YOUTH SERVICES
POLICY

Title: Hiring and/or Promotional Interviews	**Type:** A. Administrative **Sub Type:** 2. Personnel **Number:** A.2.26
	Page 1 **of** 3
References: ACA Standard 2-CO-1C-13 (Administration of Correctional Agencies), Title VII of the Civil Rights Act of 1964, Age Discrimination in Employment Act, Pregnancy Discrimination Act of 1978, Americans With Disabilities Act, Immigration Reform and Control Act of 1986	
STATUS: Approved	
Approved By: *James Bueche, Ph.D., Deputy Secretary*	**Date of Approval:** 10/09/2019

I. AUTHORITY:

Deputy Secretary of Youth Services (YS) as contained in La. R.S. 36:405. Deviation from this policy must be approved by the Deputy Secretary.

II. PURPOSE:

To state the training requirements for all employees who conduct hiring and/or promotional interviews.

III. APPLICABILITY:

Deputy Secretary, Assistant Secretary, Undersecretary, Chief of Operations, Executive Management Advisor, Regional Directors, Facility Directors, Regional Managers, and all YS' employees who conduct hiring and/or promotional interviews.

IV. DEFINITIONS:

***Comprehensive Public Training Program* (CPTP)** - The state-funded training program for state employees. Through CPTP, agencies are offered management development and supervisory training, and general application classes on topics such as computer software and writing skills.

Unit Head - For the purposes of this policy, the Unit Head consists of the Deputy Secretary, Facility Directors and Regional Managers.

***YS Central Office* (CO)** - Offices of the Deputy Secretary, Assistant Secretary, Undersecretary, Executive Management Advisor, Chief of Operations, Regional Directors, and their support staff.

V. POLICY:

It is the Deputy Secretary's policy that all employees who may be required to conduct hiring and/or promotional interviews shall complete the requisite training prior to conducting any interviews or participating as a member of an Interview, Promotions and Hiring Board.

VI. PROCEDURES:

A. Training regarding interview techniques, applicable laws, workforce diversity and related issues shall be conducted as frequently as necessary to satisfy unit needs. Acceptable training includes:

1. CPTP's "CONDUCTING AN EFFECTIVE JOB INTERVIEW" training class offered by the Comprehensive Public Training Program within the Division of Administration. This one and one-half (1 1/2) -day class will provide a basic introduction to effective interviewing skills. Participants will learn how to forecast necessary staffing levels based on required skills and changes in technology, perform a job skill analysis, prepare behavior-based interview questions, apply the basic requirements of employment laws to work situations, follow legally required interviewing guidelines, and develop a system to evaluate and select job candidates. This class is open to management and to those with special permission from their agencies; or

2. Agency approved "Conducting an Effective Job Interview" training course for department-specific use.

B. Each Unit Head shall be responsible for verifying compliance with this policy prior to any employee in his/her unit conducting hiring and/or promotional interviews.

C. Attachment (a) provides OJJ's guidelines on Conducting an Effective Job Interview. Attachment (b) provides CPTP's manual to the "CONDUCTING AN EFFECTIVE JOB INTERVIEW" training class. All employees who may be required to conduct hiring and/or promotional interviews are strongly encouraged to review both attachments before conducting interviews or participating as a member of an Interview, Promotions and Hiring Board.

D. The Deputy Secretary may grant an exception to any provision of this policy, provided such exception shall not be in conflict with Civil Service rules or other pertinent regulations.

Previous Regulation/Policy Number: A.2.26
Previous Effective Date: 09/27/2017
Attachments/References: A.2.26 (a) OJJ Selection Techniques-Interviewing Guide 09 2017.doc
A.2.26 (b) CPTP Conducting an Effective Job Interview 09 2014.pdf

OFFICE OF JUVENILE JUSTICE

SELECTION TECHNIQUES

AND

INTERVIEWING GUIDE

September 2017

SELECTION TECHNIQUES AND INTERVIEWING GUIDE

Hiring and promoting the best employees are among the most important of all supervisory duties. No time is better spent than interviewing properly and conducting reference checks. These duties will not involve nearly as much time as dealing with the consequences of poor personnel selection (conflict, stress, bad morale, low productivity, disciplinary actions, etc.)

Because interviewing is one of the significant phases of the hiring process, it is important that applicants have an equal opportunity for employment at this level. The interview is intended to predict job performance. However, as important as the interview is, it is only a tool and should not be the sole basis on which a selection is made. It is possible that the best candidate may not have the best interview.

A well-written, comprehensive job description is one of the interviewer's best tools. The interview should be focused on the position's duties and what will be expected of the employee. The job description should be given to each candidate to read either before the interview or at the beginning of the interview.

The same interview questions must be asked of all applicants interviewing for the same position. You may want to develop an interview/rating form to assist you with the interview and rating that includes questions and options to rate each interviewee (Superior, Very Good, Average, Below Average, Poor) which should be completed for each person interviewed, thereby, ensuring the same questions are asked of each interviewee. Be sure to include the applicant's name on your form as well as information about the position such as, Vacant Job Title, Position Number, Office, Location, Pay Level, Minimum, Midpoint, Maximum, Special Entrance Rates (if applicable), Interviewer and Date of interview.

It is also recommended, when feasible, to use three or more interviewers. Be sure they understand their responsibilities. Choose interviewers for the panel with a concern for a balance of experience and background.

Give yourself ample time for each interview. Adequately document statements made by the applicant that are job-related. Indicate to the applicants that they will be notified after a selection has been made

PRE-INTERVIEW AND TRANSITION PERIOD

1. Study the mandatory position requirements, position description, and performance standards.

2. Study the candidate's application, especially previous experience. Determine if the candidate is currently working. You will need to know this to appropriately ask some of the questions.

3. Know the salary range, and familiarize yourself with salary minimum for the position based on applicant's qualifications. Do not quote a salary higher than the minimum of the range without consulting first with the Human Resource Office.

4. Choose a comfortable and relaxed area to conduct the interview, making prior arrangements to eliminate or minimize interruptions.

5. Provide a copy of the job description to the applicant to read while waiting for the interview to begin.

6. Greet the applicants with a smile and by name. Thank the applicant for coming and begin the conversation by asking a question:

   "Can I get you anything to drink this morning?"
   "Did you have any trouble locating our office?"

7. Inform the applicant that you will be taking notes during the interview and that the interview process will be the same for each applicant. Allow silence after questions. Give the applicant time to think.

8. Tell the applicant about the structure of the Department including how the job fits into the organization.

9. Make a transitional statement to begin the interview, such as: "Before getting into the job requirements, let's discuss your employment background."

10. **You should <u>never</u> ask the old fashioned icebreaker question, "Tell me about yourself", as the applicant may inform you of personal information that may be used in a discrimination claim if the applicant is not selected for the job.**

11. Only ask what you need to know as it pertains to the job.

12. **Keep <u>all</u> questions job related.**

13. **<u>Caution:</u> If a candidate volunteers personal information which is not job related, immediately stop them and tell them that such information has no bearing on the job and will not be considered in the hiring decision**.

The following are sample questions you may wish to use. Feel free to add more job related questions. However, you must ask the same questions to **<u>all</u>** candidates.

<u>APPLICANT BACKGROUND</u>

1. Tell me about your current or last job.

2. Describe the most and least enjoyable parts of the job.

3. How do you account for the successes you have had in this position and others?

4. Why did you leave your last position? Or why would you leave this position?

5. Has your supervisor ever talked to you about your performance either positively or negatively and what did your supervisor say?

6. Have you ever received a “Needs Improvement”, “Poor” or “Unsatisfactory” performance evaluation within the last 5 years? If so, for what reasons?

7. How do you feel about the people with whom you have worked in the past or at present?

8. Explain anything about your previous or current company or department that you do not like or agree with.

9. Describe your education.

10. What subjects did you like in school and why did you like them?

11. How did your education prepare you to do your current job?

12. What supervisory experience have you had?

13. What experience have you had in the area of conflict resolution?

14. Are you proficient in Microsoft Word and Excel? What other software do you use?

15. If selected for this job, can you provide verification of your right to work in the U.S? (Social Security card, drivers’ license, birth certificate, Alien Registration Card with photo, etc.)

16. Have you ever been convicted of a felony? (The seriousness of the crime must be taken into consideration.)

17. What is the funniest thing that ever happened to you on the job?

APPLICANT BEHAVIOR

Ask questions to determine how the applicant would most likely handle a situation such as those shown in the parenthesis:

1. (hard work) Tell me about a time when a situation developed requiring extra effort and hours to get the job done. What happened and how did you handle it?

2. (difficult person) Recall a time when you had to provide service to an insistent, arrogant, rude customer, employee, or caller. How did you accomplish your mission?

3. (leadership) Give an example of a time when you coached an employee or a work team to take positive action, complete a task, or achieve a goal.

4. (pressure/stress) How do you react during a high pressure situation. What happens to your attitude and demeanor?

5. (decisiveness) Describe a work situation when you had to make an immediate decision and take action.

6. (details) Do you find it useful to prepare detailed checklists or procedures to reduce the potential for error? Tell me about a checklist or procedure you have developed.

7. (tact and diplomacy) Tell me about a time when you had to deliver bad news to someone in a work situation.

8. (organizational skills) Tell me how you organize your work on a typical work day.

POSITION, CAREER TRACK, AND SALARY

Discuss the position description and the results expected (standards). Provide a copy of the job description for the applicant to read and reference while you are talking if the applicant was not given a copy while waiting for the interview. (Take handouts back when finished.)

1. Now that I have described the job in detail, what do you think of it?

2. Can you perform the tasks described? **ADA consideration:** If there is concern through physical observation that the applicant may not be able to perform a task, ask the candidate to tell or demonstrate "how" he can perform the task, with or without reasonable accommodation.

3 Would you have any trouble with the prescribed working hours or with periodic overtime?

4. Describe any experience you have had that you feel is qualifying for this job.

5. Who can we talk to for more information about your job performance?

   Caution: Contacting applicant's current employer without permission could put the applicant's job in jeopardy. (Ask candidate to contact references within 24 hours and call you back with current telephone numbers. Also, candidate should tell references you will be calling. This should help with collecting information on the reference checks.)

6. Do you have the licenses and certificates necessary to do the job (only if applicable)?

   Valid La. Drivers license? _____ Other_____

7. Are you willing and able to travel <u>if required?</u>

8. Discuss the career path for the job. (Be careful not to make promises on career progression since advancement is dependent on performance.)

9. Discuss the normal minimum salary, if appropriate, and Pay level.

10. Discuss the probationary period, permanent status, and how annual merit increases are considered on the employee's anniversary date.

11. Discuss performance planning and review.

12. Why should we hire you for this position?

CLOSING QUESTIONS AND COMMENTS

Progress to closing the interview after completing the necessary questions above.

1. Do you have any final questions about what I have said so far?

2. What, if any, are your reservations about accepting this position, if it is offered?

3. When would you be available to begin work?

4. State specifically what action(s) will take place next in the hiring process and the approximate time Human Resources or the agency will be getting back to the applicant. For example:

   "It will take us a few days to conduct other interviews and check your references; so you probably will not be contacted until late next week (or other estimated time)."

5. Thank the applicant for coming to the interview.

PRE-EMPLOYMENT INQUIRIES/INTERVIEWS UNDER EEO GUIDELINES

In order to avoid discrimination in the interview, you should be familiar with acceptable and unacceptable questions. Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, is a Federal Law which prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin. Title VII is administered and enforced by the Equal Employment Opportunity Commission (EEOC) who has issued guidelines which are and are not acceptable under the law. Please refer to the following acceptable and unacceptable questions before conducting pre-employment inquiries/interviews.

(This list does not cover every possible discriminatory question, but some common ones.)

SUBJECT: Name

Acceptable: 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 explain.

Unacceptable: What is your maiden name?

SUBJECT: Residence

Acceptable: What is your address?

Unacceptable: Do you rent or own your home?

SUBJECT: Age

Acceptable: A statement that being hired is subject to verification that applicant meets legal age requirements.

If hired, can you show proof of age?
Are you over eighteen years of age?
If under eighteen, after employment, can you submit a work permit?

Unacceptable: What is your age?
When were you born?
What are the dates of completion or attendance of elementary or high school?
Questions which tend to identify applicant over age 40.

SUBJECT: Birthplace, Citizenship

Acceptable: Can you, after employment, submit verification or right to work in the U.S.?

Unacceptable: Questions about the birthplace of applicant, applicant's parents, spouse or other relatives.
Are you a U.S. Citizen?
What is the citizenship of parents, spouse, or other relatives?
It is also unacceptable to require that the applicant furnish naturalization papers or alien card prior to employment.

SUBJECT: National Origin

Acceptable: Languages which an applicant reads, speaks or writes, IF use of language other than English is relevant to the job for which the applicant is applying.

Unacceptable: Questions as to lineage, ancestry, national origin, nationality, descent or parentage of applicant, applicant's parents or spouse.
What is your mother tongue?
What language do you commonly use? Or anything such as "Kowalski....that's Polish, isn't it?"
Have you had your name changed by court order?
How did you acquire the ability to speak a foreign language?

SUBJECT: Sex, Marital Status, Family

Acceptable: Name and address of parent or guardian if applicant is a minor.
Statement of department policy regarding work assignment of employees who are related.

Unacceptable: Questions which indicate applicant's sex or marital status.
Should I call you Mrs., Miss or Ms.?
Are you married? What is your maiden name?
How many children do you have?
Who takes care of your children while you are working?
What does your husband think about you working outside the home?
Do you live with your parents?
Are you living with your husband/wife?
How many children /dependents do you have?
How old are your children?
Questions regarding pregnancy, child bearing or birth control.
Name or address of relative, spouse of children of adult applicant.

SUBJECT: Race, Color

Acceptable: None

Unacceptable: Any questions regarding applicant's race, color, complexion, color of hair, eyes or skin.

SUBJECT: Physical Description, Photograph

Acceptable: Statement that photograph may be required after employment.

Unacceptable: Questions about an applicant's height and weight.
Request that an applicant affix photograph to application.
Request applicant, at his/her option, to submit a photograph.
Request a photograph after the interview, but before employment.

SUBJECT: Physical Condition, Handicap

Acceptable: Statement that offer of employment may be made subject to applicant passing a job related physical examination.
Can you perform the tasks for the job to which you applied with or without an accommodation(s)?

Unacceptable: Questions regarding applicant's general medical condition, state of health or illnesses.
Questions regarding receipt of Worker's Compensation.
Do you have any handicap or physical disabilities?

SUBJECT: Religion

Acceptable: Statement by employer of regular days, hours or shifts to be worked.

Unacceptable: Questions regarding religion or religious days observed.
Does you religion prevent you from working weekends or holidays?

SUBJECT: Arrest, Criminal Record

Acceptable: Have you ever been convicted of a felony? (Such a question must be accompanied by a statement that a conviction will not necessarily disqualify an applicant from employment).

Unacceptable: Have you ever been arrested?

SUBJECT: Organizations, Activities

Acceptable: Please list job related organizations, clubs, professional societies or other associations to which you belong - - you may omit those which indicate your race, religious creed, color, national origin, ancestry, sex or age.

Unacceptable: List all organizations, clubs, societies and lodges to which you belong.

SUBJECT: References

Acceptable: By whom were you referred for a position here?
Names of persons willing to provide professional and/or character references for applicant.

Unacceptable: Questions of applicant's former employers or acquaintances which elicit information specifying the applicant's race, color, religion, creed, national origin, ancestry, sex, age, physical handicap, medical condition or marital status.

RATINGS

Once the above process has been completed, the rating instrument with the highest score indicates the individual who as the best skills, knowledges, abilities, etc. for the position to be filled. It should be noted that when group and/or committee interviews occur, the rating of all members should be added together to give you a grant total.

Statistics have proven that selecting the best candidate for a position reduces turnover, reduces absenteeism and increases productivity.

REFERENCE CHECKS

Before the selection of any candidate, reference checks should always be completed. In addition to the Civil Service application and the interview process, the reference check will provide you with information that you may not normally have been able to obtain and which is vital to the rating of the prospective applicant. Listed below are the types of information normally obtained during this process. These require "yes" or "no" answers and are objective public record. They do not involve subjective personal opinion.

1. Dates of employment with former agency or office.
2. Duties the applicant performed.
3. Ask the previous employer for specific information regarding the applicant's performance, quality and quantity of work.
4. Former earnings.
5. Reason for leaving
6. Ability to get along with other people.
7. Any comments regarding:
    - Attendance
    - Dependability
    - Ability to take on responsibilities
    - Degree of supervision needed
    - General attitude toward work
8. Has the candidate received an Unsatisfactory or "Needs Improvement" service rating within the last 5 years? (Don't tell reasons why when giving the reference.)
9. Had his/her merit increase been withheld (other than for layoff avoidance) during the last 5 years? (Don't tell reasons why when giving the reference)
10. Has he/she received any disciplinary actions in the last 5 years? For what?
11. Has he/she ever been terminated in the last 5 years from a job for cause, including separation under Rule 9.1(e), for failing to meet the standards of the probational period?
12. Ask if they would rehire this person if they had the opportunity.

PROVIDING REFERENCE INFORMATION/EMPLOYMENT VERIFICATIONS:

It is strongly recommended that you contact the Human Resources Management Office or the Office of Legal Affairs before providing any negative reference information on an employee/former employee. All requests for employment verification such as dates of employment, job title, salary, leave balances, etc., shall be referred to the Human Resources Management Office. However, requests for job performance of an employee/former employee should be provided by the immediate supervisor (or a higher level manager in the

employee's/former employee's chain of command) as they have first hand knowledge of the employee's/former employee's job performance. Use extreme caution when giving references in the following situations (or as mentioned above, contact Human Resources or the Office of Legal Affairs prior to providing reference information):

1. Giving non-job related information.

2. Volunteering information that is not specifically requested.

3. Giving information for which you do not have first-hand knowledge. Examples: *"I heard that he had serious attendance problems*." Or *"I never actually supervised him, but this report by his previous supervisor says he had problems."*

4. Giving subjective information without specific, job-related, truthful, documented information to support it. Examples: "*I would not rehire this person." "This person has an attitude problem."* If you make statements of this nature, you should say why you feel this way. For example, if you say you would not rehire the person, reasons might be as follows: She was frequently tardy and often did not meet work deadlines.

OTHER

In addition to the Civil Service application, the interview, and the reference checks, other means may be utilized to determine whether a candidate has particular skills, etc, required of a job.

Some examples include giving a typing test to verify the words per minute an applicant can type, having applicants write a descriptive paragraph, etc. should good writing skills be required, requiring an analysis of a case history, etc, etc. The only rule of thumb is that all requirements be job related.

AFTER THE INTERVIEW

1. Notify the applicant to be hired/promoted, AFTER all departmental approvals have been obtained.

2. Immediately inform those interviewed by not hired/promoted. A memo or letter may be issued saying, "*We wish to notify you that you were not selected for the position of _____; however, we thank you for your interest in applying for this position and we wish you well in your future employment (or promotion) efforts."* Do not say you hired a more qualified person or otherwise attempt to explain your action. Do not give them an opportunity to challenge you. If a candidate asks you why he/she did not get the job, simply say someone else was selected. You may wish to make the diplomatic statement that it was a really difficult choice because the candidates were good, but someone else was selected.

3. You are not required to give either verbal or written reasons for your choice. You are not required to give candidates the documentation from the structured

interviews; however, if they file an EEO suit, the EEOC may be able to subpoena this information.

4. Never make negative statements to candidates about other candidates. This could get back to them and could result in challenges.

Conducting an Effective Job Interview

Management in State Government

Comprehensive Public Training Program (CPTP)

Sponsored by the Louisiana State Civil Service

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9/29/2014

Course Description

This class discusses strategies and techniques to develop a consistent system to evaluate employment candidates and select the most qualified candidate. Participants will understand some of the basic requirements of employment laws, will learn to perform a job-skill analysis and to apply this in preparing behavior-based interview questions. Participants will then conduct an interview using the job-skill analysis and behavior-based questions, and will assess the qualifications of candidates for a specific job opening.

Job Outcomes

- ☑ Exercises good judgment by making sound and well-informed decisions.
- ☑ Ensures that staff are appropriately selected, utilized, and developed, and that they are treated in a fair and equitable manner.

Learning Objectives

- ☑ Develop a consistent system to evaluate the candidates and select the most qualified candidate.
- ☑ Understand some of the basic requirements of employment laws with respect to the interviewing process to specific work-related situations.
- ☑ Perform a job-skill analysis and prepare behavior-based interview questions for use in an employment interview.
- ☑ Demonstrate effective interviewing skills.
- ☑ Assess qualifications of candidates (e.g., knowledge, skills, and abilities) for a specific job opening.

BENEFITS OF A JOB INTERVIEWING SYSTEM

Recruiting and retaining staff is an integral part of a viable human resource system. It is often believed that our first impressions and "gut" reactions to people are the most reliable way to select good employees. However, research and experience has shown the following:

- Unstructured interviews are less reliable than structured interviews.
- Our first impressions and "gut" reaction to someone are based on our background and personality rather than the candidate's relevant job skills.
- Using first impressions and gut feelings suggest the rest of the interview process is vague, inconsistent and possibly ineffective.
- A correctly administered panel interview can be more effective than one-on-one interviews.
- A valid interviewing system matches the right person to the job.
- The best indicator of a candidate's future behavior is current or recent past behavior, not personality traits.

When poor selection decisions are made, the cost associated with turnover is equal to approximately one-third of the position's annual salary.

Class Discussion:

What are the short-term and long-term results of selection decisions when a candidate was hired but the results were unsuccessful?

- What were the short-term results on the work unit?
- What were the long-term results as well (the "big picture")?

_____

_____

_____

_____

BENEFITS OF GOOD SELECTION DECISIONS

Good selection decisions benefit everyone, including the employer, the supervisor, co-workers, the candidate who is hired, and even the candidates who are not hired.

Group Discussion:

What are the benefits of a good selection decision for each of the following:

- Your agency
- Your supervisor/ manager
- The co-workers of the selected candidate
- The candidate who is hired
- The candidate who is not hired

Notes

MAKING A GOOD SELECTION DECISION

In order to make a good selection decision one needs to use an effective interviewing process, which includes the following steps:

1. **Conducting a Skill Analysis**
2. **Develop Questions**
3. **Conduct the Interview**
4. **Evaluate the candidate's job skills**

Notes

STEP ONE: CONDUCTING A SKILL ANALYSIS

1

Conducting a Skill Analysis

Conducting a Skill Analysis involves identifying the skills and behaviors necessary to successfully perform the tasks of the job. The skills should be clearly spelled out in the job description. Interview questions should be relevant to the job skills and are designed to determine if a candidate has the necessary skills for successful job performance.

☑ Behavior defined

Behavior is what a person does or says (actions and speech). What a person does/ says is a choice – and the choice is under the control of that person.

☑ Job Skill defined

A skill is a set of behaviors necessary to perform the tasks of the job. Behavior is external, which makes it possible to observe, describe and document.

- The skills and behaviors evaluated in a performance appraisal are similar to the skills/behaviors we seek to evaluate during a job interview.
- Therefore, the questions we ask in a interview should be **behavior-based** and tied to **specific job skills** necessary for success on the job.

☑ Behavior-Based Interviewing

The basis for behavior-based interviewing is the realistic assumption that past behavior is a reliable predictor for future behavior, better than personality traits, gut feelings, and surface impressions. Our reactions to a candidate's personality may lead to stereotyping that candidate.

The interview process presented in this course focuses on the past, recent behaviors of a job candidate – these behaviors reflect the presence (or absence) of the knowledge, skills, and abilities required to perform job tasks properly.

MORE THAN A GUT FEELING

Observe the basics of skill analysis and behavior-based interview questions in this video clip from, "More Than a Gut Feeling II"

Notes

DETERMINING TECHNICAL AND PERFORMANCE SKILLS

1

Conducting a Skill Analysis

Part of the skill analysis is determining the technical and performance skills of a particular job.

Technical Skills

Technical Skills are the tasks required to do the job. Often, these skills can be determined by the candidate's education, training or work experience. Some examples are computer programming, counseling, accounting, typing or safety management.

Class Discussion

From the job description you brought to class, what are some of the technical skills?

_____

_____

_____

Performance Skills

Performance skills are work habits and behaviors required to do the job. Technical skills describe specific job duties, while performance skills describe how someone does a job. Some examples are coping, demonstrating leadership or following policies and procedures.

Class Discussion

From the job description you brought to class, what are some of the performance skills?

_____

_____

_____

IDENTIFYING & DEFINING PERFORMANCE SKILLS

Individual Skill Practice

Using the job descriptions brought to class, identify three (3) performance skills. If you do not have a job description with you, identify three skills from your own job, from the job of an employee of yours, or from the job of the next position for which you will have to interview and hire someone.

Be able to properly define each job skill, not just give it a name. This is necessary for panel interviewing. Without a definition, you assume others share your beliefs about the meaning of job skills such as problem solving, independent decision-making, handling difficult clients, etc. Different definitions may unnecessarily cause wide differences among those rating a candidate's answer to an interview question.

Examples of some generic job skills and their definitions are on the following page.

Three performance skills and the definitions of those skills:

1. _____

2. _____

3. _____

SAMPLE PERFORMANCE SKILL DEFINITIONS

Communication

Communicates with others in a warm and helpful way; builds relationships; keeps confidences.

Coping

Able to be a problem-solver when faced with conflict; can remain calm when dealing with anger or when dealing with time pressures.

Team Player

Will "pitch in' to help others; works to build teamwork; provides constructive feedback to team members; tries to understand other team members' points-of-view.

Problem-Solving

Will look for the cause of a problem; makes decisions based on facts, not emotions; will see more information to solve a problem.

Planning

Very organized; plans daily activities and follows through on the plan; can effectively handle many work assignments.

Self –Direction

Starts work assignments without being told; when dealing with difficult people, can still accomplish the required tasks. Shows good judgment and autonomy when difficulties arise during the completion of tasks.

Project Management

Can organize and schedule people and tasks; develops realistic action plans; sensitive to time constraints; uses written plans to guide activities; can manage details of a project without losing focus on the "big picture" of that project.

Leadership/ Management

Can influence the opinions and actions of others in a desired direction; builds morale and commitment among team members to the tasks; provides positive and constructive feedback as needed; demonstrable skill in participative management; shows concern for the task and the people accomplishing it.

Follows Policy and Procedures

Rarely breaks rules; can see the need for rules; if in disagreement with a rule, will suggest changes and state why it should be modified or changed.

DEVELOPING QUESTIONS

2

Develop Questions

After identifying the necessary technical and performance skills, the next task is to develop questions that will give enough information to evaluate the candidate fairly. The key to proper candidate evaluation is structured, open-ended questions designed to determine specific examples of past behavior. It is important to avoid asking hypothetical questions because the candidate may then "tell you what he/she thinks you want to hear." The performance questions can be aimed at the candidate's past life experience if he/she does not have work experience. The questions will usually start with the following:

- Give me an example of a time when…
- Tell me about a time when…
- Describe a situation when…

Skill: Coping

Example: "Tell me about a time when you had to handle an angry customer. What did you specifically do or say?"

NOT: "What would you do if you had to handle an angry customer?"

Following Legal Guidelines and Protecting Yourself:
Employment laws impact the hiring process as well as the practices, privileges and conditions of existing employees. The *Civil Rights Act of 1964 (Title VII)* and other laws allow for compensatory and punitive damages to be awarded to persons discriminated against while on the job and in the hiring process.

Safeguards:

- Job Analysis: Make sure all questions are related to a bona-fide occupational qualification (BFOQ).
- Standard Treatment: Candidates applying for the same position should be asked the same or equivalent questions in the same process.
- Selection Criteria: Selection criteria need to reflect job requirements that are in writing.
- Documentation: Notes taken during the interview should be descriptive, reflecting the candidate's actual responses to questions. If a suit is filed, the courts may require you to furnish these types of notes.

FOLLOWING LEGAL GUIDELINES

Small Group Activity

Read the question in the table below. In your groups, determine the following:

- Could each question be asked as it is written, yes or no?
- Why is (is not) a question appropriate to ask as it is written?
- How could you rephrase questions that are not appropriate but connect to relevant information to the job? Please note that some of the questions should not be asked and should not be rephrased. Other questions that should not be asked may be rephrased in order to focus on relevant performance skills.

Question	Yes	No	Why?
1. Should I call you Miss, Mrs. or Ms.?			
2. What is your race?			
3. What nationality are your parents?			
4. What languages do you speak?			
5. Are there any special religious holidays you will need to observe?			
6. Is English your native language?			
7. If you are required to work overtime, will you have problems with child care arrangements?			
8. Tell me about your military experience.			
9. Where did you graduate from college?			
10. How much do you weigh and how tall are you?			
11. Do you belong to any social, civic, or religious clubs, and if so, which ones?			
12. Have your wages ever been garnished?			
13. You look like you're in good shape. How old are you?			
14. Do you have reliable transportation?			

THE PRIMARY EQUAL EMPLOYMENT OPPORTUNITY LAWS

Law	What is Covered
1963 Equal Pay Act	Prohibits gender-based discrimination in pay.
1964 Civil Rights Act (Title VII, and as amended)	Prohibits discrimination in all aspects of employment on the basis of race, color, religion, national origin or gender.
1967 Age Discrimination in Employment Act (1967, and as amended)	Prohibits discrimination on the basis of age for employees age forty or over. Also prohibits age based mandatory retirement.
1978 Pregnancy Discrimination Act	Prohibits discrimination on the basis of pregnancy or pregnancy-related conditions. Employees must be treated in accordance with the organization's short-term disability provisions.
1986 Immigration Reform and Control Act	Prohibits discrimination on the basis of national origin. Requires employers to verify eligibility of all job candidates.
1990 Americans with Disabilities Act	Prohibits discrimination on the basis of disabilities that are not essential for job performance. Requires "reasonable accommodation" of qualified candidates with disabilities.
1991 Civil Rights Act (The Civil Rights Act of 1991)	Amends the Civil Rights Act of 1964 to allows for compensatory and punitive damages to be awarded to persons discriminated against in the hiring process where treatment of protected groups is indicated by "disparate impact" on those groups. In cases involving allegations of discrimination, the burden of proof shifts to the employer.

Appendix of this manual has more information on Federal Law, some "can ask" vs. "cannot ask" guidelines, and other salient information on how employment law impacts the hiring process.

CONTRARY INFORMATION

"Contrary information" is information that is contrary to (different from) the type of answers the interviewers are consistently getting from a candidate. No candidate's responses to questions will be all positive or all negative. Therefore, it is important to obtain a balanced view of each candidate, which includes both positive and negative attributes. If you are gathering consistently negative information about a candidate, seek contrary information by asking a positive version of a behavior-based question. For example, if a candidate has indicated a pattern from his or her responses that not following policy or procedure is acceptable, then ask:

Example: "Tell me about a time when you did follow policy and procedure, even though it was not the easiest or quickest way."

On the other hand, if the interviewers are obtaining only positive examples from the candidate, then ask for contrary information like this:

Example: "Now, tell me about a time when you were unsuccessful at handling a work problem independently. What happened, what did you learn from that, and how have you applied it since then?"

Class Exercise: *What would be a probing question for contrary information?*

"Give me an example of a time when you successfully influenced others to change their behavior."	
"Tell me about a time when you were proud of your coping skills."	
"Describe a situation when you were creative at work and were able to solve a problem successfully."	

Individual Skill Practice: Develop 6 behavior-based interview questions, four (4) regular and two (2) contrary information questions.

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SAMPLE BEHAVIOR BASED INTERVIEW QUESTIONS

Team Player

Describe a situation when you worked in a team that was confronted with a challenging assignment. What did you do to help the team meet deadlines?

Tell me about a time when you were working with a group or team and there were a lot of disagreements and arguments. What did you do and what was the outcome?

Self– Direction

Give me an example of a specific time when you were given an assignment and half-way through the assignment was not sure what to do next and your supervisor or instructor was not available. What did you do?

Adaptability

Describe a situation when you were faced with a change that you disagreed with. What did you do and what was the outcome?

Communication

Tell me about a time you had to compromise your interests or needs to get something done. What was the outcome?

Tell me about the toughest communication situation you have had to deal with. What specifically happened?

Sometimes it is important to disagree with someone in order to keep a mistake from being made. Tell me about a time when you disagreed with someone and there was a positive outcome.

Now, tell me about a time when you disagreed with someone and the outcome was not positive. What happened, what did you learn from that experience and how have you used what you learned since then?

Planning

Describe a day when you had a lot of high priority things to accomplish. What did you do and what was the outcome?

Problem Solving

Give me an example of a tough problem you have successfully solved. What did you specifically do?

Now, tell me about a time you were unsuccessful when trying to solve a problem. What happened, what did you learn from this experience and how have you used what you learned since then?

Decisiveness

Describe a situation in which you had to draw a conclusion quickly and take speedy action. What was the outcome?

Follows Policy and Procedures

Tell me about a time you disagreed with a policy or rule. What did you do?

CONDUCTING THE INTERVIEW

3 Conduct the Interview

There are many different types of interviews. Most state government agencies use either a panel interview or a traditional one-on-one interview. Regardless of the type of interview used in your agency, it should be a behavioral interview – using behavior-based questions focusing on the candidate's past experiences as an indicator of future performance.

In both types of interviews, the interviewer should have a list of questions, a rating scale, and space to take notes before the interviewing begins. In a panel interview, all members of the panel should be given materials as well. It is generally recommended that all members of the panel ask questions, so it should be determined ahead of time who will ask which questions. The panel chair should:

- Greet the person to be interviewed
- Introduce the panel members
- Open and close the interview

All members of the panel should evaluate the candidate's response for all questions and take notes documenting their assessment of the candidate's response.

Video

The second half of the video, "More Than a Gut Feeling II" will demonstrate an actual interview. The video has many good examples of behavior-based interview questions.

BUILDING RAPPORT

Candidates may be nervous, so putting them at ease and building rapport with them is crucial. Some icebreaker questions might include:

- Was it easy to find our office?
- Would you like some coffee?
- What did you think of the decorations in the lobby?

Remember not to ask questions that can be interpreted as "too personal" or make reference to the candidate's age, marital status, religion, race, or national origin.

Individual Skill Practice: Create rapport-building questions.

Would you like_____

What do you think about_____

Did you enjoy_____

What do you like about_____

Have you ever been_____

Tolerate Interview Silence:

It takes time for a candidate to remember a specific situation or formulate his/her response, which requires panel members to tolerate silence. When a period of silence is allowed, the interviewer can better control the interview. If the interviewer jumps in to ask another question while the candidate is silently formulating his/her answer to the previous question, the candidate could be excluded from answering the first question. However, if the silence continues for more than fifteen seconds, the tension could become counter-productive, so it is important for the panel chairperson to keep the meeting moving.

NOTE TAKING

Inform the candidate that you will be taking notes to help you make a fair evaluation. Take notes, making appropriate notations and using quotation marks to denote direct quotes. Use parentheses when paraphrasing the candidate's response. Avoid documenting general impressions, opinions, or interpretations of what was said.

All candidates should be asked the same behavior-based questions; however, based on a candidate's response, follow-up questions may be different based on each individual. It is appropriate to note the follow-up question.

Example: "…did not prepare enough for presentation…(felt like a failure)… never let that happen again…"

Individual Skill Practice: Takes notes on the instructor as if he/she is a candidate interviewing for a position within your agency.

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Control the Interview: People often believe that interrupting is rude; however, in an interview there is a short amount of time to gather information about the candidate's qualifications. When the candidate starts to ramble or "get off track," it is sometimes necessary to tactfully interrupt. When it is necessary to interrupt, start with the candidate's name, give a compliment or an explanation, and then make a statement to pull the candidate back on track. The following are examples:

- "That's an interesting story but I'd like to shift our attention to…"
- "You certainly have a lot of experience with… but I want to hear about…"
- "I need to shift our attention from…to…"
- "If you would, give me a specific example of a time when…"

EVALUATING JOB SKILLS

4 Evaluate the Candidate's job skills

All identified job skills should be evaluated for each candidate. In order to rate the skills, the panel or interviewer should identify what they are looking for in an ideal situation. For example:

Definition of Coping: Able to maintain a problem-solving approach during interpersonal conflict; can remain positive when dealing with hostility, or when dealing with time pressures.

After the candidate has responded to a question, it is a good idea to evaluate the skill immediately, using the following scale:

Very strong evidence the skill is not present	Strong evidence the skill is not present	Some evidence the skill is present	Strong evidence the skill is present	Very strong evidence the skill is present

• Emotionally volatile • Quick Temper • Overly sensitive to criticism • Defensive	• Adequate emotional control • Shows temper only when provoked • Reasonably mature under criticism • Occasionally defensive	• Calm under pressure • Difficult to provoke • Uses criticism to learn • Rarely defensive

If conducting a panel interview, it is a good idea to allow time for the panel to discuss each candidate's qualifications immediately after the interview. The panel members should add up their total scores. The panel chair should then add all panel members' ratings and divide that score by the number of panel members. Remember, whatever rating system you use, proper documentation is essential to support your decision.

RATING A CANDIDATE'S SKILLS

Individual and Group Skill Practice:
On the next few pages, you will find two skills, the skill definition, the skill question, and the candidate's response. Individually, rate the candidate's skills. Discuss your rating justification within your small group.

Be prepared to share your answers with the class.

Skill	**Follows Policy and Procedures**
Definition	Rarely breaks rules; can see the need for rules; if in disagreement with a rule will suggest changes and why it should be changed.
Question	"Tell me about a time you disagreed with a policy or rule. What did you do?"
Candidate's Response:	"A few years ago my boss initiated a new policy for work order forms when we needed maintenance repair. After we completed the form it had to be signed off by several directors in our department — sometimes this took several weeks. I understood that the maintenance department was overwhelmed with requests and had trouble prioritizing the work. I suggested to my boss that we add to the form a priority code and meet with staff to develop the criteria. I also suggested that the director's signatures be removed from the form, as this was an unnecessary step in the process."

Very strong evidence the skill is not present	Strong evidence the skill is not present	Some evidence the skill is present	Strong evidence the skill is present	Very strong evidence the skill is present
• Never questions policy/ procedures • Argues about policy/ procedures • See policy/procedures as oppressive and unfair		• Identifies problems in policy/procedures • Sees policy/procedures as a necessary burden • Usually conforms with policy/procedures		• Suggests changes in policy/procedures • Recognizes the value of policy/procedures • Rarely breaks policy/ procedures

RATING A CANDIDATE'S SKILLS

Skill	**Self-Direction**
Definition	Can start work assignments without being told; when dealing with difficult people, can focus and get the work done; when facing a road-block will persist and find ways to remove it.
Question	"Give me an example of a specific time when you were given an assignment and half-way through the assignment was not sure what to do next and your supervisor wasn't available. What did you do?
Candidate's Response:	" A few months ago, my boss gave me the assignment to develop a strategy to address customer complaints. It had gotten so bad that legislators were complaining. My boss was going to be out of town for three days and she wanted the proposal when she got back. I knew it was going to involve a lot of work. After I collected and categorized all the complaints I was stymied about what to propose. I did come up with a few ideas but wasn't sure they would work. I decided to wait until my boss returned to get feedback before I continued because the project was so critical.

Very strong evidence the skill is not present	Strong evidence the skill is not present	Some evidence the skill is present	Strong evidence the skill is present	Very strong evidence the skill is present
• Needs direction and supervision • Not much task orientation • Unwilling to take risks or generate new ideas • Can't work with difficult personalities		• Generally is a self starter • Adequate task orientation • Can generate new ideas but unwilling to act on them • Can sometimes work with difficult personalities		• Always a self-starter • High task orientation • Can generate new ideas, evaluate their usefulness and decide how to implement them • Can work with difficult personalities

REFERENCE CHECKING

Reference Checking: Reference checks are usually used to detect negative information and to identify unqualified candidates.

Whatever reference checking system is used, it is important that the checking process be applied consistently among candidates. Because the state is considered to be a single employer, it is somewhat easier to obtain information about candidates who have worked for the state. Some general reference checking guidelines include:

- Requested information should relate to the knowledge, skills, and abilities required for the job.
- Reference checks should follow uniform guidelines.
- Candidates should be asked to give written permission to contact their references.
- All reference checking information should be recorded in writing.

Skill Practice

Practice all the steps in the interviewing process by conducting a panel or a one-on-one interview.

Panel Interview

- Decide who will be the candidate, panel chair, members of the panel, and the observer.
- Conduct the interview by building rapport, asking questions, and taking notes.
- Rate the answers for each question.
- Observers use the form on the following page to provide feedback to the panel members. Discuss the positive aspects of the interview as well as areas for improvement.

One-on-One Interview

- Decide who will be the candidate, the interviewer, and the observer.
- Conduct the interview by building rapport, asking questions, and taking notes.
- Rate the answers for each question.
- Observers use the form on the following page to provide feedback to the panel members. Discuss the positive aspects of the interview as well as areas for improvement.

_____

_____

_____

_____

OBSERVATION FORM

Did the Interviewer . . .	
	Build rapport with the candidate?
	Introduce self and others on the panel (if applicable)?
	Use non-verbal communication appropriately?
	Good eye contact?
	Good voice quality?
	Explain behavior– based interview questions and what information is being sought?
	Used behavior-based questions?
	Asked for clarification or follow– up questions?
	Asked for contrary information?
	Took notes on candidates' responses?
	Maintained eye contact?
	Used appropriate nonverbal cues?
	Managed time well, not rushing the candidates' response?

In general , what went well?	**In general, what could be improved next time?**

Appendix

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McConnell, J. (2000). *Hunting heads*. Washington, DC: Kiplinger Books.

Rosse, J. & Levin, R. (1997). *High-impact hiring: A comprehensive guide to performance-based hiring*. San Francisco, CA: Jossey-Bass Publishers.

EEO INTERVIEWING GUIDELINES

Title VII of the Civil Rights Act of 1991 expanded the scope of previous civil rights laws. The amendments include the following as it relates to interviewing and all rights, practices, and privileges of employment.

- When an employer uses different cutoff scores when testing or different selection criteria for different groups of people when interviewing, disparate impact has been created.
- Jury trials may now be used in cases of alleged discrimination.
- Compensatory and punitive damages may now be awarded.
- The burden of proof has shifted to the employer to show how he/she did not discriminate.

Job interviews, like all other phases of the selection process, should be conducted in accordance with formal, objective guidelines for evaluating a job candidate's qualifications. Interviewers should make sure that all pre-employment inquiries represent business necessity or job relatedness and do not discriminate.

The Equal Employment Opportunity Commission (EEOC) is the agency that monitors compliance with the federal laws governing employment. If a complaint is filed and the employer has been found to have discriminated against a candidate or an employee, the EEOC will monitor the employment practices of that employer much more closely. For further information, the EEOC may be contacted at the following address:

Equal Employment Opportunity Commission
1800 G Street, NW
Washington, DC 20506

DISCRIMINATION IN EMPLOYMENT

Louisiana Equal Opportunity Act

This act, (R.S.23:1006) 1983, prohibits discrimination against or in favor of an individual because of race, color, religion, sex, disability, or national origin in compensation, terms, conditions, or privileges of employment. Any plaintiff that has a cause of action against an employer for discrimination in employment may file suit in district court seeking general or special compensatory damage. Back pay, restoration of employment, related benefits, reasonable attorney's fees and court costs may be awarded.

Pre-Employment Inquiries under EEO Guidelines

Pre-employment inquiries should be carefully reviewed for non-discriminatory effect and job relatedness.

Americans with Disabilities Act

The Americans with Disabilities Act (1990) prohibits discrimination of qualified individuals with disabilities in all employment practices, including job application procedures, hiring, firing, advancement, compensation, training, and other terms, conditions, and privileges of employment. It applies to recruitment, advertising, tenure, layoff, leave, fringe benefits, and all other employment-related activities. A qualified individual with a disability is a person who meets legitimate skill, experience, education, or other requirements of an employment position that s/he seeks, and who can perform the essential functions of the position with or without reasonable accommodation.

This law covers individuals with a physical or mental disability that limits one or more "life function." The act not only covers individuals with a readily visible disability such as blindness or someone in a wheelchair, but also covers individuals with less visible disabilities such as deafness, mental illness, or Acquired Immune Deficiency Syndrome. Rehabilitated alcoholics or drug users are also covered.

Employers should establish the essential functions of the job from an up-to-date job description. All candidates must be able to perform these essential functions, with or without a reasonable accommodation. An employer is not required to make an accommodation if it would impose an "undue hardship" on the employer. "Undue hardship" is defined as an "action requiring significant difficulty or expense." If a particular accommodation would be an undue hardship, the employer must try to identify another accommodation that will not pose such a hardship. Usually the candidate is the best person to ask about an accommodation he/she may need.

If the candidate volunteers information about a mental or physical condition, such as cancer, do not ask questions about the condition or whether it is in remission. Instead, state your agency's commitment to employment opportunity and selecting the most qualified candidate. Do not take notes about the candidate's disability.

DISCRIMINATION DURING INTERVIEWS

Biased and subjective judgments during interviews can be a major source of discrimination. Interviews and interviewer's actions should be carefully monitored. However, good interviews, conducted by persons sensitive to affirmative action goals, also may be useful tools in assessing candidates' real abilities and potential. Interviewers should be free of stereotypes about minorities' or females' capabilities or suitability for particular jobs. Interviewers should be trained to evaluate each candidate's individual ability and potential, and to know actual job requirements, based on realistic job descriptions.

In order to avoid discrimination during the interview, interviewers need to be familiar with acceptable and unacceptable questions. The EEOC has issued guidelines concerning acceptability under the law. Use these guidelines as you interview candidates.

Name	Acceptable:	☐ 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 explain.
	Unacceptable:	☐ What is your maiden name?
Residence	Acceptable:	☐ What is your address?
	Unacceptable:	☐ Do you rent or own your own home?
Age	Acceptable:	Making a statement that being hired is subject to verification that candidate meets legal age requirements. ☐ If hired, can you show proof of age? ☐ Are you over eighteen years of age? ☐ If you are under eighteen, after employment, can you submit a work permit?
	Unacceptable:	Questions which tend to identify candidates over age 40. ☐ What is your age? ☐ When were you born? ☐ What are the dates that you completed or attended elementary or high school?

DISCRIMINATION DURING INTERVIEWS

Birthplace & Citizen-ship	Acceptable:	Can you, after an offer of employment, submit verification of your right to work in the U.S.?
	Unacceptable:	Questions about birthplace of candidate, candidate's parents, spouse or other relative. Are you a U.S. citizen? What is the citizenship of your parents, spouse, or other relative? It is also unacceptable to require that the candidate furnish verification of right to work in the U.S. prior to an offer of employment. Questions about the languages which a candidate reads, speaks, or writes, if use of a language other than English is not relevant to the job for which the candidate is applying.
National Origin	Acceptable:	Questions about any languages which a candidate reads, speaks, or writes, if use of a language other than English is relevant to the job for which the candidate is applying.
	Unacceptable:	Questions as to lineage, ancestry, national origin, nationality, descent, or parentage of the candidate, candidate's parents, or spouse. Is English your native language? What language do you commonly use? Or a question such as, "Kowalski…that's Polish isn't it?" Have you had your name changed by court order? How did you acquire the ability to speak a foreign language?
Gender, Marital Status and Family	Acceptable:	Name and address of parent or guardian if candidate is a minor. Statement of company policy regarding work assignment of employees who are related. "By what name would you like to be called?" or "How would you like to be addressed?"
	Unacceptable:	Questions which indicate candidate's gender or marital status. "Is it Miss or Mrs.?" "Are you married?" How many children do you have? Who takes care of your children while you're working? What does your husband think about you working outside the home? Do you live with your parents? Are you living with your husband/wife? Number and/or ages of children or dependents. Questions regarding pregnancy, child care, or birth control. Name or address of relative, spouse, or children of adult candidate.

DISCRIMINATION DURING INTERVIEWS

Race & Color	Acceptable:	None
	Unacceptable:	Any questions regarding candidate's race, color, complexion, color of hair, eyes, or skin.
Physical Description or Photo	Acceptable:	Statement that a photograph may be required after employment.
	Unacceptable:	Questions about a candidate's height and weight. • A request that a candidate attach a photograph to application. • A request that a candidate, at his or her option, to submit a photograph. • A request for a photo after interview, but before employment.
Physical Condition or Disability	Acceptable:	Statement that an offer of employment may be made subject to candidate passing a job related physical exam. • Do you have any physical condition or disability which may limit your ability to perform the job you have applied for? If yes, what could be done to accommodate your condition?
	Unacceptable:	Questions regarding candidate's general medical condition, state of health, or illnesses. Questions regarding receipt of Worker's Compensation. • Do you have any physical disabilities?
Religion	Acceptable:	Statement by employer of regular days, hours, or shifts to be worked.
	Unacceptable:	Questions regarding religion or religious holidays observed. • Does your religion prevent you from working weekends or holidays?
Arrest and/or Criminal Record	Acceptable:	• Have you ever been convicted of a felony? (Such a question must be accompanied by a statement that a conviction will not necessarily disqualify a candidate from employment.)
	Unacceptable:	• Have you ever been arrested?
Military Service	Acceptable:	Questions regarding relevant skills required during candidate's U.S. military service.
	Unacceptable:	General questions regarding military service such as date and type of discharge. Questions regarding service in a foreign military.
Economic Status	Acceptable:	None
	Unacceptable:	Questions regarding applicant's current or past assets, liabilities, or credit rating, including bankruptcy or garnishment.

DISCRIMINATION DURING INTERVIEWS

Organizations and Activities	Acceptable:	Please list job-related organizations, clubs, professional societies, or other associations to which you belong — you may omit those which indicate your race, religious creed, color, national origin, ancestry, sex, or age.
	Unacceptable:	List all organizations, clubs, societies, and lodges to which you belong.
References	Acceptable:	Who referred you to us for the position here? Names of persons willing to provide professional and/or character references for applicant.
	Unacceptable:	Questions of candidate's former employers or acquaintances which elicit information specifying the candidate's race, color, religion, creed, national origin, ancestry, sex, age, physical disability, medical condition, or marital status.
Notice in Case of Emergency	Acceptable:	Name and address of person to be notified in case of accident or emergency.
	Unacceptable:	Name and address of a relative to be notified in case of accident or emergency.

TIPS: ADA JOB APPLICATION AND INTERVIEW CANS & CANNOTS

According to the EEOC, the following are examples of questions that CANNOT be asked on a job application or during an interview:

- Have you ever had or been treated for any of the following conditions or diseases?
- Please list any conditions or diseases for which you have been treated in the past three years.
- Have you ever been hospitalized? If so, for what condition?
- Have you ever been treated for any mental condition?
- Is there any health-related reason you may not be able to perform the job for which you are applying?
- Have you had a major illness in the last five years?
- How many days were you absent from work because of illness last year?
- Do you have any physical defects, which preclude you from performing certain kinds of work? If yes, describe such defects and specific work limitations.
- Do you have any disabilities or impairments, which may affect your performance in the position for which you are applying?
- Are you taking prescribed drugs?
- Have you ever been treated for drug addiction or alcoholism?
- Have you ever filed for workers' compensation insurance?

Pre-employment questions that CAN be asked:

- Can you meet the requirements of our attendance policy?
- Can you perform the tasks required of this position with or without an accommodation?
- Describe or demonstrate how you would perform this function, with or without a reasonable accommodation. (Such a question can be asked of candidates who have a known disability that might prevent them from performing a job function. If the disability would not interfere with a job function, however, the person could only be asked to demonstrate job performance if all other candidates have been asked to do the same thing.

INTERVIEW FORMS

Candidate's Name:	Position:
Interviewer's Name:	Date:

1	Skill					
2	Definition					
3	Question					
4	Candidate's Response					
Notes on candidate's response						
	Rating	1 Very strong evidence the skill is not present	2 Strong evidence the skill is not present	3 Some evidence the skill is present	4 Strong evidence the skill is present	5 Very strong evidence the skill is present

INTERVIEW FORMS

Candidate's Name:	Position:
Interviewer's Name:	Date:

1	**Skill**	
2	**Definition**	
3	**Question**	
4	**Candidate's Response**	
	Notes on candidate's response	

5	**Rating**	**1** Very strong evidence the skill is not present	**2** Strong evidence the skill is not present	**3** Some evidence the skill is present	**4** Strong evidence the skill is present	**5** Very strong evidence the skill is present

INTERVIEW FORMS

Candidate's Name:	Position:
Interviewer's Name:	Date:

1	**Skill**	
2	**Definition**	
3	**Question**	
4	**Candidate's Response**	
	Notes on candidate's response	

5	**Rating**	**1** Very strong evidence the skill is not present	**2** Strong evidence the skill is not present	**3** Some evidence the skill is present	**4** Strong evidence the skill is present	**5** Very strong evidence the skill is present