INTERVIEW PREPARATION

1. Review candidate materials.
2. If assigned, prepare to conduct the Key Background Review to seek relevant information about the candidate’s educational background, work history, knowledge, experiences, and motivations.
3. Prepare the Planned Behavioral Questions section:
   • Review the definitions and key actions.
   • If necessary, modify questions to better fit the candidate’s knowledge and experience as well as the position.
   • Determine the order in which you’ll ask the questions for each target.
   • Develop additional questions if necessary.
   
   Note: Your goal is to collect three complete STARs for each target.
4. Estimate the time needed to cover each section of the interview guide.
   • To help stay on track during the interview, record start times at the top of each page in the guide.

INTERVIEW OPENING

1. Greet the candidate, stating your name and position.
2. Explain the interview’s purpose: To make sure you and the candidate get the information needed to make good decisions.
3. Describe the interview plan, explaining that you will:
   • Briefly review the candidate’s education and work history (if assigned).
   • Ask questions to get specific information about the candidate’s jobs, experiences, and knowledge.
   • Provide information and answer the candidate’s questions about the organization and the position.
4. Explain that you will take notes throughout the interview.
5. Make the transition to the first section.
KEY BACKGROUND REVIEW

EDUCATIONAL BACKGROUND (Do not seek information provided on resume.)

Graduate School  ________ Years ________ Degree/Major ___________ GPA ___ out of ___ 
College  ________ Years ________ Degree/Major ___________ GPA ___ out of ___ 
Technical School  ________ Years ________ Degree/Major ___________ GPA ___ out of ___ 
High School  ________ Years ________ Degree/Major ___________ GPA ___ out of ___ 

1. What other education or training have you had? 
2. How did your education/training prepare you for a job such as this? 
3. Which classes did you enjoy the most? Why? 
4. Which classes did you enjoy the least? Why? 

Notes:

WORK HISTORY

Job ____________________________ Dates of employment __________________________

1. Why do/did you want to leave this job? 
2. Describe your duties and responsibilities in your job. 
3. What do/did you like most/least about your job? 
4. (If applicable) Why did you take a break from the workforce? 

Notes:

Job ____________________________ Dates of employment __________________________

1. Why did you leave this job? 
2. Describe your duties and responsibilities in your job. 
3. What did you like most/least about your job? 
4. (If applicable) Why did you take a break from the workforce? 

Notes:
**PLANNED BEHAVIORAL QUESTIONS**

**Technical/Professional Knowledge**
Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise

<table>
<thead>
<tr>
<th>Key Actions</th>
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<tbody>
<tr>
<td>Understands technical terminology and developments</td>
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<tr>
<td>Knows how to apply a technical skill or procedure</td>
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<tr>
<td>Knows when to apply a technical skill or procedure</td>
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<tr>
<td>Performs complex tasks in area of expertise</td>
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| RATING |

1. Describe a time when you successfully demonstrated your technical knowledge. Contrast this with a time when you weren’t able to do so. What did you do differently?

2. Tell me about the most complex technical assignment or project you’ve worked on. What was your role?

3. Describe a project, situation, or assignment that challenged your skills as a ___________. How did you handle the situation?

| Situation/Task | Action | Result |

**FOLLOW-UP QUESTIONS TO BUILD COMPLETE STARS**

<table>
<thead>
<tr>
<th>For Situation/Task:</th>
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<tbody>
<tr>
<td>Describe a situation when . . .</td>
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<tr>
<td>Exactly what did you do?</td>
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<tr>
<td>Describe specifically how you did that.</td>
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<tr>
<td>What did you do first? Second?</td>
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<tr>
<td>Describe your specific role.</td>
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<tr>
<td>Walk me through the steps you took.</td>
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<th>For Result:</th>
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<tr>
<td>What was the result?</td>
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<tr>
<td>How did it work out?</td>
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<tr>
<td>What happened as a result?</td>
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<tr>
<td>What feedback have you gotten?</td>
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</tbody>
</table>

**FOLLOW-UP QUESTIONS FOR MOTIVATIONAL FIT**

| How satisfied/dissatisfied were you? | How did you feel? | What did you like/dislike? |
Customer Focus
Making customers and their needs a primary focus of one’s actions; developing and sustaining productive customer relationships.

Key Actions
- Seeks to understand customers
- Educates customers
- Builds collaborative relationships
- Takes actions to meet customer needs and concerns
- Sets up customer feedback systems

RATING

1. Describe a time when you took action to provide quick and thorough service in response to an internal/external customer’s request or problem.

2. Tell me about your most difficult customer. Describe a specific interaction you had with this customer. [Listen for attitude and approach.]

3. Describe a time when you had to ask questions and listen carefully to clarify the exact nature of internal/external customer’s problem.

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How did it work out?
What happened as a result?
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FOLLOW-UP QUESTIONS FOR MOTIVATIONAL FIT
How satisfied/dissatisfied were you? How did you feel? What did you like/dislike?
Decision Making
Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.

Key Actions
- Identifies issues, problems, and opportunities
- Gathers information
- Interprets information
- Generates alternatives
- Chooses appropriate action
- Commits to action
- Involves others

RATING

1. What sources of information have you used to solve problems? Tell me about a time when you used one of those sources. [Listen for effective use of information.]

2. We’ve all tried to solve a problem on our own only to discover that others needed to be aware of the situation and involved in the solution. Give me an example of when you took full responsibility for solving a problem but later found out that you really should have included others in the process.

3. Describe a complicated problem you have had to deal with on your job. How did you identify or gain a better understanding of that problem?

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How did it work out?
What happened as a result?
What feedback have you gotten?

**FOLLOW-UP QUESTIONS FOR MOTIVATIONAL FIT**

How satisfied/dissatisfied were you?  How did you feel?  What did you like/dislike?
Quality Orientation
Assuming responsibility and accountability for checking accuracy and successfully completing assignments or tasks, no matter how small; self-imposing standards of excellence rather than having standards imposed.

Key Actions
- Follows procedures
- Takes action
- Sets standards for excellence
- Ensures high-quality output
- Takes responsibility
- Encourages others to take responsibility

1. Tell me about a time when the details of something you were doing were especially important. How did you keep track of them?

2. We’ve all had occasions when we were working on something and overlooked a detail. Give me an example of when this happened to you. What was the result?

3. Describe a time when you identified an error, problem, defect that had escaped others’ attention. What did you do? What happened?

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FOLLOW-UP QUESTIONS FOR MOTIVATIONAL FIT

How satisfied/dissatisfied were you? How did you feel? What did you like/dislike?
Planning and Organizing
Establishing courses of action for self and others to ensure that work is completed efficiently.

Key Actions
- Prioritizes
- Determines tasks and resources
- Schedules
- Leverages resources
- Stays focused

RATING

1. We’ve all been faced with idle time on the job because of some unforeseen event (unexpected delays, etc.). Tell me about the last time this happened to you. What did you do?
2. Deadlines can’t always be met. Tell me about a time when you missed a deadline on a project. What were the causes?
3. We are often too busy to plan future activities. Tell me about a time when you were so busy you reacted to situations rather than planned for them.

FOLLOW-UP QUESTIONS TO BUILD COMPLETE STARS
For Situation/Task:
Describe a situation when . . .
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FOLLOW-UP QUESTIONS FOR MOTIVATIONAL FIT
How satisfied/dissatisfied were you? How did you feel? What did you like/dislike?
INTERVIEW CLOSE

- Ask any additional questions you believe will help you clarify and complete your notes.
- Provide assigned information about the position, organization, or location, and ask if the candidate has any questions.
- Ask the candidate what might prevent him or her from accepting an offer if one was made.
- End by explaining the next steps in the selection process and thanking the candidate for a productive interview.

POST-INTERVIEW DATA EVALUATION

1. Evaluate the data relative to each target.
   - Review each STAR to determine if it is complete and in the right target.
   - Determine whether each STAR is effective or ineffective.
   - Weigh each STAR by considering similarity, impact, and recency.
   - Rate the overall target.

   **NUMERICAL RATINGS**
   - 5: Much More Than Acceptable (Significantly exceeds criteria for successful job performance/motivational fit)
   - 4: More Than Acceptable (Exceeds criteria for successful job performance/motivational fit)
   - 3: Acceptable (Meets criteria for successful job performance/motivational fit)
   - 2: Less Than Acceptable (Generally does not meet criteria for successful job performance/motivational fit)
   - 1: Much Less Than Acceptable (Significantly below criteria for successful job performance/motivational fit)

   **CLARIFYING RATINGS**
   - N: No opportunity to observe or make an assessment
   - I: Incomplete data—need more information
   - 5H: Too high—so strong in one aspect of a target as to cause weakness in another or overall

2. Evaluate observable targets.
   - Review your notes and communication observations.
   - Rate the key actions for Communication (below) by placing a check mark in the appropriate box for each key action to note whether the candidate’s communication was positive/effective (+), neutral (0), or negative/ineffective (–).
   - Note your rating for Communication in the box.

   **COMMUNICATION**—Clearly conveying information and ideas through a variety of media to individuals or groups in a manner that engages the audience and helps them understand and retain the message.

<table>
<thead>
<tr>
<th>+</th>
<th>0</th>
<th>-</th>
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<tbody>
<tr>
<td>Organizes the communication</td>
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<td>Maintains audience attention</td>
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<td>Adjusts to the audience</td>
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<td>Ensures understanding</td>
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<tr>
<td>Adheres to accepted conventions</td>
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<tr>
<td>Comprehends communication from others</td>
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   **RATING**

3. Prepare for data integration.
   - Transfer your ratings to the Rating Grid. Include your comments so you can refer to them during data integration.
## Coverage Grid for ___________________________ Position

<table>
<thead>
<tr>
<th>Targets</th>
<th>Test</th>
<th>Interviewer A</th>
<th>Interviewer B</th>
<th>Interviewer C</th>
<th>Simulation</th>
<th>Reference/ Background Check</th>
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Candidate ___________________________  Interviewer ___________________________
Position ___________________________  Date ___________________________

Instructions: Complete this Rating Grid after you’ve interviewed the candidate and evaluated the candidate data.

<table>
<thead>
<tr>
<th>Assigned Targets</th>
<th>Rating</th>
<th>Comments</th>
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