

# Interview Guide

for Interviewer A

Estimated length: 60 minutes (Expert)

## Admin Support Assoc. I

University of Kentucky

Administrative Support Associate I

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Interviewer Name

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Candidate Name

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Interview Date

# *Interview Guide-Administrative Support Associate I*

## **Preparation Checklist**

1. Review application materials, including resume (curriculum vitae) and any application forms.
2. Prepare to conduct the Key Background Review, if included.
  - Note any jobs/experiences on which you are unclear or would like more information.
  - Note any gaps in employment.
3. Prepare the Planned Behavioral Questions section.
  - Review the dimension definitions and key actions.
  - Modify questions to better fit the candidate's experience.
  - Decide if the order of the questions should be changed; develop additional questions if necessary.
4. Prepare the Motivational Fit question page(s), if included.
  - Review the Job Fit definition and significant facets.
  - Review the Location Fit definition and characteristics.
  - Compare the location characteristics to the candidate's information and mark which ones you will explore during the interview.
  - Modify the questions to find out possible matches/mismatches between job facets and location characteristics and the candidate's preferences.
5. Estimate the time needed to cover each section of the Interview Guide.

## **Outline for Opening the Interview**

1. Greet the candidate, giving your name and position.
2. Explain the interview's purpose:
  - To acquaint interviewer and candidate.
  - To learn more about the candidate's background and experience.
  - To help the candidate understand the position and organization.
3. Describe the interview plan:
  - Briefly review jobs/experiences.
  - Ask questions to get specific information about those jobs/experiences.
  - Provide information about position and organization.
  - Answer candidate's questions about the position and organization.
  - Point out that you both will get information needed to make good decisions.
  - Indicate that you will be taking notes.
4. Explain the job's essential functions and ask if the candidate can perform the essential functions. (Required in the United States.)
5. Make the transition to the Key Background Review.

# *Key Background Review*

## **Work Background (1 of 2)**

1. Job/Experience \_\_\_\_\_ Dates \_\_\_\_\_

2. What were your major responsibilities/duties? Any change in responsibilities?

3. What did/do you like best about the position? What did/do you like least?

4. Why did you (or why are you planning to) leave?

*Impact:*

*Communication:*

# *Key Background Review*

## **Work Background (2 of 2)**

1. Job/Experience \_\_\_\_\_ Dates \_\_\_\_\_

2. What were your major responsibilities/duties? Any change in responsibilities?

3. What did/do you like best about the position? What did/do you like least?

4. Why did you (or why are you planning to) leave?

*Impact:*

*Communication:*

## Technical / Professional Knowledge

Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise.

### Key Actions

- *Understands technical terminology and developments*
- *Knows how to apply a technical skill or procedure*
- *Knows when to apply a technical skill or procedure*
- *Performs complex tasks in area of expertise*



### Planned Behavioral Questions

1. What lessons or tricks have you learned about managing a budget over the years? Can you give me an example of putting one of those lessons to use?
2. Describe the steps involved in \_\_\_\_\_ (process, function, task). Why are they important?
3. What is your level of expertise managing a database? Give me an example that illustrates your proficiency.

☆ Situation/Task

Action

Result

Impact:

Communication:

Technical / Professional Knowledge Rating: \_\_\_\_\_

## Applied Learning

Assimilating and applying new job-related information in a timely manner.

## Key Actions

- *Actively participates in learning activities*
- *Quickly gains knowledge, understanding, or skill*
- *Applies knowledge or skill*

## Planned Behavioral Questions

1. Tell me about a part of your job at \_\_\_\_\_ that was easier for you to learn than for others to learn. How did you accomplish this?
2. Have you ever had to learn new information about changing processes or procedures? Tell me about one of those situations and how you learned the new information.
3. Tell me about how you've used a computer on the job. How did you learn how to use it? How long did it take you to learn?

★ Situation/Task	Action	Result

Impact:

Communication:

Applied Learning Rating: \_\_\_\_\_

## Managing Work (includes Time Management)

Effectively managing one's time and resources to ensure that work is completed efficiently.

### Key Actions

- Prioritizes
- Makes preparations
- Schedules
- Leverages resources
- Stays focused

### Planned Behavioral Questions

1. Describe how you've organized materials (files, records, or other information) so that you could find them easily.
2. Describe a procedure you've used to keep track of items requiring your attention. Tell me about a time when you used this procedure.
3. Prioritizing projects/activities/responsibilities can be challenging. Tell me about the last time you could've done a better job of prioritizing a project/activity/responsibility. What happened?

★ Situation/Task	Action	Result

Impact:

Communication:

Managing Work (includes Time Management) Rating: \_\_\_\_\_

## Decision Making

Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.

### Key Actions

- Identifies issues, problems, and opportunities
- Gathers information
- Interprets information
- Generates alternatives
- Chooses appropriate action
- Commits to action
- Involves others

### Planned Behavioral Questions

1. Tell me about a recent problem you uncovered in your job at \_\_\_\_\_. What sources of information did you use to identify this problem?
2. Describe a complicated problem you have had to deal with on your job. How did you identify or gain a better understanding of that problem?
3. We've all tried to solve a problem on our own only to discover that others needed to be aware of the situation and involved in the solution. Give me an example of when you took full responsibility for solving a problem but later found out that you really should have included others in the process.

★ Situation/Task

Action

Result

Impact:

Communication:

Decision Making Rating: \_\_\_\_\_

## Job Fit

The extent to which activities and responsibilities available in the job are consistent with activities and responsibilities that result in personal satisfaction; the degree to which the work itself is personally satisfying.

### Many opportunities for:

*Influencing Others, Details*

### Few/No opportunities for:

*Entrepreneurialism*

## Questions

1. [Influencing Others] Tell me about a time when you had the opportunity to inspire or motivate others to take action and reach goals. How satisfied/dissatisfied were you with that, and why?
2. [Details] Tell me about a job you've had that required high attention to small details. How satisfied/dissatisfied were you with that, and why?
3. Tell me about a time when you had many/few opportunities for \_\_\_\_\_ in your work. How satisfied were you with that and why?

**When Satisfied/Dissatisfied**

**What was Satisfying/Dissatisfying**

**Why was it Satisfying/Dissatisfying**

*Impact:*

*Communication:*

*Job Fit Rating:* \_\_\_\_\_

## *Interview Close*

### **Final Checklist**

1. Introduce the buy-time question.

—"I'm going to ask a question that I'd like you to think about for a few minutes before answering. While you're thinking, I'll review my notes to see if there is other information that I need. The question is:

Why should you be considered for this position? (Opportunity to evaluate the candidate's selling skills—selling himself or herself.)"

2. Review notes

—While the candidate is thinking about the question, review your notes to identify any area where more information is needed, or information needs clarification.

3. Buy-time answer

—Ask for the candidate's answer to the buy-time question.

4. Additional questions

—Ask any additional questions based on the review of your notes.

## Interview Close (continued)

### 5. Simulation (if used)

- Introduce simulation.
  - "The next part of the interview will give you an opportunity to demonstrate your skills."
  - Give an overview of the simulation process.
- Conduct simulation.

### 6. Position/Organization/Location

- Provide information on position, organization, or location. If you are the last interviewer, check the candidate's understanding of these areas. (Note anything that appears to match or conflict with the candidate's stated motivations and preferences.)
- Give candidate the opportunity to ask questions. (Note the questions asked here.)

### 7. End the interview.

- Explain next steps in selection process
- Thank the candidate for a productive interview.

## *Post-interview Instructions*

### **Complete each step after the interview.**

1. Identify complete STARS throughout the Interview Guide.
2. Categorize STARS into appropriate dimensions.
3. Indicate whether each STAR is effective (+) or ineffective (-).
4. Consider the weight of each STAR according to its recency, impact, and similarity to the target job.
5. Determine the rating for each dimension. Record it on the line in the lower right corner of each page.

#### **Use the following scale:**

- 1** Much less than Acceptable
- 2** Less than Acceptable
- 3** Acceptable
- 4** More than Acceptable
- 5** Much more than Acceptable

#### **Additional Ratings:**

- N** No opportunity to observe or assess
- W** Weak/Want more data (for example, 4W)
- 5H** Too High

6. Evaluate the applicant's behavior in the following observable dimension(s).

Review your notes and determine whether the applicant's behavior in each dimension's key actions was effective (+), neutral (/), or ineffective/absent (-).

Then, use the scale from step 5 above to rate the applicant's behavior in the dimension(s). Write the rating on the line provided.

**Communication**—Clearly conveying information and ideas through a variety of media to individuals or groups in a manner that engages the audience and helps them understand and retain the message.

- \_\_\_\_\_ Organizes the communication
- \_\_\_\_\_ Maintains audience attention
- \_\_\_\_\_ Adjusts to the audience
- \_\_\_\_\_ Ensures understanding
- \_\_\_\_\_ Adheres to accepted conventions
- \_\_\_\_\_ Comprehends communication from others

*Communication Rating:* \_\_\_\_\_

## *Post-interview Instructions*

**Impact**—Creating a good first impression; commanding attention and respect; showing an air of confidence.

- \_\_\_\_\_ Dresses appropriately
- \_\_\_\_\_ Displays professional demeanor
- \_\_\_\_\_ Speaks confidently

*Impact Rating:* \_\_\_\_\_