

AARP Driver
Safety Program

Leadership Interview & Selection Guide

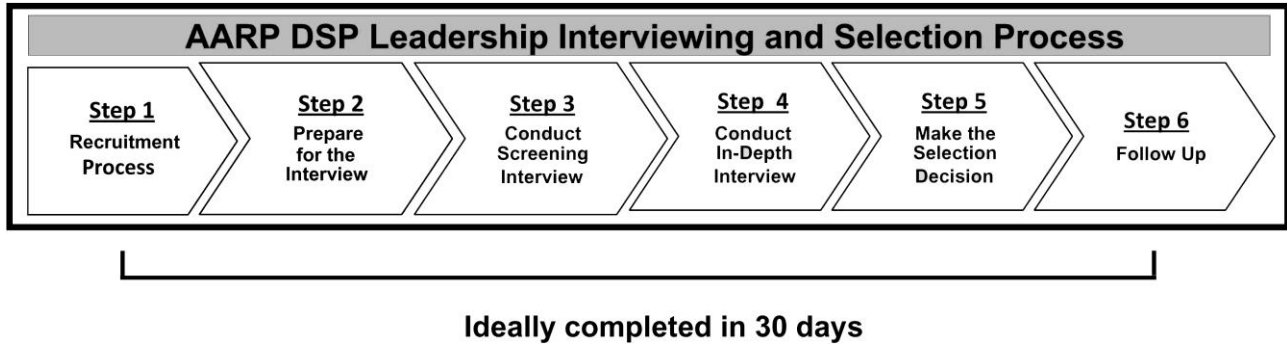
A Procedural Guide to the Leadership Selection Process

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The Leadership Interview and Selection Process

The AARP Driver Safety Program Leadership Interview and Selection Process has six basic steps as shown in the diagram below. The immediate supervisor of the position being recruited should be the primary interviewer of the applicant. This person must understand the entire process so he or she can orient other potential interviewers to their roles in it.



Each step is explained in detail below.

Steps in the Leadership Interview and Selection Process

Step 1	<p>Recruitment Process</p> <p>Use the recruiting strategies outlined in the Leadership Training & Policy Guide to identify applicants. Contact an applicant to arrange an interview within two weeks after receiving an application.</p> <p>Estimated Time Required: 2 weeks</p>
Step 2	<p>Prepare for the Interview</p> <p>Preparation is critical to the interview's success. Begin by selecting the interview team. Interviewers should review AARP attributes, foundation leadership and technical competencies, and the job description. This ensures the interview focuses on what makes a successful volunteer. Coordination is required when multiple interviewers are involved. They must decide which questions each will use, and confirm who will open and close the interview.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Focus on the One AARP Attributes and Behaviors, Foundation Leadership and Technical Competencies, and the position description. ● Confirm the questions to be used during the interview. ● Enable team interviewers to confirm their roles during and after the interview. <p>Estimated time required: 15 – 30 minutes</p>

<p>Step 3</p>	<p>Conduct Screening Interview</p> <p>A screening interview communicates the volunteer leader's expectations and the position's qualifications and primary responsibilities. It enables the interviewers to determine whether the applicant has the right qualifications, is a good fit and should proceed to the next step. It may be conducted via telephone or in person. It also confirms the applicant's interest in the position. Interview questions focus on the One AARP Attributes and Behaviors. The position's immediate supervisor is the best person to conduct the screening interview, but another leadership volunteer may be asked to fill in if the supervisor is unavailable. An applicant who has been dishonest, does not meet the qualifications or is not a good fit for the AARP Driver Safety Program should be eliminated. Diversity (gender, race, age, etc.) is critical in screening and selecting potential applicants.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Provide a brief overview of AARP, the AARP Driver Safety Program and the position's qualifications and primary responsibilities. • Determine whether the applicant meets the required qualifications, is a good fit for the position and should continue in the interview process. • Assess the applicant's interest in the position. <p>Estimated time required: 20 – 30 minutes</p>
<p>Step 4</p>	<p>Conduct In-Depth Interview</p> <p>The In-Depth Interview is scheduled after it is determined that the applicant meets the qualifications, is a good fit and remains interested in the position and the AARP Driver Safety Program. It focuses on the position's foundation leadership and technical competencies, and on additional One AARP Attributes and Behaviors. An in-person interview is best, but it may be conducted via telephone if necessary. The In-Depth Interview should be a team event that includes the position's immediate supervisor (or designee) and a leader who currently holds the targeted position. The immediate supervisor opens and closes the interview and focuses on the foundation leadership competencies and One AARP Attributes and Behaviors. The second interviewer focuses on the position's technical competencies. The time between the screening and in-depth interviews will depend on coordination and availability of all parties, but it should be less than two weeks.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Provide the applicant more detailed information about AARP, the Driver Safety Program and the position's responsibilities. • Conduct a coordinated interview that allows the interviewers to address the attributes and competencies of which they are most knowledgeable. • Use targeted and follow-up questions to obtain good behavioral examples of each required attribute and competency. <p>Estimated time required: 45 – 60 minutes</p>

<p>Step 5</p>	<p>Make the Selection Decision</p> <p>The interview team discusses and rates the applicant's behavioral examples and answers after each interview. They must reach consensus on whether the applicant is a good fit for the position and the AARP Driver Safety Program. The team will rank multiple applicants (if any) in the order that offers should be extended. Team members should also reflect on the just-concluded process and decide what if anything should be done differently the next time.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Work as a team to select the best applicant for the position. ● Reflect on the overall interview process and determine whether it should be adjusted for future interviews. <p>Estimated time required: 15 – 30 minutes</p>
<p>Step 6</p>	<p>Follow Up</p> <p>When the selection process is complete, the immediate supervisor (or lead interviewer) contacts the top-ranked applicant and extends an offer. Other applicants are contacted in ranked order if the first choice declines the offer. The required paperwork is completed, and orientation and training are scheduled when an offer is accepted. All interview team notes should be shredded when an applicant accepts an offer. The VMIS Data Manager should add the new volunteer's data to the volunteer database.</p> <p>Applicants that were not appointed should be notified within two business days. The supervising leader should suggest the possibility of serving in another volunteer position where there is a better fit, e.g. within the AARP Driver Safety Program volunteer structure or with the AARP State Office, and should facilitate the next steps when such suggestions are made.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Notify all applicants of the selection decision. ● Identify and suggest other roles for non-selected applicants where there is a better fit. Encourage and facilitate the next steps as appropriate. ● Complete required paperwork. ● Schedule orientation and training. ● Ask the VMIS Data Manager to update the volunteer database with the new volunteer's information. <p>Estimated time required: 1 week</p>

Prepare for the Interview Checklist

Preparation is critical to the interview's success. Allow 15 – 30 minutes.

The immediate supervisor (or designee) should:

- Select the interview team.
- Determine and schedule the screening or in-depth interview with the applicant. Allow 20-30 minutes for the screening interview and 45-60 minutes for the in-depth interview.
- Coordinate date/time with applicants and the interview team.
- Determine what to share about AARP, the AARP Driver Safety Program and the position when opening the interview. Focus on “need to know” items: mission, purpose, philosophy of volunteerism at AARP, etc. Refer to the Introduction & Policy Guide.
- Inform other personnel when applicants are coming to the office for an interview, so everyone can make a good impression on the applicant. Remember that all parties will be deciding if there is a good fit.

For a team interview:

- Interviewers select the questions from Appendix 1: Interview Questions that each will use. They also confirm who will open and close the interview.

All interviewers should:

- Review AARP attributes, foundation leadership and technical competencies.
- Review the position description.
- Review the selected questions for the position from Appendix 1: Interview Questions.
- Review the applicant's resume and application and compare them to the position.
- Identify specific application/resume areas on which to focus the selected behavioral questions.

Volunteer Leadership Attributes and Competencies

One AARP Attributes and Behaviors

The best way to ensure an environment where all volunteers demonstrate the One AARP Attributes and Behaviors is to recruit new volunteers who demonstrate them.



Attribute	Definition	Ideal Behaviors
Trustworthy	Be objective, reliable, credible and honest; demonstrate integrity and self-awareness	<ul style="list-style-type: none"> ▶ Do what you say and follow through ▶ Be transparent - tell the whole story ▶ Honor your commitments and understand how your actions/beliefs impact others ▶ Hold myself, my colleagues and my partners to high standards; trust their decisions and intent
Visionary	Be forward-thinking and outward-looking; look for opportunities that others may miss; enable innovation and learning	<ul style="list-style-type: none"> ▶ Find simple, fresh solutions in my work ▶ Encourage new concepts by looking out as well as in; bring together high performing teams to innovate and deliver ▶ Anticipate how the diverse community of people aged 50+ can live their best lives, and solve the problems they face today and will encounter tomorrow ▶ Adapt and keep pace with rapidly changing realities; learn from successes and mistakes
Courageous	Be brave; own and respectfully take a stand despite difficulty	<ul style="list-style-type: none"> ▶ Speak the truth to all; seek and provide honest, constructive feedback ▶ Take informed risks and challenge the way things have “always” been done; allow for mistakes that promote learning ▶ Focus on what we can do - don’t let perfect be the enemy of good ▶ Share your view, even when it's difficult to do so

Attribute	Definition	Ideal Behaviors
Results-Oriented	Focus on outcomes fueled by insights to drive organizational success; be decisive and take action; be accountable for individual and team results	<ul style="list-style-type: none"> ▶ Be accountable – understand and fulfill my role and contribute to team results ▶ Set clear, measurable performance goals and expectations, for myself and for others, and acknowledge when they aren't met ▶ Make timely decisions informed by data and insights and/or a strong rationale; encourage diversity of thought to lead to better outcomes ▶ Leverage organization-wide resources to deliver results aligned to the organization's goals ▶ Carry out a decision, even if it was not my idea
Caring	Act with empathy; compassionately help people find opportunities and live their best lives	<ul style="list-style-type: none"> ▶ Live Ethel's passion and commitment – celebrate stories of those who care ▶ Help people and the communities in which they live; take the time to understand others, especially when their background differs from your own ▶ Enable others to learn and grow ▶ Be empathetic – especially in difficult situations
Engaging	Thrive through connection, foster dialogue and actively listen; be authentic	<ul style="list-style-type: none"> ▶ Create connections with people 50+, their communities and one another; meet people where they are, not where you are ▶ Respect what others value; look across and understand diverse perspectives ▶ Be direct and approachable ▶ Voice disagreements where they foster constructive criticism, but support decisions that align with the organization's shared goals
Energetic	Act with passion; be proactive, enthusiastic, responsive and open-minded; be creative and agile	<ul style="list-style-type: none"> ▶ Work with passion, enthusiasm, optimism and flexibility ▶ Infect others with your can-do spirit ▶ Seize opportunities and create momentum – be a catalyst ▶ Gain understanding by trying on others' ideas, feelings and ways of working

Foundation and Leadership and Technical Competencies

A competency is a **group of skills, behaviors, or knowledge**. Competencies define a position's performance standards. The table below summarizes the competencies necessary to be successful in specific positions. All positions require three foundation leadership competencies.

Foundation Leadership Competencies				
Collaboration Teamwork, Communication Diversity & Inclusion				
Technical Competencies	Deputy State Coordinator	Marketing Specialist	Chief Trainer	VMIS Data Manager
Data Management				X
Leadership	X		X	
Management	X		X	
Marketing/Exhibit		X		
Partnership Building	X	X		
People Management	X		X	
Program Management	X			
Project Management	X	X		X
Training/Training Management			X	

Foundation Leadership Competencies and Definitions (all positions)

1. Communication – communicates with volunteers, members and the AARP National Driver Safety Program Office.
2. Collaboration & Teamwork – works with members of the team; collaborates with AARP State and National Offices at the request of the State Coordinator.
3. Diversity & Inclusion – involves and works well with diverse populations.

Technical Competencies and Definitions by Position

Deputy State Coordinator (State Coordinator should determine which of the following competencies are needed)

1. Leadership – responsible for strategic thinking and planning.
2. Management – manages geographic areas; implements program goals/objectives; oversees program operations; identifies and implements improvements.
3. Partnership Building – establishes relationships with agencies and institutions.
4. People Management – recruits, appoints, trains and supervises.
5. Program Management – supervises, plans, promotes, coordinates, implements and evaluates program.
6. Project Management – plans and coordinates exhibits and promotions; works with State and National Office

Marketing Specialist

1. Marketing/Exhibiting – markets program; identify publicity/promotion opportunities.
2. Partnership Building – identify and develop hosts; build relationships with other community partners.
3. Project Management – plans and coordinates exhibits and promotions; works with State/National Office

Chief Trainer

1. People Management – recruits, appoints, trains and supervises.
2. Training/Training Management – conducts and monitors training workshops, evaluates and provides feedback to trainers.

VMIS Data Manager

1. Data Management – enters and maintains data in a database; produces rosters; maintains records/files.
2. Project Management – manages project details.

Conduct the Interview

Behavioral-Based Interviewing

Behavioral-Based Interviewing was developed in the 1970's by industrial psychologists. It focuses on experiences, behaviors, knowledge, skills and abilities that are related to the position. It is based on the premise that the most accurate predictor of future performance and behavior is past performance and behavior in a similar situation. Work experience, activities, hobbies, volunteer work, school projects, family life - anything really – can be used as examples of past behavior. This type of interview allows an applicant to answer the question by telling a story using a real example from their past.

A complete answer to a behavioral-based question must contain three parts:

Situation/Task (ST) – Sets the background or context for the story.

Action (A) – Describes the actions or steps taken.

Result (R) – Explains the result or outcome of the actions.

Exploring various or consecutive periods of time in an applicant's past is the best way to discover who that person really is. Individuals organize their memories around past experiences, not around instances when they demonstrated a particular behavior or competency. Answers to a behavioral interview question may require follow-up questions to ensure that a good example is captured.

Behavioral interviewing is said to be 55 percent predictive of future behavior, while traditional interviewing is only 10 percent predictive.

What is the AARP Driver Safety Program Evaluating in a Behavioral Interview?

AARP is looking for the following 3 types of behaviors and competencies:

- One AARP Attributes and Behaviors
- Foundation leadership competencies
- Technical competencies unique to a position

A competency is a **group of skills, behaviors, or knowledge**. Competencies are performance standards for a particular position. Focusing on One AARP Attributes and Behaviors, and the competencies needed for success in a position ensures an interview focuses on what is important and eliminates the possibility of asking illegal questions.

Illegal Interview Questions

Illegal questions include any that are related to an applicant's:

- Age
- Race, ethnicity, or color
- Gender or sex
- Country of national origin or birth place
- Religion
- Disability
- Marital or family status or pregnancy

Keep the conversations and interviews focused on the position. The most sensitive time when the conversation can become too relaxed is when you are building rapport prior to the start of the interview. If you find the conversation or interview straying off course or eliciting information you don't want about their personal life, bring the discussion back on topic quickly by asking a behavioral-based question. Suppose for example, an applicant makes a statement such as, "I will need a flexible schedule because I have children in school." You might address the concern by saying, "This position does allow some flexibility" if in fact it does. If scheduling flexibility is not possible, your response might be, "This position requires someone to be available during these specific hours. Will you be able to accommodate this?" Do ***not***, however, pursue the topic further.

The Interviews

The interview starts when the applicant first arrives on your premises or makes telephone contact with anyone in the office. Everyone should display a caring, engaging demeanor.

The Screening Interview

The screening interview communicates the volunteer leader's expectations and the position's qualifications and responsibilities. Questions focus on One AARP Attributes and Behaviors. This interview is to determine if the applicant has the proper qualifications and is a good fit, and to confirm their continued interest. Anyone who has been dishonest about their qualifications or does not meet the position's requirements should be eliminated.

The In-Depth Interview

This interview focuses on foundation leadership and technical competencies for the position and additional One AARP Attributes and Behaviors.

For the following positions a team interview should be conducted: Marketing Specialist, VMIS Data Manager, Chief Trainer, Deputy State Coordinator.

Opening the Interviews Checklist

Use this checklist for both the screening and in-depth interviews.

- Remember the interview begins with your first contact with the applicant. Build rapport but be careful not to ask questions that may be considered illegal.
- Introduce yourself and others that may be participating in the interview. Explain your role(s) in the organization.
- Provide information about AARP, the AARP Driver Safety Program and the position.
- Give the applicant a copy of the position description if s/he does not have it.
- Review the necessary qualifications for the position.
- Review the volunteer leader's expectations for the position, e.g. time commitment, etc.
- Explain that you will be taking notes during the interview and that the applicant can as well.
- Explain that you will be asking questions that relate to the position and that you want examples of when they may have been involved in a similar situation in their past. They can provide examples of work experience, hobby, volunteer work, school project, family life, etc.

During the Interviews Checklist

Use this checklist for both the screening and in-depth interviews.

- Ask all applicants the same questions and use consistent openings and closings.
- Relate the question to information provided on the application or resume.
- Listen intently to what the applicant says.
- Take notes and capture a complete behavioral example/answer.
- Follow up on partial or irrelevant answers to ensure a complete behavioral example.

Follow-up Questions

When an answer is incomplete, you should ask follow-up questions to obtain the missing details. The goal is to acquire the information without interrupting the interview's flow or making the applicant feel interrogated. Many times applicants will provide the situation and then be vague about their particular actions and the results. They may use words like "we" instead of relating their specific contributions. Appendix 1: Interview Questions has sample follow-up questions.

Taking Notes Checklist

Use Appendix 2: Interview Notes to record the answers to the questions.

- Tell the applicant that you are going to take notes and that they can do the same.
- Use personal shorthand. Record key words.
- Note behavior observed during the interview.
- Take notes on sensitive or negative information carefully.
- All interviewers can take notes on all questions.

Closing the Interview:

At the end of each interview you should have a good indication whether the applicant would be successful in the position and should progress to the next step. However, you should also explore their thoughts. Some questions you can ask are:

- What do you think of the position?
- Which areas do you feel that you can contribute from day one?
- In which areas do you feel you would require training?
- Which part of the position do you find least appealing?
- What questions do you have of me?
- How do you feel about traveling within the state?
- How comfortable are you using the computer, the Internet and email?
- Do you have questions about the position or process?

Thank the applicant for his/her time and conclude your interviews on a positive note. Be cheerful even if you feel s/he may not be a good fit for the position. Describe the next steps, e.g., an in-depth second interview, a telephone call to advise the decision, etc.

After the Interview

Once the applicant has departed, read your notes and clarify them if necessary. You may not be able to decipher a scribbled a comment later if you delay. You are now ready to rate the answers and make a selection decision.

Make the Selection Decision Checklist

- All interviewers can rate answers.
- Read both the question and example/answer; indicate the level of evidence the answer demonstrates.
- Review all the ratings and determine if the applicant is a good fit
- For team interviews, the interviewers discuss and rate the applicant's answers. Interviewers must agree whether an applicant is a good fit for the position and the AARP Driver Safety Program. Based on the outcome, the interviewers will discuss the applicants and consider observations, thoughts and feelings that are not numerically quantifiable. The supervisor should make the final decision based on the interview team's recommendation.
- For multiple applicants, use Appendix 3: Interview Rating Sheet for Multiple Applicants to document the ratings, compare and rank the applicants in the order that an offer will be extended.

Interview Self-Reflection Questions

After the interview it is important to reflect on the process, flow and results to determine what if anything you will do differently the next time. This should be a joint effort for team interviews because everyone can provide feedback to other team members on how to improve. Use Appendix 3: Self-Reflection Questions to guide the reflection process.

Follow up Checklist

- Contact the applicants in the order that they were ranked and make the offer.
- Forward all paperwork to finalize the appointment.
- Notify non-selected applicants. Suggest and encourage these applicants to serve in other volunteer positions if there is a good fit elsewhere. Provide appropriate information to facilitate the process.
- Notify the VMIS Data Manager that the new volunteer's information can be entered into the volunteer database.
- Schedule orientation and training for the selected applicant.
- At the conclusion of the interview, all interviewers should give all notes and related materials for each applicant to the immediate supervisor/lead interviewer. The supervisor will shred all documents after the offer is accepted.

Leadership Interview & Selection Guide

Appendices

Appendix 1: Interview Questions

Date of interview: _____ Applicant name: _____

Directions:

The best way to ensure that AARP can build an environment where all volunteers demonstrate the One AARP Attributes and Behaviors is to appoint new volunteers that demonstrate them. The screening interview should focus on five of these attributes and behaviors along with determining if the applicant has the required qualifications.

The in-depth interview should focus on the remaining AARP attributes and skills, the foundation leadership competencies and technical competencies that are unique to the position.

A competency is a **group of skills, behaviors, or knowledge** that defines performance standards for a particular position. The table below summarizes the competencies that are needed to be successful in specific positions.

One AARP Attributes and Behaviors (all positions)				
Caring* Courageous Energetic* Engaging* Results-Oriented* Trustworthy* Visionary				
Foundation Leadership Competencies (all positions)				
Collaboration/Teamwork Communication Diversity & Inclusion				
Technical Competencies	Deputy State Coordinator	Marketing Specialist	Chief Trainer	VMIS Data Manager
Data Management				X
Leadership	X			
Management	X		X	
Marketing/Exhibit		X		
Partnership Building	X	X		
People Management	X		X	
Program Management	X			
Project Management	X	X		X
Training/ Training Management			X	

*Screening Interview

NOTE: For the Deputy State Coordinator position, the State Coordinator should determine which of the technical competencies are needed.

Below is a bank of questions that you can select from for both the screening and the in-depth interview. Only select one question for each of the AARP attributes, leadership competencies and technical competencies that are unique to the position.

Time needed for the interview: Allow 5 minutes per interview question and include time to open and close the interview.

Behavioral-Based Interviewing

Behavioral-Based Interviewing focuses on experiences, behaviors, knowledge, skills and abilities that are related to the position. It is based on the premise that the most accurate predictor of future performance and behavior is past performance and behavior in a similar situation. Work experience, activities, hobbies, volunteer work, school projects, family life - anything really – can be used as examples of past behavior.

Answers to a behavioral interview question may require follow-up questions to ensure that a good example is captured.

Follow-up Questions:

You must ask follow-up questions to obtain missing information when an applicant does not provide a complete answer to an interview question. Sample follow-up questions may include:

- Could you briefly summarize the situation/provide background information?
- So what exactly did you do?
- Give me the specifics of what you did?
- How did it turn out?
- What was the outcome?

You can also ask one of the following questions, after you have a complete behavioral example. It will provide insight in the applicant's ability to reflect and learn.

- What, if anything would you do differently the next time you are in a similar situation?
- What did you learn from that situation?

Questions for the Screening Interview

Select only **one** question for each of the following five One AARP Attributes and Behaviors.

One AARP Attributes and Behavioral Questions

Caring

1. Tell me about a time when you helped others learn or grow?
2. Describe a time when you took time to listen to someone's story even though you may have been busy?
3. Give me an example of a time when you went out of your way to do something nice for someone else?

Energetic

4. Give me an example of when you seized an opportunity and created momentum. What was the situation? What did you do? How did it turn out?
5. Tell me a time when you were proactive with a situation?
6. Describe a situation where you had to be flexible and enthusiastic. What did you do to remain adaptable and maintain your enthusiasm?
7. There are times when everything is going wrong, people are negative, or the future does not look bright. How do you keep your spirits up and be optimistic?

Engaging

8. Everyone is at a different place in their life. Tell me about a time where you had to meet someone where they were and not where you were?
9. Give me an example of a time when you encouraged dialogue and actively listened to someone? What happened? What was the result?
10. Describe a time where you had to be candid yet approachable? What was the situation? How did you make yourself approachable? What was the outcome?

Results Oriented

11. Tell me about a time when you had to go above and beyond the call of duty to accomplish a task or achieve a goal?
12. Give me an example of a time when you had to carry out a decision that was not your idea?
13. Sometimes you have to do what needs to be done just because it is the right thing to do. Describe a time when you took action to solve an issue or customer problem that was not your responsibility. What did you do? Who did you involve?

Trustworthy

14. Think about a time when you were new to a group. How did you go about building trust?
15. Was there ever a time when you lost someone's trust? What did you do to rebuild it?
16. Tell me about a time when you lost trust in someone? What happened? What did you do about it?

In-Depth Interview Questions

Select only **one** question for each of the following two One AARP Attributes and Behaviors, the three Foundation Leadership Competencies and the position's unique Technical Competencies.

For team interviews, determine who will ask each question. All interviewers can take notes on the applicant's response. Notes pages are provided in Appendix 2: Interview Notes.

Visionary

17. Give me an example of when you found a fresh or new solution to a situation?
18. Change is everywhere. Tell me about a time when you had to adapt and keep pace with changes that were happening?
19. Give me an example of a lesson learned. Was it from a success or a mistake/failure?

Courageous

20. Sometimes things don't go as we planned and people disappoint us. Describe a situation when you had to be candid yet provide constructive feedback?
21. Think of a time when you had a different view than others. How did you share it? What was the result?
22. Have you ever been in a situation where you had a new idea and were told, "Well, we've always done it this way?" What did you do or say? What happened?

Foundation Leadership Competencies, Definitions and Questions (all positions)

Communication – Communicates with volunteers, members and the AARP National Driver Safety Program Office.

23. How have you encouraged those who work with/for you to communicate with you on a consistent basis?
24. How have you ensured in the past, that the information you received was communicated to your direct reports and coworkers?
25. Information you believe to be untrue or confidential has reached you via the grapevine. What actions have you taken in the past to resolve such situations when communications were out of control?
26. When you have had a supervisor who failed to adequately communicate with you, how did you handle it? What was the result?
27. Give me an example from your past when you were part of a project or team and you were not kept in the loop on other participants' activities. How did you handle it?

Collaboration & Teamwork -- works with members of the team; collaborates with AARP State and National Office at the request of the State Coordinator.

28. What have you done in the past to contribute to a teamwork environment?
29. Describe a time when you were assigned to a team that had several members who were not motivated to work hard and contribute. How did you approach the situation? What did you do? What was the result?
30. Think of a time when you were a member of a successful team? Describe your role on the team and your contributions.
31. Tell me about a time when you had to work closely with someone whom you disliked or with whom you had trouble working. What did you do to make the relationship work so you both could be successful?
32. Describe a conflict you were involved in at work. What did you do? How did it turn out?
33. When you have entered a new environment in the past, describe what you did to meet and develop relationships with your new co-workers, supervisors, direct reports, or customers.

Diversity & inclusion -- involves and works well with diverse populations.

34. Tell me about your experiences in working with diverse groups.
35. Describe a time when you went out of your way to understand someone whose background was different from your own.

Technical Competencies, Definitions and Questions by Position

Deputy State Coordinator

Note: the State Coordinator should determine which of the technical competencies are needed for the Deputy State Coordinator position.

Leadership – Strategic thinking and planning.

36. One responsibility of a Deputy State Coordinator is to work with the State Coordinator to plan and implement strategies. What strategic initiatives have you planned and executed in the past? What obstacles did you face and how did you overcome them?
37. Give me an example when you motivated others. How did you do it? How did it turn out?
38. Describe a time when you anticipated potential problems and developed preventive measures. What was the problem? What actions did you take? What was the outcome?
39. Have you ever had difficulty getting others to accept your ideas? What was your approach? What happened?
40. Give me an example of a time when you played a leadership role in an event, an activity, a department, etc. Describe how you led the efforts. How did others respond to your efforts.
41. Tell me about a time when you created agreement or consensus and a fostered a shared approach in a situation in which all parties originally differed in opinion, approach or objectives.
42. Leaders must sometimes build support for goals and projects with people who do not report to them and over whom they have no authority. Tell me about a situation where you demonstrated that you can develop the needed support with people who did not report to you.

Management – Manage geographic area; implements program goals/objectives; provides oversight to program operations; identifies and implements improvements.

43. Describe a time when you were not in full agreement with a common goal, priority or policy? What did you do? How did it turn out?
44. Give me an example of a time when you set a goal and were able to meet or achieve it.
45. How do you decide what gets top priority when scheduling your time?
46. Have you ever made a mistake? How did you handle it? What did you learn?

Partnership Building – Establishes relationships with agencies and institutions.

47. Your position will require you to establish relationships with other organizations. Tell me about a previous role you had that required you to do that or something similar. How did you identify the organizations and build the relationships? What were the results?
48. There are times when misunderstandings occur or when organizations' goals or directions change. Describe a situation where you faced confusion or misinterpretation in a situation, or when there were unexpected changes. How did you approach the situation, what did you do and how was the relationship impacted?

People Management – Recruits, appoints, trains and supervises.

49. In the past, when you were faced with a situation in which a colleague or direct report was not performing to your expectations? How did you approach them and what did you do? How did it turn out?
50. Describe a time when you had to train or coach someone for a new role? What techniques did you use? What happened?
51. Describe a situation when you were able to have a positive influence on the actions of others?
52. One of the responsibilities of a manager is to assess and critique performance. Tell me how you have done these things in the past. Describe how you delivered feedback.

Program Management – Supervises, plans, promotes, coordinates, implements and evaluates program.

53. This position will require you to promote, coordinate, implement and evaluate a program. Describe a program that you were responsible for in the past. How did you develop support for it and then organize and execute it? What were the results?
54. When you had to evaluate a program in the past, how did you assess its success or shortcomings? How did you identify any necessary improvements? How did you implement them and what were the results?

Project Management – Plans and coordinates exhibits and promotions; works with State and National Office

55. How do you decide what gets top priority when scheduling your time?
56. Give me an example of a time when you used good judgment and logic to solve a problem.
57. Give me an example of a time when you didn't meet a deadline. What was the situation? What did you do? What did you learn from it?
58. Have you ever had to convince a team to work on a project they were not thrilled about? How did you approach them? What did you do to motivate them? How did it turn out?

Marketing Specialist

Marketing/Exhibiting – Markets program; identify publicity/promotion opportunities.

59. This position will require you to market a program. Tell me a time when you had to do this. What strategies and tactics did you use? Who did you involve? What were the results?
60. Describe one or more marketing projects where you had to identify publicity or promotional opportunities? Who did you involve? What did you do? How did it turn out?

Partnership Building - Identify and develop hosts; build relationships with other community partners.

61. Your position will require you to establish relationships with other organizations. Tell me about a previous role that required you to do this or something similar. How did you identify the organizations and build relationships? What were the impacts and results of your efforts?
62. There are times when misunderstandings happen or goals/directions of organizations change. Describe a situation where there has been a misunderstanding or when a goal/direction changed, how did you approach this situation, what did you do, how was the relationship impacted?

Project Management – Plans and coordinates exhibits and promotions; works with State/National Office

63. Tell me about a situation where you had too many things to do and had to prioritize your tasks. How did you do it? What was the result?
64. How do you decide what gets top priority when scheduling your time?
65. Give me an example of a time when you used good judgment and logic to solve a problem.
66. Give me an example of a time when you didn't meet a deadline. What was the situation? What did you do? What did you learn from it?

Chief Trainer

Leadership – Strategic thinking and planning.

67. What strategic initiatives have you planned and executed in the past? What obstacles did you face and how did you overcome them?
68. Give me an example when you motivated others. How did you do it? How did it turn out?
69. Describe a time when you anticipated potential problems and developed preventive measures. What was the problem? What actions did you take? What was the outcome?
70. Have you ever had difficulty getting others to accept your ideas? What was your approach? What happened?
71. Give me an example of a time when you played a leadership role in an event, an activity, a department, etc. Describe how you led the efforts. How did others respond to your efforts.
72. Tell me about a time when you created agreement or consensus and a fostered a shared approach in a situation in which all parties originally differed in opinion, approach or objectives.
73. Leaders must sometimes build support for goals and projects in people who do not report to them and over whom they have no authority. Tell me about a situation where you demonstrated that you can develop the needed support with people who did not report to you.

Management – Manage geographic area; implements program goals/objectives; provides over site to program operations; identifies and implements improvements.

74. Describe a time when you were not in full agreement with a common goal, priority or policy? What did you do? How did it turn out?
75. Give me an example of a time when you set a goal and were able to meet or achieve it.
76. How do you decide what gets top priority when scheduling your time?
77. Have you ever made a mistake? How did you handle it? What did you learn?

People Management – Recruits, appoints, trains and supervises.

78. In the past, when you were faced with a situation in which a colleague or direct report was not performing to your expectations? How did you approach them and what did you do? How did it turn out?
79. Describe a time when you had to train or coach someone for a new role? What techniques did you use? What happened?

80. Describe a situation when you were able to have a positive influence on the actions of others?

81. One of the responsibilities of a manager is to assess and critique performance. Tell me how you have done these things in the past. Describe how you delivered feedback.

Training/Training Management – Conducts training workshops, evaluates and provides feedback to trainers; monitors workshops.

82. You will be responsible for teaching workshops periodically. Tell me about a time when you had to teach a workshop for which you had little time to prepare? What did you do? How did it turn out?

83. As you know, teaching adults can be challenging. Tell me about a time when you had a difficult participant. What made them challenging? How did you handle the situation? What was the result?

84. This position will require you to provide feedback to other trainers. Tell me a time when you had to observe someone who was having challenges. How did you approach the individual? How did you provide feedback? How was the feedback accepted? Did the situation improve or worsen?

VMIS Data Manager

Data Management – Enters and maintains data in a database; produces rosters; maintains records/files.

85. Tell me about a time when you had to handle a great deal of data entry. What did you do to ensure accuracy?
86. Tell me about a situation where you had too much to do and had to prioritize. What did you do to determine priorities? What was the result?
87. Have you ever been in a situation where you did not have enough work to do? What did you do?

Project Management – Manages project details.

88. Tell me about a situation when you had more tasks than you could accomplish in the allotted time and had to prioritize them. How did you determine priorities? What was the result?
89. How do you decide what gets top priority when scheduling your time?
90. Give me an example of a time when you used good judgment and logic to solve a problem.
91. Give me an example of a time when you didn't meet a deadline. What was the situation? What did you do? What did you learn from it?

Appendix 2: Interview Notes

Date of interview: _____ Applicant name: _____

Directions:

Select **one** question from Appendix 1: Interview Questions for each of the One AARP Attributes and Behaviors, Foundation Leadership Competencies and Technical Competencies for the position. Duplicate as many pages of Appendix 2: Interview Notes, as needed.

Record the answers in the boxes provided. A complete answer to a behavioral-based question must contain three parts:

Situation/Task (ST) – The story's background or context.

Action (A) – The actions or steps taken.

Result (R) – The actions' outcomes.

Exploring various periods of time in an applicant's past is the best way to discover who that person really is. It does not matter whether the times are random or consecutive.

Rate the answers **after** the interview is completed.

For multiple applicants, use Appendix 3: Interview Rating Sheet for Multiple Applicants to compare applicants and make your selection decision.

Question #: _____

Situation/Task	Action	Result

Rating: 1. Not Present ___ 2. Some evidence ___ 3. Strong evidence ___ 4. Very strong evidence ___

Question #: _____

Situation/Task	Action	Result

Rating: 1. Not Present ___ 2. Some evidence ___ 3. Strong evidence ___ 4. Very strong evidence ___

Question #: _____

Situation/Task	Action	Result

Rating: 1. Not Present ___ 2. Some evidence ___ 3. Strong evidence ___ 4. Very strong evidence ___

Question #: _____

Situation/Task	Action	Result

Rating: 1. Not Present ___ 2. Some evidence ___ 3. Strong evidence ___ 4. Very strong evidence ___

Question #: _____

Situation/Task	Action	Result

Rating: 1. Not Present ___ 2. Some evidence ___ 3. Strong evidence ___ 4. Very strong evidence ___

Question #: _____

Situation/Task	Action	Result

Rating: 1. Not Present ___ 2. Some evidence ___ 3. Strong evidence ___ 4. Very strong evidence ___

Appendix 3: Interview Rating Sheet for Multiple Applicants

Position _____

Interviewer _____

Directions:

Transcribe the ratings (e.g., 1, 2, 3, 4) from the Interview Notes pages for each applicant in the table below. Subtotal each category and determine the grand total for each applicant.

	Applicant 1	Applicant 2	Applicant 3	Applicant 4	Notes
One AARP					
Trustworthy					
Visionary					
Courageous					
Results Oriented					
Caring					
Engaging					
Energetic					
Subtotals					
Foundation					
Collaboration & Teamwork					
Communication					
Diversity & Inclusion					
Subtotals					

Unique for a Position	Applicant 1	Applicant 2	Applicant 3	Applicant 4	Notes
Data Management					
Leadership					
Management					
Marketing/ Exhibit					
Partnership Building					
People Management					
Program Management					
Project Management					
Training/Training Management					
Subtotals					
Grand Totals					

Rank the applicants in the order you will make the offer:

1. _____
2. _____
3. _____
4. _____

Date of Screening Interview: _____ Date of In-depth Interview: _____

Date of Offer to Applicant: _____ Start Date: _____

Appendix 4: Interview Self-Reflection Questions

Directions:

It is important to take time after the interview to reflect on how the interview went and determine what, if anything, you will do differently the next time. For team interviews, this reflection process can be done together. It provides everyone the opportunity to give each other feedback on how to improve.

1. Were you able to build rapport with the applicant? Why or Why not?
2. Did you provide the applicant a copy of the position description and review the qualifications and responsibilities of the position?
3. Were you able to identify specific areas on the application/resume to focus the behavioral questions?
4. Were you able to keep the interview focused on the position and not stray to irrelevant or possibly illegal topics?
5. Were you able to easily use follow up questions to ensure a good behavioral example?
6. Did Appendix 2: Interview Notes make it easier for you to take notes?
7. Do you feel the applicant left the interview with a positive feeling about AARP and the Driver Safety Program?

For team interviews:

8. Were roles clear to everyone?
9. Were you able to easily rank the applicants and reach consensus?

Conclusion:

10. What, if anything, will you do differently next time to improve?