

#13 INTERPERSONAL EFFECTIVENESS INTERVIEW GUIDE

PURPOSE OF THE INTERVIEW GUIDE:

This Interview Guide is designed to assist in the behavioral interview process. It provides specific questions and probes for the behaviors of the competency. In addition, positive and negative behavioral indicators are listed that will help evaluate the candidate's responses. While the process described below is designed for multiple interviewers seeing each candidate, it can be completed with only one interviewer.

Prior to the interview:

- ◆ Review the candidate's resume.
- ◆ Review the assigned the competency(s) and the behaviors that comprise each competency.
- ◆ Select the specific questions you feel comfortable asking each candidate.
Note: Not all the questions need to be used – select at least two questions.

During the interview:

- ◆ Greet the candidate and spend a few minutes building rapport; talk about areas the candidate is interested in.
- ◆ Transition into the formal interview.
- ◆ Ask the selected questions and use follow-up probes to get complete examples of the:
 - **Situation** that the candidate encountered;
 - **Actions** that the candidate took;
 - **Results** or outcome of the actions taken.
- ◆ Give the candidate time to think about past examples/experiences when answering the questions.
- ◆ Ideally get at least 2-3 examples for each question.
- ◆ Use this guide to take notes and evaluate the candidate.

Following the interview:

- ◆ Check off appropriate behavioral indicators and summarize key observations and notes. Rate the candidate on each assigned competencies in the space provided at the bottom of each page.
- ◆ Note any observations for competencies not assigned and be prepared to discuss.
- ◆ After completing, interviewers should meet to discuss and reach consensus on the final ratings for each candidate and complete the Candidate Interview Summary.
- ◆ Make the hiring decision.

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| Candidate: | |
| Interviewer: | |
| Date of Interview: | |

INTERPERSONAL EFFECTIVENESS

Definition: The ability to notice, interpret, and anticipate others' concerns and feelings, and to communicate this awareness empathetically to others.

Behaviors:

- a. Understands the interests and important concerns of others.
- b. Notices and accurately interprets what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior.
- c. Anticipates how others will react to a situation.
- d. Listens attentively to people's ideas and concerns.
- e. Understands both the strengths and weaknesses of others.
- f. Understands the unspoken meaning in a situation.
- g. Says or does things to address others' concerns.
- h. Finds non-threatening ways to approach others about sensitive issues.
- i. Makes others feel comfortable by responding in ways that convey interest in what they have to say.

Behavioral Questions and Probes

1. Think about a time you had to give someone some difficult feedback that you knew they would not respond well. How did you give the feedback, what was their response, and how did you deal with their response?
 - What was the situation? What action(s) did you take? What was the result?
2. Tell me about a time when you had to give someone some bad news that you knew they would not respond well to it. How did you go about giving them the bad news, what was their response, and how did you deal with their response?
 - What was the situation? What action(s) did you take? What was the result?
3. Think about a time you had an employee or coworker that you knew something was really bothering them and they never said anything, but you wanted to help. How did you approach this person and what did you say to try to help?
 - What was the situation? What action(s) did you take? What was the result?
4. Tell me about a time you had to speak to someone about their inappropriate behavior, but you knew they would be defensive. How did you approach this person, what was their response, and how did you deal with their response?
 - What was the situation? What action(s) did you take? What was the result?
5. Give me an example of when you had to negotiate a resolution to an issue or problem with a group that had varied opinions. How did you go about resolving the problem or issue with so many varied opinions?
 - What was the situation? What action(s) did you take? What was the result?
6. Tell me about a time when you knew someone totally disagreed with you on something and said nothing, but you knew you had to speak with them about it. How did you know they disagreed with you and how did you approach them about it?
 - What was the situation? What action(s) did you take? What was the result?
7. Share with me an example of when you had to make an announcement to a group that you knew they would not take it well. How did you go about conveying the message, what was their response(s), and how did you deal with their response(s)?
 - What was the situation? What action(s) did you take? What was the result?
8. Give me an example of when someone caught you totally “off guard” about an major issue or concern they had. How did you go about dealing with this person, what was their response(s), and how did you deal with their response(s)?
 - What was the situation? What action(s) did you take? What was the result?

| Positive Indicators | Negative Indicators |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Understands the interests and important concerns of others <input type="checkbox"/> Notices and accurately interprets what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior <input type="checkbox"/> Anticipates how others will react to a situation <input type="checkbox"/> Listens attentively to people's ideas and concerns <input type="checkbox"/> Understands both the strengths and weaknesses of others <input type="checkbox"/> Understands the unspoken meaning in a situation <input type="checkbox"/> Says or does things to address others' concerns <input type="checkbox"/> Finds non-threatening ways to approach others about sensitive issues <input type="checkbox"/> Makes others feel comfortable by responding in ways that convey interest in what they have to say | <ul style="list-style-type: none"> <input type="checkbox"/> Does not consider the interests and important concerns of others <input type="checkbox"/> Makes no attempt to interpret what others are feeling <input type="checkbox"/> Does not consider how people will react to a situation <input type="checkbox"/> Makes little or no attempt to listen to people's ideas and concerns <input type="checkbox"/> Does not consider the strengths and weaknesses of others <input type="checkbox"/> Fails to understand the unspoken meaning of a situation <input type="checkbox"/> Does not address the concerns of others <input type="checkbox"/> Sensitive issues are not handled well <input type="checkbox"/> Does not convey interest in what others have to say |
| Notes | |
| | |

OVERALL EVALUATION – INTERPERSONAL EFFECTIVENESS

| Strength Area | Demonstrates Proficiency | Improvement Opportunity |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |