**Interview Guide - Technical Job Family**

**Preparation Checklist**

1. Review application materials, including resume (curriculum vitae) and any application forms.
2. Prepare to conduct the Key Background Review, if included.
   - Note any jobs/experiences on which you are unclear or would like more information.
   - Note any gaps in employment.
3. Prepare the Planned Behavioral Questions section.
   - Review the dimension definitions and key actions.
   - Modify questions to better fit the candidate’s experience.
   - Decide if the order of the questions should be changed; develop additional questions if necessary.
4. Prepare the Motivational Fit question page(s), if included.
   - Review the Job Fit definition and significant facets.
   - Review the Location Fit definition and characteristics.
   - Compare the location characteristics to the candidate’s information and mark which ones you will explore during the interview.
   - Modify the questions to find out possible matches/mismatches between job facets and location characteristics and the candidate’s preferences.
5. Estimate the time needed to cover each section of the Interview Guide.

**Outline for Opening the Interview**

1. Greet the candidate, giving your name and position.
2. Explain the interview’s purpose:
   - To acquaint interviewer and candidate.
   - To learn more about the candidate’s background and experience.
   - To help the candidate understand the position and organization.
3. Describe the interview plan:
   - Briefly review jobs/experiences.
   - Ask questions to get specific information about those jobs/experiences.
   - Provide information about position and organization.
   - Answer candidate’s questions about the position and organization.
   - Point out that you both will get information needed to make good decisions.
   - Indicate that you will be taking notes.
4. Explain the job’s essential functions and ask if the candidate can perform the essential functions. (Required in the United States.)
5. Make the transition to the Key Background Review.
## Key Background Review

### Educational Background  (Do not seek information provided on resume.)

<table>
<thead>
<tr>
<th>1. Graduate School</th>
<th>Yrs.</th>
<th>Degree</th>
<th>GPA out of</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>2. College</td>
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<td>Degree</td>
<td>GPA out of</td>
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<tr>
<td>3. Technical School</td>
<td>Yrs.</td>
<td>Degree</td>
<td>GPA out of</td>
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<tr>
<td>4. High School</td>
<td>Yrs.</td>
<td>Degree</td>
<td>GPA out of</td>
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<tr>
<td>5. Other education/training</td>
<td>Yrs.</td>
<td>Degree</td>
<td>GPA out of</td>
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</tbody>
</table>

6. What were your best classes? Why?

7. What were your worst classes? Why?

8. What were your proudest accomplishments during school?

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**Communication:**

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Key Background Review

Work Background

1. Job/Experience _________________________________ Dates _______________________________

2. What were your major responsibilities/duties? Any change in responsibilities?

3. What did/do you like best about the position? What did/do you like least?

4. Why did you (or why are you planning to) leave?

Communication:
Adaptability

Maintaining effectiveness when experiencing major changes in work tasks or the work environment; adjusting effectively to work within new work structures, processes, requirements, or cultures; effectively works with individuals of diverse style, ability, and motivation.

Key Actions
— Tries to understand changes
— Approaches change or newness
— Adjusts behavior

Planned Behavioral Questions

1. Tell me about the most diverse group/team that you’ve been a part of. What problems did you encounter? What did you do? What happened?

2. Can you give me an example of a time when you recently made an effective adjustment to a changing policy or procedure within your work group? What did you do? Why was it effective?

3. Tell me about the most challenging change you’ve faced at work. What did you do? What were the results?

<table>
<thead>
<tr>
<th>Situation/Task</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
</table>

Adaptability Rating: _____
Continuous Improvement

Originating action to improve existing conditions and processes; using appropriate methods to identify opportunities, implement solutions, and measure impact.

Key Actions
—Assesses opportunities
—Determines causes
—Targets improvement ideas
—Implements effective improvements

💪 Planned Behavioral Questions

1. Give me an example of a time when you worked with a team or co-worker to improve a process. What was your role? How did you approach the team?

2. Tell me about a time when you challenged an existing work process because you thought it could be improved.

3. Describe a time when you suggested a major change to improve your department/work team. How did you come up with the idea? Who did you talk to?

🌟 Situation/Task
Action
Result

Communication:
Continuous Improvement Rating: _____
Coaching

Providing timely guidance and feedback to help others strengthen specific knowledge/skill areas needed to accomplish a task or solve a problem.

Key Actions
— Clarifies the current situation
— Explains and demonstrates
— Provides feedback and reinforcement
— Uses Key Principles

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Planned Behavioral Questions

1. Tell me about a time when you conducted on-the-job coaching. How did you know if your coaching was effective?

2. We all have had situations when the person we were trying to coach rejected our offer of assistance. Tell me about a time this happened to you. Have you had a chance to try a different approach since then? Example?

3. Tell me about a time when you provided feedback to someone after that person performed poorly.

Situation/Task  |  Action  |  Result

Coaching Rating: _____

Communication:

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Contributing to Team Success

Actively participating as a member of a team to move the team toward the completion of goals.

Key Actions

—Facilitates goal accomplishment
—Involves others
—informs others on team
—Models commitment

苋 Planned Behavioral Questions

1. Tell me about a time when you encouraged a quiet team member to get more involved. What did you do or say? What happened?

2. Give me an example of a time when your team/group accomplished its goals. What was your role? What was the team’s role?

3. Tell me about a time when you failed to share information with team members that would have benefited the team. What happened?

★★ Situation/Task       Action       Result

Communication:         Contributing to Team Success Rating: ______
Continuous Learning

Actively identifying new areas for learning; regularly creating and taking advantage of learning opportunities; using newly gained knowledge and skill on the job and learning through their application.

Key Actions

— Targets learning needs
— Seeks learning activities
— Maximizes learning
— Applies knowledge or skill
— Takes risks in learning

Planned Behavioral Questions

1. Describe a situation in which you capitalized on an opportunity to learn a new skill.
2. In any new job there are some things we pick up quickly and other things that take more time to learn. In your last job, tell me about something you picked up quickly and something that took more time to learn.
3. We’ve all had the experience of trying a new technique or process we’ve learned in training, only to have difficulty making it work. Tell me about a time when this happened to you. What did you do? What happened?

<table>
<thead>
<tr>
<th>★ Situation/Task</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
</table>

Continuous Learning Rating: ______
Job Fit

The extent to which activities and responsibilities available in the job are consistent with activities and responsibilities that result in personal satisfaction; the degree to which the work itself is personally satisfying.

Questions

1. [Task Variety] Tell me about a time when you had a lot or a little variety in your work. How satisfied/dissatisfied were you with that and why?

2. [Compensation] Tell me about a time when you did or did not receive a high salary or generous monetary compensation (e.g., stock options) for your work. How did you feel about that?

3. [Achievement] Tell me about a time when you had difficult goals in your work. How satisfied/dissatisfied were you with that?

<table>
<thead>
<tr>
<th>When Satisfied/Dissatisfied</th>
<th>What was Satisfying/Dissatisfying</th>
<th>Why was it Satisfying/Dissatisfying</th>
</tr>
</thead>
</table>

Many opportunities for:
- Details, Task Variety, Challenging Work, Complexity, Achievement

Few/No opportunities for:
- Travel, Commission, Compensation, Formal Recognition, Entrepreneurialism

Job Fit Rating: _____
Interview Close

Final Checklist

1. Introduce the buy-time question.
   —"I’m going to ask a question that I’d like you to think about for a few minutes before answering. While you’re thinking, I’ll review my notes to see if there is other information that I need. The question is: What strengths do you have that we haven’t talked about?"

2. Review notes
   —While the candidate is thinking about the question, review your notes to identify any area where more information is needed, or information needs clarification.

3. Buy-time answer
   —Ask for the candidate’s answer to the buy-time question.

4. Additional questions
   —Ask any additional questions based on the review of your notes.
Interview Close (continued)

5. Simulation (if used)
   — Introduce simulation.
   — "The next part of the interview will give you an opportunity to demonstrate your skills."
   — Give an overview of the simulation process.
   — Conduct simulation.

6. Position/Organization/Location
   — Provide information on position, organization, or location. If you are the last interviewer, check the candidate’s understanding of these areas. (Note anything that appears to match or conflict with the candidate’s stated motivations and preferences.)
   — Give candidate the opportunity to ask questions. (Note the questions asked here.)

7. End the interview.
   — Explain next steps in selection process
   — Thank the candidate for a productive interview.
Post-interview Instructions

Complete each step after the interview.

1. Identify complete STARs throughout the Interview Guide.
2. Categorize STARs into appropriate dimensions.
3. Indicate whether each STAR is effective (+) or ineffective (-).
4. Consider the weight of each STAR according to its recency, impact, and similarity to the target job.
5. Determine the rating for each dimension. Record it on the line in the lower right corner of each page.

Use the following scale:
- 1 Much less than Acceptable
- 2 Less than Acceptable
- 3 Acceptable
- 4 More than Acceptable
- 5 Much more than Acceptable

Additional Ratings:
- N No opportunity to observe or assess
- W Weak/Want more data (for example, 4W)
- 5H Too High

6. Evaluate the applicant’s behavior in the following observable dimension(s).
   Review your notes and determine whether the applicant’s behavior in each dimension’s key actions was effective (+), neutral (/), or ineffective/absent (-).
   Then, use the scale from step 5 above to rate the applicant’s behavior in the dimension(s). Write the rating on the line provided.

   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.
   - ______ Organizes the communication
   - ______ Maintains audience attention
   - ______ Adjusts to the audience
   - ______ Ensures understanding
   - ______ Adheres to accepted conventions
   - ______ Comprehends communication from others

   Communication Rating: ______
# Dimension Coverage Grid

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Interviewer A</th>
<th>Interviewer B (Expert)</th>
<th>Interviewer C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Fit</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Communication</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Technical / Professional</td>
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<tr>
<td>Knowledge</td>
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<tr>
<td>4. Customer Focus</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>5. Adaptability</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>6. Decision Making</td>
<td></td>
<td>✓</td>
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<tr>
<td>7. Quality Orientation</td>
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<td>✓</td>
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<td>8. Continuous Improvement</td>
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<tr>
<td>9. Coaching</td>
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<td>✓</td>
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<tr>
<td>10. Planning and Organizing</td>
<td>✓</td>
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<tr>
<td>11. Contributing to Team Success</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>12. Continuous Learning</td>
<td>✓</td>
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