.

Written Communication - Making your point effectively in writing.

1. What kinds of writing have you done? How do you prepare the document?
2. What are the most challenging documents you have done? What kinds of proposals have you written?
3. Have you ever had to rewrite a document? Why?

Questioning - Actively soliciting information from others through the use of questions.

Note: Frequently this can be seen in an interviewee's behavior during the interview.

1. How do you verify that you understand what someone has told you? Give examples.
2. How do you show a person that you have understood what they have said?

Informing Others - Communicating job-related information to subordinates, peers, and upper management.

1. How do you keep subordinates informed about information that affects their jobs?
2. Have you ever had problems coordinating work with that being done in other units/departments/divisions? What happened?
3. How do you keep your boss informed about what is being done in your work area?

Presentation - Communicating information effectively to a group when given time to prepare.

1. What kinds of oral presentations have you made? How did you prepare for them? What difficulties did you have?
2. How do you prepare for a presentation to a group of technical experts in your field?
3. Tell me about the most effective presentation you have made. What was the topic? What made it difficult? How did you handle it?

PLANNING AND CONTROLDeveloping Long-Term Goals - Developing long-range plans for a work group.

1. What were your long-range plans for _____? How did you develop them? Did you achieve them? Why or why not?
2. Did you have a strategic plan for _____? How did you develop it? How did you communicate it to the rest of your staff?
3. What goals have you set for yourself? Which have you reached? What did you do to reach them? Which have you missed? Why did you miss them?

Developing Short-Term Goals - Developing and meeting quarterly or annual goals.

1. What were your annual goals as a _____? How did you develop these goals? How did you keep on target?
2. What goals have you met? What did you do to meet them?
3. What goals did you miss while you were at _____? Why did you miss them?
4. Did you ever operate in a MBO system? How did you manage it? How did you communicate goals to subordinates?

Setting and Managing Priorities - Planning work so that important tasks are done on time.

1. How do you schedule your time?
2. When given an important assignment, how do you approach it?
3. Have you ever been overloaded with work? How do you keep track of work so that it gets done on time?
4. How do you manage your time?

Follow-up and Control - Keeping track of work being done in one's work area.

1. How do you keep track of what your subordinates are doing?
2. How do you evaluate the productivity/effectiveness of your subordinates?
3. How do you get data for performance reviews? (Give me an example.)
4. How did you keep track of delegated assignments?
5. What administrative paperwork do you have? Is it useful? (Why or why not?)

6. How do you keep track of what is going on in your unit?
7. How do keep up with how well your department is functioning?

Scheduling - Making standard job assignments to subordinates in a structured manner.

1. How did you go about making job assignments?
2. How did you assign priorities to jobs?

PERSONAL CHARACTERISTICS

Ambition - Efforts to advance to higher levels of responsibility.

1. Careers grow and develop just like people do. They are born, have a youth, prime, and mature period. Where do you see your career? Why? What are you doing to sustain it?
2. (If past position indicates advancement) Why were you promoted to the position of ____ at ____? (Determine if past promotions were automatic or based on desire and achievement.)
3. What sorts of things have you done to become better qualified for your career?
4. Looking back when your career started to gel, what were your goals? What influenced your goals? How did you influence them?
5. What impact did you have in your last job?

Energy - Maintaining a high activity level.

1. What sort of work hours do you normally put in?
2. When you have a lot of work to do, how do you get it all done? Give me an example. (Find out if this was poor planning that caused the backlog.)
3. How many hours a day (week) do you put into your work? What were your study patterns at school?

Flexibility - Modifying one's approach when the current one is not working.

1. What do you do when you are faced with an obstacle to an important project? Give me an example.
2. When you have difficulty persuading someone to your point of view what do you do? Give me an example.
3. Have you ever had an employee whose performance was consistently marginal? What did you do?

Stress Management - Maintaining stable performance when facing pressure.

1. What was the most stressful situation you have faced? How did you deal with it?
2. How do you react when faced with constant time pressure? Give me an example.
3. People react differently when job demands are constantly changing; how do you react to this?
4. Have you ever been in a situation where you had multiple projects making demands on your time. How did you handle this?

Initiative - Originating action beyond standard job requirements.

1. What sorts of ideas have you developed to make your job (group, department) more efficient?
2. What changes did you develop at _____?
3. How did you get work assignments at _____?
4. What sorts of projects did you generate that required you to go beyond your job description?
5. What sorts of things did you do at school that were beyond expectations?

Toughness - Maintaining calm and resolve when faced with pressure and disappointment. Readiness to make difficult decisions.

1. On many occasions managers have to make tough decisions. What was the most difficult one you have had to make?
2. What was your major disappointment while you were _____? What did you do?
3. What has been your major work-related disappointment? What happened and what did you do?
4. Tell me about setbacks you have faced. How did you deal with them?

Work Standards - Maintaining high quality or work output.

1. Tell me about the work you are proudest of. How did you get it done?
2. Some people consider themselves to be perfectionists others are satisfied with something less. How would you characterize yourself. Give me an example.

Technical Skills and Knowledge

The questions shown here are models. You are encouraged to develop your own, consistent with the area being evaluated, the job analysis, and good interviewing techniques.

Before choosing this area, it is important to do the following:

- First: Decide on the technical areas with which a person has to be familiar to be successful on the job. This should include a specific listing of content and topic areas.
- Second: Determine whether the person has to be conversant with information in the content of this area (KNOWLEDGE) or must be able to apply the knowledge in some way (SKILL).
- Third: Develop methods or questions to assess the applicant's level of knowledge or skill. Typically a paper and pencil test is an effective method of evaluating knowledge while a practical demonstration is best for assessing skill level.

Interview questions can give some information on a person's skill or knowledge level.

EXAMPLE

Content area: Automobile internal combustion engines.

Knowledge Questions	Skill Questions
How does the Wankel engine work?	Tell me how you go about tuning a Wankel engine.
What are the key characteristics in designing a diesel engine?	Given that the electrical system is O.K., how would you troubleshoot a diesel engine that will not start?

FORMS

INTERVIEW REVIEW GUIDE

Instructions

Use this guide for giving feedback to the **INTERVIEWER**.

If you feel that the interviewer could improve on an area, give one or two specific ideas on what the **INTERVIEWER** should do differently in the future.

AREA

NOTES

Greeting

Comments

Explaining the interview
process

Comments

Eliciting behavioral
responses

Comments

Ending the interview

Comments

INTERVIEW REVIEW GUIDE

Instructions

Use this guide for giving feedback to the **INTERVIEWER**.

If you feel that the interviewer could improve on an area, give one or two specific ideas on what the **INTERVIEWER** should do differently in the future.

AREA

NOTES

Greeting

Comments

Explaining the interview
process

Comments

Eliciting behavioral
responses

Comments

Ending the interview

Comments