

Please note that the summer student interview process should be fairly informal. Managers can choose **two or three** of the following questions in determining the suitable student candidate, interviews should be anywhere from 15 to 30 minutes in length. Please note these questions are intended to be used as a starting point however they are not required. For competency based questions, Summer Students should not be expected to have more than a level 1-2.

In your considerations, please remember that summer students may have not had as much experience working with the Government of the Northwest Territories; the Summer Student Employment Program is designed to allow northern students with little or no experience the opportunity to find summer employment with the GNWT in order to support pursuit of higher education and enhance employment prospects upon graduation.

Candidate's Name: Alanna Bowerman

Date: March 8, 2024

No.	Question	Expected Answer	Response	Rating
1.	Why are you interested in this summer student employment opportunity?	<p>Determine whether there is a clear connection between the candidate's formal education and the summer student position.</p> <p>Looking for the candidate to demonstrate their interest/enthusiasm in joining the Department/ Board/ Agency</p> <p>❖ Other suitable responses</p>	Really liked the work WSCC does – very important and loved being apart of that.	Not Rated

No.	Question	Expected Answer	Response	Rating
2.	<p>What skills do you expect to gain from this summer position?</p> <p>What skills can you bring to this summer position?</p>	<p>Looking for the candidate to demonstrate thought into what they can bring and what they expect to learn from the summer student employment opportunity.</p> <p>There may be skills the candidate possesses that are not reflected through previous coursework.</p> <p>❖ Other suitable responses</p>	<p>Main thing for me is further developing my communication skills – email and calls</p> <p>Want to have a better understanding of safety in the workplace.</p> <p>Health psyc class I took this year – important.</p> <p>Statistics class. In case we need stats, I have</p>	Not Rated

No.	Question	Expected Answer	Response	Rating
3.	<p>Tell me about a project that has required a high level of attention to detail.</p> <p><i>What was the situation?</i></p> <p><i>What did you do?</i></p> <p><i>What was the result?</i></p>	<p><u>Attention to Detail</u> Definition: Attention to Detail is the ability to accomplish / complete a task while demonstrating a through concern for all the areas involved, no matter how small. This means monitoring and checking work or information, while organizing time and resources efficiently. It includes the ability to bring together different elements in order to achieve results or accomplish tasks. This means ensuring information is complete and accurate; and following up with others (on own work or that of others) to ensure that commitments have been fulfilled.</p> <p><u>Level 1</u></p> <ul style="list-style-type: none"> ✦ Maintains a checklist, schedule, calendar, etc. to ensure that small details are not overlooked. ✦ Completes work according to procedures and standards ✦ Follows process steps as outlined in standard operating procedures. ✦ Shows a general concern for monitoring and checking work ✦ Catches and corrects own errors or omissions. <p><u>Level 2</u></p> <ul style="list-style-type: none"> ✦ Follows up to ensure quality of work product and/or actions are completed. ✦ Double-checks the accuracy of information and work product to provide accurate and consistent work. ✦ Accurately completes tasks with close attention to all aspects of work and carefully controls for errors. ✦ Concerned with maintaining accuracy and checks others work for errors. <p><u>Level 3</u></p> <ul style="list-style-type: none"> ✦ Carefully supervises the details and quality of own and others' work. ✦ Provides information on a timely basis and in a usable form to others who need to act on it. ✦ Effectively supervises multiple activities and pays attention to how those activities relate to others in their unit. ✦ Attentive to detail and brings order to an array of information. <p><u>Level 4</u></p> <ul style="list-style-type: none"> ✦ Manages the general quality of the work for unit/department and recommends improvements within area of responsibility. ✦ Ensures that department procedures are followed and ensures clear, detailed records are kept. ✦ Uses attention to detail to suggest improvements in other areas. <p><u>Level 5</u></p> <ul style="list-style-type: none"> ✦ Readily points attention toward systems, projects or broad information. ✦ Attends to the progress of a project or the efficiency of a system. ✦ Pays close attention to data, in order to pinpoint flaws or missing data, and seeks out information to maintain or even improve department (e.g. obtains progress reports from employees and other leaders). <p><u>Level 6</u></p> <ul style="list-style-type: none"> ✦ Able to direct attention toward functions which are diverse in nature and objective or critical to the achievement of strategic department goals. <p>Conveys the importance of accurate and complete data and analysis.</p>		0 1 2 3 4 5

No.	Question	Expected Answer	Response	Rating
4.	<p>Describe a situation where you had a conflict with another individual, and how you dealt with it.</p> <p><i>What was the situation?</i> <i>What did you do?</i> <i>What was the result?</i></p>	<p>Conflict Management Definition: Conflict Management is the ability to develop working relationships that facilitate the prevention and/or resolution of conflicts within the organization.</p> <p>Level 1</p> <ul style="list-style-type: none"> ✦ Recognizes that there is a conflict and respects others' points of view. ✦ Brings conflict to the attention of the appropriate individual. ✦ Avoids taking things personally. <p>Level 2</p> <ul style="list-style-type: none"> ✦ Addresses conflict as it happens by working to resolve conflict when directly involved. ✦ Uses active listening to resolve/ prevent conflict and promote mutual understanding. ✦ Identifies overlapping areas of shared interests in an open, respectful and timely manner. <p>Level 3</p> <ul style="list-style-type: none"> ✦ Reduces and resolves conflict in a proactive manner. ✦ Works to resolve conflict between others if the conflict directly impacts on the achievement of work objectives. ✦ Anticipates and takes action to mitigate/reduce potential conflict management and to reduce and resolve conflict at the outset, by encouraging continued, open, two-way communications. <p>Level 4</p> <ul style="list-style-type: none"> ✦ Promotes constructive conflict management by modeling and coaching others on the importance of respecting different differences and resolving issues. ✦ Assist team members with handling problematic situations or conflicts effectively by helping them see the other point of view and developing mutually beneficial solutions to issues. ✦ Encourages team members to resolve issues to build respect among team members and ownership for a solution. <p>Level 5</p> <ul style="list-style-type: none"> ✦ Promotes interest-based conflict prevention and resolution in the organization. ✦ Provides consultation to or obtains consultation/mediation for others on approaches and processes. ✦ Intercedes in complex issues or when conflict threatens important business results or client/stakeholder relationships. <p>Level 6</p> <ul style="list-style-type: none"> ✦ Creates an open environment where conflict can be resolved positively. ✦ Empowers leaders and others to think through and resolve conflict issues – ensuring ownership of issues. ✦ Creates a conflict-resolving environment by anticipating and addressing areas where potential misunderstanding 	<p>Group project I did. Write a paper 4 of us.</p> <p>Member wasn't showing up the the meetings. Not communicating well.</p> <p>Looked up options. Sent an email to him about the consequences.</p> <p>Basically told him he wasn't going to get a good mark. Came to. Helped out.</p>	<p>0 1 2 3 4 5</p>

No.	Question	Expected Answer	Response	Rating
		and conflict could emerge and by addressing systemic workplace irritants.		
5.	<p>Give me an example of a time you took initiative.</p> <p><i>What was the situation?</i></p> <p><i>What did you do?</i></p> <p><i>What was the result?</i></p>	<p>Initiative Definition: Initiative involves identifying a problem, obstacle or opportunity and taking appropriate action to address current or future problems or opportunities. As such, initiative can be seen in the context of proactively doing things and not simply thinking about future actions. Formal strategic planning is not included in this competency.</p> <p>Level 1</p> <ul style="list-style-type: none"> ✦ Recognizes and reacts to present opportunities ✦ Reacts to present problems, including overcoming obstacles <p>Level 2</p> <ul style="list-style-type: none"> ✦ Acts quickly and decisively in a crisis or other time-sensitive situation ✦ Acts with a sense of urgency when the norm is to wait, study the situation, and hope the problem will resolve itself <p>Level 3</p> <ul style="list-style-type: none"> ✦ Creates opportunities or minimizes potential problems by a unique extra effort (new program, special travel, etc.) occurring within a 1-3 month time frame. <p>Level 4</p> <ul style="list-style-type: none"> ✦ Anticipates and prepares for a specific opportunity or problem that is not obvious to others. 	<p>Adam dental clinic. 3 drawers worth of signed form but only one drawer.</p> <p>Wonky system</p> <p>Shredded extras or old</p> <p>Got it to one drawer with space for extras.</p>	0 1 2 3 4 5

No.	Question	Expected Answer	Response	Rating
		<ul style="list-style-type: none"> ✦ Takes action to create an opportunity or avoid future crisis, looking ahead 4–12 months. <p>Level 5</p> <ul style="list-style-type: none"> ✦ Anticipates situations 1–2 years ahead or more ✦ Acts to create opportunities or avoid problems that are not obvious to others. <p>Level 6</p> <ul style="list-style-type: none"> ✦ Proactively identifies areas that are in the long-term interests of the organization. ✦ Develop plans to address these areas (which will typically be multi-year plans). 		
6.	<p>Please give me an example of a time when you had to solve a problem.</p> <p>Describe the problem, and then describe the steps you took to solve it. Was this the best way to solve the problem? Why or why not?</p>	<p>Problem Solving/Judgement Definition: Problem Solving/Judgement is the ability to analyze problems systematically, organize information, identify key factors, identify underlying causes and generate solutions.</p> <p>Level 1</p> <ul style="list-style-type: none"> ✦ Identifies obvious task related problems. ✦ Breaks problems into simple components, in order to identify required lists of tasks or activities. ✦ Follows multi-step instructions or directions. ✦ Considers relevant information that applies to the current problem <p>Level 2</p> <ul style="list-style-type: none"> ✦ Sees single causal link between components of a problem/situation. ✦ Takes into account the implications of selecting different options. ✦ Ensures problem is considered in an objective manner. <p>Level 3</p> <ul style="list-style-type: none"> ✦ Analyzes pro- and cons and establishes basic priorities or relationships. ✦ Recognizes cause and effect relationships. ✦ Breaks down complex situations into manageable parts in a systematic way. ✦ Assesses risk before taking action. <p>Level 4</p> <ul style="list-style-type: none"> ✦ Recognizes several likely causes of events or multiple consequences and undertakes activities accordingly. 		0 1 2 3 4 5

No.	Question	Expected Answer	Response	Rating
		<ul style="list-style-type: none"> ✦ Acquires new information and applies knowledge to analyze issues and resolve problems. ✦ Interprets information accurately in order to make a decision or recommendation. ✦ Distinguishes between information that is relevant to the issue – disregards irrelevant information <p>Level 5</p> <ul style="list-style-type: none"> ✦ Identifies a number of solutions and weighs the value of each to improve results. ✦ Uses several analytical techniques to break apart complex situations or problems to reach a solution. ✦ Assesses problems systematically and includes long-term trends or risk. <p>Level 6</p> <ul style="list-style-type: none"> ✦ Coordinates with stakeholders; one’s own network, subject-matter experts and /or additional senior staff to interpret and solve organizational issues, and long-term problems. ✦ Creates models or frameworks that enables the understanding of powerful ideas and concepts about the business. ✦ Analyzes outcomes in order to make decisions, set priorities or choose goals on the basis of calculated inputs and outputs. 		
7.	<p>Describe an example of when you were a member of a team assigned to a project or task.</p> <p>What was your role in the team?</p> <p>Did the team accomplish its task?</p> <p>If so, why? If not, why not?</p>	<p>Teamwork and Cooperation Definition: Teamwork and Co-operation is the ability to work co-operatively within diverse teams, work groups and across the organization to achieve group and organizational goals. It includes the desire and ability to understand and respond effectively to other people from diverse backgrounds with diverse views.</p> <p>Level 1</p> <ul style="list-style-type: none"> ✦ Participates willingly, is a “good team player,” does his/her share of the work. ✦ Supports team decisions. ✦ Reiterates information to check understanding before responding or drawing conclusions. ✦ Listens and responds constructively to other team members’ ideas. ✦ Helps and encourages team members. <p>Level 2</p> <ul style="list-style-type: none"> ✦ Expresses positive expectations of others in terms of their abilities, expected contributions, etc.; speaks of team members in positive terms. ✦ Shows respect for others’ intelligence by appealing to reason. ✦ Demonstrates to others that they see things from another’s perspective. <p>Level 3</p> <ul style="list-style-type: none"> ✦ Genuinely values others’ input and expertise, is willing to learn from others (including subordinates and peers). ✦ Values others’ input and solicits ideas and opinions to help form specific decisions or plans. ✦ Responds to people’s concerns in a proactive manner that promotes long-term solutions. <p>Level 4</p>	<p>School context. Lab for stats with different roles</p> <p>I record our answers.</p> <p>Did accomplish it. Had the lab today.</p> <p>Writing code – sometimes people are confused. Review different answers and make sure everyone understands.</p> <p>APA format way.</p>	0 1 2 3 4 5

No.	Question	Expected Answer	Response	Rating
		<ul style="list-style-type: none"> ✦ Promotes team co-operation by involving key people needed to achieve results. ✦ Publicly credits others who have performed well. ✦ Facilitates and influences teams to achieve positive outcomes. ✦ Treats people with dignity and respect. ✦ Removes barriers to positive team effectiveness/performance. ✦ Encourages input, teamwork and co-operation from others. <p>Level 5</p> <ul style="list-style-type: none"> ✦ Acts to promote a welcoming, productive climate, good morale and co-operation. ✦ Resolves team conflicts. ✦ Protects/promotes group reputation with outsiders. ✦ Builds and empowers teams to achieve organizational goals. ✦ Models effective teamwork and holds people accountable for being good team players. <p>Level 6</p> <ul style="list-style-type: none"> ✦ Manages difficult and complex team and organizational interactions. ✦ Collaborates across internal and external organizational boundaries to meet common objectives. ✦ Develops and maintains win/win relationships and partnerships. ✦ Develops networks and builds alliances. 		
8.	<p>As you may know, we routinely conduct reference checks on new hires.</p> <p>Could you provide us with three references?</p>			Not Rated

No.	Question	Expected Answer	Response	Rating
9.	If you were the successful applicant, when would you be available to start work?		Havent booked flights yet. Want to be back by 29 th of April. End date: Not sure. August 23, 2024	Not Rated

No.	Question	Expected Answer	Response	Rating
10.	Do you have any questions for us?			Not Rated

RATING SCALE: All questions are rated on a scale of 0 to 5 with 0 being the lowest, 3 being acceptable and 5 being the highest rating. Overall pass mark for an interview is not less than 60%.

TOTAL POINTS FOR INTERVIEW –

POINTS:

MINIMUM ACCEPTABLE SCORE IS 60% = (15/25)

PERCENTAGE:

Date

Rating Guide 5 Point Rating Scale		The following is a 5 Point Numerical / Narrative Rating Scale including sample narrative ratings and definitions for each point value on the scale.
Scale	Rating	Definitions
5 points	Excellent. Exceptional Mastery. Much more than acceptable.	Should ensure extremely effective performance. Significantly above criteria for successful job performance. Surpassed expectations. Reserved for the exemplary set of skills that yield a particularly sophisticated approach to handling the situation. Meets all major / essential / core criteria or acceptable equivalents and met three or more additional criteria.
4 points	Very Good. Full Performance Behaviours. Above average.	More than adequate for effective performance Generally exceeds criteria relative to quality and quantity of behaviour required for successful job performance. Meets all of the major / essential / core criteria or acceptable equivalents and several of the minor / additional criteria. No major deficiencies exist in the areas assessed. Consistently demonstrated better than average level of performance. Describes / demonstrates the full range of skills appropriate for handling the situation and the desired result, or outcome is obtained.

3 points	Good. Acceptable. Satisfactory Average	Should be adequate for effective performance. Meets criteria relative to quality and quantity of behaviour required for successful job performance. Meets several of the major / essential / core criteria one or two of the minor / additional criteria or acceptable equivalents. Describes / demonstrates a sufficient range of skills for handling the situation and the desired outcome is obtained. Some of the major and minor criteria were met; some deficiencies exist in the areas assessed but none of major concern.
2 points	Weak. Less than Acceptable.	Insufficient for performance requirements. Generally does not meet criteria relative to quality and quantity of behaviour required for successful job performance e.g. meets half or less of criteria. Does not describe / demonstrate a sufficient range of skills appropriate for handling of the situation, or describes plausible but inappropriate behaviours for handling the situation or the desired result or outcome is not obtained.
0 – 1 point	Unacceptable. Poor Much less than acceptable.	Significantly below criteria required for successful job performance. Few or no criteria met. Many deficiencies. A major problem exists. No answer or inappropriate answer. Describes/demonstrates counter-productive behaviours that have negative outcomes or consequences (make the situation worse).