

This is to certify that

JEFF RULIFSON

**has attended
ROLM's course of study in**

BEHAVIORAL INTERVIEWING

DATE 1/19/82

INSTRUCTOR

Paul C Green



SKILLS

Ask yourself these questions after each interview.

- ___ 1. Did I allow silence? *some*
- ___ 2. Did I get behavioral examples? *did not push too hard*
- ___ 3. Did I follow my structured interview? - *too yes true*
- ___ 4. Did I record observations, quotations, and examples? - *no*
- ___ 5. Did I weight applicant's skills according to my predetermined weights?
- ___ 6. Did I make the applicant feel at ease? - *jump right in - I went easy on*
- ___ 7. Did I ask open-ended questions? *yes*
- ___ 8. Did I talk too much? - *not at all*
- ___ 9. Did I make behavioral predictions?
- ___ 10. Did I seek evidence to disconfirm my initial impressions and "gut" feelings? - *yes - went behind*
- ___ 11. Did I take note of non-verbal behavior and other social cues?
- ___ 12. Did I feedback the interviewee's answers for accuracy? *no*
- ___ 13. Did I acknowledge responses with nods, smiles, verbal encouragement? *some, not much*
- ___ 14. If the situation described was non-predictive, did I probe for another example?

Hard questions

BEHAVIORAL INTERVIEWING

... selecting the right employee for the right job using
a job related approach ...

Paul C. Green, Ph.D.
Industrial Organizational Psychologist
6260 Poplar Avenue
Memphis, Tennessee 38119
(901) 761-4120

Skills

1. Gain Behaviour Examples
2. Skills Analysis
3. Clipping
4. Selecting Interview Questions
5. Note taking
6. Silence,
7. Rapport Building

Questions.
INTRODUCTION

OBJECTIVES

The interview has become the focus of scientific scrutiny. No longer is the interview viewed as an unstudyable art. This section, therefore, explores the science of interviewing. Interviewing is a special case of the process of making judgments. Humans follow essentially the same process whether on a jury, deciding where to build the new highway, judging swine or wine, or who gets the job. In all cases we must actively seek information and evaluate it. Good judgments are made when the right information is sought and when the evaluation process is rational and free from bias. Hence, interview judgments can be greatly enhanced if we apply recent scientific work in human information processing and decision-making. This section lays the ground-work for the new interviewing system you will be learning. We start by examining:

- (1) the psychological basis for the judgment process,
- (2) the information processing demands inherent in the interviewing task, and
- (3) the systematic errors humans make in reaching decisions and how these errors can be minimized.

After mastering this first section, you will be able to:

1. Estimate the cost of ineffective interviewing.
2. Explain the characteristics of Behavioral Interviewing.
3. Contrast the behavioral and trait approaches to interviewing.
4. Avoid the errors that interfere with most interviewers' judgment.

After reaching these basic objectives, you will be ready to develop Behavioral Interviewing skills.

Before beginning, test the state of your knowledge about interviewing.

- T /F 1. The interview is the most valid and most fair method of selecting employees.
- T /F 2. Most interviewers are well aware of the interview's shortcomings as a selection device.
- T /F 3. When dealing with minorities, it's a good idea to substitute an interview for a test since tests are known to be biased against minorities, and therefore, interviews will give minorities equal opportunity.
- T /F 4. Good interviewing is a matter of how good you are with people. It's an art that cannot be easily taught.
- T /F 5. Women applicants have an advantage over men in interviews since they are usually better communicators.

ABOUT BEHAVIORAL INTERVIEWING

All of the statements are false, yet they represent common myths about the interview.

The interview is a standard part of the selection process, yet researchers tell us that the employment interview is rarely a valid means of selecting the most qualified applicant. To make that bleak situation even worse, researchers add that most interviews are biased against minorities and women. Still, few interviewers are aware of the extent of the problems with interviews and even fewer have any idea how to make interviews more effective. This course will train you in a special method of interviewing called Behavioral Interviewing. Behavioral Interviewing was designed to overcome the interview's traditional shortcomings.

Behavioral Interviewing is a sound, scientifically based program that will accomplish the following objectives:

1. Provide input which will effectively place individuals in jobs which match their skills and abilities.
2. Foster selection decisions which are job related and do not discriminate against individuals because of their race, sex, religion, national origin or color.
3. Create a means whereby an individual may be given feedback with regard to skill levels, and when feasible, be given skill-based developmental objectives.

The process of Behavioral Interviewing is characterized by:

1. The interviewer's knowledge of the specific performance dimensions required by a job.
2. The creation of specific questions to stimulate the interviewee to describe specific past behavior that would provide information concerning the individual's ability to perform the skills required in the job.
3. A patterned or systematic approach for obtaining information for the interview that will be predictive of job performance.

Behavioral interviewing may be used with a wide variety of applicants and in a wide variety of situations. In order for you to learn this system of interviewing, it is essential that you thoroughly utilize all the workbook materials. You will begin to immediately apply your new skills. For participants who are completing the materials in the classroom situation, involvement in skill-building exercises and role play creates a uniquely strong foundation for generalization of skills to the "real" interview. In addition, persons using these materials are reminded that successful interviewing is an ongoing developmental skill and that mastery of the materials contained in this workbook does not in and of itself mean that one has developed the highest level of proficiency in interviewing. Good interviewers can mature and develop in the practice of their skills throughout their entire career.

Turn back to the first set of questions. Have your views about the interview changed?

THE COST OF A BAD SELECTION DECISION

1. At the minimum, turnover costs for someone earning \$25,000 are:
 - a. less than \$1000
 - b. between \$1000 and \$4000
 - c. between \$4000 and \$8000
 - d. over \$8000
2. Which of the following would be most costly to an organization?
 - a. mailing 25,000 first class letters
 - b. the turnover of one employee earning \$15,000 per year.
 - c. having 15 job applicants professionally assessed.
 - d. burgers and fries for 3000 employees
- T / F 3. It makes good business sense to "try people out" and if it doesn't work well, replace them. "Fancy" selection procedures are expensive and don't work well anyway. Turnover is just an unavoidable cost of doing business.

If you're like most people, you underestimated the cost of turnover. The correct answers are 1d, 2b, and 3F.

Bad decisions cost a lot of money. Let's make a conservative estimate of the cost of a single turnover. We will consider two cases: an employee earning \$15,000 per year and one earning \$25,000 per year.

Estimates:	<u>\$15,000</u>	<u>\$25,000</u>
Inefficiency/Customer Costs prior to leaving x 10%	1,500	2,500
Inefficiency/customer costs while replacement learns job x 10%	1,500	2,500
Cost of new hires/interview/ travel, etc. x 5%	750	1,250
Indirect costs: image, customer loss, loss of good personnel, abuse of equipment, frustration, etc. x 10%	1,500	2,500
Cost of individual turnover.....	<u>\$ 5,250</u>	<u>\$ 8,750</u>

If a bad decision were to result in litigation, the dollar costs could be much higher. The cost in public image and prestige could be incalculable. It's impossible to estimate the worth of human resources--when a bad personnel decision is made, everyone loses.

THE TASK OF INTERVIEWING

Test yourself on the following questions:

- T F 1. The interviewer's personality typically contributes as much to the outcome of the selection decision as do the characteristics of the applicant.
- T F 2. The interview is really a sample of behavior.
- T F 3. The amount of information the interviewer has about the job will affect the decision made.
- T F 4. The interview is an inherently subjective process.
- T F 5. The interview is biased only if done by a biased person.

The correct answers are 1T, 2T, 3T, 4T, and 5F

One well-known psychologist describes the interview as a self-fulfilling prophecy. The interviewer has a pre-interview impression causing actions that elicit confirming behavior from the interviewee. The interviewer then selects, omits, and interprets the data to fit the expectations. Indeed, the psychological literature confirms that an interviewer's personality typically contributes as much to the selection decision as do the characteristics of the applicant. To see how such a sorry state of affairs can exist, we need to look carefully at the interview process. We can divide the interview into three elements, each of which contributes to the outcome:

1. The interviewee. Non job-related characteristics such as the age, sex, race, and attractiveness of the applicant have been shown to affect the selection decision.
2. The interviewer. Irrelevant factors such as biographical and attitudinal similarities with the interviewee influence the selection decision. Prejudice and bias also influence judgment.
3. The situation. Previous interviews, the amount of job information the interviewer had, and political and economic forces in the marketplace can affect the selection decision.

Adrift in this sea of influences, the interviewer must try to make a fair decision. That decision is based on a very small sample of behavior--the interview--which, in most cases, was rather haphazardly elicited. The interviewer (1) searches for information, (2) evaluates it, (3) draws inferences from it, and (4) makes predictions based on it. This whole judgmental process, as we will learn, is fraught with potential for error. We see, then, that the process of basing a decision on an interview is usually a very subjective procedure with many chances for irrelevant information to cloud the decision. Even with the best of intentions, interviewers often make biased decisions.

Look back at the preceding questions. Would you answer them differently now?

TRAITS VERSUS BEHAVIOR

Test yourself.

- T/F 1. Our best predictions of someone's behavior will come from descriptions of underlying personality.
- T/F 2. People are constantly changing so that their past behavior offers little insight into their future behavior.
- T/F 3. To predict people's behavior we need to know what motivates them, what their needs are, and what they want out of life.
- T/F 4. If we deal with underlying personality dynamics, we will be free of prejudice-- aggression, ego-strength, sensitivity, and other traits are color-blind.
- T/F 5. Psychologists, over the years, have consistently maintained that the way to explain, understand, and predict human behavior is by looking within the individual to find the underlying basis of the behavior.

82 items
Making sense out of complex problems.

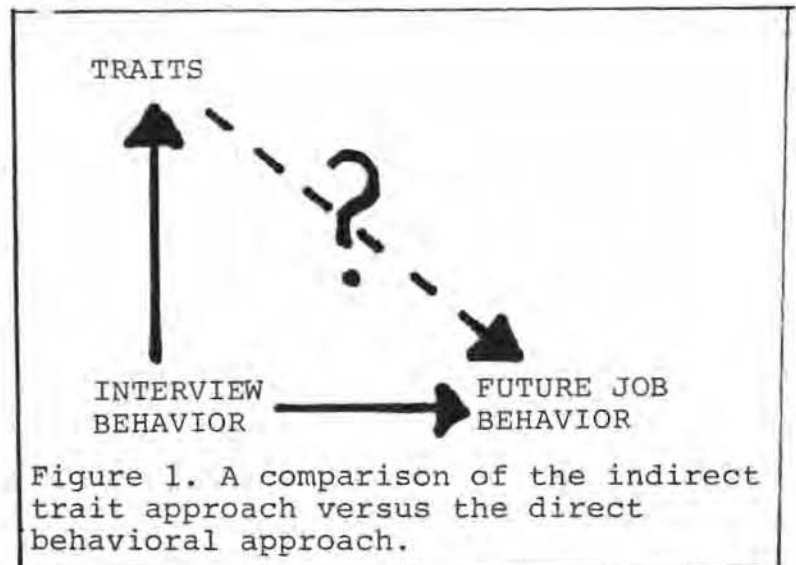
Statements 1 through 5 all represent common beliefs about psychology and all are FALSE.

TRAITS VERSUS BEHAVIOR

TRAIT: Any distinguishable, relatively enduring way in which one individual differs from another. Traits are within individuals and "explain" why people or behave the way they do.

BEHAVIOR: Anything that people do that can, in principle, be observed or measured.

In recent years, much of psychology has been involved in a debate as to the relative importance of traits versus behavior in understanding what people do. Personnel psychology is typical of the major transition in psychological thought as to how to best understand and predict individual behavior. At one time, it was felt that the best basis for knowledge of another person resided in the ability to describe an individual's traits or personality characteristics. Consequently, for many years, psychologists concerned themselves with traits, such as assertiveness, dominance, persistence, etc. However, with the rise of modern behavioral psychology, there has been a growing emphasis on human behavior as a more straightforward approach than the trait approach (Figure 1). Consequently, the contemporary approach to interviewing and assessment is to study the behavior of the individual, both past and present, in order to be able to establish a basis for predicting future behavior (Figure 2). This scientific approach provides the framework for Behavioral Interviewing.



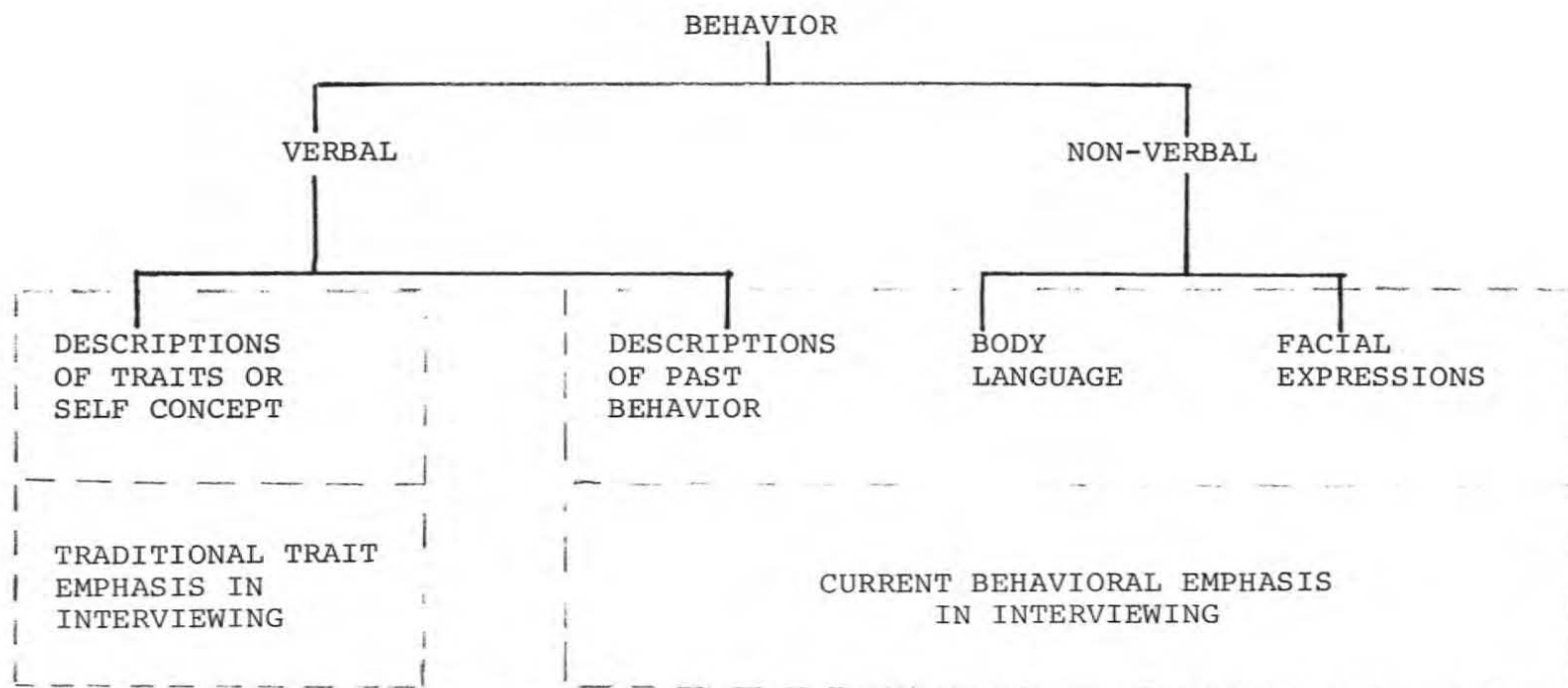
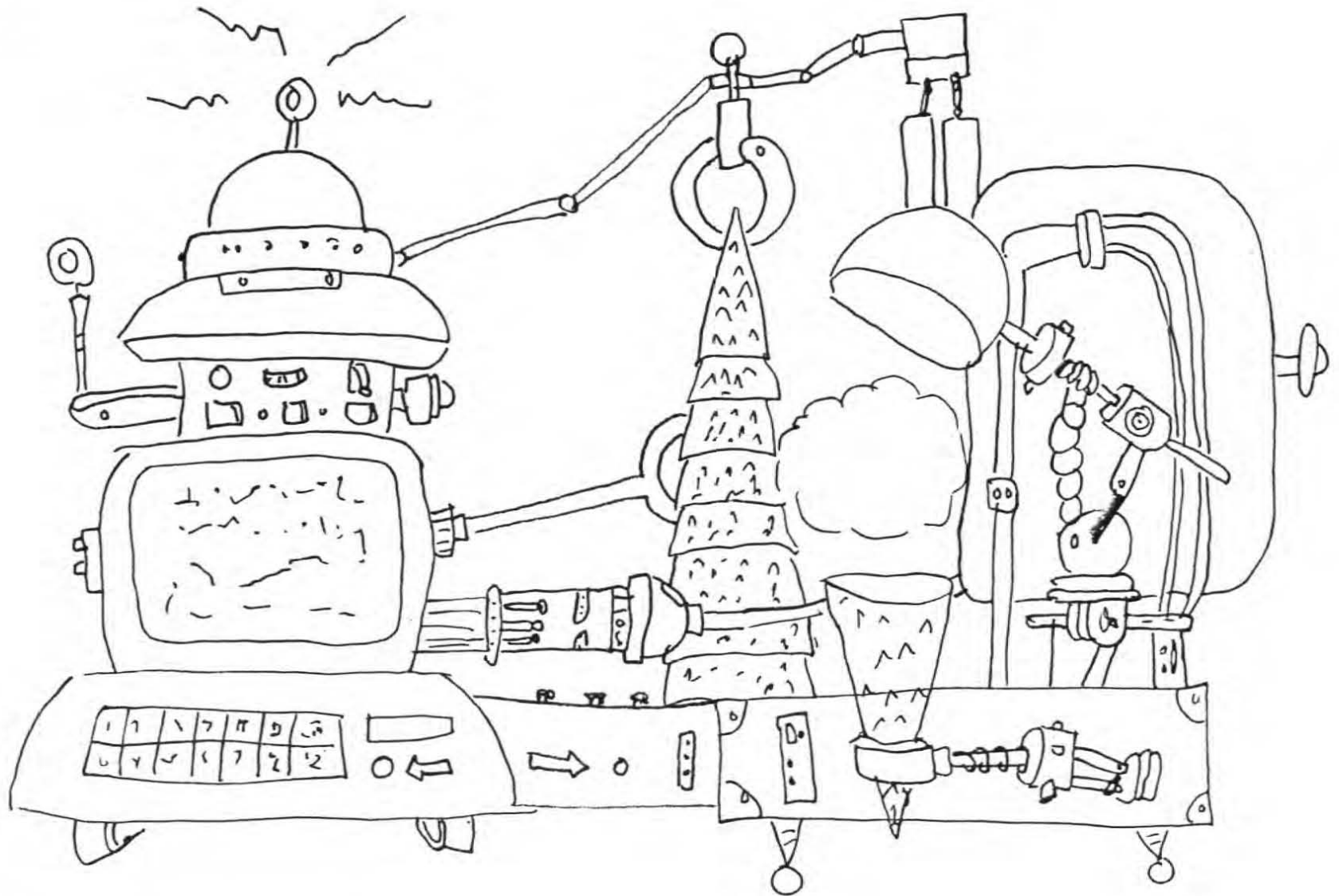


Figure 2. Contrast of the behavioral and trait approaches to interviewing.

An example may help distinguish the two perspectives. If a trait psychologist were interviewing, he or she would take the person's behavior and answers as signs or symptoms of underlying, abstract traits. The psychologist would then base predictions about future behavior on these inferred personality traits. The reasoning might go like this: "The applicant was on time for her appointment. That suggests that she is compulsive (a trait). Compulsive people are good with details. She (an individual) will make a good bookkeeper." Note that the inference goes from an individual's behavior to a trait to a group characteristic to an individual's behavior.

A behavioral psychologist, on the other hand, would take the interviewee's behavior during the interview as a sample of behavior. The psychologist would try to elicit a sample of behavior that was representative of the applicant's job-related behavior. The behavioral psychologist would infer that the prompt interviewee is likely to be prompt again and would try to elicit behavior related to bookkeeping skills in order to make a prediction. While the behavioral psychologist's predictions may seem somewhat mundane and may lack the grand appeal of the trait psychologist's, the behavioral psychologist's predictions are clearly more reliable and justifiable. The behavioral psychologist makes only the simple assumption that in similar situations, future behavior is likely to be like past behavior. (See Fig. 3) Working with that assumption, the trick is to obtain a representative sample of past behavior. Behavioral Interviewing will teach you to do just that.

figure 3.



Trait Approach: This machine is good and kind. It finds fulfillment in helping others. It has a heart of gold and would make a good social worker.

Behavioral Approach: This machine makes ice cream cones. It probably will make ice cream cones in the future.

We have seen, then, that the use of behavior as a basis for prediction rests in the common sense axiom that the best predictor of future behavior is past behavior. Further, the more similar the situation in which the past behavior occurred is to the future situation, the better the prediction will be. Personnel practitioners for decades have relied on this belief in the predictive power of past behavior. The area of job tenure is a good example. The number of jobs an individual had held in the past was recognized as the best predictor of an individual's future turnover. Similarly, difficulties within interpersonal relations have been used to predict difficulty with interpersonal relations in the future. Research also indicates that behavior provides a much more firm foundation for prediction of future behavior than do traits. For example, in a classical study which evaluated the ability of personality traits as measured by tests to predict job behavior, it was concluded that personality dimensions provided little, if any, value insofar as predicting future behavior was concerned. In stark contrast, researchers who have used information about past behavior to predict future behavior, have found startling positive results insofar as predictive effectiveness is concerned. In short, questionnaires which deal with past behavior seem to be more able to predict future behavior than do questionnaires which deal with traits or personality factors.

You may be asking yourself why, if the behavioral approach is so much better, has the trait approach survived. Some psychologists attribute the persistence of trait psychology to the Barnum effect, named after P.T. Barnum. Trait descriptions seem to fit the person either by virtue of their triviality or by virtue of their universal application. For example, a group of students were all given the identical following "interpretation" of their psychological tests:

"You have a strong need for other people to like you and for them to admire you...Disciplined and controlled on the outside, you tend to be worrisome and insecure inside...Some of your aspirations tend to be pretty unrealistic."

Over 90% of the students thought it was an excellent report, hitting right on their personality. While this may show that we all have a lot in common, it hardly differentiates among people. In selection, after all, differentiation between people is the bottom line. It's easy to see how trait descriptions sometimes satisfy a naive need to "really understand" people. Trait psychology survives for much the same reason the circus fortune teller does. The behavioral approach in interviewing is particularly valuable for contemporary decision makers, as behavioral predictions provide not only better predictive effectiveness, but also a sound rationale for conforming to laws relating to selection and placement practices. For example, interviews which emphasize past behavior provide data which is verifiable among interviewers, thus reducing the likelihood that any single interviewer can be blamed for being prejudiced or discriminatory. When interviewers emphasize reliably definable past behavior, then the rationale for their decisions and recommendations become a matter of fact, not a matter of dispute.

TRAITS AND STEREOTYPES

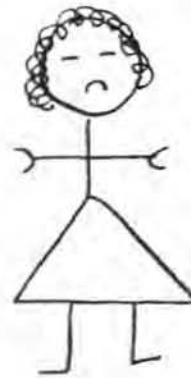
The task in trait psychology is to label behavior with an abstract label that is descriptive of a wider, general class of behaviors. Human information processors typically do that by resorting to stereotypes, which are sets of general labels that they believe apply to a whole class of people. Thus stereotyping and trait descriptions are strategies for reducing the amount of processing we must do. Unfortunately, such strategies result in systematic bias.



BUSINESSMAN

Traits:

- aggressive
- firm
- confident
- job-related stress
- enthusiastic
- stern taskmaster
- good at detail
- social drinker
- sound judgment



BUSINESSWOMAN

Traits:

- pushy
- stubborn
- conceited
- menstrual tension
- emotional
- bitchy
- picky
- lush
- prejudiced

Go back to the questions on trait psychology. Have you changed your mind?

ERRORS AFFECTING JUDGMENT

- T F 1. Comparing applicants with each other is a good way to increase the accuracy of your ratings.
- T F 2. Librarians are shy and withdrawn, invariably helpful, with a need for order and structure, and a passion for detail.
- T F 3. Assume you've interviewed 54 applicants, 50 men and 4 women for the job of truck driver. The men, on the average, were evaluated more favorably than the women. You've been scrupulously fair in each case, so this shows that, on the average, men are better suited for the job.
- T F 4. Assume you've questioned an interviewee extensively about her clerical duties at XYZ, Inc. In addition you have letters of reference concerning these activities at XYZ, Inc. from three sources. This makes you confident that she'd be a good employee.
- T F 5. Assume you've been promoted and have been asked to interview candidates for your old position. As a successful manager, you had a participative leadership style and an MBA from a local university. After interviewing candidates with differing leadership philosophies, without MBA's and with MBA's from local as well as prestigious universities, you decide that the best person is one with a participative leadership style and an MBA from a local university. All other things being equal, such a person has the best likelihood of success.
- T F 6. You've found Helen to be warm, courteous, and gracious. You would predict that she is more likely to be honest rather than dishonest.
- T F 7. During the first few minutes of an interview, you can size up a person pretty well and then you should spend the rest of the time acquainting them with the company and establishing rapport.
- T F 8. You should be very careful in ratings of candidates so as to avoid extreme ratings. A fair evaluator will have almost all applicants rated near the center of the scale.
- T F 9. There's no substitute for experience when it comes to interviewing skill.
- T F 10. You've kept careful records over the years as to the success and failure rate of the people you've hired. You have more successes than failures--this proves you are a good judge of character.
- F 11. The decision based on an interview really boils down to one's "gut" feelings, and that's probably the best way we have of making the decision.

All the preceding statements are false. They reflect errors that we all make.

Humans are not perfect information processors. We all tend to make certain predictable errors. By becoming sensitive to these error-prone tendencies, we can minimize errors and become fairer in our evaluations of job applicants.

Question 1 demonstrates the contrast effect. When a person's evaluation of an applicant is influenced by the qualifications of previous applicants, the evaluation will often be biased. The average applicant interviewed after two excellent candidates will be rated low. Had the average candidate had the good fortune of coming after two unusually poor candidates, he/she would have been rated much higher. This contrast effect can account for as much as 80% of the variation in ratings among candidates. The contrast effect can be minimized by

1. setting criteria for evaluation prior to interviewing,
2. comparing each candidate to the idealized criteria rather than to other candidates,
3. summarizing information for each candidate before making a judgment,
4. making a judgment on each candidate before going on to the next candidate.

Question 2 gives a stereotype of a librarian. If we interview someone who we feel is representative of our stereotype, we stop looking at the individual--we simply assume he or she possesses the traits that correspond to our stereotype. We end up evaluating our stereotype and NOT the individual. Unfortunately stereotypes--especially racial and sexual--are often dead wrong. But even if a stereotype fits many members of the class, use of a stereotype prevents objective evaluation of applicants as individuals. What's more, use of stereotypes blocks further information processing.

Question 3 points to the error of ignoring the sample size. In question 3, we have a large enough sample of men for it to be fairly representative of the class of men. Four women is such a small number that it's unlikely to be representative of the whole class of women. In other words, a smaller group will be subject to more error or random fluctuation. This error in judgment is, unfortunately, very common--people generalize to all women (or all blacks or Hispanics) on the basis of very limited experience. The sample size is too small to warrant any conclusions about the whole group, and thus certainly lacks any predictive power.

Question 4 points to the tendency to have high confidence in redundant or correlated inputs. Better predictions occur if pieces of information are independent of each other. In this case, information about different skills and information from companies other than XYZ would have more informational value. Often interviewers seek a lot of overlapping or redundant information rather than trying to get information from many different sources and information about many different skills. Predictions based on varied information will be much more accurate.

Question 5 refers to the tendency to prefer "clones" or individuals who are like ourselves. This "egocentric" approach assumes that our own style and background is the best avenue for success. Such an approach typically focuses on non-job related behaviors, skills, and background information. It also tends to exclude minorities and women.

Question 6 describes the halo effect. Once you've rated someone on one dimension, that rating tends to influence your ratings on other, unrelated skills or traits. This effect often shows up with regard to physical attractiveness. An attractive person is often assumed to have a whole set of positive features while an unattractive person is assumed to have a whole set of negative features. Training to rate skill dimensions independently, based on behavioral examples, helps control the halo tendency.

Question 7 refers to the tendency people have to form an impression early in the interview rather than waiting and using all the information at their disposal. As we've seen, judgments improve with more information.

Question 8 is an example of the central tendency error. Many people avoid the ends of the scale and cluster all candidates together. This presents great difficulty in distinguishing among candidates. This is especially a problem if one interviewer tends to rate most candidates as "good" (leniency error) and another interviewer clusters ratings around "below average." (Research shows that women, in general, tend to be more lenient than men.) This is analogous to the situation where almost everyone in Miss Smith's 8th grade math class got an "A", while Miss Jones gave almost everyone a "C" in her 8th grade math class. If you were in Miss Jones' class, you'll remember the negative repercussions resulting from this evaluation error. If two or more people are rating applicants, therefore, it is essential that they "calibrate" their rating systems.

Question 9 is also false. Many researchers have found that while experience may increase confidence in judgment, it bears no relationship to increased accuracy. Behavioral based training, on the other hand, has been shown to increase accuracy of judgments.

Questions 9 and 10 both involve error based on consideration of only a restricted range of applicants--those hired. Since we rarely get feedback from rejected applicants, we have no way of knowing whether they, too, might have been successful had they been hired. These statements also involve the base-rate error: if most people can do the job (high base-rate), then our "success" rate may describe the situation and not our skill. A chimpanzee would be a good judge of character in a situation with a high base-rate. Put in another way, if your drawer contains 9 pairs of black socks and one pair of white socks, your coming to work in black socks most of the time may not reflect your good taste, but rather, the effects of chance.

SUMMARY

Reasons why question 11 is false should be clear to you at this point, but a discussion of this myth will summarize the thrust of our discussion on errors.

- (1) "Gut" feelings are biased and prone to error. The errors grow out of an attempt to reduce and manage the information load.
- (2) There are alternative ways of making selection decisions.

The rest of this workbook will teach you one highly effective alternative to the "gut" feeling school--Behavioral Interviewing. This system is designed to avoid the kinds of errors discussed here. Behavioral Interviewing can be thought of as a method of handling information. In particular,

- (a) Behavioral Interviewing provides a method for objectively predetermining the required skills for a job and a method for choosing questions that tap those skills. This helps avoid seeking information to confirm initial hypotheses and insures obtaining non-redundant information. It also helps reduce contrast effects since you are forced to compare applicants' skills to skill requirements rather than comparing applicants to each other.
- (b) Basing your judgments on behavioral examples rather than on intuitions reduces the likelihood of basing decisions on stereotypes and helps control halo tendency.
- (c) The behavioral emphasis on job-related behaviors and skills forces the interviewer to look exclusively at those skills, thus avoiding the preference for clones. Focusing on skills, too, helps underscore job requirements so that an informed interviewer will know when most people can do the job adequately, thereby avoiding the base-rate error.

In summary, fair interviewing is a very difficult task and cannot be left to intuitions or "gut" feelings. Behavioral Interviewing is designed to eliminate as much "human" error as possible while capitalizing on the special flexibility and sensitivity that only humans can provide.

INTERVIEWING SKILLS

OBJECTIVES

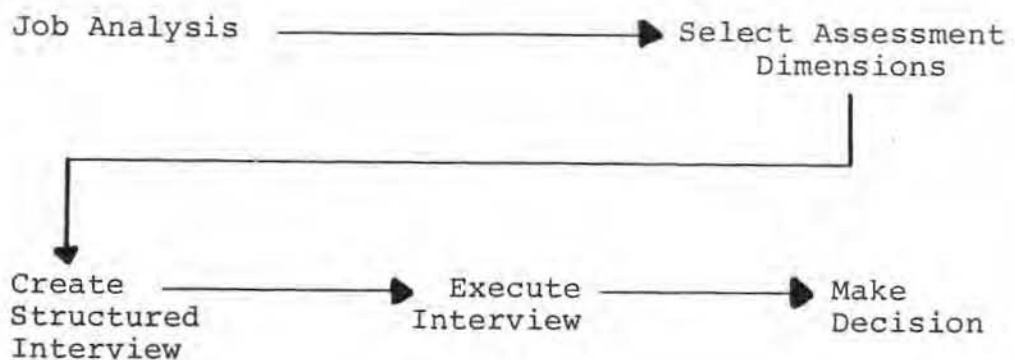
Behavioral Interviewing offers a highly effective system, but only results in quality interviews when the interviewer possesses a repertoire of well-learned interviewing skills. This section introduces a set of skills necessary for quality interviewing.

After mastery of this section, you will have acquired the Four P-Skills of the Behavioral Interviewing Program:

1. Preparing the interview. You will be able to create a structured interview.
2. Pressing the interviewee. You will be able to press for behavioral examples by using open-ended questions, tolerating silence, and seeking disconfirming evidence.
3. Performing the interview. You will improve your interview techniques by building rapport, listening more effectively, taking notes, and interpreting social cues.
4. Predicting the interviewee's behavior. You will be able to predict the interviewee's future job behavior through interpretation of behavioral examples and matching individual job skills with assessment dimensions.

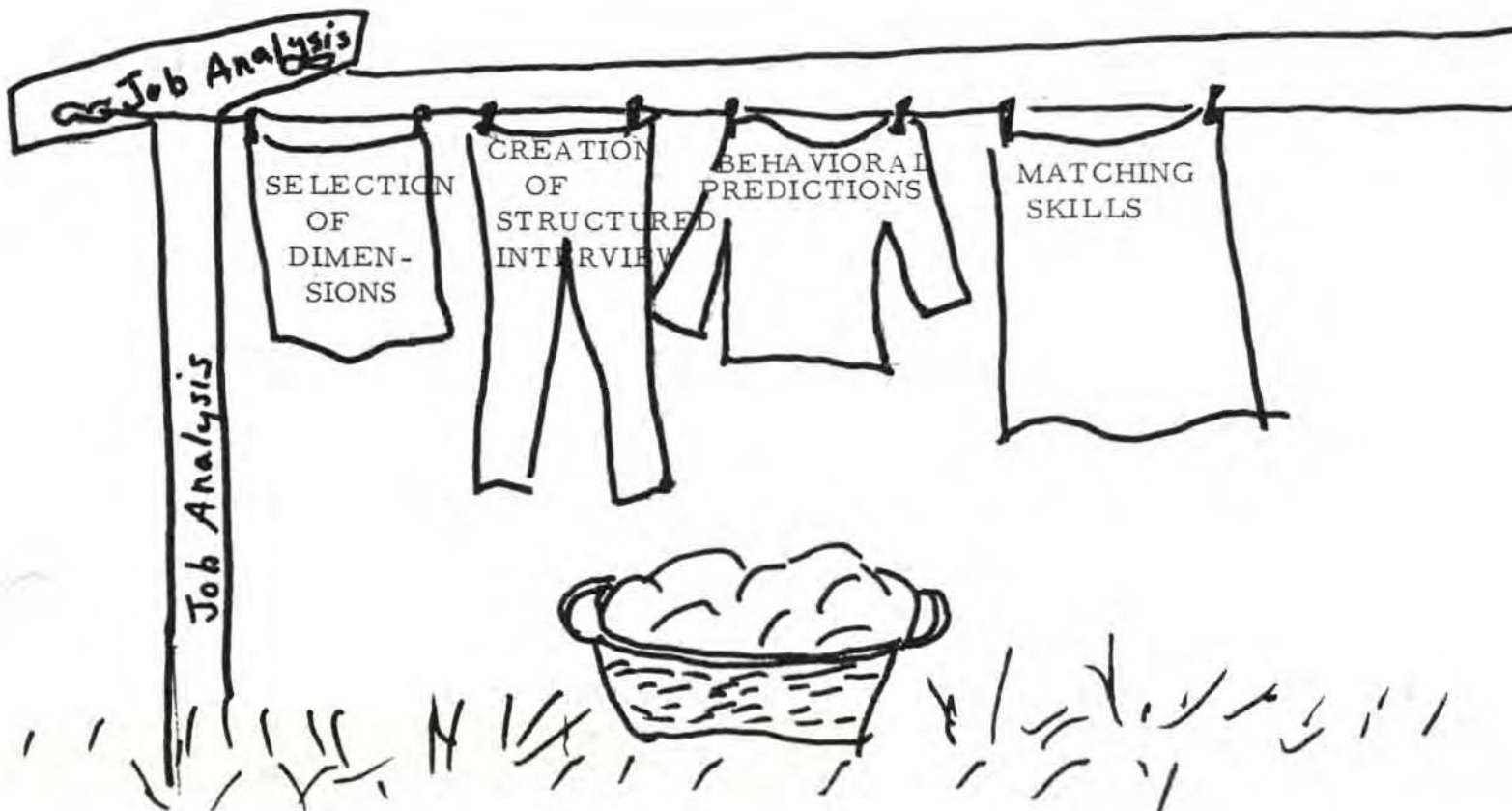
INTERVIEWING SKILLS

The figure below summarizes the sequence of activities involved in Behavioral Interviewing. You will need to learn a variety of skills to be able to accomplish the important task of selecting the right applicant for the right job. This section describes skills you will need to be successful at Behavioral Interviewing.



ANALYZING THE JOB

A thorough job analysis is necessary in order to decide which skill dimensions characterize the job in question. This is a very complex, but extremely important, skill to develop. For that reason, a whole section is devoted to doing a job analysis. An inaccurate job analysis will block the creation of an appropriate structured interview and will prevent accurate behavioral predictions. The success of the whole behavioral interviewing process hangs on the job analysis.

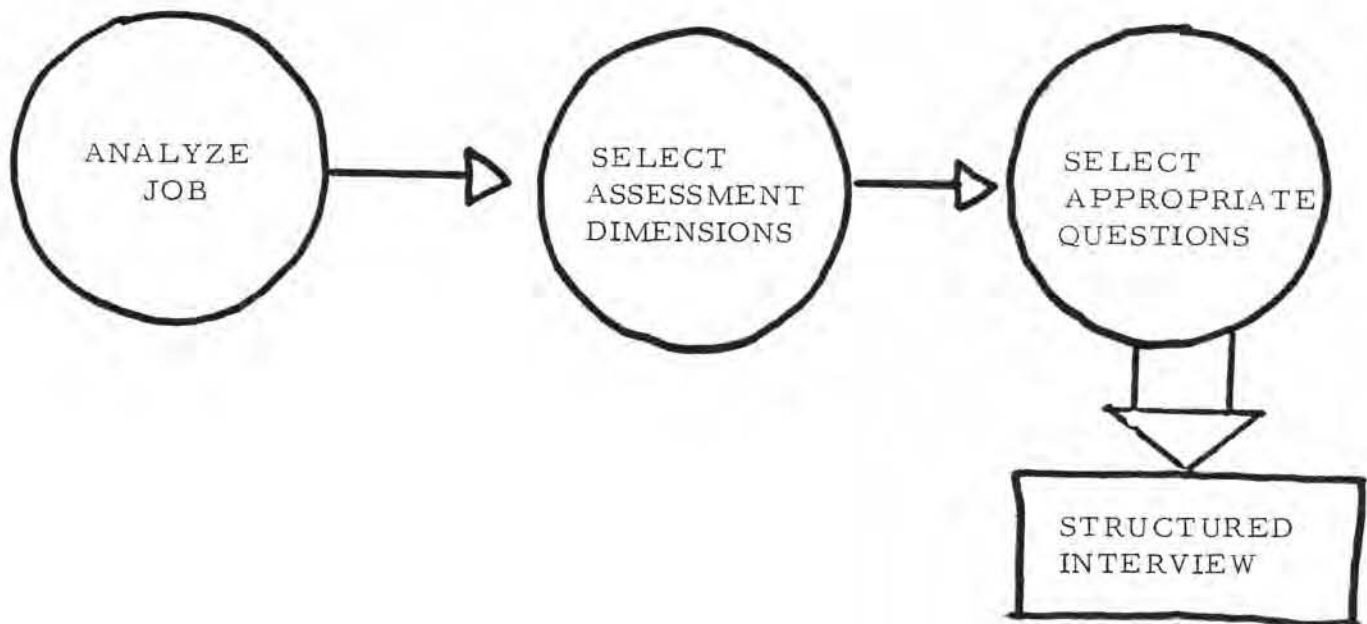


BUILDING RAPPORT

Rapport building is an essential aspect of the initial phases of an interview in which the interviewer demonstrates positive interaction skills which enable the interviewee to relax and feel free to share information with the interviewer. Rapport building skills are developed as the participant learns anecdotal conversational skills. In addition, when an interviewer is confident in his/her ability to perform well, this positive self concept will make interactions easier. This program will enhance your self-confidence and self-respect. You'll be able to concentrate on making the interviewee feel at ease rather than making yourself feel at ease.

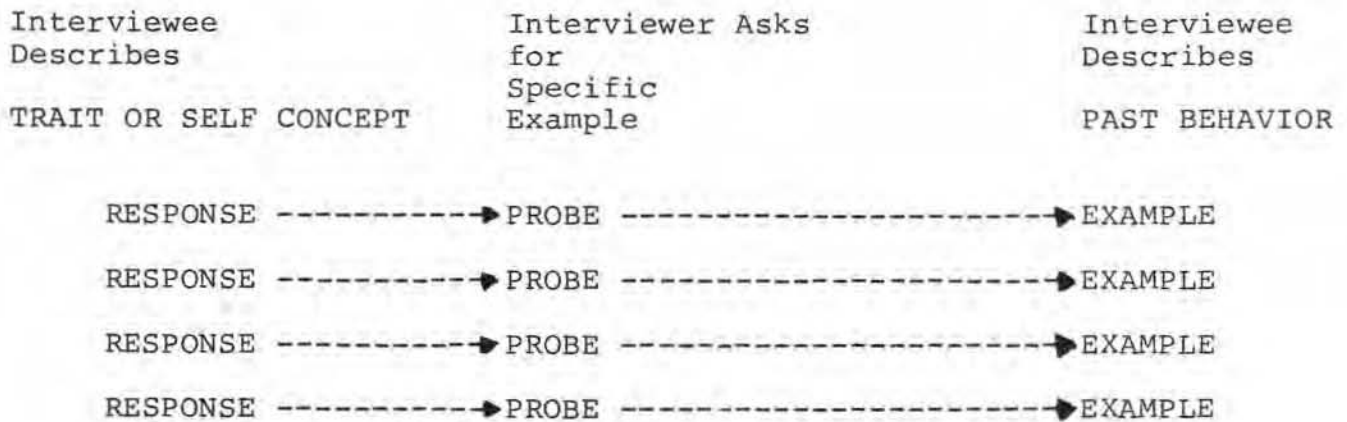
CREATING A STRUCTURED INTERVIEW

A structured interview is preplanned in which an interviewer selects interview questions which will be asked of all individuals who are interviewing for a job. In addition, the questions are asked in a patterned or structured manner, meaning that each individual experiences approximately the same interview. The figure below shows the steps (and the other skills) involved in creating a structured interview. A sample structured interview is presented in the appendix.



PRESSING FOR BEHAVIORAL EXAMPLES

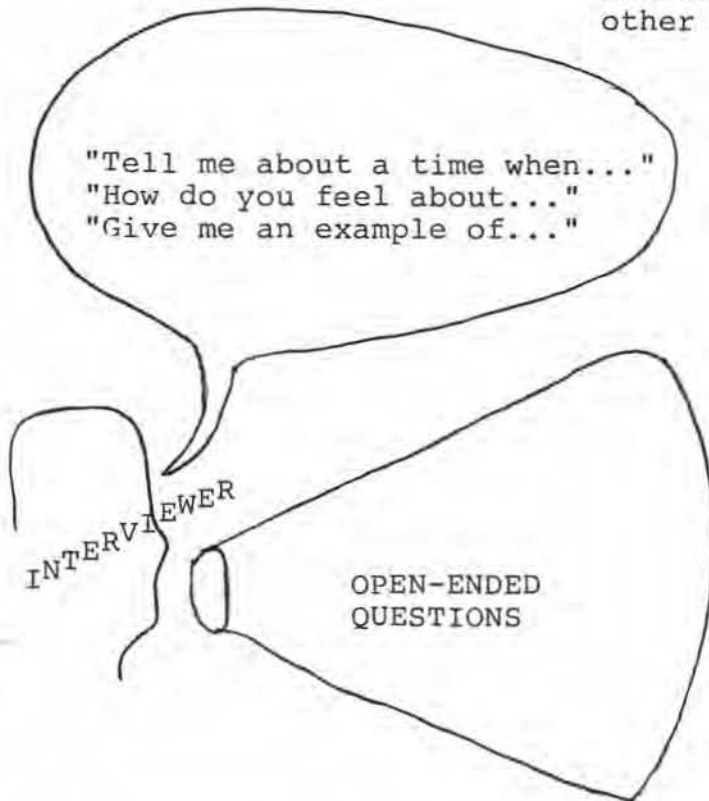
A behavioral example is defined as an individual's description of a past event which is specifically defined and described with detail sufficient to enable the interviewer to determine that the event did in actuality occur. When an interviewer presses for behavioral examples, he/she requests, repeatedly if necessary, the interviewee to provide an example of a self-described trait in his/her background. The figure below depicts the skill.



The steps involved in pressing for behavioral examples.

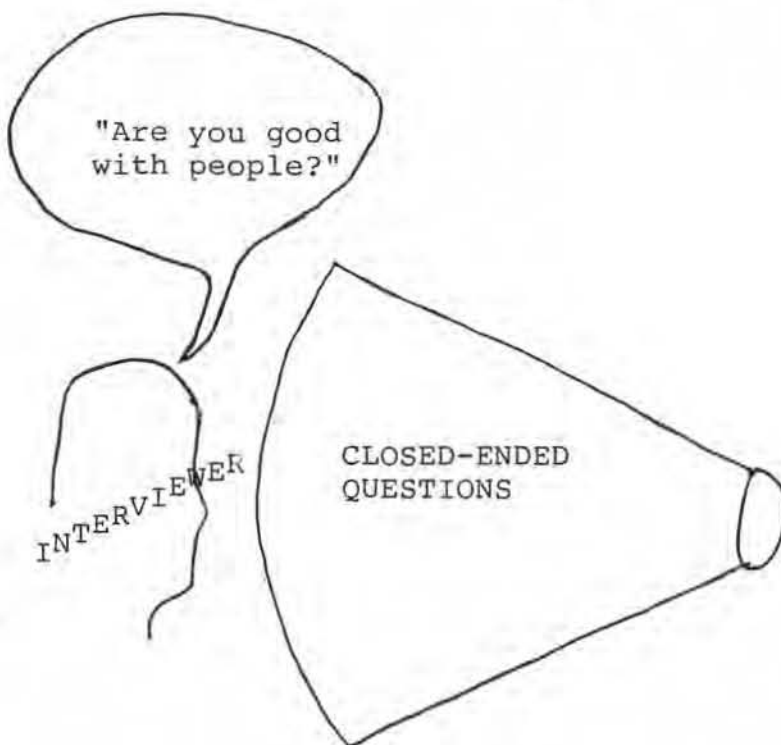
USING OPEN-ENDED QUESTIONS

An open-ended question is structured so as to encourage the interviewee to respond with lengthy as opposed to brief responses. In contrast, a closed-ended question allows the interviewee to give a simple yes/no or other short reply.



INTERVIEWEE'S RESPONSES:

"When I was..."
 "Three years ago..."
 "I remember when..."
 "I once had an experience..."
 "My work in that area..."
 "I once had a guy working for me..."
 "Once, in an emergency, I..."



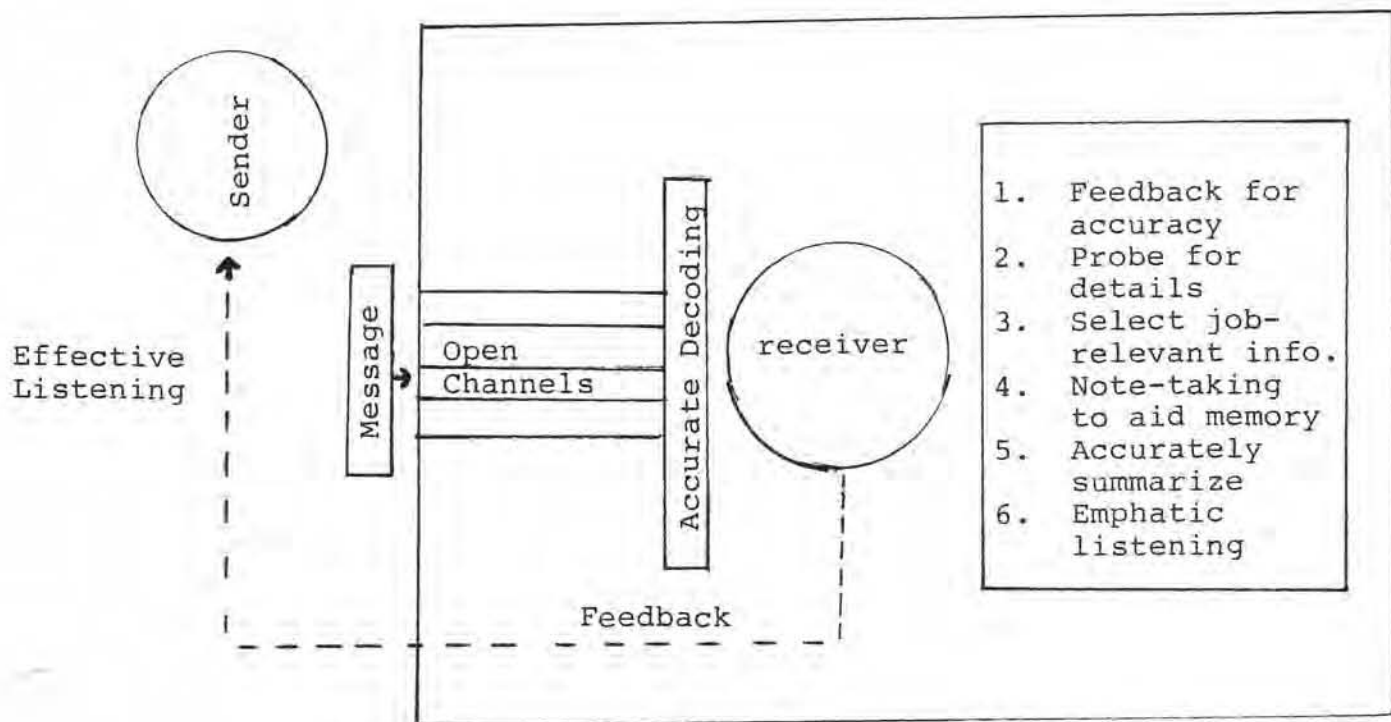
INTERVIEWEE'S RESPONSES:

"Yes...No"

EFFECTIVE LISTENING

Rarely is anyone taught to listen, yet listening is a complex skill that requires a good deal of effort and practice. Effective listening is an active process in which the listener first decodes the speaker's message and then feeds back the decoded message to the speaker to check for accuracy or to ask for clarification. As an interviewer, this feedback is an essential check on accuracy. The interviewer's job is to seek relevant information and to record it accurately. This difficult listening job requires listening as a receiver of information. This kind of listening necessarily differs from other kinds of listening, e.g., listening as a critic. In the interview, one doesn't listen for areas of agreement or disagreement; one tries only to obtain the relevant information and record it accurately. Effective listening is active, too, in the sense that the listener maintains alertness by activities such as note-taking, feeding back the message, asking questions, nodding, smiling, etc. Listening is always selective--in this case, the interviewer must learn to focus on the job-relevant aspects of the communication and "tune out" other messages. Another main task of the interviewer is to keep the channels of communication open by being encouraging, supportive, and friendly. "Emphatic grunting"--saying "Uh huh," "mm," and nodding--helps reassure the interviewee of continued interest.

INTERVIEWER'S RESPONSIBILITY



TOLERATING SILENCE

Tolerating silence means a withholding of verbal communications and/or maintaining silence during the interview in order to encourage the individual to provide more information or to enable the interviewer to have additional time for formulating a decision. It takes time for the interviewee to recall examples from the past. While the interviewee searches his/her memory for a suitable example, an awkward silence necessarily results. If the interviewer jumps in, disrupting the interviewee's processing, the behavioral example is lost. The interviewer can also use such silences to gather other information, such as taking notes on non-verbal cues. An interviewer might consider which questions to ask next or clarify sketchy notes on a previous question.



SEEKING DISCONFIRMING EVIDENCE

When people have a hypothesis, their strategy is usually to seek more information to confirm their hypothesis. But in reality, the more scientific approach is to seek disconfirming evidence. If your hypothesis is that John will be a lousy employee, try hard to find evidence to the contrary. If your hypothesis is that Jane will be a wonderful employee, try hard to find evidence disconfirming your belief. This may involve asking harder questions, playing "devil's advocate," or listening carefully for counter-evidence rather than selectively hearing what you expect. Most psychologists suggest keeping an "open" mind. Yet all research shows that humans cannot keep their minds open--we are always actively processing incoming information, trying to "make sense" of the people and events around us. We suggest then that you recognize your prejudices, early hypotheses, and "gut" feelings. Then make a conscious effort to counter them. Keep tuned in to your own intuitions and make yourself seek disconfirming evidence. This skill will help you avoid the "Halo Effect," that is, over-generalizing from your data.

NOTE-TAKING

Many interviewers are inhibited about note-taking. They fear the applicant will think them rude or worse yet, the applicant will feel threatened. One obvious, yet often overlooked strategy, is to explain that you'll be taking notes to be sure you're accurate.

Effective note-taking requires you to develop some sort of shorthand notation. Don't try to write down everything! Listen selectively for answers that are directly related to the skill dimension being probed. Try to use direct quotes as much as possible. Be sure you have enough in your notes under each skill dimension to be able to make a judgment. Never rely on your memory--memories are distorted. As soon as possible after the interview, read through all your notes and summarize the information. Good notes will aid tremendously in your interviewing. It's a skill well worth the effort it takes to develop.

READING SOCIAL CUES

Persons who possess high degrees of social insight are able to "read people" because their early background experiences taught them the behavioral cues which are associated with the psychological states of other individuals. It is particularly valuable to read social cues while listening to the content of a particular conversation. When behavioral cues are consistent with verbal content (congruence), there is reason to believe that the speaker is confident in, or honest, in what is being communicated. When there is inconsistency in behavioral/verbal cues (incongruence), there is an indication that the listener should probe into the meaning of the communication to facilitate proper understanding.

The following page reflects a summary of these major social cue behaviors and the psychological states they suggest. It can be used as a checklist during an interview. This material should, however, be used as a very general guideline for understanding others; behavioral cues are only a small part of the information needed for understanding the behavior of others or for improving self-image.

PSYCHOLOGICAL STATES AND THEIR
BEHAVIORAL MANIFESTATIONS

OPENNESS

- ☐ Upturned hands
- ☐ Wide gestures

DEFENSIVENESS

- ☐ Crossed arms with fist

SUSPICION

- ☐ Avoiding glance
- ☐ Sideways glance
- ☐ Nose, ear, or eye rub

READINESS

- ☐ Sitting on edge of chair
- ☐ Arms spaced on edge of table

NEED FOR REASSURANCE

- ☐ Rubbing hands
- ☐ Hand to throat

COOPERATION

- ☐ Edge of chair
- ☐ Tilted head

FRUSTRATION

- ☐ Short breaths
- ☐ Tightly clenched hands
- ☐ Wringing hands
- ☐ Point finger

CONFIDENCE/
SUPERIORITY

- ☐ Lack of hand to face gestures
- ☐ Hands joined at back of head
- ☐ Steepling

NERVOUSNESS

- ☐ Clear throat
- ☐ Smoking
- ☐ "Whew" sound
- ☐ Fidgeting
- ☐ Tugging
- ☐ Jingling

BOREDOM

- ☐ Doodling
- ☐ Tapping foot
- ☐ Staring away

EXPECTANCY

- ☐ Crossed fingers
- ☐ Rubbing palms together

REJECTION

- ☐ Feet to door
- ☐ Body Shifting
- ☐ Nose rub
- ☐ Eye and ear rub

SELF-CONTROL

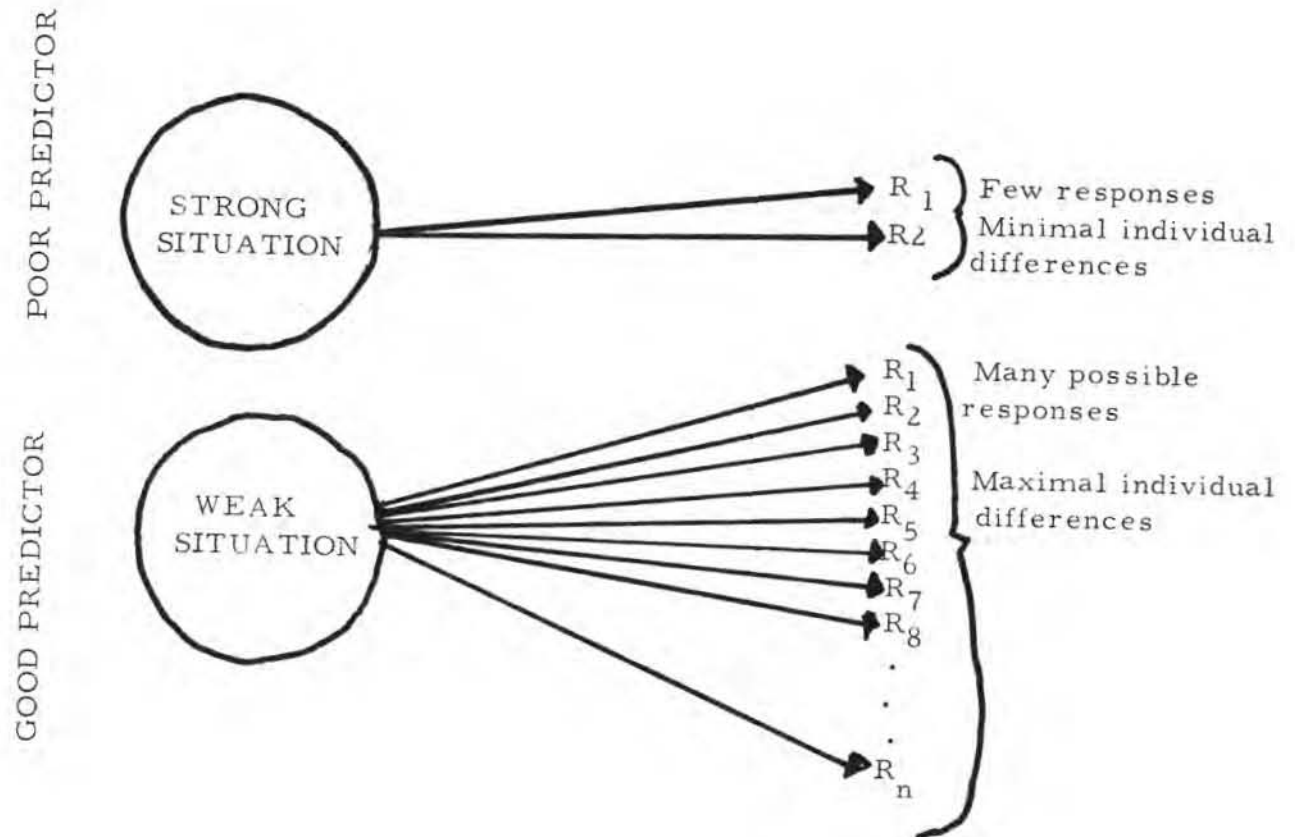
- ☐ Locked ankles
- ☐ Clenched hands

IMPATIENCE

- ☐ Drumming fingers

MAKING BEHAVIORAL PREDICTIONS

A behavioral prediction is based on behavioral examples from the individual's background which match job related behavioral requirements for a particular job. If the interviewee gives behavioral examples from a context very similar to the job under consideration, it will be relatively easy to predict future behavior. In general, the more similar the situations, the more confident we can be that the behavioral example is predictive of future behavior. Evaluating behavioral examples that are far removed from the job in question is more of an art. One approach is to develop anchor points. Ask yourself what the average person would have done in the situation described by the interviewee. It's a good idea to ask several other people what they think an average person would do under the described situations. Once you've established "average" behavior, ask yourself whether the interviewee's behavior exceeded that standard. Another fact to keep in mind is that some situations are more controlling than others, and you must interpret a behavioral example accordingly. For example, if an interviewee gives the example of staying up all night with a very sick infant as an example of "commitment to task," it's not a very strong predictor of on-the-job commitment since the sick-infant situation leaves one with no choice--you MUST stay up with a very sick infant. Everyone, even a person with a relatively low commitment to task, will stay up--the situation controls the person. Stopping at a red light is another example of a non-predictive behavior--everyone stops at red lights. Only if someone does not stop at a red light is the behavior predictive. That is, novel behaviors predict. Common behaviors do not. This is why, if at all possible, it's good to press for a behavioral example in which the person has more control and the situational demands are rather weak. When situational demands are strong, individual differences are minimized. When situational demands are weak, individual differences are maximized.



MATCHING INDIVIDUAL SKILLS WITH ASSESSMENT DIMENSIONS

When an interviewer matches individual skills with assessment dimensions, he/she has demonstrated the relationship between individual characteristics and job requirements (Figure below). Along the top are the chosen skill dimensions. In each square is the behavioral prediction based on answers to the questions. Thus, to be able to create such a chart to compare applicants, you must have thoroughly mastered the other skills. On completion of the behavioral interviewing program, each individual should be able to explain the rationale of matching individual job skills with assessment dimensions and demonstrate how the process is carried out.

THE MATCHING MODEL

ASSESSMENT DIMENSIONS JUDGED TO BE
REQUIRED BY A SPECIFIC JOB

	1	2	3	4	5	6
APPLICANT 1	*	-	-	?	*	?
APPLICANT 2	*	*	?	-	-	*
APPLICANT 3	-	-	*	*	*	*
APPLICANT 4	*	*	*	-	-	?

* Good Skill

? Unknown Skill

- Poor Skill

ASSESSMENT
OF
SKILLS

OBJECTIVES

The "good" interview is characterized by:

1. Reliability: two or more interviewers would tend to agree on their evaluations of a single interviewee.
2. Validity: interview findings will predict job performance. In other words, the interview will measure what it is supposed to measure.

These dual objectives are best reached when you ask questions that will stimulate answers that help you evaluate the interviewee's skills for a particular job. But before you can ask questions that will uncover these key skills, it is vital that you have an understanding of the types of skills which may be assessed in the interview. Effective questioning means that you know what you are assessing; that is, the questions focus on a particular skill.

On completion of this module you will be able to:

1. Distinguish between technical skills and performance skills.
2. Define four general types of performance skills.
3. Refer to definitions of twenty-one separate performance skills.
4. Weight the levels of technical and performance skills that a job requires.

TECHNICAL SKILLS

Technical skills are defined by a specific knowledge or the specific tasks performed in a particular job. Technical skills reflect areas of performance which are typically taught through formal educational programs in college, vocational or technical trade schools. Some technical skills are learned on the job through company training programs. Technical skills may be assessed by reviewing of an individual's work experience, education or training. A job sample, an application blank or a resume is often more efficient than an interview in assessing the presence or absence of a technical skill.

Examples:

Computer Programming
Equipment Operation
Typing
Sales Forecasting
Real Estate Appraisal
Safety Inspection
Customer Service
Accounting
Properties Management
Public Relations
Plant Security

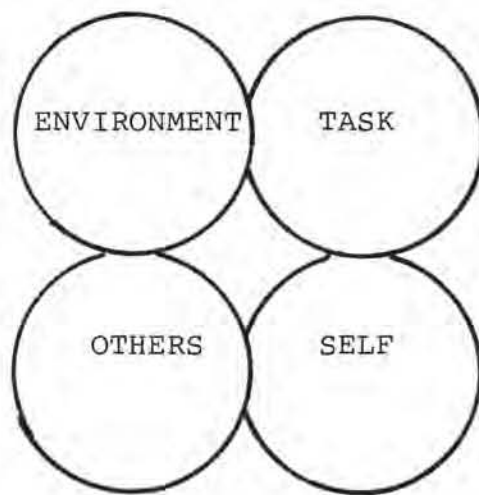
PERFORMANCE SKILLS

Performance skills are defined as working habits that are transferred between jobs. Also, performance skills may have been learned in early life and reflect broad attitudes and beliefs about how a job should be done. They represent how a worker does a job, while technical skills represent what is done on the job.

There are four general categories of performance skills which have varying degrees of importance for different positions. These are defined below:

- I. Self Skills: Those skills necessary for self-confident actions, such as coping with external pressures, tolerating ambiguity in the process of risk-taking and standing by decisions.
- II. Other Skills: The skills necessary to work well with others, such as understanding the needs and motives of others, communicating information to other persons in both positive and negative circumstances, creating energy (motivation) in the social environment, and communicating information regardless of the recipient's status.
- III. Environment Skills: The skills necessary to manage the environment such as maintaining general alertness, utilizing readily available solutions to problems, identifying the critical elements of a problem situation, specifying alternate courses of action, troubleshooting problem-solving strategies and evaluates the impact of decisions.
- IV. Task Skills: The skills necessary to attain goals, such as exhibiting initiative and perseverance; having effective work strategies such as being able to prioritize, organize, and plan; and finally being able to express strategies in written form and carry out plans to achieve results.

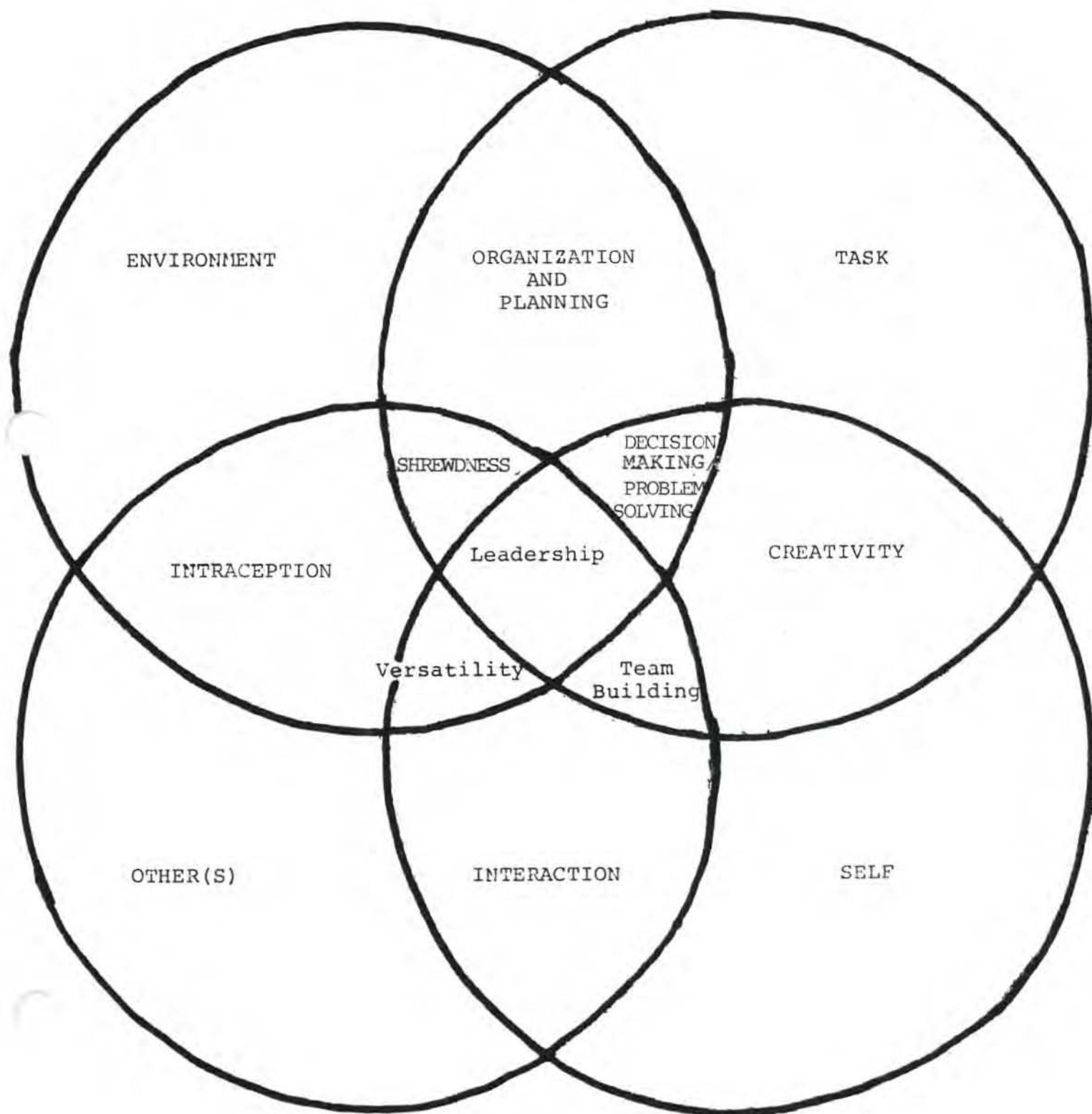
The four general performance skills may be understood as a skill map, which represents the degree to which an individual possesses certain types of skills. By matching the skills required in a job and the skills of an interviewee, it is possible to see how well the individual will fit the job.



ASSESSMENT DIMENSIONS

Each of the four performance skills is more specifically defined by three primary dimensions of work behavior. These dimensions summarize job requirements common to major groupings of jobs. Consequently, many of the performance skills required by a job can be described by these dimensions. These specific skills are called assessment dimensions because they are used to assess the ability of applicants and employees to perform in specific jobs.

The areas of overlap in the skill map suggest skill dimension for the more complex areas of management and performance. These higher order skills correspond very closely to training and development programs.



COMPLEX SKILLS

13. Interaction: Able to communicate with other individuals, while simultaneously building credibility and rapport.
14. Intraception: Able to interpret verbal and non-verbal behavior to develop accurate perception and understanding of others' needs, values and opinions; sensitive to and aware of political factors and the social environment.
15. Organization and Planning: Able to organize or schedule people or tasks, to develop action plans leading to specified goals, and to plan effectively.
16. Creativity: Able to develop unique and novel solutions to problems; present information in an attention gaining and interesting manner.
17. Versatility: Able to modify one's own behavioral style to respond to the needs of others while maintaining one's own objectives and sense of dignity.
18. Shrewdness: Able to recognize and use information about organizational climate and key individuals to accomplish legitimate organizational goals; aware of the importance of timing and group processes in managing change; avoids creating the perception of being a manipulator.
19. Team Building: Able to work with people in such a manner as to build high morale and group commitments to goals and objectives.
20. Decision Making and Problem Solving: Take action in solving problems while exhibiting judgment and a systematic approach to decision making; identify the important dimensions of a problem, determine potential causes, obtain relevant information, and specify alternate solutions.
21. Leadership: Attempts to influence the actions and opinions of others in a desired direction; exhibits judgment in leading others to worthwhile objectives.

BALANCING TECHNICAL AND PERFORMANCE SKILLS

A successful candidate must have adequate levels of both technical skills and performance skills. The perfect "mix" of the two categories of skills cannot be prescribed for all jobs. The interviewer must decide on the proper balance.

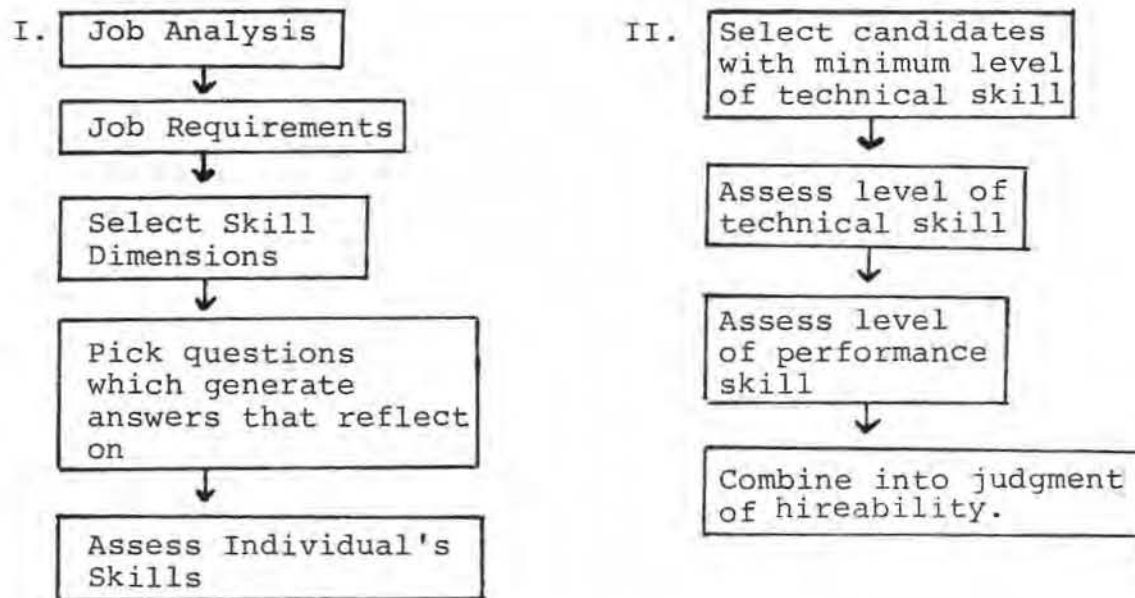


The decision about how to weight the two kinds of skills is based on the amount of supervision of a worker. If one is very closely supervised, technical skills tend to be more important. This is because there is less room for individual differences in a strongly controlled situation. The environment motivates, directs, plans and controls the individual. A good example of when technical skills might be more important would be for a typist in a typing pool. The typist is given work to do, the amount to be accomplished each day is set and a supervisor is nearby to insure compliance. Typing speed is more important than, say, versatility.

If a worker is loosely supervised, on the other hand, performance skills are likely to be more important. Here the situation is weaker, and individual differences are maximized. The individual can affect the job more. An example of when performance skills might be more important would be a secretary/office manager for a very small office. This person must do a variety of tasks, make many decisions, structure the work, and set the pace. The employer would be willing to sacrifice a little on the typing (technical skill) to find a person high on performance skills (e.g. commitment to task, versatility, coping).

In general, a careful look at the job in terms of level of supervision, variety of duties and degree of structure will help you weight these two areas appropriately.

This program deals primarily with performance skills. The figure below illustrates the interviewer's two-tiered task.



We will turn now to the problem of matching performance skills with job requirements. It is essential that the interviewer discovers very specific links between the two. The job analysis is the basis for selecting the performance skills. From the performance skills, the interviewer can select interview probes. The answers to these probes then provides evidence for or against the presence of the skill.

MATCHING PERFORMANCE SKILLS WITH JOB REQUIREMENTS

Job requirements specify the things which must be done in order for a job to be well done. When interviewing a job candidate, it is important to assess how well the interviewee can meet the job requirements. By selecting persons who can meet job requirements the interviewer will be making valid selection decisions.

In order to use the Behavioral Interview system, you must understand the system for relating job requirements to interview questions. This may be done by thinking of the four general areas of performance skills (task, self, others, and environment) as a skill map of the individual's abilities. Hence the skill map can refer to the individual's skills or the job requirements.

By considering the match between the general skills required in a job and the general skills of an interviewee, it is possible to determine how well the individual will fit the job. This only gives you the general rationale--in creating a structured interview, we will specifically select skill dimensions based on a job analysis.

I
N
D
I
V
I
D
U
A
L

S
K
I
L
L
S

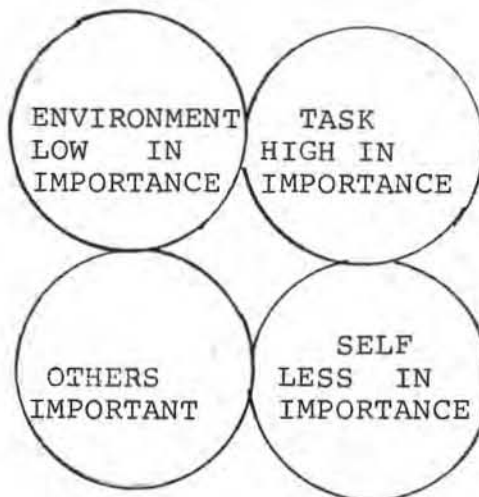


A GOOD MATCH



J
O
B

R
E
Q
U
I
R
E
M
E
N
T
S



Matching Test: Write the number of the correct definition next to the title of each skill dimension. 50.

SKILL DIMENSIONS	Titles of Skill Dimension
1. Able to maturely express one's opinions in spite of disagreement; to accurately communicate opinions and information to others regardless of their status or position.	<u>9</u> Coping
2. Able to write effectively and to extract information from written materials.	<u>10</u> Tolerance of Ambiguity
3. Able to develop unique and novel solutions to problems; present information in an attention gaining and interesting manner.	<u>12</u> Decisiveness
4. Attempts to influence the actions and opinions of others in a desired direction; exhibits judgment in leading others to worthwhile objectives.	<u>15</u> Oral Communication
5. Able to interpret verbal and non-verbal behavior to develop accurate perception and understanding of others' needs, values and opinions; sensitive to and aware of political factors and the social environment.	<u>1</u> Assertiveness
6. Able to identify and integrate the critical elements of a situation; to make correct inferences from data; to specify alternative courses of action.	<u>09</u> Energizing
7. Take action in solving problems while exhibiting judgment and a systematic approach to decision making; identify the important dimensions of a problem, determine potential causes, obtain relevant information, and specify alternate solutions.	<u>16</u> Policy and Procedures
8. Able to maintain a mature problem solving attitude while dealing with interpersonal conflict, hazardous conditions, personal rejection, hostility or time demands.	<u>18</u> Alertness
9. Able to create positive energy (motivation) in both individuals and groups.	<u>14</u> <u>15</u> <u>6</u> Perception and Analysis
10. Able to withhold action or speech in the absence of important information; deal with unresolved situations.	<u>21</u> Goal Setting
11. Able to work with people in such a manner as to build high morale and group commitments to goals and objectives.	<u>2</u> Written Communication

Titles of
Skill Dimensions

SKILL DIMENSIONS

12. Able to make decisions on available information and take action; make commitments and not change decisions when challenged.
13. Able to modify one's own behavioral style to respond to the needs of others while maintaining one's own objectives and sense of dignity.
14. Able to establish and carry out specific courses of action for self and/or others; willing to commit to long hours of work and personal sacrifice in order to reach goals.
15. Able to clearly present information orally and/or influence others through oral presentation in positive or negative circumstances.
16. Able to relate to routine operations in a manner that is consistent with existing solutions to problems; to conform to established policies and procedures.
17. Able to communicate with other individuals, while simultaneously building credibility and rapport.
18. Able to be attentive to all aspects of the environment while working; to monitor environment during routine activity.
19. Able to recognize and use information about organizational climate and key individuals to accomplish legitimate organizational goals; aware of the importance of timing and group processes in managing change; avoids creating the perception of being a manipulator.
20. Able to organize or schedule people or tasks, to develop action plans leading to specified goals, and to plan effectively.
21. Able to define specific goals and objectives, to prioritize objectives.

14 Commitment
to Task

17 ~~14~~ Interaction

5 Intraception

20 Organization
and Planning

3 Creativity

13 ~~14~~ Versatility

19 Shrewdness

11 Team
Building

7/3 Decision Making
and Problem
Solving

4 8 Leadership

BEHAVIORAL INTERVIEWING WORKSHOP OUTLINE

I. Introduction to Human Evaluation

A. The Cost of Poor Selection

B. Speeding up the Knowing Process

1. Pseudoscientific Methods

2. Scientific Methods

a. Individual Assessment

b. Test Validation

c. Assessment Center

d. Structured Interviewing

e. Focused Interviewing

C. Legal Considerations of Selection, Promotion, Transfer, etc.

1. Civil Rights Act of 1964

2. The Litigation Process

a. Adverse Impact

b. Intentionality

3. Sample Cases

II. The Trait Versus Behavioral Approach to Interviewing

A. The Trait Concept and Its Problems

1. Definition: Label for a collection of Correlated Behaviors.

2. Descriptive, Not Causal

3. Semantics

B. The Behavioral Approach and Its Assets

1. What is Behavior
2. Verifiability
3. Prediction
 - a. Prediction of Success Versus Prediction of Failure
 - b. The Matching Model (Interview Skill, Matching Individual Skills to Job Requirements)
 - (1) Past and Present Behavior
 - (2) Job Relatedness
 - c. The Global Model
 - (1) Cream Rises
 - (2) Five Percent Solution

C. Reinforced Role Play; Interview Skill, Pressing for Behavioral Examples

III. The Interview Process

A. Planning

1. Types of Interviews
 - a. Selection
 - b. Placement
 - c. Promotional
 - d. Fact Finding
2. Determining Assessment Dimensions
3. Selection of Interview Probes (Questions may be selected from the lists in the Appendix)
4. Preparation of a Focused Interview from Statement of Objectives. Interview Skill, Creation of a Structured Interview.

B. Implementation

1. Initial Meeting
 - a. The Setting
 - b. Rapport; Interview Skill
 - c. Notetaking, Interview Skill
2. Verbal Interview Behavior
 - a. General Inquiry
 - b. Probing/Branching; Interview Skills, open-ended probes
 - c. Restatements, Reflection, Paraphrasing; Interview Skill, Alertness
 - d. Silence; Interview Skill; Postponing Action
 - e. Reinforcement
 - f. Remember: Press for Behavioral Examples
3. Listening
 - a. Talking/Listening Ratio
 - b. Attention; Interview Skill, Alertness
 - c. Model of Listening Effectiveness
4. Answering
 - a. Describing the Company/Job
 - b. Building an Image
5. Closing
 - a. Wrap Up Statement
 - b. Plan of Action
 - c. Stand Up

6. Decision Making

a. Speed

b. Intuition versus Matching Model

(1) Separate Assessment Dimensions

(2) Rating of Assessment Dimensions; Interview Skills, Matching Individual Skills to Job Requirements and Making Behavioral Predictions

IV. Role Play and Practice

APPENDIX

Sample Structured Interview

Sample Behavioral Interview

Seminar Forms 1, 2, 3

Behavioral Interview Probes

Lawful and Unlawful Inquiries

SAMPLE STRUCTURED INTERVIEW

I. Biographical

- A. Name
- B. Job Title
- C. Years with company
- D. Years in present position

II. Early Life

- A. Life Story
- B. Parents as people
 - 1. Father
 - 2. Mother
- C. How did parents influence you?
- D. Are you more like mother or father?

III. Personal assets/liabilities

- A. What are your strong points?
- B. In what areas do you think you could improve?

1. What are you now doing to improve in these areas?

C. Describe one thing you did of which you are especially proud.

D. Describe one thing you did in which you made a big mistake. . . .What did you learn?

IV. Self and other perceptions

A. How do you see yourself as a person (how would you describe yourself to someone who did not know you?

B. How do you think others (friends, peers) see you?

1. How would your subordinates describe you as a person?

2. How would your supervisor describe you?

C. What do you think are the reasons for any discrepancies between the way you see yourself and the way others see you?

V. Goals

A. Where do you see yourself 5 years from now?

B. Where do you see yourself 15 years from now?

- C. What are you presently doing, or have plans of doing, to achieve these goals?

VI. Managerial style

- A. What do you do to motivate your subordinates?
- B. Do you have any guiding principle for managing people?
- C. What qualities do you admire most about your present supervisor?
- D. What kind of environment (climate) allows you to be maximally effective?

VII. Miscellaneous

- A. Is there anything I haven't asked that you think should be included in order for me to write a more detailed, accurate report?
- B. What are your hobbies and outside interests?

What are your strong points?

In what areas do you think you could improve (weak points)?

What are you especially proud of?

What has been your biggest mistake?

What types of goals do you have?

SAMPLE BEHAVIORAL INTERVIEW

Position: Manager of Data Processing

MANAGEMENT/SUPERVISORY

NAME: _____

CURRENT POSITION _____

EDUCATION/TRAINING: _____

INTERVIEWER: _____

DATE: _____

GENERAL QUESTIONS:

To start, I would like for you to give me a general summary of your life history. Start with your early life telling me about your parents, home, brothers and sisters. Then tell me about your school experiences, including special awards or recognition. Also give me a summary of your work history and your current family life:

ORAL COMMUNICATION: Able to clearly present information orally and/or influence others through oral presentation in positive or negative circumstances.

PROBE:

It's hard sometimes to get a new idea accepted by others. When have you had to do this?

What have been your experiences in making formal recommendations and oral reports to management?

What has been your experience in dealing with poor performance of subordinates? Give an example.

Describe the toughest communicative situation that you have had to deal with. What happened?

- Aggressive baby stage
- Lots of Detail early
- did not let gods sleep
- a lot of hours in use - many, -
- problem - finding content

INTERACTION: Able to communicate with other individuals while simultaneously building credibility and rapport.

PROBES:

Have you ever been in a situation where the other person, for some reason, had a negative opinion of you...before you said a word? How did you overcome the negative "vibes?"

Tell me about a time when you became involved in a problem faced by a co-worker or subordinate...How did it work out?

What does the phrase "two way communications" mean to you? When have you successfully used two way communications?

Have you ever been described as "hard headed"...by whom... give an example.

ORGANIZATION AND PLANNING: Able to define specific goals and objectives, to prioritize objectives; to develop action plans which lead to goal attainment.

PROBE:

Describe how you schedule your time on an unusually hectic day. Give a specific example.

The old adage, "A stitch in time saves nine," relates to most jobs...Tell me about a time when it related to your past position.

What important goals have you set in the past, and how successful have you been in working toward their accomplishment?

Have you worked in a situation in which there were constant surprises or unanticipated events coming to your attention? How did you deal with them?

PERCEPTION AND ANALYSIS: Able to identify and integrate the critical elements of a situation; to make correct inferences from data; to specify alternative courses of action.

PROBE:

What have been major obstacles which you have had to overcome on your past job...how did you deal with them?

In what areas does your current decision-making responsibility create risks for your employer? When have you been most acutely aware of the risks?

Describe a technical or personnel problem which you solved on your last job that would shed light on your analytical ability.

Sooner or later everybody makes mistakes. What was the most significant mistake you made on your last job and explain why you made it. What did you learn from it?

DECISION MAKING AND PROBLEM SOLVING: Take action in solving problems while exhibiting judgment and a systematic approach to decision making; identify the important dimensions of a problem, determine potential causes, obtain relevant information, and specify alternate solutions.

PROBE:

Describe a major work problem which you have faced and describe your method of dealing with it.

Would you describe yourself as being more logical or intuitive in solving problems? Give me an example that shows your style.

What is the toughest decision you have had to make with regard to a subordinate that you personally liked?

Tell me about a situation in which you feel that you have been part of the problem. What did you do?

LEADERSHIP: Attempts to influence the actions and opinions of others in a desired direction; exhibits judgment in leading others to worthwhile objectives.

PROBE:

Briefly review the leadership experience you have had, giving examples that would show what your leadership style is like.

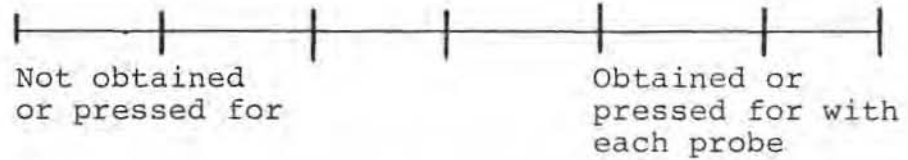
Describe how you delegate responsibility in your current job.

Have you ever had to take over a leadership role unexpectedly? (Perhaps sudden illness of your boss.) How did it work out?

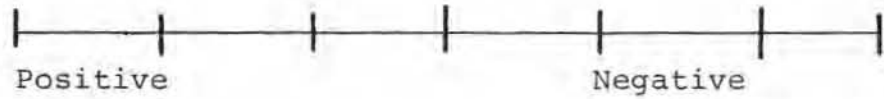
Which of your strengths contributes most to your leadership ability? Can you think of a time when, without that strength, you would have failed as a leader?

Seminar Form #1

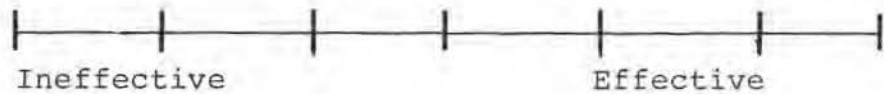
INTERVIEWING SKILL EVALUATION

Behavioral
Examples

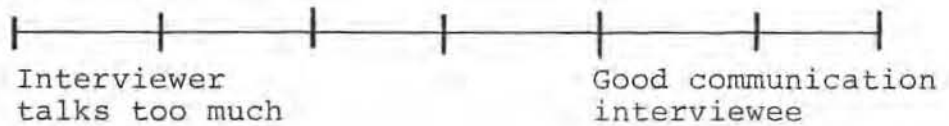
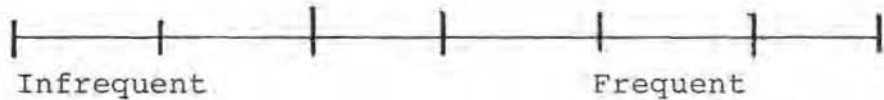
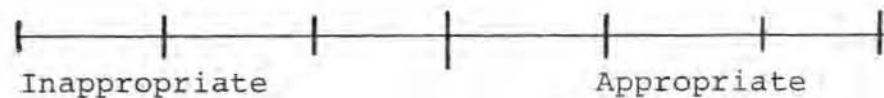
Rapport



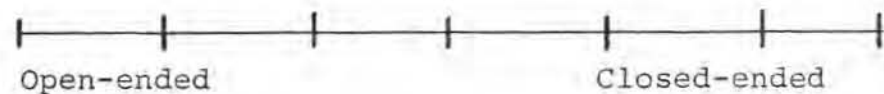
Silence



Ratio

Use of
Reflection
Restatement
ParaphrasingReinforcement
of Responses,
Not Theme of
Responses

Questioning



Seminar Form #2

Person Interviewed _____

Position Considered _____

Job Related Prediction

Behavioral Examples*

*Quotes are preferable

Seminar Form #3

EVALUATION SUMMARY FOR _____

JOB DIMENSIONS:

Ranking of
Dimension Prior
To Interview As
Determined By
Job Analysis

Ranked Evaluation
Of Individuals
Ability to Perform
Job Dimensions;
Obtained From
Several Sources
of Information

1=Poor
2=Below Average
3=Average
4=Above Average
5=High
6=Excellent

	6	X	=	
	5	X	=	
	4	X	=	
	3	X	=	
	2	X	=	
	1	X	=	

TOTAL

=

INTERVIEW PROBES

The following interview probes have been created to provide questions which target on an interviewee's performance skills. After determining the skills which should be assessed in the interview, refer to the group of questions which will generate responses related to the skill. Then, select questions that seem relevant to the job in question. Also, use questions that you can ask in a natural, comfortable manner.

It would be very unusual for an interviewer to ask all the questions which are given for any single skill dimension. Instead, the typical interviewer might ask two or three questions under each selected skill dimension heading.

You should recognize that each question only has the potential of generating behavioral examples; it does not necessarily bring about a description of behavior related to the assessment dimension. Consequently, it will probably be necessary to use follow-up questions to gain behavioral examples. Because this additional questioning may take some time, it is essential to keep the theme of the assessment dimension in mind when probing.

It is also suggested that you not ask all questions under a single dimension at a single time. If the same types of questions are asked in sequence, the interviewee may sense what skills you are assessing, and then "fake good" to get a good rating. For example, you might ask one question in the problem solving dimension, and thereafter branch into other skill areas. Also, you should be thoroughly familiar with the general nature of all questions to be asked in a single interview so that you can smoothly branch from question to question without making the interview seem like an interrogation. Be familiar enough with the questions to create a conversational interview climate.

An interpretive guide has been written along side each of the interview probes. Keep in mind that these interpretive guides are designed to not only help you use the information you receive, but also to guide your follow-up questions. Also, the interpretive guides may apply to more than a single interview probe. Frequently, you will find that your probing may be guided by several different interpretive guides.

- 1) COPING: Able to maintain a mature problem solving attitude while dealing with interpersonal conflict, hazardous conditions, personal rejection, hostility or time demands.

PROBE

INTERPRETIVE GUIDE

1. Tell me about a time when you had problems or stresses which were difficult for you.

Discover if the individual was successful in coping with a difficult environment; will his/her success or failure in coping generalize to the present job?

2. When have you gotten your feelings hurt at work?

Look for a high level of interpersonal sensitivity which could be a problem at work; determine if the individual is able to perform well despite rejection or conflict.

3. Most of us face situations from time to time which cause us to think that whatever we do will have a negative outcome. . .that is, we will look bad, regardless of what our actions may be. Describe your experiences in this type of situation and share with me how you went about deciding what to do.

Consider if the individual avoided making a decision at all in the face of conflict; determine the extent to which the individual was detailed and objective in evaluating a situation; did the individual overreact to the conflict involved, thus making the decision on a purely emotional, as opposed to rational, basis?

4. Would you say that you are the type of individual who can "roll with the punches" or one who draws a "hard and fast line" in coping with a changing environment?

Determine if the individual's self-concept emphasizes getting his/her own way, or if there is pride in flexibility relating to others.

5. Customers frequently create a great deal of pressure. What has been your experience in this area?

Evaluate the individual's depth and level of experience in coping with customer complaints and anger; evaluate if the individual was able to cope with such pressures over a significant period of time. Were his/her coping mechanisms effective?

PROBE

6. What has been the highest pressure situation you have been under in recent years? How did you cope with it?

7. What types of pressures do you currently feel on your own job? How do you cope with these pressures?

8. What types of things make you angry? How do you react in these situations?

9. When was the last time you were yelled at while at work. How did you react?

10. How do you react when you see co-workers disagreeing. . . Do you get involved or hold back?

INTERPRETIVE GUIDE

Consider the individual's effectiveness in coping with pressure without explosion, walking away from the job or psychologically "giving up."

To what extent is the individual accustomed to working under pressure; does he/she maintain active involvement or retreat from the situation?

Determine if the interviewee has a "quick temper;" discover if the individual can conceal hostile feelings to avoid creating social conflict.

Observe if the individual was able to control his/her temper; consider if the individual psychologically withdrew commitment from the job, after having faced a difficult interpersonal situation.

Evaluate if the individual can serve as a mediator in interpersonal conflict; consider if the individual is able to maintain a sense of calm when others are in disagreement.

- 2) TOLERANCE OF AMBIGUITY: Able to withhold action or speech in the absence of important information; deal with unresolved situations.

PROBE

INTERPRETIVE GUIDE

1. Describe a situation in which you needed to make a decision even though you did not have all of the important information.

Determine specific awareness of the importance of facts in decision making; evaluate the extent to which the individual will come to a decision, even when all facts are not available.

2. Do you prefer to have a job in which you have well laid-out tasks and responsibilities, or one in which your work changes on a frequent basis?

Consider the individual's preference for structured, as opposed to non-structured work. Probe for his/her flexibility in working in an unstructured situation.

3. Sometimes it is very important to take a "wait and see" attitude on the job. When have you found yourself in this position? What did you do?

Did the individual show that he/she was able to withhold action until the proper time.

4. Tell me about a time when you were waiting for the results of an important decision (career, health, monetary, etc.); what did you say or do?

Try to determine if the individual remained calm or became anxious when waiting for information.

5. Can you describe a relationship with a co-worker in which you were unsure of his/her feelings? How did you handle it?

Consider the individual's skill in discovering another's feelings while behaving in an inter-personally effective manner.

PROBE

INTERPRETIVE GUIDE

6. Describe a time when it was necessary for you to postpone making a decision even when you felt frustrated in holding back.

Look for an ability to postpone action in the face of frustration.

7. An old proverb says, "Silence is Golden." Describe a time in your life when you were proud of your ability to not speak out.

Determine if the individual is aware that it is sometimes better to remain silent.

8. What period in your life was most characterized a lack of planning and direction? What did you do?

Observe if the individual developed plans of action to cope or if he/she exhibited signs of frustration or anxiety.

9. What was the longest you ever had to wait for an important decision? How did the waiting affect you?

Observe how delays affected the individual. Did he/she develop ways of dealing with the frustrations associated with the delays?

10. Some people like rewards immediately. Others are willing to wait a long time for something really worthwhile. Which are you more like? Can you give me an example?

Determine whether the person can comfortably deal with delayed gratification.

- 3) DECISIVENESS: Able to make decisions on available information and take action; make commitments and not change decisions when challenged.

PROBE

INTERPRETIVE GUIDE

1. Describe a situation in which you have been speedy in deciding what to do.

Consider the degree of comfort or discomfort the interviewee experienced when coming to a fast decision; look for an indication that the interviewee sees both the assets and liabilities in speedy decision-making.

2. Describe a time when you were under pressure to make a decision. Did you react immediately or take your time in deciding what to do.

Consider if the individual is impulsive and reactive to pressure; or does he/she momentarily retreat to logically analyze and evaluate options; note that the reactive, quick coping style may be desirable in certain jobs, while the more analytic and slow style may be valuable in other types of positions.

3. In your current position, what types of decisions do you make without consulting your immediate manager?

Look for an awareness of the boundaries of decision-making authority; is the individual willing to take charge if necessary?

4. What types of decisions do you feel are beyond the level of authority you have in your present (most recent) job?

Look for an awareness of knowledge of decision-making responsibility; estimate levels of past decision-making responsibility in comparison to the position for which he/she is being considered.

5. Can you describe a situation in which you have found it important to "take a stand," even when the outcome would likely be to your own disadvantage?

Consider if the individual's willingness to assume a firm position is an indication of high integrity or inflexibility; did the situation he/she described appear to be of sufficient importance to justify taking a firm position?

PROBE

6. Tell me about a situation where you have had to "stand up" for a decision you made, even though it made you unpopular.

7. Describe a problem situation you have faced which has been (almost) overwhelming to you.

8. Many times employees experience pressures to make a decision with which they disagree. Can you tell me of a situation like this that you have faced and how you handled it?

9. In what types of situations do you think it is important for a manager to use democratic/participative techniques in making decisions?

10. Describe a situation in which you changed your mind, even after you publicly committed to a particular idea.

INTERPRETIVE GUIDE

Determine whether the individual's stand resulted from stubbornness or commitment. Can the individual balance stubbornness or commitment with sufficient flexibility to work well in a team?

Determine if the individual is prone to overreact in critical decision-making situations. Does the handling of the situation suggest a decision-making strategy that would be valuable for the job under consideration?

Discover how the individual has responded to group pressures or to pressures from superiors. In particular, look for evidence of "backbone" balanced with diplomacy.

Observe if the individual has awareness of participative management techniques. Consider the extent to which the individual can be flexible in using either authoritative or democratic approaches to decision making.

Observe if the individual has changed on an important issue. Was the individual motivated to change his/her position because of new information or because of social pressures?

- 4) ORAL COMMUNICATION: Able to clearly present information orally and/or influence others through oral presentation in positive or negative circumstances.

PROBE

INTERPRETIVE GUIDE

1. It's hard sometimes to get a new idea accepted by others. When have you had to do this?

Observe if the individual uses a well-defined strategy which emphasizes benefits to the listener. How well does he/she communicate in the interview?

2. When have you felt that it was important to create graphs, charts, etc., for presentations?

Determine if the individual has had experience in oral and visual presentation. Observe if he/she is aware that visually communicated information can enhance the impact of spoken communications.

3. What types of experiences have you had in dealing with irate customers?

Evaluate the individual's ability to effectively communicate in a conflict environment.

4. Describe a "problem person" you have had to deal with. . .What did you say?

Determine whether the individual could see the "problem person's" point of view. Did the individual encourage or discourage future communications? Was the method of dealing with the "problem person" effective and is that method likely to be effective in the job under consideration?

5. Describe the toughest communicative situation that you have had to deal with. What happened?

Determine if the individual dealt with the situation effectively. What style of communication did the individual use and was it well-suited to the demands of the task?

PROBE

6. What has been your experience in dealing with poor performance of subordinates. Give an example.

7. All of us will feel shy or socially uncomfortable from time to time. When have you felt shy about communicating. . . How did this influence your career?

8. What have been your experiences in making formal recommendations and oral reports to management?

9. What has been your experience in making speeches to small groups... large groups?

10. Timing is something very important in communicating... Describe a situation when your timing was good...bad.

INTERPRETIVE GUIDE

Did he/she make a distinction between private, as opposed to public discussion of errors? Did he/she lean toward termination or employee development as a means for dealing with problem employees?

Observe the extent to which the individual is willing to effectively speak up. Consider if the failure to communicate has created difficulties.

Determine if the individual has experience in communicating with authority figures. Does his/her example suggest that he/she can communicate well in the job under consideration.

Observe the individual's level of experience in speech making and general oral communications.

Evaluate the individual's level of appreciation for "timing" sensitive communications.

- 5) **ASSERTIVENESS:** Able to maturely express one's opinions in spite of disagreement; to accurately communicate opinions and information to others regardless of their status or position.

PROBE

INTERPRETIVE GUIDE

1. Describe a situation in which one of your decisions was challenged by higher management...How did you react?

Observe if the individual was able to maturely re-emphasize the rationale for his/her decision, rather than acquiescing to authority.

2. Describe a time when you communicated some unpleasant feelings to a supervisor. What happened?

Consider if the individual felt comfortable in confronting the supervisor, or if he/she kept feelings to himself/herself. Was the communication hostile and aggressive or mature and assertive?

3. Can you describe an experience in which you had to go more than half way to communicate with a "problem person?"

Observe if the individual has had experience in dealing with problem personalities; observe the individual's reported level of effectiveness in relating to the difficult situations; did the individual resort to withdrawal or over-aggression in dealing with the problem?

4. Describe a time when you had to sell an idea in difficult circumstances.

Discover if the individual has had experience with persuasion in difficult situations; evaluate effectiveness in changing the opinions of others; consider if the interviewee gave up too quickly or persisted too long.

5. Have you ever needed to make a decision but had the information withheld from you? What did you do?

Determine if the individual was assertive in trying to gain the information, or if he/she made a decision without the relevant information.

PROBE

INTERPRETIVE GUIDE

6. How do your current co-workers describe you--as being more fun-loving and happy-go-lucky, or as being more reserved and quiet? How does this affect your ability to communicate an unpopular opinion?

To what extent is the individual able to speak up and command the attention of his/her listeners?

7. When have you been told that you were too pushy/too nice? What did you do to be told that?

Determine whether the "pushiness" or "niceness" interfered with the job. Did the individual use that feedback to change his/her behavior? Did the individual agree with the description? Determine whether the individual is aware of how others perceive him/her.

8. Has anyone ever described you as a "tiger" or a "go-getter?" What were the circumstances?

Do others perceive the individual as assertive or aggressive? Does the individual take pride in such descriptions?

9. What's the "gutziest" thing you've ever said/done?

Does the individual feel comfortable in an assertive role? What kind of circumstances elicited the assertiveness?

10. What have been your experiences in dealing with general public...when have people really tried your patience?

Look for ability to assume a problem solving approach in the face of conflict. Determine if the individual has become overly aggressive or hostile.

6. ENERGIZING: Able to create positive energy (motivation) in both individuals and groups.

PROBE	INTERPRETIVE GUIDE
1. Give a specific example of a time when you motivated co-workers.	Determine if the individual is aware of the need to be able to motivate others; does he/she have specific ideas on the topic?
2 Who is the most motivating individual you know? What characteristics do you have that are similar? Dissimilar? Give me an example.	Does the behavioral example show strength in motivation of others?
3. Describe a high morale group in which you have worked. Who was responsible for creating the motivation? What did they do?	Determine if the individual is aware of energizing/motivational techniques.
4. Have you ever observed an employer <u>demotivating</u> employees? What do you think was the cause of the demotivation?	Observe if the individual is aware that certain actions/statements, though well-intended, may actually demotivate employees. Can he/she describe a situation in which he/she did the opposite?
5. What are some things that motivate <u>you</u> ? How have you used these motivators with others?	Determine the individual's self-awareness of what he/she considers motivating and rewarding. Observe if the individual has used these motivations or rewards to encourage others.

PROBE

INTERPRETIVE GUIDE

6. Give me an example of a time when you had high morale on the job. What caused it? How did you contribute to the morale of others?

Observe if the individual can describe the causes of positive morale. Did he/she take an active role in spreading positive feelings at work?

7. What things created excitement and cohesion in your current (last) work group?

Determine if the individual can list specifics about work group togetherness and motivation.

8. Are you good at figuring out what will motivate someone else? When were you able to do this?

Determine if the individual appreciates individual differences in motivators.

9. Can you give me an example of when you came up with a clever way of motivating someone?

Determine the individual's ability to apply creativity to the problem of motivation.

10. When have you seen supposedly motivators work? What did you learn?

Does the individual have the experience necessary to use good judgment in selecting motivators?

7. POLICY AND PROCEDURES: Able to relate to routine operations in a manner that is consistent with existing solutions to problems; to conform to established policies and procedures.

PROBE

INTERPRETIVE GUIDE

1. Some managers say that "warning letters" are a waste of time...Have you ever written or received such letters? Did you feel they were effective?

Evaluate the individual's experience in writing and using warning letters; consider if he/she appreciates the fact that a warning letter is a part of a company's policy on discipline.

2. Policy concerning pay can at times be unfair...How have you seen this situation in your past...How would you have solved the problem?

Observe if the individual is sensitive to policy/pay conflicts; determine if the individual has a feasible solution.

3. Have you ever worked in a situation where there were continuous changes in company operating policies and procedures? How did you react to the changes? What was it like?

Consider the individual's incorporation of changes into his/her own operating system. To what extent did the individual conform to the changes?

4. Describe a situation in which you had to support the directives of higher management, even when you personally disagreed with them.

Consider if the individual can put his/her personal feelings aside in response to the direction of higher management. Does the individual look at higher management as being "they" who make mistakes, while preferring to side with the attitudes and opinions of subordinates.

5. What was a routine problem that you had to deal with on your last job. What procedures did your boss expect you to use in dealing with the problem. What procedures did you create?

Determine if the individual was aware of and used a standard procedure for dealing with regular problems. If no policy/procedure was set, did he/she create one?

PROBE

6. What types of policies have you found to be personally distasteful? Did you conform? Why or why not?
7. In your company, what kinds of policies are there concerning employee transfers? What problems occur?
8. Have you ever been tempted to break policy for a special situation; if so, explain.
9. Can you describe a situation in which a company's policy and procedures has been unfair to you; how did you cope with the problem?
10. Have you ever had to deal with a subordinate who broke policy? How did you handle it?

INTERPRETIVE GUIDE

- Consider the extent to which an individual understands the role of policy in an organization; look for past history of failure to conform to policy.
- Determine interviewee's awareness of the fact that transfers can become a way of passing performance problems from department to department; consider if the individual is aware that rigidly enforced policies can work against the true goals of the organization.
- Consider if the individual felt free to break policy for another individual; determine if the interviewee obtained permission to modify policy for a special situation.
- Observe if the individual was embittered or resentful concerning policy application; determine if the individual is motivated to conform to policy with which he/she is in disagreement.
- Determine if the individual is aware of the fact that policy must be consistently administered to all individuals; observe if the individual shows feelings of compassion for persons that policy seems to work against.

8. **ALERTNESS:** Able to be attentive to all aspects of the environment while working; to monitor environment during routine activity.

PROBE

INTERPRETIVE GUIDE

1. When have you "tuned out" in a conversation?

Look for awareness of poor listening habits; determine if the individual can monitor his/her own inattentiveness in a conversation; determine if he/she has a specific strategy for improving his/her own listening effectiveness.

2. Most of us experience a time when we are more controlled by our environment than by our own career plans...Have you faced such a situation...How did you handle it?

Determine if the individual is alert to social or political forces in the working environment. Is he/she the type of individual who is alert to opportunity?

3. Describe a situation in which you observed controversy that existed between two members of higher management...How did the controversy affect you... How did you react to it?

Determine if the individual was able to gauge his/her actions in light of the interpersonal environment. Was he/she able to be thorough in describing the events or behavior of others?

4. When have your subordinates kept you in the dark about their performance?

Determine if the individual is aware of the fact that he/she may have information hidden from him/her; evaluate the interviewee's awareness through a specific example of how subordinates can "cover up mistakes."

5. How did you monitor the performance of subordinates in your last position?

Determine if the interviewee had a specific method for evaluating subordinate performance; observe if he/she was able to give specific examples rather than simply relying on personality or trait judgments.

PROBE

6. What is your procedure in keeping track of matters that require your constant attention? When has your system broken down?

7. Describe the steps you've taken to stay familiar with problem areas on your current job.

8. What does your past have to say about your ability to predict changes in the work environment? When have you been most surprised about a change?

9. In terms of dollars and cents, what is the costliest mistake (or near mistake) you've ever made? How much could a poor decision on your part cost your employer?

10. What has been your biggest mistake in employee selection... do you now understand why the mistake was made?

INTERPRETIVE GUIDE

Does the individual utilize a reminder system-- a specific procedure, a secretary--for maintaining awareness of important details?

Evaluate the extent to which the individual uses objective data or informal reports from colleagues, co-workers or higher management.

Has the individual been alert to specific "clues" about changes in the work environment?

Evaluate the extent to which the individual is sensitive to the costs of a poor decision; look for the ability to estimate a specific dollar amount associated with a decision making error.

Look for an ability to criticize, be alert to and/or profit from selection mistakes. Did the individual comment on how he/she has benefitted from the experience?

9. PERCEPTION AND ANALYSIS: Able to identify and integrate the critical elements of a situation; to make correct inferences from data; to specify alternative courses of action.

PROBE

INTERPRETIVE GUIDE

1. Describe a technical or personnel problem which you solved on your last job that would shed light on your analytical ability.

Determine if the individual can describe a specific problem that was solved; observe if he/she can describe the key elements of the problem and/or the logic of the solution.

2. Sooner or later everybody makes mistakes. What was the most significant mistake you made on your last job and explain why you made it. What did you learn from it?

Determine the actual significance of the error. Discover if the individual can objectively "dissect" the reasons for the mistake.

3. Have you ever studied how your time is spent on the job? If so, what were the results?

Look for awareness of the importance of time management. To what extent did the individual develop an organized process for using the time study results?

4. What have been major obstacles which you have had to overcome on your past job... How did you deal with them?

Consider awareness of obstacles and the use of specific approaches for the solution of problems.

5. Describe the most risky business decision you have made...How did you go about it...How did it work out?

Determine if the individual is aware of risks involved in decision making; consider if the interviewee is willing to make decisions in a risky environment or if the approach is more cautious.

PROBE

6. In what areas does your current decision-making responsibility create risks for your employer? When have you been most acutely aware of the risks?

7. Have you ever had to handle a "sticky" decision for which no policy exists? What did you do?

8. Have you ever worked in an environment which was characterized by frequent crises or emergencies? Why did frequent crisis situations occur? How did you handle them?

9. When would you say that your technical knowledge in _____ was put to best use in discovering the causes of a problem that had baffled others?

10. Personnel policy often causes some problems while solving others...When have you seen this situation occur and how did you deal with it?

INTERPRETIVE GUIDE

Determine awareness of potential consequences for poor decision-making.

Observe if the individual can describe a reasonable and mature rationale for dealing with a specific "people problem;" consider if the individual was aware of the potential negative outcome of a poor decision.

Discover if the individual was aware of the causes of the crisis/emergency situations. Were measures taken that effectively dealt with the problem?

Was the interviewee able to integrate technical knowledge and the practical elements of a problem situation into a meaningful solution?

Determine if the individual is sensitive to problems with personnel policies; evaluate the individual's solution to these problems in terms of overall feasibility.

10. GOAL SETTING: Able to define specific goals and objectives, to prioritize objectives.

PROBE

INTERPRETIVE GUIDE

1. Evaluate your past employer in terms of emphasis on goal setting and planning.

Can the individual give specific examples of failure in planning...or was the description of a specific planning process, including annual goal setting or management by objectives?

2. How have you approached goal setting? Do you have a specific process which you use? Describe how you set a specific goal.

Discover if the individual actively uses tools such as management by objectives or personal work planners. Also, determine if the individual has a specific time which is used for goal setting.

3. What important goals have you set in the past, and how successful have you been in working toward their accomplishment?

Look for specific goals. Were the goals specific and realistic enough to serve as a motivating influence?

4. Do you do personal planning...if yes, what are your family goals?

Observe if the individual is planful and organized apart from the work environment; consider if planning and organization are natural aspects of this individual's personality.

5. Have you ever worked with a management by objectives program...if so, how did you see that it related to the...budgetary process...company strategy...individual goal attainment?

Determine if the individual can define management by objectives; observe if the individual is aware that organizational objectives and priorities establish the rationale for budgets.

PROBE

INTERPRETIVE GUIDE

6. In your career, have you ever experienced a serious conflict of goals? Tell me about it. How did you decide which goal was more important?

Was the prioritizing of goals done on a rational or an intuitive basis? Were the reasons for choosing one goal over another personal or organizational?

7. What happens when you fail to meet a goal? How do you feel? Can you tell me about a goal you set and then were not able to meet?

Does the individual set realistic goals? Is the feedback from unreachd goals used constructively? Are goals set with sufficient flexibility to meet the demands of the particular situation?

8. Do you tend to set goals that are easily attainable or ones that are difficult to reach? Tell me about a goal you set that was realistically too easy (or too difficult). What did you learn from the experience?

Are reasonable goals set? Has the individual used feedback to recalibrate goal-setting? What sort of information is used to establish goals? Is goal setting, a "gut" level function or is it data-based?

9. Do you set short-term as well as long-term goals? Which kind take priority? (e.g. will you sacrifice short-term goals like a vacation for long-term goals, like buying a house?)

Does the job require more emphasis on short-term or long-term goals? Is the individual's orientation in line with the job's priorities?

10. Can you describe a time when you stuck with a goal you'd set even though now, in retrospect, it was an obvious mistake? In other words, did commitment to a goal ever prevent you from being as flexible as you should have been?

Can the individual commit to a goal and still maintain flexibility? Can the person evaluate past performance in a broader perspective than simple goal attainment or non-attainment? Is the person capable of questioning the value of a goal?

11. WRITTEN COMMUNICATIONS: Able to write effectively and to extract information from written materials.

PROBE

INTERPRETIVE GUIDE

1. Have you ever been responsible for the creation of forms, checklists, work flow procedures, etc.? How did others evaluate your work?

Evaluate the individual's background and experience with written, structured communication formats.

2. Have you ever used bulletin boards? What problems came up? How did you deal with them?

Observe if the individual uses bulletin boards as a means of communication; is there awareness of the potential problems of using bulletin boards as a single basis for written communications?

3. How do you feel about your ability to write, spell and communicate in a written fashion? What kind of feedback have you received about your writing ability?

Determine if the individual feels uncomfortable with written forms of communication; observe if the individual has attempted to overcome inadequacies in writing.

4. In your last position, how often was it necessary for you to write letters. Did you ever use form letters?

Observe if the interviewee appreciates the efficiency of a form letter procedure; consider if the individual is aware of the fact that form letters may often be sterile and vague.

5. In your current position, how often do you prepare written reports...how long are these reports? How have they been received?

Consider level of experience in preparing written reports; observe the individual's motivation to communicate in a written manner.

PROBE

6. Describe the most elaborate (lengthy) report you have ever written. What aspects were the most difficult for you?

7. Tell me about a situation of such importance that you felt it necessary to summarize the results of a conversation in a memorandum or a letter.

8. Describe your experiences in creating documents... proposals...research findings... or any other form of written copy.

9. Many managers find written work, letters, memoranda, to be "a bore." What experiences have you had to confirm or disconfirm that belief?

10. What do you typically do with memos, newsletters, policy statements, and so forth? Do you have your own filing system?

INTERPRETIVE GUIDE

Determine if the individual is experienced in writing important reports.

Observe the individual's willingness to use the written word for protection in communications; consider awareness of the value of written communications to emphasize a point of communication.

Discover the level of experience with written communications. Did the individual seem to enjoy writing.

Observe if the individual has sufficient self-discipline to meet the paperwork requirements associated with the position under consideration.

Discover if the individual values written information and hence saves, organizes or retains it.

12. COMMITMENT TO TASK: Able to establish and carry out specific courses of action for self and/or others; willing to commit to long hours of work and personal sacrifice in order to reach goals.
-

PROBE

INTERPRETIVE GUIDE

1. When have you found it necessary to take work home?

To what extent does the individual organize and plan work so as to do a good job in a reasonable time; consider if the individual lacks sufficient job commitment to work long hours.

2. Tell me your experience in your last job of "changing horses in mid-stream" (meaning frequent changing of tasks, priorities, missions).

Determine if the individual can provide a specific example of juggling several tasks at once. Can the individual demonstrate flexible work habits in response to a rapidly changing environment.

3. Have you ever had to work with subordinates or peers who differed substantially in their abilities, attitudes and personality characteristics...If so, how did you react to this situation?

Consider if the individual took sides in personality conflicts; observe the extent to which the individual got the job done in spite of significant interpersonal differences; determine if the individual assumed a leadership role to get the job done.

4. Describe a situation in which you were expected to work with an individual whom you personally disliked... How did you cope?

Discover if the individual has the commitment to do a job well, despite dislike for co-workers. Evaluate if results orientation is strong enough to overcome personal dislike.

5. Have you found it necessary to perform jobs which do not match well with your interests and abilities...be specific.

To what extent was the individual able to flexibly alter personal desires and interests in order to get a job done. Discover if the individual was able to do a job well, even if it was distasteful.

PROBE

INTERPRETIVE GUIDE

6. Have you ever worked in a situation in which you found higher management to be in conflict...if so, what did you do?

Look for personal maturity in getting a job done, while not taking sides on "personality" issues. Look for effective performance of responsibilities, in spite of higher level conflict.

7. Have you ever held a job in which you had the freedom to write your own job description? If so, how did you structure your work?

Consider the individual's ability to flexibly define tasks and responsibilities in the absence of direction from management.

8. List five important traits or characteristics that you use in evaluating others. When have you successfully used these characteristics to evaluate people?

Look for relative emphasis on task-related characteristics, (e.g. achievement, success and goal emphasis) in comparison to interpersonal factors (e.g. friendship, loyalty, and openness); is the individual onesided in the emphasis of either task or interpersonal factors?

9. How would you define the term "work standard?" When have you found that definition useful in planning?

A work standard is a formal and informal expectation of how much work should be accomplished in a particular environment; a work standard influences achievement because it projects the amount of work which can be accomplished in a particular period of time.

10. Many times pressure is exerted on an individual at work when home/family environment changes. What have been your experiences in this area, and what did you do to adjust to the situation?

Probe on the extent to which home pressures have lessened an individual's ability to perform at work; was the individual committed to keep performance up while coping with family problems?

13. INTERACTION: Able to communicate with other individuals, while simultaneously building credibility and rapport.
-

PROBE

INTERPRETIVE GUIDE

1. Tell me about a time when you "put your foot in your mouth?"

Is the individual aware of social mistakes or is it necessary that others point out errors? Consider if the individual is relatively free of social error and able to be interpersonally smooth.

2. Have you ever worked for an extremely talkative manager? How did you insure that you were communicating effectively with him/her?

Look for an indication that the interviewee will use verbal repetition or written memoranda to emphasize points.

3. Have you ever been described as "hard headed"... by whom...give an example.

Look for the individual's apparent lack of flexibility in dealing with a problem situation. Did the individual's behavior fall into the category of being stubborn because of personal likes, or was the action in accordance with an important principle?

4. Tell me about a time when you became involved in a problem faced by a co-worker or subordinate...How did it work out?

Observe if the individual is more other or self-oriented in responding to stress situations. That is, does the individual seek self-solutions, or direct attention toward helping others solve problems.

5. What does the phrase "two way communications" mean to you? When have you successfully used two way communications?

Is the individual aware of the fact that it is important to not only send information down to subordinates, but also up to management; consider if the individual is able to relate the question to effective listening.

PROBE

6. How do you define the word, "friend?" Give an example.

7. In what kinds of social situations do you "freeze up?" Provide an example.

8. Some people get to know strangers quickly, while others prefer to take their time letting people get to know them. Describe how you entered relationships when you were "new" on a job.

9. Tell me how some specific event in your past influenced your general approach to relating to people?

10. Have you ever been in a situation where the other person, for some reason, had a negative opinion of you...before you said a word? How did you overcome the negative "vibes?"

INTERPRETIVE GUIDE

Look for an ability to relate closely with other individuals; determine if the individual is able to get help from a friend in dealing with work-related problems.

Observe if the individual has difficulty in dealing with social situations. If the individual does describe social difficulties, determine if steps have been taken to improve interpersonal effectiveness.

Look for evidence concerning interpersonal openness and willingness to enter into warm, supportive relationships.

Look for the interviewee's emphasis on the task aspects of a relationship in contrast to the purely personal aspects of a relationship. Consider whether the individual places priority on interpersonal warmth and sensitivity, as opposed to reaching goals.

Determine whether the individual was able to deliberately alter behavior to create a more positive impression. Was there an ability to overcome the negative impression?

14. INTRACEPTION: Able to interpret verbal and non-verbal behavior to develop accurate perception and understanding of others' needs, values and opinions; sensitive to and aware of political factors and the social environment.
-

PROBE

INTERPRETIVE GUIDE

1. In your current job, can you really trust your subordinates to get their jobs done? How do you know? Describe a time when you were convinced of their trustworthiness (or untrustworthiness).

Consider if the individual gives a vague, general response, such as, "I am a very trusting person," or if the individual can describe specific feedback systems which provide information on the quality of subordinate performance.

2. What are the critical factors you look for in evaluating the performance of a new employee? Give a specific example of when you used these factors.

Observe if the individual is aware of the fact that employees ought to be evaluated on the basis of behavior and performance, rather than on traits or personality.

3. Have you ever studied "body language" as an important adjunct to your communicative abilities? When has this knowledge helped you?

Evaluate awareness of techniques of interpreting body language; determine if able to give specific examples concerning the use of body language.

4. How important do you think money, responsibility, stimulating work and recognition are to motivation? Can you give an example of these different forces at work?

Look for an awareness that different motivators work for different people. Determine if the individual can give examples of how different motivators operate.

5. When did you first discover that not all people are honest? Give an example.

Observe if the individual describes a trait of being trusted or guarded in interpersonal relationships; if is highly trusting, is there naivete; of if guarded, a lack of openness.

PROBE

INTERPRETIVE GUIDE

6. What has been the most political work situation you have experienced? Explain how you dealt with it.

Determine if the individual became actively involved in organization politics, withdrew from the situation, or took an aggressive stance.

7. Do you find yourself to be the type of individual who is generally trusting of most people, or do you prefer to reserve that judgment until you get to know them well? Give an example that illustrates your tendency.

To what extent is the individual naive or unaware concerning different motivations and abilities of others?

8. Many people have the ability to "step into another's shoes." When has this skill been required of you?

Consider if the individual is able to provide a specific example of the use of empathy; consider if the individual was able to emotionally feel how the other person was feeling, or was simply logically understanding a particular situation.

9. Pick out four people who are currently working for you and explain their developmental objectives as you see them.

Discover if the individual is sensitive to the differing developmental needs of subordinates.

10. How skillful do you think you are in sizing up people? Give an example.

Determine if the interviewee has a well thought-out approach for understanding people, or is there naivete about individual differences.

15. ORGANIZATION AND PLANNING: Able to organize or schedule people or tasks, to develop action plans leading to specified goals, and to plan effectively.
-

PROBE

1. How did you organize your work in your last position? What happened to your plan when emergencies came up?

2. Describe how you determined your priorities on your last job.

3. Describe how you schedule your time on an unusually hectic day. Give a specific example.

4. The old adage, "A stitch in time saves nine," relates to most jobs...Tell me about a time when it related to your past position.

5. Have you worked in a situation in which there were constant surprises or unanticipated events coming to your attention? How did you deal with them?

INTERPRETIVE GUIDE

Observe if the individual is aware of the importance of having a specific time for planning and organization; was time given to establishing work procedures; did the plan effectively deal with emergencies?

Did the individual define priorities in terms of a well-defined, long-range approach; is there evidence for establishment of priorities on a daily basis?

Consider specific elements in work scheduling...did the individual control the environment; or did the environment control the individual?

Determine if the individual is aware of the relationship between planning and decision making; is there an awareness that an adequate plan provides the criteria for fast and effective decision making?

Consider the extent to which the individual developed plans and strategies so that surprises will not reoccur in the future. Was there an awareness that constant emergencies are a sign of poor organization?

6. What has been your experience with manpower or market forecasting...what types of techniques did you use in creating a forecast... how accurate were they?

Does the individual present a logical sequence used in workload or market forecasting? Did the individual use a "gut feel" process, or was a more sophisticated fact finding and data collection process used?

7. What experiences have you had with budgetary decisions? What conclusions have you reached about how they ought to be done?

Determine if the individual is aware of the negotiation process typically involved in developing budgets; observe if the individual is aware that budgets are designed to reach objectives, rather than to simply expand functions.

8. How far ahead do you plan? Can you tell me about a time when planning ahead (or not planning ahead) benefitted you (or hurt you)?

Does the individual appreciate the value of planning ahead and anticipating problems? Do long-range plans have sufficient flexibility to allow for unanticipated events? How specific are the plans? Are they realistic?

9. What have been your experiences in scheduling the work of others? What problems arose? How did you handle them?

Does the individual show concern for others along with concern for the task? Was the planning done systematically? Once a schedule has been made, will the individual make changes to accommodate people's needs?

10. Can you tell me about a time when your carefully laid plans were fouled up? How did you react? What happened?

Is the individual a slave to his/her plans? What strategy was used to reformulate plans? Is the individual flexible in planning?

16. CREATIVITY: Able to develop unique and novel solutions to problems; present information in an attention gaining and interesting manner.
-

PROBE

INTERPRETIVE GUIDE

1. When have you used your creativity to solve a problem at work?

Look for truly unique solutions to a problem. Can the individual apply creative processes to everyday problems?

2. Are you the type of person who likes to "try new things," or "stay with regular routines?" Give an example.

Does the individual have an adventurous spirit which will encourage exploration of new approaches to solving old problems? Consider if the interviewee has adapted or conformed to the ideas of others.

3. What do you have to do that you consider to be your biggest time-waster at work? How would you change it if you could?

The most frequent response to this type of question is meetings; determine if the individual has a method for creatively reducing the time wasted in meetings, group sessions, etc.; otherwise evaluate the creativity of the answer.

4. As a young person, what types of activities were you involved in which would help you develop creative skills? Be specific.

Observe if the individual can detail creativity building experiences during youth. Observe also if the individual received awards or special recognition for creative activities.

5. What would you regard as being the most creative activity you have engaged in? Did it bring you recognition, financial reward, or personal satisfaction?

Evaluate if the individual can be specific with regard to their greatest creative accomplishment. Observe if their focus of elaboration in discussing their accomplishment is associated with the creative act itself or with the results of the act.

PROBE

6. What would you say has been the most creative accomplishment in your last position? Be specific.

7. Some creative individuals require a stimulating environment to facilitate their productivity; other creative personalities seem to be productive regardless of their immediate work environment. How do you evaluate yourself on these issues...provide a specific example.

8. What would you observe to be the most creative bit of work done in your field in the last few years? How has the work impacted on you?

9. Do you think everyone has the capacity to be creative? What experiences led you to your conclusions?

10. What's the most creative thing you've ever done outside of your work?

INTERPRETIVE GUIDE

Determine if the individual can explain a creative accomplishment in their last job.

Evaluate if the individual is aware of the relationship of their creative skills to their working environment. Determine if the individual's environmental needs match the conditions of the job under consideration.

Observe if the individual can describe creative work. Also, determine if the individual's creative appreciation impacted on their own self-development?

Determine whether the individual has a "theory" of creativity. Is it seen as a gift or as something that can be developed? In the position under consideration, will the individual expect creativity only from certain employees?

Observe if the individual sees the application of creativity to everyday problems and not just as "works of art."

- 17) VERSATILITY: Able to modify one's own behavioral style to respond to the needs of others while maintaining one's own objectives and sense of dignity.

PROBE

INTERPRETIVE GUIDE

1. When was the last time you stepped out of your lifestyle (routine...preferences) to accommodate the wishes of another person? Be specific.

Observe if the individual provided a specific example of setting aside personal preferences in order to adapt to the needs of others.

2. When are you more formal or more informal as a manager? Describe a situation where you have had to adapt your style.

Did the individual express awareness of the utility of varying degrees of formality in differing situations? Did the response suggest an ability to be versatile?

3. Almost all work situations will require us to interact with some people we dislike. Describe a situation that you have encountered like this and explain how you handled it.

Was there maturity in coping with individual differences; evaluate the level of insight concerning the motivations and needs of others. Was there a modification of the individual's style to accommodate the disliked people?

4. Who is the most demanding manager you have worked for... what was his/her management style?

Look for ability to work with authority figures. Did the individual acquiesce to authority and thus reduce commitment to do the job well; did the acquiescence interfere with maintenance of high performance standards; or was there rebellion against an authority figure? Was there evidence of successful adaptation that resulted in superior performance?

5. Give me an example of how you handled a tense situation at work.

Determine what the individual did to cope with interpersonal conflict. Was there evidence that the interviewee adapted to or influenced the overall outcome of the situation?

PROBE

6. Some people are said to have the ability to "roll with the punches." Describe a situation where you demonstrated this type of skill in working with people. Be specific.

7. Many management theorists emphasize that it is important to have a plan through which we can win friends and influence people. What would you say that your plan for achieving this goal has been in the past? Tell me about a specific time when your plan worked to your advantage.

8. A behavioral scientist once said, "In order for an individual to be interpersonally effective, it is necessary to do to oneself for others." Can you tell me about a situation where you found this to be true?

9. Is there anything that you feel is non-negotiable? If so, tell me about a time when that belief made people see you as inflexible or opinionated.

10. In order to be effective as a negotiator, it is important to not only be able to analyze your competition, but also to be able to compromise. Describe an experience in negotiating that reflects your ability to compromise.

INTERPRETIVE GUIDE

Look for evidence of accommodation in lifestyle, habit patterns, or preferences to meet the needs or demands of another person or situation. Observe if the individual provides a relatively significant or insignificant example.

Determine if the individual had a specific approach to establishing friendships. For example, was there mention of discussing the other person's interests, establishing common interests, or avoiding talking about oneself? Did the description of the approach suggest adapting to others and being flexible?

Did the individual explain the concept of versatility; probe into the individual's ability to provide a specific example of versatile skills and action.

Did the individual describe a strong point of their character which would not allow for compromise? Observe if the individual gave examples of a failure to compromise which would suggest difficulty in relating to others.

Did the individual give an example of past behavior in compromising? Did the individual prefer pushing a single idea to compromising?

- 18) SHREWDNESS: Able to recognize and use information about organizational climate and key individuals to accomplish legitimate organizational goals; aware of the importance of timing and group processes in managing change; avoids creating the perception of being a manipulator

PROBE

INTERPRETIVE GUIDE

1. Many times being effective in a job means "reading the system" or figuring out what must be done to institute a change. Describe a time when you "read the system."

Did the example suggest skill in using the political forces in the organization? Was there awareness of the interrelatedness of the parts of the system? Did the "figuring out" of how to affect change show ingenuity, insight, or cleverness?

2. Politics at work is generally seen as being negative, but it is also clear that sometimes it is necessary to be careful about what you say and do. When have you found it necessary to be careful?

Was there an appreciation for the possible ramifications in the system of imprudent actions? Is the system seen as in a state of balance?

3. Different people have different "hot buttons." When have you been successful in discovering what it really took to be successful in selling higher management (a co-worker, or subordinate) on a change?

Does the example show unusual ability to "read" others and a good sense of when to seize an opportunity?

4. Whom do you know who has been very effective in getting things done in a complicated working environment. What did they do...how are they like (or unlike) you?

Did the individual identify plausible strategies for effective change in a complicated environment? Or, did the individual credit the effective person's success to luck or super-human abilities? Did the individual use this example to highlight personal skills in this area?

5. Describe a time when you were able to reverse a negative situation at work.

Did the individual show skill in "reading" the situation; did the change result in real benefits to the organization?

PROBE

INTERPRETIVE GUIDE

6. Occasionally it is important to be able to read "hidden meanings" in work communications. Describe a time when you were able to decipher a hidden meaning in a work-related communication.

Can the individual see below the surface or read between the lines? Or does the individual naively assume things are as they appear?

7. What have been your experiences in dealing with organization politics? What happened?

Did the individual describe the political climate in a sophisticated "system" way? Or did the description reflect a simplistic good guy/bad guy perspective? Was there an ability to operate effectively within the political climate?

8. What is your definition of employee development? Describe how your definition fits in with your actions in your current position. When have you been supportive (or unsupportive) of employee development?

Determine if the individual believes it is an organization's responsibility to develop its employees as jobs grow and change...observe if the individual agrees with the "whole person" approach in business. Is there sensitivity to differing development needs for different persons?

9. How do you think your job will differ 20 years from now as a result of technology?

Does the individual take a futurist perspective? Does technology excite the individual? Is there a dignified role for humans or are people "lost" in the view of the future?

10. Do you know of any cases where someone has been threatened by the introduction of new technology. (Maybe you?) What happened? What should have happened?

Does the individual appreciate the threat that technology holds for some people. Is there awareness of the use of participation and involvement as a method for gaining commitment to change?

- 19) TEAM BUILDING: Able to work with people in such a manner as to build high morale and group commitments to goals and objectives.

PROBE

INTERPRETIVE GUIDE

1. Tell me about a time when you managed employees who were jointly resistant to management.

Does the individual have awareness of the forces which may cause employees as a group to resent and resist the directives of management? Did the individual side with employees or management; was a realistic position taken?

2. In your present job, tell me about a time when you had difficulty getting others to establish a common approach to a problem.

Establish if the individual planned a firm strategy for team building or simply used a "hip pocket" approach.

3. Describe how you have coordinated the work of subordinates who dislike one another.

Consider the individual's ability to serve as a mediator and establish common objectives for differing personalities.

4. Describe a "healthy" staff meeting that you have been in...an "unhealthy" staff meeting.

Did the interviewee express awareness of staff meetings as time-wasters? Did the individual mention group discussion and participation as important characteristics of healthy meetings?

5. Give an example of a situation in which you developed a high morale working group.

Did the individual define a high morale group in terms of strong group coalescence and high standards of performance? Did the interviewee emphasize both task and people orientation in gaining high morale?

PROBE

INTERPRETIVE GUIDE

6. Describe an experience in your background where you saw working environment or management style weaken the team work attitude. What did you do?

Did the individual describe a situation where team work attitude was inhibited; if possible, was meaningful action taken to solve the problem?

7. When a team work atmosphere exists, workers will frequently criticize each other in order to raise performance standards. Describe where you have seen this process take place.

Observe if the individual understands the meaning of the question. Is there acceptance of the idea that working peers can openly criticize one another without developing hostility?

8. Military thinkers agree that building a strong team involves high commitment to task, strong discipline, and good interpersonal relations. How would you evaluate your present employment situation on these three dimensions. Why?

Determine if the individual is able to directly apply the points of evaluation to the working environment. Probe to gain behavioral examples concerning commitment, discipline, and interpersonal relations skills.

9. Have you found a relationship between maintaining effective job descriptions and development of a sound team work atmosphere? Describe a situation where that relationship was evident.

Were team work activities equated with sound knowledge of how one's job relates to the jobs of others? Did the individual assume that job descriptions alone would build a sound team?

10. In your experience, has team sports taught you helpful skills that transfer to the work place? Can you remember an important lesson you learned in sports that still is useful to you today?

Observe if the individual can articulate elements of team sports that are also common to group work activities.

- 20) DECISION MAKING AND PROBLEM SOLVING: Take action in solving problems while exhibiting judgment and a systematic approach to decision making; identify the important dimensions of a problem, determine potential causes, obtain relevant information, and specify alternate solutions.
-

PROBE

1. Describe a major work problem which you have faced and describe your method of dealing with it.
2. Tell me about a situation in which you feel that you have been part of the problem. What did you do?
3. Have you ever had to tell a subordinate that his/her performance is not up to par? How did you handle it?
4. Describe a situation in which you tried to solve interpersonal problems of co-workers?
5. Describe a situation in which you found yourself to be an analytical and thorough decision maker.

INTERPRETIVE GUIDE

Determine if a systematic approach was used in problem solving; look for fact finding, causal analysis, evaluation of alternate solutions, goal setting and implementation.

What specific things did the interviewee do to work toward a solution?

Did the individual obtain specific performance information prior to moving into a difficult performance communication? Did the individual discuss work behaviors rather than personality?

Observe if the individual is aware that problem solving techniques can be applied to interpersonal difficulties.

Did the individual have difficulty in pinpointing an example concerning personal decision-making style? Observe if the interviewee is analytical in responding to this particular question.

PROBE

6. Tell me about the biggest career decision you have had to make. How did you come to your decision?

7. What is the toughest decision you have had to make about a fellow employee... How did you go about it... What was the outcome?

8. What is the toughest decision you have had to make with regard to a subordinate that you personally liked?

9. What steps have you taken when making a decision to terminate an employee?

10. Would you describe yourself as being more logical or intuitive in solving problems? Give me an example that shows your style.

INTERPRETIVE GUIDE

Observe if the individual was analytical and thoughtful, or speedy and impulsive in coming to a decision.

Evaluate the interviewee's ability to make a difficult decision; did the interviewee approach the decision in a rapid, speedy manner or was the decision-making postponed? What kind of values were emphasized--individual values such as forgiveness and understanding or organization values such as policy and competence.

Consider if the individual maintained the rights of the individual employee, while simultaneously seeing that the job was done well. Was sound judgment shown and an unbiased decision made?

Determine if information associated with performance was collected before or after the decision. Was the decision based on personality or politics and then justified with the facts or did the facts lead to the decision?

If the individual is logical in forming an opinion, will decisions be cold and hard; if the individual is intuitive, will decisions be soft and indecisive? What is important in the job under consideration?

- 21) LEADERSHIP: Attempts to influence the actions and opinions of others in a desired direction; exhibits judgment in leading others to worthwhile objectives.

PROBE

INTERPRETIVE GUIDE

1. Give an example of a time in which you had to be persuasive in getting your idea across...even when the odds were against you.
2. Briefly review the leadership experience you have had, giving examples that would show what your leadership style is like.
3. Give a brief summary of the leadership situations which you have held. What was your major success and major failure as a leader?
4. What do you think are the most important components of a practical leadership philosophy? Describe how you developed your philosophy.
5. Describe how you delegate responsibility in your current job.

Look for the individual's reliance on persuasive, as opposed to autocratic techniques. Consider if there was a plan for approaching the problem; did the plan show insight with regard to the motivations and traits of others?

Consider if the individual uses an autocratic or persuasive leadership style; also determine if the individual can be influential without use of power, status or position. Consider the quality of past leadership accomplishments.

Consider level of experience, including breadth or variety of leadership situations, and depth or level of responsibility in leadership; evaluate the level of effectiveness in these experiences.

This is a relatively abstract question, but it can be determined if the individual has, in the past, taken the time to consider the importance of managerial philosophy. If the individual can describe a well thought-out belief system, it might be inferred that a reasonable amount of attention has been given to development of a workable leadership style.

Delegation is defined as the assignment of tasks and responsibilities to subordinates and giving appropriate trust and freedom to the individual to work to the completion of tasks. Did the example show a prudent use of delegation?

PROBE

6. Give an example in which you have seen a manager improperly use authority. How did you react to the situation...How did you cope with it?

7. Who have you most respected for their leadership qualities? What were these specific qualities? Has there been a time when you tried to use this style?

8. Which of your strengths contributes most to your leadership ability? Can you think of a time when, without that strength, you would have failed as a leader?

9. Did you learn anything about leadership from your parents? When have you applied their lessons?

10. Have you ever had to take over a leadership role unexpectedly? (Perhaps sudden illness of your boss.) How did it work out?

INTERPRETIVE GUIDE

Observe if the interviewee implies that strong use of authority in leadership is always desirable; can the individual use persuasion to influence others?

Determine if the individual is aware that leadership qualities can be learned and used effectively. Was the style effectively used?

Determine whether the individual appreciates that there are different styles of leadership. Is there a match between leadership styles and personal strengths?

Is the individual's current style compatible with parental upbringing? Did the individual emphasize positive or negative attitudes toward leadership?

Observe how the individual met the change. Was the style of the predecessor adopted? Was the outcome successful?

The primary objective of behavioral interviewing is to:

1. CONTRIBUTE TO THE DEVELOPMENT OF VALID INTERVIEWS
WHICH BRING QUALITY WORKERS TO SPECIFIC JOBS

WHILE

2. USING A SELECTION APPROACH WHICH IS JOB-RELATED
AND CONTRIBUTES TO THE UNBIASED EVALUATION OF PERSONS
IN PROTECTED CLASSES.

To avoid biasing the evaluation of persons in protected classes, it is essential that all interview questions be non-discriminatory. The following test will help you learn to distinguish illegal and legal questions.

RECOGNIZING ILLEGAL INTERVIEW QUESTIONS

Decide whether each question is lawful or unlawful. Turn back the page for the answer and an explanation.

LAWFUL?	QUESTION OR STATEMENT	AFFECTED CLASS
---------	-----------------------	----------------

YES NO

- | | | |
|-------------------------------------|--|----------|
| <input checked="" type="checkbox"/> | 1. Have you ever been in trouble with the law? | EVERYONE |
| <input checked="" type="checkbox"/> | 2. Who did you vote for in the last election? | |

YES NO

- | | | |
|-------------------------------------|-----------------------------------|------|
| <input checked="" type="checkbox"/> | 3. Can you work well with whites? | RACE |
| <input checked="" type="checkbox"/> | 4. Did you grow up in the ghetto? | |
| <input checked="" type="checkbox"/> | 5. I bet you're a good dancer! | |

YES NO

- | | | |
|-------------------------------------|---|------------------------------------|
| <input checked="" type="checkbox"/> | 6. Is that a Polish name? | RELIGIOUS/
ETHNIC
MINORITIES |
| <input checked="" type="checkbox"/> | 7. Have you changed your name? | |
| <input checked="" type="checkbox"/> | 8. Where do you go to church? | |
| <input checked="" type="checkbox"/> | 9. Are you saved? | |
| <input checked="" type="checkbox"/> | 10. Are your parents citizens? | |
| <input checked="" type="checkbox"/> | 11. Do you speak Spanish? | |
| <input checked="" type="checkbox"/> | 12. What's your first language? | |
| <input checked="" type="checkbox"/> | 13. What clubs or lodges do you belong to? | |
| <input checked="" type="checkbox"/> | 14. This job requires Saturday work. Can you work on Saturdays? | |
| <input checked="" type="checkbox"/> | 15. Did you go to a private or a public school. | |
| <input checked="" type="checkbox"/> | 16. I don't know how you people eat that kind of food--makes me burp. | |

ANSWERS AND EXPLANATIONS

An unlawful question is any non-job-related question that could adversely affect a member of a protected class. In addition, any inquiry is illegal if it violates any person's normal rights. Lawful questions are job-related and give all applicants a fair chance.

Both 1 and 2 are illegal. 1 could be rephrased "Have you ever been convicted of a crime?" An applicant faced with question 2 could, for example, legitimately assume he would be denied freedom of speech on the job.

Any questions or statements which relate to race are illegal. Avoid any statements that presuppose racial stereotypes.

Questions 11 and 14 can be legal if they are job-related. All other questions are unlawful. Notice that question 11 is neutral--one could learn Spanish in many ways. Question 12 asked of the same person presupposes that family origins are Spanish or Mexican. Avoid any references to religion or to organizations associated with certain religions. Rather than ask what religious holidays a person observes, ask questions such as 14 which states the job requirements which might conflict with the applicant's religion. Avoid any small talk that reflects stereotypes such as "You Catholics are good at this type work--you're all laid back," or "You should be a good accountant; after all, you're Jewish."

ANSWERS AND EXPLANATIONS

Turn back the page for the answers and explanations.

LAWFUL?

QUESTION OR STATEMENT

AFFECTED
CLASS

YES NO

- ☒ 17. Will your husband approve of your working?
☐ 18. What child care plans have you made?
☒ 19. Will you get pregnant?
☒ 20. Do you plan more children?
☒ 21. Are you married?
☒ 22. Can you lift 70 lbs.?
☐ 23. It'll sure dress up the office to have you around.
☒ 24. How old are your children?

WOMEN

YES NO

- ☒ 25. Can you keep up with my younger workers?
☐ 26. Do you think the audience will accept a 65 year old Huckleberry Finn?
☐ 27. I bet you saw action in WWII!
☒ 28. Do you think it's dignified for a grandmother to be selling vacuums door-to-door?
☒ 29. This job requires quick reaction time. Are you willing to take a reaction time test?
☐ 30. You deserve a rest. People your age should be rocking on the front porch.

AGE

YES NO

- ☐ 31. Are you always going to be like this?
☒ 32. People in wheelchairs can't manage other workers.
☐ 33. We don't have ramps. Will you need special facilities?
☒ 34. Could a teacher with one arm handle this bunch?
☐ 35. Do you have any physical disabilities?

HANDICAPPED

ANSWERS AND EXPLANATIONS

Question 22 is legal if it is job-related and is also asked of men. Any such question which might have adverse impact MUST be phrased in a neutral way and must be clearly job-related. The other questions are unlawful. Avoid questions about child care and marital responsibilities. Assume if the woman is applying, she has worked out the necessary details. You can get information by asking questions such as "Do you have any outside obligations that would prevent you from working late/traveling/relocating," etc. Avoid condescending small talk about the applicant qua woman.

Questions 26 and 29 are legal because they are job-related. Questions such as 25, 28, and 30 presuppose stereotypes of older persons. In general, avoid any questions that draw attention to an applicant's age, such as question 27.

Question 33 is legal because it is job-related. Questions 32 and 34 are illegal because they reflect stereotypes. Questions 34 and 35 are unlawful because of their broad scope--you MAY ask if the applicant has any physical condition which might limit ability to perform the job for which he/she has applied. Question 34 might be rephrased in a more specific way: "Teaching PE includes spotting the boys on the gymnastics team. How would you do that?" The answer to question 31 is none of the interviewer's business. You may be curious about how the applicant manages, but if it's not job related, don't ask it!

ANSWERS AND EXPLANATIONS

Turn back the page for the
answers and explanations.

- 1) **COPING:** Able to maintain a mature problem solving attitude while dealing with interpersonal conflict, hazardous conditions, personal rejection, hostility or time demands.

PROBE

INTERPRETIVE GUIDE

1. Tell me about a time when you had problems or stresses which were difficult for you.

Discover if the individual was successful in coping with a difficult environment; will his/her success or failure in coping generalize to the present job?

2. When have you gotten your feelings hurt at work?

Look for a high level of interpersonal sensitivity which could be a problem at work; determine if the individual is able to perform well despite rejection or conflict.

3. Most of us face situations from time to time which cause us to think that whatever we do will have a negative outcome. . .that is, we will look bad, regardless of what our actions may be. Describe your experiences in this type of situation and share with me how you went about deciding what to do.

Consider if the individual avoided making a decision at all in the face of conflict; determine the extent to which the individual was detailed and objective in evaluating a situation; did the individual overreact to the conflict involved, thus making the decision on a purely emotional, as opposed to rational, basis?

4. Would you say that you are the type of individual who can "roll with the punches" or one who draws a "hard and fast line" in coping with a changing environment?

Determine if the individual's self-concept emphasizes getting his/her own way, or if there is pride in flexibility relating to others.

5. Customers frequently create a great deal of pressure. What has been your experience in this area?

Evaluate the individual's depth and level of experience in coping with customer complaints and anger; evaluate if the individual was able to cope with such pressures over a significant period of time. Were his/her coping mechanisms effective?

PROBE

INTERPRETIVE GUIDE

6. What has been the highest pressure situation you have been under in recent years? How did you cope with it?

Consider the individual's effectiveness in coping with pressure without explosion, walking away from the job or psychologically "giving up."

7. What types of pressures do you currently feel on your own job? How do you cope with these pressures?

To what extent is the individual accustomed to working under pressure; does he/she maintain active involvement or retreat from the situation?

8. What types of things make you angry? How do you react in these situations?

Determine if the interviewee has a "quick temper;" discover if the individual can conceal hostile feelings to avoid creating social conflict.

9. When was the last time you were yelled at while at work. How did you react?

Observe if the individual was able to control his/her temper; consider if the individual psychologically withdrew commitment from the job, after having faced a difficult interpersonal situation.

10. How do you react when you see co-workers disagreeing. . . Do you get involved or hold back?

Evaluate if the individual can serve as a mediator in interpersonal conflict; consider if the individual is able to maintain a sense of calm when others are in disagreement.

- 3) DECISIVENESS: Able to make decisions on available information and take action; make commitments and not change decisions when challenged.

PROBE

INTERPRETIVE GUIDE

1. Describe a situation in which you have been speedy in deciding what to do.

Consider the degree of comfort or discomfort the interviewee experienced when coming to a fast decision; look for an indication that the interviewee sees both the assets and liabilities in speedy decision-making.

2. Describe a time when you were under pressure to make a decision. Did you react immediately or take your time in deciding what to do.

Consider if the individual is impulsive and reactive to pressure; or does he/she momentarily retreat to logically analyze and evaluate options; note that the reactive, quick coping style may be desirable in certain jobs, while the more analytic and slow style may be valuable in other types of positions.

3. In your current position, what types of decisions do you make without consulting your immediate manager?

Look for an awareness of the boundaries of decision-making authority; is the individual willing to take charge if necessary?

4. What types of decisions do you feel are beyond the level of authority you have in your present (most recent) job?

Look for an awareness of knowledge of decision-making responsibility; estimate levels of past decision-making responsibility in comparison to the position for which he/she is being considered.

5. Can you describe a situation in which you have found it important to "take a stand," even when the outcome would likely be to your own disadvantage?

Consider if the individual's willingness to assume a firm position is an indication of high integrity or inflexibility; did the situation he/she described appear to be of sufficient importance to justify taking a firm position?

PROBE

6. Tell me about a situation where you have had to "stand up" for a decision you made, even though it made you unpopular.

7. Describe a problem situation you have faced which has been (almost) overwhelming to you.

8. Many times employees experience pressures to make a decision with which they disagree. Can you tell me of a situation like this that you have faced and how you handled it?

9. In what types of situations do you think it is important for a manager to use democratic/participative techniques in making decisions?

10. Describe a situation in which you changed your mind, even after you publicly committed to a particular idea.

INTERPRETIVE GUIDE

Determine whether the individual's stand resulted from stubbornness or commitment. Can the individual balance stubbornness or commitment with sufficient flexibility to work well in a team?

Determine if the individual is prone to overreact in critical decision-making situations. Does the handling of the situation suggest a decision-making strategy that would be valuable for the job under consideration?

Discover how the individual has responded to group pressures or to pressures from superiors. In particular, look for evidence of "backbone" balanced with diplomacy.

Observe if the individual has awareness of participative management techniques. Consider the extent to which the individual can be flexible in using either authoritative or democratic approaches to decision making.

Observe if the individual has changed on an important issue. Was the individual motivated to change his/her position because of new information or because of social pressures?

- 4) ORAL COMMUNICATION: Able to clearly present information orally and/or influence others through oral presentation in positive or negative circumstances.

PROBE

INTERPRETIVE GUIDE

1. It's hard sometimes to get a new idea accepted by others. When have you had to do this?

Observe if the individual uses a well-defined strategy which emphasizes benefits to the listener. How well does he/she communicate in the interview?

2. When have you felt that it was important to create graphs, charts, etc., for presentations?

Determine if the individual has had experience in oral and visual presentation. Observe if he/she is aware that visually communicated information can enhance the impact of spoken communications.

3. What types of experiences have you had in dealing with irate customers?

Evaluate the individual's ability to effectively communicate in a conflict environment.

4. Describe a "problem person" you have had to deal with. . .What did you say?

Determine whether the individual could see the "problem person's" point of view. Did the individual encourage or discourage future communications? Was the method of dealing with the "problem person" effective and is that method likely to be effective in the job under consideration?

5. Describe the toughest communicative situation that you have had to deal with. What happened?

Determine if the individual dealt with the situation effectively. What style of communication did the individual use and was it well-suited to the demands of the task?

PROBE

6. What has been your experience in dealing with poor performance of subordinates. Give an example.

7. All of us will feel shy or socially uncomfortable from time to time. When have you felt shy about communicating. . .How did this influence your career?

8. What have been your experiences in making formal recommendations and oral reports to management?

9. What has been your experience in making speeches to small groups... large groups?

10. Timing is something very important in communicating... Describe a situation when your timing was good...bad.

INTERPRETIVE GUIDE

Did he/she make a distinction between private, as opposed to public discussion of errors? Did he/she lean toward termination or employee development as a means for dealing with problem employees?

Observe the extent to which the individual is willing to effectively speak up. Consider if the failure to communicate has created difficulties.

Determine if the individual has experience in communicating with authority figures. Does his/her example suggest that he/she can communicate well in the job under consideration.

Observe the individual's level of experience in speech making and general oral communications.

Evaluate the individual's level of appreciation for "timing" sensitive communications.

6. ENERGIZING: Able to create positive energy (motivation) in both individuals and groups.
-

PROBE

1. Give a specific example of a time when you motivated co-workers.
2. Who is the most motivating individual you know? What characteristics do you have that are similar? Dissimilar? Give me an example.
3. Describe a high morale group in which you have worked. Who was responsible for creating the motivation? What did they do?
4. Have you ever observed an employer demotivating employees? What do you think was the cause of the demotivation?
5. What are some things that motivate you? How have you used these motivators with others?

INTERPRETIVE GUIDE

Determine if the individual is aware of the need to be able to motivate others; does he/she have specific ideas on the topic?

Does the behavioral example show strength in motivation of others?

Determine if the individual is aware of energizing/motivational techniques.

Observe if the individual is aware that certain actions/statements, though well-intended, may actually demotivate employees. Can he/she describe a situation in which he/she did the opposite?

Determine the individual's self-awareness of what he/she considers motivating and rewarding. Observe if the individual has used these motivations or rewards to encourage others.

PROBE

6. Give me an example of a time when you had high morale on the job. What caused it? How did you contribute to the morale of others?

7. What things created excitement and cohesion in your current (last) work group?

8. Are you good at figuring out what will motivate someone else? When were you able to do this?

9. Can you give me an example of when you came up with a clever way of motivating someone?

10. When have you seen supposedly motivators work? What did you learn?

INTERPRETIVE GUIDE

Observe if the individual can describe the causes of positive morale. Did he/she take an active role in spreading positive feelings at work?

Determine if the individual can list specifics about work group togetherness and motivation.

Determine if the individual appreciates individual differences in motivators.

Determine the individual's ability to apply creativity to the problem of motivation.

Does the individual have the experience necessary to use good judgment in selecting motivators?

7. **POLICY AND PROCEDURES:** Able to relate to routine operations in a manner that is consistent with existing solutions to problems; to conform to established policies and procedures.

PROBE

INTERPRETIVE GUIDE

1. Some managers say that "warning letters" are a waste of time...Have you ever written or received such letters? Did you feel they were effective?

Evaluate the individual's experience in writing and using warning letters; consider if he/she appreciates the fact that a warning letter is a part of a company's policy on discipline.

2. Policy concerning pay can at times be unfair...How have you seen this situation in your past...How would you have solved the problem?

Observe if the individual is sensitive to policy/pay conflicts; determine if the individual has a feasible solution.

3. Have you ever worked in a situation where there were continuous changes in company operating policies and procedures? How did you react to the changes? What was it like?

Consider the individual's incorporation of changes into his/her own operating system. To what extent did the individual conform to the changes?

4. Describe a situation in which you had to support the directives of higher management, even when you personally disagreed with them.

Consider if the individual can put his/her personal feelings aside in response to the direction of higher management. Does the individual look at higher management as being "they" who make mistakes, while preferring to side with the attitudes and opinions of subordinates.

5. What was a routine problem that you had to deal with on your last job. What procedures did your boss expect you to use in dealing with the problem. What procedures did you create?

Determine if the individual was aware of and used a standard procedure for dealing with regular problems. If no policy/procedure was set, did he/she create one?

PROBE

6. What types of policies have you found to be personally distasteful? Did you conform? Why or why not?
7. In your company, what kinds of policies are there concerning employee transfers? What problems occur?
8. Have you ever been tempted to break policy for a special situation; if so, explain.
9. Can you describe a situation in which a company's policy and procedures has been unfair to you; how did you cope with the problem?
10. Have you ever had to deal with a subordinate who broke policy? How did you handle it?

INTERPRETIVE GUIDE

- Consider the extent to which an individual understands the role of policy in an organization; look for past history of failure to conform to policy.
- Determine interviewee's awareness of the fact that transfers can become a way of passing performance problems from department to department; consider if the individual is aware that rigidly enforced policies can work against the true goals of the organization.
- Consider if the individual felt free to break policy for another individual; determine if the interviewee obtained permission to modify policy for a special situation.
- Observe if the individual was embittered or resentful concerning policy application; determine if the individual is motivated to conform to policy with which he/she is in disagreement.
- Determine if the individual is aware of the fact that policy must be consistently administered to all individuals; observe if the individual shows feelings of compassion for persons that policy seems to work against.

8. ALERTNESS: Able to be attentive to all aspects of the environment while working; to monitor environment during routine activity.

PROBE

INTERPRETIVE GUIDE

1. When have you "tuned out" in a conversation?

Look for awareness of poor listening habits; determine if the individual can monitor his/her own inattentiveness in a conversation; determine if he/she has a specific strategy for improving his/her own listening effectiveness.

2. Most of us experience a time when we are more controlled by our environment than by our own career plans...Have you faced such a situation...How did you handle it?

Determine if the individual is alert to social or political forces in the working environment. Is he/she the type of individual who is alert to opportunity?

3. Describe a situation in which you observed controversy that existed between two members of higher management...How did the controversy affect you... How did you react to it?

Determine if the individual was able to gauge his/her actions in light of the interpersonal environment. Was he/she able to be thorough in describing the events or behavior of others?

4. When have your subordinates kept you in the dark about their performance?

Determine if the individual is aware of the fact that he/she may have information hidden from him/her; evaluate the interviewee's awareness through a specific example of how subordinates can "cover up mistakes."

5. How did you monitor the performance of subordinates in your last position?

Determine if the interviewee had a specific method for evaluating subordinate performance; observe if he/she was able to give specific examples rather than simply relying on personality or trait judgments.

PROBE

6. What is your procedure in keeping track of matters that require your constant attention? When has your system broken down?

7. Describe the steps you've taken to stay familiar with problem areas on your current job.

8. What does your past have to say about your ability to predict changes in the work environment? When have you been most surprised about a change?

9. In terms of dollars and cents, what is the costliest mistake (or near mistake) you've ever made? How much could a poor decision on your part cost your employer?

10. What has been your biggest mistake in employee selection... do you now understand why the mistake was made?

INTERPRETIVE GUIDE

Does the individual utilize a reminder system-- a specific procedure, a secretary--for maintaining awareness of important details?

Evaluate the extent to which the individual uses objective data or informal reports from colleagues, co-workers or higher management.

Has the individual been alert to specific "clues" about changes in the work environment?

Evaluate the extent to which the individual is sensitive to the costs of a poor decision; look for the ability to estimate a specific dollar amount associated with a decision making error.

Look for an ability to criticize, be alert to and/or profit from selection mistakes. Did the individual comment on how he/she has benefitted from the experience?

9. PERCEPTION AND ANALYSIS: Able to identify and integrate the critical elements of a situation; to make correct inferences from data; to specify alternative courses of action.

PROBE

INTERPRETIVE GUIDE

1. Describe a technical or personnel problem which you solved on your last job that would shed light on your analytical ability.

Determine if the individual can describe a specific problem that was solved; observe if he/she can describe the key elements of the problem and/or the logic of the solution.

2. Sooner or later everybody makes mistakes. What was the most significant mistake you made on your last job and explain why you made it. What did you learn from it?

Determine the actual significance of the error. Discover if the individual can objectively "dissect" the reasons for the mistake.

3. Have you ever studied how your time is spent on the job? If so, what were the results?

Look for awareness of the importance of time management. To what extent did the individual develop an organized process for using the time study results?

4. What have been major obstacles which you have had to overcome on your past job... How did you deal with them?

Consider awareness of obstacles and the use of specific approaches for the solution of problems.

5. Describe the most risky business decision you have made...How did you go about it...How did it work out?

Determine if the individual is aware of risks involved in decision making; consider if the interviewee is willing to make decisions in a risky environment or if the approach is more cautious.

PROBE

INTERPRETIVE GUIDE

6. In what areas does your current decision-making responsibility create risks for your employer? When have you been most acutely aware of the risks?

Determine awareness of potential consequences for poor decision-making.

7. Have you ever had to handle a "sticky" decision for which no policy exists? What did you do?

Observe if the individual can describe a reasonable and mature rationale for dealing with a specific "people problem;" consider if the individual was aware of the potential negative outcome of a poor decision.

8. Have you ever worked in an environment which was characterized by frequent crises or emergencies? Why did frequent crisis situations occur? How did you handle them?

Discover if the individual was aware of the causes of the crisis/emergency situations. Were measures taken that effectively dealt with the problem?

9. When would you say that your technical knowledge in _____ was put to best use in discovering the causes of a problem that had baffled others?

Was the interviewee able to integrate technical knowledge and the practical elements of a problem situation into a meaningful solution?

10. Personnel policy often causes some problems while solving others...When have you seen this situation occur and how did you deal with it?

Determine if the individual is sensitive to problems with personnel policies; evaluate the individual's solution to these problems in terms of overall feasibility.

10. GOAL SETTING: Able to define specific goals and objectives, to prioritize objectives.

PROBE

INTERPRETIVE GUIDE

1. Evaluate your past employer in terms of emphasis on goal setting and planning.

Can the individual give specific examples of failure in planning...or was the description of a specific planning process, including annual goal setting or management by objectives?

2. How have you approached goal setting? Do you have a specific process which you use? Describe how you set a specific goal.

Discover if the individual actively uses tools such as management by objectives or personal work planners. Also, determine if the individual has a specific time which is used for goal setting.

3. What important goals have you set in the past, and how successful have you been in working toward their accomplishment?

Look for specific goals. Were the goals specific and realistic enough to serve as a motivating influence?

4. Do you do personal planning...if yes, what are your family goals?

Observe if the individual is planful and organized apart from the work environment; consider if planning and organization are natural aspects of this individual's personality.

5. Have you ever worked with a management by objectives program...if so, how did you see that it related to the...budgetary process...company strategy...individual goal attainment?

Determine if the individual can define management by objectives; observe if the individual is aware that organizational objectives and priorities establish the rationale for budgets.

PROBE

INTERPRETIVE GUIDE

6. In your career, have you ever experienced a serious conflict of goals? Tell me about it. How did you decide which goal was more important?

Was the prioritizing of goals done on a rational or an intuitive basis? Were the reasons for choosing one goal over another personal or organizational?

7. What happens when you fail to meet a goal? How do you feel? Can you tell me about a goal you set and then were not able to meet?

Does the individual set realistic goals? Is the feedback from unreachd goals used constructively? Are goals set with sufficient flexibility to meet the demands of the particular situation?

8. Do you tend to set goals that are easily attainable or ones that are difficult to reach? Tell me about a goal you set that was realistically too easy (or too difficult). What did you learn from the experience?

Are reasonable goals set? Has the individual used feedback to recalibrate goal-setting? What sort of information is used to establish goals? Is goal setting, a "gut" level function or is it data-based?

9. Do you set short-term as well as long-term goals? Which kind take priority? (e.g. will you sacrifice short-term goals like a vacation for long-term goals, like buying a house?)

Does the job require more emphasis on short-term or long-term goals? Is the individual's orientation in line with the job's priorities?

10. Can you describe a time when you stuck with a goal you'd set even though now, in retrospect, it was an obvious mistake? In other words, did commitment to a goal ever prevent you from being as flexible as you should have been?

Can the individual commit to a goal and still maintain flexibility? Can the person evaluate past performance in a broader perspective than simple goal attainment or non-attainment? Is the person capable of questioning the value of a goal?

14. INTRACEPTION: Able to interpret verbal and non-verbal behavior to develop accurate perception and understanding of others' needs, values and opinions; sensitive to and aware of political factors and the social environment.

PROBE

INTERPRETIVE GUIDE

1. In your current job, can you really trust your subordinates to get their jobs done? How do you know? Describe a time when you were convinced of their trustworthiness (or untrustworthiness).

Consider if the individual gives a vague, general response, such as, "I am a very trusting person," or if the individual can describe specific feedback systems which provide information on the quality of subordinate performance.

2. What are the critical factors you look for in evaluating the performance of a new employee? Give a specific example of when you used these factors.

Observe if the individual is aware of the fact that employees ought to be evaluated on the basis of behavior and performance, rather than on traits or personality.

3. Have you ever studied "body language" as an important adjunct to your communicative abilities? When has this knowledge helped you?

Evaluate awareness of techniques of interpreting body language; determine if able to give specific examples concerning the use of body language.

4. How important do you think money, responsibility, stimulating work and recognition are to motivation? Can you give an example of these different forces at work?

Look for an awareness that different motivators work for different people. Determine if the individual can give examples of how different motivators operate.

5. When did you first discover that not all people are honest? Give an example.

Observe if the individual describes a trait of being trusted or guarded in interpersonal relationships; if is highly trusting, is there naivete; of if guarded, a lack of openness.

PROBE

INTERPRETIVE GUIDE

6. What has been the most political work situation you have experienced? Explain how you dealt with it.

Determine if the individual became actively involved in organization politics, withdrew from the situation, or took an aggressive stance.

7. Do you find yourself to be the type of individual who is generally trusting of most people, or do you prefer to reserve that judgment until you get to know them well? Give an example that illustrates your tendency.

To what extent is the individual naive or unaware concerning different motivations and abilities of others?

8. Many people have the ability to "step into another's shoes." When has this skill been required of you?

Consider if the individual is able to provide a specific example of the use of empathy; consider if the individual was able to emotionally feel how the other person was feeling, or was simply logically understanding a particular situation.

9. Pick out four people who are currently working for you and explain their developmental objectives as you see them.

Discover if the individual is sensitive to the differing developmental needs of subordinates.

10. How skillful do you think you are in sizing up people? Give an example.

Determine if the interviewee has a well thought-out approach for understanding people, or is there naivete about individual differences.

15. ORGANIZATION AND PLANNING: Able to organize or schedule people or tasks, to develop action plans leading to specified goals, and to plan effectively.
-

PROBE

INTERPRETIVE GUIDE

1. How did you organize your work in your last position? What happened to your plan when emergencies came up?

Observe if the individual is aware of the importance of having a specific time for planning and organization; was time given to establishing work procedures; did the plan effectively deal with emergencies?

2. Describe how you determined your priorities on your last job.

Did the individual define priorities in terms of a well-defined, long-range approach; is there evidence for establishment of priorities on a daily basis?

3. Describe how you schedule your time on an unusually hectic day. Give a specific example.

Consider specific elements in work scheduling...did the individual control the environment; or did the environment control the individual?

4. The old adage, "A stitch in time saves nine," relates to most jobs...Tell me about a time when it related to your past position.

Determine if the individual is aware of the relationship between planning and decision making; is there an awareness that an adequate plan provides the criteria for fast and effective decision making?

5. Have you worked in a situation in which there were constant surprises or unanticipated events coming to your attention? How did you deal with them?

Consider the extent to which the individual developed plans and strategies so that surprises will not reoccur in the future. Was there an awareness that constant emergencies are a sign of poor organization?

6. What has been your experience with manpower or market forecasting...what types of techniques did you use in creating a forecast... how accurate were they?

Does the individual present a logical sequence used in workload or market forecasting? Did the individual use a "gut feel" process, or was a more sophisticated fact finding and data collection process used?

7. What experiences have you had with budgetary decisions? What conclusions have you reached about how they ought to be done?

Determine if the individual is aware of the negotiation process typically involved in developing budgets; observe if the individual is aware that budgets are designed to reach objectives, rather than to simply expand functions.

8. How far ahead do you plan? Can you tell me about a time when planning ahead (or not planning ahead) benefitted you (or hurt you)?

Does the individual appreciate the value of planning ahead and anticipating problems? Do long-range plans have sufficient flexibility to allow for unanticipated events? How specific are the plans? Are they realistic?

9. What have been your experiences in scheduling the work of others? What problems arose? How did you handle them?

Does the individual show concern for others along with concern for the task? Was the planning done systematically? Once a schedule has been made, will the individual make changes to accommodate people's needs?

10. Can you tell me about a time when your carefully laid plans were fouled up? How did you react? What happened?

Is the individual a slave to his/her plans? What strategy was used to reformulate plans? Is the individual flexible in planning?

16. CREATIVITY: Able to develop unique and novel solutions to problems; present information in an attention gaining and interesting manner.
-

PROBE

INTERPRETIVE GUIDE

1. When have you used your creativity to solve a problem at work?

Look for truly unique solutions to a problem. Can the individual apply creative processes to everyday problems?

2. Are you the type of person who likes to "try new things," or "stay with regular routines?" Give an example.

Does the individual have an adventurous spirit which will encourage exploration of new approaches to solving old problems? Consider if the interviewee has adapted or conformed to the ideas of others.

3. What do you have to do that you consider to be your biggest time-waster at work? How would you change it if you could?

The most frequent response to this type of question is meetings; determine if the individual has a method for creatively reducing the time wasted in meetings, group sessions, etc.; otherwise evaluate the creativity of the answer.

4. As a young person, what types of activities were you involved in which would help you develop creative skills? Be specific.

Observe if the individual can detail creativity building experiences during youth. Observe also if the individual received awards or special recognition for creative activities.

5. What would you regard as being the most creative activity you have engaged in? Did it bring you recognition, financial reward, or personal satisfaction?

Evaluate if the individual can be specific with regard to their greatest creative accomplishment. Observe if their focus of elaboration in discussing their accomplishment is associated with the creative act itself or with the results of the act.

PROBE

6. What would you say has been the most creative accomplishment in your last position? Be specific.

7. Some creative individuals require a stimulating environment to facilitate their productivity; other creative personalities seem to be productive regardless of their immediate work environment. How do you evaluate yourself on these issues...provide a specific example.

8. What would you observe to be the most creative bit of work done in your field in the last few years? How has the work impacted on you?

9. Do you think everyone has the capacity to be creative? What experiences led you to your conclusions?

10. What's the most creative thing you've ever done outside of your work?

INTERPRETIVE GUIDE

Determine if the individual can explain a creative accomplishment in their last job.

Evaluate if the individual is aware of the relationship of their creative skills to their working environment. Determine if the individual's environmental needs match the conditions of the job under consideration.

Observe if the individual can describe creative work. Also, determine if the individual's creative appreciation impacted on their own self-development?

Determine whether the individual has a "theory" of creativity. Is it seen as a gift or as something that can be developed? In the position under consideration, will the individual expect creativity only from certain employees?

Observe if the individual sees the application of creativity to everyday problems and not just as "works of art."

- 17) VERSATILITY: Able to modify one's own behavioral style to respond to the needs of others while maintaining one's own objectives and sense of dignity.

PROBE

INTERPRETIVE GUIDE

1. When was the last time you stepped out of your lifestyle (routine...preferences) to accommodate the wishes of another person? Be specific.

Observe if the individual provided a specific example of setting aside personal preferences in order to adapt to the needs of others.

2. When are you more formal or more informal as a manager? Describe a situation where you have had to adapt your style.

Did the individual express awareness of the utility of varying degrees of formality in differing situations? Did the response suggest an ability to be versatile?

3. Almost all work situations will require us to interact with some people we dislike. Describe a situation that you have encountered like this and explain how you handled it.

Was there maturity in coping with individual differences; evaluate the level of insight concerning the motivations and needs of others. Was there a modification of the individual's style to accommodate the disliked people?

4. Who is the most demanding manager you have worked for... what was his/her management style?

Look for ability to work with authority figures. Did the individual acquiesce to authority and thus reduce commitment to do the job well; did the acquiescence interfere with maintenance of high performance standards; or was there rebellion against an authority figure? Was there evidence of successful adaptation that resulted in superior performance?

5. Give me an example of how you handled a tense situation at work.

Determine what the individual did to cope with interpersonal conflict. Was there evidence that the interviewee adapted to or influenced the overall outcome of the situation?

PROBE

6. Some people are said to have the ability to "roll with the punches." Describe a situation where you demonstrated this type of skill in working with people. Be specific.

7. Many management theorists emphasize that it is important to have a plan through which we can win friends and influence people. What would you say that your plan for achieving this goal has been in the past? Tell me about a specific time when your plan worked to your advantage.

8. A behavioral scientist once said, "In order for an individual to be interpersonally effective, it is necessary to do to oneself for others." Can you tell me about a situation where you found this to be true?

9. Is there anything that you feel is non-negotiable? If so, tell me about a time when that belief made people see you as inflexible or opinionated.

10. In order to be effective as a negotiator, it is important to not only be able to analyze your competition, but also to be able to compromise. Describe an experience in negotiating that reflects your ability to compromise.

INTERPRETIVE GUIDE

Look for evidence of accommodation in lifestyle, habit patterns, or preferences to meet the needs or demands of another person or situation. Observe if the individual provides a relatively significant or insignificant example.

Determine if the individual had a specific approach to establishing friendships. For example, was there mention of discussing the other person's interests, establishing common interests, or avoiding talking about oneself? Did the description of the approach suggest adapting to others and being flexible?

Did the individual explain the concept of versatility; probe into the individual's ability to provide a specific example of versatile skills and action.

Did the individual describe a strong point of their character which would not allow for compromise? Observe if the individual gave examples of a failure to compromise which would suggest difficulty in relating to others.

Did the individual give an example of past behavior in compromising? Did the individual prefer pushing a single idea to compromising?

- 18) SHREWDNESS: Able to recognize and use information about organizational climate and key individuals to accomplish legitimate organizational goals; aware of the importance of timing and group processes in managing change; avoids creating the perception of being a manipulator

PROBE

INTERPRETIVE GUIDE

1. Many times being effective in a job means "reading the system" or figuring out what must be done to institute a change. Describe a time when you "read the system."

Did the example suggest skill in using the political forces in the organization? Was there awareness of the interrelatedness of the parts of the system? Did the "figuring out" of how to affect change show ingenuity, insight, or cleverness?

2. Politics at work is generally seen as being negative, but it is also clear that sometimes it is necessary to be careful about what you say and do. When have you found it necessary to be careful?

Was there an appreciation for the possible ramifications in the system of imprudent actions? Is the system seen as in a state of balance?

3. Different people have different "hot buttons." When have you been successful in discovering what it really took to be successful in selling higher management (a co-worker, or subordinate) on a change?

Does the example show unusual ability to "read" others and a good sense of when to seize an opportunity?

4. Whom do you know who has been very effective in getting things done in a complicated working environment. What did they do...how are they like (or unlike) you?

Did the individual identify plausible strategies for effective change in a complicated environment? Or, did the individual credit the effective person's success to luck or super-human abilities? Did the individual use this example to highlight personal skills in this area?

5. Describe a time when you were able to reverse a negative situation at work.

Did the individual show skill in "reading" the situation; did the change result in real benefits to the organization?

PROBE

INTERPRETIVE GUIDE

6. Occasionally it is important to be able to read "hidden meanings" in work communications. Describe a time when you were able to decipher a hidden meaning in a work-related communication.

Can the individual see below the surface or read between the lines? Or does the individual naively assume things are as they appear?

7. What have been your experiences in dealing with organization politics? What happened?

Did the individual describe the political climate in a sophisticated "system" way? Or did the description reflect a simplistic good guy/bad guy perspective? Was there an ability to operate effectively within the political climate?

8. What is your definition of employee development? Describe how your definition fits in with your actions in your current position. When have you been supportive (or unsupportive) of employee development?

Determine if the individual believes it is an organization's responsibility to develop its employees as jobs grow and change...observe if the individual agrees with the "whole person" approach in business. Is there sensitivity to differing development needs for different persons?

9. How do you think your job will differ 20 years from now as a result of technology?

Does the individual take a futurist perspective? Does technology excite the individual? Is there a dignified role for humans or are people "lost" in the view of the future?

10. Do you know of any cases where someone has been threatened by the introduction of new technology. (Maybe you?) What happened? What should have happened?

Does the individual appreciate the threat that technology holds for some people. Is there awareness of the use of participation and involvement as a method for gaining commitment to change?

- 19) TEAM BUILDING: Able to work with people in such a manner as to build high morale and group commitments to goals and objectives.
-

PROBE

INTERPRETIVE GUIDE

1. Tell me about a time when you managed employees who were jointly resistant to management.

Does the individual have awareness of the forces which may cause employees as a group to resent and resist the directives of management? Did the individual side with employees or management; was a realistic position taken?

2. In your present job, tell me about a time when you had difficulty getting others to establish a common approach to a problem.

Establish if the individual planned a firm strategy for team building or simply used a "hip pocket" approach.

3. Describe how you have coordinated the work of subordinates who dislike one another.

Consider the individual's ability to serve as a mediator and establish common objectives for differing personalities.

4. Describe a "healthy" staff meeting that you have been in...an "unhealthy" staff meeting.

Did the interviewee express awareness of staff meetings as time-wasters? Did the individual mention group discussion and participation as important characteristics of healthy meetings?

5. Give an example of a situation in which you developed a high morale working group.

Did the individual define a high morale group in terms of strong group coalescence and high standards of performance? Did the interviewee emphasize both task and people orientation in gaining high morale?

PROBE

6. Describe an experience in your background where you saw working environment or management style weaken the team work attitude. What did you do?
7. When a team work atmosphere exists, workers will frequently criticize each other in order to raise performance standards. Describe where you have seen this process take place.
8. Military thinkers agree that building a strong team involves high commitment to task, strong discipline, and good interpersonal relations. How would you evaluate your present employment situation on these three dimensions. Why?
9. Have you found a relationship between maintaining effective job descriptions and development of a sound team work atmosphere? Describe a situation where that relationship was evident.
10. In your experience, has team sports taught you helpful skills that transfer to the work place? Can you remember an important lesson you learned in sports that still is useful to you today?

INTERPRETIVE GUIDE

- Did the individual describe a situation where team work attitude was inhibited; if possible, was meaningful action taken to solve the problem?
- Observe if the individual understands the meaning of the question. Is there acceptance of the idea that working peers can openly criticize one another without developing hostility?
- Determine if the individual is able to directly apply the points of evaluation to the working environment. Probe to gain behavioral examples concerning commitment, discipline, and interpersonal relations skills.
- Were team work activities equated with sound knowledge of how one's job relates to the jobs of others? Did the individual assume that job descriptions alone would build a sound team?
- Observe if the individual can articulate elements of team sports that are also common to group work activities.

- 21) LEADERSHIP: Attempts to influence the actions and opinions of others in a desired direction; exhibits judgment in leading others to worthwhile objectives.

PROBE

1. Give an example of a time in which you had to be persuasive in getting your idea across...even when the odds were against you.
2. Briefly review the leadership experience you have had, giving examples that would show what your leadership style is like.
3. Give a brief summary of the leadership situations which you have held. What was your major success and major failure as a leader?
4. What do you think are the most important components of a practical leadership philosophy? Describe how you developed your philosophy.
5. Describe how you delegate responsibility in your current job.

INTERPRETIVE GUIDE

- Look for the individual's reliance on persuasive, as opposed to autocratic techniques. Consider if there was a plan for approaching the problem; did the plan show insight with regard to the motivations and traits of others?
- Consider if the individual uses an autocratic or persuasive leadership style; also determine if the individual can be influential without use of power, status or position. Consider the quality of past leadership accomplishments.
- Consider level of experience, including breadth or variety of leadership situations, and depth or level of responsibility in leadership; evaluate the level of effectiveness in these experiences.
- This is a relatively abstract question, but it can be determined if the individual has, in the past, taken the time to consider the importance of managerial philosophy. If the individual can describe a well thought-out belief system, it might be inferred that a reasonable amount of attention has been given to development of a workable leadership style.
- Delegation is defined as the assignment of tasks and responsibilities to subordinates and giving appropriate trust and freedom to the individual to work to the completion of tasks. Did the example show a prudent use of delegation?

PROBE

6. Give an example in which you have seen a manager improperly use authority. How did you react to the situation...How did you cope with it?

7. Who have you most respected for their leadership qualities? What were these specific qualities? Has there been a time when you tried to use this style?

8. Which of your strengths contributes most to your leadership ability? Can you think of a time when, without that strength, you would have failed as a leader?

9. Did you learn anything about leadership from your parents? When have you applied their lessons?

10. Have you ever had to take over a leadership role unexpectedly? (Perhaps sudden illness of your boss.) How did it work out?

INTERPRETIVE GUIDE

Observe if the interviewee implies that strong use of authority in leadership is always desirable; can the individual use persuasion to influence others?

Determine if the individual is aware that leadership qualities can be learned and used effectively. Was the style effectively used?

Determine whether the individual appreciates that there are different styles of leadership. Is there a match between leadership styles and personal strengths?

Is the individual's current style compatible with parental upbringing? Did the individual emphasize positive or negative attitudes toward leadership?

Observe how the individual met the change. Was the style of the predecessor adopted? Was the outcome successful?

The primary objective of behavioral interviewing is to:

1. CONTRIBUTE TO THE DEVELOPMENT OF VALID INTERVIEWS
WHICH BRING QUALITY WORKERS TO SPECIFIC JOBS

WHILE

2. USING A SELECTION APPROACH WHICH IS JOB-RELATED
AND CONTRIBUTES TO THE UNBIASED EVALUATION OF PERSONS
IN PROTECTED CLASSES.

To avoid biasing the evaluation of persons in protected classes, it is essential that all interview questions be non-discriminatory. The following test will help you learn to distinguish illegal and legal questions.

RECOGNIZING ILLEGAL INTERVIEW QUESTIONS

Decide whether each question is lawful or unlawful. Turn back the page for the answer and an explanation.

LAWFUL?	QUESTION OR STATEMENT	AFFECTED CLASS
YES NO		
— —	1. Have you ever been in trouble with the law?	EVERYONE
— —	2. Who did you vote for in the last election?	

YES NO		
— —	3. Can you work well with whites?	RACE
— —	4. Did you grow up in the ghetto?	
— —	5. I bet you're a good dancer!	

YES NO		
— —	6. Is that a Polish name?	RELIGIOUS/ ETHNIC MINORITIES
— —	7. Have you changed your name?	
— —	8. Where do you go to church?	
— —	9. Are you saved?	
— —	10. Are your parents citizens?	
— —	11. Do you speak Spanish?	
— —	12. What's your first language?	
— —	13. What clubs or lodges do you belong to?	
— —	14. This job requires Saturday work. Can you work on Saturdays?	
— —	15. Did you go to a private or a public school.	
— —	16. I don't know how you people eat that kind of food--makes me burp.	

ANSWERS AND EXPLANATIONS

An unlawful question is any non-job-related question that could adversely affect a member of a protected class. In addition, any inquiry is illegal if it violates any person's normal rights. Lawful questions are job-related and give all applicants a fair chance.

Both 1 and 2 are illegal. 1 could be rephrased "Have you ever been convicted of a crime?" An applicant faced with question 2 could, for example, legitimately assume he would be denied freedom of speech on the job.

Any questions or statements which relate to race are illegal. Avoid any statements that presuppose racial stereotypes.

Questions 11 and 14 can be legal if they are job-related. All other questions are unlawful. Notice that question 11 is neutral--one could learn Spanish in many ways. Question 12 asked of the same person presupposes that family origins are Spanish or Mexican. Avoid any references to religion or to organizations associated with certain religions. Rather than ask what religious holidays a person observes, ask questions such as 14 which states the job requirements which might conflict with the applicant's religion. Avoid any small talk that reflects stereotypes such as "You Catholics are good at this type work--you're all laid back," or "You should be a good accountant; after all, you're Jewish."

ANSWERS AND EXPLANATIONS

Turn back the page for the
answers and explanations.

LAWFUL?	QUESTION OR STATEMENT	AFFECTED CLASS
---------	-----------------------	----------------

YES NO

- | | | | |
|---|---|--|--------------|
| — | — | 17. Will your husband approve of your working? | |
| — | — | 18. What child care plans have you made? | |
| — | — | 19. Will you get pregnant? | <u>WOMEN</u> |
| — | — | 20. Do you plan more children? | |
| — | — | 21. Are you married? | |
| — | — | 22. Can you lift 70 lbs.? | |
| — | — | 23. It'll sure dress up the office to have you around. | |
| — | — | 24. How old are your children? | |

YES NO

- | | | | |
|---|---|--|------------|
| — | — | 25. Can you keep up with my younger workers? | |
| — | — | 26. Do you think the audience will accept a 65 year old Huckleberry Finn? | |
| — | — | 27. I bet you saw action in WWII! | |
| — | — | 28. Do you think it's dignified for a grandmother to be selling vacuums door-to-door? | <u>AGE</u> |
| — | — | 29. This job requires quick reaction time. Are you willing to take a reaction time test? | |
| — | — | 30. You deserve a rest. People your age should be rocking on the front porch. | |

YES NO

- | | | | |
|---|---|--|--------------------|
| — | — | 31. Are you always going to be like this? | |
| — | — | 32. People in wheelchairs can't manage other workers. | |
| — | — | 33. We don't have ramps. Will you need special facilities? | <u>HANDICAPPED</u> |
| — | — | 34. Could a teacher with one arm handle this bunch? | |
| — | — | 35. Do you have any physical disabilities? | |

ANSWERS AND EXPLANATIONS

Question 22 is legal if it is job-related and is also asked of men. Any such question which might have adverse impact MUST be phrased in a neutral way and must be clearly job-related. The other questions are unlawful. Avoid questions about child care and marital responsibilities. Assume if the woman is applying, she has worked out the necessary details. You can get information by asking questions such as "Do you have any outside obligations that would prevent you from working late/traveling/relocating," etc. Avoid condescending small talk about the applicant qua woman.

Questions 26 and 29 are legal because they are job-related. Questions such as 25, 28, and 30 presuppose stereotypes of older persons. In general, avoid any questions that draw attention to an applicant's age, such as question 27.

Question 33 is legal because it is job-related. Questions 32 and 34 are illegal because they reflect stereotypes. Questions 34 and 35 are unlawful because of their broad scope--you MAY ask if the applicant has any physical condition which might limit ability to perform the job for which he/she has applied. Question 34 might be rephrased in a more specific way: "Teaching PE includes spotting the boys on the gymnastics team. How would you do that?" The answer to question 31 is none of the interviewer's business. You may be curious about how the applicant manages, but if it's not job related, don't ask it!

ANSWERS AND EXPLANATIONS

Turn back the page for the
answers and explanations.