**Team Member 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:   * All Non-Exempt Employees * Clinicians |

**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: **Teamwork**

1. **Question #1B:** *“Tell me about a time you worked as a team member on a team that had one or more unproductive members.*

**Possible Follow-up Probes:**

* What did you do?
* Why did you choose to do that?
* Could you have done anything differently?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Low Behavioral Examples**  \*Sometimes fosters and environment of trust.  \*Occasionally works to find areas of agreement, but often makes decisions with only one party.  \*Unable to maintain positive relationships under difficult circumstances.  \*Occasionally builds synergy that result in a combined effort greater than the sum of separate effort.  . | | **Medium Behavioral Examples**  \*Fosters and environment of trust.  \*Deals with disagreements or different points of views in a constructive, successful manner.  \*Maintains positive relationships even under difficult circumstances.  \*Participates willingly in activities and works well with others.  \*Builds synergy that result in a combined effort greater than the sum of separate effort. | | | **High Behavioral Examples**  \*Consistently fosters an environment of trust.  \*Expresses disagreements or different points of views with tact and sensitivity, avoiding conflict.  \*Consistently relates to others in an accepting and respectful manner, regardless of their level, personality or background.  \*Consistently builds synergy that result in a combined effort greater than the sum of separate effort. | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**PERSONAL**

**­­­­­­­­­­­­­­­­­­­­­­**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**

**­­­­­­­­­­­­­­­­­­­­­­**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** |

**RESULTS**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Reliability**

**Question #4B:** “*Tell me about a time you were unable to follow through on a commitment.”*

**Possible Follow-up Probes:**

* What was the situation?
* What prevented you from following through on the commitment?
* Is there anything you could have done differently?
* What was the outcome?

**Situation:**

**Behavior:**

**Outcome:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Low Behavioral Examples**  \*Is unavailable or uncooperative when responding to work requests.  \*Sometime follows through on commitments, but not all the time.  \*Sometimes is trusted to do the right thing. | | **Medium Behavioral Examples**  \*Responds to work requests by being cooperative and available.  \*Follows through on commitments.  \*Able to be trusted to do the right thing. | | | **High Behavioral Examples**  \*Consistently responds to work requests by being enthusiastic, cooperative and available.  \*Consistently follows through on commitments.  \*Consistently trusted to do the right thing. | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**RESULTS**

**­­­­­­­­­­­­­­­­­­­­­­**What we are measuring: **Quality**

**Question #5B:** “*Tell me about a time where your attention to detail helped you avoid making a mistake.”*

**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**  \*Occasionally accomplishes tasks with concern for all areas involved, no matter how small.  \*Sometimes monitors and checks work for accuracy.  \*Completes most work according to best practices.  \*Sometimes produces work that exceeds company standards. | | **Medium Behavioral Examples**  \*Accomplishes tasks with concern for all areas involved, no matter how small.  \*Monitors and checks work for accuracy.  \*Completes work according to best practices.  \*Produces results and provides services that meet company standards.  \*Shows concern for quality, accuracy and completeness of work. | | | **High Behavioral Examples**  \*Consistently accomplishes tasks with a high-level of concern for all areas involved, not matter how small.  \*Consistently monitors and checks work for accuracy.  \*Consistently completes all work according to best practices.  \*Produces results and provides services that exceed company standards.  \*Consistently shows concern for quality, accuracy and completeness of own work and the work of others. | |
| **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**