Employment Interview Guide

Revised March, 2013
Instructions for Use

This Interview Guide has been prepared to assist the interviewer in a behavioral based selection process. There are two sections.

Section One provides background information on the interview process, a job description and the selection criteria for the position being filled. The Selection Criteria and related assessments of Job Fit and Organization Fit are designed to assist you in determining which candidate is the best match for the position. Additional skills and abilities may be added as appropriate for the position being filled.

Section Two contains the forms that can be used to collect data on and evaluate the candidates. Section Two forms should be completed on each candidate who is interviewed for a particular position.
Section One

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1. Overview of Process
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Overview of Hiring Process

Want to recruit and hire a superior workforce? This checklist for hiring employees will help you systematize your process for hiring employees, whether it’s your first employee or one of many employees you are hiring.

Stage 1 – Preparation for posting

- Determine the need for a new or replacement position.
- If needed, enlist the assistance of your HR Officer to help with establishing a recruitment plan.
- Develop or review the job description for the position. The job description consists of a list of the essential duties and responsibilities, related duties, and qualifications that you seek in a candidate.
- Determine the selection criteria that will be used to choose the best qualified applicant. Selection criteria are primarily the posted qualifications for the position and include the education, experience, knowledge and skills/abilities that are necessary for success in the position.
- Determine what factors of the job and of the organization are key for a successful placement.
- Determine the salary range for the position.
- Post the position on University’s job posting website called eRecruit. If you anticipate difficulty finding a qualified internal candidate for the position, you may want to advertise the position in newspapers or journals at the same time.

Stage 2 – Screening applicants

- Once you have received a number of applicants for the position, screen resumes against the qualifications/selection criteria established.
- You may want to phone screen applicants whose credentials look like a good fit with the position. Determine candidate salary requirements, if not stated with the cover letter.
- Schedule qualified candidates, whose salary needs you can afford, for a first interview either in-person or on the phone. In all cases, tell the candidates the timeline you anticipate the interview process will take.

Stage 3 – Prepare for the Interview

- Develop a list of questions that will be asked of each applicant. It is important to ask the same basic questions of each candidate. Follow-up questions will vary.
  - Questions should be a mixture of traditional and behavioral based.
- **Traditional questions** are used to gather or confirm factual information about a candidate’s background. **Behavioral based questions** are used to determine the exact depth and nature of a candidate’s prior experience.

- Determine who will participate in the interviewing process from your department. Anyone who is part of the interview process should receive some basic training in interviewing techniques, dos and don’ts.

- Develop a Candidate Assessment Form for each applicant interviewed.

**Stage 4 – The Interview Process**

- Greet applicant, giving your name and position.

- Explain the interview purpose.
  - To acquaint the interviewer and applicant with each other and the job.
  - To learn more about the candidate’s background and experience.
  - To help candidate understand UMHS and the position.

- Describe the interview plan
  - You will briefly review past jobs and/or experiences.
  - You will ask questions to get more specific information about those jobs and/or experiences.
  - You will provide information about the position and organization.
  - You will answer applicant’s questions about the organization and the position.
  - Point out that you will both get information needed to make good decisions.
  - Explain that you will be taking notes.

- Transition to the interview section
  - Use the Background Forms to gather and confirm work and school information from the candidate.
  - Use the Behavioral Based Situation Forms to probe the details of the candidate’s experience. Use the S/T AR approach.
  - Provide information on position, organization, location, etc. If you are the last interviewer, check the candidate’s understanding of these points. Note anything that appears to match or conflict with the candidate’s stated motivation and preferences.
  - Give the candidate an opportunity to ask questions.
  - End the interview

- Explain next steps in the selection process.

- Thank the candidate for a productive interview.

**Stage 5 – Selecting the best qualified**

- Rate the Candidate using the Candidate Evaluation Form
• Compare all Candidates with each other.

• Determine best qualified.

• Conduct reference checks on the finalists’ (people to whom you are considering offering the position).

• Compare each candidate’s background against the selection criteria.

• Compare the final candidates against each other.

• Decide the best qualified candidate from among the finalists.

**Stage 6 – Making an offer**

• Confer with your Human Resources Officer to agree on the offer to make to the candidate.

• Talk informally with the candidate about whether he or she is interested in the job at the offered salary and stated conditions. Indicate that any offer is contingent upon their successful completion of the Health System’s pre-employment background check.

• Follow-up with a formal offer letter or use the system generated offer letter.
Job Description
Example

Administrative Specialist (Generic)

Purpose:

To plan and supervise administrative, financial, operational and fiscal activities of a moderately sized unit; with moderate authority to make commitments within specifically designated areas of responsibility.

RESPONSIBILITIES:

Participate in the development of unit and departmental policies.
Develop new program proposals.
Monitor and evaluate unit operations, recommending changes in activities which affect cost and quality.
Develop and implement administrative policies and procedures.
Supervise the unit's financial resources, including the development of budgets and controls for funds.
Establish controls and procedures for billing.
Supervise the preparation of proposals, status reports and budgets.
Select and evaluate staff.
Conduct studies and recommend capital equipment purchases, facilities renovations, space allocation and capital fund requests.
Assure compliance with regulatory requirements.
Participate in the recruitment of staff.
Represent the unit and department to other departments and outside agencies.
Assure compliance with affirmative action and safety programs.

Qualifications/Selection Criteria

- A Bachelor's degree in healthcare administration, business, or related field is necessary.
- Two to four year's administrative experience in health care or business is necessary.
- One to two year's experience in monitoring and maintaining financial records.
- Reasonable knowledge of accounting principles and applications is necessary.
- Reasonable knowledge of University policies, rules and regulations is necessary.
- Ability to supervise staff at a variety of levels, including effective hiring, training coaching, developing and evaluating.
- Ability to build productive working relationships with individuals, both internal and external.
- Ability to communicate effectively, both verbally and in writing, as well as to present oneself in a credible and professional manner.
- Ability to manage multiple tasks, projects and activities; setting priorities and maintaining deadlines.
- Demonstrates respect, trust and integrity in all operational and interpersonal transactions.
Selection Criteria

Technical Skills

Work Experience
Education/Certifications
Knowledge

Skills and Abilities

Specific Experiences

Interests/Desires

Job Fit Factors
Organization Fit Factors
Technical Skills

Include this information on the Candidate Evaluation Form.

**Education:** (Minimum education needed to perform the essential duties of the position)

<table>
<thead>
<tr>
<th>No education</th>
<th>Bachelor’s degree in specific or general field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school</td>
<td>Fifth year college or university program cert.</td>
</tr>
<tr>
<td>High School graduate</td>
<td>Master’s degree in specific or general field</td>
</tr>
<tr>
<td>One-two year college or technical school</td>
<td>PhD degree in specific or general field</td>
</tr>
<tr>
<td>Assoc.’s degree in specific or general field</td>
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</tbody>
</table>

**Example:**

A Bachelor’s degree in healthcare administration, business, or related field is necessary.

**Experience:** (Minimum number of years and type of work/professional experienced necessary for successful performance on the job.)

<table>
<thead>
<tr>
<th>No experience required</th>
<th>1-2 years of related experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 1 month of related experience</td>
<td>2-4 years of related experience</td>
</tr>
<tr>
<td>1-3 months of related experience</td>
<td>4-10 years of related experience</td>
</tr>
<tr>
<td>3-6 months of related experience</td>
<td>10+ years of related experience</td>
</tr>
<tr>
<td>6 mos – 1 year of related experience</td>
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</tbody>
</table>

**Example:**

Two to four year’s administrative experience in health care or business is necessary. One to two year’s experience in monitoring and maintaining financial records.

**Knowledge:** (Minimum knowledge of (specific) subject(s) necessary for successful performance on the job. No training provided for these subjects.)

- Familiarity with...
- Basic understanding of ...
- Comprehensive knowledge and understanding of ...
- In-depth knowledge and understanding of ...

**Example:**

Reasonable knowledge of accounting principles and applications is necessary. Reasonable knowledge of University policies, rules and regulations is necessary.
## Work Skills/Abilities

<table>
<thead>
<tr>
<th>Mission</th>
<th>Execution</th>
<th>People</th>
<th>Self</th>
</tr>
</thead>
</table>
| • Accountability/Integrity  
• Creates Value for Those Served  
• Leads Change  
• Organizational Awareness/Sensitivity | • Achieves Results  
• Aligns Culture  
• Builds Consensus  
• Business Skills – Finance/HR/IT/Risk  
• Evaluates/Applies Judgment  
• Impacts/Influences  
• Improves process/Efficiency/Quality/Continuous Improvement  
• Knows Healthcare/Medical Industry  
• Leads Meetings | • Coaches & Develops Others  
• Collaborates & Builds Relationships  
• Creates a Healthy Workplace  
• Culturally Competent  
• Empowers Others/Delegation  
• Establishes Performance Goals | • Acts with Courage & Confidence  
• Adapts  
• Communicates  
• Dependable  
• Detail Oriented  
• Develops Oneself/Learning | • Patient & Family Centered Care  
• Systems Thinking  
• Visions & Innovates | • Makes Decisions  
• Manages Projects  
• Negotiates  
• Oriented to High Quality  
• Practices “Go See”/Monitoring/Control  
• Presents Information/Data  
• Safety Awareness  
• Solves Problems  
• Thinks Analytically | • Fosters and Builds Teamwork  
• Fosters Respect for Individuals  
• Leads Others/Supervision  
• Manages Conflict  
• Measures Performance  
• Selects and Promotes Staff  
• Trains Others | • Energy  
• Interpersonal Skills/Sensitivity  
• Objective  
• Takes Initiative  
• Tenacious  
• Tolerates Stress |

**Example:**

- Ability to supervise staff at a variety of levels, including effective hiring, training coaching, developing and evaluating.
- Ability to build productive working relationships with individuals, both internal and external.
- Ability to communicate effectively, both verbally and in writing, as well as to present oneself in a credible and professional manner.
- Ability to manage multiple tasks, projects and activities; setting priorities and maintaining deadlines.
- Demonstrates respect, trust, and integrity in all operational and interpersonal transactions.
Selection Criteria
Accountability/Integrity

Follows through on commitments made to others. Adheres to high standards of personal and professional conduct. Most jobs demand that individuals do what is morally and ethically right. It might be possible at times to get away with something without being found out, but it is important that employees do what is morally and ethically right.

Select your questions from the options below, or create your own.

Questions

1. Discuss an instance when you could not honor a commitment or had to renege on a promise? How did you notify affected persons? Did they understand?

2. Most regulations leave some leeway for interpretation. Discuss a few examples of when you had to stretch or bend the rules.

3. Describe a situation where you broke a rule or came close to breaking it. What were your reasons?

4. Have you ever had to confess or admit to a mistake in the workplace? Discuss the situation.

5. Describe some instances when you kept commitments to others even to your own detriment? Do you feel you did the right thing?

6. What action(s) have you taken when you observed others breaking the rules?

7. Describe a time when you perceived a (patient) family being inappropriate toward another staff member.

8. Describe a time when you were asked/required to keep information confidential.

9. Give examples of how you have acted with integrity in your job/work relationship.

10. If you can, tell about a time when your trustworthiness was challenged. How did you react/respond?

11. On occasion we are confronted by dishonesty in the workplace. Tell about such an occurrence and how you handled it.

12. Tell us about a specific time when you had to handle a tough problem which challenged fairness or ethical issues.

13. Trust requires personal accountability. Can you tell about a time when you chose to trust someone? What was the outcome?
Selection Criteria
Achieves Results

UMHS leaders have high personal standards that drive them to constantly seek performance improvements – for themselves and for those they lead. They set measurable but challenging goals, and are able to calculate risk so that their goals are worthy but attainable. Leaders achieve exceptional results through the development of teams focused on a common vision and goals.

Select your questions from the options below, or create your own.

Questions

1. What methods and tools do you use to schedule weekly activities for yourself and your staff?

2. Describe a period when your unit had a backlog of work. What circumstances caused the delays? What did you do?

3. How do you distinguish between what is urgent and what is not when setting priorities?

4. How far ahead do you schedule your time? What is your schedule for the next 4 weeks?

5. How did you plan last month’s activities for your unit?

6. Do you manage a budget for your unit? If not, how do you obtain resources for projects?

7. What are the standard expectations for a good job in each aspect of your job? Do you meet or surpass them?

8. Describe situations in which your work was above standard expectations. Below expectations.

9. What expectations do you use when judging the performance of subordinates?

10. Have you ever dismissed or disciplined an employee for poor performance?

11. Have you ever disagreed with your supervisor during a performance evaluation? How did you handle it?

12. Do your personal standards exceed the expectations of your organization? If so, give three examples of how you exceeded the organization’s expectations to give your “personal best.”
Selection Criteria
Acts with Courage and Confidence

UMHS leaders are focused, goal driven and excel in acting with confidence and initiative. They seize opportunities, welcome challenging assignments and have a sense of purpose.

Select your questions from the options below, or create your own.

Questions

1. What has been your biggest disappointment in your job? How have you responded?

2. Explain how you have maintained your motivation and professional standards during a period of heavy workload and/or a reduced workforce?

3. How do you maintain your patience and stay cooperative when dealing with irate, uncooperative people?

4. Have you ever experienced the failure of a major project or the rejection of your point of view? How did you respond?

5. Describe how you continued to persevere in your job when you experienced a lack of adequate funding or suffered equipment breakdowns.
Selection Criteria
Adapts

UMHS leaders are adaptable and can juggle multiple demands without losing their focus and energy. They are comfortable with the inevitable ambiguities and uncertainties of organizational life. Leaders adapt to new challenges, adjust to fluid change, and are limber in their thinking in the face of new data or realities. Leaders demonstrate flexibility in both work and home life to address changing demands.

Select your questions from the options below, or create your own.

Questions

1. Describe how you adjusted when priorities or procedures were changed.

2. Describe a work situation when you interacted with people from different cultural, social and economic backgrounds. Were you effective? How?

3. How have you remained effective in your job when you experienced changes such as reorganization, a new supervisor, new procedures, legislative changes or conflicting priorities?

4. Have you ever had to move from one group to another? What adjustments did you have to make?

5. What strategies would you use in a small group meeting if there were divergent opinions or solutions proposed to solve a problem?

6. Have you ever had the primary mission of your job or a task change completely in a short period of time? What did you do?

7. Describe a major change that occurred in a job that you held. How did you adapt to this change?

8. Tell us about a situation in which you had to adjust to changes over which you had no control. How did you handle it?

9. Tell us about a time that you had to adapt to a difficult situation.

10. What do you do when priorities change quickly? Give one example of when this happened.
Selection Criteria
Aligns Culture

UMHS leaders are politically and organizationally astute, understand internal and external forces, and guide the appropriate combination of people, money, practices, policies and technology to reinforce change and the mission.

Select your questions from the options below, or create your own.

Questions

1. What sources do you use to stay abreast of national and international affairs affecting your field of expertise?

2. What are the latest trends in your field? Your organization?

3. Do you work with other professionals in long term planning for your agency? What are you currently working on?

4. What technical and professional knowledge do you use to prepare plans?

5. Describe two instances when you used technical information to improve efficiency in your organization?
Selection Criteria
Builds Consensus

Develops a common commitment to a shared vision and mission for the organization; sets direction and gains commitment.

Select your questions from the options below, or create your own.

Questions

1. Have you ever had difficulty getting others to accept your ideas? What was your approach? Did it work?
Selection Criteria

Business Skills

Understands UMHS financial system, establishes realistic budget(s), conducts financial planning and analysis and takes corrective action to meet financial targets. Creates an environment that allows team members to reach their full capacity. Maximizes operational effectiveness with the use of technology and understands the flow of information and data. Evaluates risk carefully to ensure planned outcomes.

Select your questions from the options below, or create your own.

Questions

Finance:
1. Describe the type of budget(s) that you have developed and maintained. How did you go about resolving discrepancies?
2. What has been the most challenging issue you have dealt with in managing financial records?

Human Resources:
1. Describe your involvement with human resources transactions, or other events.
2. How do you decide when to call your HR Consultant?
3. What has been the most challenging issue you have dealt with related to Human Resources?
4. Describe what human resources services and programs that you have implemented in your unit.

Information Technology:
1. What systems and/or software applications are you familiar with? How would you describe your level of expertise with each?
2. Describe a time when you had to replace or add a new application for your unit? How did you decide on the product? Was the installation successful? If so, why? If not, why?
3. How do you prefer to receive data? What format? Frequency?

Risk:
1. Describe how you have interacted with the Risk Management department in the past. What was the most difficult situation you had to deal with?
Selection Criteria
Coaches and Develops Others

UMHS leaders are adept at cultivating people’s abilities. Leaders embrace their role as coach to their staff/faculty and others and have a genuine interest in helping them develop professionally and personally. Leaders give timely and constructive feedback on performance, behaviors and developmental areas building trust with those they coach.

Select your questions from the options below, or create your own.

Questions

1. What steps do you take to correct your employees’ performance or work habit problems?

2. What do you do to build employees’ confidence, commitment and skills?

3. Describe some employees who have become more successful and productive as a result of your management.

4. Give some examples of delegating work to subordinates in order to provide them development opportunities. What happened?

5. Have you ever conducted an interim review with an employee? What steps did you take?

6. Have you ever had an employee who had difficulty completing tasks? What action did you take with that employee?

7. Giving negative feedback about job performance to an employee is very difficult. What methods of giving negative feedback have you used which seem successful?
Selection Criteria
Collaborates and Builds Relationships

UMHS leaders generate an atmosphere of collegiality and are models of respect, helpfulness and cooperation. They draw others into active, enthusiastic commitment to the collective effort, and build spirit and identity. They spend time forging and cementing professional relationships, creating internal and external networks.

Select your questions from the options below, or create your own.

Questions

1. Give a specific example of a time when you had to address an angry customer. What was the problem and what was the outcome? How would you assess your role in diffusing the situation?

2. It is very important to build good relationships at work but sometimes it doesn't always work. If you can, tell about a time when you were not able to build a successful relationship with a difficult person.

3. Tell us about a time when you built rapport quickly with someone under difficult conditions.

4. What, in your opinion, are the key ingredients in guiding and maintaining successful business relationships? Give examples of how you made these work for you.

5. Describe a situation in which you had to win the trust of another person.

6. Trust requires personal accountability. Can you tell about a time when you chose to trust someone? What was the outcome?

7. Describe how you handled a problem relationship with someone from another work unit, division or agency.

8. Explain how you worked with someone outside your immediate work group to accomplish a common goal.

9. How have you identified and resolved a problem with others outside your normal line of authority?

10. Discuss a situation in which you were assigned to work in a group and had to share your knowledge, resources, etc. with the group and they had to share theirs with you.

11. Describe a situation in which you and another member of a work group had different opinions about a topic. What happened?
Selection Criteria
Communicates

UMHS leaders create an atmosphere in which timely and high quality information flows smoothly. Leaders encourage the open expression of ideas and opinions. Leaders are role models in delivering clear presentations, actively listening and preparing well-written documents.

Select your questions from the options below, or create your own.

Questions

1. Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.

2. Give an example of a time when you were able to successfully communicate with another person even when that individual may not have agreed with your perspective.

3. Tell me about a time when you and your current/previous supervisor disagreed but you still found a way to get your point across.

4. How do you make your feelings known when you disagree with the views of your staff?

5. What have you done to improve your verbal communication skills?

6. Give me a specific example of when you had to handle an angry customer/patient. What was the problem, what did you do, and what was the outcome?

7. What specific information do/did you share with your staff, how often do you share this information and why?

8. Talk about a time when you had to give feedback to an employee. What was the situation? What did you say? What was the outcome?

9. Keeping others informed of your progress/actions helps them feel comfortable. Tell me your methods for keeping your supervisors advised of the status on projects.

10. Describe a situation in which you were able to effectively "read" another person and guide your actions by your understanding of their individual needs or values.

11. Describe a situation when you were able to strengthen a relationship by communicating effectively. What made your communication effective?

12. Describe a situation where you felt you had not communicated well. How did you correct the situation?
13. Describe a time when you were able to effectively communicate a difficult or unpleasant idea to a superior.

14. Give me an example of a time when you were able to successfully communicate with another person, even when that individual may not have personally liked you.

15. Have you had to "sell" an idea to your co-workers, classmates or group? How did you do it? Did they "buy" it?

16. How do you go about explaining a complex and/or technical problem to a person who does not understand technical jargon? What approach do you take in communicating with people?

17. What kinds of communication situations cause you difficulty? Give an example.

18. What steps do you take to insure adequate understanding of information by different audiences when you are communicating?

19. Give two examples of presentations you were required to give and how you accomplished them?

20. What different approaches do you use when talking to different groups of people?

21. Give three examples of incidents when you communicated information to a client and the client remarked that they did not understand it. What steps did you take to correct the situation?

22. All of us have had situations where we had difficulty explaining a subject over the phone. How have you corrected those situations when they occurred?

23. What complicated concepts, ideas, policies or practices have you had to explain?

24. When do you prefer written communication versus oral communication?

25. How do you evaluate and edit your own writing for grammar, spelling, style and content?

26. What types of reports have you written?

27. What has been your most difficult writing assignment and why?

28. How do you ensure that the reader understands the message you are sending?
Selection Criteria
Creates a Healthy Workplace

Protects and promotes the well-being of employees by creating a safe, clean and respectful workplace culture.

Select your questions from the options below, or create your own.

Questions

1. Have you ever dealt with a situation where communications were poor? Where there was a lack of cooperation? Lack of trust? How did you handle these situations?

2. What do you do when a subordinate comes to you with a challenge?

3. What have you done to help your subordinates to be more productive?

4. What have you done to make sure that your subordinates can be productive? Give an example.
UMHS leaders foster a climate of service excellence in which people are engaged in creating the ideal patient, staff/faculty, student and/or customer experience. Leaders do the right thing right, the first time, every time. Leaders engage patients and families in their health care; students in their learning; and staff/faculty in their performance and development. They make themselves available as needed.

Select your questions from the options below, or create your own.

Questions

1. How do you anticipate customer needs?

2. How do you check for customer satisfaction?

3. Describe a situation when you did not “pass the buck” but accepted responsibility for the outcome.

4. Relate some instances when you continued through a course of action or followed up afterwards to insure customer satisfaction.

5. Define empathy. How do empathize with customers?

6. Who are your internal customers? How do you interact successfully with them?


8. How do you go about establishing rapport with a customer? What have you done to gain their confidence? Give an example.

9. What have you done to improve relations with your customers?
Selection Criteria
Culturally Competent

Values the diversity of people and ideas as a strategy to improve health and foster innovation.

Select your questions from the options below, or create your own.

Questions

1. Give a specific example of how you have helped create an environment where differences are valued, encouraged and supported.

2. Tell us about a time that you successfully adapted to a culturally different environment.

3. Tell us about a time when you had to adapt to a wide variety of people by accepting/understanding their perspective.

4. Tell us about a time when you made an intentional effort to get to know someone from another culture.

5. What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?

6. What have you done to support diversity in your unit?

7. What measures have you taken to make someone feel comfortable in an environment that was obviously uncomfortable with his or her presence?
Selection Criteria
Dependable

Consistently meeting the day-to-day demands of the job. Before an employee can meet the Key Areas of Responsibility goals, he/she must be able to meet the day-to-day demands of the job. The employee must come to work on time, work during working hours, and comply with personnel policies of the Health System and University.

Select your questions from the options below, or create your own.

Questions

1. Describe situations when you had to monitor operations (i.e. patients, monitoring devices, dials or gauges) or perform repeated tasks for extended periods of time. How did you maintain consistency?

2. Have you ever been late for work or a meeting? What caused your delay? How did it affect the work unit?

3. What is your attendance record? How much leave have you accrued?

4. Describe the day-to-day demands of your present job? What parts do you enjoy the most and what parts do you find the least interesting?

5. How do you determine priorities in scheduling your time? Give an example.

6. How do you typically plan your day to manage your time effectively?
Selection Criteria
Detail Oriented

The thoroughness in accomplishing a task with concern for all the areas involved, no matter how small. Some jobs need people who can handle both the small and large parts of a task. Such individuals won’t overlook what needs to be done and can be depended on to do each task accurately and completely.

Select your questions from the options below, or create your own.

Questions

1. How do you insure that all parts of a task, both large and small, are accomplished without any of them being overlooked?

2. Give some instances when you found errors in your work. How did you find them? How did you correct them?

3. Describe a situation in which some aspect of a project or task was overlooked. What were the causes of the omission and what were the results? How did you correct the mistakes?

4. Describe a situation when a project you were working on did not meet established deadlines. What caused the delay(s)? What did you do?

5. How do you stay on track when you are constantly interrupted while working on a project?

6. Describe a situation where you had the option to leave the details to others or you could take care of them yourself.

7. Do prefer to work with the "big picture" or the "details" of a situation? Give me an example of an experience that illustrates your preference.

8. Have the jobs you held in the past required little attention, moderate attention, or a great deal of attention to detail? Give me an example of a situation that illustrates this requirement.

9. Tell us about a difficult experience you had in working with details.

10. Tell us about a situation where attention to detail was either important or unimportant in accomplishing an assigned task.
Selection Criteria
Develops Oneself - Learning

Engages in regular critical reflection on feedback and experience; seeks to further knowledge and skills in a way that benefits the institution. Understands and applies new job-related information, of varying complexity, in a timely manner. Many jobs require individuals to learn the necessary job materials quickly and to grasp new information. Therefore, the person who can learn quickly, and with little help from others, will respond to changes with only a minor drop in performance.

Select your questions from the options below, or create your own.

Questions

1. What new ways to do the job have you used? How did you discover them?

2. How do you stay abreast of new methods and technologies and apply them to your job?

3. Describe a period when you attended a training session to learn a new skill and then applied it in your work. How long did it take to become proficient? What assistance did you require?

4. Describe a situation when you had to learn a new skill without any help from others. What did you do?

5. What aspect of your job did you have the most difficulty grasping quickly?

6. How did you learn the technical aspects of your job?
Selection Criteria
Empowers Others/Delegation

Effective use of employees. Inspires and provides sufficient resources and support to help people assume ownership of/responsibility for the organization’s goals. Encourages creativity, innovation and risk-taking. When supervisors delegate effectively, they give the employee decision-making authority and room for action; clearly state the tasks, responsibilities and controls; provide the necessary guidance and resources; sell the employee on a task’s importance and fit the task to the employee’s skills and development needs. What is delegated, how it is delegated and the targeted person’s capabilities are important factors to consider in making these assignments.

Select your questions from the options below, or create your own.

Questions

1. What work do you assign to subordinates? What steps do you follow to assign the work?

2. How do you decide what to delegate to subordinates? What factors do you consider?

3. Describe a situation where you had to involve your whole staff to accomplish a major project. Were you successful?

4. While you are out of the office, who is in charge of your unit? How do you select that person? How do you follow up when you return?

5. Have you ever had so many projects at once that you could not complete them all within specified deadlines? What did you do?

6. Do you consider yourself a macro or micro manager? How do you delegate?

7. What was the biggest mistake you have had when delegating work? The biggest success?
Selection Criteria
Energy

Maintaining a high activity level. Some jobs require employees to maintain the required activity level for an extended period of time, to sustain concentration or to pace the work throughout the work period.

Select your questions from the options below, or create your own.

Questions

1. What work activities do you find most draining? Most exhilarating?

2. Describe a situation when you had to work long hours, possibly overtime, to achieve a goal. How effective were you?

3. After an extended absence from work, such as a vacation or a training session, how do you catch up on work that has accumulated?

4. Give some examples of instances where your attention was required for an extended period of time. How did you maintain your alertness?

5. During which part of the day do you feel most effective? Why do you accomplish the most then?
Selection Criteria
Establishes Performance Goals

Mutually establishing and reviewing with employees the expectations that guide and motivate them toward objectives. Research indicates that setting challenging, attainable program goals that are accepted by management and employees leads to high performance. Establishing performance goals (objectives) will ensure that the performance of each employee contributes to your objectives and the plan of the organization. Goals help employees establish clear courses of action and remove any uncertainties about the job. Accomplishment of goals provides a sense of achievement.

Select your questions from the options below, or create your own.

Questions

1. Have you ever conducted the initial or interim review of an annual work plan with subordinates? How did you do it?

2. How do you gain an employee’s commitment to your organization’s goals?

3. How do you monitor and review the progress of employees toward program goals?

4. Have you ever involved employees in establishing program goals? How did you do it? What were the results?

5. Have you ever supervised employees who did not achieve their program goals? What were the causes of their failures? What did you do?

6. How do you go about setting goals with subordinates? How do you involve them in this process?

7. How do you let subordinates know what you expect of them?

8. What performance standards do you have for your unit? How have you communicated them to your subordinates?
Selection Criteria
Evaluates/Applies Judgment

Weighing alternative actions and making decisions that reflect the facts of a situation. Decisions are based upon logical assumptions that take into consideration the organization’s resources. Many jobs require people to make decisions in several areas. Once all pertinent and available information has been analyzed and alternatives have been developed, individuals must consider the pros and cons of each alternative and select the best one. Judgment specifically deals with the quality of decisions based on given or available information. Judgment, therefore, is strongly related to analysis. If a poor decision was made because of inadequate information, evaluate analysis, not judgment. If the employee decided not to obtain or consider information and a poor decision resulted, look at judgment.

Select your questions from the options below, or create your own.

Questions

1. Give two or three examples of good decisions you have made within the last 12 months. How do you know they were good?

2. Describe a difficult decision you have had to make within the last 12 months. What were some alternatives? Why did you choose the one you did?

3. Describe a situation in which you involved others in a decision making process. Why did you include the others?

4. Discuss the pros and cons of an important decision you made at work?

5. Have you ever made a decision that had a negative impact at work? What caused the negative results? Why?

6. Describe a situation when you had to exercise a significant amount of self-control.

7. Give me an example of when you were able to meet the personal and professional demands in your life yet still maintained a healthy balance.

8. Give me an example of when you were responsible for an error or mistake. What was the outcome? What, if anything, would you do differently?

9. If you were interviewing for this position what would you be looking for in the applicants?

10. We work with a great deal of confidential information. Describe how you would have handled sensitive information in a past work experience. What strategies would you utilize to maintain confidentiality when pressured by others?
11. When have you had to produce results without sufficient guidelines? Give an example.

12. Have you ever had a situation where you had a number of alternatives to choose from? How did you go about choosing one? How did you assemble the information? How did you review the information? What process did you follow to reach a conclusion? What alternatives did you develop?

13. What are some of the major decisions you have made over the past (6, 12, 18) months?

What kinds of decisions are most difficult for you? Describe one? Who made the decision?
UMHS leaders see themselves as leaders of others, pulling together diverse groups of people and engaging them in a single purpose while encouraging transparency, service to each other, respectful behavior, candid conversation and achievement. Leaders foster an environment which encourages a healthy balance of work and personal life for themselves and their team. Leaders build trusting relationships with team members through respectful and thoughtful interactions.

Select your questions from the options below, or create your own.

Questions

1. Describe some team projects in which you participated.

2. Have you ever served on a team that had experienced problems? What happened? How did you solve the problem?

3. Have you ever served on a team and had a different opinion than the rest of the group? What kind of agreement did you finally reach? Did you support the final decision?

4. How do you introduce your suggestions, opinions and information to a team? How do you receive information from others?

5. Describe a situation in which you had to arrive at a compromise or help others to compromise. What was your role? What steps did you take? What was the end result?

6. Describe a team experience you found disappointing. What would you have done to prevent this?

7. Describe a team experience you found rewarding.

8. Describe the types of teams you've been involved with. What were your roles?

9. Describe your leadership style and give an example of a situation when you successfully led a group.

10. Give an example of how you have been successful at empowering a group of people in accomplishing a task.

11. Give an example of how you worked effectively with people to accomplish an important result. What was the goal or objective? To what extent did you interact with others on this project?
12. Have you ever been a project leader? Give examples of problems you experienced and how you reacted.

13. Have you ever been in a position where you had to lead a group of peers? How did you handle it?

14. Have you ever participated in a task group? What was your role? How did you contribute?

15. Some people work best as part of a group - others prefer the role of individual contributor. How would you describe yourself? Give an example of a situation where you felt you were most effective.

16. Tell us about a time that you had to work on a team that did not get along. What happened? What role did you take? What was the result?

17. Tell us about a work experience where you had to work closely with others. How did it go? How did you overcome any difficulties?

18. Tell us about the most difficult challenge you faced in trying to work cooperatively with someone who did not share the same ideas? What was your role in achieving the work objective?

19. Tell us about the most difficult situation you have had when leading a team. What happened and what did you do? Was it successful? Emphasize the "single" most important thing you did?

20. Tell us about the most effective contribution you have made as part of a task group or special project team.

21. Think about the times you have been a team leader. What could you have done to be more effective?

22. What is the difficult part of being a member, not leader, of a team? How did you handle this?

23. What role have you typically played as a member of a team? How did you interact with other members of the team?

24. When is the last time you had a disagreement with a peer? How did you resolve the situation?

25. When working on a team project have you ever had an experience where there was strong disagreement among team members? What did you do?
Selection Criteria
Fosters Respect for Individuals

Fosters mutual respect and supports UMHS commitment to diversity. Promotes community building and diversity initiatives that help employees learn and respect each others’ differences.

Select your questions from the options below, or create your own.

Questions

1. How have you handled a situation with a colleague or boss when you did not agree? Describe the situation, what you did, and the outcome/results.

2. Gaining the cooperation of others can be difficult. Give a specific example of when you had to do that, and what challenges you faced. What was the outcome? What was the long-term impact on your ability to work with this person(s)?

3. Tell me about a time when your colleagues/boss gave you constructive feedback about your actions. How did you respond? What changes did you make?

4. Think of a situation where you distrusted a colleague/supervisor, resulting in tension between you. What steps did you take to improve the relationship?

5. Tell me about a time when you had to adapt to a wide variety of people by accepting or understanding their perspective.

6. What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?

7. Give a specific example of how you have helped create an environment where differences are valued, encouraged and supported.

8. Tell us about a time that you successfully adapted to a culturally different environment.

9. Tell us about a time when you made an intentional effort to get to know someone from another culture.

10. What have you done to support diversity in your unit?

11. What measures have you taken to make someone feel comfortable in an environment that was obviously uncomfortable with his or her presence?
Selection Criteria
Impacts and Influences

Communicates across the organization and beyond through active listening and persuasive communication. Creating a good impression, commanding attention and respect, showing an air of confidence. Using proper interpersonal styles and methods to guide individuals or groups to accomplish a task. Maintaining group cohesiveness and cooperation; helping group process and gaining agreement/commitment to ideas, plans, or courses of action.

Select your questions from the options below, or create your own.

Questions

1. How do you conduct yourself when meeting new clients for the first time?

2. Has anyone ever told you that you made a positive impression on them? What were the reasons for that impression?

3. Have you ever been involved in a situation where you had a very limited amount of time to persuade a new group of clients to take a specific course of action? How did you proceed?

4. When you find yourself in a new situation with strangers how do you respond?

5. What did you do to gain the cooperation of a difficult group?

6. How did you gain employees’ commitment to a new policy or procedure?

7. What do you do to maintain trust and unity among employees?

8. How do you accurately assess the skills, feelings, concerns and needs of others? What do you do with this information? How do you use this information to lead the group?

9. What do you do specifically to model energy, enthusiasm, competence, commitment and a hard working attitude for others?

10. Do you have a unique approach to management or supervision? Please give an example that illustrates your approach.

11. Do you see yourself as more technical or more management oriented? Give an example.

12. Explain how you have worked successfully with a team to achieve an important goal.

13. How closely have you supervised an employee who was having difficulty? What did you do? What was the outcome?
14. In what respects have you improved as a supervisor in the past few years?

15. What factors do you think have contributed to your effectiveness as a supervisor? Share examples.

16. Give an example of a time in which you felt you were able to build motivation in your co-workers, subordinates or committee members at work.

17. Have you ever had difficulty getting others to accept your ideas? What was your approach? Did it work?

18. Have you ever been a member of a group where two of the members did not work well together? What did you do to get them to do so?

19. What is the toughest group that you have had to get cooperation from? Describe how you handled it. What was the outcome?
### Selection Criteria

**Implements Process Efficiency**

**Quality**

**Continuous Improvement**

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Originating action to improve existing conditions and processes; using appropriate methods to identify opportunities, implement solutions and measure impact. Accomplishes work in ways that maximize productivity and available resources while minimizing waste. Adopts practices to improve work processes, enhance customer satisfaction, and ensure excellence in daily work. Some jobs require employees to make continuous effort to improve delivery of services, business processes and the like.

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**Select your questions from the options below, or create your own.**

**Questions**

1. Describe a situation when you demonstrated initiative and took action without waiting for direction. What was the outcome?

2. Describe a time when you came up with a creative solution/idea/project/report to a problem in your past work.

3. Describe something that you have implemented at work. What were the steps used to implement this?

4. Sometimes it is essential that we break out of the routine, standardized way of doing things in order to complete the task. Give an example of when you were able to successfully develop such a new approach.

5. Tell us about a problem that you solved in a unique or unusual way. What was the outcome? Were you satisfied with it?

6. Tell us about a suggestion you made to improve the way job processes/operations worked. What was the result?

7. There are many jobs in which well-established methods are typically followed. Give a specific example of a time when you tried some other method to do the job.
Selection Criteria
Interpersonal Skills
Sensitivity

The ability to form give-and-take relationships which enhance understanding and mutual respect, acknowledge the needs and feelings of others being aware of how one’s own behavior affects others, focus on the positive aspects of conflict and values differences. Many jobs require individuals to act based on their perceptions of the feelings, skills, competencies and needs of others.

Select your questions from the options below, or create your own.

Questions

1. Describe a situation when you dealt with a frustrated or angry patient/customer.

2. Describe a time when a situation with a family made you feel uncomfortable.

3. Describe a time when a parent was not respecting their child.

4. Describe a time when you witnessed a co-worker treating a family in a way you didn’t agree with.

5. Tell us about a time when you interacted with a child while they were alone in their room.

6. Describe a time when you helped a family become engaged or empowered in their situation.

7. Describe a time when you observed someone you worked with provide a “random act of kindness” beyond their job description.

8. Describe a time when you worked with a family whose values were different from yours.

9. How do you determine employees’, patients’ or customers’ feelings? What do you do then?

10. How do you show recognition of good work done by others?

11. Describe some situations when employees came to you to discuss problems. How did you resolve them?

12. Describe a situation where your actions caused a problem for someone else. What could you have done differently?
13. Have you ever been in a meeting and realized that your behavior was causing a problem? How did you handle this?
Selection Criteria
Knows Healthcare/Medical Industry

Effectively administers UMHS policies and practices and legal and compliance requirements. Consults with content experts as appropriate. Has an understanding and ability to use technical/professional information; keeps up on developments and trends in one’s field. The Health System needs employees who stay current on methods/practices/trends in order to maintain expertise in their field.

Select your questions from the options below, or create your own.

Questions

1. What are the market conditions and trends in healthcare?

2. What resources do you use to maintain your proficiency and expertise in your field? What seminars or workshops have you recently attended?

3. What degrees, training, certifications, licenses or continuing education credits do you currently possess?

4. How up-to-date is your knowledge of the mechanical and/or technical aspects of your field? Are you comfortable with the state of the art technologies?

5. To which technical or professional organizations do you belong? To which magazines and newsletters do you subscribe?
Selection Criteria
Leads Change

UMHS leaders catalyze change by recognizing its need, challenging the status quo, energizing stakeholders, and championing a new order. Leaders are strong advocates of change even in the face of opposition, and make the compelling argument. They find practical ways to overcome barriers to change. Leaders engage diverse teams in change activities.

Select your questions from the options below, or create your own.

Questions

1. Have you ever had to introduce a policy change to your work group? How did you do it?

2. Have you ever met resistance when implementing a new idea or policy to a work group? How did you deal with it? What happened?

3. When is the last time you had to introduce a new idea or procedure to people on this job? How did you do it?

4. Give an example of a time when you helped a staff member accept change and make the necessary adjustments to move forward. What were the change/transition skills that you used?
Selection Criteria
Leads Meetings

Using appropriate interpersonal styles and methods to guide a meeting toward its objectives; modifying behavior according to tasks involved and individuals present; keeping meetings on course; developing teamwork and cooperation. The key to successful meetings is in how they are conducted. The effective meeting leader uses skills to enhance those factors that improve productivity (creating more and better ideas, increasing team spirit and motivation) while reducing those that interfere (hidden agendas, destructive alliances). Successful meetings get the job done and enable people to work together constructively. Participants leave meetings willing to work with each other instead of feeling “sandbagged”, “blind-sided”, angry, or “run-over” -- feelings often expressed when the supervisor/leader mishandles relationships in a meeting.

Select your questions from the options below, or create your own.

Questions

1. Have you ever had to lead a meeting? How did you do it?

2. During a meeting, how do you create a productive atmosphere and reduce those factors that interfere or inhibit productivity?

3. What methods do you use to encourage ideas from all members of the group in a meeting?

4. Have you ever led a meeting that drifted from its purpose? How did you get the meeting refocused on its objectives?

5. How do you determine if a meeting is necessary, who should attend and what items should be discussed?
Selection Criteria
Leads Others/Supervision

Effectively builds and maintains a positive, diverse and productive team. Empowers people to achieve or exceed organizational goals by delegating sufficient authority, responsibility and accountability, and by providing support. Provides clear direction, addresses difficult issues, fosters teamwork, encourages and empowers staff to achieve, coaches and develops staff, and champion’s diversity.

Select your questions from the options below, or create your own.

Questions

1. Give an example when you helped a staff member accept change and make the necessary adjustments to move forward. What were the change/transition skills that you used?

2. Talk about a specific time when you had to handle a tough morale problem.

3. Talk about when you had to tell a staff member that you were dissatisfied with his or her work.

4. What have you done to develop the skills of your staff? How many of your employees have received training (any form) during the past year? What were the specific topic areas? Did they ask for the training or did your suggest it to them?

5. Talk about a specific development plan that you created and carried out with one or more of your employees. What was the specific situation? What were the components of the development plan? How long was the time frame from start to finish? What was the outcome?

6. Talk about when you needed to have co-workers working on a project who normally have different work styles/ideas. How did you pull them together?

7. Talk about when your department was going through long-term changes or working on a long-term project. What did you do to keep your staff focused?

8. Talk about when you needed to delegate parts of a large assignment. How did you decide whom to distribute them to? What problems occurred? What was the outcome?

9. Talk about the expectations you create for staff. What are they? What factors do you consider in setting/communicating expectations?

10. Talk about the specific talents and contributions of your team/staff and how you have utilized these qualities to increase the effectiveness of the unit.
Selection Criteria
Makes Decisions

Readiness to make decisions, render judgments, take actions or commit oneself. In addition to analyzing problems, people often must reach a conclusion, make a recommendation or take action. With available information, individuals must make decisions on time and take action without waiting for more information or guidance. Decisiveness deals with the number of decisions made and the time it takes to reach conclusions. The quality of the decision or conclusion is covered by judgment and independent variables. A quick decision or action (high decisiveness) might be sound (good judgment) or unsound (poor judgment).

Select your questions from the options below, or create your own.

Questions

1. Have you ever had to postpone action on a project to allow yourself more time to think? What happened?

2. Describe a situation where you rendered a snap decision based on available information and altered the course of action. What were the results? Were they positive or negative?

3. Discuss an important decision you have made regarding a task or project at work. What factors influenced your decision?

4. Everyone has made some poor decisions or has done something that just did not turn out right. Has this happened to you? What happened?

5. Give an example of a time when there was a decision to be made and procedures were not in place?

6. How did you go about deciding what strategy to employ when dealing with a difficult customer?

7. How do you go about developing information to make a decision? Give an example.

8. How do you involve your manager and/or others when you make a decision?

9. How have you gone about making important decisions?


11. In a current job task, what steps do you go through to ensure your decisions are correct/effective?
12. Tell us about a time when you had to defend a decision you made even though other important people were opposed to your decision.


14. What was your most difficult decision in the last 6 months? What made it difficult?

15. When you have to make a highly technical decision, how do you go about doing it?

16. Have you ever had a situation where you had a number of alternatives to choose from? How did you go about choosing one? How did you assemble the information? How did you review the information? What process did you follow to reach a conclusion? What alternatives did you develop?

17. What are some of the major decisions you have made over the past (6, 12, 18) months?

18. What kinds of decisions are most difficult for you? Describe one? Who made the decision?
Selection Criteria
Manages Conflict

Effectively identifies and manages differing viewpoints, sources of potential disagreement and customer/staff dissatisfaction. Seeks constructive approaches to resolving workplace issues.

Select your questions from the options below, or create your own.

Questions

1. Give an example of when you "went to the source" to address a conflict. Do you feel trust levels were improved as a result?

2. Problems occur in almost all work relationships. Describe a time when you had to cope with the resentment or hostility of a subordinate or co-worker.

3. Sometimes the only way to resolve a defense or conflict is through negotiation and compromise. Tell about a time when you were able to resolve a difficult situation by finding some common ground.

4. Sometimes we need to remain calm on the outside when we are really upset on the inside. Give an example of a time that this happened to you.

5. Tell us about a recent success you had with an especially difficult employee/co-worker.

6. Tell us about a situation in which you had to separate the person from the issue when working to resolve issues.

7. Have you ever been in a situation where you had to settle an argument between two friends (or people you knew)? What did you do? What was the result?

8. Have you ever had to settle conflict between two people on the job? What was the situation and what did you do?

9. Tell us about a time when you had to help two peers settle a dispute. How did you go about identifying the issues? What did you do? What was the result?
Selection Criteria
Manages Projects

Plans carefully, allocate and manage resources efficiently, establish realistic budgets, goals and timelines, communicate progress and outcomes.

Select your questions from the options below, or create your own.

Questions

1. Tell us about a time when you influenced the outcome of a project by taking a leadership role.

2. Using a specific example of a project, tell how you kept those involved informed of the progress.

3. How many projects do you work on at once? Please describe.

4. Describe how you develop a project team's goals and project plan?

5. How do you schedule your time? Set priorities? How do you handle doing twenty things at once?

6. What do you do when your time schedule or project plan is upset by unforeseen circumstances? Give an example.

7. What have you done in order to be effective with your organization and planning?
Selection Criteria
Measures Performance

With staff members, sets challenging goals; observes progress and provides constructive feedback and coaching that helps staff members achieve high-quality outcomes.

Select your questions from the options below, or create your own.

Questions

1. Give an example of how you have been successful at empowering either a person or a group of people into accomplishing a task.
2. How do you handle an employee whose work is not up to expectations?
3. How do you coach an employee to develop a new skill?
4. How do you handle performance reviews? Tell me about a difficult one.
5. How often do you discuss an employee's performance with him/her? Give an example.
6. Tell us about a specific development plan that you created and carried out with one or more of your employees. What was the specific situation? What were the components of the development plan? What was the outcome?
7. Tell us about a time when you had to take disciplinary action with someone you supervised.
8. Tell us about a time when you had to tell a staff member that you were dissatisfied with his or her work.
9. There are times when people need extra help. Give an example of when you were able to provide that support to a person with whom you worked.
10. What have you done to develop the skills of your staff?
11. When do you give positive feedback to people? Tell me about the last time you did. Give an example of how you handle the need for constructive criticism with a subordinate or peer.
12. How do you go about setting goals with subordinates? How do you involve them in this process?
13. How do you let subordinates know what you expect of them?
14. What performance standards do you have for your unit? How have you communicated them to your subordinates?
Selection Criteria

Negotiates

Gaining mutual agreement on, or acceptance of, a decision or course of action from individuals with real or perceived conflicting interests. Some jobs require people who know when to give in on a point and when to stand firm. They know when to argue their case, raise questions and make compromises in the best interests of all parties. Negotiation can be between peers and co-workers, supervisors and employees, or involve customers, suppliers, or other outside agencies. Though related to Influence and Building Consensus, negotiation focuses on the ability to deal with actual differences of opinion and conflicting interests.

Select your questions from the options below, or create your own.

Questions

1. Describe your most satisfying experience in gaining support for an action from a group who initially had a conflicting interest.

2. Discuss two instances where you had to compromise with other groups.

3. How do you handle co-workers, supervisors, employees, outside agencies or patients/families who have a different opinion than you do about an important issue involving your program?

4. Explain how you settled a disagreement or problem among opposing parties.

5. Describe your action when your ideas were challenged during a presentation.

6. Describe the most challenging negotiation in which you were involved. What did you do? What were the results for you? What were the results for the other party?

7. Have you ever been in a situation where you had to bargain with someone? How did you feel about this? What did you do? Give an example. How did you prepare for it? How did you present your position? How did you resolve it?

8. Tell us about the last time you had to negotiate with someone. What was the most difficult part?
Selection Criteria
Objective

Being aware that personal prejudices, biases and experiences can have an impact on making
decisions. Guarding against allowing these factors to influence decisions. Most people draw
from experience when making decisions. However, letting only experience dictate the approach
to a decision can lead to problems. Personal biases also can adversely affect judgment.
Objectivity ensures that relevant information is properly and thoroughly analyzed, leading to
higher quality decisions.

Select your questions from the options below, or create your own.

Questions

1. How do you ensure that you are making sound decisions?

2. What personal biases do you have and how do you keep them from influencing your
decisions?

3. Describe a situation when strong personal feelings spurred you toward a course of action.
   What did you do? What were the results?

4. How do you know when to offer an opinion or a judgment on an issue?

5. What do you do to separate fact from rumor in the workplace?
Selection Criteria
Organizational Awareness and Sensitivity

Develops and sustains a positive image of the organization; approaches all situations with a clear understanding of the political content and reality. Individuals should be aware of how the decisions and actions of one department affect the rest of the organization and make decisions or requests for resources accordingly. This dimension is a subset of judgment; it deals with being aware of the needs of the community as well as the needs, expectations or viewpoints of others. It involves the ability to see things from the “other side of the fence.”

Select your questions from the options below, or create your own.

Questions

1. What do you do to promote a positive image of Health System employees?

2. Describe a situation when you had to consider a proposed action’s impact on others before implementing it.

3. How do the actions of your work unit affect other parts of the organization?

4. How do you insure other units’ views are considered before you reach a decision and take action?
Selection Criteria
Oriented to High Quality

Links a product or service to planned outcomes.

Select your questions from the options below, or create your own.

Questions

1. Describe how your unit/department contributes to the organization’s goals.

2. Describe a product/service you delivered and how it helped the organization meets its strategic objectives.

3. What mechanisms have you put in place to ensure the highest quality product or service is provided? Who judges your quality? How do you get feedback?

4. Describe a time when you were not satisfied with the quality of the work that was being done in your unit. How did you handle it? What was the outcome?
Selection Criteria
Patient and Family Centered Care

Patient & Family-Centered Care is our commitment to delivering safe, effective, high quality health care that focuses on and adapts to the needs of the patient and family. It’s a cooperative effort between families and health care teams, and it’s a philosophy that recognizes, respects and promotes the diversity, strength and culture of family relationships.

Select your questions from the options below, or create your own.

Questions

1. What does patient and family centered care mean to you? Describe one or two things that you did to support and involve the patient and family in the care plan?

2. Your work team is developing a program to support families. How have you included families and family feedback in your program development?

3. How have you seen hospitalization or illness impact a patient/family beyond the clinical aspects of care? What approaches have you used to better understand your patients’ and families’ perspectives?

4. Could you describe the emotional concerns that you have seen patients and families experience related to hospitalization and other health care experiences? What have you done to facilitate coping and adjustment?

5. Tell us how you show patients and their families that you respect them and care about their well-being.

6. Tell us about a patient/family that you have work with from a different cultural background and describe some of the things that he/she/they taught you.

7. Describe a plan of care that you created for a patient. What skills, experiences and insights can be of benefit to your work with colleagues in helping a family to be a part of the health care team?

8. Tell us about a time when you had a conflict with a patient over their plan of care. How did you resolve the conflict?
   Ex. A parent angrily voices concerns related to the infection control policy in the activity center which doesn’t allow their child, who is in precautions, to participate in the center. Describe how you would address the concerns of the parent.

9. Tell us about a time you established a professional relationship with a parent whose value system was different from your own.
Ex. You are working with a family whose style of communication and interaction with the child you experience as either too harsh and critical or too permissive and indulgent. How would you approach the parents?
Selection Criteria
Practices “Go See” - Monitoring/Control

Seeks to understand complexities of the current work situation based on personal observation. Establishing procedures to monitor one’s own job activities and responsibilities or to monitor the tasks and activities of employees; taking action to monitor the results of delegated assignments or projects. Setting up on-going procedures to collect and review information necessary to manage projects or departments; taking action to monitor or regulate processes, tasks, or activities; keeping track of delegated assignments and projects. Monitoring devices include direct observation, requests for written or oral reports, and feedback and reporting systems.

Select your questions from the options below, or create your own.

Questions

1. How do you stay abreast of processes, tasks and activities in your workplace?

2. What types of monitoring devices do you use to track and control activities in your job?

3. How do you follow up on responsibilities you have delegated to employees?

4. Have you ever had an employee who needed help to accomplish tasks? How did you reach the conclusion that the employee needed help?

5. How do you track the effectiveness of your employees’ efforts?

6. How do you evaluate the productivity/effectiveness of your subordinates?

7. How do you get data for performance reviews?

8. What administrative paperwork do you have? Is it useful? Why/why not?

9. Do you keep minutes of your meetings or notes from discussions? What do you do with them?
Selection Criteria
Presents Information and Data

Presenting ideas effectively to individuals or groups when given time for preparation (including nonverbal communication and use of visual aids); targeting presentations to the characteristics and needs of the audience. Some employees must make prepared presentations. Generally such presentations are planned and can be given before large groups or individuals. The key to the presentation’s success is that the speaker has time to prepare. The presentation must follow a logical sequence, develop issues and ideas succinctly, state needs and recommendations clearly, and address the listener’s goals and levels of understanding.

Select your questions from the options below, or create your own.

Questions

1. What steps do you take to prepare for a presentation?

2. How do you determine an audience’s needs, interests, attitudes and level of awareness?

3. Describe a presentation you made within the last 12 months. What kind of feedback did you get?

4. Describe a situation when you tailored a presentation to fit the needs of the audience?

5. How do you handle difficult questions or check for clarity during public speaking?
Selection Criteria
Safety Awareness

Contributes to a safe and secure environment for patients, visitors, faculty and staff by following hand hygiene and other established procedures and protocols as appropriate by job function. Being aware of conditions that affect health and a safe working environment. Some jobs require people who know safety laws and regulations and recognize unsafe working conditions. Some jobs require people willing to act quickly to correct unsafe work habits and dangerous equipment or conditions.

Select your questions from the options below, or create your own.

Questions

1. Describe the safety and health regulations affecting you and your department/organization.

2. What do you do to ensure the safety of your employees and the safe operation of workplace equipment?

3. Describe a situation when you discovered a safety hazard and corrected it to prevent an injury to other employees.

4. Do you have a written employee safety program? How often do you check the operation of safety equipment? How do you teach new employees the safe way to do the job? How do you inform employees about safety and health information?

5. How do you identify safety hazards and correct them before someone is injured?
Selection Criteria
Selects and Promotes Staff

Uses established criteria when making selection/promotion decisions.

Select your questions from the options below, or create your own.

Questions

1. How do you plan for an interview?
2. What criteria do you consider when making a selection/promotion decision?
3. Have you ever hired or promoted an employee? Explain the process you used.
4. What interviewing and assessment techniques do you use to objectively gather information about interviewees to make a sound selection/promotion decision?
5. What are the important requirements for an employee in the positions you supervise?
6. Explain what steps you take to comply with federal and state requirements when selecting/promoting staff?
UMHS leaders identify and solve problems through a variety of methods. They solve problems through systematic processes and inclusion of others and, in appropriate situations, leaders are decisive, knowing when and how to decide in the face of uncertainty and ambiguity.

Select your questions from the options below, or create your own.

Questions

1. Talk about an experience in which you had a limited amount of time to make a difficult decision. What were the decision and the outcome/result of your decision?

2. Give an example of when there was a decision to be made and procedures were not in place. What was the outcome?

3. In a current job task, what steps do you go through to ensure your decisions are correct/effective?

4. Talk about a politically complex work situation in which you worked.

5. What types of problems do you most enjoy tackling? Give some examples of such problems that you faced. What did you enjoy about them?

6. What types of problems do you least enjoy tackling? Give some examples of such problems that you faced. What was it about the problems that you least enjoyed?

7. To whom did you turn for help the last time you had a major problem and why did you choose that person?

8. What is the most complex task you have had to complete in your work history? What made it complex? What did you do to ensure success? What would you do differently?

9. What resources do you access in order to accomplish your work? How did you find those resources?

10. When was the last time you felt pressure on a job? How did the situation come about? How did you react? What made you decide to handle it that way? What effect, if any did this have on your other responsibilities?

11. Tell us about a time when you had to give information to parents with very different needs or learning styles.

12. Tell us when you disagreed with a family about the care they wanted to provide.
13. Tell us when you had to organize the family to participate in the patient’s care.

14. Describe how you announce yourself when entering a patient’s room.
Views systems from a broad perspective that includes seeing overall structures, patterns and cycles in systems.

**Selection Criteria**

**Systems Thinking**

Select your questions from the options below, or create your own.

**Questions**

1. Describe how your position contributes to your organization's/unit's goals. What is the unit's goals/mission?

2. Tell us about a politically complex work situation in which you worked.

3. Do prefer to work with the "big picture" or the "details" of a situation? Give me an example of an experience that illustrates your preference.
Selection Criteria
Takes Initiative

Actively attempting to influence events to achieve goals; self-starting rather than passive acceptance. Taking action beyond what is necessarily called for in order to achieve goals; originating action. Most jobs require people who will take actions beyond their job responsibilities. The person high in initiative will originate actions rather than respond to the requests of others. Most people control their own and others’ resources, activities and time. It’s impossible for management to specify all that needs to be done to achieve the job’s goals. Thus, people must continually evaluate, select and act in different ways to meet their goals.

Select your questions from the options below, or create your own.

Questions

1. List two or three suggestions or new ideas you have presented to your supervisor in the past 12 months. Why did you suggest each one? Were your ideas implemented?

2. Name some problems you have tried to solve before being instructed to do so.

3. What was the last difficult work problem you offered to help solve?

4. Describe some situations in which a project was accomplished primarily due to your actions. What actions did you take?

5. Give some examples of actions you took which were beyond what is normally expected from someone in your position. Why did you take those actions? What were the results?

6. Describe a new idea you have originated to improve work efficiency or make the job easier. How did you get that idea implemented?

7. Give some instances in which you anticipated problems and were able to influence a new direction.

8. How did you get work assignments at your most recent employer?

9. What changes did you develop at your most recent employer?
Selection Criteria
Tenacious

Staying with a job or plan until the desired objective is achieved or is no longer reasonably attainable. Some jobs require people who, when faced with obstacles, keep trying to achieve their goals. Tenacity is indicated by the number of attempts to achieve the goal.

Select your questions from the options below, or create your own.

Questions

1. Describe a situation in which you had some difficulties in achieving desired results. How did you succeed?

2. What is a major obstacle you have had to overcome in the past 12 months?

3. Describe a situation where you had inadequate resources to accomplish your objectives and how you overcame the deficiencies to succeed anyway.

4. Describe a situation when you suddenly discovered that the results you were getting would not meet desired expectations. What did you do to rectify the situation?
Selection Criteria
Thinks Analytically

Relating and comparing data from different sources, identifying issues, getting relevant information and identifying other ways of doing things. All jobs call for some degree of analysis to evaluate a situation and find problems or opportunities – or, to anticipate potential problems or opportunities. The people in these jobs must be able to do two things. First, they must find the most likely causes and possible solutions. There are many kinds of analysis: financial, quantitative, operational, organizational, staffing, and scientific. Each requires different ways of finding causes and solutions.

Select your questions from the options below, or create your own.

Questions

1. All of us are surprised occasionally to discover that the services we are performing for others are not working. What steps did you take to correct a situation like this?

2. Using accurate information obtained from expert sources is the best information. What sources of information do you use in your job?

3. Describe the sources of information you have used to accomplish a project within the last 12 months. What did you do with the information?

4. Describe a situation in which you had potential barriers to success in a project. How did you overcome the barriers? Did you succeed?

5. Recall a difficult work problem you have encountered within the last 12 months. Explain how you identified the critical issues. What solutions did you develop?

6. Describe the project or situation which best demonstrates your analytical abilities. What was your role?

7. Developing and using a detailed procedure is often very important in a job. Tell about a time when you needed to develop and use a detailed procedure to successfully complete a project.

8. Tell us about a time when you had to analyze information and make a recommendation. What kind of thought process did you go through? What was your reasoning behind your decision?
Selection Criteria
Tolerates Stress

Works well under pressure and/or against opposition. Many jobs need people who can work well and stay positive in a stressful work environment. Stress can be caused by time pressure, opposing ideas, group pressures and/or task difficulty. If one or more of these sources of stress is normally part of the job, then tolerance for the specific stress is important.

Select your questions from the options below, or create your own.

Questions

1. What parts of your current job do you find most stressful?

2. Describe a stressful situation you were involved in such as a project with time pressures, on extremely difficult projects, or dealing with an irate client.

3. Under what tight deadlines are you currently working?

4. Describe an emergency in which you were involved? How did you stay calm?

5. How do you reduce your own stress level on the job?
Selection Criteria
Trains Others

Being able to instruct others, individually or in groups, on how to perform work processes. Some jobs require individuals who can teach employees how to use machines, complete forms, etc. Training can take place in a classroom setting or it can be on the job on an individual basis. This dimension focuses on the ability to communicate technical information effectively.

Select your questions from the options below, or create your own.

Questions

1. Describe how you trained another employee to use office machinery or to complete office forms.

2. How do you check for understanding when you are training someone?

3. If you train other employees, what is the typical level of education or experience of the participants? How do you use this information in the training?

4. What has been your most rewarding experience training someone? What has been the most frustrating?

5. What is the most difficult aspect of training for you? Why?
Selection Criteria
Visions and Innovates

UMHS leaders inspire and move people with a compelling vision and shared mission, including strategic clinical, research and educational initiatives. A hallmark of their achievements is in continually learning and innovating – and teaching faculty, staff and students – ways to do better.

Select your questions from the options below, or create your own.

Questions

1. Describe the most innovative or creative thing you have done in your work experience.

2. Have you ever had a problem that the usual techniques could not resolve? What did you do to solve it?

3. Describe a positive change in your organization resulting from one of your original ideas.

4. How do you do things differently now than you did five (5) years ago?

5. What is the most unusual approach you undertook to resolve a problem?

6. Can you think of a situation where innovation was required at work? What did you do in this situation?

7. Describe a situation when you demonstrated initiative and took action without waiting for direction. What was the outcome?

8. Describe a time when you came up with a creative solution/idea/project/report to a problem in your past work.

9. Describe something that you have implemented at work. What were the steps used to implement this?

10. Sometimes it is essential that we break out of the routine, standardized way of doing things in order to complete the task. Give an example of when you were able to successfully develop such a new approach.

11. Tell us about a problem that you solved in a unique or unusual way. What was the outcome? Were you satisfied with it?

12. Tell us about a suggestion you made to improve the way job processes/operations worked. What was the result?
13. There are many jobs in which well-established methods are typically followed. Give a specific example of a time when you tried some other method to do the job.

14. There are many jobs that require creative or innovative thinking. Give an example of when you had such a job and how you handled it.

15. What have been some of your most creative ideas?

16. What innovative procedures have you developed? How did you develop them? Who was involved? Where did the ideas come from?

17. What new or unusual ideas have you developed on your job? How did you develop them? What was the result? Did you implement them?

18. When was the last time that you thought "outside of the box" and how did you do it?
## Job Fit Factors

*Use these factors to evaluate how well the candidate matches the job.*

<table>
<thead>
<tr>
<th>Factor</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Achievement</td>
<td>Meeting increasing work challenges.</td>
</tr>
<tr>
<td>Center of Attention</td>
<td>Working on high-profile assignments.</td>
</tr>
<tr>
<td>Challenging Work</td>
<td>Working on difficult or demanding tasks requiring substantial effort and commitment.</td>
</tr>
<tr>
<td>Coaching Others</td>
<td>Fostering other people’s job-related development.</td>
</tr>
<tr>
<td>Compensation</td>
<td>Receiving a high salary or generous monetary compensation for work.</td>
</tr>
<tr>
<td>Complexity</td>
<td>Performing complex tasks or working on complex projects.</td>
</tr>
<tr>
<td>Continuous Learning</td>
<td>Increasing knowledge and skill when circumstances call for additional learning.</td>
</tr>
<tr>
<td>Details</td>
<td>Working on tasks requiring great attention to detail.</td>
</tr>
<tr>
<td>Entrepreneurialism</td>
<td>Developing business by seeking new opportunities, taking risks, and initiating new ventures.</td>
</tr>
<tr>
<td>Formal Recognition</td>
<td>Receiving formal recognition (internal and external) for accomplishments.</td>
</tr>
<tr>
<td>High-involvement Leader</td>
<td>Influencing others by creating a participative, empowered environment.</td>
</tr>
<tr>
<td>High-involvement Member</td>
<td>Working in a participative, empowered environment.</td>
</tr>
<tr>
<td>High Responsibility/Accountability</td>
<td>Receiving Primary responsibility/accountability for completing tasks that might place heavy demands on one’s time and involvement.</td>
</tr>
<tr>
<td>Influencing Others</td>
<td>Using appropriate interpersonal styles and methods to inspire and guide individuals; gaining acceptance of ideas or plans.</td>
</tr>
<tr>
<td>International Exposure</td>
<td>Working in situations involving different cultures/languages and responding to the ambiguity of unexpected/unfamiliar approaches.</td>
</tr>
<tr>
<td>Interpersonal Support</td>
<td>Receiving regular and abundant emotional support, reassurance, and gestures of appreciation.</td>
</tr>
<tr>
<td>Physical Environment</td>
<td>Working in a physically comfortable and attractive environment.</td>
</tr>
<tr>
<td>Position/Status</td>
<td>Holding a position with a highly respected title or status relative to others in the organization.</td>
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<tr>
<td>Practical Results:</td>
<td>Performing work that results in concrete outputs or outcomes.</td>
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<tr>
<td>Promotion Opportunities:</td>
<td>Earning positions of greater responsibility/status.</td>
</tr>
<tr>
<td>Recognition for Expertise:</td>
<td>Receiving rewards or recognition for expertise in technical or specialized skill areas.</td>
</tr>
<tr>
<td>Relationship Building:</td>
<td>Development and maintaining ongoing working relationships with others requiring interaction and mutual support.</td>
</tr>
<tr>
<td>Standardized Work:</td>
<td>Performing clearly defined, stable work assignments with established goals and procedures.</td>
</tr>
<tr>
<td>Task Variety:</td>
<td>Working on several different tasks or projects.</td>
</tr>
<tr>
<td>Travel:</td>
<td>Regularly traveling away from the office (for example, flying, driving) to conduct business.</td>
</tr>
</tbody>
</table>
## Organizational Fit Factors

Use these factors to evaluate how well the candidate matches the organization/department.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Recognition:</td>
<td>Emphasis on appropriately rewarding individual success.</td>
</tr>
<tr>
<td>Bias for Action:</td>
<td>Orientation toward aggressive, proactive responses to problems and opportunities.</td>
</tr>
<tr>
<td>Challenging the Status Quo:</td>
<td>Emphasis on asking questions and challenging the norms and standard procedures to achieve breakthrough advances.</td>
</tr>
<tr>
<td>Civic Responsibility:</td>
<td>Support of and involvement in community activities.</td>
</tr>
<tr>
<td>Clarity of Policies and Procedures:</td>
<td>Emphasis on carefully documented organizational policies, procedures, and other rules for doing business.</td>
</tr>
<tr>
<td>Continuous Improvement:</td>
<td>Emphasis on constantly improving processes, products, and services and exploring innovative ways to do the job.</td>
</tr>
<tr>
<td>Customer Focus:</td>
<td>Emphasis on understanding, meeting, and exceeding customer needs and maximizing customer satisfaction.</td>
</tr>
<tr>
<td>Environmental Sensitivity:</td>
<td>Encouragement of environmentally safe work processes and proactive measures in protecting the surroundings.</td>
</tr>
<tr>
<td>Fun and Friendly Environment:</td>
<td>Orientation toward a size and style that make it possible for employees to be well acquainted in an upbeat and energetic environment.</td>
</tr>
<tr>
<td>Geographic Distribution:</td>
<td>Possession of business units located throughout a wide national and international geographic area.</td>
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<tr>
<td>Growth at any Cost:</td>
<td>Emphasis on the bottom line and increasing organizational resources and assets.</td>
</tr>
<tr>
<td>High-technology Orientation:</td>
<td>Use and/or development of state-of-the-art high-tech applications.</td>
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<tr>
<td>Intellectual Focus:</td>
<td>Emphasis on intellectual discussions, continuing education, professional development, and idea exchange.</td>
</tr>
<tr>
<td>Interdepartmental Cooperation:</td>
<td>Cultivation of an atmosphere of interdependence, collaboration, and reciprocal communication among divisions within the organization.</td>
</tr>
<tr>
<td>Lean and Mean:</td>
<td>Maintenance of minimum staff for efficiency and effectiveness.</td>
</tr>
<tr>
<td>Minimum Management Structure:</td>
<td>Orientation toward a simple, short decision-making structure.</td>
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<tr>
<td>Openness to Frequent Change:</td>
<td>Willingness to consider change and to adapt; modification of job and roles within an organization to adapt to change.</td>
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<tr>
<td>Participative Management:</td>
<td>Encouragement of an environment in which individuals have a sense of ownership and influence over their work.</td>
</tr>
<tr>
<td>Personal Freedom:</td>
<td>Emphasis on freedom from imposed constraints in the work environment and on a healthy balance between work and other activities.</td>
</tr>
<tr>
<td>Personal Growth:</td>
<td>Enhancement of individual effectiveness by providing training and development opportunities.</td>
</tr>
<tr>
<td>Planning for Long-term Success:</td>
<td>Orientation toward achieving future success, long-term goals, and meeting timelines through careful planning and well-established strategic direction.</td>
</tr>
<tr>
<td>Prestige:</td>
<td>Orientation toward prominence, domination of the industry, influential status, and/or contribution to society.</td>
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<tr>
<td>Quality Focus:</td>
<td>Emphasis on the production of high-quality goods and services.</td>
</tr>
<tr>
<td>Quick Reaction to Opportunities:</td>
<td>Emphasis on responding quickly to business needs; developing products, plans, and strategies quickly and perfecting them later.</td>
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<tr>
<td>Resource Consciousness:</td>
<td>Emphasis on prudent use of resources and avoiding waste.</td>
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<tr>
<td>Thriving on Risk:</td>
<td>Promotion of bold ventures to take advantage of business opportunities.</td>
</tr>
<tr>
<td>Valuing Diversity:</td>
<td>Advancement of diversity in the workforce (with regard to race, ethnicity, opinion, gender, physical ability, etc.) for the achievement of common goals.</td>
</tr>
</tbody>
</table>
Section Two

Table of Contents

1. Candidate Evaluation Form
2. Background Review Forms
   a. Education
   b. Experience
3. Behavioral Based Question Notes
4. Job Fit Questions Form
5. Organizational Fit Questions Form
6. Additional Questions
# University of Michigan Health System
## Candidate Evaluation Form

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Date of Interview:</th>
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<tbody>
<tr>
<td>Position Title:</td>
<td>Interviewer:</td>
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### Background

<table>
<thead>
<tr>
<th>Education (Insert from qualifications)</th>
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<th>Work Experience (Insert from qualifications)</th>
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<tr>
<th>Licensure/Certification (Insert from qualifications)</th>
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### Knowledge

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<td>Skills and Abilities</td>
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Overall Rating: ___________________________

Comments:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Background Review
Education

College: ___________________________ Degree/Major: _________________

Technical: __________________________ Degree/Major: _________________

High School: _________________________ Degree/Major: _________________

Other education/training:
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

How did your education/training prepare you for a job such as this?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

School can be demanding. What problems did you encounter during your most recent educational training experience? How did you overcome them?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

What classes did you enjoy the most? Why?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
# Background Review

## Work Experience

<table>
<thead>
<tr>
<th>Employer Name</th>
<th>Job Title</th>
<th>Dates of Employment</th>
<th>Major Responsibilities</th>
<th>Changes in Job Over Time? Yes/No, What?</th>
<th>Why Leave the Job?</th>
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</table>
Behavioral-based Question Notes

(Use this page to capture the answers from the candidate to the behavioral based questions. Describe the Situation, describe what Action they took, and describe what Result they experienced.)

Key Skill/Ability:________________________________________

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</tbody>
</table>
Determining Job Fit

What two characteristics of your current job motivate you?

1.

2.

What two characteristics of your current job are you happy to avoid?

1.

2.

What are two characteristics of your current job that annoy you?

1.

2.

What two characteristic of your current job would you miss because they aren’t available?

1.

2.
Determining Organization Fit

What two characteristics of your current organization motivate you?

1.

2.

What two characteristics of your current organization are you happy to avoid?

1.

2.

What are two characteristics of your current organization that annoy you?

1.

2.

What two characteristic of your current organization would you miss because they aren’t available?

1.

2.
Additional Questions

What have been the most significant events in your education and career?

What additional strengths do you have which we have not yet talked about?

Why should you be considered for this position?

What do you consider to be the best or most valuable contribution you made to your organization?