



HR Resource: Interviewing

Supplemental Materials

- **General Guidelines for Conducting Interviews**
- **Behavioral Interviewing Questions**
- **What You Can and Cannot Ask**
- **Candidate Evaluation Forms**



INTERVIEWING

In addition to providing structure to the interviewing process, this tool is a comprehensive system that focuses on the identification of meaningful past behaviors that are reliable predictors of future performance.

Remember that to use this tool effectively, every question chosen must be related to the job for which the interview is being conducted.

Planning the selection interview: Know the requirements of the position and the way it supports organizational goals. Be sure you have written or updated the job description so that it is clear what the position entails. Identify which behaviors (see examples below) are most important for success in the position. Prior to the interview, review the resumes of the candidates. To prepare, make note of any relevant work experience, academic credentials, or extracurricular activities that are job-related and prepare to discuss them with the candidate. Your questions should focus on how the candidate has performed in past situations.

Preplanning is critical to a successful interview. It allows you to make the best possible use of the short time available. An interview evaluation form is included in this toolkit for use after the interview. Complete the evaluation immediately after the interview while the information is fresh.

It is important that you conduct yourself as a professional. Try to make the candidate feel comfortable speaking with you so that you can gather meaningful, job-related information. If you are seen as pleasant and approachable, candidates will feel free to ask questions.

The selection interview: Your primary objectives are to obtain information on the candidate, provide information on the position and company, and document the interview. The following format is recommended.

1. Establish rapport
 - a. Greet the applicant with a pleasant smile, firm handshake and a casual statement or two.
 - b. Outline the interview objectives and structure -- "In the time we have, I would like to..."
2. Gather information
 - a. Verify specific information from resume
 - b. Verify position you are recruiting for

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- c. Elicit information on dimensions using attached interview guide (Be certain to use open-ended questions, how, what, when, etc., and always follow up a yes or no answer with an open-ended question).
 - d. If a question is responded to thoroughly, do not feel required to ask more questions on that same dimension. Go ahead to the next dimension.
3. Give information/sell the company
 - a. Encourage the candidate to ask questions.
 - b. Take this opportunity to sell the position, unit, company, etc.
4. Close
 - a. Thank the candidate for his/her attention/interest.
 - b. Indicate what the next step will be and the time frame within which it will occur.
5. Evaluation
 - a. Complete the evaluation form, noting specific information about the Candidate. Rate the candidate for each of the dimensions you covered in the interview. A simple numerical rating works best. You may not trust your memory to recall the details of the interview at a later point in time when you are ready to make a decision.

Behaviors demonstrating potential success - Below is a list of suggested behavioral competencies that may apply to a particular job, followed by interview questions designed to reveal the extent to which a candidate possesses the behaviors considered important in the job. Review the competencies for the position and then choose the corresponding interview questions. When selecting questions for a specific position, make sure all individuals interviewed for that specific job are asked the same questions.

Please also see AAIM's toolkit on the Hiring Process.

BEHAVIORAL INTERVIEW QUESTIONS

JOB MOTIVATION - The degree to which activities and responsibilities in the job parallel activities and responsibilities that provide personal satisfaction to the applicant/incumbent.

1. Based on your work experiences, what aspects of your past jobs provided the most personal reward?
2. Describe some frustrating experiences you have encountered on the job. How have you handled them?
3. Tell me about the aspects of your job(s) that you have least enjoyed.
4. What do you value most about your work experience?
5. Some people are externally motivated. They enjoy positive feedback and do their best when others recognize and reward their efforts. Other people are internally motivated: They thrive on knowing they have done a good job even if no one else mentions it. How would you describe yourself? Give me an example.
6. What has given you the greatest feeling of achievement in the years you have spent in school? Why?

WORK STANDARDS - Level of performance standards the individual sets for self, subordinates, others and organization. Degree of tolerance or satisfaction with average performance.

1. In your past position(s), how do you define "doing a good job?"
2. How do you know when you are doing a good job?
3. What factors do you consider most important in evaluating yourself or your success?
4. Tell me about some times when you were not very pleased with your performance. What did you do about it?
5. When you have missed deadlines, what were the causes?
6. How have you differed from your supervisor in the evaluation of your performance?
7. Describe some times when your supervisor, either formally or informally, talked with you about your performance.
8. Compare and contrast the times when you did work which was above the standard and times your work was below standard.



INITIATIVE - Active attempts to influence events to achieve goals; self-starting behaviors rather than passive acceptance. Taking action to achieve goals beyond what is necessarily called for or assigned, originating action. Taking responsibility to self-assess performance and initiate self-development actions.

1. What ways have you found to make your job(s) easier or more rewarding?
2. Describe some ways you changed the job at your previous employment?
3. Can you think of some projects or ideas (not necessarily your own) that were sold, implemented, or carried out successfully primarily because of your efforts?
4. What changes have you tried to implement in your area of responsibility?
5. Describe a situation in which you found your results were not up to plan or your expectation?
6. What did you do to rectify the matter?
7. Give me some examples of your doing more than required in your course or job at your previous employment?
8. Tell me about some projects you generated on your own. What prompted you to begin them?
9. List the new ideas and suggestions you have made to your supervisor (club or campus group) in the last six months. Which were accepted? How did you get them accepted?
10. Have you ever acted without your supervisor's prior approval? What were the circumstances?

TECHNICAL KNOWLEDGE - Level of understanding and ability to use a specific body of information. Ability to understand and analyze data.

1. What kinds of reports have you prepared? What do the reports contain? How often did you have to prepare them?
2. How are/were your analyses/reports used?
3. What are some of the toughest analysis problems you have faced with your job?
4. Are/were your activities in the analysis area increasing, remaining the same or decreasing? Why?
5. Take me step by step through how you prepared the (report, project) for your unit/department.
6. What information did you use in preparing the (report, project)?
7. What information was lacking?
8. What are the biggest mistakes you have made in analyzing data? How did you discover them?
9. Give me an example of the most complex assignments or projects you have had. What was your role? How did it work out?
10. What important changes and trends are taking place in your field? Do you consider them good or bad? Why?



PRACTICAL LEARNING. Assimilating and applying new, job-related information, taking into consideration rate and complexity.

1. How did you learn the technical aspects of your job?
2. What did you have to learn to be effective at your previous employment? How long did that take you? Which parts took the most time? Why? Which parts were the hardest? Why?
3. What courses have you taken? What did you learn? How difficult were they?
4. Have you taken job-related courses on your own (as opposed to in-house training courses)? What courses? Why?
5. Did you pass your (certification/examination) the first time? How hard did you have to study for it?
6. Describe a work situation in which you realized that what you learned in a course didn't match what happened on the job.
7. What skills have been critical to your success on the job? Did you think you were fully prepared, or did you need some on-the-job training? How did you learn what you didn't already know?
8. What have been the most difficult technical skills for you to learn? Tell me about how you overcame your stumbling blocks.

LEADERSHIP - Past record of using appropriate interpersonal styles and methods in coaching, counseling and guiding individuals, (subordinates, peers, superiors) or groups toward task accomplishment.

1. Tell me about some of the toughest groups you have had to get cooperation from. Did you have any formal authority? What did you do?
2. What kind of an environment do you think is conducive to accomplishing team objectives.
3. What is the role of an effective leader?
4. Give me an example of a time when you were a part of an effective team. Why did it work so well?
5. What are some of the most difficult one-to-one meetings you have had with subordinates? Why were they difficult?
6. Describe a situation when, even if you hadn't been officially designated as the leader of a group, you took charge of getting a task accomplished. What skills did you draw on?
7. Tell me about a new policy or new idea you recently implemented which was considerably different from the standard procedure. What approach did you take to get your employees to go along with it?
8. Do you get better results when accomplishing projects on your own, or as a part of a group? Which do you prefer? Why?
9. What problems have you had in which you included your peers/subordinates in arriving at solutions or approaches?
10. What skills do you draw on to get peers to agree to your point of view?

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11. What leadership positions have you held in organizations you have been involved with?
12. Is there a difference between traditional leadership and leadership in a team environment? If so, what are the differences?

COMMUNICATION/TEAMWORK - The ability to seek and exchange information with peers and others while building or maintaining an open and participative climate. Ability to allow others to lead. Ability to positively influence peers and superiors.

1. How good are your listening skills? How do you know?
2. We've all had occasion when we misinterpreted something someone told us, like a due date, complicated instructions, etc., Give me some examples of when this happened to you and why you think it happened.
3. What different approaches do you use in talking with different people? (How do you know you are getting your point across?)
4. Have you ever done any public or group speaking? Examples?
 - a. How did you prepare?
 - b. Were you nervous?
 - c. What were your objectives?
 - d. Were you successful?
 - e. What format did you use?
 - f. What were some of the questions that were asked?
 - g. What kind of feedback did you get?
5. What are some of the biggest or most demanding groups you have made presentations to?
6. What are some of the most important reports you have written?
7. How hard were they to write and why? How do you "break the ice" in a first conversation with a client, coworker, subordinate, boss, etc.?
8. We've all had to work with someone who is very difficult to get along with. Give me some examples of when this happened to you. Why was that person difficult? How did you handle that person?
9. How important is it to build relationships with clients, coworkers, subordinates, bosses, etc.?

ANALYSIS - Relating and comparing data from different sources, identifying issues, securing relevant information and identifying relationships in an objective manner.

1. Have you ever recognized a problem before your boss or others in the organization? Explain.
2. What problems have you worked on that came as a surprise to you? How much advance notice did you have of the problem? What steps did you take after you identified the problem?
3. How do you stay attuned to potential problems in the workplace?
4. Describe the biggest job-related problem you have faced in the last six months.

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5. What sources of information do you use to keep aware of problems within your department?
6. Describe any significant projects ideas, etc. you have conceived in the past year. How did you know they were needed and would work? Were they used? Did they work?

PLANNING AND ORGANIZING - Establishing an appropriate course of action for self and/or others to accomplish specific personal, professional or other goals which are measurable and improvement oriented and measuring achievement of those goals.

1. How are you able to schedule your time? How far ahead do you schedule work activities?
2. How often is your work schedule upset by unforeseen circumstances? What do you do when this happens?
3. What were some recurring problems in your area of responsibility? What have you done about them?
4. How do you determine what constitutes top priority in scheduling your time?
5. Have you changed any processes, functions, or methods of doing your work in your job/school?
6. What is your procedure for keeping track of work assignments or tasks requiring your attention?
7. Describe a situation that required all things to be done at the same time. How did you handle it? What was the result?

DECISION MAKING - Responding to changing situations with alternative courses of action. Deciding to commit to specific actions (including the process of soliciting advice and consulting with others if appropriate) based on logical assumptions and which reflect factual information. Readiness to make decisions, render judgments, and act.

1. What are the most difficult work decisions you have made in the last six months? What made them difficult?
2. How have you gone about making important decisions affecting your career?
3. Describe some recent work-related (school-related) problems and the actions you took to solve them.
4. On which job-related decisions have you deliberated the longest? Tell me about them.
5. When, if ever, have you delayed work decisions to give yourself more time to think or gather more information?

ATTENTION TO DETAIL Ability to focus on each detail of a process at all stages of planning and implementation.

1. We have all had occasions when we were working on something that just "slipped through the cracks." Can you give me some examples of when this happened to you? Cause? Results?
2. Describe your system for controlling errors in your work.
3. Can you give me some examples of times you found errors in your work? Causes? How handled?

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4. How can/could you tell when things are/were going well at your former job? Give me some examples of how you know/knew things were not going well with (a process, function, operation).
5. Describe how you organize a task? How do you know your planning is comprehensive?
6. Have you ever been criticized for too much attention to details?

FLEXIBILITY/ADAPTABILITY - Demonstrating effective behaviors in varying or changing environments, tasks, responsibilities or interactions with people. Developing alternatives and actions when circumstances change.

1. How have you gotten around obstacles that prevented you from completing projects?
2. Describe the obstacle and what you did to get around it.
3. Describe a situation in which your first attempt to sell an idea to your (boss, subordinate, etc.) failed. Did you try again? What approach did you use the second, third, time?
4. Describe a situation in which your initial attempt to gain someone's support or cooperation failed. Did you try again? How did your approach differ the second time around?
5. How was your transition to undergraduate/graduate school? Any particular difficulties?
6. Tell me about some situations in your job where you had to abruptly change what you were doing. What did you do? How did it affect you?
7. When something major goes wrong in a work assignment, what are your initial reactions?

IMPACT/RAPPORT BUILDING - Creating a good first impression, commanding attention and respect, showing confidence. Initial and continuing impact. The ability to meet people easily and to be liked by others; to get along well with people and put them at ease; and to quickly build rapport through proactive development of relationships.

You need not ask direct questions to get information on this dimension. You can observe this behavior during the interview. Pay attention to:

- The initial impression you have of the applicant and on what basis that impression was made.
- The applicant's body language throughout the interview.
- The applicant's level of confidence displayed throughout the interview.
- The type of speech—confident, forceful, reticent, soft-spoken, introspective, etc.—used throughout the interview.
- The poise and manners displayed by the applicant in the interview.



TOLERANCE FOR STRESS - Stability of performance under pressure and/or opposition. Ability to maintain positive behaviors in adverse situations.

1. Under what conditions do you work best?
2. What kinds of pressure have you felt in your job/educational career? How did you deal with them?
3. What are the highest work-related pressure situations you have been under in recent years? Tell me about some of them.
4. When did you last lose your temper in the workplace? Why? What was the result?
5. What conditions at your former job were most frustrating to you?
6. Describe the work situations during the past year that you have been most upset with yourself.
7. Describe the work situations in the past year that you have been most upset with someone else.

ACADEMIC CREDENTIALS - Possessing degree(s), level of degree(s), related work study, co-op and/or summer experience required for incumbents of the job. Also includes certifications, memberships and other types of credentials required for incumbents.

Before an interview, the candidate's application and resume should be reviewed and the decision made that the academic credentials and all certifications necessary are possessed by the applicant and meet the job requirements. Depending upon the job, there may be specific job-related questions that will determine the degree or specifics of a course or a research project that is material to the job.

WORK EXPERIENCE - Possessing related work, co-op, and/or summer experience required for the job. Before an interview is scheduled, there should be a review that compares each applicant's work history to the experience that is required for the vacant position. If there is any doubt that the experience meets the job requirements, the candidate can be called and the information gathered.

During the interview, the interviewer should explore how the experience compares to the job requirements, not if the experience exists or is appropriate.

EXTRACURRICULAR/COMMUNITY ACTIVITIES - Active participation in social, academic and professional clubs, organizations, societies, etc., that have a relationship to the job. If a candidate has no job-related experience, participation and success in extracurricular activities may be job-related. As with any situation, whether a dimension is job-related depends upon the job itself. If extracurricular activities are not job-related, do not discuss with the applicant. In addition to entry-level jobs, there are specific jobs, such as managerial and executive positions in certain industries, in which community activities and leadership roles are important and must be explored. Under no circumstances ask questions whose answers would include the identification of organizations or activities that reveal race, religious preference or ethnic group.



SAMPLE GENERAL INTERVIEWING QUESTIONS

Managers can ask the following types of questions to obtain important information about the job applicant's qualifications. Keep this list handy to avoid the "I've run out of questions to ask" scenario when interviewing a job candidate.

Previous job:

- What job did you last perform?
- How did you like it?
- Was it routine?
- Was it exciting?
- What did you like best about the job?
- What did you like least about it?
- Why did you leave your former employer?
- What kind of references would you receive from your former employer?
- Would you be rehired?

Prior supervisors:

- What did you think of your supervisors?
- Did you get along with them?
- What kind of person was your prior supervisor: a strict disciplinarian, easygoing?
- What are the qualities of a good supervisor?
- Would you like to be a supervisor? Why/why not?

Job applying for:

- What position are you applying for?
- What kind of job duties are you interested in?
- Why do you feel qualified for this job?
- What do you think would be important for the job you are applying for?
- We will be doing a reference check. What do you think your previous supervisor will say about you?

Other job-related questions may include:

- Questions regarding the previous company for which the applicant was employed (e.g., how large, did it have a personnel department?).
- Job selection procedures at the previous employer (e.g., were job openings posted? did the applicant ever apply?).
- Prior fringe benefits (e.g., what benefits did the applicant receive? what did they wish they had?).
- Complaint resolution at prior employer (e.g., was there a formal procedure in place? did the applicant think it was effective?).

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PRE-EMPLOYMENT INQUIRIES: WHAT YOU CAN AND CANNOT ASK

Subject	Acceptable	Unacceptable
Age/Birth Date	<ul style="list-style-type: none"> • Statement that hire is subject to verification that applicant meets legal age requirements • If hired, can you show proof of your age? • Are you over 18? 	<ul style="list-style-type: none"> • Age • Birth date • Date of attendance or completion of elementary or high school • Questions that tend to identify applicants over age 40
Arrest or Conviction	<p><i>If your state or municipality does NOT have a ban the box ordinance, you are permitted to ask:</i></p> <ul style="list-style-type: none"> • Have you ever been convicted of a crime? • Such a question must be accompanied by a statement that a conviction will not necessarily disqualify an applicant from employment. <p><i>Best Practice is for this question to be asked post-offer by the HR Department rather than the hiring manager.</i></p>	<ul style="list-style-type: none"> • Have you ever been arrested? <p><i>NOTE: Some states have adopted laws prohibiting employers from asking about criminal histories until AFTER a job offer has been extended.</i></p>
Attendance/Reliability	<ul style="list-style-type: none"> • What hours and days can you work? • Are there specific times that you cannot work? • Statement of the hours of work expected for the position applied for. 	<ul style="list-style-type: none"> • Number of children • Childcare arrangements • Marital status • Do you have a car? • Name, occupation or any other information about spouse • Religious observances or church attendance
Birth Control	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Inquiry into capacity to reproduce or advocacy of any form of birth control or family planning.
Bonding	<ul style="list-style-type: none"> • Statement that bonding is a condition of hire. 	<ul style="list-style-type: none"> • Questions regarding refusal or cancellation of bonding.

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Citizenship/Birthplace	<ul style="list-style-type: none"> • Can you, after employment, submit verification of your legal right to work in the United States? • A statement that such proof will be required after a decision is made to hire the candidate. 	<ul style="list-style-type: none"> • Birthplace of applicant, applicant's parents, spouse or other relatives. • Are you a U.S. citizen or Citizenship of applicant, applicant's parents, spouse, or other relatives? • Requirements that an applicant produce naturalization, first papers, or alien card prior to decision to hire.
Disability/Physical Condition	<ul style="list-style-type: none"> • Statement by employer that offers may be made contingent upon applicant passing a job-related physical examination. • Are you able to perform the essential functions of the job with or without reasonable accommodation? (Do not ask anything other than this and do not allow the applicant to share information that would disclose a disability.) 	<ul style="list-style-type: none"> • Questions regarding general medical condition, state of health, or general illnesses. • Questions regarding receipt of Workers' Compensation. • Do you have any physical disabilities or handicaps?
Driver's License	<ul style="list-style-type: none"> • Do you possess a valid driver's license? 	<ul style="list-style-type: none"> • Requirement that applicant produce a driver's license prior to a job offer being extended.
Education	<ul style="list-style-type: none"> • Inquiry into applicant's academic, vocational, or professional education or schools attended. • Inquiry into area of study. 	<ul style="list-style-type: none"> • Date graduated
Experience	<ul style="list-style-type: none"> • Inquiry into work experience. 	<ul style="list-style-type: none"> • None
Family	<ul style="list-style-type: none"> • If applicant is a minor, name and address of parent or guardian. • Statement of company policy regarding work assignment of employees who are related. 	<ul style="list-style-type: none"> • Questions that indicate gender. • Questions that indicate marital status. • Number and/or ages children or dependents. • Provisions for childcare. • Questions regarding pregnancy, childbearing, or birth control. • Name and address of relative, spouse, or children. • With whom do you reside? Or Do you live with your parents?

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Subject	Acceptable	Unacceptable
Financial Status/Credit Record	<ul style="list-style-type: none"> Statement that credit references may be used if in compliance with the Fair Credit Reporting Act and Consumer Credit Reporting Reform Act 	<ul style="list-style-type: none"> Do you own your own home? Have your wages ever been garnished? Have you ever declared bankruptcy?
Gender	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Any inquiry about gender. Do you wish to be addressed as Mr., Miss, Mrs., or Ms?
Language	<ul style="list-style-type: none"> Language applicant reads, speaks, or writes, if use of language other than English is relevant to the job for which the applicant is applying. 	<ul style="list-style-type: none"> What is your native language? Any inquiry into how the applicant acquired ability to read, write, or speak a foreign language.
Marital Status	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Are you married, single, divorced, or separated? Name or other information about spouse. Where spouse works.
Military Service	<ul style="list-style-type: none"> Questions regarding relevant skills acquired during U.S. military service including branch of the service in which the individual served. 	<ul style="list-style-type: none"> General questions regarding military service such as dates, and type of discharge. Questions regarding service in a foreign military.
Name	<ul style="list-style-type: none"> Have you ever used another name? Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work and education record? If yes, please provide name(s). 	<ul style="list-style-type: none"> Maiden Name
National Origin	<ul style="list-style-type: none"> Language applicant reads, speaks, or writes, if use of language other than English is relevant to the job for which the applicant is applying. 	<ul style="list-style-type: none"> Questions as to nationality, lineage, ancestry, national origin, descent, or parentage of applicant, parents, or spouse. What is your mother tongue? or Language commonly used by applicant. How applicant acquired ability to read, write or speak a foreign language.

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Subject	Acceptable	Unacceptable
Notify in Case of Emergency	<p><i>This is not really necessary at the interview stage; would only be relevant if hired. However, it is permissible to ask:</i></p> <ul style="list-style-type: none"> Name and address of person to be notified in case of accident or emergency. 	<ul style="list-style-type: none"> Name, address and relationship of relative to be notified in case of accident or emergency.
Organizations/Activities	<ul style="list-style-type: none"> Please list job related organizations, clubs, professional societies, or other associations to which you belong. You should omit those organizations that may indicate race, religious creed, color, national origin, ancestry, sex, or age. 	<ul style="list-style-type: none"> List all organizations, clubs, societies, and lodges to which you belong.
Photograph/Physical Description	<ul style="list-style-type: none"> Statement that photograph may be required after employment. 	<ul style="list-style-type: none"> Questions as to height and weight. Require applicant to affix photograph to application. Request applicant, at his or her option, to submit photograph. Require a photograph after an interview, but before employment.
Race/Color	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Questions as to race or color. Questions regarding complexion or color of skin, eyes, hair.
References	<ul style="list-style-type: none"> Who referred you for a position here? Names of persons willing to provide professional and/or character references for applicant. 	<ul style="list-style-type: none"> Questions of former employers, or acquaintances that elicit information specifying the applicant's race, color, religious creed, national origin, ancestry, physical or mental disabilities, age, sex, or any other characteristic protected by law.
Religion/Creed	<ul style="list-style-type: none"> Statement by employer of regular days, hours or shifts to be worked. (There are no lawful questions.) 	<ul style="list-style-type: none"> Questions regarding religion or religious days observed. Does your religion prevent you from working weekends or holidays?
Residence	<ul style="list-style-type: none"> Place of Residence 	<ul style="list-style-type: none"> Do you own or rent your home?"
Salary History	<p><i>Some states prohibit asking questions about salary history. Rather than asking about salary history, consider asking what they hope/expect the pay rate to be for the position.</i></p>	

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Subject	Acceptable	Unacceptable
Sexual Orientation	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Asking an applicant about their sexual orientation or gender identity.
Workers' Compensation	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Have you ever filed a workers' compensation claim? • Have you had any prior work injuries?

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ASSESSING THE CANDIDATE

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Candidate Qualifications vs. Cultural Fit

A successful hiring strategy requires a combination of both qualifications and cultural fit. Structured interviews, thorough reference checks, and competency-based assessments can ensure that candidates meet the necessary qualifications. Simultaneously, behavioral interviews, team assessments, and cultural fit questionnaires help assess whether candidates align with the company's values and work style.

Incorporating both into the hiring process will help HR teams attract, hire, and retain top talent who not only excel at their jobs but also contribute to a cohesive and motivated workforce.

What Is A Cultural Fit Assessment? Determining cultural fit comes down to asking the right questions. A cultural fit assessment is a point in a semi-structured interview, whether it is identified as such or not, where you can ask questions to determine if a candidate's values align with your company's values.

Some examples of assessments that look at a candidate's culture fit are: Predictive Index, PXT Select and Step On Survey to name a few. These come with follow up questions built in based on assessment results and organization/team information.

Also consider asking the two-employee net promoter score questions:

- "How would you rate our company?"
- "How likely is it that you would recommend our company to a friend or colleague?"

Speed Vs. Thoroughness in Hiring

Practical Tips for Balancing Speed and Thoroughness

1. **Predefine criteria:** Establish clear, role-specific qualifications and cultural fit metrics before launching a search. This streamlines decision-making.
2. **Use technology:** Leverage applicant tracking systems (ATS), assessments, and AI tools to speed up resume screening and candidate evaluation without sacrificing quality.
3. **Conduct parallel interviews:** Use panel or group interviews to save time and gather comprehensive feedback from multiple stakeholders simultaneously.
4. **Pre-screen candidates:** Use phone or video interviews early in the process to quickly filter out those who don't meet the basic qualifications or cultural fit. – Think of systems such as Wedge or Spark

Budget Constraints vs. Attracting Top Talent

Finding the Middle Ground – While budget and top talent can appear at odds, the key is to approach hiring strategically. Here are a few ways to strike a balance:

1. **Identify critical roles:** Prioritize spending on positions that have a direct impact on growth, innovation, or key business goals.
2. **Offer flexible compensation:** Consider non-monetary benefits such as remote work options, career development, or bonuses to attract top talent without exceeding salary budgets.
3. **Develop internal talent:** Focus on succession planning and upskilling existing employees, allowing companies to fill roles with top talent from within, reducing external recruitment costs.
4. **Negotiate wisely:** Aim for competitive but realistic compensation packages that attract talent without exceeding long-term budget goals.

Immediate Needs vs. Future Growth Potential

Balancing Immediate Needs and Future Growth - To build a sustainable workforce, businesses should balance immediate needs with future growth. Here are strategies to help achieve that:

1. **Conduct workforce planning:** Assess both current operational needs and long-term business goals. Identify roles that require immediate fulfillment and those that are critical for future expansion.
2. **Hire for versatility:** Look for candidates with both the skills to meet current demands and the potential to grow into more strategic roles. Versatile employees can contribute immediately and evolve with the company.
3. **Strategic use of contractors:** Fill short-term needs with temporary hires or contractors to maintain operational continuity while focusing on permanent hires for future growth roles.
4. **Invest in internal development:** Upskill current employees for future leadership or specialized roles. This approach meets immediate needs while building a talent pipeline for future growth.

Team Input vs. Decision Authority

Balancing Collaboration and Authority - To achieve the best outcome, it's essential to balance team input with decision authority. Here are strategies to do so:

1. **Define clear roles:** Clarify who provides input and who makes the final decision. This keeps the process efficient and avoids confusion.
2. **Structured feedback:** Gather team feedback through structured channels like scorecards, ensuring that everyone's input is considered without derailing the process.
3. **Panel interviews:** Use group interviews to get diverse perspectives while maintaining leadership's authority to make the final call.
 - **If doing a panel interview, make sure to get together ahead of time with those involved a get a game plan in place!** The questions that are asked are the same as with any interview. With a panel interview, you will want to assign questions, so the flow is better and intentional and who is asking which question and to keep the interview moving along.
4. **Transparent communication:** Leaders should explain the rationale behind the final decision, fostering trust and alignment even when the decision differs from team recommendations.



Candidate Evaluation Forms

Sample 1 (General)

Candidate Name: _____

	Evaluation of Qualifications			
	Exceeds	Meets	Below	
Education:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Notes:
Experience:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Notes:
Technical Competencies:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Notes:
Behavioral Competencies:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Notes:
Overall Evaluation: <i>If below requirements, give reason:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Notes:

For Office Use Only After Hire:

Date of Offer: _____ Start Date: _____ Position Title: _____

Reports To: _____ Department: _____ Rate of Pay: _____

Employment Classification:

Full-Time Part-Time (# of hours/wk) _____ Temporary (duration of assignment)

Comments:

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Sample 2 (Detailed)

Fill in essential qualifications required for the job. Rate the candidate on the qualifications (i.e. education/equivalency, experience/training, technical and behavioral competencies, such as communication, customer service, leadership, resourcefulness, etc.) covered in the interview using the following evaluation.

Job Title									
Name of Candidate									
	Evaluation of Qualifications								
Candidate Qualifications	Candidate 1			Candidate 2			Candidate 3		
	Name:			Name:			Name:		
	Exceeds	Meets	Below	Exceeds	Meets	Below	Exceeds	Meets	Below
Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education/Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Competencies									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavioral Competencies									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other job related factors taken into consideration									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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