



Results Orientation

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.

Candidate:	
Interviewer:	
Date if Interview:	

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Definition:

Focusing on the desired end result of one's own or one's units work; setting challenging goals, focusing effort on the goals, and meeting or exceeding them.

Behaviors:

- a. Develops challenging but achievable goals
- b. Develops clear goals for meetings and projects
- c. Maintains commitment to goals, in the face of obstacles and frustrations
- d. Finds or creates ways to measure performance against goals
- e. Exerts unusual effort over time, to achieve a goal
- f. Has a strong sense of urgency about solving problems and getting work done

Behavioral Questions and Probes

1

Describe for me how you organize your time and schedule at work?

- How do you set priorities? What changes those priorities?

2

What has been your biggest accomplishment at work over the last two years and to what do you attribute it to?

- What was your biggest performance shortfall? What did you do about it? What was the outcome?

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3

We all have additional projects and tasks that come up in addition to our normal work. Tell me about a time you had additional projects or tasks added to your responsibilities. What did you do to handle them and ensure things got done?

- What was the situation? What action(s) did you take? What was the result?

4

Think about a major goal you have achieved at work even though you faced significant obstacles or challenges. What was the goal? What were the challenges or obstacles and how did you overcome them?

- What was the situation? What action(s) did you take? What was the result?

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4

Think about a major goal you have achieved at work even though you faced significant obstacles or challenges. What was the goal? What were the challenges or obstacles and how did you overcome them?

- What was the situation? What action(s) did you take? What was the result?

5

Tell me about a problem you saw that others either missed or were not willing to undertake. What was the problem and what did you do about it?

- What was the situation? What action(s) did you take? What was the result?

Positive Indicators	Negative Indicators
<ul style="list-style-type: none"> • Develops challenging but achievable goals • Develops clear goals for meetings and projects • Maintains commitment to goals, in the face of obstacles and frustrations • Finds or creates ways to measure performance against goals • Exerts unusual effort over time, to achieve a goal • Has a strong sense of urgency about solving problems and getting work done 	<ul style="list-style-type: none"> • Does not set clear goals or goals are unrealistic • Gets distracted by events not related to goals; loses focus on getting results • Does not set or focus on priorities; picks the wrong priorities • Slow to react or no sense of urgency when results are not being achieved • Overwhelmed when faced with conflicting demands • Ignores or delays action on problems until assigned or directed • Fails to follow-up or “stay on top of things”; allows things to “fall through the cracks”

Summary Notes

Overall Evaluation—Results Orientation

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