Behavior-Based Interviewing:
Group Worker II and III

The Key to Selecting Highly Qualified Staff

October 14, 2009
What the Icons in this workbook mean:

- **Next Slide**: Moving on to the next PowerPoint slide in the presentation.
- **Sample**: A sample document is included at the back of the workbook.
- **Exercise**: Indicates a hands-on exercise to complete.

Introductions

- Introduce yourself to your tablemates
- Work with your tablemates to compete in *Interviewing Jeopardy*
Interviewing Jeopardy

1. When conducting job interviews, it’s usually best to hire the candidate who:
   - A. Has the most job-related experience.
   - B. Has the best educational background.
   - C. Seems like someone I’ll like and get along with the best of all the applicants interviewed.
   - D. Can give specific examples of past behaviors that are important to doing the job successfully.

2. When conducting a job interview, it is important:
   - A. To carefully read the prepared questions to each applicant without offering any clarification or follow-up questions in response to what the applicant has said.
   - B. To put the applicant at ease by asking a series of informal questions geared at getting to know the applicant and assessing your comfort level with him/her.
   - C. To ask each applicant the same set of basic questions, with appropriate follow-up questions intended to clarify and gain an in-depth understanding of the answer.
   - D. To never allow the applicant to go back to a previous question to add to their answer.

3. If the vacancy you are trying to fill requires working different shifts and occasional overtime, it is appropriate to ask job applicants:
   - A. If their family circumstances permit such flexible scheduling.
   - B. How they will manage their family circumstances to accommodate the flexible schedule.
   - C. About the nature of any disabilities that might prevent them from working overtime.
   - D. None of the above.
4. When conducting a job interview, it is best:

☐ A. If the supervisor who has the vacancy interviews the applicants one-on-one.
☐ B. If the Director of Residential Services interviews the applicants one-on-one.
☐ C. If a panel of three people knowledgeable about the job interviews the applicants.

5. When scoring applicants during the interview, the best way to score applicants fairly is for:

☐ A. Each interview panel member to score the applicant independently, and then average the scores of all the panel members.
☐ B. Each interview panel member to score the applicant independently, and then discuss the scoring as a group in order to reach a consensus score.
☐ C. The panel chairperson to determine the score after listening to the input of the other panel members.
☐ D. All of the above. It doesn’t really matter. All of the above methods work.

6. When taking notes during an interview:

☐ A. Try to write down as much as possible of what the applicant said in his answer.
☐ B. Your observations about the applicant and your opinion about how well she answered the questions.
☐ C. Just write down key words and phrases so that you don’t distract the applicant with too much writing.
☐ D. It is better to not take any notes until after the interview has concluded so that you will be able to pay full attention to the applicant’s body language.
What we’ll do today

- Discuss the benefits of basing employee selection on a competency model
- Develop some insight into how and why Behavioral interviewing works

Course Objectives

- Learn about the new selection process for Group Workers II and III
- Understand what competencies are and why they are important
- Learn how to conduct a Behavior-Based (Behavioral) interview
- Learn how to score the interview
- Learn how to avoid asking “illegal” questions
Overview of the new process

- **GW II & III vacancies are posted, and resumes of pre-screened applicants are provided by CYF.**

Unlike the Group Worker I, which is a continuously open posting, the Group Worker II and III positions are posted at the point the decision is made to fill them. Applicants submit their resumes/applications to CYF, where they are screened to determine if the applicant meets the minimum entrance requirements. The applications of the pre-screened applicants are provided to the DYS hiring manager and form the basis of the applicant pool for further consideration.

- **Hiring manager identifies interview panel for first and second round interviews.**

In accordance with the DYS “Hiring of Staff” policy, the hiring manager is responsible for the overall hiring process, and designates both the first and second round interview panels. The hiring manager will designate a panel chairperson at each round and may serve on one or both of the interview panels. The hiring manager should insure that:

  - The first round panel consists of at least three members, at least one of whom must be at a higher grade than the vacant position
  - The second round panel must consist of at least two different panel members
  - An person experienced in behavioral interviewing should be on each panel
  - Panel members must be consistent within each round so that the same panel members interview all of the applicants.
  - To the extent possible, the panels must be diverse and include a member in a protected group status

- **First-round panel scores resumes to determine who will be interviewed**

The first round panel will review all of the resumes submitted by CYF and determine which will be interviewed based on the results from the DYS-approved resume rating sheet. (A sample of the resume rating sheet is found in the “Handouts” section of this notebook or on the DYS portal.)
Hiring manager will select interview questions from the prepared list

Several behavioral interview questions have been developed for each competency area for both the first and second round interviews. The questions are included in the Handouts section of this workbook. The Hiring Manager will select questions from this approved list to be asked by the interview panels at each round.

First-round panel conducts interviews, scores applicants, and recommends candidates for second round.

- **Use behavioral questions** – The First-Round Panel uses the questions selected by the hiring manager to conduct the interview.
- **Score by consensus** – Panel members will first independently score each applicant and then discuss the interview as a group to reach a consensus score when completing the Interview Evaluation Report.
- **Review Written Exercise** – Panel members will review the written exercise, which will be a factor in determining who to recommend for a Second Round interview.

Second-round interviews

- **Up to three applicants preferred** – The first round panel will recommend up to three applicants to be interviewed at the second round.
- **If no qualified applicants, position may be reposted**

Second-round panel recommends final candidate

- **Hiring manager completes three reference checks** – Typically the reference checks are done by telephone. Applicants should be asked to provide the names and contact information for the reference checks. Whenever possible, current and/or former supervisors should be contacted as references.
- **DYS Human Resources completes background checks** – The DYS Human Resources Unit will complete a number of background checks, as appropriate.
- **CYF Civil Rights Officer reviews hiring package and approves candidate**
Interview Panels

- Hiring manager (or designee) appoints 1st and 2nd round panels and identifies chair
- Panels have at least three members
  - At least one member at higher-grade level and others at equal or higher grade
  - At least one member will be “experienced” in behavioral interviewing
  - Panels should be diverse, if possible
  - Within each round, members must be consistent

How’d you like to have all of your new hires be like your current best performers?

- How would you describe your current “Superstars?”

These Sound like Competencies

- What are competencies?

The knowledge, skills, behaviors, personal attributes and other characteristics that are associated with or predictive of superior job performance.
Competency Model for the Group Worker II and III

**Action Oriented**: Consistently maintains high levels of activity or productivity; sustains long working hours when necessary, works with vigor, effectiveness and determination over a sustained period.

**Adaptability**: Adapts well to changes in assignments and priorities adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; approaches change positively and adjusts behaviors accordingly.

**Applied Learning**: Able to learn and properly apply new job-related information in a timely manner. Has the ability to absorb and comprehend job-related information from formal training and other formal and informal learning experiences.

**Building Trust**: Interact with others in a way that gives them confidence in one’s motives and representations and those of the organization. Is seen as direct and truthful; keeps confidences, promises, and commitments.

**Communication**: Clearly conveys and receives information and ideas through a variety of media to individuals or groups in a manner that engages the listener, helps them understand and retain the message, and invites response and feedback. Keeps others informed as appropriate. Demonstrates good written, oral and listening skills.

**Conflict Management**: Uses appropriate interpersonal styles and techniques to reduce tension and/or conflict between two or more people; able to size up situations quickly; able to identify common interests; facilitates resolution.

**Cultural Competence**: Cultivates opportunities through diverse people; respects and relates well to people from varied backgrounds, understands diverse worldviews, and is sensitive to group differences; sees diversity as an opportunity, challenges bias and intolerance.

**Customer/Client Focus**: Makes customers/clients and their needs a primary focus of one’s actions; shows interest in and understanding of the needs and expectations of internal and external customers (including direct reports); gains customer trust respect; meets or exceeds customer expectations.

**Decision Making/Problem Solving**: Breaks down problems into components and recognizes interrelationships; makes sound, well-informed, and objective decisions. Compares data, information, and input from a variety of sources to draw conclusions; takes action that is consistent with available facts, constraints, and probable consequences.
Competency Model for the Group Worker II and III, continued

Delegating Responsibility: Comfortably delegates responsibilities, tasks, and decisions; appropriately trusts others to perform; provides support without removing responsibility.

Safety Awareness: Being aware of conditions and circumstances that affect one’s own safety or the safety of direct reports.

Stress Tolerance: Maintains effective performance under pressure; handling stress in a manner that is acceptable to others and to the organization.

Team Leadership: Communicates a vision and inspires motivation; engages with others (direct-reports and peers) in team process to solve problems; works to find a win/win resolution of differences; is aware of how management style impacts staff productivity and development; modifies leadership style to meet situational requirements; helps team stay focused on major goals while managing within a context of multiple directives.

How was the competency model developed?

- Started with a Competency Library – The focus groups included supervisors and managers who supervise the Group Worker II and III positions. They reviewed a list of over 40 competencies (the competency library) that were potentially important to the job.
- Focus Groups picked those competencies that were “must haves” for the job
- From the “must haves” we identified those that best reflect DYS’ top performers
### Competency Matrix – Group Worker II and III

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<th>Recruitment and Selection(1)</th>
<th>Performance Management</th>
<th>Professional Development</th>
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<tbody>
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<tr>
<td>Adaptability</td>
<td>X</td>
<td>Optional</td>
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<tr>
<td>Applied Learning</td>
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<td>Required</td>
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<tr>
<td>Building Trust</td>
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<td>Optional</td>
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<tr>
<td>Communication</td>
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<tr>
<td>Conflict Management</td>
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<td>Optional</td>
<td>X (particularly for staff relationships)</td>
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<tr>
<td>Cultural Competence</td>
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<td>Required</td>
<td>X</td>
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<tr>
<td>Customer/Client Focus</td>
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<td>Optional</td>
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<tr>
<td>Decision Making/Problem Solving</td>
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<tr>
<td>Delegating Responsibility</td>
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<tr>
<td>Safety Awareness</td>
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<td>Optional</td>
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<tr>
<td>Stress Tolerance</td>
<td>X</td>
<td>Optional</td>
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<tr>
<td>Team Leadership</td>
<td>X</td>
<td>Required</td>
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(1) Behavioral interview questions will be asked in the seven competency areas denoted with an "x". The Communication will be scored based on answers to the other questions and the overall interview.
Competencies used for “Selections”

- **Difficult to train.**

  It might be nice to be able to evaluate an applicant on each of the competencies included in the competency model, but that would make the interview process much too long and unwieldy. The best option is to focus the interview on those competencies that are the most difficult to develop after a person is hired.

- **Inborn or learned early in life.**

  The competencies that are the most difficult to develop are usually those that reflect characteristics that are inherent within us or learned early in life. Adaptability and Stress Tolerance are examples of competencies that are more difficult to develop while Teamwork is considered to be easier to develop.

- **Align with organizational vision.**

  In some instances, organizations may focus on competencies in the selection process that reflect important organizational values even though these competencies might be among those that are easier to develop in employees. Customer/Client Focus might serve as an example of a competency that an organization may want to emphasize even though it is among the more developable competencies.

Two Key Questions

- **How do we select new employees who have the competencies we’re looking for?**

- **How can we predict future behavior or performance?**
Behavior-Based Interviewing

- The Behavior-Based Interviewing technique uses questions designed to ask the interviewee to describe a specific competency-related situation from his or her past work experience, if possible, and to provide detailed information about what they did and how it turned out.

All applicants for GW II and III positions must have relevant work-related experience in order to meet the minimum entrance-level requirements for the job. As a result, most of the examples and situations described by applicants should be based on their prior work experiences. Occasionally, however, an applicant might not be able to think of a specific work-related example and the applicant should then be encouraged to give a non-work related example. Under the Team Leadership competency, for example, many applicants for the Group Worker II position will not have prior supervisory experience; their examples might come from experience they have had chairing a community workgroup, leadership in a parent-teacher organization, etc.

Behavioral Interview Format

- **Advantages**
  - **Focus on the What Applicant Has Done** – Behavioral interviews require applicants to give specific examples of what they have done in the past rather than give a hypothetical answer about what they would do.
  - **Get In-Depth Information** – Behavioral interviewing allows the interviewers the opportunity to get detailed information about what the applicant had done rather than superficial answers.
  - **Difficult to “Fake” a Good Answer** – Since applicants are required to give specific examples, where you can ask follow-up questions, it is difficult to “bluff you way” through an interview.
  - **Promote Equal Opportunity** – Research has shown that behavioral interviews promote equal opportunity because the are for more objective in the scoring.
  - **Research Findings Show That Behavior Interviews Correlate Well With Successful Job Performance**
Correlations between Assessment Methods and Job Performance

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<td>Traditional Interviews</td>
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Zwell, Michael, 2000, *Creating a Culture of Competence*.

You’re in the Driver’s Seat

- Every answer should include a complete C - A - R
  - Circumstance
  - Action
  - Result

Adaptability Question

- Can you describe a situation where you found it difficult to demonstrate a positive attitude in response to a work related crisis or a drastic change in your workload/routine?
Answers

- **Answer 1:** “I always try to keep a positive attitude at work. A good attitude is really important, and I believe in trying to stay positive at all times. There is nothing worse than working with people who are negative, so I really try to stay positive all the time.”

- **Answer 2:** “Not a day goes by when I don’t have some kind of crisis at work. Just yesterday at work, one of the guys I work with called in sick, so I was left covering for both him and me. It was really hard to stay positive because this guy has bad attendance and I’m always picking up the pieces after him.”

### Follow-up Question

- **Were you able to do anything to make the best of the situation?**

Answers

- **Answer 1:** Well, I got most of the work done.

- **Answer 2:** Well, I made a quick list of everything that had to be done that day, and then prioritized it. I got through nearly everything. I probably could have made it through the whole list, but another one of my co-workers needed my help to meet one of her deadlines. I decided to help her out because she’s helped me out in a tight spot before. Besides what she was working on was really important for our whole work unit.

### Time for a Quiz!
C–A–R Analysis Exercise

For each of the following answers to the “customer service” question, determine whether each answer included each of the “CAR” components.

Question: Please tell us about the most difficult experience you’ve had trying to meet a customer/client’s needs? What did you do about it, and what was the outcome?

Answer 1: I’ve been working in the retail area for the past few years, and I work with customers all the time. I always try to satisfy the needs of my customers, keep a positive attitude, and so I rarely have a difficult experience.

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Answer 2: Actually, I had one just recently. As you probably noted on my resume, I am currently working as a customer service rep for the Harrington Hotel chain. I had a customer call in the other day who already angry because he had trouble with the automated voice prompt system and he was in a really bad mood. He started just yelling at me because of that – and then about the real reason for the call which was a billing dispute. It seems that he had asked for a government rate for the room he booked, and he didn’t realize that the hotel uses both the “standard” government rate and the “premium” government rate. When he sent in his travel-reimbursement claim, the agency he works for wouldn't reimburse him for the “premium” government rate. He was demanding a refund for the difference between the standard rate and the premium rate. He said it was the hotel’s fault for not informing him that there were two government rates. I just tried to be empathetic, and let him vent. I then explained the hotel’s policy – which states that the customer is supposed to raise any billing problems at the time of check-in, and that there is nothing that can be done after that point. He was so insistent, that I finally gave in and issued him a credit for the disputed amount. I know I violated my company's policy, but he was just so intimidating. As it turns out, he was satisfied with the solution and said he’d remain a loyal customer. And, I don’t think the company will ever know that I violated the hotel’s policy.

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Answer 3: Right now, I’m working for “Aberdeen Youthcare,” one of the vendors over in the Western Region. One of the kids who has been on our wing for the past couple of months has been really difficult for me. He’s probably one of the smartest kids I’ve ever met and has a lot of potential. He’s 16 right now, and before coming to us was in probably eight or ten different foster homes. He has a huge chip on his shoulder and a really bad temper. There are days when I feel like nothing works with him.

Circumstance
Action
Result

Answer 4: I’m a security guard at the mall. I don’t really have any customers in my line of work.

Circumstance
Action
Result

Answer 5: As a guard at the jail, most everyone I deal with is a “difficult customer.” I could give you a dozen examples, but let me give you one that happened just yesterday. About the middle of my shift, one of the inmates just goes ballistic. He starts yelling and screaming – lots of profanity. Fortunately, he’s in the cell all by himself. He’s banging on the bars with his shoes and making a terrible racket. As it turned out, he calmed down and was fine for the rest of the day.

Circumstance
Action
Result
Answer 6: I'm a Resident Assistant at the dorm I live in at the university. My job is to try to keep things under control on my hallway, which can really be a challenge. One of the biggest issues is trying to maintain myself as an authority figure on the hall when I'm pretty much the same age as all the other guys who live there. One of my biggest challenges occurred a couple of months ago. One of the guys that live there, I'll call him “Bob” – a really good guy – comes in one night and just starts breaking up things in his room. He was totally out of control – yelling, throwing books around, broke the table lamp, knocked over the chairs, pushed the mattress off the bed. He had locked himself in his room, and a bunch of other guys from the hall were outside his door, pounding on it, trying to get him to open it. My first instinct was to call campus security, but I wanted to try to deescalate the situation myself before raising it to that level. Besides, I knew if I couldn’t handle the situation by myself, there were a bunch of others there who could help with restraint if that became necessary. I knocked on the door, and announced who I was, but Bob wouldn’t answer it. He just kept yelling profanities and telling us to go away. I decided to use my master key to unlock the door, and asked the other guys to just step down the hallway so that Bob wouldn’t feel like everyone was staring in at him when I opened the door. I slowly entered the room, asking Bob to calm down and saying that I wanted to help him. At that point, he just broke down and started crying really hard – actually sobbing. I was still in the doorway, motioned for the other guys to disperse, and went in the room and closed the door. I just put my hand on Bob’s shoulder – he had kind of collapsed into a chair at this point – and I just stood there with my hand on his shoulder while he cried for what seemed to be a pretty long time. I then just asked if he wanted to talk. He then told me that his fiancé had just broken their engagement. The poor guy was really devastated. I just kept encouraging him to keep talking and I just listened. This went on for well over an hour. Eventually, Bob really calmed down, apologized for causing the disruption, and said he was really embarrassed. I asked if he want me to drive him over to campus health, but he said he’d be ok.

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Basics of Behavior-Based Interviewing

- Ask each applicant the same root question

The “root” part of the question is the first part of each question that asks the applicant to describe a specific circumstance/situation. This question should be asked of each applicant in exactly the same way.

- Ask appropriate follow-up questions

Each Interview question includes suggested follow-up questions. These are intended to serve as examples of follow-up questions you might ask. In some instances, they will be the most appropriate follow-up questions. However, in many instances you will want to consider them as examples of the kind of questions you should ask. The purpose of follow-up questions is to get clarification of what the applicant has said and to make sure that they have given a complete answer. Your follow-up questions should be responsive to what the applicant has said.

- Make sure to have a C-A-R

It is important to be sure that the applicant has described the Circumstance, the Action he/she took, and the Results of their action. In fairness to the applicant, you should continue to ask follow-up questions until you are sure you have a complete C-A-R.

- Allow the applicant time to recall a specific experience from their past. Let them know that silence is OK.

Let the applicant know that it is appropriate to take some time to think of a specific situation and not to feel uncomfortable with a few minutes of silence while he or she is thinking. If an applicant is having real difficulty coming up with a specific situation, let the applicant know that you are moving on to the next question and will come back to this question before the end of the interview.

- You may have to ask for another example.

If the applicant uses the same situation/circumstance as the basis for more than a few questions, ask the applicant to give a different one.
Be Aware of Common Pitfalls!

- **“We” answers**
  
  It is important for the applicant to tell you what action he/she personally took in the situation described. Sometimes applicants tend to respond by saying that “We did such and such.” If the applicant starts to speak in those terms, politely interrupt the applicant and state something like, “We really need to focus on what you personally did, not what your team or your workgroup did. Please let us know what action YOU took.”

- **Generalizations**
  
  (I always…, I usually…) Sometimes an applicant will begin their answer by saying “I always” or “I usually” and then offer a specific situation. If it appears that the applicant is going to continue giving the answer by offering generalities, you should politely interrupt the applicant and specifically let him/her know that you are need to hear about a specific situation, incident or circumstance.

- **Vague answers**
  
  If the applicant is vague in describing the circumstance or the action he/she took, you should ask the applicant to provide more detail by saying something like “Can you tell me more about that” or “Can you provide more details.”

- **Using the same example (circumstance) for everything**
  
  Sometimes an applicant will use the same basic circumstance or situation as the basis for the answer to a question in more than one competency area. That would be acceptable for a second competency area, but beyond that, the applicant should be asked to provide a different example/circumstance.

- **Failing to make the follow-up questions responsive to the applicant’s statements.**
  
  One of the most frequent errors in conducting behavior-based interviews is that the interviewer does not ask the right follow-up questions or enough follow-up questions. It is important that you ask appropriate questions and require enough detail in the answers so that you are able to evaluate the applicant’s proficiency in the competency area being explored.
Let's Practice

- Three roles:
  1 = Interviewer
  2 = Interviewee
  3 = Observer
Competencies

Please check all the benchmarks that apply for each competency, and circle the rating that most accurately reflects the candidate’s proficiency in each competency.

**Adaptability**: Adapts well to changes in assignments and priorities; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; approaches change positively and adjusts behaviors accordingly.

**Key Benchmarks**
- Adapts to changing work assignments, priorities and other work related matters.
- Understands and copes well with fluctuating work pressures and priorities.
- Supports work related changes
- Deals with constant interruptions and adjusts well when the day does not go as planned.

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<th>Proficient</th>
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**Question**: The Department recently changed the policy on (insert name of policy). How was that change accepted by your staff? **Follow-up questions**: How did you feel about it yourself? Were you able to do anything that made the change easier for your staff to accept? How has it all worked out?

**Notes:**
Building Trust: Interact with others in a way that gives them confidence in one’s motives and representations and those of the organization. Is seen as direct and truthful; keeps confidences, promises, and commitments.

Key Benchmarks

- Keeps promises and commitments
- Uses confidential information appropriately
- Is truthful and acts with integrity
- Treats others with dignity, respect and fairness

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Question: Can you tell us about a situation at work where you were able to gain the trust of a youth who initially resisted your efforts? How did you do it? Follow-up questions: How could you tell that the trust relationship had really been built? What was the final result?

Notes:
**Conflict Management:** Uses appropriate interpersonal styles and techniques to reduce tension and/or conflict between two or more people; able to size up situations quickly; able to identify common interests; facilitates resolution.

**Key Benchmarks**
- [ ] Has the interpersonal style to reduce tension or conflict
- [ ] Is able to size up the situation quickly when conflict arises
- [ ] Is able to facilitate resolution

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**Question:** Can you share with us a time when you had to resolve a conflict between two other people? **Follow-up questions:** Can you describe the situation in more detail? What caused the conflict? How did you get involved? What did you do? How did it turn out?

**Notes:**
Candidate Rating and Interview Notes Form

- Names and Date

- Ice-Breaker Questions (not scored). It is important to use the first few minutes of the interview trying to make the applicant feel as comfortable as possible. Although these questions are not scored, occasionally the applicant will offer information/answers that might be relevant when evaluating “Possible Disqualifiers.”

- Competency Evaluation (behavioral questions). It is important to remember that the purpose of the interview is to determine how proficient the applicant is in each of the competencies considered during the selection process. When scoring an applicant on a specific competency, it is important to remember that the applicant may offer information when answering a question under one competency that is relevant to one or more additional competencies.

- Closing Questions (not scored). As with the “ice breaker” questions above, although the closing questions are not assigned a specific score, occasionally the applicant will offer information/answers that might be relevant when evaluating “Possible Disqualifiers.”

- Invite applicant to ask questions. It is always important to invite the applicant to ask questions. The better the understanding the applicant has of the job, the more likely he/she will be successful if hired. The kinds of questions the applicant asks might also be considered when evaluating the “Possible Disqualifiers.”
Determining the Applicant’s Proficiency

- **Relevance of answer to the key benchmarks.**

  The “key benchmarks” found on the Candidate Rating and Interview Notes form are helpful in identifying if the applicant’s answer demonstrates behaviors/actions consistent with the full scope of the competency definition. However, it will not be unusual for the situation described by the applicant to not encompass all of these key benchmarks. The benchmarks are simply guideposts, and an applicant’s example may be worth of a high score even though not all of the key benchmarks are touched upon.

- **Relevance of example to our kind of work.**

  Where the circumstance described by the applicant is similar to those situations found in the Group Worker job, all the better. The closer the example is to the kind of work we do, the easier it is to determine how the employee might perform on the job.

- **How recent was the example?** The more recent the example the better.

- **Impact of the example.**

  Generally speaking, situations having a broader scope and impact will be scored higher than those with minimal scope and impact. For example, for the Decision Making/Problem Solving competency, an example of a decision of major consequence having a large impact (on people, resources, etc) will generally receive a higher score than an inconsequential decision with little impact on others.

- **How does the behavior described fit with the kinds of behaviors we want on the job?**

  Generally speaking, in determining the applicant’s proficiency in a competency area, we are most concerned with what the employee did, and how the situation turned out. For example, when an applicant describes a situation involving Decision Making, we may be evaluating the applicant’s thought process, alternatives considered, the objectivity of the decision, and so on. The bottom line is how well the behavioral examples described by the applicant match with the kind of behaviors/skills we want Group Worker II’s and III’s to have here at DYS.
**Scoring the Applicant’s Proficiency**

- **First score independently.**

  The exercise of scoring the applicant independently allows each panel member to carefully evaluate the applicant’s proficiencies without being unduly influenced by other panel members.

- **Panel will score by consensus.**

  Only average when consensus can’t be achieved. Scoring by consensus is advantageous because it requires the panel members to discuss their individual perspectives on the applicant’s proficiencies. Such discussion results in the panel members having the opportunity to identify behaviors and actions that other panel members may have missed. Such discussions often result in scores that will be different than would have resulted from simple averaging.

- **Answers given under one competency may be considered when scoring another competency.**

  Many times, the answer given to one question will provide relevant information pertinent to the scoring of a different question. For example, when answering a question about *Conflict Management*, the applicant may describe a situation where his/her proficiency in the area of *Stress Tolerance* also can be evaluated.

**Scoring Practice**

- Two volunteers needed for a role play

- Form 3-member teams
Group Worker II and III
Candidate Rating and Interview Notes Form

Competencies

Please check all the benchmarks that apply for each competency, and circle the rating that most accurately reflects the candidate’s proficiency in each competency.

Adaptability: Adapts well to changes in assignments and priorities; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; approaches change positively and adjusts behaviors accordingly.

Key Benchmarks
- ☐ Adapts to changing work assignments, priorities and other work related matters.
- ☐ Understands and copes well with fluctuating work pressures and priorities.
- ☐ Supports work related changes
- ☐ Deals with constant interruptions and adjusts well when the day does not go as planned.

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Question: The Department recently changed the policy on (insert name of policy). How was that change accepted by your staff? Follow-up questions: How did you feel about it yourself? Were you able to do anything that made the change easier for your staff to accept? How has it all worked out?

Notes:
**Building Trust:** Interact with others in a way that gives them confidence in one’s motives and representations and those of the organization. Is seen as direct and truthful; keeps confidences, promises, and commitments.

**Key Benchmarks**
- Keeps promises and commitments
- Uses confidential information appropriately
- Is truthful and acts with integrity
- Treats others with dignity, respect and fairness

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**Question:** Can you tell us about a situation at work where you were able to gain the trust of a youth who initially resisted your efforts? How did you do it? **Follow-up questions:** How could you tell that the trust relationship had really been built? What was the final result?

**Notes:**
**Conflict Management:** Uses appropriate interpersonal styles and techniques to reduce tension and/or conflict between two or more people; able to size up situations quickly; able to identify common interests; facilitates resolution.

**Key Benchmarks**
- [ ] Has the interpersonal style to reduce tension or conflict
- [ ] Is able to size up the situation quickly when conflict arises
- [ ] Is able to facilitate resolution

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**Question:** Can you share with us a time when you had to resolve a conflict between two other people? **Follow-up questions:** Can you describe the situation in more detail? What caused the conflict? How did you get involved? What did you do? How did it turn out?

**Notes:**
**Customer/Client Focus:** Makes customers/clients and their needs a primary focus of one’s actions; shows interest in and understanding of the needs and expectations of internal and external customers (including direct reports); gains customer trust and respect; meets or exceeds customer expectations

**Key Benchmarks**
- ☐ Meets the needs of internal and external customers (clients)
- ☐ Provides courteous treatment and appropriate service to all customers
- ☐ Understands customer/client needs and expectations
- ☐ Is comfortable with and respectful of clients/customers (especially youth) and relates well
- ☐ Is able to gain the trust and respect of clients/customers (especially youth)

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**Question 1:** Please tell us of a situation where you were able to meet the needs and expectations of a customer/client. **Follow-up questions:** Can you describe the situation in more detail? How were you able to meet the customer/client’s needs and expectations? Was the customer/client satisfied? How did you know? What was the final outcome?

**Notes:**
Scoring the *Communications* competency

- **Not a specific “communications” question.** During the interview, there are no specific questions about the Communications competency. However, during the interview the panel members will be able to observe a number of the key benchmarks related to the Communications competency.

- **Based on the totality of the interview**

- **Evaluating the written exercise.** The written exercise should be read and evaluated based primarily on the writer’s ability to clearly communicate his or her thoughts in an understandable way. Panel members should also consider grammar, sentence structure, spelling, and so on. The written exercise should be considered as one of the components in the overall evaluation of the Communications competency.

- **Refer to the key element benchmarks**

---

**Interview Assessment Report – Round 1**

- Complete Identifying information at the top.

- Come to consensus on a score for each competency and total competency portion.

  See page 26 for more information on reaching consensus.

- **Review “Functional/Technical Skills” for accuracy and any updates.**

  Part B of the Interview Evaluation Report should have been filled out during the screening process, prior to the interview. If not, it should be completed immediately after the interview when the panel is scoring the competencies. If Part B has been completed, the interview panel may still change the scoring if the applicant offers information during the interview that clarifies the information provided in the employment application.

- **Calculate total Score** (75% Competencies and 25% Functional/technical Skills)
- **Review Possible Disqualifiers.**

  When the interview panel determines that an otherwise qualified applicant should be disqualified based on one of the “Disqualifiers,” the specific reason must be stated on the Interview Assessment Report.

- **Functional/Technical Skills**

  - This section (Part B of the Interview Evaluation Report) should be completed before the in-person interviews occur. The interview panel should change the scoring of this section if information is shared during the interview that provides more detail than found on the application.

  - **Education** Educational level and degrees will probably be clearly shown on the application. However, major areas of study may be clarified during the interview. The Interview Panel can change the score for Education if the applicant provides additional information about field of study.

  - **Juvenile Justice Work Experience** Any paid experience working with youth in a juvenile justice setting qualifies. The experience does not need to be with DYS.

  - **Any Supervisory Experience** Any paid experience supervising two or more employees qualifies in this category.

  - **Juvenile Justice Supervisory Experience** Paid experience supervising two or more employees in a juvenile justice setting qualifies. The experience does not need to be with DYS.

- **Possible Disqualifiers**

  - **Hopefully not relevant for most applicants**

  - **The writing exercise** (see page 35)

  - If used as a reason “not to hire,” the specific reason must be stated objectively and should be a consensus decision of the panel.
Possible Disqualifiers Exercise

- Discuss at your tables for 10 minutes
- Group discussion.
Possible Disqualifiers Exercise

Within your table group, discuss whether each of the following examples would warrant disqualifying an otherwise qualified applicant from being recommended for hire.

1. During the interview, the applicant uses offensive language or profanity.
   - Yes
   - No

2. The applicant arrives for the interview dressed in blue jeans and a T-shirt.
   - Yes
   - No

3. The applicant appears at the interview dressed in dirty blue jeans and torn t-shirt, and has a “gang” sign/tattoo on their arm.
   - Yes
   - No

4. The applicant is appropriately dressed and well groomed, but has several visible tattoos and nose, eyebrow, and lip piercings.
   - Yes
   - No

5. The applicant is well-groomed but has offensive body-odor.
   - Yes
   - No

6. During the interview, the applicant mentions that s/he was fired from his last job because s/he had a physical altercation with his/her supervisor.
   - Yes
   - No

7. During the interview, the applicant was very withdrawn. S/he kept her/his eyes directed toward the floor, spoke in a barely audible, monotone voice, and appeared to be very nervous.
   - Yes
   - No

8. The applicant has been unemployed for the past six months, and says s/he is desperate for work, and will take any kind of job. S/he has no experience working with youth – not even any volunteer work. When you describe the job, s/he says it sounds “challenging,” but does not exhibit any real interest or enthusiasm for this line of work.
   - Yes
   - No

9. During the interview, the applicant repeatedly refers to youth as “punks.”
   - Yes
   - No
Writing Ability

- **A writing exercise is required of those participating in the first-round interview**
  
  The writing exercise will consist of asking the applicants to prepare a written answer to one of the behavioral questions selected by the hiring manager. Each of the applicants should be given the same question. The applicant will be given one-half hour to complete the written exercise.

- **The written exercise will be completed just prior to the interview**
  
  The applicant should be scheduled to arrive one-half hour prior to the interview, given the written exercise, and told to present it to the interview panel at the beginning of the interview.

- **The written exercise will be scored by the second-round panel as part of the Communications competency**
  
  The written exercise should be scored based on the readability and clarity of the document. It should be well organized and convey the author’s thoughts clearly. The actual answer to the question is of secondary concern. The major purpose of the writing exercise is to determine if the applicant is able to clearly convey his or her thoughts in writing in a way that is clearly understandable to the reader.

- **The written exercise may also be used as a “disqualifier”**
  
  If the applicant’s writing ability is of such poor quality that the interview panel determines that it would diminish successful performance, the panel may decide not to recommend the applicant for a second round interview even if the scores in Part A and Part B would so warrant. If the writing exercise is used as a disqualifier, it should be so noted in Part C with the reasons specifically stated.
Interview Assessment Form Round 2

- Part A is similar to Part A of Round 1.
- Part B from the Round 1 form has been eliminated from Round 2.
- Part C from the Round 1 form is modified and becomes Part B.

Questions You Should Never Ask

- Pre-Employment Inquiries Fact Sheet
- Age
- Nation Origin/Ancestry
- Handicap/Disability
- Race/Color
- Religious Creed
- Sex (Gender)
- Sexual Orientation
- Criminal Record

Hiring Manager Responsibilities

- Select panels and appoint a chairperson
- Select interview questions at each round
- Complete reference checks on final candidate
- Make job offer in writing with salary notification
- Notify non-selected applicants in writing
Panel Chairperson Responsibilities

- Ensure that each panel member has a Candidate Rating and Interview Notes Form for each applicant
- Make sure that there is an Interview Assessment Report for each applicant and that Part B has been completed
- Determine who will ask which questions
- Coordinate scoring
- Communicate panel recommendations to the hiring manager

Ongoing Feedback

- What questions need to be reworded?
- Can interviews be completed in 45 minutes or less?
- Are there any problems with the scoring system?
- Anything else?

Questions and Discussion
Adaptability (Select Two)

Round One

1. As a Group Worker II/III, managing crisis is a significant part of what you do; can you describe a situation where you had to contend with an unexpected crisis at work that required you to alter your work plans for the day?
   **Follow-up questions:** What did you do? How did it turn out?

2. As a Group Worker II/III it is essential for you to have the ability to change without forewarning. Please describe a situation in which you were required to make a significant change in your normal routine.
   **Follow-up questions:** What caused you to have to make the change? What did you do? How did it turn out?

3. Change is inevitable within the Department. Tell us about a situation where you had to adapt to change brought about as a result of policy, regulation or other mandate.
   **Follow-up questions:** What was your initial reaction to the change? What did you do about it? What was the outcome?

4. Can you describe a situation where you found it difficult to demonstrate a positive attitude in response to a crisis or a drastic change in your work load or routine?
   **Follow-up questions:** What did you do? How did it turn out?

5. Please describe a past situation that demonstrates your ability to effectively overcome unforeseen obstacles such as time constraints and/or change in priorities.
   **Follow-up questions:** What did you do? How did it turn out?

6. Please give us an example of a situation when there was a significant change in your work environment that caused you to alter your daily schedule?
   **Follow-up questions:** What was your reaction to the situation? What did you do? How did it turn out?

7. Please give us a specific example of how you handled an emergency situation or other unexpected event(s) that required you to reprioritize your day.
   **Follow-up questions:** What specifically did you do? How did you feel about the situation? What was the final outcome?

8. Please describe an experience in which you encountered unforeseen obstacles such as time constraints and/or changes in routine practice.
   **Follow-up questions:** What was your initial reaction? What alterations or changes did you make? What was the outcome?
Round Two

1. (GW II) The Department sometimes makes policy changes that meet with widespread resistance at the frontline staff level. Can you recall a time when that happened at work?
   **Follow-up questions:** How did you feel about the change at the time? How did it affect the way you did your job? How do you feel about it now? Why caused you feel differently about it?

2. (GW III) The Department sometimes makes policy changes that meet with widespread resistance from frontline staff. Can you recall a time at work when a policy change met with widespread resistance from the people who report to you? Tell us about it.
   **Follow-up questions:** How did you feel about it yourself? Were you able to do anything that made the change easier for your staff to accept? How has it all worked out?

Building Trust (Select Two)

Round One

1. Can you describe a situation where you were able to gain the trust of another individual?
   **Follow-up questions:** How were you able to do it? How do you know you were successful?

2. Can you describe a situation where you were able to gain the trust of someone who initially resisted your efforts?
   **Follow-up questions:** What were the circumstances? Why was the person initially resistant to accepting your trust? How did it turn out?

3. Can you tell us about a time when you made a commitment to someone and then later found it was difficult to keep it?
   **Follow-up questions:** What were the circumstances? What changed between the time you made the commitment and later found it difficult to keep? What finally happened?

4. Have you ever been in a situation where a client or customer of the organization you were working for didn't believe that the organization was going to treat him or her fairly?
   **Follow-up questions:** Do you know why that person felt that way? Did you do anything to try to change their perception? What was the outcome?

5. Give us an example of how you gained the respect and trust of a customer/client?
   **Follow-up questions:** Can you describe the situation in more detail? How did you gain that trust? How did you know that you gained their respect or trust? What was the final outcome?

Round Two

1. (GW II) Can you tell us about a situation at work where you were able gain the trust of a youth who initially resisted your efforts? How did you do it?
   **Follow-up questions:** How could you tell that the trust relationship had really been built? What was the final result?
2. (GW III) Can you think of a time when you had to do something specific to gain the trust of one or more of the staff who report to you? What did you do?

   **Follow-up questions:** Do you think you gained their trust? How could you tell?

**Conflict Management (Select Two)**

**Round Two**

1. (GW II) Can you think of a time at work when you got involved in helping another staff member resolve a conflict with one or more youth(s)? What did you do?

   **Follow-up questions:** How did it turn out?

2. (GW III) Can you think of a time at work when you got involved in helping two or more staff resolve a conflict between themselves. What caused you to intervene?

   **Follow-up questions:** What was their reaction? What was the final outcome?

**Customer/Client Focus (Select Two)**

**Round One**

1. Please tell us about a situation where you were able to meet the needs and expectations of a parent or client.

   **Follow-up questions:** What specifically did you do? How did it turn out?

2. Can you give us an example of a situation that reaffirms for you the value and importance of working with youth?

   **Follow-up questions:** Please describe the situation in more detail? What happened? What role did you have in the situation? How did it turn out?

3. Please give us an example of a time when you received praise or positive feedback from a parent or client.

   **Follow-up questions:** What did you do to warrant the positive feedback? What was the outcome?

4. Please give us an example of how you gained the respect and trust of a parent or client?

   **Follow-up questions:** Can you tell us more about the situation? What did you do? What happened?

5. Please share with us a situation in which you exceeded a parent or client’s expectations.

   **Follow-up questions:** How do you know their expectations were exceeded? What was your role in the situation? How did it turn out?

6. Please tell us about the most difficult parent or client service experience you’ve had.

   **Follow-up questions:** What happened? How did it turn out?
Round Two

1. (GW II) Can you share an experience you’ve had [at work] that strengthened your commitment to working with youth?
   
   **Follow-up questions:** What did you do? What impact did it have?

2. (GWII) Can you think of a time when you had to work with one of your staff members to redirect him or her in the way he or she interacts with youth? What did you do?
   
   **Follow-up questions:** How did it turn out?

Decision Making/Problem Solving (Select Two)

Round One

1. Please describe a situation at work where you had to put aside subjective feelings to make an objective decision.
   
   **Follow-up questions:** Can you describe the situation in more detail? How were you able to set aside your subjective feelings? What was the final decision? Did you consider other options? What was the final outcome?

2. Can you share a time when you had to make a decision or solve a problem that you knew would lead to serious consequences for others.
   
   **Follow-up questions:** Can you describe the situation in more detail? How did you make the decision? What options did you consider? Did you seek input from others? How did you feel about making the decision? How did it work out?

3. Can you share with us one of the most difficult work-related decisions you have had to make recently?
   
   **Follow-up questions:** Can you describe the situation in more detail? How did you go about making the decision? What other factors did you consider? How did it turn out?

4. Can you share with us an example of one of the best work-related decisions you’ve made recently?
   
   **Follow-up questions:** Can you describe the situation in more detail? How did you go about making the decision? What other factors did you consider? What was the outcome?

5. Can you give us an example of a work-related decision you’ve made that you wish you would have made differently?
   
   **Follow-up questions:** Can you describe the situation in more detail? How did you go about making the decision? What other factors did you consider? In retrospect, why wasn’t the decision the best one? How would you have changed it?
Stress Tolerance: (Select One)

Round One

1. What techniques or skills do you possess that help you manage stress? Please give an example of how you effectively used these techniques/skills in a work related situation.
   
   **Follow-up questions:** Can you describe the situation in more detail? Why do you think this (these) technique(s) work for you? What was the result?

2. Please give an example of a stressful work situation and how you handled it.
   
   **Follow-up questions:** Can you describe the situation in more detail? Why do you think the situation was stressful for you? How did the stress make you feel? What was the final outcome?

3. Please describe a situation where you maintained effective performance under pressure.
   
   **Follow-up questions:** Can you describe the situation in more detail? What caused the pressure? How were you able to deal with it? What was the result?

4. What past work situation has caused you the most stress?
   
   **Follow-up questions:** Why do you think that is and how did you cope with it? What was the outcome?

Round Two

1. (GW I) Can you tell us about a recent interaction with a youth that was very stressful?
   
   **Follow-up questions:** Why was it so stressful? How did you handle it?

2. (GW III) Can you tell us about a recent interaction with a staff member that was very stressful?
   
   **Follow-up questions:** Why was it so stressful? How did you handle it?

Team Leadership (Select Two)

Round One

1. Can you please give an example of when you developed a vision for a group of colleagues, a work team, a department or organization?
   
   **Follow-up questions:** What specifically did you do? How did it turn out?

2. As a GWII/III part of your skill set is the ability to motivate others. Can you give us an example of a situation when you inspired or motivated others?
   
   **Follow-up questions:** What did you do? How did it turn out?

3. As a GWII/III you are expected to be the “Team Leader”; can you share with us a time when you developed and led a team process to solve a problem?
   
   **Follow-up questions:** Can you tell us more about the situation? What was your role? How did it turn out?
4. As a GWII/III there are times when your style or approach may have to be modified to fit that of your subordinates; can you share with us a time when your self-reflection caused you to change how you communicated with others in a team setting?

   **Follow-up questions:** What did you do? What happened? How did it turn out?

5. Can you give us an example of your receptiveness to feedback from direct reports, peers or team members in a way that caused you to change your behavior or intended action?

   **Follow-up questions:** Can you give us more details about the situation? How did it turn out?

6. Can you please give us an example of a situation where you displayed a willingness to learn from an experience with team members or direct reports?

   **Follow-up questions:** Why do you think you learned something from that experience? What happened?
Candidate Name: ____________________________________________
Interviewer Name: ____________________________________________
Date: __________

Introductory Questions (Ice Breakers)

*Please provide a brief overview of how your education and experience relate to the position for which you are applying?*

*Why are you interested in a Youth Services Group Worker II/III position?*

Competencies

Please check all the benchmarks that apply for each competency, and circle the rating that most accurately reflects the candidate’s proficiency in each competency.
Adaptability: Adapts well to changes in assignments and priorities; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; approaches change positively and adjusts behaviors accordingly.

Key Benchmarks

- ☐ Is energetic, focused and productive
- ☐ Is willing to work long hours when necessary
- ☐ Is effective in getting the job done

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Question 1:

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Question 2:

Notes:
**Building Trust:** Interacts with others in a way that gives them confidence in one’s motives and representations and those of the organization. Is seen as direct and truthful; keeps confidences, promises, and commitments.

**Key Benchmarks**
- Keeps promises and commitments
- Uses confidential information appropriately
- Is truthful and acts with integrity
- Treats others with dignity, respect and fairness

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**Question 1:**

**Notes:**

**Question 2:**

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**Key Benchmarks**
- ☐ Has the interpersonal style to reduce tension or conflict
- ☐ Is able to size up the situation quickly when conflict arises
- ☐ Is able to facilitate resolution

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**Notes:**
**Customer/Client Focus:** Makes customers/clients and their needs a primary focus of one’s actions; shows interest in and understanding of the needs and expectations of internal and external customers (including direct reports); gains customer trust and respect; meets or exceeds customer expectations.

**Key Benchmarks**

- ☐ Meets the needs of internal and external customers
- ☐ Provides courteous treatment and appropriate service to all customers
- ☐ Understands customer/client needs and expectations
- ☐ Is comfortable with and respectful of clients/customers (especially youth) and relates well
- ☐ Is able to gain the trust and respect of clients/customers (especially youth)

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Question 1:

Notes:

Question 2:

Notes:
**Decision Making/Problem Solving:** Breaks down problems into components and recognizes interrelationships; makes sound, well-informed, and objective decisions. Compares data, information, and input from a variety of sources to draw conclusions; takes action that is consistent with available facts, constraints, and probable consequences.

**Key Benchmarks**
- Gathers needed information
- Selects the most appropriate choice after considering appropriate options
- Demonstrates common sense
- Solicits feedback and input from others as appropriate
- Able to make timely decisions
- Assumes responsibility for decisions he/she makes

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**Question 1:**

**Notes:**

**Question 2:**

**Notes:**
**Stress Tolerance**: Maintains effective performance under pressure; handling stress in a manner that is acceptable to others and to the organization.

**Key Benchmarks**
- ☐ Able to express emotions in an acceptable way
- ☐ Remains effective when working under stressful conditions
- ☐ Engages in activities that help reduce the effects of stress

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**Question 1:**

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**Notes:**
Team Leadership: Communicates a vision and inspires motivation; engages with others (direct-reports and peers) in team process to solve problems; works to find a win/win resolution of differences; is aware of how management style impacts staff productivity and development; modifies leadership style to meet situational requirements; helps team stay focused on major goals while managing within a context of multiple directives.

Key Benchmarks
- ☐ Involves others in team decisions and actions
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- ☐ Encourages mutual support and assistance among team members
- ☐ Provides necessary resources to promote team success
- ☐ Shares important information with team and communicates team concerns and ideas upward

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Question 1:

Notes:

Question 2:

Notes:
**Communication**: Clearly conveys and receives information and ideas through a variety of media to individuals or groups in a manner that engages the listener, helps them understand and retain the message, and invites response and feedback. Keeps others informed as appropriate. Demonstrates good written, oral, and listening skills.

**Key Benchmarks**
- ☐ Conveys thoughts clearly and concisely
- ☐ Listens actively and attentively and asks appropriate questions
- ☐ Keeps supervisors and coworkers well informed
- ☐ Is sensitive to cultural, gender, educational, and other individual differences when communicating with others

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**Notes:**
Closing Questions: (not scored)

1. Can you provide us with a list of supervisory references?

2. What do you think your current supervisor would tell us about your use of work time, punctuality, attendance, and general dependability?

3. Do you speak any other languages besides English?

4. Are you now or have you been under disciplinary action during the past five years?

5. Do you have any questions for us?
Candidate Name: ________________________________
Interviewer Name: ________________________________
Date: __________

Introductory Questions (Ice Breakers)

*Please provide a brief overview of how your education and experience relate to the position for which you are applying?*

*What caused you to decide to apply for this position?*

Competencies

Please check all the benchmarks that apply for each competency, and circle the rating that most accurately reflects the candidate’s proficiency in each competency.
Adaptability: Adapts well to changes in assignments and priorities adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; approaches change positively and adjusts behaviors accordingly.

Key Benchmarks
- Is energetic, focused and productive
- Is willing to work long hours when necessary
- Is effective in getting the job done

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Question:

Notes:
Building Trust: Interacts with others in a way that gives them confidence in one’s motives and representations and those of the organization. Is seen as direct and truthful; keeps confidences, promises, and commitments.

Key Benchmarks
- ☐ Keeps promises and commitments
- ☐ Uses confidential information appropriately
- ☐ Is truthful and acts with integrity
- ☐ Treats others with dignity, respect and fairness

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Question:

Notes:
Conflict Management: Uses appropriate interpersonal styles and techniques to reduce tension and/or conflict between two or more people; able to size up situations quickly; able to identify common interests; facilitates resolution.

Key Benchmarks
☐ Does what is required without having to be asked
☐ Able to work independently
☐ Does more than is required as appropriate

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Question:

Notes:
Customer/Client Focus: Makes customers/clients and their needs a primary focus of one’s actions; shows interest in and understanding of the needs and expectations of internal and external customers (including direct reports); gains customer trust and respect; meets or exceeds customer expectations

Key Benchmarks
- ☐ Meets the needs of internal and external customers (clients)
- ☐ Provides courteous treatment and appropriate service to all customers
- ☐ Understands customer/client needs and expectations
- ☐ Is comfortable with and respectful of clients/customers (especially youth) and relates well
- ☐ Is able to gain the trust and respect of clients/customers (especially youth)

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**Notes:**
Closing Questions: (not scored)

6. Do you have any questions for us?
DYS Interview Assessment Form
Round 1

Classification: ____________________________  Date: ____________________________
Candidate’s Name: ____________________________  Recommendation: ____________________________
Interviewer Name(s): ____________________________

Consider for Second Interview
Do Not Hire

Part A: Competencies

Instructions: Check the rating next to the numeric score that best represents the candidate’s proficiency level in each competency area based on his/her responses to the interview questions. Tally the numeric scores in the right-hand column and place that score into the Total Score section on page three. Please include any comments at the end of the section.

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Total Score Competencies:
### Competencies

**Comments:**

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### Part B: Functional/Technical Skills (preferred qualifications)

**Instructions:** In the space provided, select the highest score in each category for which the applicant qualifies. The experience levels are in addition to the minimum entrance requirements. Tally the scores from each category and place that score in the Total Score section on page three.

<table>
<thead>
<tr>
<th>Functional/Technical Skills</th>
<th>Possible Score</th>
<th>Candidate Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
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<tr>
<td>Some college, but less than two years</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Associates Degree or at least two years (60 semester credits) of college</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Associates Degree or at least two years of college with at least 9 credits in a related field*</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Bachelors Degree with at least 15 semester credits in a related field*</td>
<td>10</td>
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</table>

*Related fields include Criminal Justice, Sociology, Psychology, Social Work or Education.

<table>
<thead>
<tr>
<th>Juvenile Justice Work Experience (experience beyond the minimum qualifications)</th>
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</thead>
<tbody>
<tr>
<td>At least two years of work experience in the juvenile justice field</td>
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<tr>
<td>Two to five years of work experience in the juvenile justice field</td>
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<tr>
<th>Any Supervisory Experience</th>
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**Calculate Total Score**

Part A Score: _____ X .75 = Total Competency Score __________________

Part B Score: _____ X .25 = Total Functional/Tech Skills Score_______

Total Score: competencies and skills combined: ____________________________
Part C: Possible Disqualifiers
An applicant receiving an acceptable score in Parts A and B, above, may be disqualified based on demonstrating poor writing ability as determined by the writing exercise. An applicant may also be disqualified from further consideration based on observations or other information shared during the interview such as using profanity or speaking about youth or others using derogatory terms or having poor hygiene. In such case, the interview panelists must state the specific reasons in the “Other” box below.

<table>
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<th>Writing Ability: (Based on Writing Exercise)</th>
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<tr>
<th>Other: (Must be specific)</th>
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Group Worker II, III
DYS Interview Assessment Form
Round 2

Classification: ____________________________ Date: ____________________________
Candidate’s Name: ____________________________
Interviewer Name(s): ____________________________

Recommendation: □ Consider for Hire □ Do Not Hire

Part A: Competencies

Instructions: Check the rating next to the numeric score that best represents the candidate’s proficiency level in each competency area based on his/her responses to the interview questions. Tally the numeric scores in the right-hand column and place that score into the Total Score section on page three. Please include any comments at the end of the section.

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Total Score Competencies: 67
Part B: Possible Disqualifiers

An applicant receiving an acceptable score in Part A above, may be disqualified based on observations or other information shared during the interview such as using profanity or speaking about youth or others using derogatory terms or having poor hygiene. In such cases, the interview panelists must state the specific reasons in the box below.

Specific Reason for Disqualification: