



## ADMINISTRATIVE PRACTICES MANUAL

**SUBJECT: INTERVIEW GUIDELINES**

### **A. INTRODUCTION TO INTERVIEWING**

An Appointing Authority and his/her designee should be knowledgeable regarding Dane County's policies on interviewing and selection. At the very minimum, the following steps should be followed for all selections:

1. Review the policy on Hiring to Fill Civil Service Positions in this manual.
2. Review current policies on selection that pertain to Americans with Disabilities Act, Affirmative Action and Equal Employment Opportunity.
3. When using interview panels, make every reasonable effort to have a panel that is reflective of citizens of Dane County. Panels should not be comprised entirely of members from one gender, race, ethnic, disability or age group.
4. If you need help securing members who are representative of people with disabilities, a different gender, race, ethnic, or age group, contact the Office of Equal Opportunity at 266-4192.
5. Although we encourage diversity on the interview panel, members of the bargaining unit shall not participate in the panel. It is management's right to hire and address staffing needs and it is a conflict of interest having a bargaining unit member selecting a peer.
6. Copies of interview questions can be reviewed by the Office of Equal Opportunity or Employee Relations Division Manager on a periodic basis. Any doubts regarding the phrasing of a particular interview question should be directed to the Office of Equal Opportunity or the Employee Relations Division.
7. Interview questions must be job related and free of bias. Review the following suggested guidelines on how to conduct interviews and select employees. If you have additional questions or concerns please contact the Employee Relations Division or the Office of Equal Opportunity.

### **B. PREPARING FOR THE INTERVIEW**

1. The hiring of capable staff is one of the most important tasks of a supervisor. Staff set the tone for the work environment and more importantly he/she will affect the ability of a supervisor to carry out the mission of the department.
2. An oral interview is the most frequent method used to determine applicant selection. In addition, it is usually a supervisor's first chance to meet an applicant, in some cases the only chance, before making a selection decision. Interviews should serve two purposes: the supervisor should give information about the position to an applicant; and the supervisor should use the interview to gather information about an applicant's qualifications. Note: In some cases for the initial interview, you may want to consider requests or offer the option of a phone interview to applicants who may not live in the area.



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3. Care must be taken to assure that information presented to applicants is not done in a manner that discourages any applicant. This is particularly true when discussing a position with a member of a group that has suffered from past discrimination. Interviews and the arrangements for them are a part of the selection process. It is crucial that they provide a fair and objective evaluation of every applicant's qualifications.

### C. PRE-INTERVIEW CONTACTS

1. The purpose of pre-interview contacts, in addition to providing for the scheduling of interviews, is to supply applicants with enough basic information about a position to allow him/her an opportunity to decide if an interview will be mutually beneficial.
2. If a written notice is to be used to inform applicants of interview times, the following basic information should be included in the notice:
  - a) Classification titles and when different, working titles.
  - b) Beginning pay rate and pay range.
  - c) Work shift hours and schedule.
  - d) Department name and work site location.
  - e) Special requirements.
  - f) Short description of duties.
  - g) The name of a person to contact for interview arrangements.
3. Eligible applicants are usually referred to the employing department from certification lists. In order for an applicant to be on a certification list, an exam process, in most cases, is used to make some basic determinations about the essential qualifications. Interviews can be used to verify the possession of these qualifications, such as current valid licenses or completion of degrees (where appropriate to class specifications).
4. The person designated for applicants to contact for interviews should have enough information about the position to answer applicants' basic questions. Applicants may lose interest if it appears during initial contacts that a department is disorganized.
5. Pressure to fill positions promptly is not an acceptable reason to ignore an applicant's need to arrange his/her schedule.
6. When a written notice is used to arrange interviews, a reply time of seven (7) days should be allowed.
7. Supervisors should try to use written notices to inform candidates of interviews. When it is necessary to use a phone to arrange interviews and repeated attempts to reach an applicant are unsuccessful, the supervisor should then use a written notice.

### D. PLANNING THE INTERVIEW

1. The person who will conduct the interviews should be sufficiently familiar with a position to list the essential knowledge, skills, and abilities (KSA's) and other position-related factors needed for successful performance. It might be helpful to separate these into the following categories:



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### **D. PLANNING THE INTERVIEW (continued)**

- a) Qualifications that are desirable, but may not be absolutely essential.
  - b) Qualifications which are essential for satisfactory job performance but could be restructured.
  - c) Qualifications which are not only essential, but are critical to perform the core responsibilities of the position and cannot be restructured out of the position.
2. In preparing such a list, the class specifications, essential position duties and the supervisor's knowledge of the position should be used when compiling a list of the essential characteristics.
  3. The qualifications used in the position announcement should be the same criteria used to select an employee.
  4. After identifying the essential knowledge, skills, and abilities (KSA's) for each of the major position duties, a list of questions should be developed that are designed to learn about an applicant's possession of related KSA's and other related factors. They may focus on the applicant's previous education and work experience, interest in the position duties and willingness to accept the working conditions, or they may be based on hypothetical situations where the applicant is asked to tell how he/she might handle a particular issue. All questions developed should be position related. The same questions should be asked of all applicants and in a consistent manner.
  5. The purpose of having a list of questions is to assure that each applicant has an opportunity to describe his/her knowledge, skills and abilities as they relate to a position. An applicant's answers should provide a basis for making an informed selection decision.

### **E. QUESTIONS THAT ARE CONSIDERED INAPPROPRIATE AND/OR ILLEGAL**

**The key to lawful employment inquiries is to ask only about those areas that will provide information as to the person's ability to do the job, with reasonable accommodation.**

It is equally important to remember, however, that this list is concerned only with the potential *unlawful* use of information. Quite different considerations are involved when the purpose of seeking information is to carry out an affirmative action program. If some of the information discussed here is needed for post-employment purposes, it can be obtained after the applicant has been selected for employment.

The Employee Relations Division is willing to answer the department's and employee's questions, even if posed anonymously by telephone, about interpretations of discrimination laws and the complaint process itself.

1. **AGE? DATE OF BIRTH?** The Wisconsin Fair Employment Law and the Federal Age Discrimination in Employment Act prohibit discrimination on the basis of age. Wisconsin prohibits discrimination on the basis of age against individuals who are age 40 and over,



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### **E. QUESTIONS THAT ARE CONSIDERED INAPPROPRIATE AND/OR ILLEGAL (continued)**

1. (continued) while federal law covers ages 40 through 70. Answers to these questions could be used unlawfully.

2. **ARRESTS?** Wisconsin law prohibits inquiries about **arrest** records. The only arrest record that may be considered is one involving a pending charge. A past arrest that did not lead to a conviction should not be given any consideration since the person was not proven guilty.

If an applicant has a pending arrest that is related to the job to be performed, an employer can either suspend judgment until the court decision, if possible, or advise the applicant to reapply when the pending charge has been resolved. An employer should never reject an applicant outright, or discharge an employee, because of a pending arrest.

Federal law does not specifically address arrest records, but covers this area when inquiries about arrests tend to exclude members of particular minority groups. (Also see Section 6, Convictions)

3. **AVAILABLE FOR SATURDAY OR SUNDAY WORK?** This question may discourage applications from persons of certain religions which prohibit their adherents from working on Saturday or Sunday. On the other hand, employers may need to know whether an applicant can work on these days. The Wisconsin Fair Employment Law and Title VII of the Civil Rights Act of 1964 both prohibit discrimination on the basis of religion and require accommodation of a person's religious beliefs and practices. Both laws exempt employers from compliance who can demonstrate that they are unable to reasonably accommodate an employee's (or prospective employee's) religious observance or practice without undue hardship on the conduct of the business.

If a question about Saturday and Sunday work is asked, the employer should indicate that a reasonable effort is made to accommodate the religious needs of employees.

4. **CHILDREN UNDER 18? NUMBER OF CHILDREN? AGE OF CHILDREN? WHAT ARRANGEMENTS WILL YOU MAKE FOR CARE OF MINOR CHILDREN?** The purpose of these questions is to explore what the employer believes to be a common source of absenteeism and tardiness. But why explore this area in such an indirect way, and in a way which traditionally applies only to women? There are a number of common causes of absenteeism and tardiness which affect both men and women and which would be worthy of exploration if this is a matter of substantial concern to the employer. In the absence of proof of business necessity, Title VII and Wisconsin law prohibit employers from having one hiring policy for women with pre-school children and another for men with pre-school children.

5. **CITIZEN OF WHAT COUNTRY?** There are Federal guidelines on discrimination because of national origin which contain the following statement: "Because discrimination on the basis of citizenship has the effect of discriminating on the basis of national origin, a lawfully immigrated alien who is domiciled or residing in this country may not be discriminated



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### E. QUESTIONS THAT ARE CONSIDERED INAPPROPRIATE AND/OR ILLEGAL (continued)

5. (continued) against on the basis of citizenship," unless national security requirements mandated by a federal statute or executive order authorize otherwise. State and federal courts have recently declared invalid laws in several states which exclude non-citizens from public employment. Both Wisconsin and federal laws prohibit discrimination on the basis of national origin. In addition, because this question asks of **which** country the applicant is a citizen, it makes it possible to discriminate on the basis of a *particular* national origin.
6. **CONVICTIONS?** The Wisconsin Fair Employment Law prohibits an employer from refusing to employ a person with a conviction record unless the circumstances of the conviction substantially relate to circumstances of the particular job. If the application form makes any inquiry about convictions, it should indicate that a criminal record does not constitute an automatic bar to employment and will be considered only as it relates to the job in question. Further, any person who evaluates information concerning criminal records should be given careful instructions regarding the limited ways in which it may be used.
7. **CREDIT RECORD? (CHARGE ACCOUNTS? OWN YOUR OWN HOME? OWN YOUR OWN FURNITURE? OWN A CAR?)** Answers are almost always irrelevant to performance of the job in question so information requests of this nature could probably be shown to be unlawful unless clearly required by considerations of business necessity.
8. **DISABILITIES?** The Wisconsin Fair Employment Law and the federal Americans with Disabilities Act define a person with a disability as someone who has a record of, or is perceived as having, a physical or mental impairment which makes achievement unusually difficult, or limits the capacity to work.

Under these laws an employer may not make any inquiries regarding a person's health status. However, an employer may ask applicants if they can perform the essential functions of the job, provided all applicants are treated the same.

Also, employers should notify applicants of their willingness to reasonably accommodate a person with a disability.

9. **EDUCATIONAL BACKGROUND?** While an employer may wish to inquire as to an applicant's educational history, care should be taken that only **clearly job-related education** is considered when a hiring decision is made. While a law degree is necessary for a lawyer, there are no positions where a general college degree is a necessary requirement. Rather than asking about a degree or diploma, consideration should be given to how the applicants can actually demonstrate that they have the skills necessary to function in the job. Consideration of degrees or formal education in making hiring decisions may be unlawful when there is a disparate impact on some groups, such as minorities, and the employer is unable to show the degree or education is necessary for the performance of the job.



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### E. QUESTIONS THAT ARE CONSIDERED INAPPROPRIATE AND/OR ILLEGAL (continued)

10. **EYES? HAIR?** Eye color and hair color are not related to the performance of jobs and may serve to indicate an employee's race, religion or national origin.
11. **FIDELITY BOND EVER REFUSED TO YOU?** This question should only be asked when applicants are applying for a position requiring bonding. Even then the information should be used with care, taking into consideration factors such as the length of time since the refusal and the prospective applicant's current bondability.
12. **FRIENDS OR RELATIVES WORKING FOR US?** This question may reflect a preference for friends or relatives of present employees. Such a preference would be unlawful if it has the effect of reducing employment opportunities for women or minorities. It would have this unlawful effect if an employer's present workforce differs significantly in its proportion of women or minorities from the population of the area from which workers are recruited. This question may also reflect a rule that only one partner in a marriage can work for the employer. There is a growing recognition that such a rule hurts women far more often than men and that the rule serves no necessary business purpose.

Under the current interpretations of discrimination on the basis of marital status, it is illegal to refuse to hire someone because that person's spouse works for the same employer. It would **not** be illegal to refuse to hire if one spouse would directly supervise the other, however.

13. **GARNISHMENT RECORD?** This question could have a tendency to exclude members of some groups. Wage garnishments do not affect a worker's ability to effectively perform assigned work.
14. **HEIGHT? WEIGHT?** Some employers impose minimum height or weight requirements for employees that are not related to the job to be performed and which exclude above-average percentages of women and certain nationality groups. Weight and height may be a protected handicap under state law.
15. **HONESTY TESTING? ARE HONESTY TESTS REQUIRED AS PART OF THE EMPLOYMENT APPLICATION PROCESS?** Hiring decisions may not be based on the results of a polygraph test, without the employer considering additional relevant information he/she has obtained independently. Wisconsin law further requires the employer to use only one permitted type of mechanical device that visually, permanently and simultaneously records the person's cardiovascular and respiratory patterns and changes. The applicant must voluntarily submit and the applicant must be so informed in writing and orally. Questions asked must be related to the person's performance or conduct in past or present employment.



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### **E. QUESTIONS THAT ARE CONSIDERED INAPPROPRIATE AND/OR ILLEGAL (continued)**

16. **LOWEST SALARY WILL ACCEPT?** Women generally have held poorer paying jobs than men, and have been paid less than men for the same work. As a result of these past practices, a woman might be willing to work for less pay than a man would find acceptable. It is unlawful, however, to pay a woman less than a male employee who is or was performing the same or similar work.
17. **MAIDEN NAME?** This is not relevant to a person's ability to perform a job and could be used for a discriminatory purpose. For example, a woman's maiden name might be used as an indication of her religion or national origin. This item also constitutes an inquiry into marital status which is discussed in the next section.
18. **MARITAL STATUS?** The Wisconsin Fair Employment Law specifically prohibits discrimination based on marital status. Marital status is defined as the state of being married, single, divorced, separated or widowed. It would violate both Wisconsin and federal law, for example, for an employer to refuse to hire a married woman or pay a married woman less than a married man for the same work because of the belief that the woman's pay represents a second family income while men's pay does not. Finally, an employer could not refuse to hire a person for any job or for particular jobs because of the employer's beliefs concerning morality, parental or family responsibility, or because that person's spouse already works for the employer.
19. **MR., MISS OR MRS.?** This is simply another way of asking the applicant's sex and (for women only) marital status, both of which are irrelevant.
20. **PREGNANT? PLANNING ON HAVING CHILDREN?** Any employer may not refuse to hire a woman, under both Wisconsin and federal employment laws, because she is, or might become, pregnant. To ask this question only increases the likelihood of the employer being charged with discrimination, even if a decision not to hire was made on some other basis.
21. **PRIOR NAME?** An employer might ask if a person has used a different name in previous employment so that the employer can check references. Although traditionally only women have changed their names upon marriage, the agent for the employer should be instructed not to make any assumptions about the reasons for the person's change of name.
22. **SEX?** Wisconsin Fair Employment Law and Title VII prohibit discrimination in employment on the basis of sex except in the very few instances in which sex may be a "bona fide occupational qualification reasonably necessary to the normal operation" of the employer's business. There are virtually no jobs which can be performed by only one sex.
23. **SPOUSE'S NAME?** To the extent that this question asks for marital status, the comments on marital status apply. A spouse's name may also be used as an indication of religion or national origin.



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### E. QUESTIONS THAT ARE CONSIDERED INAPPROPRIATE AND/OR ILLEGAL (continued)

24. **SPOUSE'S WORK?** To the extent that this question also asks for marital status, the comments on marital status apply. In addition, some employers have been reluctant to hire a woman if that would make her the second breadwinner in the family, while there is seldom any objection to hiring a man if that would make him the second family breadwinner. Such a policy is unlawful under Wisconsin law and Title VII.
25. **WIDOWED, DIVORCED OR SEPARATED?** Again, marital status is an illegal basis for a hiring decision. In addition, recent statistics show that many more black than white persons are either widowed, divorced or separated and that a much larger proportion of women than men *in the labor force* is either widowed, divorced or separated. Thus, this question has a potential for adversely affecting women and blacks.

### F. THE INTERVIEW

1. **Do not make assumptions about a person's career plans.** The common assumption is that an individual's career plan indicates something about initiative or ambition. Initiative and ambition are not the same things to everybody. Career planning questions may be viewed as an affront to women returning to the labor market after having raised a family; a young person may not have thought about career planning; an older person may be embarrassed by the topic.

The connection between these ill-defined concepts and an interviewee's description of plans for the future is questionable. Since career planning has no proven relationship to a person's ability to perform most positions, it should not be discussed.

2. **When conducting the interview be sure to set the right atmosphere.** Deciding how to ask questions is just as important as deciding what questions to ask. The way an interview is started will set the tone for what is to follow. The first comments should be designed to establish an atmosphere in which the interviewee is comfortable and feels able to converse freely.
3. **Show respect when greeting an applicant.** The interviewer should try to make the interviewee as relaxed as possible before beginning to discuss the position and to ask the questions which will provide the information needed to make a good selection decision. Specific questions should be driven by the essential requirements of a position. Questions should be framed in a way that stimulates individuals to talk.
4. **Maintain a professional style when asking questions.** There are two general approaches to asking questions, directive questions and open ended questions. Directive questions should be used to obtain factual information such as, "What college did you attend?" or "How long have you been working as a cab driver?"



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### F. THE INTERVIEW (continued)

- a) Directive Questioning The misuse of directive questioning can distort your assessment of the individual being interviewed. For example, to find out about the interviewee's "attitude" toward working with numbers for a clerical position which requires this work, you might say: "You do like to work with numbers, don't you?" This misused directive question tends to elicit a "yes - no" response from an interviewee. As asked above, it will probably get you a "yes" when the interviewee's attitude may be very different.
- b) Open-Ended Open-ended questions are more likely to stimulate interviewees to talk a bit more about attitudes. To obtain such information, the question should be rephrased: "**How do you feel about working with numbers?**" **Some other examples of open-ended questions that might be useful are:**
- 1) What did you like most about your last position?
  - 2) What part of your previous positions did you have the most trouble learning?
  - 3) What positions have you liked the least and why?
  - 4) If you were hired by us, what do you think you would like most about the position?
  - 5) This department's major concern is \_\_\_\_\_: how do you think you could contribute to addressing our concerns?
5. **Construct a good question format.** Interviewers, to the extent possible, should construct questions designed to elicit applicant responses that are potentially verifiable or factual, specific and sample actual behavior.
- |    |  |                              |   |
|----|--|------------------------------|---|
| a) | <b>Verifiable - Factual</b>  |                              | <b>Unverifiable - Interpretive</b>  |
|    | How many full-time employees did you supervise on last job?                                  | <u>rather</u><br><u>than</u> | What aspect of supervision did you find most interesting?                     |
| b) | <b>Specific</b>  |                              | <b>General</b>  |
|    | What were your grades in quantum physics?  | <u>rather</u><br><u>than</u> | How well did you do in school?  |
| c) | <b>Actual Behavior</b>   |                              | <b>Hypothetical Behavior</b>  |
|    | Describe two strategies that you have employed in your previous research in test validation? | <u>rather</u><br><u>than</u> | What kind of strategy do you think you might use to research test validation? |
6. **Gather as much information as possible from the interview.** In addition to questions, there are other sources of information available during the interview. Sometimes an interviewee may digress in response to a question. This digression may lead into areas of discussion which may not have been thought of before and which may be helpful in assessing the interviewee's ability to perform successfully. Don't always cut him or her off immediately, first see where the discussion is going.



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### **F. THE INTERVIEW (continued)**

6. (continued) There may be situations in which it might be necessary to ask questions even though the interviewee seems nervous about discussing a topic. As long as the topic is position-related, there should be no hesitation to try to find out what is needed to make a hiring decision. Almost everyone wants to look as good as possible and people may embellish on their experience and ability almost unconsciously. If there is a need to probe for negative or more factual information, do so as long as the topic is position-related. If the interviewee seems upset by this, explain that a fair evaluation depends on your being sure of everyone's abilities and knowledge, and that some clarification is needed.
7. **There are procedures to follow to ensure a structured interview and various steps to take to reduce sources of errors inherent to interviews.** The most important objective of these controls is to standardize the interviewing process by imposing a relatively high degree of structure.
  - a) Interviews should be conducted in facilities which are reasonably comfortable and free from distractions.
  - b) Provide standardized training for all interviewers in the objectives of the interviewing process and the procedures to follow for interviewing and evaluating applicants.
  - c) A brief orientation should be given to all position applicants to describe the interviewing procedure and answer any questions about the procedure.
  - d) Standard lists of questions must be used for all applicants, with only limited follow-up questions permitted; ask questions in same sequence each time. Concerns related to follow-up questions can be directed to the Employee Relations Division.
  - e) Limit the evaluation of applicants to no more than ten (10) well-defined factors.
  - f) Record all evaluations on standard rating forms.
  - g) Assign someone to coordinate the interviewing process and to make sure that standard procedures are followed.
8. **Prepare the interview panel.** When selecting and instructing individuals who will be conducting interviews, the following steps should be followed to reduce subjectivity and increase the job relatedness of the interviewing process.
  - a) To the extent possible, select interviewers who are both knowledgeable about the type of work to be performed.
  - b) Sensitize interviewers to common sources of rating bias (e.g., stereotypes, over-reaction to negative information, halo effects, etc.).
  - c) Develop all factors to be rated and questions to be asked from an up-to-date analysis of the position in question; select only those factors which can be reasonably evaluated by the interview method.
  - d) Provide each interviewer with an up-to-date description of the position in question, including critical tasks, major worker characteristics needed prior to employment, unusual working conditions and training normally provided after employment.
  - e) Provide explicit instructions to interviewers on what factors they are to rate and what types of information they should and should not use in rating applicants on each factor.



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#### F. THE INTERVIEW (continued)

8.
  - f) Prohibit interviewers (if there is more than one) from discussing his/her ratings with other interviewers.
  - g) Encourage interviewers to take notes during the course of the interview but to withhold making any ratings until the interview is completed.
  - h) Require interviewers to make preliminary ratings of applicants after each interview and final ratings of applicants at the conclusion of all interviews.
  - i) Give the interview panel clear instructions on how to listen to applicant answers.
  - j) Make sure interviewers remain attentive throughout the interview process.
  - k) The interviewer should not be making up his/her mind about the interviewee before the interview is over.
  - l) Ensure candidates are given complete answers to all his/her questions.
  - m) Interviews need to be a fair and objective part of the selection process. If interviewers do not listen carefully, the interview is a waste of everyone's time and the interviewers are not carrying out his/her part of the selection process.
  
9. **Improper practices are occasionally used to discourage candidates.** Unless interviewers avoid these improper practices, interviewers may expect complaints from applicants, including charges of discrimination.
  - a) The interviewer should not emphasize the unpleasant aspects of the position to the exclusion of the positive. The interviewer should give a balanced, accurate picture of the nature of the work.
  - b) Interviewers should not say travel or overtime is required unless they are prepared to accurately state how much, where, and when.
  - c) Interviewers should not hint about existing or possible budget limitations to an interviewee. Interviewers should confine themselves to facts and each applicant can decide what he/she wants to do.
  - d) Promises for reallocations, promotions, or salary increases made to attract desirable applicants when the interviewer does not have authority are inappropriate. Interviewers may realistically discuss the potential for improvement of the applicant's pay. Interviewers should accurately explain that necessary approvals must be obtained to complete such actions.

#### G. FOLLOW UP AFTER INTERVIEWS

Any good interviewer should let interviewees know the results of his/her interviews. Many times the simple fact of having been interviewed sets up expectations on the part of the interviewee. The interviewee may even make some tentative career decisions based on these expectations. It is a good personnel practice, as well as common courtesy to inform interviewees he/she was not selected.



SECTION: HR  
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### **G. FOLLOW UP AFTER INTERVIEWS (continued)**

Each interviewee should be sent a personal letter or contacted by telephone. No matter how it is done, the point is that interviewers have an obligation to the people interviewed to notify him/her of the results of his/her performance on this step in the selection process.

We often receive complaints from applicants who indicate he/she was interviewed (sometimes on several occasions) but were never told the outcome of the interview. Often these complaints are from applicants who were told he/she would be notified after the interviewing was completed. In such instances when proper interview follow-up does not occur, applicants are left with a poor image of Dane County as an employer.

A reasonable amount of time to notify applicants after the last interview and a selection has been made is seven (7) to ten (10) days. If there is going to be a significant time delay between interviews and selection, you should notify the applicants and explain the length and the need for the delay.

**INTERVIEW GUIDES FOLLOW**



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# SAMPLE

### INTERVIEW GUIDE

Candidate \_\_\_\_\_ Interviewer \_\_\_\_\_  
Date \_\_\_\_\_ Position \_\_\_\_\_

| JOB DIMENSION  | COMMENTS  |
|--|---|
| 1. Knowledge of recruitment  | 2 years recruiting hourly personnel for City of Milwaukee, 4 years as Pers. Spec I-II with State in all phases of recruitment. Good knowledge of trade publications, etc. Believes in personal touch & dynamic ad images. |
| 2. Knowledge of testing & job analysis   | 3 yrs as test development supv. for City of Omaha. Has good experience in job analysis as they relate to test validation. 12 credits statistics. Has taken extension course at UC-San Diego in classification techniques. |
| 3. Ability to effectively communicate verbally                                 | Was able to analyze questions well. Thinks before speaking. Gets right to the point. Very convincing delivery and has ability to recognize all sides of issues.   |
| 4. Ability to develop & originate techniques for effective personnel processes | Has developed two orientation programs. Extensive work in personnel policies & procedures manuals. First job was with small manufacturing firm where she set up entire personnel office.                                  |

# SAMPLE

This form can be used if you think it meets your needs but feel free to develop your own form format and content.