**Team Member Interview Guide A**

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

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

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

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

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

|  |
| --- |
| This Interview Guide is used for:* All Non-Exempt Employees
* Clinicians
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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**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Patient/Client Center Service**

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**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Knowledge**

**Question #2A:** *“Tell me about a time you had to apply some newly acquired knowledge or skill.”*

**Possible Follow-up Probes:**

* What was the situation?
* What was the knowledge or skill?
* How did you apply it?
* What was the outcome?
* What did you learn from this situation?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |
| --- | --- | --- |
| **Low Behavioral Examples**\*Sometime participates in training/educational activities.\*Relies on others knowledge, skills and judgment in practice.\*Unwilling to ask question as it is believed the answer is known.\*Relies heavily on supervision when being introduced to new skills, processes and procedures. | **Medium Behavioral Examples**\*Generates activities/education that are designed to improve ones own competence.\*Applies knowledge, skills and judgment in practice.\*Keeps an open-mind and willing to ask questions.\*Able to quickly learn new skills, processes and procedures with the right amount of supervision. | **High Behavioral Examples**\*Develops activities/education that are designed to improve competence, performance and patient/customer outcomes.\*Shares knowledge, skills and judgment with others.\*Asks open-ended questions to support learning.\*Able to quickly learn new skills, processes and procedures independently. |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**TEAM**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Development of Self and Others**

**Question #3A*:*** *“Tell me about a time at one of your previous employers when others knew more than you did.”*

**Possible Follow-up Probes:**

* What was the situation?
* How did you close the gap?
* What did you learn from that situation?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |
| --- | --- | --- |
| **Low Behavioral Examples**\*Does not take responsibility for one’s own development.\*Is not open to learning new things.\*Does not take advantage of opportunities to grow new skills.\*Does not look for ways to expand job capabilities.  | **Medium Behavioral Examples**\*Takes responsibility for one’s own development.\*Is open to learning new things.\*Takes advantage of opportunities to grow new skills.\*Continually looks for ways to expand job capabilities. | **High Behavioral Examples**\*Takes responsibility for one’s own development and the development of others.\*Is open to learning new things and sharing learnings with others.\*Creates opportunities for self and others to gain new experiences, skills and knowledge.\*Seeks and identifies ways to expand job capabilities for self and others. |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**PERSONAL**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Initiative**

**Question #4A:** “*Tell me about a time you did something to make your job easier.”*

**Possible Follow-up Probes:**

* What was the situation?
* What did you do?
* How did it make your job easier?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |
| --- | --- | --- |
| **Low Behavioral Examples**\*Supervision is required..\*Will only do what is asked and nothing more.\*Completes some of the tasks that are requested by the supervisor on time.\*Is ok with the status quo. | **Medium Behavioral Examples**\*Accomplishes goals independently with little need for supervision.\*Goes beyond expectations in the assignment, task or job description without being asked.\*Demonstrates a sincere positive attitude towards getting things done.\*Takes accountability for one’s own performance. | **High Behavioral Examples**\*Identifies what needs to be done and sets and accomplishes goals with no supervision needed.\*Exceeds expectations by going above and beyond what is expected.\*Takes accountability for the actions of self and team/department. |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**RESULTS**

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

**Question #5A:** “*Tell me about a time that you achieved a great deal in a short amount of time.”*

**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 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 thorough and specific feedback, advice and clarification of processes to ensure quality 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** | **Teamwork** |  |  |  |
| **Question 2** | **Accountability** |  |  |  |
| **Question 3** | **Adaptable** |  |  |  |
| **Question 4** | **Reliability** |  |  |  |
| **Question 5** | **Quality** |  |  |  |
|  | **Communication** |  |  |  |
| **Total Score** |  |  |  |  |
| **Rating Category:** (Circle One)**Low =5-10** **Medium=11-25****High=26-35** |  |  |

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

**🗌 Recommend 🗌 Do Not Recommend**