Today’s Agenda

- Review the Hiring Process
- Develop Interview Plan
- Select Interview Questions
- Conduct the Interview
- Review Resources
Consult with your Division Manager.
Analyze position needs.
Create position summary for new job or update for existing job that accurately reflects job duties and qualifications.
Submit to your Division Manager for review by the Department Human Resource Manager (HRM).
HRM submits to Compensation Analyst for classification review.
Job is posted and advertised.
Develop Your Interview Plan

- Who will participate?
- Phone interviews?
- Panel/individual interviews or both?
- Where will interview be conducted?
- Can process be completed in one visit?
- Will there be a second round of interviews?
Role of Panel Members

- Recommended panel size – 2 – 5 members
- Selected for their expertise, reactions, advice

Members should be:
- Familiar with position
- Represent diverse views
- Available for *all interviews*
- Not applying
- Not related to candidates
Criteria should be based on:

- Job responsibilities
- Required qualifications
- Desired qualifications
Screen Applications for Interview

- Review and evaluate each resume against education and experience requirements on position summary (job description) and those listed on job posting.
- Select for interview only those applicants who meet or exceed the minimum qualifications.
- Qualified applicants on layoff status have a hiring preference and must be interviewed; other qualified internal applicants may have a hiring preference and should receive fair consideration.

The Interview Process

Goal – to find out if applicant is a match

- Core competencies
- Technical skills
- Relevant experience
- Communications skills
- Team and individual contributions
Use Telephone Pre-Screens When Practical

- Ask all applicants the same questions, but follow-up on answers as needed.
- Question applicants for specific information related to job skills.
- Question applicants to clarify resume and application information.
- Use interview to evaluate communications skills or phone presence.
Telephone Pre-Screen Topics

- Have candidate talk through career progression and education chronologically.
- What did candidate do at each position?
- What are his/her key accomplishments?
- Ask for specific reason for departure from past positions.
- Probe gaps.
Prepare Consistent Interview Questions

- **Open-ended questions** – to draw out pertinent information regarding qualifications and/or specific skills

- **Behavioral questions** – to elicit examples of candidate’s past and present behavior to predict future performance/behavior

- **Hypothetical questions** – to obtain information on how a candidate will act in challenging work situations

- **Values/culture questions** – provides insights into candidate’s preferences and motivations
Good Interview Questions

- Who, what, where, when, why, how
- Tell me about a time . . .
- Tell us your experience . . .
- Give me an example . . .
- What would you do . . .
- How did you handle . . .
- What was the outcome . . .

All questions and discussions during the interview must be job-related.
Sample Questions

- Describe the most difficult person you have worked with and why. How did you handle the situation? (Interpersonal skills)

- Give an example of a major obstacle you had to overcome in your last job and how did you deal with it? (Problem solving)

- Tell us about a time when you made a mistake and describe what you learned from it. (Personal/professional growth)
In what type of environment do you function most successfully? (values/motivation)

Give an example of a time when you had to communicate with a customer or client under difficult circumstances. What was the outcome? (Communication skills)

What experience have you had in using ______ (software)? Describe a complex task you had to accomplish using ______ (software) and what you did to accomplish the task. (Technical skills)
Questions to Avoid

- Questions that might elicit information irrelevant to the hiring decision

- Questions that might elicit information about the candidate’s protected status (e.g., disability, race, color, ethnicity, national origin, ancestry, gender, age, religion, creed, medical condition, sexual orientation, marital status, pregnancy, veteran status, domestic partner status, native language, etc.)
Prepare a Consistent Way to Rate the Candidate’s Responses

- Develop a means to objectively measure how well each candidate’s information matches the position selection criteria.
Prepare for the Interview

Prepare a packet for each member of the interview team, including:
- Candidate’s resume
- Job description
- Job posting
- List of interview questions for each candidate
- Interview schedule
- Evaluation tool
Interviewing Etiquette

- Familiarize yourself with the position posting and the candidate’s resume prior to the interview.
- Arrive on time and remain for the entire interview.
- Remain respectful during the interview.
  - Don’t answer phone calls or check emails
  - Don’t allow yourself to be pulled out of the interview
- Stay focused and adhere to the interview schedule.
- Listen attentively to the candidate.
Conduct the Interview

- Welcome the candidate and help him/her feel comfortable.
- Allow each interviewer time to introduce him/herself and describe their role and the interface they will have with the person selected.
- Provide the candidate with marketing or departmental materials.
- Provide water/coffee/tea in the interview room for the interview team and the candidates. Be sure to offer candidate a beverage.
Conduct the Interview, continued

- Describe the job
- Let candidate know your timetable to fill the position and next steps in the recruitment process.
- If panel, ask assigned questions.
- Ask the same questions of all candidates.
- Listen attentively to the answers and systematically document responses.
- Ask follow-up questions for clarification or additional information.
- Encourage candidate to ask questions throughout or at the end of the interview.
Tips for Effective Note-Taking

- Take job related notes.
- Record key facts, verbs or action phrases.
- Document red flags and address them in the interview (e.g., “You stated that . . . Can you tell us more about this?”).
- Don’t accept vague or ambiguous answers; probe for more detail.
- Document notes on Interview Questions list.
Do – Leave a Positive Impression

- Provide contact information if the candidate has questions after the interview.
- Leave candidate with the impression that your department is the place where he/she wants to work.
- Sell Stanford!
Don’t Do It . . .
(unless you enjoy spending time with the General Counsel’s office!)

- Don’t – make a job offer until it has been approved by your Division Manager/HRM/Compensation.
- Don’t – tell a candidate that he/she is your “top candidate.”
- Don’t – offer or negotiate salaries or perks until salary range or benefits have been approved.
- Don’t – reject a candidate because he/she is “overqualified.”
- Don’t – forget to check references.
Rate the Candidate’s Responses

- If panel, debrief the panel.

- If individual, gather information while impressions are still fresh.

- Use rating sheet/form.

*Never Settle* – If interviews yield less than successful results, work with your Human Resources representative to develop a new plan.
Document Process and Retain Records

- Turn in interview notes and rating sheets to Division Manager at the end of the process.

- Maintain notes and records of search, selection and employment decision for 3 years. See Admin. Guide 22.1, 5,c.
Resources

- Office of Staff Employment – rbracy@stanford.edu
- School of Medicine Human Resources Group – hrg@stanford.edu
- Division Manager
- Jessica Olson, Human Resource Manager – jolson1@stanford.edu
Resources continued

- HRG New Hire Toolkit – hrg@stanford.edu/toolkit/
- Admin. Guide 22.1 – adminguide@stanford.edu
Sample Beginning Questions

"I saw on your resume that your college major was so-and-so; what were your main interests in pursuing that major?"

"I saw on your resume that your last work experience was with so-and-so company; what was the best aspect of that job for you?"

"Your resume indicates you have a lot of project management experience, but I didn't see that experience specifically stated in your work history. Can you tell me how you gained project management experience?"

"I saw in your work history that you didn't work for a whole year between two jobs. What did you learn during that time that you apply to your current work situation?"

Sample Rapport Building Questions

Increase the comfort level of each interview candidate by asking these simple, open questions that help to build a rapport between yourself and the candidate.

"Thank you for taking the time to meet with me; may I get you a cup of water or coffee?"

"Were you able to find the building easily?"

"How is the weather out there today? I've been inside so far."

"Would you care to see where the restroom is located?"

"Did you have a long drive to get here today?"

"I saw on your resume that you attended so-and-so college; how did you like it there?"

Sample Questions to Solicit Candidate Questions

"What questions do you have of me regarding the job, the department, or the University?"

"What else can I tell you about this position?"

"What questions do you have for me about anything related to the position?"

Sample Closing Questions

"What else would you like me to know about yourself that will help me assess your qualifications for this position?"

"What skills and abilities do you possess that weren't addressed yet but that are related to this position?"
Achieving Results

- "What methods or tools have you used to achieve pre-established results? Give an example of a recent time when you had to manage yourself to achieve results."

- "Tell me about a time when you were unable to achieve a desired result. What was the situation, how did you determine that you would not achieve the result, and what did you do about it?"

- "What is the process you use to set goals and monitor progress on goals within your work group? Give a recent example that demonstrates how you set and monitor work group goals."

Business Acumen

- "Give me an example of a time when your knowledge of organizational policies, practices, or trends enabled your business success. Specifically, what was the situation, and what did you do or say that demonstrated your knowledge?"

- "Describe a situation in which your awareness of organizational strategies, methods, or tactics influenced your actions. What were the circumstances, what were your actions, and what were the end results?"

- "Tell me about a time when your knowledge of organizational climate or the informal political structure helped you to achieve results. What was the situation, and what were your actions to achieve those results?"

Communicating Verbally

- "Describe a time when you had to verbally communicate sensitive information to a group of people, perhaps related to a change effort. How did you decide what to tell? How did you structure your verbal communication? Please describe the situation and what you said or did."

- "Give an example of a time when you were upset or offended by something that was said to you. How did you give that person feedback about what they said? Describe the situation and what you said or did."

- "Tell about a time when you were ineffective in a verbal communication. What was the situation, and what did you do differently as a result of that experience?"

Communicating in Writing

- "Describe a time when you had to communicate in writing information that you knew would be received negatively. What was the situation, and how did you structure your written communication to mitigate the negative impact?"
- "Tell me about a time when you had to communicate in writing very detailed procedural information or instructions. What was the situation? How did you structure your writing to address all the detail?"

- "Give an example of a time when an email or a memo you sent to someone had an unintended effect. What was the situation, and what did you learn from that experience that you incorporated into your subsequent writing projects?"

**Customer Service**

- "Tell me about a time when you had an angry customer, either on the telephone or in person. What was the situation, and what actions did you take to deal with the customer?"

- "Give an example of a time when you demonstrated exemplary customer service. What was the situation, and what did you say or do?"

- "Give a recent example of a time when you were unable to satisfy either an internal or external customer. What was the situation, and what did you say or do?"

**Decision Making**

- "When making a decision in conjunction with others, how have you sought their opinions? Give an example of a recent group-based decision process."

- "What methods have you used to ensure that a decision you have made was an effective decision? Give a recent example of using those methods to ensure a quality decision."

- "When making a decision that affects others either inside or outside your work group, what methods do you use to communicate that decision to others? Give an example of a decision that you made and how you communicated it."

**Fairness to Employees**

- "Tell me about a time in which you had to facilitate a conflict resolution between two of your employees. What was your role in the situation? What steps did you take to ensure a fair and open process?"

- "Describe a situation in which you had to work hard to avoid being perceived as showing favoritism toward one employee. What was the situation, and what specifically did you do to ensure you treated the employee equitably with your other employees?"

- "Describe a recent experience in which you took action to create an open and fair work place. Describe your actions in detail: phone calls you made, e-mails or memos you sent, etc."
Functional Skills

Functional skills are those skills specific to the functions, or the role, of the open position. Write performance-based questions that are directly connected to your selection criteria. Structure the questions to begin like the following examples. Many questions may need a follow-up question in order to gain performance-specific information.

- "Tell me about a time when..." (you had to project an annual budget; you were responsible for student counseling; you had to adhere to strict reporting guidelines on a research grant)

- "Please explain how you..." (manage a complex grant application process to meet deadlines; keep track of the details associated with large events; ensure that a department-wide procedure is practiced by all staff)

- "Give a recent example of..." (how you responded when a client changed his or her mind on what was expected; the steps you took to research a new area within your field; your ability to stay focused on the end result when the process became difficult)

- "Describe a situation in which you demonstrated..." (team leadership skills; your proficiency in C++ programming; your managerial ability during a period of major organizational change)

Individual Learning Style

- "Give me an example of the last time you had to learn something new, such as a software application, or a procedure, or even directions to a new place. What was the situation, and what steps did you take to learn that something new?"

- "The last time you received instructions about how to do something, what actions did you take to insure you understood the instructions correctly? Tell me about the situation and what you did."

- "When was the last time you learned a new skill, such as (give an example related to the open position)? After you learned the skill, what actions did you take to reinforce that new skill on the job? Tell me what the skill is and specifically how you reinforced it."

- "Sometimes a new skill is not truly learned because the opportunity to reinforce that skill through practice is missing. Can you think of a time when you weren't able to 'hold onto' a new skill? Specifically, what was the skill, what was the situation in which you couldn't keep the skill, and what was the result?"

Leadership

- "In some situations, a person who does not have formal leadership authority can assume a position of informal leadership. Think of a situation in which you were not the formal
leader but assumed a leadership role. Tell me specifically what the situation was, and how you demonstrated being a leader."

- "Leading others combines many skills and behaviors. One of those skills is communicating to influence others, perhaps to win resources or gain a decision to enable implementation. Tell me about a time when your communication skills were powerful enough for you to influence others' actions. What was the situation, and exactly what did you say or do?"

- "Occasionally, you have to make a decision that you know will not be well received. Give me an example of a time when you made a decision that was unpopular. What was the situation, and specifically, what were your actions to communicate the decision and address negative feedback?"

- "Think of a time when you received feedback from an employee that was constructive in nature and not very positive. What was the feedback, and exactly how did you respond to the feedback? Please give details."

**Managing Projects**

- "When managing a project with several people, what communication methods have you used to keep the group informed about project goals, milestones, and deadlines? Give an example of a project you led where you used communication methods to keep the group informed."

- "What project management tools have you used to keep the project on track, both within timelines and within budget? Give a recent example that demonstrates your ability to use these tools to keep the project on track."

- "When you are leading a project, how have you organized your workspace to be able to manage the details of the project? Give an example of a recent project you led."

- "What actions have you taken at the close of a project? Give an example of a recent project that ended, and describe your action steps."

**Measuring Results**

- "Think of a time when you completed a project. What steps did you take to insure that the work met stated goals?"

- "Describe any tools that you use to measure results for a completed project or in any of your work."

- "In your projects or work, how do you know you are completing the project or work as planned? Specifically, give an example of a recent experience in which you had to monitor your progress, how you monitored it, and what you did as a result of monitoring."
- "What feedback mechanisms, aside from an annual performance appraisal, have you used to make sure your work, or the work of your staff, is on target? Describe them in detail."

**Negotiating**

- "Give an example of a time when you successfully negotiated and maintained the relationships involved. Specifically, what was the negotiation situation, and what actions did you take so as not to damage the relationships?"

- "Describe the tactical approach you take to negotiating. Tell me about a negotiation you either initiated or responded to that demonstrates your tactical approach."

- "Explain how you gain the trust of others involved in a negotiation. Give a recent example that demonstrates your ability to gain trust."

**Planning**

- "Think of a recent project in which you had to plan the course of the project. Describe what tools you used for your planning purposes, and how you used them to plan what was needed to successfully complete the project."

- "Tell me about a time in which you effectively dealt with emergencies or surprises. Specifically, explain how your planning efforts helped you to deal with the unexpected."

- "Think of a recent experience you had in planning work. What was the situation, and specifically how did you proceed, once you identified your goal?"

- "Tell me about an experience in which your project plan did not accurately reflect the difficulty or length of time needed to complete a project. At what point did you discover the inaccuracy, and what steps did you take to address it?"

**Presenting**

- "Give an example of a time when you had to manage group process while giving a presentation. Describe the situation and your actions."

- "Describe a situation in which you were giving a presentation and the direction was not well received. What actions did you take to change tactics in the middle of the presentation?"

- "Rate your comfort level in giving presentations to large groups on a scale of 1 to 5 (1 is low; 5 is high). What are the ways in which you seek to reduce stress and gain comfort before presenting to large groups?"
Problem Solving

- "When you are leading a group through a problem solving process, what are the steps in that process? Please describe a recent situation in which you used a problem solving process, and state each step."

- "Give an example of a time you were trying to solve a problem on your own. Specifically, what was the situation, and what did you do to determine the potential solutions?"

- "Describe a situation in which you thought you had solved a problem, only to have it resurface. What was the situation, and how did you approach the problem differently? What did you learn that you applied to subsequent problem solving processes?"

Resolving Conflict

- "In conflict situations, it is often tempting to jump to a solution quickly, without identifying the issues involved in the conflict. Tell me about a time when you resisted this temptation and worked in conjunction with others to obtain a result accepted by those involved."

- "Sometimes, people's emotions can get in the way of resolving a conflict. Describe a time when your communication skills helped diffuse a tense situation. What was the situation, and what exactly did you do or say to help?"

- "Describe a time when you were in a position to help resolve a conflict. Specifically, how did you demonstrate effective listening skills? Tell me what skills you used and the impact your listening skills had on the conflict situation."

- "Conflict can be an uncomfortable experience. Can you think of a time when you did not address a situation because of the conflict that might arise? Tell me about the situation, and what happened as a result of your approach."

OR

"Conflict can be an uncomfortable experience. Can you think of a time when you addressed a situation, even though you were sure that conflict would arise? Tell me about the situation, and what happened as a result of your approach."

Supervising

- "Describe a time when you had to give constructive feedback to an employee where you knew the feedback might not be well received. What was the situation, and what did you say or do?"

- "Tell me about a time when you had to intercede in a conflict situation between two of your employees. What was the situation, what did you do, and what was the outcome?"
- "Using a recent example, explain how you stay informed about organizational initiatives and policies in order to interpret them for your employees."

Team Building

- "Give an example of a time when you were responsible for creating a project team in order to accomplish work. Emphasize details that demonstrate your skill in building a team."

- "Think of a time in which you were leading a team and had to pay particular attention to team member morale and spirit. Describe the situation and your specific actions to improve team morale and spirit."

- "When you were last a leader or member of a team, describe the mechanisms you put into place that fostered open communication among the team members."

- "Tell me about a time when you were a team leader or member and had responsibility to develop a way to recognize team achievements. How did you determine what to recognize? What were the actions that you took to create and sustain team recognition?"

Using Software Programs

- "Tell me about a time when you used [software program]. Tell me on a step-by-step basis exactly how you used the program."

- "When you need to use a new function in [software program], describe the way you learned how to use that function."

- "Describe a time when you used [software program] to respond to an urgent need. What was the situation, and what did you do to meet the need?"

Work/Life Balance

- "Give me an example of a time in which you had difficulty achieving a balance between your personal and your work responsibilities. What was the situation, and what steps did you take to address it?"

- "What tools or systems do you use to manage your personal responsibilities with your work priorities? Give an example of a recent experience in which you used one or more of those tools or systems."

- "We all have to make decisions to achieve a balance between personal and work objectives. When was there a time when you had to adjust one at the expense of the other? What was the situation, and what were your actions?"
**Knowing the Law**
**Guide for Pre-employment Inquiries/Questions**

<table>
<thead>
<tr>
<th>Category</th>
<th>It is discriminatory to inquire about:</th>
<th>Examples of acceptable inquiries:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Name</strong></td>
<td>a. The fact of a change of name or the</td>
<td>a. Information relative to change of</td>
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<td></td>
<td>original name of an applicant whose</td>
<td>name, use of an assumed name or</td>
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<td></td>
<td>name has been legally changed.</td>
<td>nickname necessary to enable a</td>
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<td></td>
<td>b. Maiden name.</td>
<td>check on applicant's work records.</td>
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<td>Residence**</td>
<td>b. Birthplace of applicant's parents.</td>
<td>b. Length of applicant's residence in</td>
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<td>c. Requirement that the applicant</td>
<td>city where the employer is located.</td>
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<td>submit birth certificate, naturalization</td>
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<td>or baptismal record (see citizenship</td>
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<td>item).</td>
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<td>**3. Creed and</td>
<td>a. Applicant's religious affiliation.</td>
<td>a. None; however, an employer may</td>
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<td>Religion**</td>
<td>b. Church, parish or religious holidays</td>
<td>state the regular work days, hours</td>
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<td>observed by applicant, and whether</td>
<td>and shifts to be worked, as well as</td>
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<td>religious beliefs prevent applicant</td>
<td>religious days on which operations</td>
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<td>from working on those days.</td>
<td>are closed.</td>
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<td><strong>4. Race or Color</strong></td>
<td>a. Applicant's race.</td>
<td>a. None</td>
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<td>b. Color of applicant's skin, eyes, hair,</td>
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<td>etc.</td>
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<td>**5. Photographs and</td>
<td>a. Photographs with application.</td>
<td>a. Statement that photograph and/or</td>
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<td>Finger-prints**</td>
<td>b. Photographs after interview, but</td>
<td>fingerprints may be required after</td>
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<td>before hiring.</td>
<td>employment.</td>
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<td><strong>6. Age</strong></td>
<td>a. Date of birth or age of an applicant</td>
<td>a. Statement that applicant's hire is</td>
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<td>except when such information is</td>
<td>subject to verification that he/she</td>
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<td>needed for or to:</td>
<td>meets legal age requirements.</td>
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<td>1. Maintain apprenticeship</td>
<td>b. If hired, can you furnish proof of</td>
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<td>requirements based upon a reasonable</td>
<td>age?</td>
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<td>minimum age.</td>
<td>c. Are you over 18 years of age?</td>
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<td>2. Satisfy the provisions of either</td>
<td>d. If under 18, can you submit a work</td>
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<td>state or federal minimum age</td>
<td>permit after employment?</td>
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<td>statutes.</td>
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<td>3. Avoid interference with the</td>
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<td>operation of the terms and</td>
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<td>conditions and administration of any</td>
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<td>bona fide retirement pension</td>
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<td>employee benefit program.</td>
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<td>4. Verify that applicant is above the</td>
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<td>minimum legal age but without</td>
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<td>asking for a birth certificate.</td>
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<td>b. Age specifications or limitations in</td>
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<td>newspaper advertisements which</td>
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<td>might bar workers under or over a</td>
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<td>certain age.</td>
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<td>c. Dates of attendance or completion of</td>
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<td>elementary or high school.</td>
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<td>Category</td>
<td>It is discriminatory to inquire about:</td>
<td>Examples of acceptable inquiries:</td>
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<td>7. Education</td>
<td>a. Specific years of attendance or graduation.</td>
<td>a. Academic, vocational or professional education and the public and private schools attended.</td>
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<td>b. Who paid for educational expenses while in school?</td>
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<td>c. Whether applicant still owes on loans taken out while in school.</td>
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<td>8. Citizenship</td>
<td>a. Any inquiry into whether applicant is or intends to become a citizen of the United States.</td>
<td>a. Can you, after employment, submit verification of your legal right to work in the United States?</td>
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<td>b. Any requirement that applicants produce naturalization or alien registration prior to employment.</td>
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<td></td>
<td>c. Requirement of production of naturalization or alien registration prior to employment.</td>
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<td>9. National Origin and Ancestry</td>
<td>a. Applicant's lineage, ancestry, national origin, descent, parentage or nationality.</td>
<td>a. What language the applicant speaks, writes reads or understands (may be asked only if language other than English is relevant to the job being applied for).</td>
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<td></td>
<td>b. Language commonly used by applicant.</td>
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<td>c. How applicant acquired the ability to read, write or speak a foreign language.</td>
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<tr>
<td>10. Language</td>
<td>a. Applicant's mother tongue.</td>
<td>a. Languages applicant speaks and/or writes fluently.</td>
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<td>b. Language commonly used by applicant at applicant's home.</td>
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<td></td>
<td>c. How the applicant acquired ability to read, write or speak a foreign language.</td>
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<td>11. Relatives</td>
<td>a. Name and/or address of any relative of applicant.</td>
<td>a. Names of relatives already employed by the company or by a competitor.</td>
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<td></td>
<td>b. National Guard or Reserve Units of applicant.</td>
<td>b. Whether separation from military service was for any reason other than an honorable discharge.</td>
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<td>c. Draft classification or other eligibility for military service.</td>
<td>c. Whether applicant has received any notice to report for duty in the Armed Forces.</td>
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<td></td>
<td>d. Dates and conditions of discharge.</td>
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<td>13. Organization(s)</td>
<td>a. Clubs, societies, lodges or organizations to which the applicant belongs, which might indicate race, religion, etc.</td>
<td>a. Applicant's membership in any professional or trade organization, unless they indicate applicant's race, religion, ancestry, sex or age.</td>
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<td>b. Names of any service organizations of which applicant is a member.</td>
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<tr>
<td>Category</td>
<td>It is discriminatory to inquire about:</td>
<td>Examples of acceptable inquiries:</td>
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<tr>
<td>14. References</td>
<td>a. The name of the applicant’s pastor or religious leader.</td>
<td>a. Names of persons willing to provide professional and/or character references for applicant.</td>
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<td></td>
<td>b. Any questions of applicant’s former employers or acquaintances that elicit information concerning applicant’s race, sex, color, religion, national origin, physical handicap, marital status, age, sexual orientation or medical condition.</td>
<td>b. Names of persons who suggested applicant apply for a position with the employer.</td>
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<td>c. Whether applicant has made provisions for child care.</td>
<td>c. Request of applicant for written consent to a former employer’s giving of a narrative job reference.</td>
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<td></td>
<td>d. Whether applicant is pregnant, or uses birth control.</td>
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<td></td>
<td>e. Whether applicant is a minor.</td>
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<td></td>
<td>f. With whom applicant resides.</td>
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<tr>
<td></td>
<td>g. Whether applicant lives with his/her parents.</td>
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<td></td>
<td>h. Applicant’s maiden name.</td>
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<tr>
<td></td>
<td>i. Name of spouse or children</td>
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<td></td>
<td>j. Child support obligations.</td>
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<tr>
<td>15. Sex and Marital Status</td>
<td>a. Sex of applicant.</td>
<td>a. The name and address of applicant’s parent or guardian (for minors only, if applicable to the job).</td>
</tr>
<tr>
<td></td>
<td>b. Marital status of applicant.</td>
<td>b. Name and position of any relatives already employed by the company.</td>
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<td>c. Dependents of applicant.</td>
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<td></td>
<td>d. Whether applicant has made provisions for child care.</td>
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<td></td>
<td>j. Child support obligations.</td>
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<tr>
<td>16. Arrest Record</td>
<td>a. The number and kinds of arrests of an applicant.</td>
<td>a. Number and kinds of convictions for criminal offenses (must be accompanied by a statement that a conviction will not necessarily disqualify an applicant for employment).</td>
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<td>b. Misdemeanor convictions for possession of marijuana that are more than two years old.</td>
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<td>17. Height or Weight</td>
<td>a. Any inquiry into height or weight of applicant, except where it is a bona fide occupational requirement.</td>
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<td>18. Disability or Physical or Mental Condition</td>
<td>a. Inquiry into applicant’s general medical condition, state of health or illness, physical or mental disabilities.</td>
<td>a. Whether applicant is able to perform the essential functions of this job (if applicant voluntarily discloses a disability, can inquire whether applicant can perform the job notwithstanding the disability or with reasonable accommodation).</td>
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<td>b. Questions regarding receipt of workers’ compensation.</td>
<td>b. Statement that employment offer may be made contingent to applicant passing a job-related physical exam.</td>
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<tr>
<td>19. Notice in Event of Emergency</td>
<td>a. Name and address of relative to be notified in case of accident or emergency.</td>
<td>a. Name and address of person to be notified in case of accident or emergency.</td>
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### Evaluate the Interview

Name of Candidate______________________________________________________________________________ Date of Interview__________________

Evaluate this candidate’s interview on the following scale:

1 = Excellent  2 = Good  3 = Fair  4 = Poor

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**Appearance** – Grooming, hygiene, dress, and appropriateness

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Comment:

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**Sociability** – Warmth and friendliness

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**Composure** – Confidence and ability to handle difficult questions

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**Stability** – Ability to fit in and do the work

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**Conversation** – Ability to speak well and get to the point

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Alertness – Ability to understand and perceive important issues

_____1          _____2          _____3          _____4

Comment:

Knowledge – Knowledge of the job or field

_____1          _____2          _____3          _____4

Comment:

Experience – Relevant work experience

_____1          _____2          _____3          _____4

Comment:

Attitude – Enthusiasm and eagerness

_____1          _____2          _____3          _____4

Comment:

Overall Rating

_____1          _____2          _____3          _____4

Comment: