**Leadership Interview Guide B**

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

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

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

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

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

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| This Interview Guide is used for:   * Vice Presidents * Directors * Managers * Professionals |

**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: **Manages Talent**

1. **Question #1B:** *“Tell me about a project that you managed and how you monitored and measured performance.”*

**Possible Follow-up Probes:**

* What was the situation?
* How often did you monitor results?
* What feedback did you provide to those responsible for the results?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Low Behavioral Examples**  \*Provides few suggestions, and little coaching, guidance, or advice to help others improve.  \*Allows individuals and work groups to work in “silos”, rarely sharing across organizational boundaries.  \*Unwillingly to share expertise and experience with others.  \*Is slow to take action quickly when performance is not meeting expectations.  . | | **Medium Behavioral Examples**  \*Gives clear, motivating and constructive feedback when needed.  \*Provides coaching to facilitate individual development.  \*Supports efforts to exchange expertise and learning between individuals and work groups.  \*Willingly shares expertise and experience with others.  \*Takes action quickly when performance is not meeting expectations. | | | **High Behavioral Examples**  \*Consistently provides specific feedback, coaching and guidance on how others can improve.  \*Promotes and fosters the sharing of expertise and a free flow of learning across the organization.  \*Openly shares expertise and experience with others and encourages others to share their expertise and experience with others.  \*Proactively takes action when performance is not meeting expectations. | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**PERSONAL LEADERSHIP**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Demonstrates Accountability**

**Question #2B:** *“Tell me about a time you made a mistake.”*

**Possible Follow-up Probes:**

* What was the situation?
* How was the mistake discovered?
* What did you do once you were aware of the mistake?
* What was the outcome?
* What did you learn?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Low Behavioral Examples**  \*Does not accept responsibility for mistakes.  \*Does not learn from mistakes.  \*Blames others for mistakes. | | **Medium Behavioral Examples**  \*Accepts responsibility for one’s own performance and actions.  \*Learns from mistakes. | | | **High Behavioral Examples**  \*Accepts responsibility for team/departments performance and actions.  \*Learns from mistakes and prevents the same mistake from happening again. | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**PERSONAL LEADERSHIP**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Resilient and Adaptable**

**Question #3B*:*** *“Tell me about a time you had to complete a project/task on a strict deadline with little or no direction.”*

**Possible Follow-up Probes:**

* What was the situation?
* What was the deadline?
* Did you meet the deadline?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Low Behavioral Examples**  \*Does not accept change.  \*Lacks confidence with ambiguous situations.  \*Does not seek new experiences.  \*Is comfortable with the status quo.  \*Is unwilling to learn new methods, procedures or techniques. | | **Medium Behavioral Examples**  \*Accepts change, ambiguity and uncertainty with confidence and openness.  \*Seeks new experiences to develop his/her capabilities.  \*Willingness to learn new methods, procedures or techniques. | | | **High Behavioral Examples**  \*Leads change with confidence and openness.  \*Takes on new experiences.  \*Develops new methods, procedures or techniques with limited or no direction. | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**THOUGHT LEADERSHIP**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Strategizes**

**Question #4B:** “*Tell me about a time you were able to develop a strategy to achieve a long- or short-term business need, goal or objective.”*

**Possible Follow-up Probes:**

* What was the situation?
* What things did you consider when developing the strategy?
* Who else was involved in the development of the strategy?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Low Behavioral Examples**  \*Demonstrates limited understanding of the organization’s mission and strategies.  \*Unable to anticipate long-term challenges and trends.  \*Does not understand implications of decisions.  \*Unable to translate ideas and concepts into practical applications. | | **Medium Behavioral Examples**  \*Displays a good understanding of the key aspects of the organization’s mission and strategies.  \*Anticipate long-term challenges and trends.  \*Understands implications of decisions.  \*Translates ideas and concepts into practical applications. | | | **High Behavioral Examples**  \*Demonstrates a strong and comprehensive understanding of the organization’s mission and strategy and acts accordingly.  \*Works to clarify and understand the broader purpose and mission of own work, displaying knowledge of how it connects to the work of others.  \*Ensures consistent alignment of own activities with the team’s activities, goals and strategies. | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**RESULTS LEADERSHIP**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Drives for Results**

**Question #5B:** “*Tell me about a time you were asked to complete a difficult assignment and the odds were against you.”*

**Possible Follow-up Probes:**

* What was the situation?
* What made it difficult
* Why were the odds against you?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Low Behavioral Examples**  \*Doesn’t foster a sense of urgency and commitment to achieve goals.  \*Is sometimes able to work independtly to resolve issues or problems, but may seek guidance that is not necessary.  \*May struggle to achieve objectives, missing deadlines or requirements.  \*Delays starting work, allowing deadlines to approach without progress.  Puts in minimal effort and work necessary to get by, sometimes missing desired results.  \*Occasionally acts independently, though more often asks for help.  \*Is satisfied with average performance. | | **Medium Behavioral Examples**  \*Fosters a sense of urgency and commitment to achieve goals.  \*Can be trusted to handle everyday situations or problems without supervision.  \*Achieves objectives.  \*Starts work with minimal hesitation.  \*Maintains a consistent level of productivity and effort, accomplishing desired results.  \*Takes initiative to proactively address critical issues.  \*Sets high standards for own performance. | | | **High Behavioral Examples**  \*Fosters a sense of urgency and consistently sets challenging goals.  \*Can be trusted to handle complex situations or problems without supervision.  \*Consistently achieves and exceeds goals.  \*Starts work quickly, even on projects or tasks with distant deadlines.  \*Readily puts in sustained, persistent, and extra effort to accomplish tasks.  \*Understands which problems can be handled independently and which should be escalated. | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**RESULTS LEADERSHIP**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Manages Execution**

**Question #6B:** *“Tell me about a time you should have delegated a task/project, but chose not to.”*

**Possible Follow-up Probes:**

* What was the situation?
* Who was involved?
* What did you do?
* Why did you choose not to delegate?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Low Behavioral Examples**  \*May lose track of and miss deadlines when faced with competing demands.  \*Completes routine work effectively, but is not always timely or ensures quality.  \*Establishes only vague plans.  \*Requests resources that don’t completely meet the need.  \*Creates plans that do not accurately reflect deadlines or requirements to meet goals. | | **Medium Behavioral Examples**  \*Organizes, Coordinates and manages resources, time and people effectively to achieve key goals and objectives.  \*Prioritizes goals and uses resources while considering both strategy and efficiency.  \*Works quickly to get things done.  \*Creates realistic plans and work schedules to meet team’s goals. | | | **High Behavioral Examples**  \*Consistently focuses on highest priority demands, while effectively making progress on other priorities.  \*Ensures that work is completed timely, utilizing resources and creative ways to complete tasks when challenges arise.  \*Establishes specific and practical action plans, defining important steps and timing. | |
| **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** | **Manages Talent** |  |  |  |
| **Question 2** | **Accountability** |  |  |  |
| **Question 3** | **Adaptable** |  |  |  |
| **Question 4** | **Strategy** |  |  |  |
| **Question 5** | **Results** |  |  |  |
| **Question 6** | **Execution** |  |  |  |
|  | **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**