

General and Behavioral Interviewing & Ranking

GENERAL QUESTIONS

1. Tell us about yourself and your background as it relates to this position you are applying for.
2. Why are you interested in this position?
3. How do you feel about working with the public?
4. What type of work environment works best for you?

FOCUS AND DEDICATION TO THE INDUSTRY / PROFESSION:

1. Why did you choose your major and career?
2. At what point did you make this decision?
3. Specifically, what attracts you to this industry as a career?

TECHNICAL AND PROFESSIONAL KNOWLEDGE:

1. Sometimes it's easy to get in "over your head". Describe a situation where you had to request help or assistance on a project or assignment.
2. Give an example of how you applied knowledge from previous work to a project.

TEAMWORK:

1. Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?
2. Describe a situation in which you found that your results were not up to your professor or supervisor's expectations. What happened? What action did you take?
3. Tell of a time when you worked with a colleague who was not completing their share of the work.
4. Who, if anyone, did you tell or talk to about it? Did the manager take any steps to correct your colleague? Did you agree or disagree with the manager's actions?
5. Describe a situation in which you had to arrive at a compromise or guide others to a compromise.

ANALYSIS:

1. What steps do you follow to study a problem before making a decision?
2. We can sometimes identify a small problem and fix it before it becomes a major problem. Give an example(s) of how you have done this.
3. Describe a situation in which you had to collect information by asking many questions of several people.
4. In a supervisory or group leader role, have you ever had to discipline or counsel an employee or group member? What was the nature of the discipline? What steps did you take? How did that make you feel? How did you prepare yourself?
5. Recall a time from your work experience when your manager or supervisor was unavailable and a problem arose. What was the nature of the problem? How did you handle that situation? How did that make you feel?
6. Recall a time when you were assigned what you considered to be a complex project. Specifically, what steps did you take to prepare for and finish the project? Were you happy with the outcome? What one step would you have done differently if given the chance?
7. What was the most complex assignment you have had? What was your role?

ADAPTABILITY:

1. How was your transition from high school to college? Did you face any particular problems?
2. Tell of some situations in which you have had to adjust quickly to changes over which you had no control. What was the impact of the change on you?

WORK STANDARDS:

1. Compare and contrast the times when you did work which was above the standard with times your work was below the standard.
2. Describe some times when you were not very satisfied or pleased with your performance. What did you do about it?
3. What are your standards of success in work / school? What have you done to meet these standards?

4. How have you differed from your supervisors in evaluating your performance? How did you handle the situation?

JOB MOTIVATION:

1. Give examples of your experiences at school or in a job that were satisfying. Give examples of your experiences that were dissatisfying.
2. What kind of supervisor do you work best for? Provide examples.

INITIATIVE:

1. Describe some projects or ideas (not necessarily your own) that were implemented, or carried out successfully primarily because of your efforts.
2. Describe a situation that required a number of things to be done at the same time. How did you handle it? What was the result?
3. Have you found any ways to make school or a job easier or more rewarding?

ABILITY TO LEARN:

1. What tricks or techniques have you learned to make school or a job easier, or to make yourself more effective? How did you learn that?

PLANNING AND ORGANIZING:

1. How do you determine priorities in scheduling your time? Give examples.
2. Describe a time in school when you had many projects or assignments due at the same time. What steps did you take to get them all done?

COMMUNICATION:

1. Tell of a time when your active listening skills really paid off for you-maybe a time when other people missed the key idea being expressed.
2. What has been your experience in giving presentations to small or large groups? What has been your most successful experience in speech making?

CUSTOMER SERVICE ORIENTATION:

1. Tell of the most difficult customer service experience that you have ever had to handle-perhaps an angry or irate customer. Be specific and tell what you did and what was the outcome.

SENSITIVITY:

1. Give an example of when you had to work with someone who was difficult to get along with. Why was this person difficult? How did you handle that person?
2. Describe a situation where you found yourself dealing with someone who didn't like you. How did you handle it?

STRESSFUL SITUATIONS:

1. We have all had to deal with something stressful in our lives, tell me about the most stressful situation you have had to deal with, and how did you handle it?

MISCELLANEOUS

1. If I met your former boss at a social gathering and asked to hear one sentence that describes you, what would that sentence be?
2. We normally do a background check on candidates prior to hiring them, is there anything in your background that we may find out during the check that you wish to tell us about?
3. Do you have any questions of us?

TABLE OF PERFORMANCE SKILLS (Short Form)

Listed below are key behaviors that the candidate can be evaluated on.

Candidates Name: _____ Date of interview: _____

FOCUS AND DEDICATION TO THE INDUSTRY / PROFESSION: _____

TECHNICAL AND PROFESSIONAL KNOWLEDGE: _____

TEAMWORK: _____

ANALYSIS: _____

ADAPTABILITY: _____

WORK STANDARDS: _____

JOB MOTIVATION: _____

INITIATIVE: _____

ABILITY TO LEARN: _____

PLANNING AND ORGANIZING: _____

COMMUNICATION: _____

CUSTOMER SERVICE ORIENTATION: _____

SENSITIVITY: _____

Grand Total: _____

COMMENTS: _____

EVALUATION SYSTEM

5 - MUCH MORE THAN ACCEPTABLE: Significantly above criteria required for successful job performance

4 - MORE THAN ACCEPTABLE: Generally exceeds criteria relative to quality and quantity of behavior required.

3 - ACCEPTABLE: Meets criteria relative to quality and quantity of behavior required.

2 - LESS THAN ACCEPTABLE: Generally does not meet criteria relative to quality and quantity of behavior required.

1 - MUCH LESS THAN ACCEPTABLE: Significantly below criteria required for successful job performance.

TABLE OF PERFORMANCE SKILLS (Long Form)

Listed below are key behaviors that the candidate can be evaluated on.

Some behaviors may not be applicable to the specific job and can be skipped or you may use zero (0).
For fairness each candidate should be evaluated on the same behaviors.

Candidates Name: _____ **Date of interview:** _____

		Leadership/Influence	_____
Adaptability	_____	Work Standards	_____
Attention to Detail	_____	Listening	_____
Communication-Oral	_____	Motivation	_____
Communication-Written	_____	Participative Management	_____
Control	_____	Planning and Organizing	_____
Decisiveness	_____	Practical Learning	_____
Delegation	_____	Presentation Skills	_____
Development of Subordinates	_____	Process Operation	_____
Energy	_____	Risk Taking	_____
Equipment Operation	_____	Safety Awareness	_____
Fact Finding-Oral	_____	Sales Ability/Persuasiveness	_____
Analytical Ability	_____	Sensitivity	_____
Flexibility	_____	Strategic Analysis	_____
Independence	_____	Stress	_____
Initiative	_____	Teamwork	_____
Innovation	_____	Technical/Professional Knowledge	_____
Integrity	_____	Technical/Professional Proficiency	_____
Judgment	_____	Training	_____
Total	_____	Total	_____

Grand Total from both columns: _____

COMMENTS: _____

EVALUATION SYSTEM

5 - MUCH MORE THAN ACCEPTABLE: Significantly above criteria required for successful job performance

4 - MORE THAN ACCEPTABLE: Generally exceeds criteria relative to quality and quantity of behavior required.

3 - ACCEPTABLE: Meets criteria relative to quality and quantity of behavior required.

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