Administrative HR Hiring Guide for Search Teams

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SECTION 1: UNDERSTANDING THE LEGAL ISSUES
1. Title VII of the Civil Rights Act of 1964
Prohibits discrimination or segregation in employment based on race, creed, color, national origin, religion, and sex in all conditions of employment. In 1978, the Pregnancy Discrimination Act amended this Act and clarified that women affected by pregnancy and related conditions must be treated the same as other applicants and employees on the basis of their ability or inability to work. In 1980, harassment on the basis of sex was also considered a violation of this ACT. In 1991, the act was amended to provide for jury trials and the right to seek compensatory and punitive damages. The Equal Employment Opportunity Commission was established to enforce Title VII.

2. Executive Orders 11246, 11375, 11478
Requires federal contractors and subcontractors with contracts in excess of $10,000 to comply with Title VII. In addition, contractors with contracts over $50,000 and 50 or more employees must develop a written affirmative action plan to increase the participation of members of protected classes.

3. Affirmative Action
Affirmative action programs are designed by employers that have identified conspicuous imbalances of protected groups in their workforce in order to correct those imbalances. Protected groups include people who are covered under a particular discrimination law such as women, African Americans, Hispanics, Native Americans, the disabled and veterans. Formal affirmative action plans are voluntary except for federal contractors with 50 or more employees and $50,000 or more in government contracts.

4. Age Discrimination in Employment Act
Prohibits discrimination in employment for individuals age 40 and over and it forbids mandatory retirement based on age except under certain limited circumstances.

5. Fair Credit Reporting Act
Requires employers to reveal to applicants that a consumer credit report will be obtained during the selection process. If employment is denied on the basis of this report, the employer must advise the applicant of the reason for the denial and source of the report.

6. Vocational Rehabilitation Act
Prohibits discrimination based on physical or mental handicaps. Requires that federal contractors take affirmative action for the employment of disabled individuals including, but not limited to, hiring, promotion, transfers and training. Additionally this act requires the employer take steps to assure that employees with disabilities are not discriminated against in employment. Applies only to the federal government or federal contractors with contracts over $2,500.

7. Employee Polygraph Protection Act
Severely limits an employer’s use of polygraph examinations.

8. Vietnam-Era Veterans Readjustment Act
Prohibits discrimination in employment against Vietnam era veterans, special disabled veterans, and veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.

Section 2: Understanding the Legal Issues

9. Pregnancy Discrimination Act
Requires employers to treat pregnancy the same as any other temporary disability. Employers must provide access to medical benefits and sick leave. Employees returning to the job after any type of disability leave have a right to be reinstated to the same or similar position without loss of seniority or benefits.

10. Uniform Guidelines on Employee Selection Practices
Requires employers to demonstrate that their selection procedures are valid in predicting or measuring performance in a particular job. Any selection procedure that has an adverse impact on the hiring of any race, sex, or ethnic group will be considered discriminatory and inconsistent with the guidelines.
11. Immigration Reform and Control Act
Prohibits discrimination against foreign-looking job applicants; establishes penalties for hiring illegal aliens. This legislation creates a national employment verification system that places responsibility for verification of the employability of all employees on the employer. The employer is required to request and examine documentation of identity and employment eligibility of all new hires and re-hires, including U.S. citizens.

12. Drug-Free Workplace Act
Federal contractors with contracts of $25,000 or more must follow certain requirements to certify that they are maintaining a drug-free workplace.

13. Americans with Disabilities Act
Forbids discrimination on the basis of disability in employment, public service, public accommodation, and telecommunications.

Compensatory and punitive damages may be awarded for workers suing for employment discrimination.

Ensures the safety of both employees and consumers of services provided by individuals in safety-sensitive positions. Employers are required to identify and provide training to those employees and communicate to them about the testing program requirements and consequences for violators.

The FLSA is a broad federal law that sets forth rules governing overtime pay, minimum wages, child labor and record keeping (timecard) requirements. Nonexempt (NEX) employees at Cornell are covered by the FLSA whereas exempt (EX) employees are not.

17. Equal Pay Act
This act is an amendment to the Fair Labor Standards Act which makes it illegal to discriminate in the payment of wages on the basis of sex for equal work in employment. Equal skill, effort and responsibility under similar working conditions are some of the factors taken into consideration when examining compensation.

http://www.ohr.cornell.edu/hr/hrManage/legal/fairEmployment.html
New York State and Tompkins County Laws

1. Local Law C - Local Sexual Preference/Orientation Law
Prohibits discrimination on the basis of sexual preference or affectional orientation within Tompkins County.

2. NYS Human Rights Law
This law prohibits discrimination on the basis of race, religion, sex, age, marital status and disability in employment, as well as other areas such as housing and transportation. It applies to employers in both the private and public sector. It is administered under the auspices of the NYS Division of Human Rights.

3. NYS Labor Law Section 162 - Meal Periods
Under New York State law, employees who work a shift of more than six (6) hours which extends over the period of 11:00 a.m. to 2:00 p.m. must be provided an unpaid meal break of at least thirty (30) minutes within that time period. Employees who are scheduled to work a shift which begins before 11:00 a.m. and continues later than 7:00 p.m. must be provided with an additional meal period of at least twenty (20) minutes between 5:00 p.m. and 7:00 p.m. Employees scheduled to work a shift of more than six (6) hours which begins between 1:00 p.m. and 6:00 a.m. must be provided a meal period of at least thirty (30) minutes, approximately halfway between the beginning and end of the shift. Employees may not waive their right to meal breaks.

http://www.ohr.cornell.edu/hr/hrManage/legal/nysTompkinsLaws.html
Common-Law Tort Theories

1. Employment at Will:
Employers may terminate an employee at any time for any reason—with or without cause—unless prohibited by law or an employment contract (exceptions: implied contract, public policy, implied covenant of good faith and fair warning).

2. Negligent Hiring:
Employers have a duty to protect workers, customers, and visitors from injury caused by employees who the employer knew (or should have known) posed a risk.

3. Defamation:
Injuring someone's reputation in the community, verbal (slander) or written (libel).

4. Invasion of Privacy:
Any unnecessary intrusion into an employee's personal life that has no legitimate business purpose (i.e., references or questions about off-the-job conduct).

5. Constructive Discharge:
When an employer makes conditions so intolerable for an employee that the employee must resign.
The New York State Human Rights Law prohibits pre-employment and certain other inquiries as to race, creed, color, national origin, sex, age, disability, marital status or arrest records unless based upon a bonafide occupational qualification or other exception. "No person shall be denied the equal protection of the laws of this State or any subdivision thereof. No person shall, because of race, color, creed or religion, be subjected to any discrimination in his civil rights by any other person or by any firm, corporation or institution, or by the State or any agency or subdivision of the State." (New York Constitution, Article I, Section II.) The following are examples of different types of inquiries that have been ruled lawful or unlawful:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lawful Inquiry</th>
<th>Unlawful Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race or color</td>
<td>Complexion, color of skin, coloring.</td>
<td>Religious denomination, religious affiliations, parish or church, religious holidays observed.</td>
</tr>
<tr>
<td>Religion or creed</td>
<td>Religious denomination, religious affiliations, parish or church, religious holidays observed.</td>
<td></td>
</tr>
<tr>
<td>National origin</td>
<td>Lineage, ancestry, national origin, descent, parentage, nationality.</td>
<td>Nationality of applicant's parents, spouse.</td>
</tr>
<tr>
<td>Sex</td>
<td>Do you wish to be addressed as Miss? Mrs.? Ms.?</td>
<td></td>
</tr>
<tr>
<td>Marital</td>
<td>You may ask whether the applicant has any commitments that preclude him/her from meeting job schedules. If such questions are routinely asked, they must be asked of both sexes.</td>
<td>Are you married? Single? Divorced? Separated? Name or other information about spouse.</td>
</tr>
<tr>
<td>Birth control</td>
<td>Capacity to reproduce, advocacy of any form of birth control or family planning.</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>How old are you? What is your birth date? What are the ages of your children?</td>
<td>Inquiries designed to discover age, such as &quot;What year did you graduate?&quot;</td>
</tr>
<tr>
<td>Disability</td>
<td>An employer may inquire only whether a prospective employee can perform specific tasks in a reasonable manner. &quot;See below</td>
<td>Have you been treated for any of the following diseases...? Do you have now or have you had a drug or alcohol problem?</td>
</tr>
<tr>
<td>Arrest record</td>
<td>Have you ever been convicted of a crime? (Give details)</td>
<td>Have you ever been arrested?</td>
</tr>
<tr>
<td>Name</td>
<td>Have you ever worked for this institution under a different name?</td>
<td>Original name of applicant whose name has been changed by court order or otherwise?</td>
</tr>
<tr>
<td></td>
<td>Is additional information relative to name change, assumed name, or nickname necessary to enable a check on your work record? If so, explain.</td>
<td>Maiden name of married woman. If you have ever worked under another name, state name, and dates.</td>
</tr>
<tr>
<td>Address or duration of residence</td>
<td>Place of residence. How long a resident of this state or city?</td>
<td>Birth place, or birth place of spouse or other relative. Requirement to submit birth certificate, naturalization or baptismal records.</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

*According to the New York State Division of Human Rights, while an employer may lawfully inquire whether an applicant can perform specific task(s) necessary in the position for which the person has applied, an employer may not ask whether an applicant has a disability or has been treated for specific diseases.*

<table>
<thead>
<tr>
<th>Photograph**</th>
<th>Requirement or option to affix photo to employment form at any time before hiring.</th>
</tr>
</thead>
</table>

| Citizenship** | "Are you a citizen of the US?"  
|              | - If no: "Do you have a legal right to remain permanently in the US?"  
|              | - If no: "Do you intend to remain permanently in the US?"  
|              | "This is a 2-year term appointment. Are you eligible to work during this entire period or until (X) date?"  
|              | You may tell applicant that proof of citizenship or a permanent immigration visa will be required at time of employment. |

<table>
<thead>
<tr>
<th>Language</th>
<th>Language(s) spoken or written fluently, when position requires such ability.</th>
</tr>
</thead>
</table>

| Education | Academic, vocational, professional education, public and private schools attended.  
|-----------|--------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Experience</th>
<th>Work experience.</th>
</tr>
</thead>
</table>

| Relatives | Name(s) of relative(s) already employed by this institution.  
|-----------|------------------------------------------------------------------|

**Note: In accordance with the Immigration Reform and Control Act of 1986, after an offer of employment has been made and before an individual may be hired, he/she must produce some of the documents to establish identity and employment eligibility.**

| Military | Experience in United States Armed Forces or State Militia.  
|----------|------------------------------------------------------------------|

| Driver's License | Do you possess a valid NYS driver's license (if the driver's license is necessary for the position the applicant is seeking)?  
|-----------------|------------------------------------------------------------------|

| Organizations | Membership in organizations specified by applicant to be relevant to his/her ability to perform the job.  
|---------------|------------------------------------------------------------------|

**Note: In accordance with the Immigration Reform and Control Act of 1986, after an offer of employment has been made and before an individual may be hired, he/she must produce some of the documents to establish identity and employment eligibility.**
Illegal Questions

- You cannot ask questions about whether the applicant has a disability or how severe such a disability might be. Neither can you ask about medical history, workers' compensation claims, injuries, family medical history. Medical examinations are prohibited until after you have made a job offer to the applicant. There are no exceptions to this rule. Employment can be conditioned on the results of an applicant's medical examination. Remember that, according to the Equal Employment Opportunity Commission, employers are not obligated to hire or retain an individual whom they know to poses a direct threat to the health or safety of self or others. In fact, an employer may be liable under negligence laws if it is determined that an employee was hired or retained whom the employer knew or should have known would pose a risk of harm to others.
- If you see that an applicant has a disability, you may not ask what type of accommodation might be needed to perform the job duties. An employer can ask an applicant how, with or without reasonable accommodation, the applicant will be able to perform the job functions.
- You cannot ask whether an individual takes any medications. Such a question can cause an individual with a disability to reveal it.
- You may not ask about an applicant's family, or living situation. This questions impacts upon women and can lead to disclosure of an applicant's family origin.
- You may not ask about religious affiliation, or race. Religion and race are protected classifications.
- You may not ask whether the applicant is a citizen, but you must verify an individual's authorization to work in the United States upon hiring (The Immigration Reform and Control Act of 1986). Note that citizenship is a Bona Fide Occupational Qualification for positions involving national security.
- You may not about convictions which have nothing to do with fitness to do the job in question. You may not ask about arrests.
- You may not ask about height and weight unless the questions are specifically related to job requirements. Questions about height tend to impact upon women and certain ethnic groups. Questions about weight may impact upon individuals with disabilities involving certain eating disorders.
- You may not ask about marital status. Marital status questions unfairly impact upon women.
- You may not ask about the type or condition of military discharge.
- You may not ask about original name where the name has been changed by the court. This question unfairly impacts upon women and minorities.
- You may not ask questions about lineage, ancestry, national origin, descent, birthplace, or mother tongue, or national origin of parents or spouse.
- You may not require an applicant to list all organizations, clubs, societies and lodges to which s/he belongs.
- You may not request a photograph (either optionally or mandatory) at any time before hiring.
- You may not ask about pregnancy.
- You may not ask about religious customs or holidays observed. Religion is a protected classification.
♦ You may not ask about persons with whom the applicant resides, or whether s/he owns or rents a home.

♦ You may not ask about age. Although you may specify a minimum age and for some positions, you may specify a maximum age.

♦ You cannot ask about ability to lift a specific weight unless the position requires heavy lifting as necessary and essential part of the position. Questions about lifting heavy weights unfairly discriminate against women.

♦ You cannot ask whether the applicant owns a car as this adversely impacts on minority applicants. But you can ask whether a candidate will be able to get to work on time.

♦ You cannot ask how an applicant learned to speak a foreign language. But you can ask whether the individual knows how to speak a foreign language.

♦ You cannot ask for a list of nearby relatives (as this might reveal national origin). But you can ask for a list of names to be called in an emergency once the applicant is hired.

♦ You cannot ask a person to state her/his gender, even though this question impacts upon men.
SECTION 2: PROCESS OVERVIEW – SEARCH STRATEGY
Sample - Hiring Process Overview

A process overview template will be created by the hiring manager prior to a search process. Creating a schedule helps a hiring manager set expectations for the search committee, have a hiring goal in mind, and measure effectiveness of the process. A sample timeline is listed below.

<table>
<thead>
<tr>
<th>ID</th>
<th>Task Name</th>
<th>Task Activities</th>
<th>Target Duration</th>
<th>Jan 2007</th>
<th>Feb 2007</th>
<th>Mar 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Staff Position Description (SPD)</td>
<td>- HM creates or updates</td>
<td>0w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Classification and compensation review</td>
<td>- HR decides classification and recruiting range</td>
<td>2w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Recruitment strategy</td>
<td>- Posting Language - Timeline - Search Team Members and Admin Support - Diversity Goals - Posting Sources and Outreach - Review Hiring Guide - Admin support schedule kick-off meeting and interview slots now</td>
<td>1w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Recruitment Period</td>
<td>- HR posts and and receives resumes - HM and HR work closely throughout this period to monitor quality of applicant pool</td>
<td>3w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>First cut of resumes</td>
<td>- Review of resumes for minimum requirements - HR documents rejection rationale - HR sends rejection letters in Taleo</td>
<td>3w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Search team kick-off meeting</td>
<td>- Distribute SPD, Ad, Resumes - Select competencies, interview questions, rating form - Review Interviewing Guide - Discuss interview logistics</td>
<td>3w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Second cut of resumes</td>
<td>- HR documents rejection rationale - HR sends rejection letters in Taleo</td>
<td>1w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>First interviews</td>
<td>- Team complete ranking forms - Decide who to bring back for second interviews</td>
<td>1w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Debriefs first interviews</td>
<td>- Complete ranking forms - Decide on top candidate for offer</td>
<td>1w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Second interviews</td>
<td>- HM checks references - HR initiates background check</td>
<td>1w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Debrief second interviews</td>
<td>- Complete selection report - All information required for the search file must be submitted before offer can be extended</td>
<td>1w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Reference and background check</td>
<td>- HR provides compensation and offer letter to HM</td>
<td>1w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Final documentation review</td>
<td>- HR provides compensation and offer letter to HM</td>
<td>1w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Target End Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0w</td>
</tr>
<tr>
<td>Task Name</td>
<td>Task Activities</td>
<td>Who</td>
<td>Start Date</td>
<td>Finish Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
<td>----------------------</td>
<td>------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Position Description</td>
<td>• HM creates or updates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classification &amp; comp review</td>
<td>• HR reviews &amp; decides classification &amp; recruiting range w/ finances approval</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Recruitment strategy meeting | • Timeline  
  • Search team - HM contacts and confirms participation w/HR & Adm  
  • Administrative Support (Adm)  
  • Diversity goals review  
  • Posting sources & outreach  
  • Review hiring materials – Law, Bias, Criteria, Evals, Ref, Closure  
  • **Schedule kickoff meeting & interview slots now** |                  |            |             |
| Recruitment Period begins | • HR posts and receives resumes and circulates to HM or designee  
  • HM and HR work closely throughout this period to monitor quality of applicant pool |                  |            |             |
| 1st cut of resumes | • HM or HR review of resumes for minimum requirements  
  • HR supplies alphabetized list of candidates to assist HM communicating search status (who moves forward & reject)  
  • HR sends rejection letters |                  |            |             |
| Search team kick-off meeting | • HR reviews EEO report and adjusts recruitment appropriately (document in Taleo affirmative steps taken in “source comments”)  
  • Distribute SPD, recruitment strategy/process, resumes and evaluation criteria to search committee  
  • Fine tune criteria for evaluation, interview questions, rating form  
  • Discuss confidentiality and process/interview logistics (team approach, schedule, host) |                  |            |             |
| 2nd Cut of Resumes | • HM sends updates on search status, rejection rationale to HR  
  • HR documents and sends rejections  
  • HM checks for criminal conviction and requests additional information and release to conduct background check, if needed |                  |            |             |
| 1st Interviews | • Candidates contacted to schedule interview and salary range is discussed (if appropriate)  
  • Candidate sent SPD, recruitment material (external only), itinerary with names and titles of interview team  
  • Interview team completes (returns/submits) evaluations  
  • Evaluations summarized |                  |            |             |
| Debrief 1st Interviews | • Evaluation results handed out to search committee and discuss top candidates to move forward or hire  
  • HR reports on EEO report and adjusts appropriately  
  • HM collects all evaluation summaries after the meeting  
  • HM documents rejection rationale in the search closure form and contacts candidates by phone who are not moving forward |                  |            |             |
| 2nd Interviews | • If needed, bring finalists in for another round.  
  • Candidate sent SPD, relocation questionnaire (external only), itinerary with names and titles of interview team  
  • HM/HR provide information related to the relocation questionnaire  
  • Interview team completes (returns/submits) evaluations  
  • Evaluations summarized |                  |            |             |
| Debrief 2nd Interviews | • Evaluation results handed out to search committee and discuss top candidates to move forward or hire  
  • HR collects all evaluation summaries after the meeting  
  • HM documents rejection rationale in the search closure form and contacts candidates by phone who are not moving forward |                  |            |             |

---
= HR and HM check-in  
HM = Hiring Manager  
EEO report = aggregate gender/ethnicity data on applicant pool
### Sample Search Plan - continued

<table>
<thead>
<tr>
<th>Task Name</th>
<th>Task Activities</th>
<th>Who</th>
<th>Start Date</th>
<th>Finish Date</th>
</tr>
</thead>
</table>
| **Reference & Background check** | • HM checks references (2 required, 1 must be most current supervisor or most current supervisor, if not working. The other must be a professional reference who can speak to their work history/performance).  
  • HM determines who and how many to contact (not candidate) and contact HR if there are questions or problems with ref.  
  • HM completes notes or evaluation form on references & completes the search closure form (recommend keeping a copy if you are not hand delivering)  
  • Background check initiated, if applicable                                                                                                       |     |            |             |
| **Final review of documentation** | • HM completes and returns the search closure form along with all the search documents (must be done before offer discussion) **Includes:** search strategy, criteria for evaluation, rating sheets, notes and references  
  • HR reviews search closure form, search file and determines appropriate comp after reviewing budget, candidates background and both internal and external market.  
  • HR & HM discuss offer, relocation, start date & onboarding                                                                                     |     |            |             |
| **Hiring, Compensation and Offer** | • HM makes verbal offer  
  • If accepted, HM contacts HR for offer letter and confirms salary, hours, start date and any relocation/bonus, etc.  
  • HM informs candidate of electronic offer letter and that the candidate will have to complete additional information in the system (legal name, address, preferred email, ethnicity, race, gender, date of birth and citizenship) confirms start date, salary, terms (months & hours) and any special circumstances (relocation, starting bonus, etc.)  
  • HR reviews background check results and provides HM with a decision, if applicable  
  • HR creates and sends offer via email to employee with instructions to complete the system information immediately                                                                 |     |            |             |
| **Onboarding**                  | • New employee is responsible to log into the recruitment system and complete the logistical information needed to continue on with the hiring process (this should be completed in 1-3 days)  
  • HR will print the form and process the hire transaction which initiates the creation of a net id and password  
  • Once records processes the transaction, the net id is created and the benefits information is downloaded and the new employee receives an email to activate their net id and schedule their onboarding session  
  • New employee is responsible to schedule onboarding appointment on or before their first day  
  • New employee completes I-9, W-4, direct deposit and gains information and permits for parking, benefits, and ????                                                                 |     |            |             |
| **Target Start Date**           | | | |
**Hiring Manager Questions:**

1) Tell me about your ideal employee....what are the top 5 accomplishments of an individual you would be ready to interview/ hire tomorrow?

2) Tell me what you are looking for this individual to accomplish? (First month, six months, year?)

3) What will having this new individual join your team, allow you to accomplish? (bottom line approach)

4) What are the top five skills required to successfully perform this role?
The Screening & Interview Process

- Read the Staff Position Description and Ad Language
- As a search committee, define the most important competencies required for this position that are consistent with the Staff Position Description
- Review resumes and select candidates you would like to interview based on the competencies defined
- As a committee, discuss candidates and collaboratively decide who to interview
- Select interview competencies including soft skills that are listed in the Staff Position Description
- Develop a rating form for evaluating the interview and select interview questions
- Schedule interviews with the candidates
- Ask all candidates the same questions, but leave room for follow-up questions
- After the interview, all search team members complete the interview evaluation form
- When all interviews have finished, the search team should meet and discuss the candidates and review a compilation of the evaluation feedback
Reading the Resume

This information is provided based on the book by DeeAnne Rosenberg (published by John Wiley & Sons) called “A Manager's Guide to Hiring the Best Person for Every Job” and advice from HR Hero Line, on line employment information.

Tip #1: Beware of ambiguous phrasing

Sometimes an applicant can be just a little too disingenuous. For instance, if the resume is loaded with phrases like “had exposure to”, “have knowledge of” and “assisted with”, then you must figure out specifically what those phrases mean in relation to the job. Also, have you ever heard a phrase like “attended” school? Last time we checked Webster’s, "attended" and "graduated" have two different definitions.

Tip #2: Beware of the halo effect

This is easy to fall into. For better or worse, people tend to like people just like themselves. When you find yourself warming to a person with the same background as you, take a mental time-out, acknowledge to yourself that it is the individual's qualifications that count, and refocus your attention on skills sets (s)he brings to the job. It's human to feel this way but a bad business decision to let it influence you.

Tip #3: Brevity is a virtue

If a resume runs over two pages, that's a danger sign. The applicant may be long-winded and simply can't get to the point. Or as Abraham Lincoln wrote in a P.S. to the end of a 30-page letter, "I would have made it shorter, but I didn't have the time." A long resume may be an indication of someone who didn't take the time to sort out the wheat from the chaff. Is that the kind of person you want as an employee?

Tip #4: Never go by a resume alone

Never use only a resume as a hiring tool. Always have the applicant complete an employment application as well. First, the employment application was designed to extract information other than what an applicant puts on a resume or consciously leaves off the resume (such as whether her current employer knows that she is looking for a job or listing the names of all her supervisors over the last several years).

Second, most applications, unlike a resume, require the applicant to certify that the information is complete and true. Third, many applications have built-in legal protections, such as a statement that any inaccurate information may be grounds for discipline.

Bottom line

A resume is just one tool. Look at it that way, and you'll end up hiring a better employee.

This article was contributed by Texas Employment Law Letter for September 19, 200 HR Hero.com
# Sample Resume Assessment Sheet

<table>
<thead>
<tr>
<th>Applicant Name</th>
<th>Competency 1</th>
<th>Competency 2</th>
<th>Competency 3</th>
<th>Competency 4</th>
<th>Competency 5</th>
<th>Competency 6</th>
<th>Total Score</th>
<th>Notes</th>
</tr>
</thead>
</table>

**Rating Scale:**
Rate each applicant on a scale of yes-maybe-no
Phone Interview Process

Purpose of this step in the process:

- To get the candidates talking in order to get a feel for the person behind the resume.
- To ask: Is this someone I want to see in person and know more about?
- To probe some of the specific information contained in their resume or question responses.
- To answer the candidates questions about us and the job.

Please note:

- These candidates' basic skills have met our standards, at least on paper. Most have one area where they are weaker. Skills based questions can be geared toward these weaker areas to determine if there is, in fact, a "good fit".
- Also, look carefully through their resume and question responses to come up with the following:
  - Specific questions about their backgrounds.
  - Things that do not make sense (e.g. gaps in employment, downward career moves).
  - Why they left certain jobs.
  - Question responses you want to know more about, etc.

Suggested standard questions:

- Why are you looking to make a change now?
- What do you enjoy most/least about your current position?
- Do you understand that this is a supervisory position? What is it about managing a staff that appeals to you?
- What is it about our job that appeals to you?
- Please describe a conflict you have had upward in your management line, how you participated in it, and how it was finally resolved.
- What was the most difficult decision you made in the last six months? What made it difficult?
- How many tasks do you like to tackle at one time?
- What is the toughest financial/analytical problem that you have faced on the job?
- When have you had to go against general policies to accomplish a goal? Were you successful? Were there any negative repercussions?
- What have been some of your major disappointments? How did you deal with them?
- If I were to ask a supervisor, peer, and someone who works for you to describe you, what would they say?

Other important factors to keep in mind:

- Listen for and give careful consideration to the following:
  - The candidate's tone of voice.
  - The level of enthusiasm the candidate exhibits.
  - How well he/she listens.
  - Is he/she polite?
  - How do you feel as you hang up the phone?
- Even over the phone, there "nonverbal" cues can reveal a great deal about an individual. You may want to give some of these items an informal ranking, if you feel it will help the process.
Interviewer Biases

1. Stereotyping

Forming generalized opinions about how people of a given sex, religion, or race appear, think, act, feel, or respond.

2. Inconsistency in questioning

Asking different questions of candidates.

3. First impression error.

Interviewer makes snap judgments and lets his/her first impression (positive or negative) cloud the entire interview.

4. Negative emphasis.

Rejecting a candidate on the basis of a small amount of negative information.

5. Halo/horn effect

The interviewer allows one strong point that he/she values highly to overshadow all other information.

6. Cultural Noise

The failure to recognize responses of a candidate that are socially acceptable rather than factual.

7. Nonverbal bias

Undue emphasis is placed on nonverbal clues that are unrelated to job performance.

8. Contrast effect

Strong candidates interviewed after weak ones may appear more qualified than they actually are because of the contrast.

9. Similar-to-me error

Picking candidates based on personal characteristics that they share with the interviewer rather than job-related criteria.
Key Points for Interviewing Success

- Be familiar with Equal Employment guidelines.
- Conduct the interview in a comfortable setting.
- Provide an overview of the job responsibilities.
- Schedule adequate, uninterrupted time for the interview and appropriate space to assure confidentiality. Keep to the allotted time.
- Put the candidate at ease.
- Remember to sell the organization.
- Prepare job-related questions for interview and review applicant materials before the interview.
- Get specific with questioning to probe deeper into the initial responses.
- Maintain eye contact.
- Allow for silence.
- Maintain control of the interview while encouraging the applicant to do most of the talking.
- Make a good impression; they will be evaluating you too. Be aware of your body language as well as the applicant's.
- Dispel your first impressions.
- Answer questions and explain next steps (time line etc.).
- Listen attentively and take notes during the interview (may want to use a prepared assessment sheet or scoring grid).
- Allow time for evaluation of applicant (in relation to pre-determined objective criteria) after each interview.
## Interview Process

<table>
<thead>
<tr>
<th>Common Questions</th>
<th>Suggestions</th>
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<tbody>
<tr>
<td>What should I keep in mind when scheduling the interviews?</td>
<td>• Allot the same amount of time for each interview.</td>
</tr>
<tr>
<td></td>
<td>• Schedule interviews at least 45 minutes apart to allow time to complete notes and allow applicants to come and go without overlap.</td>
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<tr>
<td></td>
<td>• Send out a letter confirming the time, date and location of the interview (include parking and directions). In addition, include any other relevant information (recruitment packet, position description, etc.).</td>
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<tr>
<td></td>
<td>• Have employment applications available for those being interviewed to complete (if not previously completed).</td>
</tr>
<tr>
<td>How can we guard against the common errors that reduce the accuracy of interviews (rater bias, halo effect, leniency, data loss, etc.)?</td>
<td>• Assemble a team to conduct the interviews and make hiring recommendations. Provide material to each interviewer concerning legal guidelines.</td>
</tr>
<tr>
<td>How can we be sure that we will have support from the supervisor and others important in helping the newly hired employee succeed?</td>
<td>• Be sure the supervisor is on the team. Also include peer level and subordinate positions if possible.</td>
</tr>
<tr>
<td>How do you prepare job applicants for a team-based interview?</td>
<td>• Contact the interviewees. Invite them to interview for the position. Inform them that your organization is using a team-based interview to improve the validity of the process. Let them know the names of the interview team members and their relation to the position.</td>
</tr>
<tr>
<td>How do we avoid taking up interview time to discuss the official licenses, transcripts and/or certificates that might be required for the position?</td>
<td>• Instruct the applicants to provide transcripts, licenses and certificates with raised seals and to provide these before the interview.</td>
</tr>
<tr>
<td>How can we be sure that we give applicants an equal chance to demonstrate their competence?</td>
<td>• Plan to use a structured interview process.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How can we be sure that the interview is position related in the eyes of</td>
<td>• Develop the interview questions based on the tasks and behavioral competencies described in the current position description.</td>
</tr>
<tr>
<td>the court?</td>
<td></td>
</tr>
<tr>
<td>How do we really explore whether a applicant possesses a competency?</td>
<td>• Avoid questions that can be answered by &quot;Yes&quot; or &quot;No&quot;. Refer to &quot;Interviewing Candidates for Skills for Success&quot;.</td>
</tr>
<tr>
<td>What can you do to determine the potential of an entry-level person at</td>
<td>• For entry level positions, use &quot;what if&quot; questions that describe a situation a applicant might confront as part of the position and ask for the applicant's response to the situation.</td>
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<tr>
<td>exempt or non-exempt level when they have no relevant position experience</td>
<td>• Use more complex &quot;what if&quot; questions for more advanced positions.</td>
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<tr>
<td>to discuss?</td>
<td></td>
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<tr>
<td>How can we be sure that we don’t rank one interviewee above another</td>
<td>• Prepare objective criteria to use in scoring responses to each question.</td>
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<tr>
<td>based on hunches?</td>
<td></td>
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<tr>
<td>How can we be certain that all of our questions are legal when the</td>
<td>• Check with your local HR representative or the Recruitment and Employment Center to make sure all of your questions are legal and/or based on bona fide requirements of the position.</td>
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<tr>
<td>body of case law grows every day?</td>
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<tr>
<td>How can we be sure that we do a thorough interview?</td>
<td>• Be sure that the questions cover the tasks and behavioral competencies of the position.</td>
</tr>
<tr>
<td>What is the best way to record the data about how each applicant</td>
<td>• Have a set of the questions and the rating sheet printed out for each applicant. Leave spaces between the questions so the interview team can record the data during the interview.</td>
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<tr>
<td>responds to questions?</td>
<td></td>
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<tr>
<td>Should the interview team have only one spokesperson?</td>
<td>• Have the interview team members take turns asking questions. Teams members who are not asking questions can record responses.</td>
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<tr>
<td>How do we guard against data loss and the inaccurate decisions that may result?</td>
<td>• Make sure that the interview team completes the evaluation of each applicant at the close of that interview and prepares a master record of responses to questions and scoring. This record will be compared against like records for the other applicants.</td>
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<tr>
<td>How does the interview team decide which applicant to select?</td>
<td>• When all of the interviews are completed, the team should compare the records of all of the interviews and rank them by score. The top ranked applicant gets the offer.</td>
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</tbody>
</table>
# Interviewing Candidates for Skills for Success

<table>
<thead>
<tr>
<th>SKILLS/EXAMPLES OF BEHAVIOR</th>
<th>INTERVIEW QUESTIONS</th>
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<tbody>
<tr>
<td>Inclusiveness</td>
<td></td>
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<tr>
<td>- Shows respect for differences in backgrounds, lifestyles, viewpoints, and needs, with regard to ethnicity, gender, creed, and sexual orientation</td>
<td>1. What does the term diversity mean to you as it applies to the workplace?</td>
</tr>
<tr>
<td>- Promotes cooperation and a welcoming environment for all</td>
<td>2. What have you done to make diversity accepted in your workplace? Give some examples.</td>
</tr>
<tr>
<td>- Works to understand the perspectives brought by all individuals</td>
<td>3. How has your company handled diversity issues in the workplace? How do you support this effort? Give an example.</td>
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<tr>
<td>- Pursues knowledge of diversity and inclusiveness</td>
<td>4. What are some of your best practices for creating and managing a diverse work group? When have you applied them?</td>
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<tr>
<td></td>
<td>5. Describe a time when you had to treat individuals in your work group differently. Why? What were the outcomes?</td>
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<tr>
<td></td>
<td>6. Tell me about a time that you had to deal with cultural differences. What did you do? Should you have done something differently and why?</td>
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<tr>
<td></td>
<td>7. What have you done to foster an inclusive work environment? What were the benefits for the work environment? Give an example.</td>
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<tr>
<td></td>
<td>8. Describe a discussion you initiated with an individual to learn about any diversity barriers they perceived in the organization. What was the result?</td>
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<tr>
<td></td>
<td>9. Give some examples of what you have done to increase diversity awareness in your group.</td>
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<tr>
<td></td>
<td>10. Please describe an extraordinary experience you have had outside of your traditional work role, personal or professional that has increased your ability to work with people in different situations.</td>
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<td></td>
<td>11. Can you describe past work experiences in which you have interacted in an area with many differing perspectives?</td>
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<td></td>
<td>12. How would you handle a situation where you heard a culturally offensive joke in the workplace?</td>
</tr>
<tr>
<td></td>
<td>13. Why do you think diversity is important working at Cornell?</td>
</tr>
</tbody>
</table>
Adaptability

- Is flexible, open and receptive to new ideas and approaches
- Adapts to changing priorities, situations and demands
- Handles multiple tasks and priorities
- Modifies one's preferred way of doing things

1. Tell me about a time when you had to change your priorities because of a change in circumstances or plans. How did you handle it and what was the result?

2. Think of an organizational change you went through -- how did it affect your work routines? What did you learn from it?

3. Give me an example of how you quickly adapted to a change in your work area when others were resisting it and holding on to "the old way." What actions did you take to help bring others on board?

4. Describe a time when you and/or your team faced an unexpected challenge. How did you meet it? What was the outcome?

5. What signals tell you that a situation has some implications or hidden agendas that could make it difficult to handle? Provide a specific example. Describe the action you took.

6. Tell me about a tough work situation that you knew was coming -- how did you prepare and what was the outcome?

7. At work, we must all compromise to make things happen. Tell me about a time when you felt it necessary to compromise your own immediate priorities in order to be flexible and tolerant of another person's priorities. What affect did this have on you?

8. Describe a time when you had to deal with frequent job changes or unexpected events. Tell me what you did. What does this situation say about your ability to work in an ambiguous or unstructured environment?

9. When has it been necessary for you to tolerate an ambiguous situation at work? Give me details of the duration and intensity of the circumstance. What effect did this have on you?

10. Describe a work situation in which customers/clients changed their minds at the last minute. How did you handle it and what was the outcome?

11. Give me an example of significant changes you have had to make to your work style in order to maximize effectiveness. What was the most challenging or difficult and why?

12. At times, we are all required to deal with difficult people. An even more demanding factor is to be of service to a difficult person. When have you been successful with this type of situation at work? Tell me about a time when you were not successful and why.

13. Describe how you’ve utilized your creativity in your current job.

14. What kind of conditions do you prefer to learn new things?

15. Do you have any difficulty learning on your own time?

16. Scenario: There is an urgent issue happening in your building, people are coming in to see you about their urgent issues, others are calling you about their urgent issues. How would you handle this?

17. Scenario: It’s 4:30 on Friday afternoon and your supervisor gives you an assignment that has to be completed by 8:00 Monday morning. You have already made plans to be away for the entire weekend. What would you do?

18. Specific: When it comes to design and construction of buildings on a university campus, how do you balance the needs of budget, program, aesthetics, deans/senior administrators, architect’s desires and SUNY/SOCCF needs? Do you feel any one factor is more important and if so, which one(s)?

19. Specific: Whose ultimate responsibility is it to determine the final acceptable design and
| why? Please consider your own responsibility with those of the architect’s, design review committee(s), buildings and properties, project management, and senior administration and/or others. |
Self Development
- Enhances personal knowledge, skills, and abilities
- Anticipates and adapts to technological advances as needed
- Seeks opportunities for continuous learning
- Seeks and acts upon performance feedback

1. Tell me about the last discussion you had with your manager regarding your development. What was one of the development opportunities discussed and what have you done to follow up on it? What was the benefit?

2. What development activities have you pursued in the last three months? What have been some of the outcomes? What feedback have you received?

3. Describe the steps you have taken to obtain feedback on your development needs. Give an example.

4. Describe a coaching discussion you initiated with your manager or a peer in the last three months. What was the reason and what was the outcome?

5. Describe what you have done in the last six months to stay up-to-date in your field. Provide an example. What has been the benefit?

6. Tell me what you have done to build a network of people in your field from other companies. How have you used that network to help your development? Give an example.

7. Give an example of using a mistake as an opportunity for learning and/or development.

8. Have you taken any skills development courses recently? Why and what were they?

9. Can you describe any safety training or certifications that you have had?

10. How does your current job relate to your career goals?

11. How do you keep informed about important changes in your field? What has been the benefit?

12. Describe a time when you had to develop the skills required for a job or role? How did you do it?

13. What has been the most important person or event in your own self development, and why?

14. What are your personal standards for your own success?

15. How do you measure success?

16. How would you measure individual performance productivity?
Communication

- Demonstrates the ability to express thoughts clearly, both orally and in writing
- Demonstrates effective listening skills
- Shares knowledge and information
- Asks questions and offers input for positive results

1. On a scale of 1-10, ten being high, how do you communicate overall?
2. Why might oral, listening and written communication skills be important in the workplace, or in this role specifically?

Oral

1. Tell me about a time when you had to explain something you knew well to someone who had difficulty understanding the subject. How did you do it and what was the outcome?
2. Describe a time when you were unsuccessful in getting your point across. Why? What was the outcome?
3. Describe a time when you were very effective in getting your point across and convinced others to change their position. What method did you use?
4. Describe a time when you picked up on non-verbal cues from your listener(s) that told you to change your communication approach. What was the outcome? What did you learn?
5. How do you go about assuring that your verbal and/or written messages are clearly understood? Give an example.
6. How do you avoid "verbal overkill"? How do you reduce messages to their essence without losing the main intent and content?
7. What types of experiences have you had in talking with customers or clients? Tell me about a time when you had to communicate under difficult circumstances. What was the outcome?
8. Describe a time when you used verbal skills to change an attitude, sell a product/idea, or influence others. What were some of the outcomes?
9. When do you write something and when do you handle it face to face? Give an example. What was the outcome?

Listening

1. Describe the characteristics of a good listener.
2. How good are your listening skills? How do you know? Provide an example.
3. Give an example of when you picked up some non-verbal cues. Were they positive or negative and how did they impact your actions?
4. Tell me about a time when you did not understand what someone was trying to communicate. What were the circumstances? How did you handle it?
5. Describe a time when you and someone else had different understandings of a conversation. How did you learn about the miscommunication? What did you do? What was the outcome?
6. Tell me about a time when an associate or team member rambled or talked excessively. How did you handle it?
7. Tell me about a time when you strongly disagreed with what was being said. What were the circumstances? What did you do?
8. Describe a time when listening to an important message was difficult because you were preoccupied or the speaker's communication was unclear. What did you do to grasp the key points?
9. Tell me about a time when you "spoke too soon" as a result of not listening. Why? What was the result?

10. How do you signal other people that you're listening to what they say? Provide an example.

11. How do you ensure that you accurately understand verbal information given to you? Give an example.

12. Think back to some instances when you misunderstood verbal information. Why did this happen? What did you do to correct the situation?

13. Can you give us an example of an experience where you were effective in an interaction primarily because you listened?

Written

1. Describe the most difficult work related writing assignment you have ever had. How did you manage it? What was the outcome?

2. Describe a time when you had to adjust your written communication style to your audience. Specifically what did you do and how did it help?

3. Tell me about a recent written report or proposal you wrote. Describe the process or guidelines you followed in developing it.

4. Tell me about a time when you were asked to review and edit the written work of another person. What suggestions did you make? How was it received?

5. Tell me about a time when you had to convey technical information in a written form to a non-technical audience. How did you do it? What was the outcome?

6. Give two examples of when you have asked for feedback from others on your written work. Did you incorporate their suggestions? Why or why not?

7. What are the key activities that you do that involve writing? Which do you find most easy/difficult? Why are some of these activities more difficult than others?

8. What experience have you had writing letters, reports, and/or technical or sales manuals or brochures? Provide an example.

9. To what extent do you enjoy writing assignments? Why or why not?

10. In some jobs it is necessary to document work thoroughly in writing. For example, to meet guidelines or to train another person. Give me an example of your experiences in this area.

11. Tell me about the most complex information you have had to read in your job. How did it test your comprehension skills and technical knowledge? Be specific.

12. Describe your experiences in editing manuscripts, articles, documents or any other form of written communication. Be specific.

13. Give me an example, taken from your experience in report writing, preparation of proposals, presentations, technical manuals, etc., which illustrates the extent of your written communication skills.
Teamwork

- Builds working relationships to solve problems and achieve common goals
- Demonstrates sensitivity to the needs of others
- Offers assistance, support, and feedback to others
- Works effectively and cooperatively with others

1. Tell me about a time when you were working as part of a team and felt that you could achieve better or faster results on your own. How did you handle it? What was the outcome?
2. Tell me about a time when you were a part of a team that worked very well together. What did you do to foster the success of that team?
3. Describe a time when you were part of a team but were not clear about your role. What did you do about it and what was the outcome?
4. Tell me about a specific time when you experienced conflict with another team member. How did you handle it? What did you learn from the experience?
5. Describe a time when a project did not go well due to a lack of teamwork. To what did you attribute the lack of teamwork? What action did you take and what was the outcome?
6. Describe actions you have taken to encourage team members to feel comfortable sharing their opinions, even if they differ from your own. Give a specific example.
7. Give examples of what you have done to model collaboration and teamwork.
8. What are the essential elements of being a team player?
9. Describe a time when you helped a team member who joined the team later or in mid-stream. How did you bring this team member up to speed with the rest of the group? What was the outcome?
10. Tell me about a project for which you were responsible for that required getting outside help. What did you do and what was the outcome?
11. Describe a time when you shared your team’s successes with others. Why?
12. To what extent do you consider yourself a "team player"? What does that mean to you?
13. Do you prefer working by yourself or in a team? Why?
14. Describe a time when team requirements came into conflict with your individual goals and objectives. How did you handle it and what was the outcome?
15. Tell me about a time when you had to work with a team member who was less experienced or knowledgeable than other team members. What effect did it have on you and the team? What did you do and what was the outcome?
16. Do you feel more motivated when working as a team member or when working as an individual contributor? Explain.
17. Tell me about a time when it was necessary to confront a negative attitude in your team. Specifically what actions did you take and what was the outcome? Now, tell me about a time when you were not successful.
18. Tell me about a time when you had your greatest success in building team spirit. What specific results did the team accomplish?
19. Describe your style of contributing to any team in which you work. What does the team look to you for? How creative are you at problem solving compared to the other members?
20. Describe an example, either in your personal life or work environment, when you created a team to work on an idea you may have had.
21. Please describe a time when you had to modify your behavior in order to work with a team. What did you learn from this?
22. What is your approach for putting together a high-performing project team? What are the essential skills of a high-performing team? What would you expect from the members of your team?
23. Give us an example you have had working with a team where you have shared knowledge of your trade.

24. If you are chosen and team work is what we are about, do you see yourself becoming a quarterback, fullback or lineman and why?
### Service-Minded

- Is approachable/accessible to others
- Reaches out to be helpful in a timely and responsive manner
- Strives to satisfy one’s external and/or internal customers
- Is diplomatic, courteous, and welcoming

1. Describe your internal and external customers for me. What is your level of interaction with them?
2. What have you done to encourage others to maintain strong customer focus? Give me some examples.
3. How do you obtain and keep up-to-date information about customers? How do you use this information to meet your customers’ needs?
4. Give me an example of when you had to develop and enhance a relationship with a customer whom you really disliked in order to get your job done? What steps did you take and what was the outcome?
5. Tell me about a time when you had to deal with a difficult customer/client. What did you do? How effective were you?
6. Tell me about a time when you or your team improved a customer relationship. How did you recognize what improvements were needed? What was the outcome?
7. Tell me about a time when what was best for the customer was not best for the organization. How did you handle the situation and what was the result?
8. Tell me about a time when you were not effective in meeting the customer's needs. Why did you fall short and what steps did you take to correct the situation? Also, were you able to win back the customer's confidence?
9. Describe a time when you were extremely successful in pleasing a customer. What made you successful?
10. Tell me about a customer who was very displeased with your service. What were the circumstances? What did you do about it? What was the result?
11. Describe a time when a customer demanded a product or service that you did not believe was the best match for their needs. How did you handle the situation and what was the outcome?
12. Tell me about a time when you worked to better understand the specific needs of a client group/customer.
13. How would you present or explain bad news to a customer?
14. Specific: What steps will you take to develop and maintain effective relationships with stakeholders in the Contract Colleges? With the Cornell Administration? With SUNY/SOCF? Can you describe whether you believe there to be conflicting needs and priorities, and what those might be?
15. Specific: Please describe a situation where you performed a critical evaluation of an architectural or engineering consultant’s design which was less-than-well-received by the consultant. What was the issue, how did you present this to the architect, and what was the outcome?
Stewardship

- Demonstrates accountability in all work responsibilities
- Exercises sound and ethical judgment when acting on behalf of the university
- Exercises appropriate confidentiality in all aspects of work
- Shows commitment to work and to consequences of own actions

1. Give me an example of how you go about informing your superiors when there has been a problem in your area that they need to know about. Describe your plan of action and the outcome.

2. What experiences have you had when others were unable or unwilling to keep their commitments? How did you handle the situation and what was the outcome?

3. How do you deal with others who refuse to accept responsibility for issues in their area, but always blame something/someone else? What effect has this had on you or your team’s work?

4. Tell me about a time when you made a mistake or did not achieve what was expected. What action did you take and what was the outcome?

5. Tell me about a time when someone was not satisfied with your results. What caused this, how did you handle it, and what was the outcome?

6. Tell me about a time when someone else received credit for something you had done. What did you do and what effect did it have on you?

7. Describe a time when you were very straightforward, said what needed to be said and did not back away from an uncomfortable issue. What was the outcome?

8. Describe a time when you were too direct and straightforward with a co-worker, resulting in a strained relationship. Were you able to clear things up and continue a working relationship? What was the impact on your relationship?

9. Describe a work situation in which you applied the philosophy that “discretion is the better part of valor.” What did you learn from this? What was the outcome?

10. Describe a time when someone continued to hold a grudge after you tried to resolve your work differences. What actions did you take to improve the relationship and what was the result?

11. Some situations require us to express ideas/opinions in a very tactful and careful way. Tell me about a time when you were successful with this skill. What was the outcome?

12. Sometimes it is important to disagree with others, particularly your boss, in order to keep a mistake from being made. Tell me about a time when you were willing to disagree with a boss, co-worker, peer or client in order to build a positive outcome. What was the result?

13. Describe a time when you had to sell an idea to upper management or to a client. What was your process? What was the result?

14. Describe how you follow-through in order to complete requests on time.

15. What would you do to prevent or avoid an unethical practice?

16. What type of information do you consider confidential and how would you keep it safe?
## Motivation

- Shows initiative, anticipates needs and takes actions
- Demonstrates innovation, creativity and informed risk-taking
- Engages in problem-solving; suggests ways to improve performance and be more efficient
- Strives to achieve university, unit, and individual goals

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What tools have you found most useful or effective in motivating your staff? Provide examples of how you specifically motivate each individual.</td>
<td></td>
</tr>
<tr>
<td>2. Tell me about a specific time when you were recognized for your efforts or accomplishments in a team or staff meeting. What were the circumstances?</td>
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<tr>
<td>3. Describe a time when you were not able to motivate your co-workers or team. Why? How did you handle it?</td>
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<tr>
<td>4. How do you engage people who do not want to work together to establish a common approach to a problem?</td>
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<tr>
<td>5. Describe specifically what you’ve done to create a team environment. What action do you take to gauge your team’s morale? How do you ensure good moral is maintained?</td>
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<tr>
<td>6. Describe how you turned around the performance of a direct report who was not very motivated. What did you do and what was the outcome?</td>
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<tr>
<td>7. Tell me about the last time one of your direct reports received recognition from you in a group setting. What were the circumstances?</td>
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<tr>
<td>8. Describe a time when you were very enthusiastic or motivated about a project. How did you share this with your team or group? What were some of the specific things that motivated you?</td>
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<tr>
<td>10. What are motivators and de-motivators for you?</td>
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<tr>
<td>11. How will you know what is expected of you in this position? (Or, here’s a scenario: It’s your first day of your new job, and you know that your direct supervisor has just been appointed but will not start work for several weeks. What will you do or how will you get started?)</td>
<td></td>
</tr>
<tr>
<td>12. When you take on a new project, do you like to have a lot of guidance and feedback up front, or do you prefer to try your own approach?</td>
<td></td>
</tr>
<tr>
<td>13. How do you know how far to go before asking for help?</td>
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<tr>
<td>14. What did you do the last time you did not know what decision to make?</td>
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<tr>
<td>15. Please describe a creative solution that you developed to an extremely complex project problem. What was the problem, what were the steps you took to resolve it, and what was the outcome? What did you learn, and is there anything you would do differently if presented with a similar problem today?</td>
<td></td>
</tr>
<tr>
<td>16. Specific: How would you encourage your staff to remain productive when 95% of your work is time and material?</td>
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</tr>
<tr>
<td>17. Specific: The majority of your staff is currently composed of temporary employees, with a very few regular full time folks. How would you motivate the regular full time folks knowing that many of them feel that they are “permanent” employees?</td>
<td></td>
</tr>
</tbody>
</table>
## Interview Questions to Probe for Behavioral Competencies

**Interpersonal**

1. What are your strengths?
2. What would your last boss say about you?
3. Describe how you like to be managed, and the best relationship you’ve had with a previous boss.
4. If I asked your previous/current co-workers about you what would they say?
5. Describe what you see as your strengths related to this job/position. Describe what you see as your weaknesses related to this job/position.
6. Explain the phrase "work ethic" and describe yours.
7. What kind of people do you find it most difficult to work with? For example, assume you are in a situation where you have to deal with a person very different from yourself and you are finding it difficult. What would you do?
8. What methods do you use to make decisions? When do you find it most difficult to make a decision?
9. Please describe your experience with complex decision or approval processes.
10. Describe a difficult time you have had dealing with an employee, customer, or co-worker. Why was it difficult? How did you handle it? What was the outcome?
11. What do you do when others resist or reject your ideas or actions?
12. What do you think are the best and worst parts of working in a team environment? How do you handle it?
13. Under what kinds of conditions do you best learn new things?
14. How would your past employers describe your response to hectic or stressful situations?
15. Describe a process or project that put you under extreme pressure and how you were able to successfully complete it. Give specific examples of how you prioritized the issues and managed your time.
16. How would your co-workers describe your work style or work habits?
17. If I asked several of your co-workers about your greatest strength as a team member, what would they tell me?
18. To you, which is more desirable: A business that is run in an efficient business-like manner OR a business that is run in a personal and friendly way?
19. How would you describe your personality – laid back – confrontational?
20. Do you think it is important for your style and priorities to be similar to other supervisors?
21. What do you think it takes to maintain a positive attitude?
| General | 1. Could you share with us a recent accomplishment of which you are most proud? |
|         | 2. What is your greatest satisfaction at work? What frustrates you the most? |
|         | 3. What would you have liked to do more of in your last position? What held you back? |
|         | 4. Tell us a bit about your work background, and then give us a description of how you think it relates to our current opening. |
|         | 5. Why have you applied for this position? |
|         | 6. What skill set do you think you would bring to this position? |
|         | 7. Based on what you know about the position, what do you think are the three most important aspects of the job? |
|         | 8. Tell me about your present or last job. Why did you choose it? Why did you/do you want to leave and make a change at this time? |
|         | 9. What do you like most about your present or last job? The least? |
|         | 10. What was your primary contribution/achievement? Biggest challenge? |
|         | 11. What are your short-term and long-term goals/career path interests? |
|         | 12. In what areas would you like to develop further? What are your plans to do that? |
|         | 13. In your position, how would you define doing a good job? On what basis was your definition determined? |
|         | 14. What are some positive aspects of your last employment/employer? What are some negative aspects? |
|         | 15. What do you think about SOPs (Standard Operating Procedures)? |
|         | 16. What do you know about Cornell? |
|         | 17. What would you like to understand better about Cornell? |
|         | 18. What excites you about the prospect of coming to Cornell (or about this opportunity)? |
|         | 19. Why should we hire YOU? / What makes you the most qualified candidate? |
|         | 20. Pretend you are the employer, what traits would you look for in an employee? |
|         | 21. What do you think are the most important characteristics and abilities a person must possess to become successful in their position? How do you rate yourself in these areas? |
|         | 22. What are some things you would like to avoid in a job? Why? |
|         | 23. If the position required it, would you be willing to travel? |
24. If the position required it, would you be willing to relocate?

25. If the position required shift work, would you be willing to be flexible with your time?

26. If the position required overtime, would you be willing to work it?

27. If you were offered this position, when would you be available to start?

28. After learning about this opportunity, what made you take the next step and apply for the job?

29. If you are the successful applicant, how would you expect to be different after a year in this position?

30. Now that you have learned about our company and the position you are applying for, what hesitation or reluctance would you have in accepting this job if we offer it to you?

31. What if you weren't accepted for this position?

32. Tell me anything else you would like us to know about you that will aid us in making our decision.
<table>
<thead>
<tr>
<th>Leadership/Management</th>
<th>1. Define professional behavior and/or conduct appropriate in the workplace.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Why do you think a team of people - sports team, work team, may not work well together?</td>
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<td>3. Tell us about your management style - people, teamwork, direction?</td>
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<td>4. Describe an ideal supervisor.</td>
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<td>5. What do you expect from your supervisor? What can they expect from you?</td>
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<tr>
<td></td>
<td>6. What do you expect from your colleagues? What can they expect from you?</td>
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<td></td>
<td>7. What is your own philosophy of management?</td>
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<td>8. How have you participated in planning processes?</td>
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<td>9. Is it more important to be a detail oriented person, or a big picture person? Explain.</td>
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<td>10. What was the most challenging personnel issue you've had to deal with and how did you handle it?</td>
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<td>11. Describe for me a time when you have come across questionable business practices; how did you handle the situation?</td>
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<td>12. A new policy is to be implemented organization-wide. You do not agree with this new policy. How do you discuss this policy with your staff?</td>
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<td>13. Describe for me a decision you made which would normally have been made by your supervisor? What was the outcome?</td>
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<td>14. Discuss and differentiate between remediation, corrective action, and discipline.</td>
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<td>15. Explain, step by step, how you have handled an employee who had performance problems.</td>
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<td>16. Why should employees seek to improve their knowledge and skill base? How would you motivate them to do so?</td>
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<td>17. What coaching or mentoring experience have you had? With groups or one-on-one? How did you determine the appropriate way to coach/mentor and what were the results?</td>
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<td>18. Management requires both good writing and verbal skills for good communication. When it comes to giving information to employees that can be done either way, do you prefer to write a memo OR talk to the employee?</td>
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<td>19. When making a decision to terminate an employee, do you find it easy because of the company's needs OR difficult because of the employee's needs?</td>
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<td></td>
<td>20. Managing requires motivating employees as well as accomplishing tasks. Do you find it more natural to point out what's wrong so employees can accomplish tasks competently OR to praise employees for their work and then point out what may need correcting?</td>
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<tr>
<td></td>
<td>21. Do you tend to gather information up to a deadline in order to make a better-informed decision OR gather just enough information to make a good decision quickly?</td>
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<td></td>
<td>22. What is the largest number of employees you have supervised and what were their job...</td>
</tr>
</tbody>
</table>
23. Please tell us about your experience managing a staff. What is your approach to effective leadership?

24. Have you ever taught classes? Are you willing to share your knowledge?

25. How would you go about promoting a safe work environment? What do you think the priorities are?

<table>
<thead>
<tr>
<th>Leadership/Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please describe your interest in becoming (title of position) and what intrigues you about this work?</td>
</tr>
<tr>
<td>2. Tell me about your current position or most recent position and how you helped the organization accomplish its goals and mission.</td>
</tr>
<tr>
<td>3. What did you do for that company that made a difference and for which you believe you will be remembered?</td>
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<tr>
<td>4. Tell me about your experience in leading and managing an organization similar to ours. Do you have a personal philosophy of management?</td>
</tr>
<tr>
<td>5. Tell me about your fiscal management experience: budgeting, reporting, cutting costs, building and maintaining reserves.</td>
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<tr>
<td>6. Have you ever had to champion an unpopular change? How did you handle it?</td>
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<tr>
<td>7. Have you ever faced a significant ethical problem at work? How did you handle it?</td>
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<tr>
<td>8. Tell me about your experience working with a board of directors. What approach and philosophy did you follow in working with boards?</td>
</tr>
<tr>
<td>9. What do you think is the role of the President/CEO in strategic planning for the organization?</td>
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<tr>
<td>10. Give me some example of how and when you were the spokesperson for your current or most recent company.</td>
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<tr>
<td>11. As our President/CEO, how would you proceed if the board of directors adopted a policy or program that you felt was inconsistent with the goals and mission of our company? Tell me about your experiences with staff development. How do you think your current or most recent staff would describe you?</td>
</tr>
<tr>
<td>12. How do you stay informed of current ideas on management and the (industry field for the company/organization)?</td>
</tr>
<tr>
<td>13. Based upon what you have read and heard, what ideas do you have about continuing and increasing the success of this company?</td>
</tr>
<tr>
<td>14. Are there any programs, policies, or actions of (name of company/organization) that you have heard of with which you have concerns or differences?</td>
</tr>
<tr>
<td>15. If you are hired for this position and are still with (name of company/organization) five years from now, how do you think the organization will be different?</td>
</tr>
</tbody>
</table>
| Organizational, problem-solving | 1. Describe a situation that you have encountered (or how you would handle such a situation if you have not been faced with it) when you had responsibility for the operations of a unit. You determined that staff was not being used in a way that helped meet goals, but many of them were very resistant to change. What options did you explore to handle the situation? What did you do to overcome the resistance? What was the outcome?  
2. Tell me about an accomplishment in one of your work settings that makes you feel good to remember and why you are proud of it.  
3. Describe a problem that you confronted without success. If you could go back in time, how would you handle it differently?  
4. Tell me about the most difficult co-worker with whom you have ever had to work. What actions did you take that proved helpful? What did you find made things worse? What would you do differently if you were faced with a similar situation in the future?  
5. Describe the most creative, innovative, work-related project you have done. What barriers did you run into and how did you handle them?  
6. Give an example of the most significant problem you have faced and solved at work and describe the process you used to find a solution.  
7. Give me an example of a time when you had an unusual idea that worked well.  
8. When the last time you “broke” the rules was and what did you do?  
9. What is the most interesting thing you have done in the past year?  
10. What's the best book you've read in the last year? What did you like about it?  
11. What was the most creative thing you did in your last job?  
12. What is your interpretation of “success?”  
13. Describe an ideal work environment or “the perfect job.”  
14. What are some things you would like to avoid in a job and why?  
15. In what way(s) do you express your personality in the workplace?  
16. What kind of problems have people recently called on you to solve, and what did you do?  
17. Can you provide an example of a recommendation you have made in the past to make a project more cost/time effective?  
18. Can you describe the types of tools you have previously used (or would use) to keep track of the financial or budgetary performance in a project?  
19. Describe a situation where you had to solve a technical or mechanical problem in your present position. What was the problem, who you had to work with, and how you solved it.  
20. Scenario: You have responsibility for a large project on campus, and your completion deadline is 3 days away. Your site foreman leaves you a phone message at 2:00am saying he can’t make it in and may not be in for several days due to a crisis at home. Please outline a few things you think are most important for you to do right away. |
<table>
<thead>
<tr>
<th>Initiative and Flexibility</th>
<th>1. Describe your vision of an ideal supervisor. Now tell me about the worse supervisor you have ever had.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Tell me about a project that you undertook that was your idea and that you had to persuade others to let you do it.</td>
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<td></td>
<td>3. What new skills have you learned in the past 12 months? What would you like to learn in the next year?</td>
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<td>4. Describe a significant change in your job responsibilities and the steps you took to manage the transition smoothly.</td>
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<td>5. Tell me about a situation when you abruptly had to change what you were doing.</td>
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<td></td>
<td>6. Tell me about a time when you worked on a project that did not turn out well. How did you handle that?</td>
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<td></td>
<td>7. When you take on a new project do you like to have lots of guidance and feedback up front, or do you prefer to try your own approach?</td>
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<tr>
<td></td>
<td>8. It is a typical day at your job and your supervisor is absent. What are you going to do?</td>
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<tr>
<td>Managing Priorities</td>
<td>1. How do you prioritize your work for the day/week?</td>
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<tr>
<td></td>
<td>2. Describe a situation when you were asked to meet two different guidelines given to you by two different managers and you could not do both. How did you handle this?</td>
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<tr>
<td></td>
<td>3. Describe how you handled a request to take on an exciting new project that you really wanted to do at a time when you already had more to do than you could do well.</td>
</tr>
<tr>
<td>Honesty, Integrity, and Judgment</td>
<td>1. Have you ever experienced a personal loss from doing what is right?</td>
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<td></td>
<td>2. In what business situations do you feel honesty would be appropriate?</td>
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<tr>
<td></td>
<td>3. Describe a situation when you were faced with making a decision that involved important conflicting needs between an individual and your employer and explain how you handled it.</td>
</tr>
<tr>
<td>Ability to Influence Others</td>
<td>1. Describe a project or idea that initially met resistance but that you were able to &quot;sell&quot; to others and implement.</td>
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<tr>
<td></td>
<td>2. Tell me about a time when you disagreed with the others in a group about something important but were able to work with them to ready a consensus that you felt was a good one.</td>
</tr>
<tr>
<td></td>
<td>3. How have you handled a situation when you needed to &quot;correct&quot; your boss?</td>
</tr>
<tr>
<td>Specific Skills</td>
<td>1. Describe your mechanical skills.</td>
</tr>
<tr>
<td></td>
<td>2. Scenario: You are handed an assignment to completely paint this room. Explain how you would complete this in regards to priorities, tools, time, etc.</td>
</tr>
</tbody>
</table>
# Sample Interview Rating Form #1

| Candidate: | __________________________ |
| Interviewer: | __________________________ |
| Date: | __________________________ |

(Rating scale 1 to 5; 5 = highest)

1. Educational experience

2. Interpersonal and communication skills

3. Values based leadership skills

4. Financial experience

5. Supervisory and team building skills

6. Partnering, influencing, collaborating skills

7. Analytical and technical skills

Comments:
Sample Interview Rating Form #2

<Job Title>

Candidate Name:
Interviewer Name:

1. What do you think the candidate’s strengths would be?

2. What do you think the candidate’s weaknesses would be?

3. Do you think this candidate has the education and experience to be successful in this position? Please explain.

4. Do you think this candidate has the leadership abilities needed for this position? Please explain.

5. How would you rate this person’s fit for the <Job Title> position considering the position’s requirements both interpersonal and technical?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolutely not a good fit</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Your Rating:</td>
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</tbody>
</table>

Please explain your rating.

6. Any other comments you would like to share?
CANDIDATE EVALUATION
Administrative Assistant for the Public Services Center
Please return this form to the panel host at the end of the interview session.

Position: Administrative Assistant III Date: __________________________
Evaluator Name: __________________________ Candidate Name: ______________________

The following ratings will be used in this process:

1 -- Strongly disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 -- Strongly agree

R a t i n g  (1-

5)  
1. Formal training beyond HS of 6 months-1 year and a minimum of 2-4 years of work experience or equivalent combination of education or experience. ____

2. Professional, excellent customer service, listening and creative problem solving skills. ____

3. Ability to prioritize, organize and complete work independently and without direct supervision. ____

4. Detail oriented. Comfortable working in a fast paced environment with frequent interruptions. ____

5. Strong skills with standard desktop productivity tools, especially database, spreadsheet, scheduling and electronic communication. Demonstrated ability to learn new systems quickly. ____

6. Must be flexible and highly adaptable to new situations and technologies. ____

7. Excellent writing skills for use in editing and drafting correspondence, reports, and other documents. ____

8. Daily contact and interaction with Cornell students, staff and faculty. Frequent contact and interaction with community members. ____

9. Ability to communicate effectively the goals and mission of the Center to diverse audiences of students, faculty, staff, alumni, off-campus constituencies and prospective students strongly preferred. ____

10. Associate degree preferred. Desirable qualities in candidates include: an interest in public service, familiarity with Cornell’s financial polices and procedures and vendors, and experience in working with student populations. ____

(Continued on reverse.)
Please provide summary answers to the following questions:

List two perceived strengths of this candidate:

1. ________________________________________________________________
   ________________________________________________________________

2. ________________________________________________________________
   ________________________________________________________________

List any questions or concerns you may have regarding the ability of this candidate to fulfill the duties and responsibilities of this position:

1. ________________________________________________________________
   ________________________________________________________________

2. ________________________________________________________________
   ________________________________________________________________

Do you have any other observations or comments to make relative to this candidate?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Hiring Recommendation:

___ Highly Recommend   ___ Recommend   ___ Recommend with Reservation   ___ Do not Recommend

__________________________________    __________________________
Signature         Date

Thank you for your participation and assistance. Please return this form to panel host soon after the interview.
Reference Check Tips

Remember, if it is unlawful to ask in the interview, it is also unlawful to ask in the reference check. Some helpful hints about reference checks are as follows:

- Obtain authorization from the applicant to verify information and check references.
- Contact 2-3 references including the current supervisor.
- Be consistent in your approach for each reference check.
- Identify yourself, your position in your organization and explain why you are calling.
- Assure the person that you will make every effort to keep the responses confidential.
- Ask if s/he is free to discuss the situation. If s/he is not available at that time, schedule a time to return the call.
- Describe the position, including the responsibilities and requirements.
- Start with a general question such as "How would this applicant fit our vacancy?"
- Be prepared. Develop questions to explore areas of uncertainty and to confirm positive aspects.
- Let the person answer freely for as long as s/he wishes without interrupting.
- Follow up and probe when you feel the contact is reluctant to discuss certain factors. If you do not get any negative information, you have not received the whole story. No one is that perfect!
- Explain that you are anxious to get a good fit -- for the sake of both the organization and the applicant.
- **BE ALERT FOR PAUSES AND VOICE INFLECTIONS**, especially after a sudden surprise question such as "Is this one of the best employees you have ever worked with?" or "I sense that you have some reservations that you are not sharing."
- Verify educational degrees and job-related licenses and certificates
- Take notes.
- Remember that the information you receive is limited by the perceptions of the person giving it. If negative information is received, weigh it with data received from other resources before using it to make a decision.
Reference Check Sample Questions

- Since no one is perfect at everything, please describe some of her/his shortcomings.
- On average, how many times a month is s/he absent? How many times does s/he come in late or leave early?
- When given a difficult and urgent assignment, was it done on time?
- How does s/he get along with her/his supervisor? With other employees?
- If you were given special salary increases for merit to the top 10% of your employees, would s/he be in that group?
- How effective is s/he in influencing others, especially those over whom s/he has no control?
- If you were told tomorrow that you must put 20% of your employees on layoff, would you be tempted to select this person?
- How do you know this person?
- What are this person’s strengths?
- How does this person manage priorities and assignments given to her/him from multiple different people?
- Does this person need a lot of direction or does this person prefer to work independently with little direction?
- Could you describe this person’s leadership style?
- If an opportunity arose, would you hire this person to work with you again?
### Sample Reference Checking Form

**Candidate Reference**

<table>
<thead>
<tr>
<th>Candidate Name: ____________________</th>
<th>Position Opening: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Name: ____________________</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Completed By: _____________________</td>
<td>Date: ____________________</td>
</tr>
</tbody>
</table>

Identify yourself, your position in your organization and explain why you are calling. Assure the person that you will make every effort to keep the responses confidential. Begin by describing the position, including the responsibilities and requirements.

**Questions:**

In your opinion, can the candidate do the job? If not, why not.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

How would the candidate fit in the culture/environment of X?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

What significant strengths would the candidate bring to the position?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Where do you think the candidate is lacking ability to fulfill the position requirements?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

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If an opportunity arose, would you hire this person to work with you again?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

When given a difficult and urgent assignment, was it done on time? Could you provide an example of such an assignment.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How does s/he get along with their supervisor? With other employees?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What else would you want us to know before we make a decision?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reference Supports Hiring   ☐   Reference does not Support Hiring   ☐

Please use the space below for additional comments.
 PLEASE NOTE: To comply with University policy, the unit human resource representative or designee must retain all records of the search and selection process for a period of 3 years. These materials should include: 1. a copy of the job description for the position, 2. all telephone and onsite interview notes from each member of the interview team, 3. notes from reference checks, 4. a copy of the signed offer letter, and 5. any other related recruitment documentation.

<table>
<thead>
<tr>
<th>Department:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of hired candidate:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Affirmative Action Goals Met</th>
<th>Diversity Goals: Yes/No</th>
<th>Gender Goals: Yes/No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date offer made:</th>
<th>Date offer verbally accepted:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Start date:</th>
<th>Salary/hourly rate:</th>
</tr>
</thead>
</table>

**Reasons for Selection (Please be specific and relate skills, education, experience to those required, as stated in staff position description):**

**References for the Selected Candidate:**

NOTE – for CU transfers, contact local HR Consultant. One must be the current/previous supervisor and you must have at least two professional references.

<table>
<thead>
<tr>
<th>(1) Reference Name and Title</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship to the Candidate</td>
<td></td>
</tr>
<tr>
<td>Phone # or address</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(2) Reference Name and Title</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship to the Candidate</td>
<td></td>
</tr>
<tr>
<td>Phone # or address</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>(3) Reference Name and Title</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship to the Candidate</td>
<td></td>
</tr>
<tr>
<td>Phone # or address</td>
<td></td>
</tr>
</tbody>
</table>

Last revised 11/1/2011
**Non-Selected Interviewed Applicants:** List applicants interviewed but not selected at end of each interview round. You are required to provide specific and objective job based skills, education and experience, as stated in staff position description, that were either missing or not as strong as the candidate selected.

The Hiring manager must notify by phone all candidates receiving an onsite interview and not moving forward (rejected) Human Resources will notify by email all candidates receiving a telephone interview and not moving forward (comments are required).

<table>
<thead>
<tr>
<th>Name</th>
<th>Interview Round Rejected</th>
<th>Interview Notification Date</th>
<th>Comments (reasons not selected)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**THE SECTION BELOW IS FOR HR USE ONLY**

**Select Appropriate Taleo Offer Letter**

| Non-exempt Nonacademic Offer WITH Onboarding Process |
| Exempt Nonacademic Offer WITH Onboarding Process   |
| Non-exempt Nonacademic Offer WITHOUT Onboarding Process |
| Exempt Nonacademic Offer WITHOUT Onboarding Process |
| Non-exempt Nonacademic Offer – Internal            |
| Exempt Nonacademic Offer – Internal                |

**Select Optional Paragraphs**

<table>
<thead>
<tr>
<th>Relocation Assistance</th>
<th>Supervisor Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign-on Bonus</td>
<td>Term Appointment</td>
</tr>
<tr>
<td>Transition Bonus</td>
<td>Grant Funded Position</td>
</tr>
<tr>
<td>Contingent on Background Check</td>
<td>Weekend/Overtime/Holiday Work</td>
</tr>
<tr>
<td>Background Check Started and Pending</td>
<td>Changing Work Schedule &amp; Subject to Layoff</td>
</tr>
<tr>
<td>Medical Examination is Required</td>
<td>Building Trades Council Contract</td>
</tr>
<tr>
<td>Immunizations (Rabies/Hepatitis)</td>
<td>UAW Contract</td>
</tr>
<tr>
<td>Acknowledgement of Risk</td>
<td>Vacation Accrual</td>
</tr>
<tr>
<td>Non-disclosure and/or Property Rights</td>
<td>Other:</td>
</tr>
<tr>
<td>Athletics Assistant Coaches</td>
<td>NCAA Certification Testing</td>
</tr>
</tbody>
</table>

**Administrative Pipeline Tools**

<table>
<thead>
<tr>
<th>Reject/Refer - Name</th>
<th>Admin Pipeline Tool - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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