**Leadership Interview Guide A**

Interview Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Applicant’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position Applying For:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer’s Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| This Interview Guide is used for:* Vice Presidents
* Directors
* Managers
* Professionals
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**Overview & Instructions**

This packet contains questions for interviews for the positions listed on the front page. Each question is designed to assess a competency critical to success in these roles. Please ask every candidate every question.

**Prior to the interview:**

Please take a few minutes to review the interview questions and rating scales. You will know what to look for in the interview if you are familiar with the rating scales.

**Opening the interview:**

Take a few minutes to build rapport with the candidate. Then, explain the format and process of the interview. Below is an example of what you might say to do this.

“I’d like to spend the next 30 minutes discussing your qualifications to determine whether they match those needed for the position. I’ll ask you questions in areas that are important for success in this position. I’ll also provide you with the opportunity to ask any questions you may have. Fro some of the questions, I will ask you to describe a specific past experience and what you did in that situation. I’m primarily interested in learning details about the situation, your actions and the outcome. I realize it may take a moment for you to think of a relevant past experience, so don’t feel you have to begin answering the question immediately. At times I may ask you to elaborate, or I may interrupt you to make sure that I’m getting the necessary information. If you like, I will repeat all or part of a question. I will be using the interview guide and will take notes during the interview. Do you have any questions before we begin?”

**During the interview:**

Be sure to use the probes to gain information regarding the Situation, Behaviors and Outcomes relative to the specific question and Competency being assessed. Take detailed notes regarding the candidate’s response. Pay special attention to behavioral information.

**After the interview:**

After the candidate has left, review your notes and rate the responses and Communication on a 7-point scale.

* Determine whether the responses to each question best fits the low, medium or high behavioral examples listed at the bottom of each page.
* Circle a number within that category that reflects the skill level of the competency demonstrated by the candidate’s response.
* Using the interview rating scale on the last page, transfer the candidate’s score for each question and communication. Add the scores to obtain a total score. This score is then translated into an overall category of low, medium or high. Transfer both the interview score and classification in conjunction with other applicable information about the candidate to make your hiring recommendation.

**Candidate Work Background/Previous Job Responsibilities**

**Interviewer:** “Briefly review your educational and job history. I’m interested in duties and responsibilities you have had and any special recognition that you received.”

[Review candidate’s educational and work background and previous job responsibilities, unless this information has already been obtained via other interviews and/or their resume (5 minutes).]

**Notes:**

**TEAM LEADERSHIP**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Relates well to Others**

1. **Question #1A:** *“Tell me about the most difficult team member or patient you’ve had to work with and how you handled the relationship.”*

**Possible Follow-up Probes:**

* What was the situation?
* Who was involved?
* Why was it difficult?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |
| --- | --- | --- |
| **Low Behavioral Examples**\*Occasionally works to find areas of agreement, but often makes decisions with only one party\*Expresses disagreements bluntly, without regard for others’ positions or feelings, resulting in unnecessary conflict.\*Sometimes holds a grudge in the wake of conflicts and takes conflict personally.\*Interacts with others in a guarded, overly task-focused or disengaged manner.\*Allows or even created discussion that is not constructive in resolving conflict. | **Medium Behavioral Examples**\*Searches for areas of agreement and works to build further consensus form these areas.\*Expresses disagreement tactfully, working to avoid conflict.\*Is able to rebound from conflicts without holding a grudge.\*Is accepting and respectful of others, regardless of their role.\*Addresses conflict directly and constructively, focusing primarily on issues rather than people. | **High Behavioral Examples**\*Actively identifies areas of judgment, builds solid consensus around them and leverages these to resolve disagreements.\*Expresses even significant disagreements with tact and sensitivity avoiding conflict in the process.\*Rebounds quickly from conflicts without holding grudges and does not take conflicts personally.\*Consistently relates to others in an accepting and respectful manner, regardless of their level, personality or background.\*Addresses conflicts openly, directly and constructively, focusing on the issues and not on the people involved. |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**PERSONAL LEADERSHIP**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Demonstrates Courage**

**Question #2A:** *“Tell me about a time you were assertive in order to get what you felt you or your team deserved or needed.”*

**Possible Follow-up Probes:**

* What was the situation?
* Who was involved?
* What did you do?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |
| --- | --- | --- |
| **Low Behavioral Examples**\*Does little to facilitate or encourage others to share key learnings and best practices across the organization.\*Reacts cautiously to new ideas and initiatives, and resists taking on a champion role.\*Hesitates to address difficult issues and problems, or does so only when prompted.\*Provides little support for others to take appropriate risks.Delays action when issues or problems arise. | **Medium Behavioral Examples**\*Encourages people to share key learnings and best practices across the organization.\*Supports efforts to generate and implement new ideas and initiatives.\*Raise difficult issues to ensure that they are discussed.\*Shows support for others who take appropriate risks.\*Takes the initiative to resolve difficult issues and problems when they arise. | **High Behavioral Examples**\*Puts procedures/policies in place to promote sharing of key learnings and best practices, so that they can be applied across the organization.\*Champions new ideas and initiatives by becoming a strong advocate for change, providing compelling reasons, and clearly communicating the benefits.\*Address difficult issues and problems confidently and effectively.\*Consistently supports and encourages the taking of appropriate risks.\*Can always be counted on to act proactively and consistently to resolve difficult issues when they arise. |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**TEAM LEADERSHIP**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Engages and Inspires Others**

**Question #3A*:*** *“Tell me about a time you were highly motivated and your example inspired others.”*

**Possible Follow-up Probes:**

* What was the situation?
* Why were you highly motivated?
* What did you do that inspired others?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |
| --- | --- | --- |
| **Low Behavioral Examples**\*May come across as pessimistic or seem to display a lack of ownership and commitment at times.\*Misses opportunities to encourage others to perform better or try harder.\*Misses opportunities to praise or encourage others for their efforts and accomplishments.\*Misses opportunities to convey support for the organization’s vision, values and direction. | **Medium Behavioral Examples**\*Demonstrates a sense of optimism, ownership and commitment.\*Encourages others to work hard and do their best to meet high performance standards.\*Provides praise or encouragement to others for efforts and accomplishments. Expresses support for the organization’s vision, values and direction. | **High Behavioral Examples**\*Conveys a strong sense of optimism, ownership, and commitment, helping others overcome frustrating challenges.\*Challenges others to excel and exceed high standards of performance.\*Provides highly motivating reinforcement to others for significant efforts and accomplishments.\*Enthusiastically promotes active commitment to the organization’s vision, values and direction. |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**THOUGHT LEADERSHIP**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Solves Problems**

**Question #4A:** “*Tell me about a time you were able to identify potential problems early and take the necessary steps to resolve them before they were able to turn into a more serious problem”*

**Possible Follow-up Probes:**

* What was the situation?
* How did you identify the problem?
* What other solutions were there?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |
| --- | --- | --- |
| **Low Behavioral Examples**\*Does not seek out and consider appropriate data, intuition, ideas and experience to make decisions and solve problems.\*Does not consider information from diverse sources.\*Cares more about being right than finding the right solution.\*Unable to identify problems quickly to prevent or solve quickly. | **Medium Behavioral Examples**\*Seeks out and considers appropriate data, intuition, ideas and experience to make decisions and solve problems.\*Effectively and efficiently integrates information from diverse sources.\*Focuses on finding the right solution rather than proving they are right.\*Resolves problems quickly | **High Behavioral Examples**\*Sees more than one solution and finds new ways to deal with problems.\*Creates backup plans as a proactive approach if the first solution does not work. \*Focuses on finding fair solutions for all that are involved.\*Prevents problems through early intervention. |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**THOUGHT LEADERSHIP**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Innovates**

**Question #5A:** “*Tell me about the most significant plan or program that you ever developed or implemented.”*

**Possible Follow-up Probes:**

* What was the situation?
* Why was there a need for this plan or program?
* What made it significant?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |
| --- | --- | --- |
| **Low Behavioral Examples**\*Does not generate new ideas that add value.\*Sometimes nurtures fresh approaches and appropriate risk taking. \*Rarely seeks alternative points of view.\*Does not approach problems with curiosity. | **Medium Behavioral Examples**\*Generates new ideas that add value.\*Nurtures fresh approaches and appropriate risk taking.\*Seeks alternative points of view.\*Approaches problems with curiosity and generates creative solutions. | **High Behavioral Examples**\*Generates ideas that are new and original.\*Executes ideas into action.\*Approaches new way of doing things that results in adding value to the company. Helps the company grow and generate revenue.\*Helps the company adapt to the changing marketplace and become a leader in the industry. |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**RESULTS LEADERSHIP**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Maximizes Value**

**Question #6A:** *“Tell me about a time you made a suggestion to improve the way job processes/operations worked.”*

**Possible Follow-up Probes:**

* What was the situation?
* How did others respond to your suggestion?
* What did you do?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |
| --- | --- | --- |
| **Low Behavioral Examples**\*Does not consistently monitor the accuracy and quality of work methods and outputs.\*Sometimes participates in practices that do not adhere to defined standards, methods and procedures.\*Rarely seeks feedback, advice or clarification of processes to improve or maintain quality of work. | **Medium Behavioral Examples**\*Monitors the accuracy and quality of work methods and outputs.\*Follows defined standards, methods and procedures.\*Seeks clarification of processes or advice from others to improve quality of work. | **High Behavioral Examples**\*Carefully monitors the accuracy and quality of work methods and outputs, highlighting problems immediately.\*Rigorously adheres to and supports defined standards, methods and procedures.\*Proactively seeks out through and specific feedback, advice and clarification of processes to ensure quality of work. |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**EFFECTIVE COMMUNICATION**

Please review your effective communication notes carefully. Use the following behavioral examples in order to provide a rating of candidate’s oral communication skills.

Effective Communication refers to clarity, conciseness and effectiveness with which ideas are conveyed. It also relates to how well language, terminology and style fit with the audience.

|  |  |  |
| --- | --- | --- |
| **Low** | **Medium** | **High** |
| Does not speak in a clear or organized manner. | Usually speaks clearly and in an organized manner. | Always speaks clearly in an organized, logical manner. |
| Fails to use correct grammar, word choice and sentence structure. Language is too informal (e.g., use of slang terms, “um” and “you know”). | Typically uses correct grammar, word choice and sentence structure. | Always uses correct grammar, word choice and sentence structure. Language is appropriately formal. |
| Speaks in monotone. | Uses some variation in tone and inflection. | Varies tone or inflection of speech to keep listener’s attention and emphasize key points. |
| Fails to be concise in responding. Is overly elaborate in trying to explain ideas and becomes sidetracked. | Usually conveys complex ideas in a fairly concise manner. May include some unnecessary details. | Always conveys complex ideas in concise terms (e.g., does not ramble). |
| Frequently engages in distracting mannerisms (e.g., long pauses, pencil tapping, distracting movement). | Body language is appropriate and rarely distracting. | Does not engage in distracting mannerisms. Demonstrates professional eye-contact, posture and body language. |
| Asks vague and poorly worded questions. | Most questions are clear, but they could be worded more concisely. | Asks clear, concise and understandable questions. |
| Responses suggest candidate did not accurately listen to interviewer. | Responses suggest candidate did not always listen intently to instructions and/or questions. | Responses suggest that candidate listened accurately to instructions and questions. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Transfer your ratings for each question. Then, add ratings to obtain total score and rating.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Competency** | **Rating** | **Strengths** | **Opportunities** |
| **Question 1** | **Relates Well** |  |  |  |
| **Question 2** | **Courage** |  |  |  |
| **Question 3** | **Engagement** |  |  |  |
| **Question 4** | **Problem Solving** |  |  |  |
| **Question 5** | **Innovation** |  |  |  |
| **Question 6** | **Value** |  |  |  |
|  | **Communication** |  |  |  |
| **Total Score** |  |  |  |  |
| **Rating Category:** (Circle One)**Low =7-14** **Medium=15-35****High=36-49** |  |  |

**Application status upon completion of interview process (please select one):**

**🗌 Recommend 🗌 Do Not Recommend**