

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

| Very Strong Evidence<br>Skill Is Not Present | Strong Evidence<br>Skill is Not Present | Some Evidence<br>Skill Is Present | Very Strong Evidence<br>Skill Is Present |
|--|---|-----------------------------------|--|
| Emotionally volatile                         | Adequate emotional control              |                                   | Calm under pressure                      |
| Quick temper                                 | Shows temper only with provocation      |                                   | Difficult to provoke                     |
| Overly sensitive to criticism                | Reasonably mature under criticism       |                                   | Uses criticism to learn                  |
| Overreactive to conflict                     | Some ability to manage conflict         |                                   | Skilled at conflict resolution           |
| Defensive                                    | Occasionally defensive                  |                                   | Rarely defensive                         |

### Probes

- (1) Tell me about a time when you had to cope with strict deadlines or time demands. Give me an example.
- (2) Give me an example of a time at work when you had to deal with unreasonable expectations of you. What parts of your behavior were mature and immature?
- (3) When have you had to cope with the anger or hostility of another person? Be specific.
- (4) It is not unusual to be in a setting at work that will be physically demanding or hazardous. Tell me about a time when you were able to do a job in spite of difficult conditions.
- (5) Sooner or later we all deal with interpersonal conflict or personal rejection at work. Give me an example of a time when you had to cope with three demands.
- (6) Tell me about a high stress situation when it was desirable for you to keep a positive attitude. What happened?
- (7) Describe a high pressure situation you had to handle at work. Tell me what happened, who was involved, and what you did in terms of problem solving.
- (8) Give me an example of a time when another person really tried your patience. Specifically, talk about a time when you were able to speak respectfully even when you were angry or frustrated.

### Interpretive Guides

- Did the candidate cope through positive action or problem resolution? Was there a negative physical reaction or a negative expression of the stress?
- Did the candidate demonstrate an insightful response and positive feelings? Was there negative behavior and/or blame, retaliation, or withdrawal?
- Did the candidate respond in a problem-solving manner and with positive feelings? Was there overt aggression or a negative response which substantially interfered with problem solving?
- Did the candidate follow procedures in order to avoid/manage hazardous conditions? Was there a failure to use procedures, an absence of preparation, and/or a failure to notice a change important in conditions?
- Did the candidate manage the pressure/hostility while directing effort to achieve positive outcomes? Was there expression of dysfunctional/negative feelings and/or little effort toward productive conflict resolution?
- Did the candidate adapt his/her attitude to the situation and maintain a constructive approach to problem solving? Was there poor emotional adjustment and/or a display of negative feelings?
- Did the candidate show productive action and an absence of an emotional reaction under pressure? Was there self-indulgence and/or negative emotions such as hostility, confusion, and/or blame?
- Did the candidate show emotional control, understanding, and/or objectivity? Was there an expression of negative feelings, non-productive conflict, and/or physical aggression?

2. **Tolerance of Ambiguity:** Able to withhold action or speech in the absence of important information; deal with unresolved situations, frequent change, delays, or unexpected events.

| Very Strong Evidence<br>Skill Is Not Present | Strong Evidence<br>Skill is Not Present | Some Evidence<br>Skill Is Present | Very Strong Evidence<br>Skill Is Present |
|--|---|-----------------------------------|--|
| Shows high need for structure                | Needs structure in some circumstances   |                                   | Comfortable with lack of structure       |
| Jumps to conclusions                         | Sometimes jumps to conclusions          |                                   | Postpones decisions appropriately        |
| Intolerant of delay; needs closure           | Moderately able to tolerate delay       |                                   | Accepts delay philosophically            |
| Speaks up too quickly                        | Can wait to speak                       |                                   | Gets information before speaking         |
| Needs predictability                         | Can deal with ambiguous situations      |                                   | Comfortable with ambiguity               |

**Probes**

- (1) Describe a time in your life when you were proud of your ability to postpone your comments until you had all the facts necessary for a good response to a situation.
- (2) Give me an example of a time when you had to deal with frequent job changes or unexpected events on the job. What does this situation say about your ability to work in an ambiguous or unstructured circumstance?
- (3) What has been your experience in working with conflicting, delayed, or ambiguous information? What did you do to make the most of the situation?
- (4) 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.
- (5) When has it been necessary for you to tolerate an ambiguous situation at work? Give me the details of the duration and intensity of the circumstance.
- (6) People differ in their preference for jobs which have well laid-out tasks and responsibilities or ones in which work changes frequently. Tell me about a time when you were successful in dealing with an unstructured work environment.
- (7) Sooner or later we all find ourselves in the position of having to live with an unresolved situation on the job. Tell me about a time when this happened to you.
- (8) When have you been most proud of your ability to wait for important information before taking action in solving a problem? How did the waiting effect you?

**Interpretive Guides**

- Did the candidate adapt to an unclear situation while seeking information to aid problem solving/adjustment? Was there frustration, ineffectiveness, emotional self-expression, and/or offensiveness?
- Did the candidate make productive use of time in the absence of supervision/direction? Was there frustration, ineffectiveness, and/or a clear dislike for ambiguity?
- Did the candidate structure work productively and assume meaningful self-direction in the absence of direction? Was there frustration, apathy, and/or unproductive action?
- Did the candidate use change productively, possibly seeing it as stimulating/challenging? Was there an emotionally draining sense of powerlessness and/or a lack of productivity?
- Did the candidate effect productive action by using an organized, problem-solving approach? Was there anxiety, hostility, blame, and/or ineffectiveness?
- Did the candidate stay organized and provide meaningful self-direction? Was there frustration with a lack of structure and/or non-productive use of time?
- Did the candidate make productive use of time, along with insight, patience, and/or understanding? Were there negative feelings, such as anger, hostility, blame, or withdrawal, which limited the candidate's productivity?
- Did the candidate maintain confidence and productive behavior while waiting? Was there frustration and/or hasty action?

3. **Decisiveness:** Able to make decisions quickly on available information and take action; make commitments and not change decisions when challenged; deal with emergencies as necessary.

| Very Strong Evidence<br>Skill Is Not Present | Strong Evidence<br>Skill is Not Present | Some Evidence<br>Skill Is Present | Very Strong Evidence<br>Skill Is Present |
|--|---|-----------------------------------|--|
| Tends to abandon decisions                   | Usually sticks by decisions             |                                   | Exhibits strength of conviction          |
| Slow to make decisions                       | Somewhat decisive                       |                                   | Decisive                                 |
| Confused in a crisis situation               | Some skill in handling a crisis         |                                   | Makes good decisions in a crisis         |
| Postpones decisions                          | Usually able to make a decision         |                                   | Makes quick decisions as needed          |

**Probes**

**Interpretive Guides**

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|--|--|
| (1) Describe a situation in which you had to draw a conclusion quickly and take speedy action.   | Did the candidate take quick, purposeful, and effective action? Was there a lack of timely action, inaction, or a panicky action?  |
| (2) Tell me about a situation in which you found it important to take a stand and be decisive on an issue of health/safety/human welfare.  | Did the candidate make a firm decision to express an idea or take action based on a value, principle, or standard? Was there indecisions, rigidity/stubbornness, and and/or lack of conviction?                          |
| (3) Describe a time when you had to commit to a plan of action in an emergency. Give me the details of the situation and tell me how long it took you to take action   | Did the candidate take immediate and appropriate action based on training and/or good judgment? Was there inaction, an impulsive action, and/or negative feelings such as anxiety, depression, blame, and/or dependency? |
| (4) Describe a time when you were under pressure to make an immediate decision (perhaps without the aid of a supervisor or a manager). Did you take action immediately or were you more deliberate and slow?             | Did the candidate take an immediate, correct action based on good judgment and an understanding of the options? Was there slowness or little willingness to make a decision without direction?                           |
| (5) Tell me about a situation when you had to stand up for a decision you made even though it was unpopular.   | Did the candidate show a willingness to speak out for a principle/person? Was there impulsiveness or poor judgment in speaking out?  |
| (6) Describe a situation in which you had to take immediate action in a crisis involving human life or severe financial consequences.  | Did the candidate take a speedy action after scanning for important facts? Was there inaction or a quick/panicky action without thought behind it?   |
| (7) Many situations at work will require fast thinking and speed in making decisions. Give me an example of a situation in which you were especially skillful in making a decision quickly.                              | Did the candidate show efficiency and effectiveness in making a quick decision? Was there resistance/failure to make a timely decision, or impulsiveness?  |
| (8) Many times it is important to be firm about a decision you were making, particularly when others don't like it. Give me an example of a time when you stuck by a decision even though it was under attack by others. | Did the candidate show a willingness to be firm in order to communicate a clear direction or to support a principle? Was there an unwillingness to be firm, or stubbornness about an issue of small importance?          |

**4. Spoken Communication:** Able to clearly present information through the spoken word; influence or persuade others through oral presentation in positive or negative circumstances; listen well.

| Very Strong Evidence<br>Skill Is Not Present  | Strong Evidence<br>Skill is Not Present   | Some Evidence<br>Skill Is Present | Very Strong Evidence<br>Skill Is Present  |
|---|---|-----------------------------------|---|
| Less able to influence others<br>Muffled/hesitant/stammering speech<br>Talks about self rather than others<br>Has stage fright; freezes up<br>Poor listener | Adequate ability to influence others<br>No speech problems<br>Talks about self and others<br>Passable as a speaker<br>Adequate listener |                                   | Skilled at influencing others<br>Clear articulate speech<br>Talks about others' interests<br>Skill in public speaking<br>Listens well |

**Probes**

- (1) What has been your experience in giving explanations or instructions to another person? Feel free to talk about your experiences in management, training, or coaching others.
- (2) What types of experiences have you had in talking with customers or clients? Specifically, tell me about a time when you had to communicate under difficult circumstances.
- (3) Tell me about a time when your active listening skills really paid off for you—maybe a time when other people missed the key idea in what was being expressed.
- (4) What have been your experiences in making presentations or speeches to small or large groups? What has been your most successful experience in speech making?
- (5) Tell me about a specific experience of yours 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.
- (6) Careful listening and effective communications go together. Tell me about a specific time when your skill in listening helped you communicate better.
- (7) This job will require you to spend a large amount of time talking to others. When have you had to work in this kind of situation and how did it affect you?
- (8) Tell me about a time when your language and speaking skills really worked for you on the job. Feel free to use either a supervisory or non-supervisory example.

**Interpretive Guides**

- Did the candidate make a clear, confident presentation in a manner consistent with the listener's needs and abilities? Was there little preparation and/or fear/anxiety about the presentation?
- Did the candidate talk helpfully, perhaps reflecting preparation, an understanding of the problem, attention to timing, and/or conflict management? Was there an expression of negative feelings, such as attack or withdrawal?
- Did the candidate use restatement, paraphrasing, and/or a reflection of thoughts/feelings to improve understanding? Was there a failure to pay attention, anger, and/or a judgmental approach which interfered with understanding the message?
- Did the candidate make a well-planned, tasteful presentation, perhaps involving use of visuals, appropriate examples and/or written speeches? Was there a lack of presentation experience, fear of public speaking, poor self-expression, and/or little awareness of presentation techniques?
- Did the candidate successfully develop a persuasive approach for a specific individual? Was there a one-way communication, failure to listen, and/or little awareness of presentation technique?
- Did the candidate attend to the facts and feelings in a message, and respond in a way that related to the other person's needs/style? Were there errors in listening, perhaps paying little attention to the speaker?
- Did the candidate persist in talking to reach an objective? Was there aimless talking, possibly to the point of tactlessness and/or self-indulgence?
- Did the candidate express an idea clearly, perhaps involving careful choice of words, gestures, and/or stories? Was there an absence of preplanning, little choice of words, impulsiveness, and/or withdrawal?

5. **Assertiveness:** Able to maturely express one’s feelings and opinions in spite of disagreement; accurately communicate to others regardless of their status or position.

| Very Strong Evidence<br>Skill Is Not Present | Strong Evidence<br>Skill is Not Present | Some Evidence<br>Skill Is Present | Very Strong Evidence<br>Skill Is Present |
|--|---|-----------------------------------|--|
| Tends to withdraw                            | Average level of interaction            |                                   | Feels free to express opinions           |
| Overreacts to conflict                       | Some skill with conflict management     |                                   | Manages’ conflict well                   |
| Feels intimidated                            | Occasionally intimidated                |                                   | Rarely intimidated                       |
| Socially immature                            | Adequate social maturity                |                                   | Socially mature                          |
| Fears disagreement                           | Copes with disagreement                 |                                   | Manages disagreement constructively      |

**Probes**

**Interpretive Guides**

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|---|---|
| (1) It is pretty realistic to say that no job is completely free of conflict. Tell me about a time when you were able to express your opinions maturely in spite of disagreements or objections.  | Did the candidate directly state an opinion without having been abusive/harsh/apologetic/defensive? Was there an emotional expression of an opinion or failure to express an opinion to avoid conflict?   |
| (2) Give me an example of a time when you had to be assertive in giving directions to others.   | Did the candidate give firm, clear direction, perhaps with concern for another’s feelings? Was there an emotional reaction such as anger or anxiety?  |
| (3) Tell me about a time when your job required you to say, maturely, how you really felt about a situation. What did you say and how did you say it?   | Did the candidate present a feeling honestly and tactfully? Was there a negative feeling such as anger/fear/anxiety/depression that interfered with mature communication?   |
| (4) Some situations require us to express ideas/opinions in a very tactful and careful way. Tell me about a time when you were successful with this particular skill.   | Did the candidate communicate with clarity and directness, and without evidence of negative feelings? Was there evidence or expression of negative feelings such as aggression or withdrawal, which interfered with effective communication?                          |
| (5) Sometimes it is important to disagree with others, particularly your boss or team members, in order to keep a mistake from being made. Tell me about a time when you were willing to disagree with another person in order to build a positive outcome.     | Did the candidate disagree tactfully and in a timely fashion, balancing the need to communicate an opinion/information with respect? Was there avoidance of disagreement or tactless presentation?  |
| (6) Describe a time when you communicated something unpleasant or difficult to say to your manager or work team. How did you assert yourself?   | Did the candidate accurately and tactfully express a fact/opinion on a sensitive/important issue? Was there avoidance of an issue, passive aggression, and/or an aggressive/tactless presentation?  |
| (7) Describe a time when you had to sell an idea to your boss, authority figure, or technical expert.   | Did the candidate make an honest, well-planned presentation including benefit statements, responses to objections, and guidance to a decision? Was there dislike for selling an idea, dishonesty/distortion, and/or either withdrawal/passivity or bragging/pressure? |
| (8) Some of the best business ideas come from an individual’s ability to challenge others’ ways of thinking in a mature way. Tell me about a time when you were successful in challenging others’ ideas. What does this say about your ability to be assertive? | Did the candidate honestly, persistently, and tactfully challenge the other person’s idea? Was there either aggression/anger/abuse or withdrawal/dependency/submissiveness?   |

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

Very Strong Evidence  
Skill Is Not Present

Strong Evidence  
Skill is Not Present

Some Evidence  
Skill Is Present

Very Strong Evidence  
Skill Is Present

Bland communication style  
Rarely sets positive example  
Limited coaching/counseling skills  
Limited awareness of goals  
Socially isolated

Average energy in speaking  
Usually sets positive example  
Some coaching/counseling skills  
May use goals to motivate  
Accepted by others

Speaks with enthusiasm  
Consistently sets positive example  
Good coaching/counseling skills  
Regularly uses goals to motivate  
Admired by others

**Probes**

**Interpretive Guides**

- (1) Give me an example of a time when your positive attitude caused others to be motivated or energized. Be specific.
- (2) Give me a specific example of something you did which helped build enthusiasm in others.
- (3) Tell me about a specific time when your ability to reward and encourage others created positive motivation.
- (4) Tell me about a time when you showed high enthusiasm and energy in order to create positive motivation in others. Give me a specific example.
- (5) What kinds of experiences have you had in using prizes, contests, or financial rewards to motivate others? How do you evaluate the success of these techniques in general? How successful were you in a specific case?
- (6) Pick any event from the last five years of your life in which you were an example of high motivation for other people to follow. Being specific, tell me about the event.
- (7) Tell me about a time in which you used competition successfully as a means of encouraging others to try hard.
- (8) At work it is sometimes desirable to use recognition to build motivation in others. Describe a time in which you were able to use recognition to create a positive energy in another person.

- Did the candidate use positive actions, speech, gestures, and/or examples to build energy? Was there autocratic direction, negative/dysfunctional feelings, and/or withdrawal/escape?
- Did the candidate use an energetic presentation and/or a plan for energizing others toward a particular objective? Was there discouragement and/or low enthusiasm on the candidate's part?
- Did the candidate provide rewards to be earned by specific performance? Was there use of rewards in an indiscriminate way, neither stimulating new behavior nor reinforcing correct behavior?
- Did the candidate use positive comments and active expression which were then adopted by reflected in others? Was there low self-motivation/energy which may have had a negative impact on others?
- Did the candidate use a preplanned, openly communicated, genuine approach to measure and reinforce performance/behavior? Was there little use/acceptance/productive experience with providing rewards?
- Did the candidate demonstrate observable goal-oriented energy and task behavior which was adopted by others toward a job-related purpose? Was there enthusiasm in reaction to a situation rather than because of self-motivation?
- Did the candidate use a specific competitive technique to increase measurable performance results? Was there an absence of performance measurement, or a technique which had a trivial or negative impact on team spirit?
- Did the candidate selectively use recognition in light of particular person's/group's characteristics? Was there little use/acceptance of recognition as a way to reinforce desirable behavior?

7. **Policy and Procedures:** Able to relate to routine operations in a manner that is consistent with existing solutions to problems; conform to established policies and procedures; log work activities.

Very Strong Evidence  
Skill Is Not Present

Strong Evidence  
Skill is Not Present

Some Evidence  
Skill Is Present

Very Strong Evidence  
Skill Is Present

Blindly accepts policy/procedures

Argues about policy/procedures

Breaks policy/procedures to show off

Sees policy/procedures as oppressive

Only complies with policy/procedures

Sometimes critical of policy/procedures

Identifies problems in policy/procedures

Occasionally breaks policy/procedures

Sees policy/procedures as necessary burden

Usually conforms to policy/procedures

Maturely questions policy/procedures

Suggests changes of policy/procedures

Rarely breaks policy/procedures

Recognizes value of policy/procedures

Committed to policy/procedures

### Probes

- (1) We all recognize that regulations may vary in terms of their meaningfulness. Select a strict and meaningful regulation you had to conform to in your last position. Tell me about the regulation and how you were able to work under it.
- (2) Tell me about your experiences in logging (documenting) your work activities in a written form. Be specific.
- (3) On some jobs it is sometimes necessary to act strictly in accordance with policy. Give me an example out of your background when you were expected to act in accordance with policy even when it was not convenient. What did you do?
- (4) When have you found it necessary to use detailed checklists/procedures to reduce potential for error on the job? Be specific.
- (5) Describe a time when you had to adopt a well-defined work routine. How long did the situation last? What was involved?
- (6) Select a job you have had and describe the paperwork you were required to complete. What specific things did you do to ensure your accuracy?
- (7) Many positions have well-established, standard methods to help you do the job. Give me an example of a time when you found a systematic method for solving work problems to be a good routine to follow. Were unusual risk levels involved?
- (8) What types of experience have you had in managing situations that involve human health/human welfare to severe financial outcomes? Detail, as much as possible, the way in which you used policy and procedures to ensure your job effectiveness.

### Interpretive Guides

- Did the candidate understand the rules and regulations, recognize their value, and conform to them? Was there little acceptance of rules and regulations and/or an emotional reaction to the restrictions they cause?
- Did the candidate understand the reasons for documentation and demonstrate commitment to the procedure/format/timing of documentation? Was there a strong dislike/avoidance of documentation?
- Did the candidate follow policy because of commitment to it, even if a reason could be given for breaking it? Was there non-conformity to policy because of personal style, disrespect for those who made the policy, and/or revenge/dishonesty?
- Did the candidate use a checklist/procedure as a matter of professional commitment to ensure that a job was done correctly? Was there rejection/avoidance of a checklist/procedure?
- Did the candidate appreciate routine procedures and show commitment to use the routine to ensure/improve performance? Was there avoidance of a work routine, perhaps despite recognizing its potential merit?
- Did the candidate show commitment to thoroughness/accuracy as both a personal and professional standard? Was there postponement/falsification/avoidance of expected paperwork?
- Did the candidate show systemic use of a standard method for doing a job, and understand why the procedure was important? Was there little acceptance/use of standardized procedures?
- Did the candidate have a “no exceptions” strategy which showed systemic and rigorous use of policy and procedures to ensure consistency? Was there dislike for rules and preference for doing the job his/her own way?

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

| Very Strong Evidence<br>Skill Is Not Present   | Strong Evidence<br>Skill is Not Present   | Some Evidence<br>Skill Is Present | Very Strong Evidence<br>Skill Is Present   |
|--|---|-----------------------------------|--|
| Tunes out environment<br>Bored with routine<br>Easily distracted<br>Daydreams on the job | Generally attentive<br>Generally notices key details<br>Usually ignores distractions<br>Typically alert |                                   | Pays attention well<br>Quite alert to environment<br>Ignores distractions<br>Always on the alert |

### Probes

- (1) Tell me about a specific experience you have had in which it was necessary for you to react quickly because of a change in the physical environment.
- (2) What have been your experiences in reading dials, gauges, or instruments in order to take critical readings on your job? Tell me about a time when your alertness helped you avoid making a significant mistake.
- (3) Identify a time when you were able to avoid a problem by using your ability to pay close attention when operating vehicles, equipment, or machinery.
- (4) In our type of work, it is very important to notice changes in the physical environment. Tell me about a time when you were proudest of your ability to not only notice environmental change but also take action to make your attentiveness pay off.
- (5) Select an experience from your past which illustrates your ability to be watchful and alert when monitoring displays, instruments, or processes. Tell me, in detail, what happened.
- (6) Give me an example of any time in the past when you were especially attentive to your environment while working. Feel free to showcase your skills in being alert while on the job.
- (7) Tell me about an experience you have had in hazardous conditions when your alertness paid off in saving you from a bad outcome.
- (8) Tell me about your experience in dealing with routine work. What kinds of problems did you have to overcome in order to concentrate on the details of the job?

### Interpretive Guides

- Did the candidate act quickly and properly, guided by preparation, anticipation, and alertness? Was there inattention, casualness, and/or overconfidence?
- Did the candidate show preparation, anticipation, and alertness, using a strategy to stay vigilant for problems? Was there inattention and/or casualness, perhaps depending too much on others or on backup systems?
- Did the candidate show vigilance and a strategy to maintain it? Was there a failure to pay close attention?
- Did the candidate discover details/potential problems in the environment and then respond to the actual/anticipated problem? Was there limited effective action or a lack of alertness/understanding which allowed a potential problem to grow worse?
- Did the candidate show commitment to monitoring and understanding equipment and to using a strategy to ensure/enhance attentiveness? Was there little awareness of potential distracters, overdependence on technology, and/or overconfidence?
- Did the candidate use a strategy for maintaining/heightening alertness? Was there a lack of preparation/alertness, perhaps leading to a mistake?
- Did the candidate use a strategy for maintaining alertness, especially with routine or boring work? Was there a clear loss of attention, a mistake resulting from inattention, and/or an absence of a strategy for preparation/maintaining alertness?
- Did the candidate use a strategy to maintain attentiveness during routine work? Was there acceptance of diminished alertness, with little effort being made to remove/reduce it?

9. **Analytical Problem Solving:** Able to use a systematic approach in solving problems through analysis of problem and evaluation of alternate solutions; use logic, mathematics, or other problem solving tools in data and analysis or in generating solutions.

Very Strong Evidence  
Skill Is Not Present

Strong Evidence  
Skill is Not Present

Some Evidence  
Skill Is Present

Very Strong Evidence  
Skill Is Present

Not analytical  
Less systematic in problem solving  
Builds a single solution strategy  
Fails to trouble-shoot solutions  
Prone to make assumptions

Sometimes analytical  
May use systematic approach  
May explore multiple solutions  
Usually trouble-shoots solutions  
Usually questions assumptions

Uses analytical skills  
Systematically attacks problems  
Defines alternate courses of action  
Regularly trouble-shoots solutions  
Regularly questions assumptions

### Probes

- (1) Tell me about a time when you were systematic in identifying potential problems at work. Feel free to showcase your analytical skills.
- (2) Thinking back over the last five years of your work, describe a situation in which you had to use mathematics to solve a complex problem. Take your time, remember a good example, and tell me all about it in detail.
- (3) What was your greatest success in using the principles of logic to solve technical problems at work? Be specific.
- (4) Describe a time when you were proud of your ability to use your mathematical knowledge or research techniques to solve a problem.
- (5) Solving a problem often necessitates evaluation of alternate solutions. Give me an example of a time when you actively defined several solutions to a single problem. Did you use any tools such as research, brainstorming, or mathematics?
- (6) Give me an example of any time when you used tools such as survey data, library research, or statistics as important contributors to the definition of a specific problem.
- (7) Enumerate the analytical tools with which you feel competent, then give me an example from any time in your working history which shows your ability to use analytical techniques to define problems or design solutions.
- (8) To what extent has your past work required you to be skilled in the analysis of technical reports or information? Pick any specific experience which would highlight your skills in this area and describe it in detail.

### Interpretive Guides

- Did the candidate anticipate and identify a problem, then collect data and analyze it? Was there a lack of anticipation/preparation and/or use of a trial-and-error approach?
- Did the candidate show knowledge/skill in mathematics, perhaps, deriving formulas, using modeling techniques, and/or conducting statistical analyses? Was there elementary skill in mathematics, requiring only basic addition/subtraction/multiplication/division?
- Did the candidate use inference/deduction to solve a technical problem, using tools of logic such as mathematics or computers? Was there little use of more than obvious facts/procedures for problem solving?
- Did the candidate conduct/direct work which used research designs and/or statistics/mathematics? Was there use of only basic clerical skills/elementary mathematics as directed by someone else?
- Did the candidate develop alternative solutions to a problem based on a clarification of objectives and review of facts/causes? Was there an obvious/standard solution or an autocratic solution, reflecting little specification of alternatives?
- Did the candidate have a primary role in research design, formal data collection, and interpretation? Was there acceptance of questionable information or assumptions, or over-dependence on others?
- Did the candidate make an informed decision on which tool was best for a specific task, and use the tool with minimal supervision? Was there little actual use of the tool, even with supervision?
- Did the candidate conduct a close review of detailed technical information, requiring a professional education or training to understand? Was there a superficial/incomplete review of information, perhaps covering materials such as popular magazines?

10. **Goal Setting:** Able to define realistic, specific goals and objectives; to prioritize objectives.

| Very Strong Evidence<br>Skill Is Not Present | Strong Evidence<br>Skill is Not Present | Some Evidence<br>Skill Is Present       | Very Strong Evidence<br>Skill Is Present |
|--|---|---|--|
| Little/no experience in writing goals        | Some experience in writing goals        | Writes specific goals with target dates |  |
| Has no regular time for goal setting         | Periodically sets goals                 | Reserves special time for goal setting  |  |
| Waits for others to set goals                | May independently set goals             | Initiates goal setting if others don't  |  |
| Rarely sets priorities                       | May set priorities                      | Regularly sets priorities               |  |
| Thinks goal setting is not important         | Recognizes value of goal setting        | Believes goal setting is essential      |  |

**Probes**

- (1) Tell me what you do in order to ensure that you have enough time set aside for goal setting then review for me a specific time in which you have initiated your own goal setting in the last few years. What happened?
- (2) In an aggressive working environment, it is often necessary to prioritize goals to be sure that effort is allocated appropriately. Tell me about the most important time in your working history when you prioritized your goals successfully.
- (3) Tell me about the systems that you use for goal setting. To what extent does it involve using written objectives, paperwork, or forms? Describe a specific instance in which you defined your goals and objectives in writing?
- (4) What important target dates did you set to reach objectives on your last job? How did you set the dates? Exactly what were they, and what were your results?
- (5) Goal statements are often made to meet the expectations of others. Tell me about a time when you took the initiative to set goals and objectives, even though you were not prompted or directed by others to do so.
- (6) What have been your experiences in defining long-range goals? Tell me what specific goal was set, how it was set, and how successful you were in its achievement?
- (7) Goal statements can be used to manage your own work activities since they enable you to guide day-to-day actions successfully. Describe an especially favorable experience you've had in using goals to guide your own actions.
- (8) Give me an example of a time when you used a systematic process to define your objectives. What type of system did you use? What payoff did you get from using the process?

**Interpretive Guides**

- Did the candidate initiate a systematic approach to goal setting, including commitment of enough time to set goals, naming target dates, and indentifying measures? Was there an absence of written goals, little understanding of the value of goals, and/or dependence on others to set goals?
- Did the candidate take the initiative to order work activities by importance, logical sequence, and/or resource availability? Was there little initiative in ordering work activities, responding to others in selecting what to do?
- Did the candidate show commitment to using a goal setting system to solve problems or bring about change/achievement? Was there acquiescence to goals set by others, a resistance to goal setting, or setting only of daily goals?
- Did the candidate show initiative in systematically setting target dates, perhaps with communication of them? Was there little involvement in, or superficial compliance to, setting target dates?
- Did the candidate show initiative and self-direction in setting a realistic goal? Was there little interest in, resistance to, goal setting?
- Did the candidate set written goals for two or more years ahead, based on logical extensions of business cycles or future opportunities/problems? Was there setting of short range (daily/monthly) goals, or little experience in goal setting?
- Did the candidate initiate short-term goal setting in order to improve performance? Was there a rejection of goal setting, compliance to please others, and/or an excuse for not setting goals?
- Did the candidate systematically use such things as fact finding, team involvement, potential-problem analysis, and/or analytical tools? Was there little initiative in fact finding, lip-service to objectives, and/or resistance to systematic goal setting?

11. **Written Communication:** Able to write clearly and effectively present ideas and to document activities; to read and interpret written information.

Very Strong Evidence  
Skill Is Not Present

Strong Evidence  
Skill is Not Present

Some Evidence  
Skill Is Present

Very Strong Evidence  
Skill Is Present

Little/no work-related writing experience  
Rarely uses written word to communicate  
Limited skill with writing equipment  
Sees little value in documentation

Some work-related writing experience  
Recognizes value of written communication  
Some skill with writing equipment  
Recognizes value of documentation

Much work-related writing experience  
Often uses written word to communicate  
Skilled with writing equipment  
Generate/uses documentation

**Probes**

**Interpretive Guides**

- (1) Give me an example, taken from your experiences in report writing, preparation of memos, or general correspondence which illustrates the extent of your written communication skills.
- (2) In some jobs it is necessary to document work thoroughly, in writing. For example, documentation might be necessary to prove you did your job correctly or to train another person to do it. Give me an example of your experiences in this area.
- (3) Tell me about the most complex information you have had to read – perhaps involving research you had to complete. To what extent did this project test your comprehension skills and technical knowledge? Be specific.
- (4) This job will require you to spend a large amount of time writing. Tell me about your writing experiences that you think will contribute to your ability to do this job well.
- (5) Describe the most significant work experience you have had in which you had to use reference materials, library information, manuals, etc., to get a job done. How much time was required? How did the reference materials help you the most?
- (6) In some positions it is necessary to be a thorough, meticulous reader and in other situations it is important for one to be able to scan through large amounts of information quickly. Describe your most significant scanning experience.
- (7) How much reading of new information is required in your current job? How often do you have to expose yourself to new written communications? When did these skills cause you to be a superior performer?
- (8) Describe your experiences in editing manuscripts, articles, documents, or any other form of written communication. Be specific.

- Did the candidate describe professional skills in writing, including independent development of lengthy/creative/research documents or important business/professional correspondence? Were there activities, such as coding or preparation of documents, with little discretion on the candidate's part?
- Did the candidate emphasize accuracy in writing a description of an important activity? Was there organization of one's paper/documents and/or presentation of required documents, without writing?
- Did the candidate read and perhaps reread complex information (that would typically be covered by a college graduate working in a technical field) to ensure comprehension? Was there skill in reading and comprehending very basic instructions?
- Did the candidate demonstrate writing skill and time commitment, perhaps as evidence by publication? Was there little skill or interest in writing?
- Did the candidate use library information and reference materials extensively, perhaps with little help from a librarian? Was there little awareness and/or avoidance of basic references other than those associated with routine and simple work procedures?
- Did the candidate's response reflect speed and comprehension, with the scanning being done with a specific objective in mind? Was there an avoidance of/dislike for reading?
- Did the candidate show initiative/commitment to reading in order to stay informed? Was the reading prompted by everyday needs for information or simple availability?
- Did the candidate use understanding/comprehension, along with grammatical rules, perhaps leading to suggestions for creatively rewriting text? Was there little confidence/skill in use of proper grammar/punctuation/spelling and excuses/avoidance of writing?

12. **Commitment to Task:** Able to start and persist with specific courses of action while exhibiting high motivation and a sense of urgency; willing to commit to long hours of work and make personal sacrifice in order to reach goals.

Very Strong Evidence  
Skill Is Not Present

Strong Evidence  
Skill is Not Present

Some Evidence  
Skill Is Present

Very Strong Evidence  
Skill Is Present

Needs direction and supervision  
Background suggests underachiever  
Won't work with difficult personalities  
Little task orientation  
Unwilling to sacrifice to get results

Generally operates as self-starter  
Adequate level of past achievement  
Can work with difficult personalities  
Some task orientation  
May sacrifice to get results

Self-directing to get results  
High level of past achievement  
Achieves despite difficult personalities  
High task orientation  
Willing to sacrifice to get results

### Probes

- (1) Give me an example of any specific time in which you found it necessary to give long hours to the job. For example, tell me about the period when it was necessary to take work home, work on weekends, or maintain unusually long hours. Be specific.
- (2) Tell me about a time when you were able to provide your own motivation to produce even though you were working alone. What were the circumstances of the situation and how did you manage to motivate yourself?
- (3) Tell me about a time in your background when you were a driving, highly motivated worker. Don't be too modest – give yourself due credit for getting the job done.
- (4) Some individuals have a strong sense of urgency about getting results – others are more relaxed and less driven in their approach to work. Give me an example of a time when you had a sense of urgency about getting results.
- (5) Getting the job done may necessitate unusual persistence or dedication to results, especially when faced with obstacles or distractions. Tell me about a time which you were able to be very persistent in order to reach goals. Be specific.
- (6) Tell me about a time at work when someone commented on your high level of task orientation.
- (7) We both recognize that being successful takes more than luck. Hard work is necessary in order to achieve. Tell me about a time when you had to work very hard to reach your goals and be specific about what you achieved.
- (8) We all have to make decisions on the job about the delicate balance between personal and work objectives. When do you feel you have had to make personal sacrifices in order to get the job done?

### Interpretive Guides

- Did the candidate show self-direction and initiative in working particularly long hours, with a clear dedication to a meaningful objective? Was there compliance to routine work requirements, possibly with some resentment about what was expected?
- Did the candidate have a performance strategy which enhanced alertness, productivity, or efficiency? Was there compliance with a standard or requirement set by a team, manager, or organization?
- Did the candidate initiate an unusual level of effort and commitment? Was the example trivial, perhaps showing low motivation or a resistance to extra effort?
- Did the candidate take immediate action directed toward a specific objective, so that non-task activities and interests were given low priority while productivity and efficiency were of prime importance? Was there little emphasis on effectiveness/speed/efficiency?
- Did the candidate make an uncompromising commitment to a goal, as shown by long hours of work? Was there compliance to routine work requirements, perhaps in a mechanical/uninspired/fatalistic way?
- Did the candidate accomplish something unusual, requiring a significant level of commitment? Was the example trite or a routine response to a situation, rather than effort initiated by the candidate?
- Did the candidate make an unusual commitment in order to reach objective, reflecting both high effort and accomplishment? Was there a routine response to work demands, rather than self-directed effort?
- Did the candidate sacrifice time/plans/energy for the sake of a work objective, without compromising values or dignity? Was there resistance/low effort to make a personal sacrifice to reach a work objective?

13. **Interaction:** Able to communicate with others in a warm and helpful manner while simultaneously building credibility and rapport.

| Very Strong Evidence<br>Skill Is Not Present   | Strong Evidence<br>Skill is Not Present  | Some Evidence<br>Skill Is Present | Very Strong Evidence<br>Skill Is Present   |
|--|--|-----------------------------------|--|
| Aloof and socially removed<br>Limited skill in building rapport<br>Less credible<br>Little skill in keeping confidence<br>Careless with others' feelings | Adequate social interaction skills<br>Some skill in building rapport<br>Credible<br>Shows reasonable care in keeping trust<br>Aware of how others feel |                                   | Exhibits interpersonal warmth<br>Skilled in building rapport<br>Very credible<br>Carefully protects confidences<br>Respects the feelings of others |

#### Probes

- (1) Describe a time when you were able to be personally supportive and reassuring to a person who needed a friend.
- (2) The word "communications" means different things to different times. Tell me what this word means to you by giving me an example of a time when you were able to be a warm and amiable as a communicator.
- (3) Building rapport is sometimes a very challenging thing to do. Give an example of a time when you were able to build rapport with someone at work, even when the situation was a difficult one.
- (4) Being sympathetic to another person's problems entails putting forth a special effort to understand the situation or dilemma. Give me an example of a time when you were able to give sympathy. How did this contribute to a work outcome?
- (5) Being skillful in dealing with other people on the job is an important factor in being productive. Describe a time when you were successful in dealing with another because you built a trusting and harmonious relationship.
- (6) It is all too easy to ignore the feelings of others because of a preoccupation with our own needs. Tell me about a time when you made a special effort to treat another person in a way which showed your respect for the other's feelings.
- (7) Relating to another person goes beyond giving recognition and approval. Describe a time when you were helpful to another while simultaneously building a good relationship.
- (8) Sometimes showing concern for another person is a foundation for building a good long-term relationship. Tell me about a time when your concern for a particular individual was reflected in an interview, coaching, or counseling.

#### Interpretive Guides

- Did the candidate emphasize fact finding, acceptance, confidentiality, support, warmth, and/or friendship? Was there little interest in/rejection of support/reassurance?
- Did the candidate receive and share feelings, with sensitive acceptance and support, perhaps along with personal disclosure? Was there avoidance of, or negative feelings about, warmth or amiability, perhaps reflected in irritable/insensitive behavior?
- Did the candidate build from a casual exchange of information to an honest discussion of topics which reflected trust and mutual respect? Was there a lack of interest in interacting or building a warm relationship?
- Did the candidate genuinely express understanding/support based on knowledge of another person's problem, followed by constructive statements/actions? Was there coldness/rejection of sympathy, possibly causing a negative working relationship?
- Did the candidate act/decide to reduce control and increase trust based on information about a person? Was there a misuse of trust and/or an automatic distrusting reaction?
- Did the candidate show concerned expression/action in order to generate a respectful/productive relationship? Was there limited control of feelings, disrespect for confidential information, and/or a disparaging/trivial outlook on another's feelings?
- Did the candidate make a time commitment and/or show understanding/genuine care for another person, even if that person's behavior/attitude could have made the effort unrewarding? Was there disrespect/insensitivity for another person's feelings?
- Did the candidate emphasize a genuine relationship which led to a productive personal experience/work outcome? Was there behavior which was not conducive to building meaningful relationships, either because of dominance/manipulation or avoidance of conflict/open communication?

14. **Perceptivity:** Able to interpret verbal and non-verbal behavior; to develop accurate perception and understanding of others' feelings, needs, values, and opinions; to be sensitive to and aware of personality differences and conflicts.

| Very Strong Evidence<br>Skill Is Not Present | Strong Evidence<br>Skill is Not Present | Some Evidence<br>Skill Is Present | Very Strong Evidence<br>Skill Is Present |
|--|---|-----------------------------------|--|
| Less skilled in assessing people             | Some skill in assessing people          |                                   | Skilled in assessing people              |
| Uninformed about others' needs               | Some awareness of others' needs         |                                   | Alert to others' needs                   |
| Not sensitive to body language               | Aware of body language                  |                                   | Skilled in reading body language         |
| Unaware of symbols of status/esteem          | Aware of symbols of status/esteem       |                                   | Scans for symbols of status/esteem       |

**Probes**

- (1) In communicating, people's gestures or verbal cues can give us better understanding of what is meant. Give me an example of how your interpretations of verbal and non-verbal behavior have helped you in communications. Take your time.
- (2) It is sometimes very difficult to perceive the needs, values, or opinions of others. Tell me about a time when you were able to think like another person in order to discover his or her unique perspective.
- (3) Tell me about a time during negotiations when your perceptiveness helped you to make sense out of another person's behavior.
- (4) Understanding people can be an important skill. At work, when has your analysis of another's motives and feelings paid off for you?
- (5) Tell me about a time when you were proud of your ability to recognize how another person feels. Describe what happened in a way which will illustrate your ability to accurately understand another person.
- (6) Tell me about a time which shows your skill in recognizing hidden interests or personality conflicts.
- (7) The correct understanding of differences in personality can affect work decisions such as work assignments, employee motivation, and conflict management. Tell how your knowledge of personality differences benefited your effectiveness.
- (8) Tell me about a situation in which you were particularly skillful in detecting clues which show how another person thinks or feels. How did you develop an accurate perception of the person?

**Interpretive Guides**

- Did the candidate consider non-verbals cautiously, perhaps with references to books/research on the subject? Was there a trite application or little awareness of reading non-verbals?
- Did the candidate use behavioral observations, past experiences, and/or a questioning approach to assume the perspective of another person? Was there rejection of/resistance to becoming aware of another person's feelings/perspective?
- Did the candidate recognize/act based on another person's behavior, perhaps referring to the match of non-verbals to verbal content? Were there snap judgments or stereotypes based on the other person's clothing or appearance?
- Did the candidate use behavioral observation as the basis for assessment, along with caution and avoidance of over-interpretation? Was there a lack of awareness/sensitivity, perhaps dealing only with extreme indicators of feelings?
- Did the candidate recognize/act based on another person's behavior, perhaps referring to the match of non-verbals to verbal content? Were there snap judgments or stereotypes based on the other person's clothing or appearance?
- Did the candidate observe and reasonably interpret behavior, perhaps adapting one's own behavior to adjust to it? Were there stereotypes/blame/labeling based on assumptions about behavior, rather than behavioral observations?
- Did the candidate use insight and take productive action in light of it? Was there a superficial decision about another person, perhaps reflecting stereotypes/trivial insights/overly simple understanding of others?
- Did the candidate observe behavior, perhaps followed by a search for additional information to explain the behavior? Was there a snap judgment based on a first impression, or an assumption/trivial observation/standard interpretation of another's behavior?

15. **Organization and Planning:** Able to organize or schedule people or tasks; to develop realistic action plans while being sensitive to time constraints and resource availability.

| Very Strong Evidence<br>Skill Is Not Present | Strong Evidence<br>Skill is Not Present | Some Evidence<br>Skill Is Present | Very Strong Evidence<br>Skill Is Present |
|--|---|-----------------------------------|--|
| Rarely uses written plans                    | Occasionally uses written plans         |                                   | Uses written plans to guide activities   |
| Little time management skill                 | Some skill in time management           |                                   | Skilled in a time management system      |
| Disorganized                                 | Generally organized                     |                                   | Highly organized                         |
| Resists the use of plans                     | Responds to plans made by others        |                                   | Structures action plans                  |
| Little evidence of planning                  | Makes to-do lists & near-term plans     |                                   | Makes long and short-range plans         |

### Probes

- (1) Give me a summary of the systematic planning techniques you have used in your career. Describe how you applied one of these techniques in a specific situation.
- (2) Planning is often more than thinking, it is also doing. Tell me what you have done with such tools as flow charts, production schedules, and filing systems or anything else to help you plan.
- (3) Give me an example of a time in which you were effective in doing away with the “constant emergencies” and “surprises” in your work climate. How did your planning help you deal with the unexpected?
- (4) Give me an example from your working history that demonstrates your ability to organize and maintain a system of records to facilitate your work.
- (5) Time management has become a necessary factor in personal productivity. Give me an example of any time management skill you have learned and applied at work. What resulted from use of the skill?
- (6) Pick any event at work which gives a good example of your skill in analyzing data to make a forecast or plans. To what extent did you use statistical procedures as opposed to an intuitive approach?
- (7) Getting results at work often entails spelling out detailed action plans. Tell me about how you used realistic schedules and timetables to generate a plan leading to a specific goal.
- (8) Organization and scheduling of people and tasks is a necessary function in creating a productive working environment. Review your experiences in this area and detail a single case that illustrates your organization and scheduling ability.

### Interpretive Guides

- Did the candidate use a planning tool or formal process to do structured planning, perhaps on a complex project involving significant resources or risk? Was there resistance to or lack of skill in planning?
- Did the candidate use a planning tool to make use of people/resources? Was there a failure to plan/organize or a dependence on another person to see that it was done?
- Did the candidate use fact finding/planning/organization/training to prevent, or prepare for, emergencies? Was there a lack of preparation to do a job/project, perhaps dealing with surprises/emergencies as they occurred?
- Did the candidate initiate or show commitment to a systematic method for organization or record keeping? Was there ineffective record keeping, overconfidence in memory, and/or dependence on others?
- Did the candidate have a strategy for using time management techniques across a variety of situations? Was work time used primarily for socializing/pleasant activity, with little emphasis on productivity?
- Did the candidate use a systematic process to gather information and/or analytically integrate it? Was there an absence of data collection and analysis, perhaps with intuitive thinking, overdependence on trivial methods, and/or unquestioning use of information?
- Did the candidate formally define realistic and measurable objectives? Was there a trivial/near term/general objective, skepticism about the value of having objectives, and/or dependence on others to set objectives?
- Did the candidate use a systematic approach for organizing/scheduling? Was there a disinclination/failure to plan when there could have been benefits from it?

16. **Creativity:** Able to develop unique and novel solutions to problems; use intuition and a new way of thinking to give birth to new ideas; to present information in an attention-getting and interesting manner.

| Very Strong Evidence<br>Skill Is Not Present | Strong Evidence<br>Skill is Not Present  | Some Evidence<br>Skill Is Present      | Very Strong Evidence<br>Skill Is Present |
|--|--|--|--|
| Little recognition for creative efforts      | Some recognition for creative success    | High recognition for creative success  |  |
| Little experience in art/writing/music       | Some experience in art/writing/music     | Clear experience in art/writing/music  |  |
| Less ability to generate unique products     | Some ability to generate unique products | Quite able to generate unique products |  |
| Concrete thinker; says "so what"             | Reasonably inventive; asks "why"         | Quite inventive; asks "what if"        |  |
| Closed-minded; resists change                | Willing to discuss ideas; open to change | Likes to brainstorm; suggests ideas    |  |

**Probes**

- (1) In the ever-expanding and evolving marketplace, product development is a necessity for growth and success. Tell me about a time when you were able to create a novel product in a creative environment.
- (2) Just about anybody can give a routine, standard answer to common problems; however, the payoff is often in the development of unique solutions to common problems. Give me an example of one of your unique and novel problem solutions.
- (3) Creative persons seem to offer fresh insights frequently and regularly. Give me an example of a time when one of your insights or innovations was particularly well-received by others.
- (4) It is often suggested that the creative personality has a particular way of thinking which encourages inventiveness. Give me an example of a time when you were inventive and explored new ways of thinking.
- (5) Give an example of a time when you think you were particularly creative in presenting information by use of graphics, models, or displays. In giving your example, focus on how your methods produced results.
- (6) Often individuals who are creative in one mode seem to have creative skills in other areas. How do you rate yourself in terms of creativity in the fields of art, writing, and music? Tell me, by example, how you used these skills in your job.
- (7) Creativity often means stepping back from regimented ways of thinking. When have you been able to break out of a structured mind set and intuitively play with concepts and ideas?
- (8) New ideas may come from intuition; however, many ideas come from hard work and dedication. Tell me of an idea you originated through combined hard work and intuition.

**Interpretive Guides**

- Did the candidate develop a unique product/solution/idea into a marketplace product, rather than being pure research, perhaps as part of a team effort? Was there a solution to a problem using existing instructions or prescribed techniques, rather than creativity?
- Did the candidate develop alternate perspectives on/solutions to a problem, and have a rationale for choosing a particular solution? Was there use of mechanical/prescribed techniques/skills to solve a problem?
- Did the candidate receive public recognition for innovation by an award, praise, and/or special comment? Was there awareness of the value of innovation, but with a trivial/impractical application?
- Did the candidate take action designed to change perspective and break from a previous way of thinking? Were instructions used to solve the problem, and/or was there over-reliance on a team to solve it?
- Did the candidate discuss a professional level of work which integrated form/color/design/animation into a presentation which had economic value? Was there appreciation for a well-designed presentation, without the candidate's having been creative in its design?
- Did the candidate use more than one avenue of creativity consistent with professional standards, perhaps combined in a single project? Was there a product with little economic value and/or something that could be done with little training?
- Did the candidate use a special activity/stimulus/internal dialogue to change perspective in order to enhance creativity? Was there a failure to change perspective/assume a new mindset?
- Did the candidate work unusually long hours to use his/her vision/intuition to generate an idea/product? Was there a creative outcome which emerged without a time commitment or particular effort?

17. **Versatility:** Able to modify one’s own behavioral style to respond to the needs of others while maintaining one’s own objectives and sense of dignity.

| Very Strong Evidence<br>Skill Is Not Present  | Strong Evidence<br>Skill is Not Present  | Some Evidence<br>Skill Is Present | Very Strong Evidence<br>Skill Is Present  |
|---|--|-----------------------------------|---|
| Rigid in social dealings; “me” oriented<br>Hard-headed, brittle, uncompromising<br>Critical of others’ actions; intolerant<br>Rebels in response to others’ needs | Average in social flexibility<br>Some skill with compromise<br>Generally tolerant of others<br>Some interest in accommodating others |                                   | Socially flexible, “you” oriented<br>Able to skillfully compromise<br>Accepts others; tolerant of differences<br>Maturely accommodates others |

**Probes**

- (1) Sooner or later we all have to deal with arrogant, dogmatic people. Tell me about a time when you were able to be flexible with this type of person.
- (2) Tell me about a time when you were able to change in order to meet the needs of others.
- (3) In the work situation, we must all compromise to make things happen. Tell me about a time when you felt it necessary to compromise your own immediate interests in order to be socially flexible and tolerant of another person’s needs.
- (4) Describe a time when you were able to adapt to a person from a background or culture that was different from yours.
- (5) It is sometimes very difficult to accommodate the wishes of another person without going so far that we lose our own personhood. Tell me about a time when you tried hard to “be nice” but had to back off to avoid loss of self-esteem.
- (6) It’s often very difficult to please another person while maintaining your dignity. Tell me about a time when you were able to balance your sense of dignity while changing your behavioral style.
- (7) At times, we are all required to deal with difficult people. An even more demanding factor is to be of service to a difficult person. When have you been successful with this type of situation at work?
- (8) Tell me about a time when you were able to make someone feel comfortable when dealing with a situation which had a lot of feelings involved in it. Describe a specific case.

**Interpretive Guides**

- Did the candidate deal with another person’s wants/needs while maintaining positive feelings and a service attitude? Was there little effort to adapt and/or regrets for adapting to another person?
- Did the candidate comfortably step aside from his/her short-term objectives/preferences to accommodate another person? Was there disinterest in/resistance to adapting to another person’s feelings/needs?
- Did the candidate change a preference/short-term goal in light of a realistic appreciation of the facts and/or sensitivity to others’ values/preferences/needs? Was there little accommodation and/or a trivial example of flexibility with another person?
- Did the candidate have awareness of differences in interpersonal style/values and respond to them by adjusting his/her behavior, without compromising integrity? Was there little willingness to adapt, perhaps with a judgmental approach toward others.
- Did the candidate initially adapt, then decide not to adapt, in order to maintain his/her values/dignity? Was there an accommodation to another person that was naïve, exaggerated, and/or submissive?
- Did the candidate direct behavior genuinely to both another person’s wants and his/her own dignity? Was there a strong emotional reaction, such as anger/hurt/loss of self-control/submissive/dependency?
- Did the candidate provide quality service, while having no negative feelings, and move the situation toward a productive outcome? Was there a failure to adapt, and an obviously negative emotional reaction?
- Did the candidate show understanding and helpfulness when dealing with another person’s feelings? Was there little interest in dealing with another person’s feelings?

18. **Reading the System:** Able to recognize and use information about organizational climate and key individuals to accomplish legitimate organizational goals; be aware of the importance of timing, politics, and group processes in managing change.

| Very Strong Evidence<br>Skill Is Not Present | Strong Evidence<br>Skill is Not Present  | Some Evidence<br>Skill Is Present | Very Strong Evidence<br>Skill Is Present |
|--|--|-----------------------------------|--|
| Makes social errors; lacks polish            | Average social skills                    |                                   | Socially skillful; has polish            |
| Politically naïve; gets caught in traps      | Recognizes politics; avoids mistakes     |                                   | Reads the system to reach goals          |
| Little insight about social networks         | Recognizes social networks at work       |                                   | Understands social networks at work      |
| Asserts without regard for consequences      | Usually asserts at the right time        |                                   | Skillful in self-assertion               |
| Lacks interpersonal insight                  | Generally aware of differences in people |                                   | Builds relationships by using savvy      |
| Unaware of interpersonal impact              | Has some blind spots about self          |                                   | Very aware of interpersonal impact       |

### Probes

- (1) Unfortunately most organizations have some elements which impact on the ways in which things get done. Tell me about a time in your background in which you feel you worked within the system, handling a political situation effectively.
- (2) Many times, getting results necessitates development of a full understanding of the informal climate which dictates how things get done. Give me an example of a time when you were able to manipulate the power/influence system to get results.
- (3) Many times, getting results requires a full understanding of the organizational climate or culture. Tell me about a time when your astuteness or practical sense in an organization helped you to get results.
- (4) Different people have different motivators. When have you been successful in discovering a key person's motivation and using that knowledge to bring about an important change? Be specific.
- (5) At times it is very important to understand how communication channels, interpersonal networks, and politics influence decisions at work. Describe a time when your understanding of political dynamics at work was put to good use.
- (6) Organization change is often guided by friendships and relationships which can influence how things happen. Tell me about a time when you used your interpersonal skills to build a network of contacts to reach goals.
- (7) The term "shrewd" suggests an ability to understand what really needs to be done to reach organizational objectives. Tell me how you "read the system" shrewdly to reach a goal.
- (8) Give me an example of a time when your timing, political awareness, and knowledge of how groups work enhanced your ability to generate a change. Take your time in coming up with a specific example.

### Interpretive Guides

- Did the candidate accurately assess timing/agendas/issues, and then effectively take or avoid action while working within stated policy and unstated rules of conduct? Was there underuse or misuse of politics to influence achievement of objectives?
- Did the candidate develop or productively use relationships to reach organizational goals, perhaps using timing/networks/power to enhance productivity? Was there naïve, trite, and/or non-productive use of power, perhaps with personal motives?
- Did the candidate productively use knowledge about the styles of decision makers and/or desirable behavior in the organizational culture? Was there downplay of reading the system because of naiveté and/or rejection of political influence in organizations?
- Did the candidate ethically use information about a person primarily to forward organization/job goals? Was there a rejection of customizing influence strategies, perhaps likening it to dishonesty, negative politics, and/or manipulation?
- Did the candidate cultivate/manage a channel of communication in order to move toward a work goal? Was there naiveté and/or a very standard/trivial way to understand hidden agendas, communication channels, and/or the informal organization?
- Did the candidate take initiative in meeting people and maintaining genuine relationships to achieve productive goals? Was there aloofness or coldness, even with a person who had practical impact on the achievement of a work objective?
- Did the candidate effectively use anticipation/understanding of people factors toward attainment of organizational objectives? Was there little awareness of how people factors impacted on goal attainment?
- Did the candidate use an influence strategy for a legitimate organizational goal, based on preferences/issues/characteristics of individuals and/or corporate culture? Was there self-serving use of politics and/or denial that politics may guide productive change?

19. **Team Building:** Able to work with people in such a manner as to build high morale and group commitments to goals and objectives.

| Very Strong Evidence<br>Skill Is Not Present | Strong Evidence<br>Skill is Not Present  | Some Evidence<br>Skill Is Present     | Very Strong Evidence<br>Skill Is Present |
|--|--|---------------------------------------|--|
| Rarely uses participative management         | Some skill with participative management | Skilled in participative management   |  |
| Tolerant of negative attitudes               | Sometimes confronts negative attitudes   | Confronts negative attitudes          |  |
| Unaware of individual and group goals        | Talks about personal and team goals      | Builds overlap of personal/team goals |  |
| Allows abuse of team member                  | Usually stops abuse of team member       | Never allows abuse of team member     |  |
| Does not show task or people concern         | Shows either task or people concern      | Shows task and people concern         |  |

**Probes**

- (1) We cannot do everything ourselves. Give me an example of a time when you dealt with this reality by creating a special team effort at work. Highlight the special aspects of the situation which best demonstrate your skill in this area.
- (2) It has been said that one of the best ways to manage people is to teach them how to manage themselves. Tell me about a time when you contributed to a working group's ability to direct itself by building group standards for performance.
- (3) Building a team spirit to get results is often a difficult thing to do. Tell me about a time when you had your greatest success in building a team spirit. What specific results were accomplished by the team?
- (4) Goal congruence is the overlap between individual goals and group objectives. Tell me about a time when you created group commitment to goals by developing goal congruence.
- (5) It's sometimes important to deal with a negative attitude to build team motivation. Give me an example of a time when you confronted a negative attitude successfully with the result of building teamwork and morale.
- (6) One way to build a teamwork attitude is to explain to individuals how their personal goals overlap with team goals. Give me an example of any time in which you were able to build an overlap of individual and team goals.
- (7) There is a big difference between being committed to an individual or to a team. Tell me about a time when your commitment to a person was tested because of your commitment to the team. Explain what you did and why.
- (8) The team "participative management" has been used for years to describe a technique of building a team spirit by collecting suggestions from others. Describe a time when you used suggestions to build team commitment.

**Interpretive Guides**

- Did the candidate use participative decision making, goal setting, and/or constructive confrontation to build commitment to perform separate tasks in an integrated/productive way? Was there a directive/autocratic style in establishing team roles and supervising performance?
- Did the candidate develop performance standards, group norms, and/or team goals consistent with work objectives through leader facilitation? Was there either autocratic direction or under-involvement in building a standard for performance?
- Did the candidate create a common goal/vision, and/or use a feedback/reward system, to coalesce a team? Was there an absence of team activity and/or use of pressure to achieve results?
- Did the candidate purposefully link an individual/group goal to an organization objective? Was there little experience in goal setting or building goal commitment?
- Did the candidate recognize a negative attitude in himself/herself or another person, have insight into its causes, and take constructive corrective action? Was there a reaction to an attitude problem with little evidence for productive action?
- Did the candidate identify another individual's goals and create a joint understanding of how group-goal behavior would lead to individual rewards? Was there failure to use specific goals for both an individual and a team?
- Did the candidate maintain the same standards for all persons on the team? Was there blatant favoritism for an individual over the team, perhaps for political reasons or with an excuse for rewarding to a well-liked person?
- Did the candidate commit to productive participation by such things as asking meaningful questions, defining group authority, and/or provision of adequate resources/time? Was there inexperience with, or rejection of, participative decision making?

20. **Decision Making and Problem Solving:** Able to take action in solving problems while exhibiting judgment and a realistic understanding of issues; able to use reason, even when dealing with emotional topics.

| Very Strong Evidence<br>Skill Is Not Present   | Strong Evidence<br>Skill is Not Present  | Some Evidence<br>Skill Is Present | Very Strong Evidence<br>Skill Is Present  |
|--|--|-----------------------------------|---|
| Lets personal bias influence decisions<br>Rarely asks "why"<br>Poor judgment<br>Bases decisions on emotions<br>Generates impractical solutions | Generally objective<br>Sometimes asks "why"<br>Reasonably good judgment<br>Generally reasonable<br>Usually generates practical solutions |                                   | Regularly shows objective attitudes<br>Isolates problem causes<br>Sound judgment<br>Regularly bases decisions on facts<br>Makes decisions that solve problems |

**Probes**

- (1) Solving problems requires more than good plans; it means taking action. Give me an example of a time when you were able to take meaningful action in solving a practical problem.
- (2) Having a good solution for a problem often entails more than just being intelligent. Often, exercise of good judgment is needed to complement logic in choosing a practical solution. Describe when you used good judgment in solving a problem.
- (3) When we get emotionally involved in a problem situation, it is often very difficult to be objective. Tell me about a time when you were proud of your ability to be objective even though you were emotional about a problem situation.
- (4) Tell me about a time when your understanding of issues associated with a problem provided you with a foundation for generating a good solution.
- (5) In many problem situations, it is often tempting to jump to a conclusion to build a solution quickly. Tell me about a time when you resisted this temptation and thoroughly obtained all facts associated with the problem before coming to a decision.
- (6) Good problem solving often includes a careful review of the facts and weighing of options before making a decision. Give me an example of how you reached a practical business decision by an organized review of the facts and weighing of options.
- (7) Even though you may be dealing with a complex problem, it is often important to use a common sense approach in making a decision; not all analytical solutions will seem practical. Tell me about a time when your common sense paid off for you.
- (8) Often, extensive job training and experience are required to get the best results in decision making. Describe, in detail, a situation in which you used your training and experience in making a decision which required sound judgment.

**Interpretive Guides**

- Did the candidate take action based on a systematic approach, meaningful review of facts/issues/timing, and a willingness to commit to a solution? Was there impulsive action taken due to pressure instead of a practical analysis of what actions were desirable?
- Did the candidate systematically gather and evaluate information, and use priorities/practical circumstances to guide a decision? Was there avoidance/withdrawal from a problem or an uninformed/impulsive decision?
- Did the candidate observe behavior, collect facts, and/or use analytical results to draw a conclusion? Were there feelings which interfered with observation, collection of facts, and/or interpretation of them?
- Did the candidate use a systematic approach, perhaps involving a written problem statement, causal analysis, solution criteria, review of each option's problems, and/or action taken? Were there emotional assumptions, poor judgment, and/or trial and error without forethought?
- Did the candidate gain accurate information and analyze it in order to make a good decision, perhaps despite pressure to make a decision quickly? Was there an absence of fact finding, a reflex action, and/or impulsiveness in making a decision?
- Did the candidate use a process to define a problem and then identify/evaluate alternative solutions prior to taking action? Was there a routine, obvious, and/or speculative course of action, perhaps based on an inadequate review of information?
- Did the candidate make an effective decision, particularly in light of practical opportunities/constraints? Was there a lack of effectiveness and/or great inefficiency, perhaps accompanied by insecurity, resistance, rigidity, withdrawal, and/or dependency?
- Did the candidate review important/available facts/feelings, then apply a principle learned in training? Was there little application of information learned in training to make a decision correctly?

21. **Leadership:** Able to influence the actions and opinions of others in a desired direction; to exhibit judgment in leading others to worthwhile objectives.

| Very Strong Evidence<br>Skill Is Not Present | Strong Evidence<br>Skill is Not Present | Some Evidence<br>Skill Is Present     | Very Strong Evidence<br>Skill Is Present |
|--|---|---------------------------------------|--|
| Rarely tries to influence others             | Occasionally tries to influence others  | Frequently tries to influence others  |  |
| Little attempt to change others' behavior    | Tries to change others' behavior        | Successfully changes others' behavior |  |
| Lacks understanding of group dynamics        | Understands group dynamics              | Skilled in use of group dynamics      |  |
| Less able to build morale                    | Somewhat effective in building morale   | Effectively builds morale             |  |
| Unwilling to confront others                 | Some willingness to confront others     | Maturely confronts others as needed   |  |
| Bullies people or is too passive             | May overuse/underuse authority          | Properly uses authority               |  |

**Probes**

- (1) Give me an example of a time when you used facts and reason to persuade another person to take action. Be specific.
- (2) Even though the use of authority in a leadership role is not popular, it is necessary in some situations. Give me an example of some situation when you used your authority to influence another individual. Be specific.
- (3) Organizations are built on the principle of delegation. Give me an example of the greatest success you ever had in the use of delegation. Take time to think of the best example you can and be specific in describing it.
- (4) Instead of simply using authority to influence another individual, it is sometimes desirable to lead other persons by setting a positive example for them to follow. Describe a work situation when your example served as a model for others.
- (5) Being able to change another person's behavior is both a skill and a responsibility. Tell me about a time when you were successful in this area – what kind of payoffs accrued to yourself, the other person, and the organization.
- (6) Individuals vary in their abilities to use power or persuasion to influence others. Give me an example of a time when you used either power or persuasion to guide another person to a worthwhile objective. Be specific.
- (7) Give me an example of how you have used your own personal qualities and appeal to lead others.
- (8) Communications and leadership go hand in hand. Give me an example of a time when your communication skills were powerful enough to enable you to influence the way others thought or acted, even in a very difficult situation.

**Interpretive Guides**

- Did the candidate make an organized presentation, making benefit statements, dealing with concerns, and/or asking for a decision? Was there little/superficial attempt to influence?
- Did the candidate use authoritative leadership to reach a work objective, as opposed to a personal objective, based on a need for speed, coordination, and/or expert judgment? Was there either a rejection of, or a clear overuse of, authority?
- Did the candidate encourage independent action, and then evaluate performance according to measures of success? Was there either a rejection of, or a clear overuse of, authority?
- Did the candidate model desired behavior for work associates, perhaps requiring special effort and/or commitment to a principle? Was there a trivial/incomplete example/demonstration, with little guidance regarding proper behavior/methods?
- Did the candidate use rewards to immediately reinforce behavior change while minimizing threats and punishment? Was there an absence of a rewarding relationship, use of criticism instead of description, and/or a failure to provide rewards?
- Did the candidate base his/her use of either power or persuasion on the requirements of the situation? Was there use of either power or persuasion to an extreme?
- Did the candidate make a presentation with an emphasis on feelings rather than facts, perhaps using metaphors/examples/stories to express the feeling? Was there little skill in using another person's emotions to influence his/her decision?
- Did the candidate prepare a message, with careful choice of words, in order to be effective in light of individual/situational needs? Was there some reluctance to communicate, an absence of preparation, and/or an overuse of authority?