



ForPsyte
TALENT ASSESSMENTS

Structured Interview: Food Service Back-of-House

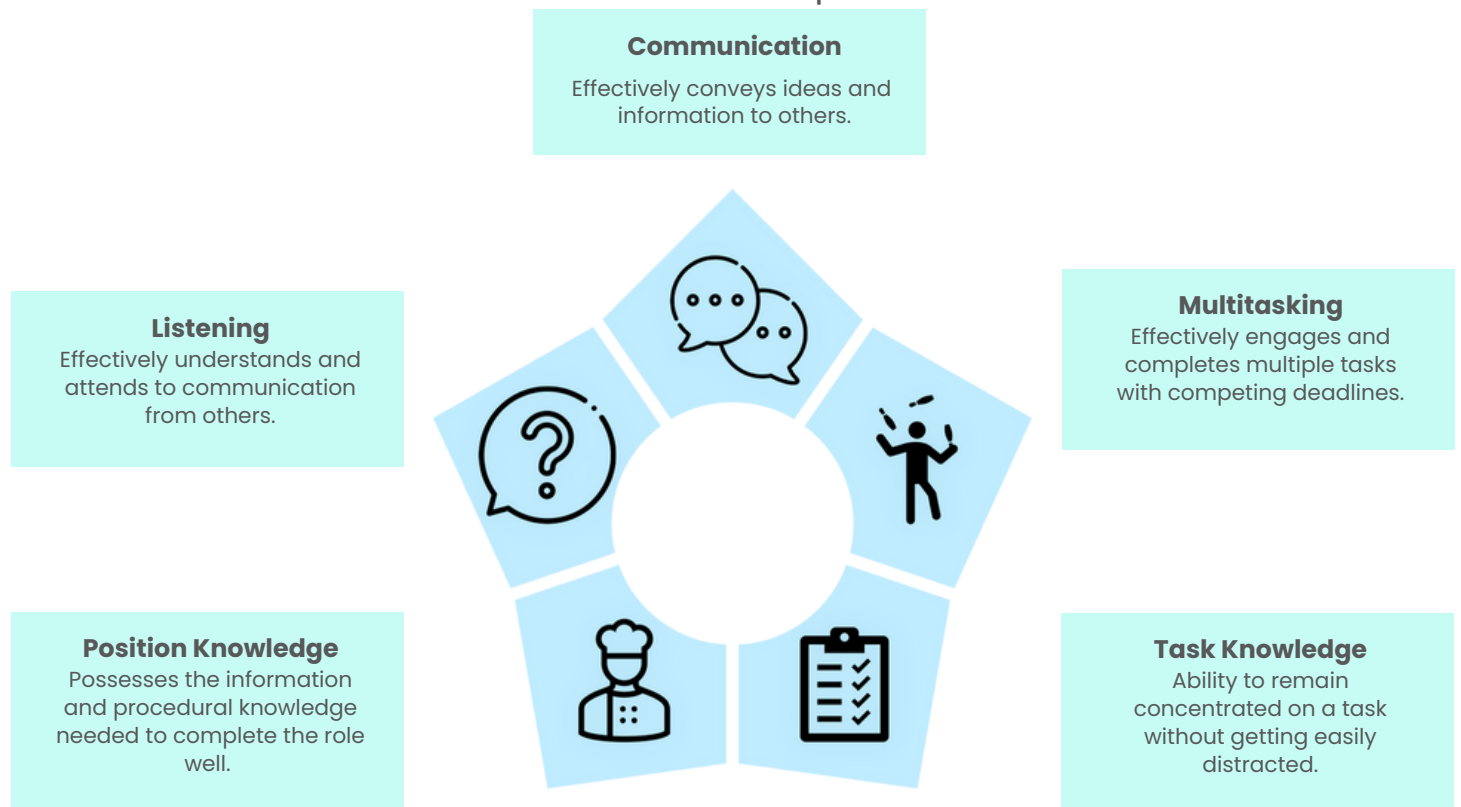
Background

A Structured Interview provides a method of standardizing the interview process. The interviewees are assessed on common skills, called competencies, necessary to perform Back-of-House Food Service roles: dishwasher, food preparers, and cooks (e.g., fry, short order, line, grill, pizza). A consistent process ensures there is no bias during the interview process, and candidates are compared on the same competencies enabling the identification of the best candidates for the position. Included in this guide is the competency model WLA developed for Back-of-House Food Service Roles. Then a description of the interview content and tips for the interview process are provided. For the best results we recommend following the process and tips below. The interview questions included are designed to measure specific competencies deemed essential for performance to a specific job family. Because applicants may have differing levels of experience, there are options for applicants to respond to prompts regarding past behavior or **imagined scenarios**. Some questions to get to know the applicants are included as well. Main Points

- **Consistency** across interviews is key. Asking each candidate the same questions promotes fairness and prevents bias from skewing interview results.
 - The **competencies** measured by these interview questions are prepared specifically for the back of house full-service food service roles.
- Preparation** for the interview process supports a good interviewing experience

Back of House Food Service

Performance Competencies



The Interview Process

Before

Review: Get familiar with the guide and structure of the interview.

Select Questions: Choose a question(s) to use for each competency. Keep in mind their level of experience.

Know what to expect: Take note of the follow up questions and the targeted responses for each question.

Writing Utensils: Ensure you have materials to write notes in the allotted spaces

During

Welcome and inform: Welcome the candidate and inform them that you will be conducting a structured interview.

Ask questions and use follow-ups if needed: Ask the selected questions and use follow-up prompts if a candidate does not provide adequate answers.

Indicate question: Use the bolded parts to indicate if you are asking about an imagined scenario or past behavior.

Assign a score: Based on the answers provided, use the Behaviorally Anchored Rating Scales (BARS) ratings provided to assign a score that best fits their response.

Watch the time: Ensure you have enough time to cover all the competencies and necessary follow-ups.

After

Assess structure: Note any differences in questions that were used (i.e., past behavior or imagined scenario).

Combine scores: Sum the scores for all the competencies to create a final score.

Review candidates: Consider candidates with highest averages for role/further interviews, taking any comments into account.

Follow-up

During the interview, you may want to ask for further information from the applicants. Below are three follow-up questions you may want to ask with their corresponding purposes. Examples of how these questions can be used are also provided.

- **THOUGHT PROCESS:** What was/is the rationale for your actions? (*Listen for an explanation or alternative ideas*)

Example: When a candidate shares the process they used to keep track of incoming orders in a previous position/or their hypothetical process, you may ask this follow-up question to assess their reasoning in their behavior or thinking.

- **OUTCOMES:** What was/would be the result of your actions? What did you/do you think you would learn?

Example: When a candidate describes how they would handle a difficult situation, asking this follow-up can help you understand how they anticipate the outcomes of their actions. Alternatively, you can ask this question to understand what the employee hopes to learn in the position.

- **IMPLEMENTATION:** How did/would you use the knowledge you gained from this in other situations?

Example: After a candidate shares a formative experience in their previous work or life history, asking this question can help assess the degree to which they are able to adapt and implement change in their future behavior.



Interviewer: _____
Candidate: _____
Date: _____

Introduction

These questions are intended simply for **getting to know the applicant**. The recommended amount would be 2 questions from this section.

Structured Questions

1. Tell me about yourself.
2. What made you want to apply for this job?
3. What previous work experience do you have that you think prepares you well for this position?
4. Where do you see yourself in the next 5 years?
5. What qualities would you look for if you were hiring an applicant for this position?



Interviewer: _____
Candidate: _____
Date: _____

Competency: Position Knowledge

Possesses the information and procedural knowledge needed to complete the role well.

Structured Questions

Describe the most important skills or experiences that you **have found to be/think would be** necessary to performing well in Back-of-House food service.

Tell me about/What do you think some of the most important safety procedures necessary **in your previous position(s)/would be?**

BARS Rating

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Not Satisfactory Has little to no experience in role. Has little to no knowledge of typical recipes, prep time, cook times, or plating. Cannot identify safety procedures.	Below Average	Average Has some experience or knowledge of relevant tasks required to perform the role (i.e., typical recipes, prep time, cook times, plating). Has a general idea of safety procedures necessary for their workspace.	Above Average	Excellent Extensive experience in related field. Can give an accurate step-by-step account of how to prep, cook, and effectively plate. Knows how to do their task in accordance with current safety procedures.

Interviewer: _____
Candidate: _____
Date: _____

Competency: Task Focus

Ability to remain concentrated on a task without getting distracted easily.

Structured Questions

Describe a time when/Imagine that you had to focus on delivering orders, washing dishes, or cleaning tables during a dinner or lunch rush when there were multiple distractions or setbacks. How **did/would** you remain focused?

Describe a time when/Imagine if you had to concentrate on a specific task for a long period of time. How **did/would** you perform?

BARS Rating

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Not Satisfactory Poor ability to focus attention on a task. Often gets distracted during food prep, cooking, final plating, and during tasks at peak restaurant hours. Often makes mistakes or does not complete the task.	Below Average	Average Can focus for a reasonable amount of time on food prep, cooking, or plating without being distracted. May occasionally forget to complete a task or get distracted and make mistakes, especially during peak restaurant hours.	Above Average	Excellent Ability to effectively focus attention to food prep, cooking, or plating during slow or peak restaurant hours. Steadfast focus and not prone to distractions. Almost never makes mistakes and always completes the task.



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