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Positive Performance Group

Hire Right!

Through
Behavioral Interviewing

Summer 2007

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Hire Right!

Through Behavioral Interviewing

One of the most important decisions a manager makes is who to hire. This training is designed to help you know how to go about finding the right person for the right job...and do it legally.

The basics of hiring right include:

- Focusing on the competencies (skills, abilities and experience) required for the job
- Focusing on past behavior as a predictor of future job performance
- Focusing on verbal behavior of the candidate (not the nervous non-verbal behavior most candidates exhibit)
- Following a specific plan for the interviewing process, including
 - Determining questions that are specifically designed for the job
 - Conducting the interview in a consistent manner using the written questions
 - Asking behavior-based questions
 - Asking only legal questions
 - Evaluating the applicant's appropriateness for the job
- Conducting the interview in a legal manner. That means not letting your own biases inch their way into the interview process. It also means being aware of the laws that relate to hiring.

Behaviors and Traits

A key part of finding the right person for the job is to focus on the **behaviors** of a candidate instead of their **general traits**. A trait summarizes a person's characteristics—this uses adjectives that describe a person. Traits often *label* people erroneously. It's often based on an interviewer's gut feeling of a candidate, often based on non-verbal behavior. This approach attempts to *understand* people and their motivations, which is not something most of us are equipped professionally to do. Personality factors are used as a part of this to explain why people behave the way they do. (This should be left to the psychiatrists and psychologists.)

Behavior is a better way to determine if a candidate is the appropriate person for the job. Behavior is defined as anything that can be observed or measured. This is not about *understanding* behavior, but instead it is about *predicting* behavior, based on what a candidate has done in the past. (The basic premise of behavioral interviewing is that **'Past behavior predicts future performance.'**) Behavior-based interviewing bases decisions on what the interviewer hears and sees during the interview, and so enhances objective measurement.

Behavioral Interviewing...

Basing hiring on what the candidate has done previously.

Hiring the right person for the job requires much thought and preparation. Using the behavioral interviewing system gives the interviewer a much better opportunity to make the right choice. And it benefits all aspects of the organization: the manager, the employee, the candidates, and the company overall.

As interviewers, we get stuck in thinking that the candidate who is the smoothest at interviewing is the best choice for the job. But, that (interviewing) is often not a skill that's needed in a job. For example, if the job to be filled is an accountant, verbal communication is probably not a major skill needed for the job. On the other hand, if you're hiring a trainer, it may be important.

Benefits to the company of a good selection system include:

- Enhances productivity
- Base hiring on skills, experience and availability
- Enhances diversity by excluding discriminatory hiring practices
- Reduces employee turnover
- Employees feel better about the job they do, so work is of higher quality

Benefits to the employee include:

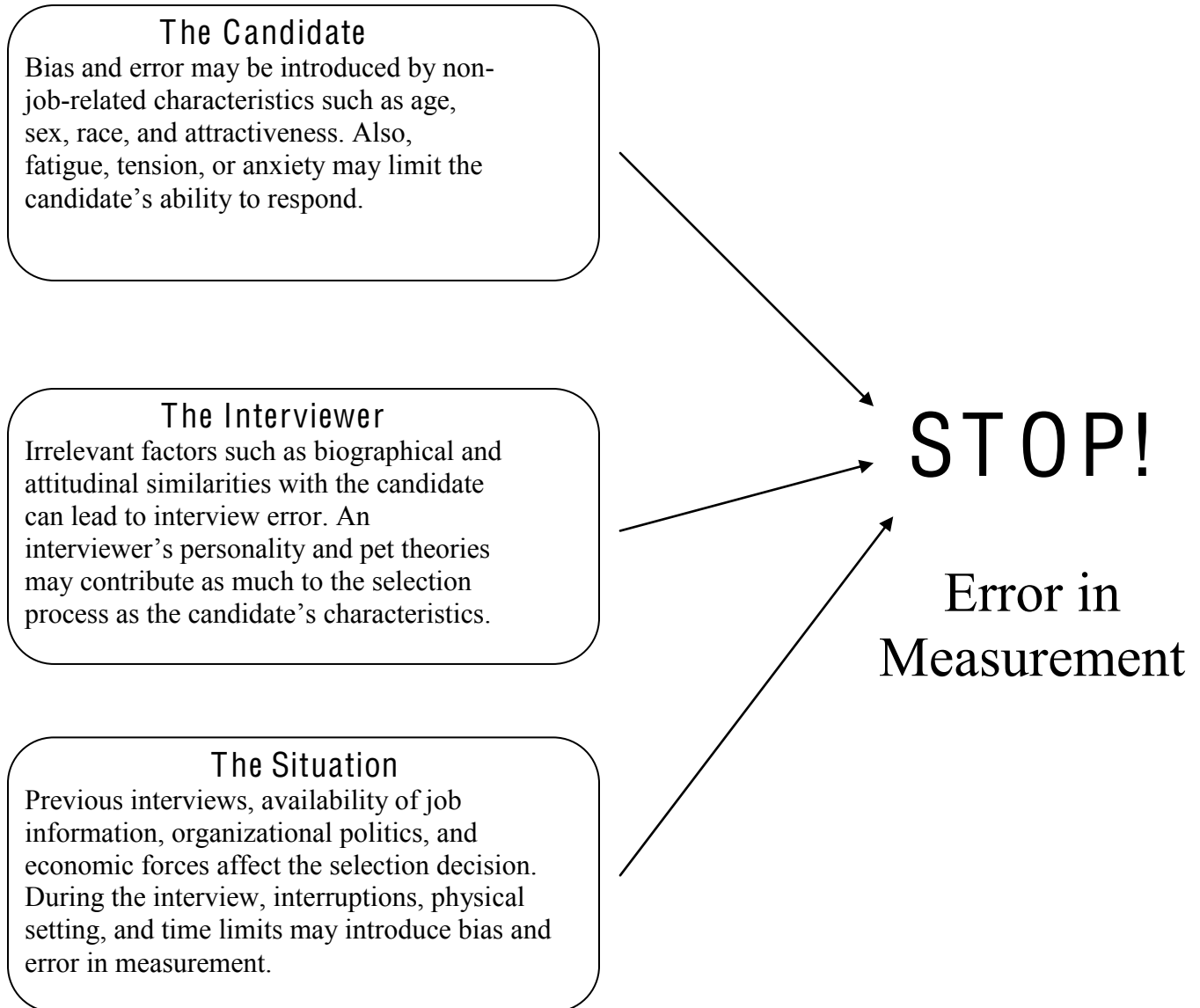
- Increases performance
- Successful team building
- Enhanced comfort in their work
- Builds pride in work and work relationships
- Encouragement to job commitment
- Builds confidence

For the candidate who is NOT hired, behavioral interviewing is important as well. It:

- Is honest
- Is fair and objective
- Reflects personal caring
- Reduces career mistakes
- Help them find the *right* job

Three Sources of Error in the Interview:

Research suggests that interview ratings may be influenced by three sources of error:



Even with the best of intentions, the *judgment process* has great potential for error and bias.

“Do’s and Taboo’s” for the Interview...

The reason for the interview is for you, the interviewer, to find out about the *skills, experience, and availability* of the candidate in relation to what the qualifications are for a specific position.

In order to obtain the most accurate and extensive information from the candidate, it is important that the *interviewing atmosphere* be as comfortable as possible. There are certain “Do’s and Taboo’s” related to this.

Taboo’s

- Be prepared for *THIS* candidate. Have their resume, application and any other information at hand. Look over these items before the interview begins.
- Do *not* take phone calls during the interview. Either let voice mail pick up or have someone else immediately pick up the ringing phone (and have the ringer turned off in your office.)
- Do not carry on a conversation with someone who *just pops in for a quick question*
- Do not arrange the seating so that it puts you in a place of *honor*. In order to obtain the best information, the candidate needs to feel comfortable. If possible, do not sit behind a desk, but instead sit next to the candidate.
- Do not eat your “late lunch” while conducting an interview.
- Do not use your ego on the candidate... no matter how condescending your boss has just been to you!
- Do not spend your time talking about yourself, your career, or your latest idea. The candidate should talk 80 percent of the time.
- Do not ask questions that have nothing to do with the job.

Do’s

- Greet the candidate warmly (even if you feel awful and your sister was married to his brother.) Put him/her at ease during the interview.
- Tell the candidate up front what to expect from the interview. Tell him what types of questions you will ask and that you’ll be taking notes.
- Offer the candidate something to drink. Mouths get very dry when people are nervous.
- Build the self-esteem of each candidate by your verbal and non-verbal behavior—*without* making them think they’ve got the job. Interviewing is harrowing for many candidates.
- Make your questions as clear as possible.

You as the Interviewer

Your success as the interviewer is the key to hiring the right person for the job. Important elements for the interviewer include:

- Be prepared
- Know what you're looking for
- Always conduct the interview in a planned, specific manner
 - Prepare questions ahead of time
 - Type out questions with room to make notes
 - Ask open-ended questions
 - Write questions based on the skills, experience and availability needed for the specific job
 - Ask only legal questions
- Give the candidate time to think before answering
- Do not have preexisting ideas about the candidate
- Do NOT hire based on first impressions
- Listen to what the candidate says and probe for more information
- Do not make hiring decisions based on non-verbal communication
 - Ask behavioral questions about the non-verbal behavior if necessary
- Take specific notes *during the interview*
- Explain what is going to happen during the interview
- Show respect for the candidate
- Rate the candidate immediately after interviewing

Things I can do better as an interviewer:

Hiring Errors Are Costly!

Poor selection leads to many problems: productivity, financial, motivational, and public relations. When decisions to hire are made on any criteria other than skills, experience, and availability, problems can arise with serious impact to the organization.

Hiring error costs can include:

- Inefficiency of current poor employee
- Poor morale
- Inefficiency costs while (another) new employee is trained
- Actual training costs of new employee
- Cost of new employee orientation
- Recruiting costs
 - Advertising
 - Recruiters
 - Other costs



Traits and Stereotypes



EXAMPLE OF BIAS:

Gender

Businesswoman

vs.

Businessman

Traits/Stereotypes

Traits/Stereotypes

Pushy
Stubborn
Conceited
Emotional
Picky
Lush
Prejudiced

Direct
Firm
Confident
Enthusiastic
Good at detail
Social drinker
Sound judgment

Performance Skills

Performance Skills are those we all gain through life's experiences and general schooling. Before the actual interviewing process begins, it is necessary to know what *performance skills* (and technical skills) are needed in the specific position.

These are performance skills that are present to some degree on most jobs:

- Alertness – Able to be attentive to all aspects of the environment while working; to monitor environment during routine activity
- Analytic Problem Solving – Able to use a systematic approach in solving problems through analysis of problem and evaluation of alternate solutions; use logic, mathematics, and other problem solving tools in data analysis or in generating solutions
- Assertiveness – Able to maturely express one's opinions and feelings in spite of disagreement; accurately communicate to others regardless of their status or position
- Commitment to Task – Able to start and persist with specific courses of action while exhibiting high motivation and a sense of urgency; willing to commit to long hours of work and make personal sacrifice in order to reach goals
- Coping – Able to maintain a mature, problem-solving attitude while dealing with interpersonal conflict, hazardous conditions, personal rejection, hostility, or time demands
- Creativity – Able to develop unique and novel solutions to problems; use intuition and a new way of thinking to give birth to new ideas; to present information in an attention-getting and interesting manner
- Decision Making/Problem Solving – Able to take action in solving problems while exhibiting judgment and a realistic understanding of issues; able to use reason, even when dealing with emotional topics
- Decisiveness – Able to make decisions on available information and take action; make commitments and not change decisions when challenged; deal with emergencies as necessary
- Energizing – Able to create positive energy (motivation) in both individuals and groups

Performance Skills (continued)

- Goal Setting – Able to define realistic, specific goals and objectives; to prioritize objectives
- Interaction – Able to communicate with others in a warm and helpful manner while simultaneously building credibility and rapport
- Leadership – Able to influence the actions and opinions of others in a desired direction; to exhibit judgment in leading others to worthwhile objectives
- Organization and Planning – Able to organize or schedule people or tasks; to develop realistic action plans while being sensitive to time constraints and resource availability
- Perceptivity – Able to interpret verbal and non-verbal behavior; to develop accurate perception and understanding of others' feeling, needs, values, and opinions; to be sensitive to and aware of personality differences and conflicts
- Policies and Procedures – Able to relate to routine operations in a manner that is consistent with existing solutions to problems; to conform to established policies; log work activities
- Reading the System – Able to recognize and use information about the organizational climate and key individuals to accomplish legitimate organizational goals; be aware of the importance of timing, politics, and group processes in managing change
- Spoken Communication – Able to clearly present information through the spoken word; influence or persuade others through oral presentation in positive or negative circumstances; listens well
- Team Building – Able to work with people in such a manner as to build high morale and group commitments to goals and objectives
- Tolerance of Ambiguity – Able to withhold action or speech in the absence of important information; deal successfully with unresolved situations, change, delays, or unexpected events
- Versatility – Able to modify one's own behavioral style to respond to the needs of others while maintaining one's own objectives and sense of dignity
- Written Communication – Able to write clearly and effectively present ideas and to document activities; reads and interprets written information successfully

* Developed by Behavioral Technologies

Self-Test

Write the letter of the correct definition next to the title of each Skill Definition.

Skill Definitions

- A. Able to maturely express one's opinions and feelings in spite of disagreement; accurately communicate to others regardless of their status or position.
- B. Able to write clearly and effectively present ideas and to document activities/ to read and interpret written information.
- C. Able to develop unique and novel solutions to problems; use intuition and a new way of thinking to give birth to new ideas; to present information in an attention-getting and interesting manner.
- D. Able to influence the actions and opinions of others in a desired direction; to exhibit judgment in leading others to worthwhile objectives.
- E. Able to interpret verbal and non-verbal behavior; to develop accurate perception and understanding of others' feelings, needs, values, and opinions; to be sensitive to and aware of personality differences and conflicts.
- F. Able to use a systematic approach in solving problems through analysis of problem and evaluation of alternate solutions; use logic, mathematics, or other problem-solving tools in data analysis or in generating solutions.
- G. Able to take action in solving problems while exhibiting judgment and a realistic understanding of issues; able to use reason, even when dealing with emotional topics.
- H. Able to maintain a mature, problem-solving attitude while dealing with interpersonal conflict, hazardous conditions, personal rejection, hostility, or time demands.
- I. Able to create positive energy (motivation) in both individuals and groups.
- J. Able to withhold actions or speech in the absence of important information; deal with unresolved situations, frequent change, delays, or unexpected events.
- K. Able to work with people in such a manner as to build high morale and group commitments to goals and objectives

Titles of Skill Definitions

- ___ Coping
- ___ Tolerance of Ambiguity
- ___ Decisiveness
- ___ Spoken Communications
- ___ Assertiveness
- ___ Energizing
- ___ Policy and Procedures
- ___ Alertness
- ___ Analytical Problem Solving
- ___ Goal Setting
- ___ Written Communication

Self-Test (continued)

Write the letter of the correct definition next to the title of each Skill Definition.

- L. Able to make decisions on available information and take action; make commitments and not change decisions when challenged; deal with emergencies as necessary
- M. Able to modify one's own behavioral style to respond to the needs of others while maintaining one's own objectives and sense of dignity
- N. Able to start and persist with specific courses of action while exhibiting high motivation and a sense of urgency; willing to commit to long hours of work and make personal sacrifice in order to reach goals.
- O. Able to clearly present information through the spoken word; influence or persuade others through oral presentation in positive or negative circumstances; listens well
- P. Able to relate to routine operations in a manner that is consistent with existing solutions to problems; to conform to established policies and procedures; log work activities.
- Q. Able to communicate with others in a warm and helpful manner while simultaneously building credibility and rapport.
- R. Able to be attentive to all aspects of the environment while working: to monitor environment during routine activity
- S. Able to recognize and use information about organizational climate and key individuals to accomplish legitimate organizational goals; be aware of the importance of timing, politics, and group processes in managing change.
- T. Able to organize or schedule people or tasks, develop realistic action plans while being sensitive to time constraints and resource availability.
- U. Able to define realistic, specific goals and objectives; to prioritize objectives.

___ Commitment to Task

___ Interaction

___ Perceptivity

___ Organization and Planning

___ Creativity

___ Versatility

___ Reading the System

___ Team Building

___ Decision Making and Problem Solving

___ Leadership

Rapport Building

Building rapport is a way to foster open communication between the interviewer and the candidate, so that both can give and get good information related to the position (job). It allows both the interviewer and the candidate to calm down a bit before the interview begins so both can do their best during the interview.

Rapport building should begin with introductions and last a few seconds to a few minutes, depending on the situation. Rapport building is sometimes called “small talk.” Why take the time to build rapport? Candidates will provide better information if they’re less nervous; you as the interviewer will be more successful at interviewing, also, with these few moments. The greater the differences between the interviewer and the candidate, the more time it may take to put the candidate (and interviewer) at ease.

Interviewing is a skill, and one that is not often used. Anything that helps to make the right selection should be used.

It is important to “stay legal” while building rapport. In other words, this is not a time to ask about family members, disabilities, or any other personal issues that are not pertinent to the job (including skills, experience and availability.)

Examples of rapport building questions include:

- **“Have you been to Linde before?”**
- **“Did you find a parking place OK?”**
- **“Are you enjoying this weather?”**
- **“Did you find our office easily?”**
- **“Did you have a chance for lunch?”**
- **“Would you like a cup of coffee or some water?”**



Rapport Building Exercise

Create your own Rapport Building Questions. Not all questions will work with all candidates. Keep in mind NOT to ask anything that could be considered discriminatory or illegal, such as questions related to the candidate's age, race, color, national origin, gender, religion or disability.

Avoid questions such as:

- What year did you get that class ring?
- What kind of name is Steinburg?
- How'd you lose that arm?
- Do your kids mind you working?
- Do you like authentic Mexican food?
- We're running a little late today. Do you need to get to church tonight?

Create your own Rapport Building Questions

Did you _____

Would you like _____

What was your experience with _____

How long did _____

How did you _____

Do you know _____

Have you had a chance to _____

Questioning

Open-ended vs. Closed-ended questions

Both types of questions are necessary to effective interviewing, for different reasons and at different times during the interview.

Open-ended Questions

An interview is designed to gain as much information as possible about the candidate as it relates to his/her skills, experience and availability for the position. Open-ended questions are those that encourage the candidate to give lengthy responses with specific information. The success of the behavioral interview depends on the open-ended question. Typically questions are worded to get information about how the candidate has used their skills and experience in the past.

Questions usually begin with....

“Give me an example of a time when...”

“Tell me about how...”

“Tell me about a time when...”

“How did you...”

Closed-ended Questions

Closed-ended questions are designed to take control of the interview. They are questions that require a yes or no answer, or a one-word answer. Interviewers use this type of questions when a candidate is going on-and-on and they want to get back on track. It's also used to determine whether or not to go down a specific road of questioning.

Typical questions are...

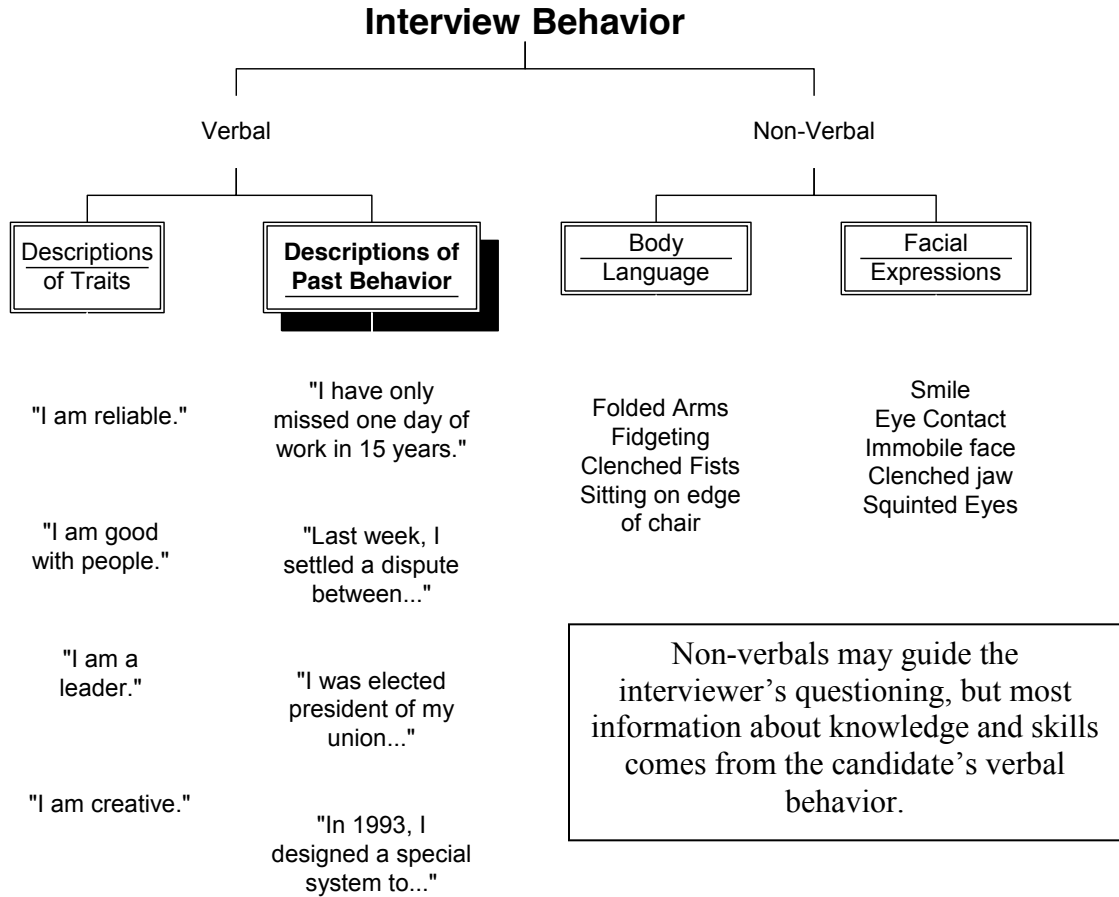
“Are you good at ...?”

“Are you willing to?”

“Do you know how to ...?”

“Have you ever ...?”

Focus on Verbal Behavior



<p>Traits are used as a basis for probes to elicit behavioral examples</p>	<p>Past behavior is used to evaluate the presence of the skill and to predict future behavior.</p>	<p>Non-verbals are used to:</p> <ol style="list-style-type: none"> 1. generate hypotheses and questions, and 2. see if non-verbal cues are consistent with verbal content
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The behavioral approach uses all the data.

Questioning Exercise – Behavioral Style/Open-Ended

1. Give me an example of a time when _____

2. What experience have you had with _____

3. Tell me about a time when _____

4. Talk about a time when you were pleased with _____

5. How have you _____

6. Think of a time when you were successful at _____. Detail for me the steps you followed.

7. *Come up with your own questions* _____

Sample Questions

Performance Skills

The following questions are examples of those that should be used to gain behavioral examples while interviewing. They are designed to gain information from the candidate that will help in determining whether or not the skills and experience required for the job are present. You will want to generate your own questions specific to each position.

- Alertness – Tell me about your experience in dealing with routine work. What kinds of problems did you have to overcome in order to concentrate on the details of the job?
- Analytic Problem Solving – Tell me about a time when you were systematic in identifying potential problems at work.
- Assertiveness – Give me an example of a time when you had to ask an employee to do something you knew they wouldn't want to do. How did you handle it?
- Commitment to Task – Tell me about a time when you were able to provide your own motivation to produce even though you were working alone. What were the circumstances of the situation and how did you manage to motivate yourself?
- Coping – Tell me about a time when you had to cope with the anger of another person at work who had put unreasonable expectations on you.
- Creativity – Creativity often means thinking “outside the box.” When have you been able to step out of the norm to work with ideas and concepts?
- Decision Making/Problem Solving – Tell me about a time when your understanding of issues associated with a problem provided you with a foundation for generating a good solution.
- Decisiveness – Describe a situation in which you had to make a quick decision and jump into action immediately.
- Energizing – Give me a specific example of a specific time when your ability to encourage others created positive motivation within your team.
- Goal Setting – What have been your experiences in identifying and working toward long-range goals? Tell me what specific goal was set, how it was set, and how successful you were in achieving the goals.
- Interaction – Relating to another person goes beyond giving recognition and approval. Describe a time when you were helpful to another while simultaneously building a good relationship.

- Leadership – Give me an example of a time when you used facts and reason to persuade another person to take action. Be specific. Or... Give me an example of how you have used your own personal qualities and appeal to lead others.
- Organization and Planning – Give me an example of a time in which you were effective in doing away with the constant “emergencies” and “surprises” in your work world. How did planning help you deal with the unexpected?
- Perceptivity – Tell me about a time when you were negotiating with someone, and your perceptiveness helped you to make sense out of another person’s behavior.
- Policies and Procedures – Give me an example of a specific procedure you’ve had to adhere to at work. Tell me how it worked for you.
- Reading the System – At times it is very important to understand how communication channels, interpersonal networks, and politics influence decisions at work. Describe a time when your understanding of political dynamics at work was put to good use.
- Spoken Communication – Tell me about a time when your speaking skills worked for you on the job.
- Team Building – It’s sometimes important to deal with a negative attitude to build team motivation. Give me an example of a time when you confronted a negative attitude successfully with the result of building teamwork and morale.
- Versatility – Tell me about a time when you were able to change in order to meet the needs of others.
- Written Communication – This job will require you to spend a large amount of time writing. Tell me about your writing experiences that you think will contribute to your ability to do this job well.

Probing for Information

The only way to obtain the information that's needed to make a good hiring decision is to probe the candidate for information – that is, to ask follow up questions based on answers that have already been given. Tone of voice is of key importance with this. You don't want to sound like a police investigator, while at the same time you need to ask further questions to gain more complete information.

Candidates are not used to giving specific answers to interviewer's questions. Consequently, they won't automatically give you the answers to the behavioral questions you ask. Usually the candidate will give you a general answer, or an "I would do this..." kind of answer. Continue to probe around each question until you have an answer that will help you know if the candidate has the skills, experience and availability you require for the specific job.

Sometimes you will need to probe because you don't understand the candidate's answer. (And it's not always the candidate that's the problem!) Often interviewers simply 'gloss over' information a candidate gives if they don't understand it. The reason for the lack of understanding is not as important as *obtaining the information*. Do what it takes, continue to probe, so you will know if this candidate is *the one*.

There are times when the reason to actively probe is to help you get to the heart of the answer *more quickly*. And time is an important consideration in Behavioral Interviewing because it takes time for candidates to think of, and then give, the answers to your questions. If your probes (questions) are targeted specifically, you will avoid information that's not related to determining if this candidate is appropriate for the job. (O.K., you'll *usually* avoid that unnecessary information!)



Silence is Golden (for a while!)

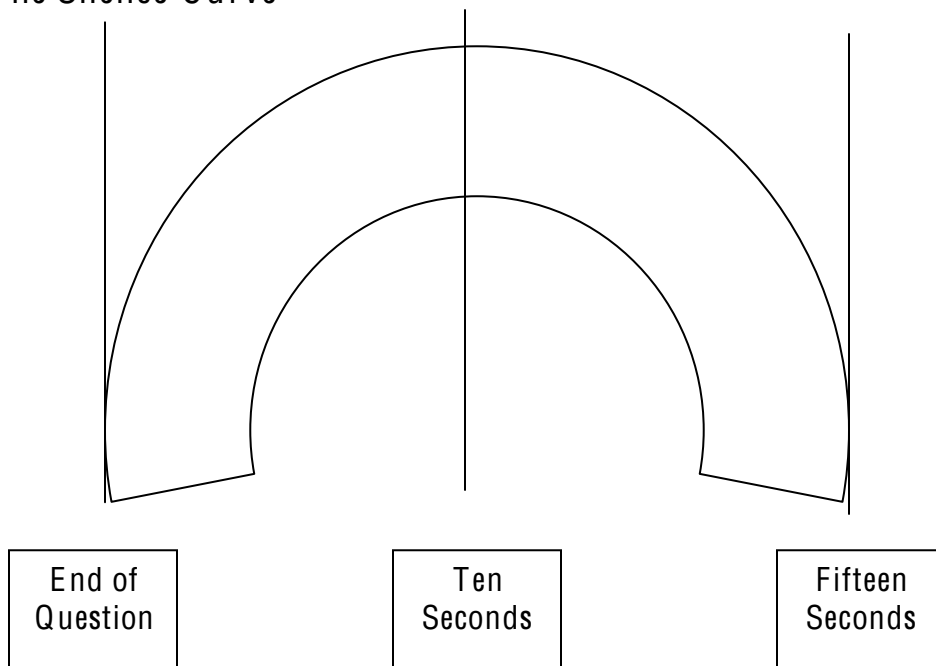
Behavioral interviewing requires the interviewer to ask open-ended questions in order to gain information from the candidate about how he/she has previously worked.

Asking questions based on past means the candidate needs *time* to search their memory for answers. It generally takes up to 10 seconds to recall examples from the past. If the interviewer jumps in (usually because they're uncomfortable with the silence), the behavioral example may be lost. And you won't have the information necessary to choose the most appropriate person for the job.

After about 10 seconds (and that's a longer time than you would imagine!), the silence begins to be counter-productive. At that point the interviewer should ask the question again or give more information]to assist the candidate in coming up with a behavioral example. It's important to tell the candidate at the beginning of the interview that you will be asking questions about things they've done at work in the past—and that you'll give them plenty of time to think of the answers. Otherwise, they will become even more nervous and have more trouble answering.

Restate the question if they're having trouble answering. That will almost always give them enough time to “climb into their memory bank and find an appropriate answer.”

The Silence Curve



Taking Notes (during the interview)

Most interviewers agree that the hardest part of interviewing is taking notes during the interview. It sometimes feels like a juggler with too many balls in the air. It is, however, the only way to be certain you remember the information the candidate has given... and remember it *correctly*.

Notes should be taken DURING the interview. Let the candidate know up front (at the same time you explain about the type of questions you'll be asking) that you'll be taking notes as they speak. There's no question... it's not easy to juggle it all, but it can be done.

The key to successful note taking is to know what skills and experience you're looking for and take notes on only those things. Write the exact words the candidate says, so you will not put your own bias on it. There's no need to write full sentences. Just use ellipses (...) to indicate words that you've omitted.

When the interview is complete, these notes will assist you in *fairly* rating the candidate—based on what the candidate said.

Examples of Notes

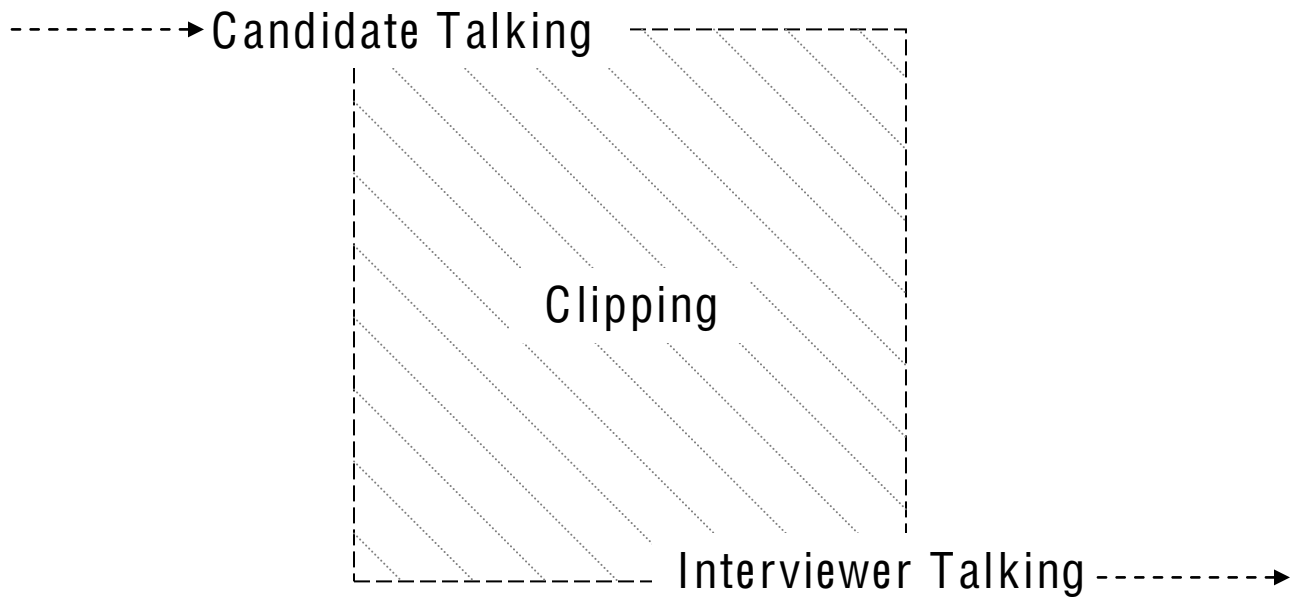
Commitment to Task—

Verbal Communication—



Controlling the Interview

“We were taking this cruise, up around Alaska... We put in at Nome... Have you ever been...”



“Tom, thank you. I appreciate your giving me so much information. I need you to expand your answer to tell me about a time when you...”

There are times when it is necessary to “politely interrupt” the candidate... or they will talk *on and on* with examples and stories that are not relevant to the position you have open. In these instances, *clip* the candidate. That is, take control by kindly interrupting, either at the end of a sentence or when they take a breath. They will not find it rude and you will be able to move on with the interview in an efficient manner. (See, your mother wasn’t ALWAYS right... it’s OK to interrupt sometimes.) The most effective way to do it is to simply say the person’s name, say thank you for the information, and then ask another question.

Contrary Evidence

First impressions are often not correct when it comes to hiring the right person for the job. Interviewing is a skill, on the part of the *interviewer* and the *candidate*, and other than Human Resource professionals, it's a skill that's rarely used by either. Seeking *contrary evidence* to the initial impression a candidate has given is important to making the right selection.

If you think this is the *perfect* person for the job, ask behavior-based questions designed to show this may not be accurate. Likewise, if you've determined that this is the *wrong* person for the job, ask behavior-based questions to try and dispel that conclusion. Looking for Contrary Evidence should always be done in both directions.

Seeking *contrary evidence* works like this:

I've decided the Becky Sue is the person we need to hire as a technical writer for our firm. I immediately liked her and her answers are excellent. I now will ask her a question about a time when her work was *not* appropriate. Example: "Becky Sue, it sounds like you have been highly successful in the high stress business of tech writing for a weekly on-line magazine. Now, tell me about a time when you did *not* meet a deadline. What happened?"

Or, I've decided that Becky Sue is *not* the person we need to hire for the job. I will ask her a question to try and find the positive side of her work. Example: "Becky Sue, I appreciate your information so far. Now, tell me about a time when you were particularly proud of the work you did under a deadline situation."

This technique helps the interviewer get past the *gut feeling* we get (often immediately) about a candidate, and instead assess the actual skills necessary for the job.

Examples of Contrary Evidence Questions

Positive	Negative
"Give me an example of a time when you were particularly proud of the service you gave a difficult customer."	"Tell me about a time when the service you provided a customer left a bit to be desired."
"Tell me about a time when you used your verbal communication skills to help a client."	"Give me an example of a time when you were not able to convince a client to do it your way."

Rating the Candidate

In order to objectively determine which candidate is appropriate, the rating should be done immediately after the interview (and before the next candidate is interviewed.)

Steps to follow when rating the candidate are:

1. Look over the skills and experience you're seeking
2. Read through your notes (taken during the interview) and rate the candidate based on the skills the job requires
3. Use a basic rating scale such as the one below:

	Very strong evidence that skill is present	Strong evidence that skill is present	Some evidence that skill is present	Some evidence that skill is not present	Strong evidence that skill is not present
Coping					
Verbal Comm.					
Goal Setting					
Decision Making					

Hiring Legally: Pre-Employment Inquiry

Question	Probably Legal?	
	Yes	No
1. What kind of name is Vidulich?		
2. Mr. Hart, why did you change your last name?		
3. Did you work or attend school under another name?		
4. Do you own or rent your home?		
5. What is your place of residence?		
6. Who do you live with?		
7. At the time of employment, can you verify your legal right to work in the United States?		
8. Where were you born?		
9. Are you a naturalized or native-born citizen?		
10. Show me your green card.		
11. What form of birth control do you use?		
12. Are you married or single?		
13. How will your husband feel about you traveling with salesmen?		
14. How will your wife feel about you working for a woman?		
15. What are your religious holidays?		
16. This job requires every-day staffing. Can you work on weekends?		
17. What is a Bat Mitzvah?		
18. Are you saved?		
19. Have you ever been convicted of a felony?		
20. Have you ever been arrested?		
21. How did you get that scar/		
22. When did you lose that arm?		
23. Does your school record suggest any learning disability?		
24. Do you have the HIV virus or AIDS?		

Legal Issues to Remember

Title VII of 1964 Civil Rights Act (and subsequent updates)

Age Discrimination Act

ADA

Equal Pay Act

Other appropriate Acts and Rulings

Interviewing Specifically for XYZ Company

Core Values

Competencies
for
XYZ COMPANY Core Values

Leadership

We exercise creativity and ingenuity in serving our members, providers, and community

Integrity

We maintain the highest ethical standards

Commitment

Our associates are our most valuable resource and our members are our greatest asset

Respect

We respect and recognize the dignity of our associates and our members

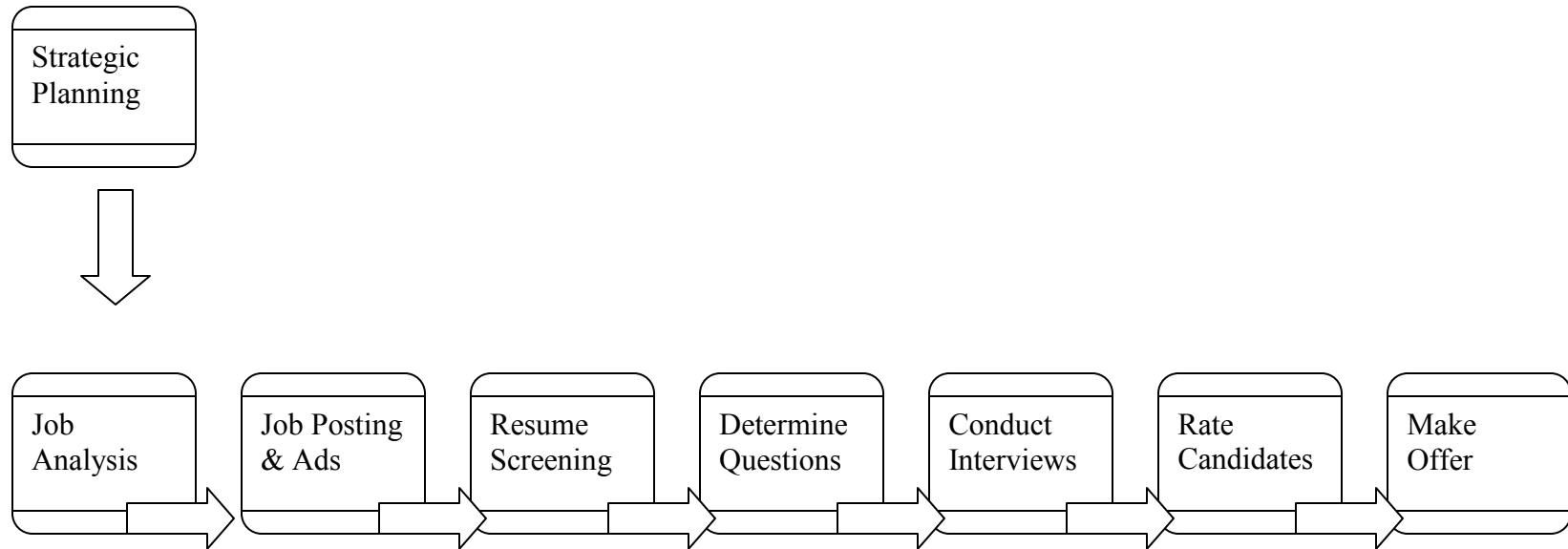
Accountability

Our decisions are based on sound business concepts

Guiding Principles Of *XYZ COMPANY of Oklahoma*

- ➔ Remain Financially Strong**
- ➔ Be Competitive in the Marketplace**
- ➔ Maintain a Sound Infrastructure**
- ➔ Practice Good Fundamentals**

XYZ Company
Selection Process



Determining Core Values in a Candidate

Think about what each XYZ COMPANY core value “looks like” in daily work life. Describe it with observable behavior and work results. After filling out this worksheet, discuss it within your group.

Leadership

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Integrity

We maintain the highest ethical standards

Core Values
Continued

Commitment

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Respect

We respect and recognize the dignity of our associates and our members

Accountability

Our decisions are based on sound business concepts

Behavioral Questions Exercise For XYZ COMPANY Core Values

Write two (2) behavior-based questions for each of the Core Values.

Example: Integrity

Integrity is a Linde core value that we seek in all our employees. Tell me about a time when you had the opportunity to take credit for work someone else had done. What did you do?

Leadership

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Integrity

We maintain the highest ethical standards

Core Values
Continued

Commitment

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Respect

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Accountability

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Class Behavioral Questions XYZ COMPANY Core Values

Your class has written behavior-based questions for each of XYZ Company's Core Values. Write those questions below and keep for future use.

Leadership

We exercise creativity and ingenuity in serving our members, providers, and community

Integrity

We maintain the highest ethical standards

Core Values
Continued

Commitment

Our associates are our most valuable resource and our members are our greatest asset

Respect

We respect and recognize the dignity of our associates and our members

Accountability

Our decisions are based on sound business concepts

Rating the Candidate

In order to objectively determine which candidate is appropriate, the rating should be done immediately after the interview (and before the next candidate is interviewed.)

Steps to follow when rating the candidate are:

4. Look over the skills and experience you're seeking
5. Read through your notes (taken during the interview) and rate the candidate based on the skills the job requires
6. Use a basic rating scale such as the one below:

	Very strong evidence that skill is present	Strong evidence that skill is present	Some evidence that skill is present	Some evidence that skill is not present	Strong evidence that skill is not present
Leadership					
Integrity					
Accountability					
Respect					
Commitment					

The XYZ COMPANY Interview Guide
(continued)

- Provides a system for scoring candidates responses
- Allows the interviewer to objectively compare candidates against each other for a fair and legal selection
- Is prepared only once for a position, and then is saved for future use.

NOTES:

How could my interviews be more successful?
