

Graduate + Interview Guide

Candidate name:

Sample Candidate



Percentile: 82%



Recommended

Disclaimer

Information enclosed on these pages is confidential in nature and is intended only for the person(s) to whom it pertains or other authorized individuals.

You must not rely on the information in the report as an alternative to certain advice from an appropriately qualified professional. If you have any specific questions about any specific matter you should consult an appropriately qualified professional.

Instructions

This guide provides interviewers with a standard set of questions that can be used to further evaluate important candidate competencies. Along with the interview questions, you will find instructions for how to best carry out the interview, question probes to help facilitate conversations, and a rating guide to help you score each response.

This report is confidential and its contents are intended to assist in the prediction of an applicant's work behavior. Please note that the assessment components included in this solution report are not weighted equally. Some of the components are broad measures of behavior and some are more narrow. Competencies denoted by an asterisk (*) are measures of narrow behaviors. While these behaviors are important to the overall score, they are not weighted as heavily when compared to other components in this solution. Our research indicates this weighting best predicts job performance. If you would like more information about this report (including scoring) or other products that SHL offers, please contact your account representative.

Prepare for the Interview:

In order to conduct an effective interview, appropriate preparation needs to take place. It is important to complete the following before interviewing an applicant:

- Become familiar with the competencies associated with the job and choose one or two questions from each competency to ask the interviewee.
- Review the candidate's application or resume and make note of any issues that you need to follow-up on. Some examples of potential issues are gaps in employment or working at a job for less than a year.

Greeting and Introduction:

Now you are ready to meet the applicant. When greeting the applicant, introduce yourself and provide him/her some background information about yourself. Explain the purpose of the interview, for example, 'The purpose of the interview is to determine if there is a match between your interests and qualifications and the position.' Provide the interviewee with a brief overview of the interview structure so that he/she knows what to expect. Here are some tips for structuring the interview:

- Take notes. It will make it easier to evaluate the applicants afterward without forgetting the specific details.
- Tell the applicant that there will be time at the end of the interview for any questions that he/she may have.
- At the end of the interview tell the applicant about the company and the specific job that he/she is applying for.

Ask Competency-based Interview Questions:

Now you are ready to begin asking questions. Begin with questions that you have about the interviewee's application or resume. Ask questions about his/her previous work history or any potential issues that you noticed from the resume. When these are complete, transition into the structured part of the interview by asking questions associated with competencies for the job. Probe the applicant to give you a complete answer by asking Situation, Behavior, Outcome probes.

Bring the Interview to a Close:

When all of the questions are asked, you need to close the interview. Give the applicant specific details including the job duties, hours worked, compensation, and information about the company. Sell the position and company to the applicant by emphasizing job fit, sources for job satisfaction, and opportunity for growth. Finally, close the interview by thanking the candidate for his/her time and by giving him/her a timeline for the application process.

Rate the Applicant:

The last step is to evaluate the candidate. Some tips to help you complete a good evaluation are:

- Review your notes.
- Determine ratings for the applicant on each competency as well as an overall rating by using the anchor scales.
- Determine your final recommendation.



Graduate Potential

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This is a measure of potential for graduate success across industry type and functional area. This trait is characterized by the potential to learn and solve problems, the ability to work quickly and efficiently, and the tendency to be goal-driven.

 Tell me about a time you were most effective in applying your expertise to solve a new problem.


 **Situation:** What problem did you face?

 **Behavior:** What did you do to determine a solution? What methods did you use to apply your expertise? How quickly did you act?


 **Outcome:** What impact did this have on the problem?

 Tell me about a time when you achieved a challenging goal.

 **Situation:** What was the goal? Did you set the goal, or did someone else set it for you?

 **Behavior:** What actions did you take to achieve the goal? How important was it to you that you were successful?

 **Outcome:** Did you accomplish the goal?

 Think back to your experiences in an internship, class project, volunteer work, or other similar situation. Describe the best compliment or recognition you have received for your accomplishments.

 **Situation:** What was the compliment or recognition you received? What was it about your work that merited recognition?

 **Behavior:** What did you do to produce high quality work? How did you react when you received the recognition?

 **Outcome:** What impact did this recognition have on your work?

| | | |
|-----------------------------|----------------|--|
| <p>Below Average</p> | <p>① ②</p> | <p>Fails to consider and incorporate prior experience when facing new problems.</p> <p>Only works towards goals when necessary and when the motivating factor is an outside influence (e.g., professor, instructor, or another person).</p> <p>Has not received recognition for accomplishments.</p> |
| <p>Average</p> | <p>③</p> | <p>Draws upon prior experience when facing problems similar to ones encountered in the past.</p> <p>Works towards moderately challenging goals, but needs some outside motivation to achieve more challenging goals.</p> <p>Has received some recognition for accomplishments.</p> |
| <p>Above Average</p> | <p>④ ⑤</p> | <p>Applies approaches and ideas used to solve past problems when faced with new problems, even if the problems are seemingly unrelated.</p> <p>Is self-motivated to pursue and achieve ambitious goals.</p> <p>Has worked hard to receive recognition for accomplishments.</p> |

**Takes Responsibility***

This measures the extent to which the candidate is accountable for work outcomes and accepts responsibility when things go wrong.

Tell me about a time when you could have covered up a mistake but instead you accepted responsibility for it.

Situation: What was the mistake and what were the consequences?

Behavior: How did you decide to take responsibility?

Outcome: What was the result of you communicating the mistake?

Tell me about a time when you took on an assignment where you were accountable for an important outcome.

Situation: What was the assignment and why was the outcome important?

Behavior: How did you respond to/handle the increased accountability?

Outcome: What were the results of the assignment?

| | | |
|----------------------|-------------------|--|
| Below Average | <p>①</p> <p>②</p> | Did not accept responsibility for his/her actions; did not accept new responsibilities. |
| Average | <p>③</p> | Accepted some responsibility for his/her actions, but shifted some of the blame; was willing to accept new responsibilities. |
| Above Average | <p>④</p> <p>⑤</p> | Accepted responsibility for his/her actions without trying to shift blame; pursued new responsibilities. |



Fosters Team Cohesion*



This measures the extent to which the candidate energizes the team and keeps them cohesive.

 Tell me about a time you inspired a team that you were on to work together better.

 **Situation:** What kind of team was it? Was the team having issues working together?

 **Behavior:** How did you inspire them to work together?

 **Outcome:** What was the outcome?

 Tell me about a time when you encouraged a group or team you were working with to meet a goal.

 **Situation:** What were you trying to achieve? Were there any obstacles preventing completion of the goal? If so, what were they?

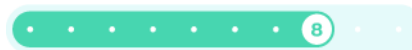
 **Behavior:** How did you motivate your team/group?

 **Outcome:** Did your team/group reach its goal?

| | | |
|----------------------|---|--|
| Below Average |  | Did very little to foster cohesion within one's team. |
| |  | |
| Average |  | Took steps to increase team unity and cohesion, but only did so when asked or in response to a formal program. |
| Above Average |  | Volunteered to take steps to build team unity even if this was not part of a formal program. |
| |  | |



Maintains Good Working Relationships*



This measures the extent to which the candidate puts effort into developing good relationships with others.



Tell me about a time when you established a connection with an individual who was hard to get along with.



Situation: What was the situation? In what way was the person difficult to get along with?



Behavior: What did you do to try to build a relationship with the person?



Outcome: What was the outcome? Were you successful in building a relationship with the person?



Tell me about a time when it was important for you to develop a good working relationship with a peer or a co-worker.



Situation: What was the situation? Why was it important for you to develop the relationship?



Behavior: What did you do to maintain the working relationship?



Outcome: How did the relationship benefit you?

| | | |
|----------------------|-------------------|--|
| Below Average | <p>①</p> <p>②</p> | Did not seek to improve or maintain strong relationships with others at work. |
| Average | <p>③</p> | Maintained strong relationships with others in immediate work group. |
| Above Average | <p>④</p> <p>⑤</p> | Built strong work relationships both within and outside of immediate work group. |

Analyzes Information*



This measures the extent to which the candidate identifies key factors and integrates information to understand data or situations.

This score is a composite that includes the scores from both the behavioral assessment and the cognitive ability test.

 Tell me about a time when you needed to identify key information from a great deal of information.

 **Situation:** What key information did you need to pull from all the information you had available?

 **Behavior:** What did you do to determine what was key information and what wasn't?

 **Outcome:** Were you able to carry out a task or answer a question using the information you pinpointed?

 Tell me about a time when you had to analyze information or a situation to draw a conclusion.

 **Situation:** What was the information or situation that you analyzed?

 **Behavior:** What reasoning did you apply?

 **Outcome:** What resulted from the conclusion you made?

| | | |
|----------------------|-------------------|---|
| Below Average | <p>①</p> <p>②</p> | Overlooked key pieces of information or clear connections; drew conclusions that were obvious, simplistic, or flawed. |
| Average | <p>③</p> | Identified and combined key information from a few sources; found important links, but failed to identify more complex, underlying connections. |
| Above Average | <p>④</p> <p>⑤</p> | Drew clear conclusions by finding, analyzing and combining a great deal of complex information. |

 **Learns Quickly***


This measures the extent to which the candidate picks up new information and techniques easily.

This score is a composite that includes the scores from both the behavioral assessment and the cognitive ability test.

 **Tell me about a time when you were able to memorize new information the first time it was presented to you.**

 **Situation:** What information did you memorize?

 **Behavior:** What actions did you take in order to memorize it?

 **Outcome:** Were you able to remember the information for an extended amount of time?

 **Give me an example of when you had to learn a new technique quickly.**

 **Situation:** What technique did you need to learn quickly?

 **Behavior:** What did you do to ensure you learned this new technique quickly?

 **Outcome:** Were you able to implement the new technique in your job immediately?

| | | |
|----------------------|-------------------|---|
| Below Average | <p>①</p> <p>②</p> | Struggled to learn, integrate or use new information without help and repeated contact. |
| Average | <p>③</p> | Integrated and learned new information and techniques but only after some practice. |
| Above Average | <p>④</p> <p>⑤</p> | Quickly found, learned and integrated key information, even with little to no practice with the new material. |

**Generates New Ideas***

This measures the extent to which the candidate creates innovative approaches.

Tell me about a time when you used a creative approach to solve a problem or issue.

Situation: What was the problem or issue?

Behavior: How did you generate this new approach?

Outcome: What were the results of your actions?

Tell me about a time you offered a novel idea or viewpoint to a co-worker or group.

Situation: What prompted you to share the idea?

Behavior: What idea or viewpoint did you offer and what made it novel?

Outcome: How was your idea received?

| | | |
|----------------------|-------------------|--|
| Below Average | <p>①</p> <p>②</p> | Proposed out of date ideas or methods that lack creativity. |
| Average | <p>③</p> | Recognized when long standing methods or procedures were no longer effective and came up with new options. |
| Above Average | <p>④</p> <p>⑤</p> | Shared a fresh viewpoint and easily came up with innovative and creative methods or approaches. |



Uses Time Efficiently*



This measures the extent to which the candidate manages own time and delivers work on schedule.



Give me an example of a time when you had to manage multiple tasks at work.



Situation: What were the tasks?



Behavior: How did you prioritize your time? How did you define your daily objectives?



Outcome: Were you able to complete all of the tasks on time? What would you have done differently?



Give me an example of a time when you needed good time management skills to complete a task.



Situation: What did the project involve?



Behavior: How did you structure your time? What issues did you consider?



Outcome: What was the outcome? Were you satisfied with how it turned out?

| | | |
|----------------------|-------------------|---|
| Below Average | <p>①</p> <p>②</p> | Did not manage time well, prioritize and deliver work on time. |
| Average | ③ | Managed time well on a particular task, was able to prioritize to deliver work on time. |
| Above Average | <p>④</p> <p>⑤</p> | Demonstrated effective use of time management skills; delivered work on time to high quality standards. |



Works to High Quality Standards*



This measures the extent to which the candidate completes every task with a high degree of quality.

 Give me an example of a situation when you did not compromise quality standards on an assignment or task.

 **Situation:** What was the assignment or task?

 **Behavior:** What did you do to ensure that quality standards were met?

 **Outcome:** Did you deliver quality results overall? How did you know the quality was appreciated?

 Tell me about a time when you took steps to ensure that you delivered high quality work.

 **Situation:** What was the task or assignment?

 **Behavior:** What did you do to ensure that quality standards were met?

 **Outcome:** What was the result?

| | | |
|----------------------|-------------------|--|
| Below Average | <p>①</p> <p>②</p> | Did not recognize the importance of delivering quality work; was prepared to compromise standards. |
| Average | <p>③</p> | Was able to clearly define and deliver to quality standards. |
| Above Average | <p>④</p> <p>⑤</p> | Was able to set high quality standards or address situations where standards had been compromised. |

**Adapts to Change***

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This measures the extent to which the candidate accepts and adapts to changes without difficulty.

Tell me about a time when you had to change how you dealt with something.

Situation: What was the situation that needed to be dealt with differently?

Behavior: What did you do to make sure you changed your approach effectively?

Outcome: How did the situation turn out? Were you successful?

Tell me about a time when you had to deal with a plan changing unexpectedly or at short notice.

Situation: What was the situation?

Behavior: How did you deal with the challenge?

Outcome: How do you plan to apply what you learned in this situation?

| | | |
|----------------------|-------------------|--|
| Below Average | <p>①</p> <p>②</p> | Felt pressured when required to alter one's usual approach to work. |
| Average | <p>③</p> | Adjusted well to change and maintained normal productivity at work. |
| Above Average | <p>④</p> <p>⑤</p> | Felt energized by change; adjusted easily to changes in the environment. |



Copes with Setbacks and Criticism*



This measures the extent to which the candidate stays positive when facing difficulties and does not dwell on negative events.

Tell me about the last time a peer made an excessive or unreasonable demand of you.

Situation: Why was the demand unreasonable?

Behavior: What did you do in an effort to be reasonable?

Outcome: What was the outcome?

When have you received negative feedback from a teacher or manager?

Situation: What was the situation?

Behavior: How did you react to their feedback?

Outcome: What was the outcome? How, if at all, would you change your reaction in the future?

| | | |
|----------------------|-------------------|---|
| Below Average | <p>①</p> <p>②</p> | Got upset about a setback and/or dwelled on negative feedback. |
| Average | <p>③</p> | Became somewhat upset over a setback but was able to move on. |
| Above Average | <p>④</p> <p>⑤</p> | Was able to put setbacks in perspective and saw them as positive opportunities to grow. |



Strives to Achieve*



This measures the extent to which the candidate sets demanding goals and makes a determined effort to meet or exceed them.

Tell me about your most important career objective.

Situation: When did you set this goal? Why is it so important to you?

Behavior: What you have done to try to achieve this objective?

Outcome: What progress have you made?

Give me an example of the most challenging goal you set for yourself and how you went about trying to achieve it.

Situation: What was the situation? What was the goal?

Behavior: What did you do to achieve them?

Outcome: What was the outcome?

| | | |
|----------------------|-------------------|--|
| Below Average | <p>①</p> <p>②</p> | <p>Showed little evidence of a drive to succeed; may have expended only minimal energy or time to complete work.</p> |
| Average | <p>③</p> | <p>Put forth enough effort to accomplish goals.</p> |
| Above Average | <p>④</p> <p>⑤</p> | <p>Set and achieved challenging goals and persisted with extra effort.</p> |