

and



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### Interviewing: Cool Tools for Your Toolbox

Name of Participant: \_\_\_\_\_

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**Certifications**

- Breakthrough Coaching: Enhanced Practitioner
- Corporate Coaching® from Corporate Coach U
- Mediation Harvard Law School Program of Instruction for Lawyers
- Advanced Mediation, CDR Emotional Intelligence
- TypeCoach Master Coach®
- Master Trainer**
- Crucial Conversations for Accountability\*
- Crucial Conversations for Mastering Dialogue\*
- Influencer: *The New Science of Leading Change*\*
- Getting Things Done™
- Myers Briggs Type Indicator and Its Implications\*
- Senior Human Resources Professional

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**Virtual and In-Person Training Offers Coaching for:**

- Executives, Managers, Leaders and Team Members

**Offers Training in:**

- Building Healthy Teams
- Building Influence Capacity
- Coaching & Performance Management
- Change Implementation
- Diversity, Equity & Inclusion
- Harassment Prevention
- Interviewing
- Mediation & Conflict Resolution
- Myers Briggs Type Indicator and Its Implications
- Using TYPE to Increase Emotional Maturity
- Life Time Management
- Stress Management
- Presentation Skills & Train the Trainer

**An experienced**

- Keynote & Conference Speaker,
- Retreat Facilitator
- and Team Builder

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**Sharon W. Lovoy, SPHR**  
205.913.2982  
[www.LTWINC.COM](http://WWW.LTWINC.COM)

**HUMAN RESOURCES CONSULTANT**

Who has built a thriving practice through proven results and long-term partnerships with client organizations.

**Lovoy's Team Works, Inc.** has over 300 clients, many retained from the company's inception. It is praised for helping clients achieve positive, lasting results and inspire "buy-in" at all levels.

**COACHING FOR EXECUTIVES, MANAGERS, LEADERS AND TEAM MEMBERS** to enhance performance and relationships by exploring real problems, resolving conflicts and formulating solutions and action plans.

**Mediation and Conflict Resolution**

Intervention and training of skill sets to enable organizations, teams and individuals to break away from past behaviors and develop a new, healthy culture, saving money otherwise spent to replace team members or costs of complaints and litigation.

**DIVERSITY, EQUITY & INCLUSION**

Retained by law firms and State and Local governments to intervene to remedy problem behaviors, create productive teams, and prevent further claims of sexual or racial harassment.

Current book in progress  
*Cure Your Staff Infection!*  
The Leader's guide to dealing with Contagious bad behavior, Workplace drama and Knots in the pit of your stomach

**Memberships**

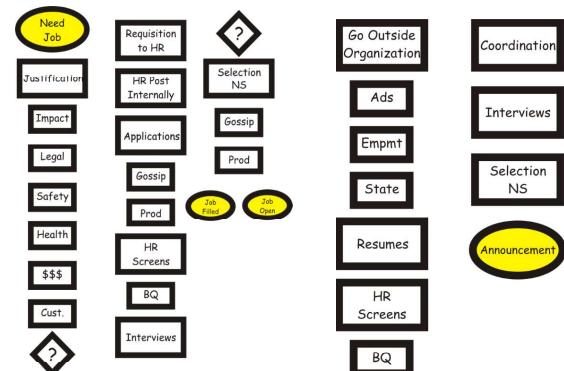
International Coaching Federation, Society for Human Resources Management, Association for Talent Development, Association for Psychological Type International, Australian Association of Psychological Type, British Association of Psychological Type, Academy of Dialogue Professionals

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### Objectives

You will have skills to:

- Identify why questions such as, "What are your strengths?" and, "What are your weaknesses?" are a part of poor interviewing techniques.
- Determine why certain questions are more effective and will yield better information than others.
- Get a "cool tool" that will make designing great interviewing questions easy!
- If you are the one being interviewed, determine how to give a strong answer to a poor question. 😊



### Potential Problems:

- EEOC has noted that individuals may come into a company and check the hiring practices regardless if they are truly interested in applying for the position.
- It is critical that you review your hiring practices to make certain that you are not violating the law.
- The recruitment process is very expensive and time consuming.
- Cost of turnover is high.

- Get better qualified candidates.
- Acknowledge that the interview process has its limitations and learn how to make the most of this tool.
- Workforce is becoming more diverse.
- Understand that organizations have to compete for the better candidates in response to studies that show we will have fewer good candidates with education and/or skills.
- You are entering into a long-term relationship with an individual. You owe it to yourself, your employees and the applicant to do everything possible to make the relationship productive.

## Solutions: Keep It Legal

### ILLEGAL/NOT RECOMMENDED QUESTIONS

Care must be taken not to conduct an interview in which a candidate is intentionally or unintentionally discriminated against. The general areas of concern are:

- |   |   |
|---|---|
| <input type="checkbox"/> Ability to work certain days | <input type="checkbox"/> National Origin  |
| <input type="checkbox"/> Ancestry                     | <input type="checkbox"/> Parenthood (ability to care for children or maternity plans) |
| <input type="checkbox"/> Arrest record                | <input type="checkbox"/> Physical/Mental Disabilities                                 |
| <input type="checkbox"/> Creed/Religion               | <input type="checkbox"/> Race   |
| <input type="checkbox"/> Marital Status               | <input type="checkbox"/> Gender and Sexual Orientation                                |
| <input type="checkbox"/> Military Discharge           |   |

## Close Ended Questions

1. Do you feel you are qualified for this position?
2. Did you get along with your last supervisor?
3. Were you able to handle difficult on-the-job situations easily?
4. Do you consider yourself a good decision maker?
5. Did your previous job prepare you for greater responsibilities?
6. Can you learn quickly under pressure?
7. Can you accept criticism easily?
8. Are you ambitious?
9. Do you consider yourself a leader?
10. Do you have a strong work ethic?

**What would you learn from using this type of question?**

## Problem: We Use Bad Questions

### HOW MANY OF THESE ARE TRUE FOR YOU?

**Directions:** Place a check beside each one that is generally true about you. You may check any or all of these items.

- \_\_\_\_ 1. I am nice.
- \_\_\_\_ 2. I am a leader.
- \_\_\_\_ 3. I am a good worker.
- \_\_\_\_ 4. I am a people person.
- \_\_\_\_ 5. I can be depended upon.
- \_\_\_\_ 6. I have a good personality.
- \_\_\_\_ 7. I get along well with others.
- \_\_\_\_ 8. I believe in good customer/client service.
- \_\_\_\_ 9. I believe in mother, apple pie and baseball.
- \_\_\_\_ 10. I have all the qualities of a good Boy or Girl Scout.

SCORE: Number checked \_\_\_ X 10 = \_\_\_

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## Present/Future Open-Ended Questions

1. What methods would you use to make a decision?
2. How would you plan your work?
3. Under what conditions do you learn best?
4. What is your definition of success?
5. Tell me about "the perfect job."
6. What kinds of challenges are you looking for?
7. Under what kind of conditions do you work best?
8. Tell me about the perfect manager.
9. How do you handle office gossip?
10. Why should we pick you?
11. How do you handle conflict?
12. Where do you see yourself in 5 years?
13. What are your strengths?
14. What are your weaknesses?
15. What kind of worker are you?
16. What were the last three books you read?

**What would you learn from using this type of question?**

## Hypothetical Questions

1. You traveled with someone in the same car to another office and you both got home at 5:30P and did not eat dinner. You noticed that the person charged \$15.00 for his or her supper on an expense report for that trip. What would you do?
2. If you became aware that someone was absent from work and it was not charged to his or her time sheet, what would you do?
3. If you got the job, what would you do in the first month?

**What would you learn from using this type of question?**

## Leading Questions

1. Don't you agree that a good supervisor looks after his/her employees?
2. What is it like about supervising people, the challenge of it?
3. This job requires that you work alone. Do you think you would have any problems working by yourself?
4. This job requires that you work with a lot of different people. Do you think you would have any problems working with others?
5. This job requires that you make decisions quickly. Do you think you would have any problem doing that?
6. This job requires that you make decisions deliberately. Do you think you would have any problem doing that?
7. This job requires that you handle details. Do you think you would have any problem doing that?
8. This job requires that you be flexible. Do you think you would have any problem being flexible?
9. This job requires that you cooperate with others. Do you think you would have any problem with that?

**What would you learn from using this type of question?**

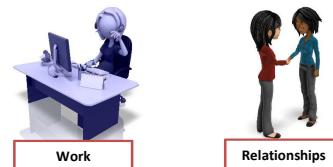
## Loaded Questions

Q: Do you enjoy harassing people or do you consider yourself a person who just can't deal with team member problems?

**What would you learn from using this type of question?**

## Solution: Design Better Questions

**ANALYSIS** What are you looking for? You are probably focused on two areas:



You should determine both the context and the content of the job.

### CONTEXT

<b>STRESS</b>
•High? •Low?
<b>SOCIAL</b>
•Work alone? •Work with others?
<b>ENVIRONMENT</b>
•Work outside in bad weather? •Dirty job?
<b>PHYSICAL</b>
•Lift heavy? •Involve lifting? •Working in cramped spaces •Walking long distances?
<b>CHANGE</b>
•Routine? •Variety? •Ambiguity?

### CONTENT

These are the essential job functions or performance competencies. The **position description** is a good place to begin to see what duties are to be performed by the new member. This analysis should include a determination of which KSA's (Knowledge, Skills and Abilities), this individual should possess. See Appendix for examples. Current persons in the same position or previous incumbents are very often good sources of information.

## **Knowledge, Skills and Abilities**



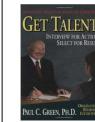
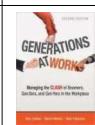
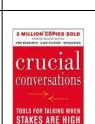
# **ALL PAST FOCUSED, WITH PROOF!!!**

- Give me an example when you \_\_\_\_\_
  - Give me specifics about a time you \_\_\_\_\_
  - Tell me about a time when you \_\_\_\_\_
  - Describe a situation in which you \_\_\_\_\_
  - Plus: contrary evidence questions!

**NOT: How *would* you...?**

1. Give me an example of a time you \_\_\_\_\_.
  2. Tell me about a time when you \_\_\_\_\_.
  3. Describe a situation in which you \_\_\_\_\_.
  4. Tell me about a time when you didn't \_\_\_\_\_ when you should have \_\_\_\_\_.
  5. Tell me about a time when you should have \_\_\_\_\_ and you didn't.
  6. Tell me about a time when you failed to \_\_\_\_\_ and what happened as a result.
  7. Often it is important to be \_\_\_\_\_ (fill in with an adjective) about \_\_\_\_\_ (fill in with a noun). Describe a time when you were \_\_\_\_\_.
  8. What types of experience have you had in \_\_\_\_\_. Specifically tell me \_\_\_\_\_.
  9. What has been your experience in \_\_\_\_\_?
  10. This job will require you to \_\_\_\_\_. When have you had to \_\_\_\_\_ and how did it affect you?
  11. Sometimes it is important to \_\_\_\_\_. Tell me about a time when you \_\_\_\_\_.
  12. At work it is sometimes desirable to \_\_\_\_\_. Tell me about a time when you \_\_\_\_\_.
  13. Give me an example of when you used \_\_\_\_\_ as a way to \_\_\_\_\_ (resolve a problem/  
create a solution/build teamwork).
  14. Tell me about the (system/procedure/method) you used to \_\_\_\_\_.
  15. Describe the most important (work contribution / work experience) you have had in  
\_\_\_\_\_.
  16. Often, we have to \_\_\_\_\_ (skill) to \_\_\_\_\_ (results). Describe a time in  
which you used \_\_\_\_\_ (skill). What were the results?

Read All About It!

 <p><b>FYI</b> For Your Improvement A Development and Coaching Guide for Learners, Supervisors, Managers, Mentors, and Feedback Givers, Michael M. Lombardo and Robert W. Eichinger, <a href="http://www.lominger.com">www.lominger.com</a></p>	 <p><b>GET TALENT!</b> INTERVIEW FOR A BETTER SKILL FOR RESULTS PAUL C. GREEN, PH.D.</p>	<p><b>Get Talent: Interview for Actions, Select for Results by Paul C. Green</b></p>
 <p><b>Interviewing: More than a Gut Feeling</b> Richard S. Deems, Ph.D., American Media Publishing, 1-800-262-2557</p>	<p><b>Interviewing: More than a Gut Feeling</b> Richard S. Deems, Ph.D., American Media Publishing</p>	 <p><b>GENERATIONS AT WORK</b> Managing the Clash of Generations, Gen Xers, and Gen Yers in the Workplace Ron Zemke, Bob Filipczak, Claire Raines</p>
 <p><b>Getting Things Done</b> The art of stress-free productivity David Allen <small>WITH PRACTICAL EXERCISES AND ACTION STEPS</small></p>	<p><b>Getting Things Done: The Art of Stress Free Productivity™</b> is a one-day course featuring a leap forward in ability to get control of email, conflicting priorities and a heavy workload. Participants will set up systems in class that work for their workstyle. Sharon Lovoy is certified to provide this training.</p>	 <p><b>crucial conversations</b> Tools for Talking When Stakes Are High PETER H. VENNER, BOB FERRELL, SHARON LOVOY</p>
 <p><b>Crucial Accountability</b> Tools for Resolving Violated Expectations, Broken Commitments, and Bad Behavior VitalSmarts™ Combining highly interactive teaching and case studies, learn to prevent problems or manage a crisis. Sharon Lovoy is a Crucial Accountability Master Trainer.</p>	<p><b>Crucial Accountability: Tools for Resolving Violated Expectations, Broken Commitments, and Bad Behavior</b> VitalSmarts™ Combining highly interactive teaching and case studies, learn to prevent problems or manage a crisis. Sharon Lovoy is a Crucial Accountability Master Trainer.</p>	 <p><b>Influencer</b> The New Science of Leading Change™ Teaches anyone how to influence change quickly and produce sustainable results through a coherent and portable model for changing behaviors, a model that anyone can learn and apply. Sharon Lovoy is an Influencer Master Trainer.</p>
 <p><b>Cure Your Staff Infection!</b> The Leader's Guide to Dealing with Workplace Drama, Contagious Bad Behavior, and Knots in the Pit of Your Stomach By Sharon W. Lovoy, SPHR With Mary Anne Parks Antonio</p>	<p>Coming!!!</p> <p><b>Cure Your Staff Infection: The Leader's Guide to Dealing with Contagious Bad Behavior, Workplace Drama, and Knots in the Pit of Your Stomach</b>, Sharon W. Lovoy, SPHR, Mary Anne Parks Antonio</p>	<p><b>Cure Your Staff Infection!</b> The Leader's Guide to Dealing with Workplace Drama, Contagious Bad Behavior, and Knots in the Pit of Your Stomach By Sharon W. Lovoy, SPHR With Mary Anne Parks Antonio</p>

**Notes to Self: Summary of Key Ideas Gained**

- ✓ Significant ideas that are important to you.
- ✓ Ideas that should be explored further with team.
- ✓ Action items.

FOR ME	FOR MY TEAM

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**Appendix: Question Design Tool****Preparation for Writing Interview Questions Worksheet**

Title of Position	Requirements
KNOWLEDGE required for the position.	Years of training (formal or informal)
SKILLS required for the position.	Expertise
ABILITIES required for the position.	
CONTEXT in which this individual will work.	STRESS LEVEL <input type="checkbox"/> Is stress high or low?
	SOCIAL <input type="checkbox"/> Does the individual work alone? <input type="checkbox"/> Does the individual work with others?
	ENVIRONMENTAL <input type="checkbox"/> Will the person work outside? <input type="checkbox"/> In bad weather? <input type="checkbox"/> Inside?
	PHYSICAL <input type="checkbox"/> Is there lots of movement? <input type="checkbox"/> Does the job involve lifting or carrying? <input type="checkbox"/> Cramped spaces? <input type="checkbox"/> Walking long distances? <input type="checkbox"/> Steps?
	CHANGE <input type="checkbox"/> Variety? <input type="checkbox"/> Routine? <input type="checkbox"/> Ambiguity?
Process	<input type="checkbox"/> Work tasks <input type="checkbox"/> Efficiency <input type="checkbox"/> Flow <input type="checkbox"/> Effectiveness
People Skills	<input type="checkbox"/> Internal partners <input type="checkbox"/> External customers/clients <input type="checkbox"/> Peers <input type="checkbox"/> Management <input type="checkbox"/> Others
Competencies	<input type="checkbox"/> Select from next page

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**Examples of Knowledge, Skills and Abilities:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Ability to Learn<br><input type="checkbox"/> Accuracy<br><input type="checkbox"/> Can compute figures, track costs, keep up with a lot of data<br><br><input type="checkbox"/> Adaptability<br><input type="checkbox"/> Administration<br><input type="checkbox"/> Analyzes<br><input type="checkbox"/> Assertiveness<br><br><input type="checkbox"/> Can take steps towards problem resolution or promote company<br><input type="checkbox"/> Attitude remains positive<br><input type="checkbox"/> Attentive to details<br><input type="checkbox"/> Brings out best in others<br><input type="checkbox"/> Can change directions at a moment's notice<br><input type="checkbox"/> Can strictly follow policies/procedures<br><input type="checkbox"/> Can change methods if policies/procedures not applicable<br><input type="checkbox"/> Communication Skills (oral, listening, providing feedback or written)<br><input type="checkbox"/> Comprehension<br><input type="checkbox"/> Compassion<br><input type="checkbox"/> Conflict Resolution<br><input type="checkbox"/> Coping<br><input type="checkbox"/> Creates motivating environment<br><input type="checkbox"/> Creativity<br><input type="checkbox"/> Deals with hostile groups/people<br><input type="checkbox"/> Deals with those higher up in the organization | <input type="checkbox"/> Deals with interruptions and does not have to stay focused on one task at a time.<br><input type="checkbox"/> Deals with those in subordinate roles<br><input type="checkbox"/> Deals with peers<br><input type="checkbox"/> Decision making<br><input type="checkbox"/> Can make decisions quickly<br><input type="checkbox"/> Can hold off decision until have all the details<br><input type="checkbox"/> Can stick to decisions<br><input type="checkbox"/> Can change mind if needed<br><input type="checkbox"/> Delegating<br><input type="checkbox"/> Dependability<br><input type="checkbox"/> Determination<br><input type="checkbox"/> Emotional Maturity<br><input type="checkbox"/> Energy<br><input type="checkbox"/> Financial Analytical Ability<br><input type="checkbox"/> Flexibility<br><input type="checkbox"/> Gains cooperation outside the work unit<br><input type="checkbox"/> Gains cooperation inside the work unit<br><input type="checkbox"/> Gives feedback<br><input type="checkbox"/> Independence<br><input type="checkbox"/> Initiative/Resourcefulness<br><input type="checkbox"/> Integrity<br><input type="checkbox"/> Interaction<br><input type="checkbox"/> Judgment<br><input type="checkbox"/> Leadership<br><input type="checkbox"/> Likes change<br><input type="checkbox"/> Likes routine<br><input type="checkbox"/> Listening Skill<br><input type="checkbox"/> Makes oral presentations<br><input type="checkbox"/> Makes written presentations<br><input type="checkbox"/> Management Control<br><input type="checkbox"/> Motivation | <input type="checkbox"/> Oral Communication Skills<br><input type="checkbox"/> Organizes<br><input type="checkbox"/> Organizational/Political Sensitivity<br><input type="checkbox"/> Plans<br><input type="checkbox"/> Prioritizes needs<br><input type="checkbox"/> Problem Analysis/Solving<br><input type="checkbox"/> Puts others before self<br><input type="checkbox"/> Puts self before others<br><input type="checkbox"/> Reasoning Skills<br><input type="checkbox"/> Receiving Feedback<br><input type="checkbox"/> Risk taking<br><input type="checkbox"/> Sees big picture rather than getting stuck on details<br><input type="checkbox"/> Self-Management<br><input type="checkbox"/> Sensitivity to others<br><input type="checkbox"/> Serves clients and others willingly<br><input type="checkbox"/> Sets goals and objectives<br><input type="checkbox"/> Solves problems systematically<br><input type="checkbox"/> Stays focused despite interruptions<br><input type="checkbox"/> Stays motivated<br><input type="checkbox"/> Stress tolerance<br><input type="checkbox"/> Supports others<br><input type="checkbox"/> Team focus<br><input type="checkbox"/> Technical knowledge<br><input type="checkbox"/> Trains<br><input type="checkbox"/> Uses tact and diplomacy<br><input type="checkbox"/> Versatility<br><input type="checkbox"/> Willing to work long hours<br><input type="checkbox"/> Works best alone<br><input type="checkbox"/> Works best with others<br><input type="checkbox"/> Work Standards<br><input type="checkbox"/> Written Communication Skills |
|--|--|---|

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Top 5 competencies needed to perform in this position.	1. 2. 3. 4. 5.
Questions designed to determine applicant's skill set in Competency #1.	
Contrary evidence question.	
Questions designed to determine applicant's skill set in Competency #2.	
Contrary evidence question.	
Questions designed to determine applicant's skill set in Competency #3.	
Contrary evidence question.	

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<b>Questions designed to determine applicant's skill set in Competency #4.</b>	
<b>Contrary evidence question.</b>	

<b>Questions designed to determine applicant's skill set in Competency #5.</b>	
<b>Contrary evidence question.</b>	

<b>Questions designed to determine applicant's Emotional Maturity Skill Set.</b>	
<b>Contrary evidence question.</b>	

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## Sample Questions:

1. Organized: Being organized is extremely important in this position. We have lots of details that must be taken care of and we need to be able to track progress on putting together a program.
  - ◆ Give me an example of a complicated project you worked on and how you were able to track your progress and keep others informed.
  - ◆ Follow up: What system(s) did you use to make sure that you did not forget any details? What system did you use to keep up with the written documents? What systems did you use to make sure that you were not keeping all of the information in your head?
  - ◆ Contrary evidence: Give us an example of a time you let something "fall through the cracks" because you failed to share the information. Tell us exactly what happened, the damage that it caused, and what you learned. (can break into three parts)
2. Initiative: Sometimes we have to approach projects where we might not have the skill sets to tackle the project.
  - ◆ Give me an example of a time you were asked to do something and you didn't know how to do it. Tell us what you did to get training for yourself. Who did you approach? What did you do to fill your knowledge gap?
  - ◆ Contrary evidence: Give us an example of a time you were asked to do something and you didn't know how to do it, and didn't take steps to fill in your knowledge base. Tell us about the excuses you used to avoid the task and what you learned as a result.
3. Multiple steps are critical to making projects be successful. This takes recognizing that you must initiate several tasks instead of waiting for each to be completed.
  - ◆ Give us an example of a project that you handled that had several steps that had to be taken and the efforts you took to get them in process in order to get the project completed within a tight deadline.
  - ◆ Contrary evidence: It can be easy to get into a "wait and see" mode instead of looking ahead to see what else could be done in this time frame. Give us an example of how you let lags in time cause a project not to come in on time. What crises were generated because of this approach? What did you learn?
4. Relationships: Building Social Capital through strong relationships are critical to getting everyone to collaborate. This includes reaching out to others who are not in your immediate area.
  - ◆ Tell us about the ways that you build strong relationships and how those relationships allowed you to successfully complete a project.
  - ◆ Tell us about how you have mindfully reached out to others not in your department and what you have done to maintain the relationships.
  - ◆ Contrary evidence: Tell us about the time that you allowed a conflict get in the way of successfully completing a project. What did you learn about your role in that conflict?

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5. Pitching in: Sometimes we have to help one another and the "It's not my job" is an unacceptable response.
- ◆ Give us an example of how you came through in a situation and performed a job that wasn't in your job description or even below your pay grade or position because you saw the need.
  - ◆ Contrary evidence: Give us an example of how you refused to do a task because you felt like it was beneath you or should have been done by someone else. What did you learn?
6. Self-Starter: Sometimes we get projects without any direction on how to begin.
- ◆ Give me an example of a complex project that you had to complete independently without any assistance from others. What did you do to get yourself motivated to begin? How did you maintain your motivation for the duration of the project?
  - ◆ Tell me about a time you were paralyzed by the complexity of a project and did not know where to start. Tell me how you allowed your procrastination to keep you from being successful. Give me an example of how you learned from this failure to avoid "being stuck."
7. Conflicts: Conflicts among team members are not uncommon. Further, maintaining your neutrality and not taking sides in the midst of drama can be tough.
- ◆ Give us an example of how you facilitated team members to resolve a conflict while maintaining your neutrality and not taking sides?
  - ◆ Give us an example of how you allowed yourself to be drawn into the conflict, sacrificed your neutrality, and lost your effectiveness. Tell us what happened and what you lost? What did you gain in knowledge?
  - ◆ Tell me about a time when two or more of your team members had a conflict—how did you facilitate resolution?
  - ◆ Tell me about a time you lost your cool and said something that you wish you hadn't. How did you make amends with the individual and correct the damage from the event?
8. Trust: Building and maintaining trust is probably one of the most important qualities needed for this position:
- ◆ Tell us about a time you continued to maintain a confidence or sensitive information, even though you felt pressured to do otherwise.
  - ◆ Tell us about a time you stepped over the line and let someone down in this area. What did you learn and how did you restore trust?
9. Receiving and Using Feedback:
- ◆ Sometimes we can spend years in denial and want to see ourselves in the most positive light. Give us an example of a personal failure that you determined was holding you back. How did you discover this?
  - ◆ What role did others play in making you aware of this failure?
  - ◆ How have you used the input of others to improve yourself?
  - ◆ It can be challenging to receive tough feedback. Tell us about a time you initiated the process when you were less than pleased with your own performance?
  - ◆ Give me an example of a time you received some unflattering criticism but made a positive change as a result. Tell me exactly what you did to make the change.
  - ◆ Tell me about a time you got blamed for something that was not your fault. What exactly did you do to correct the perception?

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10. Task Achievement:
- ◆ Tell me about a time you had to balance a tough workload; how did you prioritize—what was the outcome?
  - ◆ Tell me about the organizational system you use to track your assignments and prioritize your work. Tell me exactly what you do when things don't go as planned.
  - ◆ Given a task that you did not agree with, what did you do to make your disagreement known? How did you express your disagreement?
  - ◆ Give an example of a time you identified an issue/problem that no one else had noticed and you resolved it. / were unable to because you were working on something else—how did you handle?
  - ◆ Give an example of a time you were assigned an uninteresting or boring project but managed to stay focused to achieve good results.
  - ◆ Sometimes it is necessary to work in rapidly or unsettled circumstances. When have you found yourself in this situation? Tell me exactly what you did.
  - ◆ Give me an example of a time in which you felt that you were effective in doing away with constant emergencies and surprises in your work climate? How did your planning help you to deal with the unexpected?
  - ◆ Tell me about a time you were asked to do something that you thought was "beneath you?" How did you handle the situation?
11. Follow through:
- ◆ Getting the job done may necessitate unusual persistence and dedication to results especially when faced with obstacles or distractions. Tell me about a time in which you were able to be persistent in order to reach your goals. Be specific in naming the obstacles and exactly what you did to overcome them.
  - ◆ Having a good solution for a problem often entails more than being intelligent and feeling as if you possess the right and only answer. Describe a time in which you sought out the opinions and facts from others and utilized them in solving your problem.
  - ◆ Sometimes we can all procrastinate. Give me an example of where your lack of determination or lackadaisical attitude cost you to lose something important or perform poorly. What did you learn from this experience? How have you used this to perform better since that experience?
12. Dealing with Upper Management: We can often spot flaws in others, particularly in those to whom we report.
- ◆ How have you provided tough feedback to someone who is a position of greater power than you?
  - ◆ How did you make it safe for that person and for yourself?
13. Individuals can become very attached to "that's how we do things around here" way of thinking. Tell us about a time you had to implement a change despite strong reactions from others.
- ◆ What did you do to avoid the "because I said so" trap? and engage employees in the process?
  - ◆ How did you deal with pushback to make the change occur?

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14. Parents who contribute to the school can sometimes feel more entitled to privilege or a break if their student makes a mistake.

- Give us an example of a time you stepped over the line and allowed a parent more leeway than was really fair.
- Give us an example of a time you kept the standard for fairness even though the parent put the pressure on you to cave for their student.

15. Parents have challenges staying within boundaries in the desire to advocate for their children, sometimes thinking their child is "more special" than others or blame their child's physical problems on others.

- Give us an example of how you helped a parent to realize that while every child is special, this person's child is not "gifted."
- Give us an example of how you helped a parent realize that no one is to blame for their child's problems, including themselves.

## Prepare for the Interview

Before the actual interview is conducted, it should be determined who should be present during the interview. It is **NOT** recommended that an entire team conduct the interview, because it will appear to be an interrogation, not an interview! The following issues should be considered:

- Minority representation
- Representation of both sexes
- Representation by persons who will be dealing with this person the most
- Internal partner representation (those who will also have to interact with this person frequently).
- Whether a team member will interview alone (NOT recommended) or as a panel (recommended)

In preparing for the interview, it should be determined how many interviews each candidate will have. Because so many of the candidates are employed elsewhere, care must be taken not to go beyond lunch periods, have the person come in too many times, or call the person on his/her job. HR will help you with this.

### THE ACTUAL INTERVIEW

#### Preparation:

- Decide who will be the ad hoc facilitator for the interview process.
- Secure a place that is private and free of interruptions.
- Place a clock where you can see it without being obvious.
- Don't place anyone facing a window or with sunlight in their eyes.
- Place everyone on the same floor height.
- Don't put the panel on one side of a table and the candidate on the other.
- Don't make assumptions about non-verbal communication unless you have training in that area. Greet him or her with a firm handshake. Be careful not to squeeze too hard!
- Do not make interpretations about the candidate from the firmness of the handshake.
- Look the candidate in the eye and address him or her by name.
- Remember that eye contact will be broken when someone is thinking.
- Exchange information. Use the 80/20 rule. Be prepared to listen 80% of the time and ask questions 20% of the time. Set aside enough time and plan for the final closing remarks.

#### Duties of the facilitator

- Handle all introductions, openings and closures.
- Act as traffic cop for all the questions so there are no repeats or interviewers stepping all over one another.
- Make certain:
  - ✓ The candidate has enough time to think after each question.
  - ✓ The candidate gets an opportunity to ask questions.
  - ✓ No one dominates the interview.

### Structure of interview

1. Interview should be based on past behavior.
2. Interview should be based on skills needed for the job.
3. Focus question on job, not on something that may lead to discrimination.
4. Use devil's advocate questions.
5. Establish rapport.
6. Use open ended questions about past experience.
7. Listen and allow silence.
8. Control the interview.
9. Look for contrary evidence.
10. Take notes and evaluate the interview.
11. Ask the applicant for questions.
12. Make no promises during the interview.
13. REFERENCE CHECKS: Should be performed on all candidates.
14. NEGIGENT HIRING: Your company may be sued if a candidate is hired and later harms other employees or clients and there was something in his/her history that the company knew or SHOULD HAVE KNOWN prior to hiring. An example would be a poor driving record for an employee hired to make deliveries or someone who has sexually harassed others.

#### "Negligent Hiring" Concerns

Picture this scenario: A person applying for a job was incompetent or unfit for the position. You knew or should have known; this person was incompetent or unfit. You failed to conduct an adequate background investigation. The employee's incompetence or inadequacies led him or her to an act or omission which caused injury to another person, either internally or externally. You owe a duty of care to this other person.

**(Note:** Employers serving the public, have a higher standard of duty when hiring drivers, salespersons, security personnel or similar positions). Your hiring of the incompetent person was the proximate cause of the other person's injuries. This may also apply to your relationships with independent contractors and your promotion of existing employees to new, more sensitive jobs.

**One last thought:** Picking people who are just like you may be fine for selecting friends but not for the challenge of being able to communicate with the various clients.

Be careful not to:

- Stereotype
- Project
- Sit on the fence

None of these positions will be helpful in selecting the best candidate. **Good luck!**