

# STAR

**Situation / Task / Action / Result**

## Interviewer Guide

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

Candidate: \_\_\_\_\_ Interviewer: \_\_\_\_\_

### **Preparation Checklist**

1. Review application materials, including resume (curriculum vitae) and any application forms. Decide which jobs/experiences are most relevant to the target job.
2. Prepare to conduct the Key Background Review.  
Note any jobs/experiences on which you are unclear or would like more information.  
Note any gaps in employment.
3. Prepare the Planned Behavioral Questions section.  
Review the dimension definitions and key actions.  
Modify questions to better fit the candidate's experience.  
Decide if the order of the questions should be changed; develop additional questions if necessary.
4. Estimate the time needed to cover each section of the Interview Guide.

### **Outline for Opening the Interview**

Greet the applicant, giving your name and position.

Explain the interview's purpose:

1. To acquaint interviewer and applicant.
2. To learn more about the applicant's background and experience.
3. To help the applicant understand the position and organization.

Describe the interview plan:

1. Briefly review jobs/experiences.
2. Ask questions to get specific information about those jobs/experiences.
3. Provide information about position and organization.
4. Answer candidate's questions about the position and organization.
5. Point out that you both will get information needed to make good decisions.
6. Indicate that you will be taking notes.

Make the transition to the Key Background Review.

**WORK BACKGROUND:**

Job/Experience: \_\_\_\_\_ Dates: \_\_\_\_\_

What were/are your major responsibilities/duties? Any change in responsibilities?

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

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

**ABILITY TO LEARN (Continuous Learning):**

*Actively identifying new areas for learning; regularly creating and taking advantage of learning opportunities; assimilating and applying, in a timely manner, new job-related information that may vary in complexity.*

*Key Behaviors*

- Asks questions to obtain new information
- Reads about relevant topics
- Acquires skill by observing others
- Applies new knowledge or skills quickly
- Improves skill through practice

***Planned Behavioral Questions***

1. Tell me about a task or a project you worked on that was difficult to understand? What did you do?
2. Describe a time when you were able to learn something complex in a short period of time. How did you apply what you learned?
3. Tell me about a time when you successfully mastered a new topic or gained new knowledge as part of a project.

Situation/Task	Action	Result

Ability to Learn Rating:

**INITIATIVE:** *Asserting one's influence over events to achieve goals; self-starting rather than accepting passively; taking action to achieve goals beyond what is required; being proactive.*

*Key Behaviors*

- Seeks understanding
- Identifies opportunities
- Assumes responsibility
- Ensures success

*Planned Behavioral Questions*

1. Are there any projects you initiated at \_\_\_\_\_? Give me an example. What prompted you to begin that project?
2. Tell me about a time when you put in extra effort in order to ensure the success of a project?
3. Describe a situation when you saw a problem and took action to correct it rather than wait for someone else to do so.

Situation/Task	Action	Result

Initiative  
Rating:

**TEAMWORK:** *Active participation in, and facilitation of, team effectiveness; taking actions that demonstrate consideration for the feelings and needs of others; being aware of the effect of one's behaviors on others.*

*Key Behaviors*

- Shows consideration for others
- Acknowledges others concerns/contributions
- Presents ideas in a participative manner
- Actively listens to other team members' views

*Planned Behavioral Questions*

1. Describe a time when you worked in a group/team with an unproductive person? How did you handle the situation?
2. Can you give me an example of a team decision you were involved in recently? What did you do to help the team reach the decision?
3. Tell me about one of the toughest teams/groups you've had to work with. What made it difficult? What did you do?

Situation/Task	Action	Result

Teamwork Rating:

**PROBLEM ANALYSIS:** *Securing relevant information and identifying key issues and relationships from a base of information; relating and comparing data from different sources; identifying cause-effect relationships.*

*Key Behaviors*

- Identifies key facts, trends, and issues
- Obtains necessary additional information
- Interprets information to explain trends, problems, and their causes

*Planned Behavioral Questions*

1. Describe the most satisfying troubleshooting you have done. (Contrast this with a time when you were unsuccessful.)
2. Tell me about a time when your interpretation of data related to a problem resulted in an effective solution?
3. Walk me through a situation when you had to get information by asking a lot of questions of several people. How did you know what to ask?

Situation/Task	Action	Result

Problem Analysis Rating:

**DECISION MAKING:** *Committing to an action after developing alternative courses of action that are based on logical assumptions and factual information and that take into consideration resources, constraints, and organizational values.*

*Key Behaviors*

- Seeks information
- Organizes information
- Performs data analysis
- Develops and considers alternatives
- Gains commitments
- Decisiveness/Action

*Planned Behavioral Questions*

1. Have you recently made any decisions that really were not yours to make? Describe a specific example. Why did you make this decision?
2. What was one of the toughest decisions you had to make while at \_\_\_\_\_? What alternatives did you consider?
3. We've all worked against a tight deadline, which meant we didn't have the time to consider all options before making a decision. Give me an example of a time this happened to you. What was the result of your decision?

Situation/Task	Action	Result

Decision Making Rating:

**PROFESSIONAL KNOWLEDGE:** *Demonstrates a satisfactory level of technical and professional skills in job-related areas; keeps abreast of current product developments and trends in areas of expertise; knows where to get in-depth expertise on specific technical areas.*

*Key Behaviors*

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

*Planned Behavioral Questions*

(Insert questions for the specific position being filled as needed. The following is a list of general questions only.)

1. What is your experience in \_\_\_\_\_ (insert relevant experience). Describe the scope of your expertise. Describe a situation where you were challenged to use those skills.
2. Give me an example of how you handled \_\_\_\_\_ (process, task, function, etc.).
3. Give me an example of the most complex assignment or project you have had to accomplish.

Situation/Task	Action	Result

Professional Knowledge Rating:

**COMMUNICATION:** *Expressing thoughts, feelings, and ideas effectively in individual and group situations (including nonverbal communication); presenting ideas effectively when given time for preparation (including use of visual aids); clearly expressing ideas in memoranda, letters, or reports that have appropriate organization and structure, correct grammar, and language and terminology; and adjusting language to the characteristics and needs of the audience.*

- Key Behaviors*
- Mechanics
  - Organization
  - Delivery
  - Presentation impact

**Planned Behavioral Questions (No specific questions)**

**NOTES:** *Use responses from all questions to make notes*

*Key Behaviors*

+	0	-	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Mechanics – appropriate grammar and vocabulary
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Organization – clear, understandable, succinct
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Delivery – rate, volume, inflection, gestures, eye contact
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Checks for Understanding
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Impact – interest, enthusiasm, demeanor

Communication Rating:

## Interview Close

### 1. Additional Information

- v Ask buy-time question: *Why should you be considered for this position?*

- v Review notes.

- v Ask for answer to buy-time question.

- v Ask any additional questions.

### 2. Position/Organization/Location



## Post-interview Instructions

1. Identify complete STARS throughout the Interview Guide.
2. Categorize STARS into appropriate dimensions.
3. Indicate whether each STAR is effective (+) or ineffective (-).
4. Consider the weight of each STAR according to its recency, impact, and similarity to the target job.
5. Determine and record the rating in the rating box (lower right corner) for each dimension. Use the following system:
  - 5—Much More Than Acceptable (Significantly exceeds criteria for successful job performance)
  - 4—More Than Acceptable (Exceeds criteria for successful job performance)
  - 3—Acceptable (Meets criteria for successful job performance)
  - 2—Less Than Acceptable (Generally does not meet criteria for successful job performance)
  - 1—Much Less Than Acceptable (Significantly below criteria for successful job performance)

### Clarifying Ratings:

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

Dimension Coverage Grid

**Professional- (External)**

	<b>Interviewers</b>	T.I. #1	T.I.#2
<b>Dimensions</b>			
Ability to Learn			
Initiative			
Teamwork			
Problem Analysis			
Decision Making			
Professional Knowledge			
Communication			