

Statom Group Leadership Behavioural Interview Question Bank

Use for Management & Leadership appointments (team leads, managers, senior managers, directors).

1. Purpose

This question bank gives recruiting managers a consistent set of leadership-level behavioural questions aligned to the Statom Group behavioural expectations. It supports fair selection decisions, reduces bias, and creates clear evidence for hiring approvals and onboarding.

2. How to use this question bank

Minimum standard for management/leadership recruitment:

1. Select 6–8 behaviours relevant to the role (minimum 6).
2. Ask 1 primary question per selected behaviour, plus structured follow-up probes.
3. Score independently using the 1–5 anchors, then agree a panel score with evidence.
4. Record factual notes and scores in Workable (or the Group system of record).
5. Decide based on evidence against criteria, not ‘fit’ or presentation style.

3. Interview rules (legal and practical)

- Ask the same core questions to all candidates for the same vacancy.
- Probe for evidence using STAR: Situation, Task, Action, Result.
- Do not ask about protected characteristics or irrelevant personal circumstances (e.g., health conditions, family plans, age, religion).
- If a candidate requests an adjustment, follow the Group process and document what was provided.
- Keep notes factual and role-related. Avoid subjective descriptors (e.g., ‘nice’, ‘confident’, ‘not a cultural fit’).

4. Scoring anchors (use for every question)

- 1 = No credible example. Vague, theoretical, or shifts responsibility. High risk behaviours.
- 2 = Limited example. Some actions but weak ownership, weak outcomes, or poor judgement.
- 3 = Solid example. Clear ownership and appropriate actions. Outcome meets expectation.
- 4 = Strong example. Good judgement under pressure, clear impact, prevention/learning demonstrated.
- 5 = Exceptional example. Creates measurable improvement, influences others, raises standards across teams/projects.

5. Standard follow-up probes (ask every time)

- What was your role and level of accountability?
- What options did you consider and why did you choose that approach?
- How did you involve others and communicate expectations?
- What metrics or evidence show the result?
- What did you learn and what did you change afterwards?
- What would you do differently now?

6. Leadership behavioural questions (by Statom behaviour)

Use these questions for management/leadership appointments. Choose those that best match the role context (site, office, project, or corporate).

Build Relationships First

Primary questions (choose 1–2):

- Tell us about a time you inherited a low-trust team or client relationship. How did you rebuild trust, and what changed within 90 days?
- Describe how you build relationships without compromising standards. Give a real example where you had to hold a boundary.
- Give an example of a relationship you intentionally repaired after conflict. What did you do, and what was the outcome?
- Tell us about a time you aligned multiple stakeholders with competing interests. How did you get them to commit?

What good evidence looks like (score 4–5):

- Builds trust through clarity, consistency, and delivery.
- Holds boundaries without aggression or avoidance.
- Uses listening, expectations, and follow-through to repair relationships.

Red flags (score 1–2):

- Over-promises to be liked.
- Avoids conflict and lets performance slide.
- Creates 'in-groups' and divides teams.

Communicate with Respect and Clarity

Primary questions (choose 1–2):

- Tell us about the hardest message you've had to deliver to a team. What did you say, how did you say it, and what happened next?
- Describe a time you had to communicate a change that people strongly resisted. How did you land it and keep standards high?
- Give an example where poor communication created risk (safety, cost, quality, client). How did you fix it and prevent a repeat?

- Tell us about a time you challenged a senior stakeholder respectfully. What did you do and what was the result?

What good evidence looks like (score 4–5):

- Communicates early and clearly, including bad news.
- Sets expectations and checks understanding.
- Handles difficult conversations professionally and directly.

Red flags (score 1–2):

- Holds back information until it's too late.
- Uses sarcasm, blame, or public criticism.
- Avoids direct conversations and relies on hints.

Protect Our Reputation

Primary questions (choose 1–2):

- Tell us about a time you made a decision that protected the organisation's reputation, even though it cost time or money. What did you do and why?
- Describe an ethical or compliance issue you spotted and escalated. How did you handle it and what changed?
- Give an example where you had to challenge unacceptable behaviour from a high performer. What action did you take?
- Tell us about a time you handled a client complaint or incident. How did you stabilise the situation and rebuild confidence?

What good evidence looks like (score 4–5):

- Uses sound judgement and integrity under pressure.
- Acts quickly on behaviour or compliance risks.
- Understands reputational impact on clients, communities and the Group.

Red flags (score 1–2):

- Tolerates 'bad behaviour' because delivery is strong.
- Minimises issues or hides problems.
- Prioritises short-term gain over long-term trust.

Take Accountability

Primary questions (choose 1–2):

- Tell us about a major mistake you made as a leader. How did you handle it, what did you learn, and what did you change permanently?
- Describe a time delivery was at risk and you were accountable. How did you recover the plan and communicate progress?

- Give an example of when you took ownership of a problem that wasn't technically yours. Why did you step in and what was the outcome?
- Tell us about a time you had to make a tough call with incomplete information. How did you decide and what happened?

What good evidence looks like (score 4–5):

- Owns outcomes and leads recovery without excuses.
- Escalates early with options and recommendations.
- Creates learning and prevention, not just firefighting.

Red flags (score 1–2):

- Blames external factors only.
- Escalates late, with no options.
- Repeats the same failure pattern.

Work Safely and Responsibly

Primary questions (choose 1–2):

- Tell us about a time you stopped work or reset a plan because it was unsafe. What pressures existed, and how did you hold the line?
- Describe a serious incident, near miss, or high-risk situation you managed. What did you do immediately, and what changed afterwards?
- Give an example where you improved safety standards or behaviours across a team or project. How did you achieve compliance and buy-in?
- Tell us how you balance safety, programme, and commercial pressure. Give a real example.

What good evidence looks like (score 4–5):

- Treats safety as non-negotiable and models the standard.
- Intervenes early and sets expectations for others.
- Uses learning reviews and strengthens controls.

Red flags (score 1–2):

- Talks safety but accepts shortcuts.
- Normalises high-risk behaviour as 'how it's done'.
- Leaves safety to others (HSQE only).

Be Dependable and Consistent

Primary questions (choose 1–2):

- Tell us about a time you took over a team/project with unreliable delivery. What systems did you put in place and what results did you get?

- Describe how you ensure consistent quality and deadlines when you are under-resourced. Give a real example.
- Give an example where you had to reset priorities to protect delivery. How did you decide what to stop?
- Tell us about a time you had to manage performance drift. What did you do and what improved?

What good evidence looks like (score 4–5):

- Plans, prioritises and delivers predictably.
- Sets routines and controls that improve consistency.
- Addresses performance issues promptly and fairly.

Red flags (score 1–2):

- Firefights constantly with no control changes.
- Lets standards slip under pressure.
- Avoids performance management.

Own Our Self-Delivery Model

Primary questions (choose 1–2):

- Tell us about a time you improved self-delivery capability (skills, plant, methods, sequencing, productivity). What changed and how did you measure it?
- Describe a time you reduced rework or defects by improving controls. What did you implement and what was the impact?
- Give an example where you challenged a method, subcontractor approach, or plan because it wasn't delivering. What did you do instead?
- Tell us about a time you improved cost control without compromising quality or safety.

What good evidence looks like (score 4–5):

- Improves productivity and quality through better planning and controls.
- Uses evidence (cost, time, quality data) to make decisions.
- Builds capability rather than outsourcing problems.

Red flags (score 1–2):

- Accepts rework as normal.
- No measurable improvement or learning.
- Blames others without changing controls.

Collaborate Across the Group

Primary questions (choose 1–2):

- Tell us about a time you worked across functions or businesses to solve a problem. How did you align priorities and deliver?
- Describe a time you shared resources or expertise across teams to protect delivery. What trade-offs did you manage?
- Give an example where you resolved conflict between teams. What did you do and what changed?
- Tell us about a time you built a 'one team' culture across locations/sites.

What good evidence looks like (score 4–5):

- Builds networks and shares learning across the Group.
- Manages conflict constructively and keeps outcomes central.
- Uses collaboration to raise standards and delivery.

Red flags (score 1–2):

- Creates silos or competes internally.
- Withholds information or resources.
- Treats other teams as obstacles.

Drive Continuous Improvement

Primary questions (choose 1–2):

- Tell us about the best improvement you led in the last 12 months. What problem did it solve and what evidence shows it worked?
- Describe a repeated failure you stopped happening again. How did you find the root cause and what controls did you change?
- Give an example where you introduced a new process or system. How did you implement it and embed adoption?
- Tell us about a time you used data to change direction. What did the data show and what did you do?

What good evidence looks like (score 4–5):

- Targets root causes and changes the system, not just the symptoms.
- Measures impact and embeds improvements.
- Encourages challenge and learning across the team.

Red flags (score 1–2):

- Talks improvement but delivers none.
- Introduces change with no adoption plan.
- Rejects feedback or challenge.

Lead by Example

Primary questions (choose 1–2):

- Tell us about a time you set the tone under pressure. What did you do that others copied?
- Describe a time you dealt with unacceptable behaviour (conduct, respect, safety, quality). What action did you take and what message did it send?
- Give an example of how you developed someone’s capability. What did you do and what changed for them?
- Tell us about a time you made a decision that was unpopular but right. How did you bring people with you?

What good evidence looks like (score 4–5):

- Models standards consistently and acts on behaviour issues.
- Develops others and raises capability.
- Holds calm, fair judgement under pressure.

Red flags (score 1–2):

- Says one thing, does another.
- Avoids behaviour issues to ‘keep the peace’.
- Leads through status rather than actions.

7. Leadership scorecard (template)

Use this template in Workable scorecards or print for panel interviews. Add role-specific criteria where needed.

Behaviour	Question asked	Key evidence (notes)	Impact / results	Score (1–5)	Risks / conditions
Build Relationships First					
Communicate with Respect and Clarity					
Protect Our Reputation					
Take Accountability					
Work Safely and Responsibly					
Be Dependable and Consistent					
Own Our Self-Delivery					

Model					
Collaborate Across the Group					
Drive Continuous Improvement					
Lead by Example					

8. Decision guidance (management/leadership)

- Appoint only if the candidate shows credible evidence for the role’s critical behaviours and meets all essential requirements.
- Treat repeated red flags as a material risk. Document them and do not ‘assume it will be different here’.
- Where appointable candidates are close, select the one with stronger evidence of accountability, safety judgement, and standards-setting.
- Record a clear selection rationale and any conditions (e.g., training, probation objectives, coaching) to carry into onboarding.