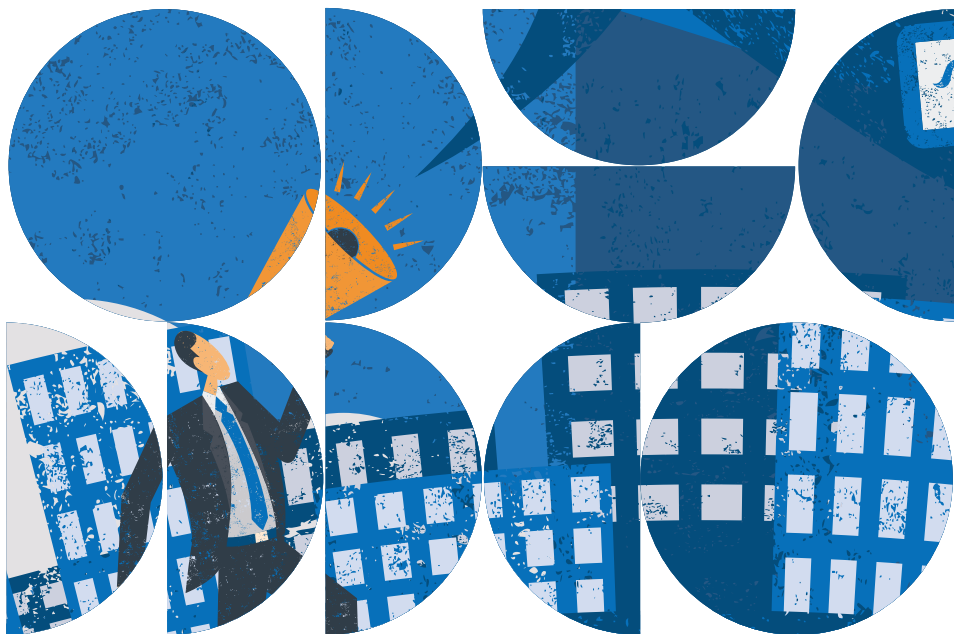




EAB

# Guide to Conducting Behavioral-Based Interviews

Facilities Forum







#### **Who Should Read**

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Senior Facilities Officers

Facilities Unit Directors

Facilities HR Partners

# Guide to Conducting Behavioral-Based Interviews

## **Three Ways to Use This Resource**

- Redesign your interviewing process to better predict candidate performance
- Communicate the value of behavioral-based interviewing to campus stakeholders
- Prepare hiring staff to evaluate candidates based on behavioral competencies

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# Executive Summary

## Facilities Leaders Face Daunting Turnover Costs

With the “graying of the trades,” a dwindling labor supply, and intensifying competition from the private sector, Facilities leaders face growing turnover costs. Annual custodial turnover on most campuses is 10 to 20% (but can be as high as 70% when outsourced). Consequently, the total cost of turnover for some skilled trades positions—combining the impact of recruiting candidates, onboarding new employees, covering vacant positions through overtime, and lost productivity—can be as high as 200% of annual position salary. As a result, many senior Facilities officers seek tactics to increase staff retention and decrease turnover costs.

## Improve New-Hire Fit with Behavioral-Based Interviewing

One promising strategy is behavioral-based interviewing (BBI). BBI allows interviewers to evaluate a candidate based on role-appropriate competencies. Hiring managers ask targeted questions to surface concrete examples from past experiences, signaling how the candidate will perform in the future. More broadly, BBI enables managers to identify candidates who are both technical and cultural fits for the organization. Candidates who spike on both technical and cultural alignment are more likely to attach to an institution and less likely to turn over.

## Representative Outcomes of Screening for Technical Skills and Cultural Fit

|                                  |     |  |  |  |  |
|----------------------------------|-----|--|--|--|--|
|                                  |     | <b>Poor Hire</b>   |  | <b>Successful Hire</b>   |  |
| <i>Adequate Technical Skill?</i> | Yes | Candidates hired may be culturally disruptive or predisposed to disengagement                      |  | Candidates hired are typically strong performers   |  |
|                                  | No  | Candidates rejected for lack of technical skills and behavioral competencies needed to perform job |  | Candidates hired are engaged and motivated, but may require additional training to attain satisfactory technical performance |  |
|                                  |     | <b>Rejected</b>  |  | <b>Missed Opportunity</b>  |  |
|                                  |     | No   |  | Yes  |  |
|                                  |     | <i>Cultural Fit?</i>   |  |  |  |

## Introducing EAB’s Guide to Conducting Behavioral-Based Interviews

Many Facilities divisions have used BBI to hire managerial and leadership roles for years and may incorporate some BBI questions when selecting technicians from the skilled trades. However, some institutions also have begun to use BBI with frontline service staff. This toolkit explores six tools to help Facilities leaders incorporate BBI into the hiring process for any position. The first section helps leaders communicate the value of BBI to stakeholders. The second section helps Facilities leaders implement effective BBI processes and questions. This section includes a comprehensive list of appropriate interview questions, as well as positive answers and red flags to watch out for.

Source: Facilities Forum interviews and analysis.

# How to Use This Tool

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The primary audience for these tools is the hiring manager and/or HR business partner. The table below outlines each tool and what it helps leaders accomplish.

An editable version of this guide is available at [www.eab.com/BBI](http://www.eab.com/BBI).

## Outline of Behavioral-Based Interviewing Tools

| Tool  | Description   |
|---|---|
| <i>Communicate the Value of BBI to Stakeholders</i> |   |
| <b>Tool 1:</b> Sample FAQs Sheet                    | Provides a template for answering the most commonly asked questions about behavioral-based interviewing   |
| <b>Tool 2:</b> Outreach Email Template              | Provides a template for drafting an email or memo to communicate the purpose and timeline for behavioral-based interviewing   |
| <i>Implement Effective BBI Processes</i>            |   |
| <b>Tool 3:</b> Role Competency Selector             | Guides leaders through a matching exercise to identify behavioral competencies for each role; this will inform which questions to include in the interviewing process |
| <b>Tool 4:</b> Competency Question Picklist         | Provides sample questions, ideal responses, and red-flag answers for 14 behavioral competencies associated with Facilities positions                                  |
| <b>Tool 5:</b> Interview Note Sheet                 | Maps out a standard evaluation template for interviewers to record notes and score candidate responses to questions   |
| <b>Tool 6:</b> Multi-Interview Evaluation Template  | Facilitates the evaluation of candidate responses across multiple interviewers to determine average scores and synthesize hiring consensus                            |





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**1**

## **Communicate the Value of BBI to Stakeholders**

- Tool 1: Sample FAQs Sheet
- Tool 2: Outreach Email Template

**2**

Implement Effective BBI Processes

# Tool 1: Sample FAQs Sheet

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## Overview

This tool provides answers to many foundational questions about behavioral-based interviewing (BBI). Facilities and HR leaders should prepare responses to common questions about BBI's purpose and value to hiring managers and other stakeholders.

## Instructions

Distribute this document to relevant stakeholders, or compose your own version using this as a guide. Relevant stakeholders may include directors, unit leaders, and HR business partners. Possible distribution methods include posting publicly, attaching to an email, or presenting at a town hall.

An editable version of this tool is available at [www.eab.com/BBI](http://www.eab.com/BBI).

## Frequently Asked Questions About BBI

### *Question 1: What is behavioral-based interviewing (BBI)?*

BBI is a method of questioning that encourages candidates to describe how they responded to past challenges. The technique is based on the premise that the most accurate predictor of future performance is past performance in similar situations. By getting candidates to discuss past experiences related to crucial job competencies, managers can more accurately predict each candidate's probable job performance, improving the precision of their hiring process.

### *Question 2: Why should my team use BBI questions?*

There are two primary skill sets that determine a candidate's success on the job: technical and behavioral. Technical skills (such as licensure and past experience) determine whether the candidate has the background and qualifications to perform the job. Behavioral skills (such as customer service and teamwork) are integral to job performance but not linked to specific technical competencies.

Traditional interviewing techniques often provide insufficient insight into behavioral skills, even though those skills greatly affect overall work performance. By soliciting information about the candidate's behavioral skills, managers are better able to assess whether the candidate is a good fit for the role. Getting the hire correct the first time around saves resources by avoiding turnover.

**Behavioral Skill:** a skill that relates to a candidate's habitual behavior rather than acquired experience

**Behavioral Competency:** a grouping of similar behavioral skills that impact one another

**Technical Skill:** a skill necessary to perform the job function that can be acquired through experience

### *Question 3: What are the benefits and drawbacks of BBI?*

Incorporating BBI questions into interviewing requires an up-front time investment. Managers must isolate the behaviors necessary to perform the job well and craft questions accordingly. If executed poorly, BBI can represent a significant time expenditure for hiring managers and confuse candidates. However, if executed well, BBI allows candidates to feel welcomed to the institution because they are able to fully discuss their previous experiences outside of the workplace, and managers are able to make intelligent hiring decisions based on all skills necessary to do the job well.

## Sample FAQs Sheet (cont.)

### *Question 4: What makes BBI questions different from other types of questions?*

BBI questions are open-ended questions about how the candidate has handled past work and/or life experiences. An open-ended question prompts more than a simple yes/no or factual response. Open-ended questions allow candidates to share their thoughts and opinions and also help interviewers maintain a conversational tone.

| Examples of closed-ended questions            | Examples of open-ended questions                                       |
|---|--|
| When did you starting working in landscaping? | Why did you choose to work in landscaping?                             |
| How did you learn about this opening?         | Why are you interested in working here?                                |
| Did you like your last supervisor?            | If we called your last supervisor, what would he or she say about you? |

BBI questions are firmly rooted in the past and do not address hypothetical situations or the candidate's self-reported personality traits. By forcing candidates to detail concrete examples, BBI questions pinpoint a candidate's real-world capabilities.

### *Question 5: What does not constitute BBI?*

BBI is frequently confused with other types of nontraditional interviewing, such as situational interviewing or peer interviewing. Situational interviewing asks candidates to describe how they would react in theoretical situations. While this technique may uncover whether a candidate is aware of acceptable behaviors, it does not ask for concrete previous actions taken. Peer interviewing allows unit members to interview candidates together, but this interviewing method does not necessarily include BBI questions.

### *Question 6: What are the main components of a BBI question?*

BBI questions consist of three sequential parts:

1. Prompt candidate to identify a past experience where he/she had the opportunity to exhibit a certain job competency
2. Ask candidate to outline the concrete situation
3. Inquire about his or her response to that situation

BBI questions are always phrased in the past tense to ensure that the candidate discusses a specific occurrence in the past rather than a hypothetical example.

| Examples of non-BBI questions  | Examples of BBI questions  |
|--|--|
| If you were behind on documentation, an angry student was demanding attention, and your manager handed you a new task, how would you prioritize your work? | Think back to the last time you were suddenly overwhelmed by several tasks at once. How did you prioritize your tasks?             |
| How do you usually deal with difficult customers?  | Tell me about a time when you had to deal with a difficult customer. How did you react?  |
| What did you like and dislike about your last supervisor?  | Tell me about a time when your supervisor just couldn't understand what you were trying to say. How did you get your point across? |

## Sample FAQs Sheet (cont.)

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*Question 8: Should our interviews include only BBI questions?*

BBI questions should make up only one portion of a candidate interview—typically 40 to 80% of interview time, depending on the position. Recruiters and hiring managers must still ask questions about technical skills to determine whether candidates have the qualifications and experience to fulfill the nonbehavioral functions required by the position.

*Question 9: Following implementation, how will we determine if BBI is effective at our institution?*

There are many ways to track BBI efficacy, including these:

- Assess 90-day and one-year turnover
- Collect positive manager feedback
- Perform engagement surveys

# Sample FAQs Sheet (cont.)

| Basic Legal Guidelines for Interviewing |   |   |
|---|---|---|
| Topic                                   | Sample appropriate questions  | Discriminatory questions  |
| Age                                     | If hired, can you offer proof that you are at least 18 years of age?  | <ul style="list-style-type: none"> <li>• How old are you?</li> <li>• What is your date of birth?</li> </ul>   |
| Arrests or convictions                  | Have you ever been convicted of a crime? (You must state that a conviction will be considered only as it relates to fitness to perform the jobs being applied for.)   | Have you ever been arrested?  |
| Citizenship or nationality              | <ul style="list-style-type: none"> <li>• Can you show proof of your eligibility to work in the US?</li> <li>• Are you fluent in any language other than English? (<i>You may ask this question only as it relates to the job being applied for.</i>)</li> </ul> | <ul style="list-style-type: none"> <li>• Are you a US citizen?</li> <li>• Where were you born?</li> </ul>   |
| Disability                              | Are you able to perform the essential functions of this job with or without reasonable accommodation? (Show applicant the position description so he or she can give an informed answer.)   | Are you disabled? What is the nature or severity of your disability?  |
| Family status                           | Do you have any responsibilities that conflict with job attendance or travel requirements ( <i>if applicable</i> )?   | <ul style="list-style-type: none"> <li>• Are you married?</li> <li>• What is your spouse's name?</li> <li>• What is your maiden name?</li> <li>• Do you have children?</li> <li>• Are you pregnant?</li> <li>• What are your childcare arrangements?</li> </ul> |
| Race                                    | NONE  | What is your race?  |
| Religion                                | NONE ( <i>you may ask about availability for weekend work if applicable</i> )   | <ul style="list-style-type: none"> <li>• What is your religion?</li> <li>• What church do you attend?</li> <li>• What are your religious holidays?</li> </ul>   |
| Residence                               | What is your address?   | <ul style="list-style-type: none"> <li>• Do you own or rent your home?</li> <li>• Who resides with you?</li> </ul>  |
| Sex                                     | NONE  | Are you male or female?   |
| Sexual orientation                      | NONE  | <ul style="list-style-type: none"> <li>• Are you married?</li> <li>• What is your spouse's name?</li> </ul>   |
| Worker's compensation claims            | NONE  | I noticed you walk with a cane. Do you ever have to take medical leave?   |

# Tool 2: Outreach Email Template

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## Overview

This tool provides a template to announce the movement to BBI to frontline supervisors, directors, HR, and other affected stakeholders. This email template, in conjunction with Tool 1: Sample FAQs Sheet, can ease stakeholder concerns and increase transparency around the drivers behind the change.

## Instructions

Copy this template into an email to relevant stakeholders, or compose your own version using this as a guide. Relevant stakeholders may include frontline supervisors, HR business partners, or directors.

An editable version of this template is available at [www.eab.com/BBI](http://www.eab.com/BBI).

## Sample Outreach Email Template

Dear \_\_\_\_\_,

I hope this message finds you well. I am writing to inform you about our division's initiative to incorporate behavioral-based interviewing (BBI) techniques in our selection of new staff.

BBI is a way for managers to more accurately determine whether a candidate has the requisite behavioral skills to be successful in a position, taking the interview beyond questions about baseline training and licensure. Probing candidates' past experiences and behaviors is one of the best means of predicting future behaviors. Facilities divisions that include BBI questions in their interviews have seen reductions in their 90-day and first-year turnover, as well as improvements in staff engagement, morale, and productivity.

My team has developed resources to help you implement BBI in your interviews and hiring, including sample questions, note-taking sheets, and evaluation guides. These tools will be presented and discussed during a training session on \_\_\_\_\_.

I have attached a brief FAQ document that provides further detail about BBI and its benefits.

I look forward to collaborating with you on this effort.

With best regards,

\_\_\_\_\_



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1

Communicate the Value of BBI to Stakeholders

2

## **Implement Effective BBI Processes**

- Tool 3: Role Competency Selector
- Tool 4: Competency Question Picklist
- Tool 5: Interview Note Sheet
- Tool 6: Multi-Interview Evaluation Template

# Tool 3: Role Competency Selector

## Overview

This tool provides a framework for translating job functions into behavioral competencies and technical skills.

## Instructions

Use the template on the following page to list the top three to four critical job activities for the open position. Then, for each critical job activity, list the essential technical skills (evaluated through traditional interviewing methods) and competencies (evaluated through BBI) needed to successfully complete the activity.

Select behavioral competencies from the following list, which captures the most commonly desired competencies for frontline Facilities staff:

- Attitude
- Communication
- Compassion
- Conflict resolution
- Customer service
- Decision-making
- Diversity awareness
- Flexibility
- Integrity
- Leadership
- Personal development drive
- Problem-solving
- Process improvement
- Teamwork

EAB recommends narrowing the critical competencies to three to five per position and allowing about 10 minutes to discuss each competency during an interview.

An editable version of this tool is available at [www.eab.com/BBI](http://www.eab.com/BBI).

## Sample Position: Residence Hall Custodian

| <i>Critical Job Activity</i>                  | <i>Required Behavioral Competencies</i>   | <i>Required Technical Skills</i>   |
|---|---|--|
| 1. <i>Clean surfaces and assets</i>           | <ul style="list-style-type: none"> <li>• Attitude</li> <li>• Teamwork</li> </ul>                              | <ul style="list-style-type: none"> <li>• Familiarity with cleaning techniques</li> <li>• Knowledge of hazardous chemicals</li> </ul> |
| 2. <i>Interact with students</i>              | <ul style="list-style-type: none"> <li>• Customer service</li> <li>• Integrity</li> <li>• Attitude</li> </ul> |  |
| 3. <i>Respond to urgent cleaning requests</i> | <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Customer service</li> </ul>                   | Familiarity with cleaning techniques   |



# Role Competency Selector (cont.)

## Role Competency Selector

| <b>Position:</b>             |   |                                  |
|------------------------------|---|----------------------------------|
| <i>Critical Job Activity</i> | <i>Required Behavioral Competencies</i> | <i>Required Technical Skills</i> |
| 1.                           |   |                                  |
| 2.                           |   |                                  |
| 3.                           |   |                                  |
| 4.                           |   |                                  |
| 5.                           |   |                                  |

# Tool 4: Competency Question Picklist

## Overview

This tool provides a list of potential behavioral-based interviewing (BBI) questions for the 14 competencies most commonly sought in Facilities frontline staff. Each question is designed to elicit details from the candidate of an actual past experience that tested the targeted competency. To guide candidate evaluation, the tool also outlines ideal and red-flag responses for each question set.

## Instructions

After defining role competencies using Tool 3: Role Competency Selector, select appropriate BBI questions from the following lists.

An editable version of this tool is available at [www.eab.com/BBI](http://www.eab.com/BBI).

## Attitude

### Questions to Ask

- Can you give an example of a time when you have received negative feedback about your job performance? How did you react?
- What frustrates you most about your current position? Can you give an example of how you have dealt with this frustration in the past?
- When was the last time you made a big mistake? What did you do?
- Have you ever taken a substantial risk that has failed? What was it? What did you learn?
- Have you ever had an experience turning a problem into a success? Tell me about it.

### Positive Answers

- Accepts criticism well
- Takes accountability for actions
- Tries to rectify unpleasant situations
- Is generally positive and upbeat about work situations

### Red Flags

- Overly defensive in response to criticism
- Unable to offer rational justification for actions
- Blames failures on others

## Competency Question Picklist (cont.)

### Communication

#### Questions to Ask

- Give me an example of something complicated that you have had to explain to others. What were the results?
- Sometimes we are misunderstood by other people. Has this ever happened to you? How did you respond, and what were the results? What did you do to prevent this from happening again?
- Describe a time when you communicated some unpleasant feelings to your supervisor. What happened?
- Tell me about a specific experience that illustrates your ability to influence another person verbally. Feel free to use an example that involves changing an attitude, selling a product/idea, or being persuasive.
- Has there ever been a time when your listening skills really paid off, maybe a time when other people missed the key idea in what was being expressed? Tell me about it.

#### Positive Answers

- Able to communicate ideas to team members
- Has good verbal skills and ability to influence listeners
- Uses skills such as reflection, restatement, and paraphrasing
- Values humor
- Disagrees with authority when appropriate

#### Red Flags

- Uses slang or poor grammar
- Does not have any questions during or at the conclusion of the interview
- Offers short answers with little explanation
- Mumbles or offers incomplete answers
- Frequently misunderstands the point of questions

### Compassion

#### Questions to Ask

- Have you ever had a situation where a coworker came to you with a difficult personal issue? What did you do about it? What were the results?
- Tell me about a situation in the past year in which you were confronted with an emotionally distraught customer. How did you handle the situation?
- Tell me about a recent scenario when you had to help a customer cope with anxiety concerning stress, delay, or disappointment.
- Describe a time when you were personally supportive and reassuring to another individual.

#### Positive Answers

- Relates to the needs of peers and customers
- Able to be genuinely sympathetic
- Sees all sides of situations

#### Red Flags

- Is flippant about others' needs
- Does not demonstrate empathy

## Competency Question Picklist (cont.)

### Conflict Resolution

#### Questions to Ask

- Tell me about the last argument you had with a coworker. What was it about?
- Describe a situation when someone put you in the middle of an ongoing argument. What did you do?
- Tell me about a time when you disagreed with a decision by your manager or other leaders. Why did you disagree? What did you do about it?

#### Positive Answers

- Reasons through multiple viewpoints
- Listens to concerns from all sides
- Works to improve situation

#### Red Flags

- Blames others for personal difficulties
- Consistently takes sides
- Appears passive aggressive

### Customer Service

#### Questions to Ask

- Think of a time when you had to deal with an unhappy customer. Describe the situation and how you handled it.
- Have you ever had to change your approach to accommodate the needs of a customer? What happened?
- Have you ever had an angry customer who wanted you to do something that you did not have the authority to approve? How did you handle it?
- Tell me about a time when you went above and beyond normal expectations to improve a customer's experience.

#### Positive Answers

- Can empathize with customer needs
- Recognizes importance of service excellence
- Can show evidence of restraint under a difficult situation
- Has a mature problem-solving attitude

#### Red Flags

- Complains about customers
- Adheres blindly to established procedures
- Does not often volunteer assistance

## Competency Question Picklist (cont.)

### Decision-Making

#### Questions to Ask

- Have you ever had to implement an unpopular decision? What steps did you take? What was the outcome?
- Have you ever been in a seemingly impossible position with resource constraints, such as lack of staff, time, or budget to complete a project? How did you handle that?
- Describe a situation that illustrates your delegation style.
- Tell me about a hard decision you had to make and how you went about making that decision.
- Tell me about a time when you took a calculated risk in a recent position. What were your considerations?

#### Positive Answers

- Makes decisions without undue anxiety
- Solicits appropriate input from peers or managers
- Makes decisions based on all available evidence

#### Red Flags

- Makes unilateral decisions without consulting supervisors
- Procrastinates decision-making

### Diversity Awareness

#### Questions to Ask

- Tell me about a time when you had to adapt to work with a person from a different cultural background. What did you do and what were the results?
- Give me an example of a time when communication with a customer or coworker was difficult. How did you handle it?
- Describe a situation when you worked with a person whose personal beliefs were the opposite of yours. How did you deal with it?
- Tell me about a time when you were able to step into another person's shoes in order to discover his or her unique perspective.
- Have you ever had a time when you felt it necessary to compromise your own immediate interests in order to fulfill another person's needs? Tell me about it.

#### Positive Answers

- Is sensitive to the feelings of others
- Makes a special effort to demonstrate respect in terms of actions as well as words
- Is adaptable to customers and coworkers with different needs, values, and opinions

#### Red Flags

- Expresses stereotypes or biases about people different from him/herself

## Competency Question Picklist (cont.)

### Flexibility

#### Questions to Ask

- Give me an example of a time when you changed an opinion or action plan after receiving new information.
- Give me an example of a time when you needed to balance your needs and concerns with the needs and concerns of another person.
- Sometimes it is necessary to work in unsettled or rapidly changing circumstances. When have you found yourself in this position? Tell me exactly what you did.
- Tell me about a time when you had way too much to do and you had deadlines to meet. How did you handle it?

#### Positive Answers

- Able to transfer ideas from one problem to another
- Learns from past successes and failures to improve performance
- Can see both the bigger and smaller pictures to address problems

#### Red Flags

- Constantly justifies own actions in spite of prevailing evidence
- Appears to be consistently "hard-headed"

### Integrity

#### Questions to Ask

- Tell me about a situation in which you were called upon to keep a promise or confidence.
- Give me an example of a time when you chose to speak up for others when they were not present.
- When was the last time you "broke the rules"? Why did you do so?
- Tell me about a time when you asked forgiveness for doing something wrong.
- Share an example of a problem created for you by someone else. How did you handle it? What were the results?
- Have you ever had no control over circumstances, yet were responsible for the final outcome? What did you do? What were the results?

#### Positive Answers

- Takes personal responsibility for his or her actions
- Takes personal pride in professionalism
- Respects confidentiality of customers and peers

#### Red Flags

- Denigrates peers behind their back
- Is unable to think of situation

## Competency Question Picklist (cont.)

### Leadership

#### Questions to Ask

- Describe the most striking example of staff conflict or dissent you have experienced. How did you handle it?
- Describe how you have involved staff in performance improvement initiatives and other decisions pertinent to their work.
- Give me an example of how you establish goals, responsibilities, and accountabilities for others.
- Tell me about a past experience developing and building a leadership team.
- What has been your experience in dealing with poor performance of employees? Give me an example.
- Have you ever had to implement an unpopular decision? What steps did you take? What was the outcome?

#### Positive Answers

- Naturally assumes a leadership role
- Solicits input from others, both superiors and subordinates
- Appropriately manages expectations for self and others
- Is proactive in seeking problems and solutions

#### Red Flags

- Speaks poorly of subordinates
- Communicates reasoning poorly
- Is unable to describe making a conclusive decision

### Personal Development Drive

#### Questions to Ask

- Have you done anything over the past year to develop yourself? What was it? How did you go about it?
- Tell me about a specific goal you set for yourself in the past. Why was it important to you? How did you achieve it, and what were the results?
- We all get negative feedback from time to time. Tell me about a time you received feedback that indicated an opportunity for you to improve your job performance. What did you do?
- Have you ever been in a situation in which you made a mistake that no one else knew about? How did you handle it?
- Give me an example of a time when you went beyond your employer's normal job expectations in order to get a job done.

#### Positive Answers

- Accepts constructive criticism
- Distinguishes between own efforts and contributions made by others
- Displays openness to developing new skills
- Works extra hours to accomplish task
- Is proud of his or her commitment to get the job done

#### Red Flags

- Does not seek help or ask questions of coworkers or supervisors
- Offers no specific examples regarding learning new tasks on the job
- Articulates negative comments regarding training
- Implies dislike of overtime
- Implies that money is his or her primary motivator

## Competency Question Picklist (cont.)

| Problem-Solving  |   |
|--|---|
| <i>Questions to Ask</i>  |   |
| <ul style="list-style-type: none"> <li>• Have you ever had a time when your supervisor was away from the workplace and you had to complete a project or make a decision independently? Tell me about what happened.</li> <li>• Tell me about a time when you thought it was necessary to alter procedure. What was the situation, and how did you handle it?</li> <li>• We have all had projects or situations that have not worked out as they should have. Tell me about a time when this happened to you. How did you handle it?</li> <li>• Walk me through the last big decision you had to make. What happened?</li> <li>• Have you ever been in a situation that seemed to go “wrong” from the beginning? What did you do, and what were the results?</li> </ul> |   |
| <i>Positive Answers</i>  | <i>Red Flags</i>  |
| <ul style="list-style-type: none"> <li>• Able to take action based on available information</li> <li>• Exhibits maturity, ability to learn, and emotional control</li> <li>• Makes good decisions even under stress</li> </ul>   | <ul style="list-style-type: none"> <li>• Paralyzed in stressful situations</li> <li>• Procrastinates decision-making</li> <li>• Relies heavily on input of others</li> <li>• Does not incorporate all available information into decision-making process</li> </ul> |

| Process Improvement   |   |
|---|---|
| <i>Questions to Ask</i>   |   |
| <ul style="list-style-type: none"> <li>• Have you ever made suggestions for improving your work process? Describe what you did and how you achieved results.</li> <li>• Tell me about a time when your supervisor presented you with a new process for doing something and gave you the task of implementing and evaluating that process. What did you do?</li> <li>• Tell me about a time when you were faced with a situation where there was no clear policy or procedure to follow. What did you do? What were the results?</li> <li>• Have there been any large changes within your current organization? Tell me about one change that affected your job. How did you react?</li> <li>• Tell me about a problem that you identified and resolved by using a systematic approach.</li> </ul> |   |
| <i>Positive Answers</i>   | <i>Red Flags</i>  |
| <ul style="list-style-type: none"> <li>• Applies a systematic, logical, and reasonable approach to analyzing situations</li> <li>• Feels confident in assuming authority</li> <li>• Can function comfortably without a structured agenda</li> </ul>   | <ul style="list-style-type: none"> <li>• Takes no responsibility for own actions</li> <li>• Is unfamiliar with basic process improvement methods</li> <li>• Is satisfied with the status quo</li> </ul> |



# Competency Question Picklist (cont.)

| Teamwork  |   |
|---|---|
| <i>Questions to Ask</i>   |   |
| <ul style="list-style-type: none"> <li>• Share with me a situation in which you accomplished something as a member of a team. What was the team’s purpose? What was your role?</li> <li>• Describe a time when you were able to help a coworker solve a problem or improve his or her performance.</li> <li>• What is the main strength or “natural style” that you bring to a team? Describe a specific situation and how your work style affected the team’s decision.</li> <li>• Give me an example of a time when you confronted a negative attitude successfully, with the result of building teamwork and morale.</li> <li>• Give me an example of an occasion when you have done something for others in the organization without being asked or told to do so.</li> </ul> |   |
| <i>Positive Answers</i>   | <i>Red Flags</i>  |
| <ul style="list-style-type: none"> <li>• Distinguishes between own efforts and contributions made by others</li> <li>• Is proud of team accomplishments</li> <li>• Maintains a positive attitude in light of disagreements</li> <li>• Is able to appropriately resolve conflicts</li> <li>• Shares critical information up, down, and across the organization</li> <li>• Follows through on explicit/implicit promises and commitments</li> </ul>   | <ul style="list-style-type: none"> <li>• Does not see benefits of working in a team</li> <li>• Prefers to work alone</li> <li>• Uses “I” responses rather than “we” when discussing teamwork</li> <li>• Does not understand differing viewpoints</li> <li>• Disparages teammates</li> <li>• Unable to delegate</li> </ul> |

# Tool 5: Interview Note Sheet

## Overview

This tool provides a place for interviewers to record notes and evaluations in a structured, easy-to-follow format. Establishing a standard evaluation template ensures a consistent methodology is maintained across interviews.

## Instructions

After determining appropriate competencies using Tool #3: Role Competency Selector and selecting appropriate BBI questions using Tool #4: Competency Question Picklist, interview coordinators should transpose the questions, ideal responses, and red-flag information for each competency into the template on the following page. The template includes a space to record follow-up questions, interviewer notes, and a score (with included scoring guidance) evaluating the amount of evidence the candidate provided about the competency in question. Each interviewer should use the same version of the interview note sheet for each candidate he or she evaluates.

An editable version of this tool is available at [www.eab.com/BBI](http://www.eab.com/BBI).

## Sample Interview Note Sheet

Candidate Name: James Cannon Interviewer: Stephanie Blu  
 Position: Groundskeeper Interview Date: January 1st, 2018

### Competency Score Key:

1. Candidate provides evidence showing past behavior contrary to competency
2. Candidate provides no evidence of past behavior related to competency
3. Candidate provides some evidence (1–2 examples) of past behavior related to competency
4. Candidate provides significant evidence (3+ examples) of past behavior related to competency

| Critical Competency | Questions   | Ideal Responses and Red Flags  | Interview Notes and Score  |
|---------------------|---|--|--|
| Compassion          | <ul style="list-style-type: none"> <li>• Tell me about a situation in the past year in which you were confronted with an emotionally distraught customer. How did you intervene?</li> <li>• Describe a time when you were able to be personally supportive and reassuring to another individual.</li> </ul> | <u>Ideal Responses</u> <ul style="list-style-type: none"> <li>• Relates to the needs of peers and customers</li> <li>• Able to be genuinely sympathetic</li> <li>• Sees all sides of situations</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Juan told story about supporting coworker at a previous landscaping company.</i></li> <li>• <i>Provided many details showcasing how much he cared and how he saw it impacting the workplace.</i></li> <li>• <i>Seemed genuinely concerned.</i></li> </ul> <p>Score: <u>4</u></p> |
|                     | <u>Follow-Up Questions</u> <ul style="list-style-type: none"> <li>• What did you do?</li> <li>• What was the result?</li> </ul>   | <u>Red Flags</u> <ul style="list-style-type: none"> <li>• Is flippant about others' needs</li> <li>• Does not empathize with others</li> </ul>   |  |

# Interview Note Sheet (cont.)

## Interview Results Summary

Candidate Name: \_\_\_\_\_ Interviewer: \_\_\_\_\_

Position: \_\_\_\_\_ Interview Date: \_\_\_\_\_

*Competency Score Key:*

1. Candidate provides evidence showing past behavior contrary to competency
2. Candidate provides no evidence of past behavior related to competency
3. Candidate provides some evidence (1–2 examples) of past behavior related to competency
4. Candidate provides significant evidence (3+ examples) of past behavior related to competency

| Critical Competency | Questions                  | Ideal Responses and Red Flags | Interview Notes and Score |
|---------------------|----------------------------|-------------------------------|---------------------------|
|                     |                            | <u>Ideal Responses</u>        |                           |
|                     | <u>Follow-Up Questions</u> | <u>Red Flags</u>              |                           |
|                     |                            |                               | Score: _____              |
|                     |                            | <u>Ideal Responses</u>        |                           |
|                     | <u>Follow-Up Questions</u> | <u>Red Flags</u>              |                           |
|                     |                            |                               | Score: _____              |

# Interview Note Sheet (cont.)

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## Interview Results Summary (cont.)

Would you recommend hiring this candidate?

Yes

No

Why would you recommend this candidate?

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What training would this individual need to be a successful member of this unit?

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Do you have any additional thoughts or notes?

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# Tool 6: Multi-Interview Evaluation Template

## Overview

This tool provides a document to aggregate evaluations from multiple interviewers. Use with candidates that complete multiple interviews or participate in panel interviews.

## Instructions

Collect and consolidate feedback from multiple interviewers in the template. After aggregating the feedback, return the completed form to the hiring manager for review. Note that where there is strong divergence of opinion, HR business partners may need to facilitate conversations to achieve consensus.

An editable version of this tool is available at [www.eab.com/BBI](http://www.eab.com/BBI).

## Sample Multi-Interview Evaluation Template

Candidate Name: VJ Hall Position: Custodian Interview Date(s): 5/18/18-5/19/18

### Competency Score Key:

1. Candidate provides evidence showing past behavior contrary to competency
2. Candidate provides no evidence of past behavior related to competency
3. Candidate provides some evidence (1-2 examples) of past behavior related to competency
4. Candidate provides significant evidence (3+ examples) of past behavior related to competency

| Interviewer                                    | 1   | 2   | 3   | Average | Notes  |
|--|---|-----|-----|---------|--|
| <b>Competencies</b>                            |   |     |     |         |  |
| Compassion                                     | 4   | 4   | N/A | 4       |  |
| Attitude                                       | 4   | 4   | 4   | 4       |  |
| Teamwork                                       | 4   | 3   | 3   | 3       |  |
| Customer Service                               | 4   | 4   | 2   | 4       | Conversation between interviewers alleviated #3's concerns |
| <b>Overall Interview</b>                       | 4   | 4   | 3   | 4       |  |
| Would you recommend this person for hire?      | Yes   | Yes | Yes | Yes     |  |
| What additional training would he or she need? | Technical training around cleaning protocols in research labs |     |     |         |  |

# Multi-Interview Evaluation Template (cont.)

## Interview Summary

Candidate Name: \_\_\_\_\_ Position: \_\_\_\_\_ Interview Date(s): \_\_\_\_\_

*Competency Score Key:*

1. Strong evidence that candidate does not possess competency
2. No evidence that candidate possesses competency
3. Some evidence that candidate possesses competency
4. Strong evidence that candidate possesses competency

| Interviewer                                    | 1 | 2 | 3 | Average | Notes |
|--|---|---|---|---------|-------|
| <b>Competencies</b>                            |   |   |   |         |       |
|  |   |   |   |         |       |
|  |   |   |   |         |       |
|  |   |   |   |         |       |
|  |   |   |   |         |       |
|  |   |   |   |         |       |
| <b>Overall Interview</b>                       |   |   |   |         |       |
| Would you recommend this person for hire?      |   |   |   |         |       |
| What additional training would he or she need? |   |   |   |         |       |
| Additional Notes:                              |   |   |   |         |       |
| <b>Consolidated Remarks:</b>                   |   |   |   |         |       |
|  |   |   |   |         |       |
| <b>Was this candidate hired?</b>               |   |   |   |         |       |
|  |   |   |   |         |       |





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