

**KENTUCKY CERTIFIED PUBLIC MANAGER PROGRAM**

Structured Behavioral Interviewing  
September 18, 2003

**REPLACING A RETIRING EMPLOYEE'S POSITION WITH A NEW POSITION**

**CPM Program  
Project #2**

Submitted by

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## Project Identification

My crew has lost a number of positions since July of 2000. We lost a Secretary's position that was not replaced. An Engineering Technologist III took over the duties that our retiring secretary took care of in addition to doing his own field duties. We also lost a Technologist's position that same year when an employee who was ill took an early retirement. (That position was eventually replaced by an Engineer-in-Training I position the next year.) In July 2001, two Engineering Technologist III's retired. Those positions were replaced by an Engineering Assistant I and an Administrative Specialist. The Engineering Assistant position was moved to another crew though and my crew never got a replacement for it. The Administrative Specialist's position was filled by one of the Tech III's that retired. (He came back 3 months after retiring and was later promoted back into the Engineering Tech series.) In the summer of 2002, another Tech III retired from the crew and the position was abolished. Further... my crew, already down three positions from the year 2000, lost another Tech III to retirement at the end of July 2004. Then, in December 2004, the Tech that retired and was rehired as an Administrative Specialist turned 62 and will leave again once his Social Security earnings are affected by his State job. (February 28, 2005 is his last day.) If the position that was held by the July 2004 retiree and the one now held by the employee leaving at the end of February are not filled, my crew would be down **five** positions from the year 2000.

The purpose of this project was to find someone to fill an Engineering Technologist's position who is capable of learning and performing the administrative duties in our office, but also capable of doing the field inspection of construction projects. I needed to "design" a

position by doing a job analysis to be sure a position is created that has the relevant dimensions needed for a new position in my crew. For my project, I created a position, and developed relevant questions for the interview of candidates for the job. Along with the Transportation Engineering Branch Manager (TEBM) for Construction and the District Construction Engineer in District 7, I interviewed the candidates using appropriate structured behavioral interviewing techniques. After each interview we analyzed the candidate that we had just met with. After all the candidates had been interviewed we picked the person who, based on criteria learned in the Structured Behavioral Interviewing Workshop, we felt was most qualified to fill the needs of the crew and to be successful in the new position.

### **Workshop Theory and Model Application**

The goal of structured behavioral interviewing is, of course, to end up with a competent employee who can be successful in the job for which an employee is needed. It uses questions that collect examples of a person's past performance to predict his or her future behavior. Before structured behavioral interviews begin, critical job requirements of the position to be filled need to be identified. The knowledge, skills, and abilities that will be needed for a person to successfully accomplish those requirements need to be determined. These are called dimensions. Once the relevant dimensions are identified for the position, questions to be asked in the interview are created. Questions should focus on gathering information about behaviors that are directly related to the job. They should be designed to get candidates to give behavioral responses related to specific activities and outcomes. During the actual interviews there should be multiple interviewers and notes should be taken

to document responses, behaviors, etc. After the interviews there should be consensus decision making.

Successful structured behavioral interviewing minimizes potential bias, provides consistency in interviews and includes documentation of the selection procedure and the validity of the selection. If done properly, structured behavioral interviewing should result in employing the competent employee we want.

(The theory behind structured behavioral interviewing will continue to be described below. I will describe a piece of the model in depth and then stop and show how that part of the model applies to my project. It seems less repetitive to present it this way.)

### **Information Gathering**

The first step in a behavioral interview is to identify the dimensions that are relevant to the job to be filled. A dimension is a collection of behaviors that represent what a successful person on the job would do. It's what we want to know about a person relative to the position. Dimensions can be categorized as intellectual, personal characteristics, interpersonal characteristics, or management/leadership skills. Intellectual dimensions include analysis skills, conceptual skills, creativity, innovativeness, education, experience/knowledge, judgement, learning ability, oral communication skills, written communication skills, problem solving/problem identification abilities, and strategic planning skills. Personal characteristics as a dimension refers to things such as adaptability, emotional stability, excellence standards, independence, initiative, motivation/drive,

organization/planning skills, personal integrity, self objectivity, and a track record of success. Interpersonal characteristics as a dimension include assertiveness, the ability to diagnose clients' needs, the ability to make a good first impression, empathy/listening skills, enthusiasm, likeability, negotiation skills, political savvy and the ability to be a team player. Dimensions under the category of Leadership/Management include skills in delegation, goal setting, leadership, monitoring performance, giving good performance feedback, recruiting, removing non-performers, team development, and, training and development.

To begin, a description of the job to be filled should be created, listing each duty of the job and what activities need to be done to accomplish that duty. Further, a list of what knowledge, skills, and abilities are needed to accomplish these activities should be made, identifying what dimensions these fall under. A chart can be made to tally up the number of duties that fall under each dimension. The dimensions with the most "hits" are the dimensions essential for the successful candidate to have. A rule of thumb mentioned in class, but not in the workbook, is to only try to cover 3 to 4 dimensions in an hour-long interview.

For my project, the position to be filled was for a Transportation Engineering Technologist I. I began by creating a position description (PD) on a standard "PD" worksheet for a Commonwealth of Kentucky position. (See Appendix A.) From there I used the Job Functions and Job Analysis Worksheets like the ones shown in our Workshop Workbook to describe the major job duties, the activities to be performed to accomplish those duties, the job knowledge, skills and abilities needed for each of the duties, and finally, the dimensions

relevant to each of the duties. (See Appendix B.) I determined the major job duties to be Project Inspection/Documentation, Material Certification, Computer/Clerical Support, Receptionist, and Filing. I won't describe every box on the chart for the job duties, but, you can see in Appendix B what activities are relevant to each duty, what job knowledge, skills and abilities are necessary, and what dimensions are identified as important for each duty.

Next, I created a chart to tally up all of the dimensions relevant for each job duty to see what the most critical dimensions were for the Technologist position. From the chart in Appendix C, note that Written Communication, Adaptability, Organization/Planning, and Excellence Standards got the most "hits" with 4, 4, 5 and 4 hits respectively.

#### **Information Analysis**

Once the dimensions that are critical are determined for a job, behavioral questions for the interview should be created. These should be questions that produce behavioral reports and stories, that focus on the job, and that focus on the essential dimensions. The questions asked in a behavioral interview are called planned behavioral questions. Their effectiveness hinges on how well they allow the interviewer to get a complete picture of the applicant's past behavior. These type of questions should produce behavioral examples, discourage theoretical responses, and be tailored to the essential dimensions. They should not lead an applicant to a desired answer. (See Appendix D for the questions that I created for the interviews. I used the four dimensions with the most "hits" listed above and I created two questions for each of those dimensions.)

### **Action Plan and Implementation**

Once questions have been created which will allow us to gather information relevant to the critical dimensions for the position, applicants that have the required background and training/education should be picked from the pool of applicants and the most likely candidates called in for an interview. In my project, the TEBM for Construction, the District Construction Engineer, and I looked at the register of candidates and found five people that we thought would have the required dimensions for the position. The Branch Manager called all of them and, of the five, one declined an interview and the remaining four came to the District Office to meet with us.

Structured Behavioral Interviews should be planned so that all of them follow a consistent format from the introduction and position/organization explanation to the time when the interview closes. During the interview it is helpful to have several interviewers so that notes can be taken effectively. (In my case, the interviews were conducted by the same three people that looked at the register and picked interviewees: the TEBM for Construction, the District Construction Engineer, and me.) As each behavioral-based question is asked, a "STEP" should be completed. This stands for **S**ituation, **T**ask, **E**ffort and **E**nd **P**roduct. The **situation** is a behavioral example. For instance, why an action was taken. The **task** tells what was being worked on when the situation occurred. The **effort** is what action the candidate took in the situation. The **end product** is the outcome of the situation. If the candidate gives a complete answer to a question (information is provided about these four things), the STEP is complete. If non-behavioral information is given in response to a

question or if one of the four components is left out of an answer, the interviewers should ask follow-up questions to make sure the "STEP" is completed.

Other important things to remember when interviewing someone are: (1) Listen; (2) Observe nonverbal cues such as eye movements, nervousness, and facial expressions; and (3) Take notes (take them throughout the entire interview, not just when the interviewee tells you something embarrassing).

At the end of the interview, a "buy-time question" should be asked. That is, "Is there anything else about your skills or experience that we haven't talked about that I should know?" Any notes taken should be reviewed to see if there are any additional things to ask or anything that they want to ask. Before the interviewee leaves, the selection process should be explained, an overview of the position and organization should be given and the candidate should be thanked for the productive interview. Once the interviewee leaves, the interviewers must evaluate and organize their information to form a clear job-related picture.

### **Project Evaluation and Results**

These steps were followed for each of the four interviews held to fill our Technologist position. We began each interview by having the TEBM tell the candidate about the job and ask why they were interested. Then we asked each of the questions listed on the sheet in Appendix D. After each of the candidates was interviewed, the three of us that conducted the interview discussed whether or not each candidate demonstrated the relevant dimensions needed for the position. The notes from each interview are listed in Appendix E.

The District Construction Engineer took no notes. He chose just to listen and observe and then to participate in our post-interview discussions. The TEBM had actually taken the Structured Behavioral Interviewing Workshop so he was very good at asking the original question and then trying to get the interviewees to "complete the step". One of the interviewees was so nervous that he gave the same general responses no matter what the TEBM asked. But for the most part, the TEBM's questions, and occasionally questions asked by the District Construction Engineer or by me, allowed us to get complete answers so that it was obvious to us whether or not the candidate had the required dimension or not. You can see from the notes taken on the question sheets (in Appendix E) how we decided if a step was completed. Also you can see a count of the number of dimensions being sought that each interviewee had.

At the end of the interview process we got together again and discussed all the applicants. We agreed that Mark [REDACTED] demonstrated that he had all four dimensions being sought for the position. Tim [REDACTED] we agreed, also had the four dimensions needed for the position. Jeana [REDACTED] answers demonstrated that she had three of the four dimensions. And, finally, Mike [REDACTED] only had one of the four dimensions for which we were looking. Between Mark and Tim, Mark was more at ease with us and had far more construction experience and first hand knowledge of the way our Resident Engineer Office runs. He has worked in a Resident's crew before and was successful there. Others had good comments about his past performance.

So... we offered the position to Mark [REDACTED] and he accepted and began work on January 16<sup>th</sup>. He has been here for nearly two weeks and is learning the office duties and doing well. We are happy with him so far and he seems content to be here.

**Key Learning Points and "Room for Improvement"**

I learned quite a bit by being involved in the interview process. It seemed like it actually made the interviewees feel more comfortable when we asked follow-up questions about their answers (to get them to complete the step), almost like they felt like we were truly interested in the answers they were giving. It was more like a conversation with them than a typical interview. The exception was the fellow who was so nervous. I don't think he would have been comfortable in any interview situation.

I think the structured behavioral interviewing process was a fair process also. We asked the same questions and followed the same "outline" (why are you interested? – here's what you'll do – questions using the STEP process – do you have questions? – etc. etc.) for each person. We could tally up the dimensions for each one. And, at the end we knew which two were serious contenders and from there we had an open, honest discussion about which of those two we wanted to try to hire.

Having the questions already made up and the sheets for taking notes right there in front of us was a good way to stay organized and to make sure the interviews were consistent. It also made us stay focused about what dimension we were looking for (why that question was being asked and what kind of information we were hoping to gain). And, by making

sure they completed the step, we got good behavioral information about the person and their capabilities with respect to the desired dimension. The consistency and the format made our discussions after each interview easy to have. It made that part of the process focused too.

If I ever get to participate in another structured behavioral interviewing process again, I think I would use the same process to analyze the job and to come up with the dimensions that are necessary to succeed in the job. I think that really made me cognizant of what I truly wanted in the employee that we would hire. (It also makes the evaluation expectations easy to write for the employee once they begin work when it comes time to do their first annual planning session!) I also think that I would use the same type of sheets for taking notes. I would, however, leave more space for writing and have the letters, S, T, E, and P typed in to save time during the interview. I would also have someone just observe and listen again, like the District Construction Engineer did. He noticed things that we didn't because he wasn't trying to write things down. He was watching and listening and didn't miss things while trying to write.

I might try to schedule interviews further apart if I do this again. We had them all on the same day and it was tiring!

#### **Personal and Agency-Related Benefits**

I think that this project will have far-reaching benefits for me and for our crew. I feel like we have chosen a person who really fits the job and I think he will be successful here. My job

will be easier, as will the jobs of the crew members, because I think he has demonstrated in his past work experiences that he is organized and adaptable. I don't think he'll panic when things get busy and he has six different things going on when the phone rings. I think he will be able to communicate well in writing because he has demonstrated that he can in his past performance. I also think he will be conscientious and meticulous. His answers to the questions we asked showed that he had these traits.

I learned through this experience that I am fairly organized and meticulous myself. I think I did a good job in analyzing the position and coming up with the critical dimensions. I learned that I can do "people things" and not just analytical "engineering things". I was comfortable in the interviews and though I only asked a few follow-up questions to each candidate, I was able to communicate well with them. I also found that I was a fair participant. I don't think I was biased and I think I rated each person on whether or not they had the dimensions needed rather than whether they were likeable or attractive or had some other trait that was not job-related.

This project, as well as my first one, allowed me to gain confidence in my abilities outside of my regular job-duties. Engineering is, stereotypically, a rather dry analytical field and I am a typical engineer in that respect. I like black and white answers and I like numbers and specific tasks better than "touchy-feely" people stuff. But, given the challenge, I can manage people and projects. These projects have made me step outside of my comfort zone and I've gained confidence and a feeling of pride in my abilities.

Obviously, the KYTC benefited from this project. They got an employee who was hired for his abilities to perform well in this specific position. He was fairly hired and will be an asset to the organization. His past performance almost guarantees that we got the right guy for the job.

By hiring him my crew should run smoothly when our current Tech leaves. I think the crew is relieved to have a replacement that they feel is qualified. They have a lot of confidence that Mark will be good for the crew and they are relieved that the KYTC actually hired him before the current office Tech leaves. I think they are happy that the District Office staff let me be in on the process and let me decide what skills were important for the new employee to have to be successful in our crew. They were also happy that they let me help decide who the new person would be!

A further benefit to my project... The fellow who "came in second" is now employed as a Technologist in our District Office. They decided that though he didn't match my crew's position, he was, in fact, impressive. They had him interview for another Technologist position and they ended up hiring him!

## **APPENDIX A**

COMMONWEALTH OF KENTUCKY

WORKSHEET -- POSITION DESCRIPTION -- WORKSHEET

This is NOT an official Personnel Cabinet Position Description form. ONLY a media to provide the Position Description information to the agency contact with access to the official Personnel Cabinet s Position Description form in CICS.

Cabinet    Department    Division    Branch    Section    Unit    Employee

1. Nature of the request:  Establishment     Reclassification     Reallocation     Other \_\_\_\_\_
2.  Full-time     Part-time     Interim
3. Current Title Code and Title \_\_\_\_\_
4. Proposed Title Code and Title Transportation Engineering Tech. I
5. If filled, name of incumbent \_\_\_\_\_

6. Statement of Duties: Briefly state the main function of the job. Do not write more than two statements.

Perform construction office management, data entry, & quality assurance for administration of highway construction projects. Enforce KYTC project plans, specifications, policies, and procedures.

7. List up to seven (7) primary tasks and duties performed by the position. Begin with the **most important** duty. Be specific as to the duties and responsibilities of the position.

	Average % of Time
a. Serves as construction office manager for all highway construction contracts for compliance with plans and specifications.	20. %
b. Processes & files daily work reports, & correspondence. Reviews calculations, performs data entry of unit bid prices into computer pay estimate system.	15. %
c. Performs processing of material testing report forms and data entry of information into KMIMS computer software.	15. %
d. Serves as quality assurance inspector on highway construction projects for compliance with contract documents and KYTC procedures.	15. %
e. Completes daily work reports including calculations of bid items and material sampling and testing reports.	15. %
f. Performs necessary requirements for preparation of and submittal of final estimates and material certifications for project closeout operations.	10. %
g. Performs other duties related to contract administration of highway projects as directed by Engineer.	10. %

COM-119  
08/2000

TOTAL    100. %

**POSITION DESCRIPTION -- WORKSHEET**  
**PAGE 2**

**This is NOT an official Personnel Cabinet Position Description form. ONLY a media to provide the Position Description information to the agency contact with access to the official Personnel Cabinet s Position Description form in CICS.**

Cabinet	Department	Division	Branch	Section	Unit	Employee

8. Does the incumbent of this position conduct performance appraisals on subordinate employees?  Yes  No

If yes, please list the class title(s) and number of positions in each class, or title and number of contractual employee(s):

9. Are there any essential functions of this position that require an Incumbent to:  
*This indicates the essential functions of an incumbent for Americans with Disabilities Act (ADA) to ensure communication accessibility for individuals with visual and speech impairments. NOTE: IF THIS JOB DOES NOT REQUIRE THE ESSENTIAL ELEMENTS LISTED BELOW, DO NOT CHECK.*

- (A) Drive a licensed vehicle?
- (B) Use a firearm?
- (C) Lift heavy objects or work in uncomfortable positions for extended periods of time?
- (D) Be exposed to hazardous working conditions?
- (E) Frequently communicate in person or by telephone?
- (F) Spend a major portion of time using a keyboard?
- (G) Be exposed to any hazards such as traffic or persons with contagious diseases?
- (H) Visually inspect documents and/or activities and make decisions from those inspections?
- (I) Other – please describe

10. This worksheet was drafted by: Brian Billings

11. Supervisor responsible for this position: Charlotte Faeth

Title of Supervisor: Transportation Engineer Supervisor

12. Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX B**

## JOB ANALYSIS WORKSHEET

JOB TITLE: Transportation Engineering Technologist

**SUMMARY OF JOB:**

Major Job Duty	Activities Performed to Achieve Duty	Identified Job Knowledge, Skills and Abilities to Accomplish Activities	Identified Dimensions
Project Inspection/Documentation	<ul style="list-style-type: none"> <li>- Inspecting contractors' work on projects</li> <li>- Reading/interpreting plans &amp; specifications</li> <li>- Document work done including calculations and tickets to back-up pay &amp; recordkeeping on daily reports</li> <li>- As built surveying</li> </ul>	<p>Knowledge of: Road &amp; bridge specifications; KY Methods Construction methods</p> <p>Capable of: Reading plans; Communicating w/contractors public &amp; other state personnel; Documenting work &amp; problems; Ability to Communicating orally &amp; in writing; Calculating quantities; interpret plans</p>	<ul style="list-style-type: none"> <li>- Analysis - Assessment</li> <li>- Oral communication</li> <li>- written communication</li> <li>- judgment</li> <li>- problem identification</li> <li>- problem solving - org/planning</li> <li>- adaptability - negotiating skills</li> <li>- independence - learning ability</li> </ul>
Material Certification	<ul style="list-style-type: none"> <li>- Obtaining material certs for all materials from the contractor</li> <li>- Taking samples of materials as required</li> <li>- Testing materials as required</li> </ul>	<p>Knowledge of: KYHHS software</p> <p>Capable of: Filling out forms properly; Becoming certified to test samples; test various materials; Take &amp; pass tests to become certified to test materials; Be organized to know what to sample</p>	<ul style="list-style-type: none"> <li>- written communication</li> <li>- learning ability</li> <li>- excellence standards</li> <li>- independence</li> <li>- organization/planning</li> </ul>

## JOB ANALYSIS WORKSHEET

**JOB TITLE:** Transfection Engineering Technologist

**SUMMARY OF JOB:**

Major Job Duty	Activities Performed to Achieve Duty	Identified Job Knowledge, Skills and Abilities to Accomplish Activities	Identified Dimensions
Receptionist	<ul style="list-style-type: none"> <li>- Answers phone</li> <li>- Takes messages</li> <li>- Delivers messages</li> <li>- Greets visitors</li> </ul>	<p><b>Knowledge of:</b> Phone system</p> <p><b>Capable of:</b> Multi-tasking</p> <p><b>Ability to:</b> - Complete tasks - Be pleasant + polite</p>	<ul style="list-style-type: none"> <li>- Likability</li> <li>- First impressions</li> <li>- Oral communication</li> <li>- Written communication</li> <li>- Empathy / Listening</li> <li>- Client Needs Diagnosis</li> </ul>
Computer / Clerical Support	<ul style="list-style-type: none"> <li>- Enters pay quantities into KEXEMP + produces bi-weekly estimates + working day reports</li> <li>- Enters material info. into KEXEMP to certify mate trials</li> <li>- Orders office supplies</li> <li>- Pays bills</li> <li>- Payroll entry</li> <li>- Checking inspectors calls.</li> </ul>	<p><b>Knowledge of:</b> Computers + our software</p> <p><b>Capable of:</b> Multi-tasking</p> <p><b>Ability to:</b> work under pressure Be very patient Be organized work w/ distractions perform mathematical checks</p>	<ul style="list-style-type: none"> <li>- Adaptability</li> <li>- Excellence standards</li> <li>- Organizer / Planning</li> <li>- Oral communication</li> <li>- written communication</li> <li>- learning ability</li> <li>- analysis</li> <li>- problem identification</li> </ul>

## JOB ANALYSIS WORKSHEET

**JOB TITLE:** Transportation Engineering Technologist

**SUMMARY OF JOB:**

Major Job Duty	Activities Performed to Achieve Duty	Identify Job Knowledge, Skills and Abilities to Accomplish Activities	Identified Dimensions
Filing	<ul style="list-style-type: none"> <li>- Codes and files crew documents in the computer in the file cabinets (project files &amp; personnel files)</li> <li>- Purges &amp; destroys records as directed</li> </ul>	<p>Knowledge of: File system</p> <ul style="list-style-type: none"> <li>- Computer system</li> </ul> <p>Capable of: Adapting to new or changed file systems</p> <p>Ability to: Find things; store things properly; be organized</p> <p>Knowledge of:</p> <p>Capable of:</p> <p>Ability to:</p>	<ul style="list-style-type: none"> <li>- Excellence standards</li> <li>- Organiz. Planning</li> <li>- Adaptability</li> <li>- Independence</li> </ul>

# IDENTIFYING ESSENTIAL FUNCTIONS

Position Title: Transportation Eng. Tech Salary: \_\_\_\_\_

Job Location: Boyle County Completed by: \_\_\_\_\_  
Crew 311

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

**Answer Yes or No when possible. If yes, make notes in remarks.**

Job Functions (Critical Job Duties) (Use Job Functions Worksheet)	Proj. Insp./ 1 Duty	Material Certific. 2 Duty	Computer/ 3 Duty	Regulation 4 Duty	Filing 5 Duty	NOTES
Can other current employees do it if incumbent does not?	yes	yes	no	yes	yes	we are hiring
Would taking this function from the job fundamentally change the job?	yes	yes	yes	yes	no	someone
Does the job exist to do this function?	yes	yes	yes	no	no	hopefully
Is special training or education required?	yes	yes	yes	no	no	that can do the
Is a license or certificate required?	yes	yes	no	no	no	field insp. and a
Would there be any significant consequences if this were not done?	yes	yes	yes	yes	yes	a back-up
Is previous experience required for this job?	yes	yes	yes	no	no	Computer
Did the previous incumbent of the position complete this duty?	yes	yes	no	no	no	operator for our
Time per week (in hours) to do this function.	16.0	2.0	10.0	7.5	2.0	office
Remarks: Essential Yes or No	yes	yes	yes	yes	yes	person as he will leave soon if we have no back-up until someone else is hired.

# JOB FUNCTIONS WORKSHEET

List below the most Critical Duties on your job.

Job Duty Number 1.	1* 2* 3* (4*)
<u>Project Inspection/Documentation</u>	
Job Duty Number 2.	1* 2* (3*) 4*
<u>Material Certification</u>	
Job Duty Number 3.	1* 2* 3* (4*)
<u>Computer/Clerical Support</u>	
Job Duty Number 4.	1* 2* 3* (4*)
<u>Reception</u>	
Job Duty Number 5.	(1) 2* 3* 4*
<u>Filing</u>	
Job Duty Number 6.	1* 2* 3* 4*
Job Duty Number 7.	1* 2* 3* 4*
Job Duty Number 8.	1* 2* 3* 4*
Job Duty Number 9.	1* 2* 3* 4*

Position Name: Transportation Engineering Tech.

- 1 \*Job duty is lower in importance and does not consume a large amount of time.
- 2 \*Job duty is lower in importance but consumes a large amount of time.
- 3 \*Job duty is important but does not consume a large amount of time.
- 4 \*Job duty is important and consumes a large amount of time.

**APPENDIX C**



## **APPENDIX D**

## Sheet for Interviewers to Take Notes on During Structured Behavioral Interviews

### 1) *Dimension: Organization/Planning*

Think about a time when you had a number of tasks to complete. Tell us about it and describe how you planned your time to get everything accomplished.

Tell us about a time in your personal or professional life where you had to effectively organize an event or activity.

### 2) *Dimension: Adaptability*

Think about a time when you had more to do than you could possibly get done and then, in the midst of trying to get something accomplished, a new crisis came up. Describe the situation and how you handled it.

Describe a complex task that you have had to do and tell us how you got it done.

### 3) *Dimension: Excellence Standards*

Think about something that you had to do in a past or current job where an expected level of excellence had to be achieved. That is, an expected level of quality had to be maintained. How did you use your knowledge and experience to get consistent quality results?

Tell us about a project that turned out well for you, and tell us how you went about achieving the favorable results.

### 4) *Dimension: Written Communication*

Can you give an example of where you've been able to demonstrate your writing skills?

What kinds of writing have you had to do in past jobs and how was it perceived by others?

## **APPENDIX E**

# Why interested? want to work in the Danville office; connection to community Sheet for Interviewers to Take Notes on During Structured Behavioral Interviews

## OK 1) Dimension: Organization/Planning

Think about a time when you had a number of tasks to complete. Tell us about it and describe how you planned your time to get everything accomplished on time.

Situation (S): I inspect all pools before opened  
Big push to get opened by Memorial Day  
Task (T): Inspect & open 7 pools by Mem. Day  
Tell us about a time in your personal or professional life where you had to effectively organize an event or activity.

Effort (E): Scheduled & mapped inspections.  
Plotting. Stuck to schedule

Product (P): Got all inspected & opened by Mem. Day

S: Classes - the DDC class; Survey classes

E: Came up with a plan to convey info. to "students". Made up scenarios + grant bids for group activities.

P: Had a good, productive class. Big help for new folks; inspired other hands skills.

## OK 2) Dimension: Adaptability

Think about a time when you had more to do than you could possibly get done and then, in the midst of trying to get something accomplished, a new crisis came up. Describe the situation and how you handled it.

S: US 25 Bridge + PCC pavement on 575  
deck low; concrete not set on a project. Bad  
T: Creating all problems solved  
Describe a complex task that you have had to do and tell us how you got it done.

E: Set back conc. until arr was good. Had approach pavement replaced. Cell phone comm. was used; Prioritized things as to importance.

P: At end of the day felt successful. Quick decisions

S: Survey Level III class

E: Met as a team w/ other experience & surveys to decide what to include in class + who would teach each part. Found a road to survey on + put in PIS. Organized class.

## OK 3) Dimension: Excellence Standards

Think about something that you had to do in a past or current job where an expected level of excellence had to be achieved. That is, an expected level of quality had to be maintained. How did you use your knowledge and experience to get consistent quality results?

S: US 25 Bridge + PCC pavement on 575  
deck low; concrete not set on a project. Bad  
T: Created a class for students to get info from Data Collector to h roads.  
T: Get projects built by plans & specs. w/ few complaints  
Tell us about a project that turned out well for you, and tell us how you went about achieving the favorable results.

E: Get tasks done - have few complaints, have issues resolved quickly - no outstanding C.B.s - good at resolving disputes  
P: Had a top-notch crew & good turnout of projects; Had satisfied property owners

S: Henry Clay project

E: Get student inspector some experience w/ bridge/construction & get bridge built properly. Get sidewalks rebuilt w/ curb hump in it

## OK 4) Dimension: Written Communication

Can you give an example of where you've been able to demonstrate your writing skills?

S: Current job - After reviewing plans  
must communicate what needs to be changed  
T: Send letter to owner & cc: supervisors  
sharing what's wrong.

P: Got sidewalk built + correctly - got contractor to dwell in rebar for keyway. We got things done our way by negotiating & working

E: To give clear indication of neighborhood - what's wrong at what's wrong  
Little things to please folks were done.

What kinds of writing have you had to do in past jobs and how was it perceived by others?

P: supervisors are happy + he gets good feedback from areas

These questions were covered in one above.  
T:

Confident: Self-Assured: Comfortable w/ Us

Jeanne [redacted]

12/7/04

Grade 14 → grade 12

Why interested? why does castr. appeal to you?

Env. protection is not her passion

(3/4)

### Sheet for Interviewers to Take Notes on During Structured Behavioral Interviews

Job close to home; Transportation has a rep. as being a great place to work.

#### 1) Dimension: Organization/Planning

Think about a time when you had a number of tasks to complete. Tell us about it and describe how you planned your time to get everything accomplished.

S: SITUATION: Bluegrass Army Depot Project  
It had been ignored for yrs. when she took over & plan for corrective

T: TASK: action had to

Tell us about a time in your personal or professional life where you had to effectively organize an event or activity.

(E) EFFORT: Learned  
Do inventory of documents & catch up work of facility to let them know; Make 2 yr. plan; Prioritize tasks

(P) PRODUCT: Bluegrass Army Depot is in good shape now.

E: Pride dress Get tables/chairs  
Arrange food prep.  
P: Bad weather, but everything else was good

S: Organizing a wedding in 3 wks.

#### 2) Dimension: Adaptability

Think about a time when you had more to do than you could possibly get done and then, in the midst of trying to get something accomplished, a new crisis came up. Describe the situation and how you handled it.

S: Everything in her div. is a crisis or emergency

E: Prioritize by deadline unless health threat

T: Revoked permit of commercial memorator closed

Describe a complex task that you have had to do and tell us how you got it done.

S: UST - writing policy for conducting site investigations of UST

E: Talk to consultants to get input; Get input from UST fund who provided the money; Brainstorming  
P: Use policy that she started (her team)

#### 3) Dimension: Excellence Standards

Think about something that you had to do in a past or current job where an expected level of excellence had to be achieved. That is, an expected level of quality had to be maintained. How did you use your knowledge and experience to get consistent quality results?

S: [scribbled out]

E:

T: [scribbled out] (over)

P:

Tell us about a project that turned out well for you, and tell us how you went about achieving the favorable results.

S: (see back)

E:

T: ..

P:

#### 4) Dimension: Written Communication

Can you give an example of where you've been able to demonstrate your writing skills?

S: Legal agreed orders have to be drafted by her to be

E: Drafts orders  
Created template for legal agreed orders

T: reviewed by attorneys

P: Got compliments on reports

What kinds of writing have you had to do in past jobs and how was it perceived by others?

Encl comments from all supervisors

S:

E:

on writing skills

T:

P:

Encl: Word; Powerpoint

Tim [redacted]

12/7/04

4/4

Why interested in our organization? Degree in C.E. Dad retired from the Staff  
Sheet for Interviewers to Take Notes on During Structured Behavioral Interviews

1) Dimension: Organization/Planning

Think about a time when you had a number of tasks to complete. Tell us about it and describe how you planned your time to get everything accomplished.

Structure (S): scheduler @ factory

Task (T): 3 shifts  
independent. behind schedule. Customers would not get sub. order changed. Hand write parts missing. Schedule w/

Tell us about a time in your personal or professional life where you had to effectively organize an event or activity.

S: Golf scramble organization

Effort (E): E-mailed schedule to headquarters & let corporate rearrange as necessary  
10-12 hrs/day  
weekends

Product (P): Customer got orders on time & were happy of the time & were happy.

E: Put drinks w/ other drinks & non-drinks of other non-drinks; Even up team

P: Good time by all; Successful tournament

2) Dimension: Adaptability

Think about a time when you had more to do than you could possibly get done and then, in the midst of trying to get something accomplished, a new crisis came up. Describe the situation and how you handled it.

S: Scheduling to get parts as needed

T: Order parts

Describe a complex task that you have had to do and tell us how you got it done.

S: Getting parts made when the lead time was accelerated.

T: i.e. A 12 wk. schedule reduced to 4 wks.

E: ~~People who were~~ They vs. I have to rely on other people; Found outside shop to make parts

P: John Deere, CAT, whoever got parts in time.

E: Standardized units + then adapted to suit customer needs; Negotiate w/ other supervisors to get people you need.

P: Happy customer

3) Dimension: Excellence Standards

Think about something that you had to do in a past or current job where an expected level of excellence had to be achieved. That is, an expected level of quality had to be maintained. How did you use your knowledge and experience to get consistent quality results?

S: Parts manufactured to specified quality level

T: Parts must meet customer specs.

Tell us about a project that turned out well for you, and tell us how you went about achieving the favorable results.

S: Head up a team of engs & managers to reduce steps & gages & cut inventory

T: Deal w/ difficult engs.

E: Find the people w/ appropriate expertise to do the jobs; Match people to jobs; Call boss to get who he needed

P: Got who he needed to complete the job

E: Cut down size of gages; Individual mfg. w/ cut inventory; Problem engs.

"Tread on thin ground"; Plant mgr. was brought in

P: All team was behind him except 1 eng. Got inv. cut & saved \$1.2 million; Eliminated cleanliness problems

4) Dimension: Written Communication

Can you give an example of where you've been able to demonstrate your writing skills?

S: Monthly report turned in to supervisor

T:

What kinds of writing have you had to do in past jobs and how was it perceived by others?

S: Daily & Monthly reports on word perfect

T: Accurate reports created

Text on word perfect

E: Produce a report stating what Manager schedule was; behind? ahead? why?

He knew "Get by with"

what he called Same Time Write Time

Part City

P: Honest reporting 98% complete

E: Do reports on time Be honest

P: Happy auditor

Mike [redacted]

12/7/04

1/4

Why interested in Transportation? background is in Transportation (consulting). Design. Row plans  
Sheet for Interviewers to Take Notes on During Structured Behavioral Interviews

1) Dimension: Organization/Planning

Think about a time when you had a number of tasks to complete. Tell us about it and describe how you planned your time to get everything accomplished.

OK

SITUATION (S):

Keep up w/ a number of projects at any given time

TASK (T):

Tell us about a time in your personal or professional life where you had to effectively organize an event or activity.

S: Home remodel for a private job

T:

EAR + (E):

Always Derives from past experience to keep up w/ present situations.

PRODUCT (P): Always met goals.

E: Coordinated all the contractors

P: Finished just a week late.

2) Dimension: Adaptability

Think about a time when you had more to do than you could possibly get done and then, in the midst of trying to get something accomplished, a new crisis came up. Describe the situation and how you handled it.

S: Not specific, described in general how he handled overall situation

T:

E: Explain to supervisor he had too much to do. work OT as necessary

Describe a complex task that you have had to do and tell us how you got it done.

S: He described "Complex tasks" in general, not any specific ?

T:

E: Reason through the software. Ask questions, ask for help when needed

3) Dimension: Excellence Standards

Think about something that you had to do in a past or current job where an expected level of excellence had to be achieved. That is, an expected level of quality had to be maintained. How did you use your knowledge and experience to get consistent quality results?

S: Kyll - 4 Alternates had to be laid out

T:

E: Use standards used on past tasks. Think things through - reason things out. P: successful in getting an alternate down to one & laid out.

S:

T:

4) Dimension: Written Communication

Can you give an example of where you've been able to demonstrate your writing skills?

S: writing of deeds

T:

E: write deeds, sent to D. str. office for review

P:

What kinds of writing have you had to do in past jobs and how was it perceived by others?

S:

E:

T:

P:

MARK

-10%

44

WANTS TO GET BACK TO HOME TOWN - DID NOT MENTION JOB OR LOOKING FORWARD TO DOING JOB.

### Sheet for Interviewers to Take Notes on During Structured Behavioral Interviews

#### 1) Dimension: Organization/Planning

Think about a time when you had a number of tasks to complete. Tell us about it and describe how you planned your time to get everything accomplished.

<u>SIT/TASK</u> POOL INSPECTOR PRIOR TO OPENING HAD 7 POOLS TO DO IN 4 WEEKS	<u>EFFORT</u> HUGE PUSH TO HAVE POOLS INSPECTED PRIOR TO OPENING. SCHEDULING TIME AND COORDINATED WITH PEOPLE REQUEST	<u>PRODUCT</u> DID ACCOMPLISH GOAL OF GETTING POOLS INSPECTED
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Tell us about a time in your personal or professional life where you had to effectively organize an event or activity.

<u>SIT/TASK</u> TEACHING CLASSES - DIP CLASS - ALL TECHS AND INSPECTORS	<u>EFFORT</u> MET TRAINERS TO ORGANIZE CLASS. LOOKED FOR DEFICIENCIES IN INFORMATION. SET UP EXAMPLES.	<u>PRODUCT</u> BIG HELP FOR NEWER PEOPLE
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#### 2) Dimension: Adaptability

Think about a time when you had more to do than you could possibly get done and then, in the midst of trying to get something accomplished, a new crisis came up. Describe the situation and how you handled it.

<u>SIT/TASK</u> AS RE - EARLY BRIDGE DECK US 25 OVER I-75 PAVE REBAR BRIDGE - ALL I-75 PAVEMENT	<u>EFFORT</u> USED CELL PHONES STRESSED - PRIORITIZE TASKS - MAKE PAVE LIST	<u>PRODUCT</u> DIDN'T MENTION WAY TO PRIORITIZE OR USING OTHERS TO HELP AT END OF DAY - FELT GOOD ABOUT GETTING PROBLEMS SOLVED
--	--	---

Describe a complex task that you have had to do and tell us how you got it done.

<u>SIT/TASK</u> SUCCEEDING LEADS III TEMPLATES	<u>EFFORT</u> MET AS A TEAM - DISCUSSED ISSUES, DIVIDED UP AMONG GROUP LEARNED (GOT BACK TO TEAM) -	<u>PRODUCT</u> CLASS FOLLOWED ALONG
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#### 3) Dimension: Excellence Standards

Think about something that you had to do in a past or current job where an expected level of excellence had to be achieved. That is, an expected level of quality had to be maintained. How did you use your knowledge and experience to get consistent quality results?

<u>SIT/TASK</u> AS RE	<u>EFFORT</u> MADE SURE PEOPLE UNDERSTOOD TO ENSURE WORK WAS DONE WELL. GAVE THEM LEAD TO LET INSPECTORS MAKE DECISIONS.	<u>PRODUCT</u> FELT LIKE THEY HAD 1ST QUALITY RESULTS.
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Tell us about a project that turned out well for you, and tell us how you went about achieving the favorable results.

HENRY CLAY BRIDGE REPLACEMENT.	NOT MUCH ROOM TO WORK	NO REBAR STICKING UP OUT OF DECK.
	USED TECH III TO AID IN DECISION MAKING	SUPERINTENDANT DIDN'T SIDEWALKS BUILD WRONG.

#### 4) Dimension: Written Communication

Can you give an example of where you've been able to demonstrate your writing skills?

POOL ENGINEER - PLAN REVIEW	HAVE TO RESPOND TO SUBMITTALS TO INSTRUCT WHAT TO CHANGE TO <del>WORKING</del> PAST REVIEW.
-----------------------------	---

What kinds of writing have you had to do in past jobs and how was it perceived by others?

IMPROVED DETAILS TO SUBMITTERS TO INSTRUCT THEM OF SPECIFIC CHANGES.

TIM [REDACTED]

(4/4)

LIKED THE OPPORTUNITY TO WORK INSIDE/OUTSIDE,  
SCHOOL - LOC OF WORK - SUMMERS - PAID BY BUYOUT WHEN JOB LEFT.  
Sheet for Interviewers to Take Notes on During Structured Behavioral Interviews

1) Dimension: Organization/Planning

Think about a time when you had a number of tasks to complete. Tell us about it and describe how you planned your time to get everything accomplished.

ST  
SCHEDULER -  
JERRY BUSY TIME  
EVENED AL  
EFFORT - WOULD HAND WRITE S.M.F. MEANS.  
KEPT SCHEDULE ON EXCEL  
LOOK AT PRINTS AND BUILD MATERIALS  
SOME CUSTOMER FEEL LIKE  
THEY WERE PULL WITH HIGHER UPS.  
PRODUCT - CUSTOMER GOT WHAT THEY WANTED 80-90% OF TIME.

GOLF SCRAMBLES

EFFORT

PRODUCT

PENINSULA -  
GOT TO BE POLITICAL  
MANAGED DIFFERENT  
PERSONALITIES / HANDICAPS,  
BEER DRINKERS

2) Dimension: Adaptability

Think about a time when you had more to do than you could possibly get done and then, in the midst of trying to get something accomplished, a new crisis came up. Describe the situation and how you handled it.

ST  
WANTS GOT  
MOVING UP  
Describe a complex task that you have had to do and tell us how you got it done.  
EFFORT - SENT SCHEDULE TO  
BIG GUYS TO GET SCHEDULE.  
WORKED ON SATURDAYS  
WHEN NOT  
OUTCOME - STANDARD UNITS WERE  
SPEC AND CHANGES AS  
NEEDED.  
ALWAYS DEBATED AGAINST  
PROVIDED INFO  
FOUND A TOOL TO  
SHOP TO SPECIALLY  
MAKE A PRODUCT.  
BOSS MADE CALL.  
THEY GOT WHAT  
THEY WANTED  
WHEN THEY  
WANTED.

BOSS HELD AS ABOUT TIME.  
WORKING ON A  
PARTICULAR ORDER. NEW ONE WAS MOVED UP -  
IT TOOK 2 WEEKS

3) Dimension: Excellence Standards

Think about something that you had to do in a past or current job where an expected level of excellence had to be achieved. That is, an expected level of quality had to be maintained. How did you use your knowledge and experience to get consistent quality results?

ST  
ORDERED IN  
QUALITY CONTROL  
TELL US ABOUT A PROJECT THAT TURNED OUT WELL FOR YOU, AND TELL US HOW YOU WENT ABOUT ACHIEVING THE FAVORABLE RESULTS.  
EFFORT - WELDERS ARE TO  
MEET CERTAIN SPEC  
CERTAIN PERSONNEL  
CAN GET WORK DONE  
COORDINATE  
OTHER DEPARTMENTS  
HAD TO BE COORDINATED,  
AND PRODUCTION CONTROL MANAGER.

4) Dimension: Written Communication

Can you give an example of where you've been able to demonstrate your writing skills?

MEASURE  
TIME  
MATERIALS  
SOFTWARE  
\* SPREADSHEETS ON EXCEL.  
\* SCHEDULING  
\* WORD PERFECT - WORD PROCESSING  
What kinds of writing have you had to do in past jobs and how was it perceived by others?

MONTHLY REPORT  
UNT ON TIME  
PRODUCTION CONTROL  
TO SHOW WORK  
COMPLETED ON TIME  
O/C ISO CERTIFICATIONS  
SHEET METAL AREA  
DOCUMENT THAT BOLDS  
AND PIECES WERE MADE  
ACCORDING TO SPECS.  
AUDITOR WOULD  
FIND THAT SAMPLING  
DID NOT FIND  
REJECTION SLIPS AND  
PARTS WERE NOT  
DELIVERED

JEANNA [REDACTED]

4/18  
3/4

INDEP - NOT HER PASSION - LOOKING FOR A NEW CHALLENGE -

Sheet for Interviewers to Take Notes on During Structured Behavioral Interviews

CURRENTLY:

1) Dimension: Organization/Planning

Think about a time when you had a number of tasks to complete. Tell us about it and describe how you planned your time to get everything accomplished.

S/T

HAZARDOUS WASTE BRANCH  
TOTAL DISASTER - NO ATTENTION

EFFECT

- (1) LEARN REG
- (2) INVENTORY OF DOCUMENTS
- (3) WHICH NEEDED REVIEW
- (4) PRIORITIZE

OUTCOME

2 YEAR PLAN  
OVERSEE PLAN AND SAMPLE

Tell us about a time in your personal or professional life where you had to effectively organize an event or activity.

S/T

WEDDING

BOUGHT A HOUSE - TIME TO GET MARRIED

EFFECT

- IN 3 WEEKS
- (1) ATTIRE
- (2) FEED
- (3) LOGISTICS

WORK - CHRISTMAS

- (1) RAISED ALL OF THE \$\$ 3500
- (2) CATERER -

EVERYONE ENJOYED THEMSELVES

2) Dimension: Adaptability

Think about a time when you had more to do than you could possibly get done and then, in the midst of trying to get something accomplished, a new crisis came up. Describe the situation and how you handled it.

S/T

DEP WANTS MORE TASKS.

EVERYONE HAS NEW CRISIS

IN STATE GOVERNMENT - IT CHANGES QUITE OFTEN.

PRIORITIZE BY DEADLINES  
SAFETY/THREAT TO ENVIRONMENT.

Describe a complex task that you have had to do and tell us how you got it done.

S/T

ST - WRITING NEW REGS FOR SITE INVESTIGATION -

WORKED AS A TEAM  
DISCUSSING W/ CONSULTANTS! USE FUND.

WORKED ON 2 DRAFTS

BEFORE LEAVING

3) Dimension: Excellence Standards

Think about something that you had to do in a past or current job where an expected level of excellence had to be achieved. That is, an expected level of quality had to be maintained. How did you use your knowledge and experience to get consistent quality results?

S/T

ANDERSON CO.  
PRIVATE PROPERTIES

NEEDS CLEANED UP TO LEVEL THAT IT WILL NOT HARM ANYONE

PLAN TO CLEAN UP  
SITE. SAMPLING  
SITE - DIG.  
PROPOSAL WILL

Tell us about a project that turned out well for you, and tell us how you went about achieving the favorable results.

4) Dimension: Written Communication

Can you give an example of where you've been able to demonstrate your writing skills?

S/T AGREED ORDERS - REVIEWED BY ATTORNEYS - THEY HAVE TWORKEH TEMPLATES

What kinds of writing have you had to do in past jobs and how was it perceived by others?

OFFICE - E-MAIL - SITE LIST

COMPUTER SKILLS? WORD DOCUMENT

### Sheet for Interviewers to Take Notes on During Structured Behavioral Interviews

#### 1) Dimension: Organization/Planning

Think about a time when you had a number of tasks to complete. Tell us about it and describe how you planned your time to get everything accomplished.

S/T  
IT WAS NEEDED  
SPUNDED FROM PROJECT TO PROJECT

EFFORT  
WOULD HAVE TO TRACK

OUTCOME  
COMPLETED TASKS ON TIME - MET GOALS

Tell us about a time in your personal or professional life where you had to effectively organize an event or activity.

S/T  
HOME REMODELING

EFFORT  
SCHEDULED DIFFERENT CONTRACTORS

OUTCOME  
CLOSE TO SCHEDULE

#### 2) Dimension: Adaptability

Think about a time when you had more to do than you could possibly get done and then, in the midst of trying to get something accomplished, a new crisis came up. Describe the situation and how you handled it.

S/T  
NONE

EFFORT  
WENT TO GLENN AND TO PLAIN

OUTCOME  
WORLDWIDE FOR SUPERVISOR

Describe a complex task that you have had to do and tell us how you got it done.

REASON THROUGH SOFTWARE - ASK QUESTIONS GET HELP.

#### 3) Dimension: Excellence Standards

Think about something that you had to do in a past or current job where an expected level of excellence had to be achieved. That is, an expected level of quality had to be maintained. How did you use your knowledge and experience to get consistent quality results?

ON A SPECIFIC TASK - ?

4 ALTERNATES ON A PROJECT - THINKING ABOUT TO LOGIC IT OUT?

Tell us about a project that turned out well for you, and tell us how you went about achieving the favorable results.

STANDARDS ARE SET.

FOLLOWS STEPS/PROCEDURE

#### 4) Dimension: Written Communication

Can you give an example of where you've been able to demonstrate your writing skills?

- NOT MUCH - LEFT UP TO PROJECT MANAGERS

What kinds of writing have you had to do in past jobs and how was it perceived by others?

USE