Structured interviews have demonstrated a high degree of reliability, validity, and legal defensibility. Therefore, because interviews used to make employment decisions are subject to the same legal requirements as any written employment test or other assessment method, hiring committees are encouraged to use structured interviews. The benefits of consistently selecting quality candidates and reducing the risk of legal challenges far outweigh any costs of adding structure (e.g., additional time and expertise).

Appendix A: Structured Interview Implementation Checklist

1) **Assess the Current Selection Situation.** Explore the need for developing a structured interview and the specific goals for the structured interview.

2) **Determine Where the Structured Interview Fits within the Selection Process.** Determine where to place the structured interview in the selection of job candidates (e.g., after a written test, as the last selection procedure). Typically committees use the interview after candidates have been determined eligible for a given job and rated/ranked on the basis of other assessment tools (e.g., a written test or resume). The interview is then used to verify a candidate's qualifications.

3) **Create a Development and Implementation Plan with Timelines.** Plan the major steps for developing the structured interview, including updating or conducting a job analysis (see DACUM job profiles) convening subject matter experts to develop the interview questions and rating scale, and training interviewers on how to evaluate candidates.

4) **Ensure Compliance of the Plan with Established Guidelines.** Make sure the structured interview process complies with the requirements in the University's Human Resource Department.

5) **Create a Communication Plan and Obtain Commitment to the Plan.** Ensure committee members are aware of the intent of the structured interview.

6) **Establish Structured Interview Team(s).** Identify the development and implementation team, which may include human resources specialists, general foreman, supervisors, and/or employees.

7) **Develop the Structured Interview.** (See Appendix B: Structured Interview Development Checklist)

8) **Administer the Structured Interview.**

9) **Evaluate the Results.** Monitor the implementation of the structured interview to ensure the plan is followed and the intended results are achieved. Adjust the structured interview procedure as necessary.
Interview Committee Overview

This interview process will adopt the best practices associated with performance based hiring.

**Performance based hiring means....**

- The best predictor for *future* performance is *past* performance. Therefore, questions are designed to assess past performance to determine how the candidate might react to real life problems and challenges that they will encounter in this position. The duties do not have to be exact however the skills need to be evident.

- We must put more emphasis on the *doing* rather than the *having*. It's great to have all the right credentials and all of the effort to attain them is acknowledged, but it's what people do with their training, skill and knowledge that matters.

- We interview in a team environment to assess the *motivation, competence and fit* of the candidate. It is not enough to be technically competent. People must also be motivated to do the job we have to offer in the work environment in which we operate.

- Gut feelings and intuition are *not* acceptable input to the hiring decision.

**Expectations:**

- Confidentiality throughout the process is a must. Do not discuss candidates or the interview process outside of our meetings.

- Each person must review and sign the “What you can ask and what you can’t ask” document. Your signature indicates you have read and understand what is legal and illegal to ask in an interview and will only ask legal questions.

- Each person is expected to review the candidate resume before the interview.

- Each committee member must be present for each interview and plan time to stay after to debrief and rank the candidate. Schedule your time to arrive 10 minutes before the interview and remain 20 minutes after.

**Roles:**

- Each person has designated interview questions to ask and specific times to be in charge of note taking during the interview.

- Questions will be structured, but each interviewer is urged to ‘probe’ further into short or unsatisfactory answers that leave you wanting more detail/information and specific examples. Some probing follow-up questions might be: “Please give us an example (look for past performance)” “What were the results?”

- Who, what, where and why help paint a clearer picture. Reframe how you ask the question one or two times to make sure the candidate understands what you are asking.
Structured Performance Based Interview

1. Welcome and Review Job/Motivation

Thank you for coming in today. Based on your understanding please allow me to give you a quick overview of the job.....

What are you looking for in a new job? (pause) Why is having ___ and ___ important to you and why do you think this job meets that criteria?

2. Measure Impact of First Impression

Write down your immediate emotional reaction to the candidate – relaxed, uptight, or neutral. Write down cause. At the end of interview you’ll measure the candidate’s first impression again, when you’re less affected by it.

3. Review Work History and Background

Please tell me about your most recent job. What was your position, your responsibilities, and any recognition you received?

Tell me about your schooling and advanced training and how they have helped prepare you for this position.

4. Assess 2-3 Major Accomplishments

Can you please tell me about a major one-time project or accomplishment?

Or, consider a project or event that you are quite proud of.

One major project we’re now working on is (describe).

Please tell me about something comparable you’ve led.

5. Assess 1-2 Major Team Accomplishments Fact-finding & Hot Tips

Can you please tell me about a major team accomplishment? Consider one where you led the team, and one where you were a key member of the team.

6. Discuss 1-2 Major Job-related Problems Fact-finding & Hot Tips

One major problem we’re now facing is ______________. How would you go about addressing this? What would you need to know and how would you plan it out? What have you done that’s most similar?

7. Determine Interest and Recruit Fact-finding & Hot Tips

I’m impressed with some of the work you’ve done. What are your thoughts now about this job? Is this something you’d like to consider further? Why? Why not?

8. Reassess first impression against data gathered during the interview.
### What You Can Ask and What You Can’t – Legal/Illegal Interview Questions

**IMPORTANT – All settings, including informal gatherings with department members who are not members of the search committee, are considered to be part of the interview of the candidate. Everyone who will have contact with candidates should be made aware of areas of inquiry that are not appropriate or illegal questions that should not be asked in order to avoid future complaints.**

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<tr>
<th>AREA OF INQUIRY</th>
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| **Address/ Housing/Length of Residence** | CAN ASK:  
- Place and length of current and previous address ("How long have you lived in [city]?")  
- For applicant’s phone number or how s/he can be reached | IT IS ILLEGAL TO ASK/REQUEST:  
- Specific inquiry into foreign addresses that would indicate national origin  
- Names or relationship of persons with whom applicant resides  
- Whether applicant rents or owns home |
| **Age** | BEFORE HIRING ONLY:  
- If a minor, require proof of age in the form of a work permit or a certificate of age  
- If age is a legal requirement, can ask "If hired, can you furnish proof of age?" or a statement that hire is subject to verification of age  
- Whether or not an applicant is younger than the employer's regular retirement age | IT IS ILLEGAL TO ASK/REQUEST:  
- About the age or age group or date of birth of the applicant  
- Birth certificate or baptismal record before hiring  
- Questions that would tend to identify persons between 40 and 60 years of age. |
| **Ancestry/ Birthplace/ National Origin** | CAN ASK:  
- "After employment, can you submit a birth certificate or other proof of U.S. citizenship or other proof of the right to remain in or work in the U.S.?"  
- About foreign language skills (reading, speaking, and/or writing) if relevant to the job | IT IS ILLEGAL TO ASK/REQUEST:  
- If an applicant is native-born or naturalized  
- The birthplace of applicant  
- Questions which identify customs or denomination  
- About birthplace of his/her parents, grandparents and/or spouse or other relatives  
- Require applicant submit a birth certificate or naturalization or baptismal record before employment  
- About any other inquiry into national origin (for applicant or his or her spouse or parents; maiden name of wife or mother)  
- First language  
- Date of arrival in U.S.  
- Port of entry |
| **Citizenship** | CAN ASK:  
- Whether a U.S. citizen  
- If no, whether intends to become one  
- If you are not a U.S. citizen, do you have the legal right to remain permanently in the U.S.?  
- If not a citizen, are you prevented from lawfully becoming employed because of visa or immigration status?  
- If spouse is a citizen  
- Statement that, if hired, applicant may be required to submit proof of citizenship. | IT IS ILLEGAL TO ASK/REQUEST:  
- "Of what country are you a citizen?"  
- If native born or naturalized (for applicant or his or her parents or spouse)  
- Proof of citizenship before hiring  
- Whether parents and/or spouse is native born or naturalized  
- Date of citizenship (for applicant or his or her parents or spouse) |
| **Credit Rating** | NO questions may be asked regarding credit. | You may not ask ANY questions regarding credit. |
| **Criminal Record (Arrests and Convictions)** | CAN ASK:  
- About actual convictions other than misdemeanors that relate reasonable to fitness to perform a particular job  
- About convictions or imprisonment if crimes relate to job duties and conviction or release from imprisonment occurred within the last ten years | IT IS ILLEGAL TO ASK/REQUEST:  
- To inquire about arrests without convictions  
- Check into a person’s arrest, court, or conviction record if not substantially related to functions and responsibilities of the particular job in question.  
- About any involvement in demonstrations |
| **Disabilities (continued on next page)** | Accommodations for the interview must be provided. Be careful how applicants with disabilities are evaluated. Do not make judgments based on communication skills of people with hearing and speech impairments. To inquire for the purpose of determining applicant’s capability to perform the job. (Burden of proof for non-AN EMPLOYER  
The Rehabilitation Act of 1973 forbids employers from asking job applicants general questions about whether they are disabled or asking them about the nature and severity of their disabilities. Don’t ask the applicant about what kind of accommodation(s) he or she may need until after the
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<th>AREA OF INQUIRY</th>
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<td>Disabilities (continued from previous page)</td>
<td>interviewer has established that the applicant is qualified for the job and is considering that person for employment. An employer must be prepared to prove that any physical and mental requirements for a job are due to “business” necessity” and the safe performance of the job. Except in cases where undue hardship can be proven, employer must make “reasonable accommodations” for the physical and mental limitations of an employee or applicant. Includes alteration of duties, alteration of physical setting, and provision of aids. To exclude disabled applicants as a class on the basis of their type of disability. (Each case must be determined on an individual basis by law.)</td>
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<td>Education</td>
<td>CAN ASK:</td>
<td>IT IS ILLEGAL TO ASK/REQUEST</td>
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<td></td>
<td>• What academic, professional or vocational schools attended</td>
<td>• Specifically ask the nationality, racial or religious affiliation of schools attended</td>
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<td></td>
<td>• About language skills such as reading and writing foreign languages</td>
<td>• To ask how foreign language ability was acquired</td>
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<td></td>
<td>• Office skills</td>
<td></td>
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<tr>
<td>Emergency notification</td>
<td>• Name and address of persons to be notified in case of accident or emergency</td>
<td>IT IS ILLEGAL TO ASK/REQUEST</td>
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<tr>
<td>Experience</td>
<td>CAN ASK ABOUT:</td>
<td>IT IS ILLEGAL TO ASK/REQUEST</td>
</tr>
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<td></td>
<td>• Applicant’s work experience, including names and addresses of previous employers, dates of employment, reasons for leaving, and salary history</td>
<td>• Name and address of relatives to be notified in case of accident or emergency</td>
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<td></td>
<td>• Other countries visited</td>
<td></td>
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<tr>
<td>Family/Relatives</td>
<td>CAN ASK:</td>
<td>IT IS ILLEGAL TO ASK/REQUEST</td>
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<td></td>
<td>• If the spouse is employed at MTU <strong>(CANNOT ASK NAME)</strong></td>
<td>• Name of a spouse</td>
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<td>• Names of applicant’s relatives already employed by company</td>
<td>• Whether or not a spouse is employed</td>
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<td>• Names and addresses of parents or guardian of minor applicants</td>
<td>• How much a spouse earns</td>
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<td></td>
<td><strong>AFTER HIRING ONLY:</strong></td>
<td>• Whether or not a spouse is subject to transfer</td>
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<td></td>
<td>• To ask name, relationship and address of person to be notified in case of emergency</td>
<td>• Questions about any relative of a candidate</td>
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<td><strong>AFTER HIRING ONLY:</strong></td>
<td>• Names of relatives not working for the institution</td>
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<td></td>
<td>• To ask name, relationship and address of person to be notified in case of emergency</td>
<td>• Name or address of any relative of adult applicant, other than those employed by institution</td>
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<tr>
<td>Gender/Sex</td>
<td>Inquiry as to sex or restriction of employment to one’s sex is permissible only where a <em>bona fide occupational qualification</em> exists. Burden of proof is on the employer to prove that the BFOQ does exist and that all members of the affected class are incapable of performing the job. CAN INFORM:</td>
<td>IT IS ILLEGAL TO ASK/REQUEST</td>
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<td>• That the institution is an equal opportunity employer</td>
<td>• Sex of applicant</td>
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<td><strong>AFTER HIRING ONLY:</strong></td>
<td>• Anything which would indicate gender unless job related. (Only such jobs in education would be a full time locker room or restroom attendant.)</td>
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<td>• Can ask about gender for affirmative action plan statistics</td>
<td>• Sex is not a BFOQ because a job involves physical labor beyond the capacity of some women, nor can employment be restricted just because the job is traditionally labeled “men’s work” or “women’s work”</td>
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<td><strong>IT IS ILLEGAL TO ASK/REQUEST</strong></td>
<td>• Sex cannot be used as a factor for determining whether an applicant will be satisfied in a particular job</td>
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<td>• Whether or not a spouse is employed</td>
<td>• Avoid questions concerning applicant’s height or weight unless you can prove they are necessary requirements for the job to be performed.</td>
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<td></td>
<td>• How much a spouse earns</td>
<td></td>
</tr>
<tr>
<td>Health/Physical Condition</td>
<td>May ask ”Do you have any physical, mental or sensory handicaps which might affect work performance or which should be considered in job placement?”</td>
<td>May NOT ask</td>
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<tr>
<td></td>
<td><strong>IT IS ILLEGAL TO ASK/REQUEST</strong></td>
<td>• “Do you have any handicaps?” or questions that divulge handicaps which do not relate to the job.</td>
</tr>
<tr>
<td>Marital/Parental Status (continued on next page)</td>
<td><strong>BEFORE HIRING:</strong></td>
<td>• Any questions regarding having received worker’s compensation.</td>
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<td></td>
<td>• Whether applicant can meet specified work schedules or has activities, commitments, or responsibilities that may hinder the meeting of work attendance requirements. If such questions</td>
<td>• About marital status before hiring (married, single, divorced, engaged, etc.)</td>
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<td><strong>IT IS ILLEGAL TO ASK/REQUEST</strong></td>
<td>• About the number and age of children</td>
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<td>• Information on child-care arrangements</td>
<td>• Information on child-care arrangements</td>
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<td>AREA OF INQUIRY</td>
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| Marital/Parental Status (continued from previous page) | are asked, they must be asked of both sexes.  
• Inquiries, made to both males and females, as to a duration of stay on job or anticipated absences  
AFTER HIRING ONLY:  
• Married or single status for insurance and tax purposes  
Number and ages of dependents and age of spouse for insurance and tax purposes | • About pregnancy and if applicant plans to have (more) children  
• Any question that directly or indirectly results in limitation of job opportunity in any way |
| Military Service | CAN ASK:  
• Inquiry into service in U.S. armed forces  
• Branch of service and rank attained  
• Any education or job related experience as it relates to a particular job  
• Require military discharge certificate after hiring | IT IS ILLEGAL TO ASK ABOUT OR REQUEST  
• Military records  
• Military service of any country other than the U.S  
• Type of discharge |
| Miscellaneous | Notice to applicants that any misstatements or omissions of material facts in the application may be cause for dismissal | IT IS ILLEGAL TO ASK/REQUEST  
• About the name that would indicate applicant’s lineage, ancestry, national origin, or descent  
• If a woman is Miss, Mrs. or Ms.  
• Applicant to give maiden name or any previous name s/he has used  
• About names which have been changed by court order, marriage or otherwise |
| Name | For access purposes inquiry into whether the applicant's work records are under another name  
CAN ASK:  
• Have you worked for this organization under a different name?  
• Is any additional information relative to change of name, use of an assumed name or nickname necessary to enable a check on your work and educational record? If yes, please explain. | IT IS ILLEGAL TO ASK/REQUEST  
• To request listing of all clubs applicant belongs to or has belonged to  
• Names of organizations to which the applicant belongs if such information would indicate through character or name the race, religion, color, or ancestry of the membership |
| Organizations | CAN ASK:  
• Organizational membership (professional, social, etc.) so long as affiliation is not used to discriminate on the basis of race, religion, sex, national origin or ancestry  
• Offices held, if any | IT IS ILLEGAL TO ASK/REQUEST  
• About the name that would indicate applicant’s lineage, ancestry, national origin, or descent |
| Other Qualifications | CAN ASK:  
• About any area that has a direct reflection on the job applied for | IT IS ILLEGAL TO ASK/REQUEST  
• Any non job related inquiry that may present information permitting unlawful discrimination |
| Photographs | AFTER HIRING ONLY:  
• May be required for identification purposes | IT IS ILLEGAL TO ASK/REQUEST  
• Photographs before hiring (either requirement or request at his/her option)  
• To take pictures of applicants during interviews |
| Physical Data | CAN REQUIRE:  
• Applicant to prove ability to do manual labor, lifting and other physical requirements  
• A physical examination | IT IS ILLEGAL TO ASK/REQUEST  
• To ask height and weight, impairment or other non specified job-related physical data |
| Race/Color (also see Ancestry/Birthplace/National Origin) | • Can indicate that the institution is an equal opportunity employer  
AFTER HIRING ONLY:  
• Can ask race for affirmative action plan statistics | IT IS ILLEGAL TO ASK/REQUEST  
• Any inquiry that would indicate race and/or color  
• Color of applicant’s skin, eyes, hair  
• Any other questions directly or indirectly relating race or color |
| References | CAN ASK:  
• By whom were you referred for a position here?  
• Names of persons willing to provide professional and/or character references for applicant  
• General and work references not relating to race, color, religion, sex, national origin or ancestry | IT IS ILLEGAL TO ASK/REQUEST  
• To request references specifically from clergy or any other persons who might reflect race, color, religion, sex, national origin or ancestry |
| Religion/Creed | CAN ADVISE:  
• An applicant about normal hours and days of work required by the job to avoid possible conflict with religions or other personal convictions | IT IS ILLEGAL TO ASK/REQUEST  
• Applicant’s religions denomination or affiliation, church, parish, pastor, or religious holidays observed  
• Applicants may not be told that any particular religious groups are required to work on their religious holidays.  
• About applicant’s religion or religious customs and/or holidays  
• Recommendations from church officials |
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<td>Work Schedules</td>
<td>• To ask willingness to work required work schedule (choice of work days, shifts, etc.)&lt;br&gt;• To ask if applicant has military reservist obligations</td>
<td>IT IS ILLEGAL TO ASK/REQUEST&lt;br&gt;• To ask willingness to work any particular religious holiday</td>
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</table>

**You can discuss/ask:**
- The duties and responsibilities of the job. Ask questions that are relevant to the job itself.
- The organization’s mission, programs, and achievements.
- Career possibilities and opportunities for growth, development, and advancement.
- Where the job is located, travel, mobility, equipment, and facilities available.
- The individual’s qualifications, abilities, experience, education, and interests.
- What the person has done in previous job experience that makes them able to perform the job for which they have applied.
- What job related educational experience the applicant has that makes the individual able to do the job.
- What problems the applicant had on previous jobs, what he or she liked or disliked.
- If a topic (disability, religion, race, etc.) is brought up by the candidate you can discuss it - but it is not to be used as a reason for non-hire.

**You MAY NOT discuss/ask:**
- You may not ask questions about race, color, national origin, religion, sex, sexual orientation, disability, age, or ancestry.
- You may not ask in a series of interviews for a given position, questions directed at one sex and not of the other.
- You may not ask if a candidate has filed or has threatened to file discrimination charges.
- You may not ask questions about one's credit rating or request financial data.
- You may not ask for original name of an applicant whose name has been changed by court order or otherwise.
  - You may ask for applicant's full name.
  - You may also ask: "Have you ever worked for MTU under a different name? Is any additional information relative to a different name necessary to check your work record? If yes, explain."
- Do not ask applicant how long he/she intends to work.
- Do not ask general questions about high school or college degrees unless you can prove the educational degree inquired about is necessary to perform the job.
- Be professional and consistent in addressing men and women. If using first names, do so for all candidates.
- Avoid flirting, patronizing, or making sexual/ethnic jokes during the interview.
- In making a selection or recommendation, avoid making assumptions such as the following:
  - Supervisors or managers might prefer men or employees of certain ethnic/racial origins
  - Clients or customers might not want to deal with women or minorities
  - Women’s work might lack credibility
  - The job might involve unusual working conditions that would disqualify the applicant
- Do not place undue emphasis on conditions of employment (such as travel, heavy lifting, long hours, etc.) in hope of discouraging the candidate and getting him or her to withdraw from the competition.
- If asked, give accurate information about the number of women or minority employees already in the organization. If a candidate asks, and if you don’t have women or minorities in your own department, then you may arrange for the person to meet other women or minority staff members if asked to do so. Do not assume that this person will necessarily want to meet other women or minority employees.
- If you’re going to discuss the town or city, mention everything and do not try to over-emphasize the town’s aspects, such as the town is a good place for families and bring up children.
- In general, avoid references to a candidate’s personal happiness (i.e., social and/or sexual). Don’t assume that your town or city is not the place for a single person or for minorities.
- Obviously, do not indicate that you’re interested in hiring a women or minority person as a statistic to improve your department’s Affirmative Action/Equal Employment Opportunity profile. It’s unlawful and an insult to apply different standards based on an applicant’s sex or minority status.
- Treat the applicant like an adult; don’t be patronizing.

**Any inquiry should be avoided that, although not specifically listed among the above, is designed to elicit information as to race, color, ancestry, age, sex, religion, disability, or arrest and court record unless based upon a bona fide occupational qualification.**

**Sources**
- University at Albany - State University of New York  [http://hr.albany.edu/content/sflegalq.asp](http://hr.albany.edu/content/sflegalq.asp)
- MTU Hiring Guide  [http://www.admin.mtu.edu/hro/forms/whatyoucanandcantasklongversionmay05.pdf](http://www.admin.mtu.edu/hro/forms/whatyoucanandcantasklongversionmay05.pdf)
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<tr>
<th>Core Predictors</th>
<th>Foreman #1</th>
<th>Foreman #2</th>
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<tr>
<td>Work History</td>
<td>3 - Success in comparable environments.</td>
<td>3 - Has all the skill levels.</td>
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<td>4 - Exceeds expectations in similar environments.</td>
<td>4/5 - Has skills plus demonstrated ability to use them in an important way.</td>
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<td>5 - Ties success from comparable environments to applying environment and</td>
<td>3 - Demonstrates the ability to get the job done.</td>
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<td>demonstrates how to incorporate proven success.</td>
<td>4 - Gets the job done while improving the process.</td>
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<td>5 - Doesn't fail regardless of challenges.</td>
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<td>Team Skills/Leadership</td>
<td>3 - Candidate provides several examples of cooperating with others &amp;</td>
<td>3 - Candidate provides examples of influencing people outside their Dept.</td>
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<td>development teams.</td>
<td>4 - Demonstrates the ability to inspire others to lead.</td>
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<td>5 - Superior management skills that involve anticipating problems before they occur.</td>
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<td>5 - Same skills plus demonstrated pattern of recognizing ways to improve.</td>
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<td>Problem Solving</td>
<td>4 - Candidate has consistently received greater than avg appraisal scores.</td>
<td>4 - Candidate provides examples of influencing people outside their Dept.</td>
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<td>5 - Consistently shows a pattern of growth over time involving work and</td>
<td>5 - Demonstrates the ability to inspire others to lead.</td>
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<td>standards.</td>
<td>5 - Same skills plus demonstrated pattern of recognizing ways to improve.</td>
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<td>Planning Mgt &amp; Organizational Skills</td>
<td>3 - Strong planning, organizing or managing skills of similar size to job needs.</td>
<td>3 - Accomplishments took place in similar environment</td>
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<td>4 - Demonstrate the ability to overcome problems and handling projects</td>
<td>4/5 - Person thrives in your environment or very similar environment in similar role.</td>
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<td>beyond the scope of the job.</td>
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<td>5 - Same skills plus demonstrated pattern of recognizing projects to</td>
<td>5 - Overdue for promotion.</td>
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<td>improve performance</td>
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<td>Culture</td>
<td>3 - Capacity to get promoted in a reasonable amount of time.</td>
<td>3/4 - Combination of sincerity and examples of self.</td>
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<td>4 - Person could be quickly promoted based on past performance of</td>
<td>5 - Role model and sets standards of commitment and values for the group.</td>
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<td>succeeding in promotions.</td>
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<td>Growth/Potential</td>
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<tr>
<td>Characteristics</td>
<td></td>
<td>3/4 - Combination of sincerity and examples of self.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 - Role model and sets standards of commitment and values for the group.</td>
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Fact Finding Role Play

➢ Interviewer asks one of the following questions:

1) Can you please describe a major career accomplishment that represents your best work?
2) Please share a major team accomplishment you believe represents your skills in leading a team?
3) Please explain an example of when you had to employ your strategic planning skills in a complex project.

➢ Interviewee answers honestly, drawing on own career experiences

➢ Observer answers the following questions and provides feedback to interviewer

1) An example of when you narrowed in and sought a specific fact was:

2) Details you secured were:

3) Perhaps more detail around _________________ might have been useful