



Search Committee Handbook 2022

William Paterson University
Human Resources Division
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Introduction

Congratulations for being chosen to participate in search and selection at WP. You are impacting the future of William Paterson University through your search committee service.

The goal of the search committee is to attract, vet, and recommend the most qualified candidates from among the available talent. We are seeking individuals who have the necessary **hard skills combined with the soft skills** needed for success in the role. We want to hire candidates who are willing and able to put students first. Putting students first, in all WP roles, will contribute to student retention.

Your input is highly valued. It is critical that you thoroughly understand your role in the WP search and selection process. This search committee handbook is designed to provide you with the necessary tools to complete this task.

Search Process Overview

- **Charging a Search Committee.** Both the Director of Talent Acquisition, as a designee of the Chief Diversity Officer and the hiring manager will be invited to the charging meeting. The search committee will be instructed on the contents of this handbook.
- **Managing the inflow of candidates.** Candidates will arrive through passive means from postings on Higher Ed Jobs, The Chronicle of Higher Education, and Diverse Issues. You are encouraged to assist this passive acquisition by actively posting the position and sourcing candidates through your own LinkedIn profile, professional associations, and peer-to-peer networking. A link with your specific open position is available for your use.
- **Dispositioning candidates.** The Search Committee will determine candidate dispositions and the Search Committee Chairperson will create and send Affirmative Action Form 1 to the hiring manager and the Director of Talent Acquisition through the HireTouch Applicant Tracking System. Affirmative Action Form 1 will be reviewed by the Director of Talent Acquisition for diversity and, after any recommendations are made to the search committee, a recommendation will be made to the Chief Diversity Officer for approval based on equity. The Chief Diversity Officer may make other equity recommendations and will ultimately place a note of approval in the HireTouch system. The Director of Talent Acquisition will inform the search committee that they may move to interviewing pending the hiring manager also approving Affirmative Action Form 1 in the HireTouch system.
- **Interviewing** – In addition to matching candidates with necessary *hard skills*, the Search Committee should vet candidates for *soft skills* utilizing behavioral interviewing. A list of competencies and behavioral prompts can be found in Appendix B. This type of interviewing will help uncover whether or not candidates have the necessary attributes and traits (soft skills) to be successful in the position.

Making recommendations to the hiring manager. The Search Committee will determine which candidates to put forth for the hiring manager to review for hiring. The Search Committee Chairperson will create and send Form 2 through the HireTouch system to the Hiring Manager and to the Director of Talent Acquisition with the recommended candidates listed in alphabetical order. Form 2 will be reviewed by the Director of Talent Acquisition for diversity and a recommendation will be made to the Chief Diversity Officer for approval based on equity. The Chief Diversity Officer may make other equity recommendations and will ultimately place a note of approval in the HireTouch system.

The Director of Talent Acquisition will inform the search committee that they move to making hiring decisions pending the hiring manager also approving Form 2 in the HireTouch system. Moving forward with less than three recommended candidates requires a waiver from the University President. In those cases, the Director of Talent Acquisition will request a waiver from the University President and suggest consultation with the Chief Diversity Officer. Should the President grant a waiver, an approval note will be placed in HireTouch.

Diversity

A significant part of the University's equity and diversity mission is to recruit, develop, and retain a diverse faculty and staff. The goal is to hire the candidate who is best qualified for the success of the position, department, division, and university.

We are seeking and welcome diversity among applicants. It is imperative that search committee members are mindful about how implicit bias and implicit stereotyping can contribute to derailing good intentions to create and maintain a culture of equity and diversity.

Implicit bias, or implicit stereotyping occurs when unconscious and unintentional attributes or qualities are ascribed to people based solely on their membership, or perceived membership in a certain ethnic or social groups. Unconscious stereotyping is shaped through life experiences and are based on learned associations between qualities and social categories, such as race and gender.

Learned connections are formed at early developmental stages through media, news, direct experiences and through listening to the experiences of others. It takes effort to move past these learned inferences to get to a place where unintentional bias is disconnected from the task at hand, which is to view everyone for the individual differences they bring.

Three ways to consciously overcome implicit bias, or implicit stereotyping are to:

- be aware of unconscious and unintentional attributing to others.
- be motivated to focus on how your bias can contribute to your decisions.
- be careful to keep candidate evaluations grounded in fact and tailored to open position.

<https://business.tutsplus.com/tutorials/what-is-unconscious-bias--cms-31455>

We are requesting your proactive participation in casting a wide net through your social and professional networks to reach and invite candidates from a variety of backgrounds to apply for open positions.

Some Legal Aspects of Interviewing

Interviewing is one of the most important stages in the search and selection process. At this stage, the committee is assessing the qualified applicants and the applicants are assessing the position and WP.

There are inquiries and conversations that are prohibited because they bring up information that may lead to (or appear to lead to) a biased decision. Generally, these are called protected classes.

SUBJECT	PROHIBITED	PERMITTED
Age	Age, birth certificate, other inquiries relating to date of high school or college graduation	NONE
Arrest and Conviction Record	Any inquiry related to arrests.	Inquiries about convictions reasonably related to performing the job in question AFTER applicant has been interviewed.
Citizenship	Any inquiry about citizenship or whether the applicant is or intends to become a US citizen.	Whether the applicant is legally eligible to work in the US and if they will require sponsorship.
Creed, Affiliation	Any inquiry related to applicant's private organizational or political affiliations	NONE
Disabilities	Any inquiry about the existence, nature or severity of a disability.	Applicants may generally be asked about their ability to perform specific job functions with or without accommodations.
Education	Whether or not the applicant is a high school graduate.	Inquiries regarding degrees, coursework or equivalent experience relevant to a particular job.
Family, Marital, Civil Union, Domestic Partnership Status	Any inquiry related to applicant's status or number of dependents.	Questions about whether or not applicant can meet specific work requirements such as specific work schedule, travel, attendance. Ask all applicants

SUBJECT	PROHIBITED	PERMITTED
Memberships, Organizations	Any inquiry about membership in an organization which reflects religion, national origin, race, gender, or applicant age.	Questions about membership in any trade, or professional organizations unless membership would indicate religion, national origin, race, sex, age, or marital status.
Military Service	(a) Military experience other than US Armed Forces; (b) National Guard or Reserve Unit; (c) Dates, conditions, type of discharge.	(a) Military experience in US Armed Forces only when used for employment history; (b) Whether applicant has received any notice to report for Armed Forces duty.
Name	Inquiries to determine national origin, ancestry or marital status.	Whether applicant has ever worked under a different name. Whether any other information, such as a nickname, is needed to check applicant's work and educational record.
National Origin	Inquiries related to lineage, ancestry, national origin, descent, parentage, nationality	Whether applicant is legally eligible to work in the US.
Photographs	Requesting a photograph before interviewing or hiring	NONE
Race, Color	Inquiries related to applicants race, skin color, eyes, hair, or other questions directly or indirectly indicating race or color.	NONE
Religion	Inquiries related to applicant's religious preference, affiliation, or observed religious holidays.	NONE
Sex, Gender, Pregnancy related questions	Whether applicant is male or female; pregnant or intending to become pregnant.	NONE
Sexual orientation, Gender Identity, Gender Expression	Inquiries to determine applicant's sexual orientation or gender identity or expression.	NONE
Union Affiliation	Inquiries about union affiliation	NONE

Interviewing - Finding the attributes and traits needed for success in the role

Each position requires personal attributes and traits, or soft skills, in order to be successful in the role. These soft skills are in addition to the hard skills of education, experience, capabilities, and abilities needed on the job. Behavioral Interviewing will help search committees uncover and discuss needed personal attributes, traits, and soft skills. Here are the steps:

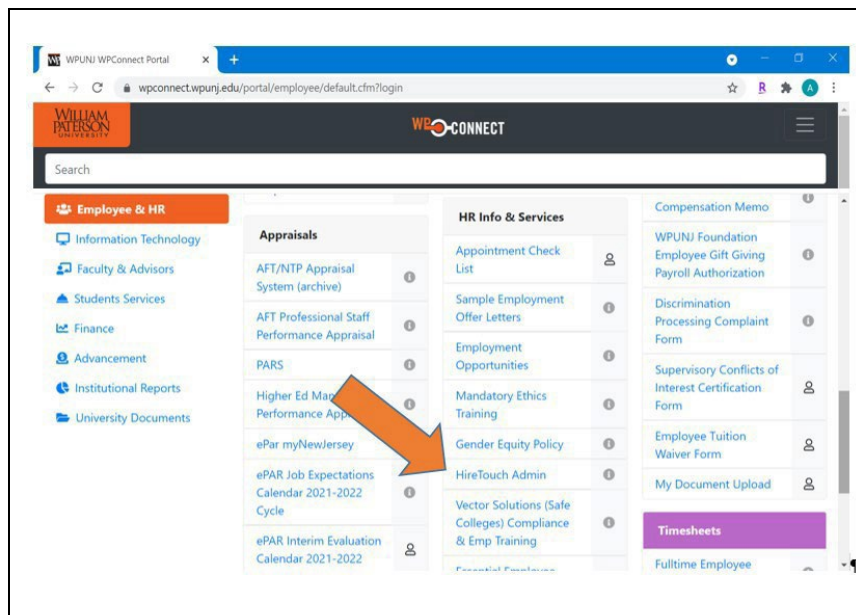
- 1) Review the personal attributes and traits, soft skills, competencies on the job posting that have been deemed necessary for success in the position.
- 2) Choose or create **behavioral prompts/questions** from the list in Appendix B in this Search Committee Handbook that would elicit a story to uncover whether or not your candidate has the necessary competencies.
- 3) **Discuss as a group, before asking the questions, what required competencies you are listening for in the candidates' stories?**
- 4) Record your impressions. You may want to use the **Search Committee Interview Record found at the end of this handbook** for that purpose.
- 5) Discuss your impressions with committee members immediately following the interview, before interviewing other candidates.

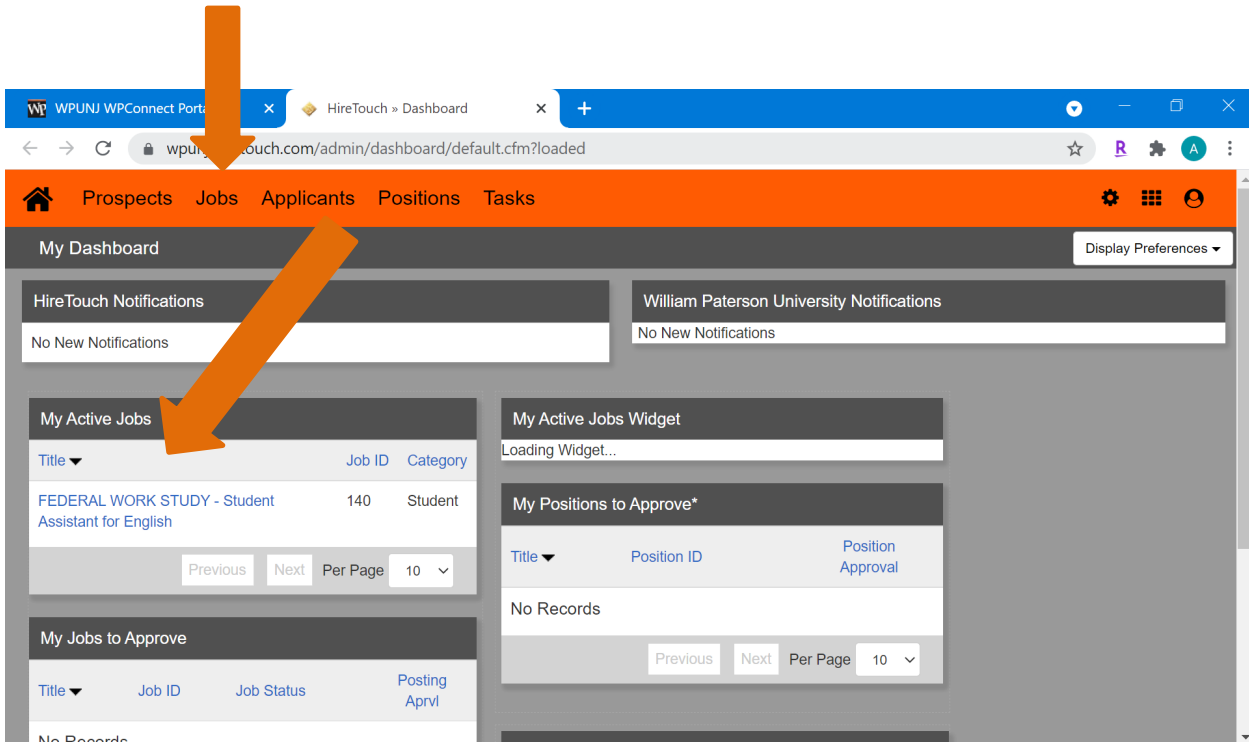
HireTouch Applicant Tracking System (ATS)

The HireTouch Applicant Tracking System (ATS) streamlines the search and selection process. This technology facilitates an efficient process, saves approval time, improves communication flow, and more.

Here are some helpful screenshots to get you started:

Entering the system - sign onto your WP Connect account as usual. Go to the Employee tab. Go to HR Info and Services. Click on HireTouch Admin (orange arrow).





Dashboard - Your HireTouch dashboard will show MY ACTIVE JOBS for positions in which you are a search committee member or chair, hiring manager, or position administrator. Click on a position to open it up OR click on the JOBS tab on the orange line and type in the position name. The system will recognize the name and provide you a link to click.

Applicant Status – Move over one tab from Jobs to Applicants. The status column information refers to the status of the candidate's application, interpreted as follows:

- Submitted*: completed application package.
- Incomplete*: material is missing from the application package.
- Pre-screen complete*: (another form of incomplete) applicant did not proceed after completing the pre-screening questions.
- Self-eliminate*: applicant failed to meet qualifications as vetted by pre-screening questions
- Complete*: All material submitted.

Note: In order to review any incomplete applications or invite an applicant to complete an application, *all* incomplete applications must be reviewed and/or *all* candidates in that category must be invited to complete incomplete applications.

The screenshot shows the HireTouch Candidate Dashboard for William Paterson University. The page title is "My Applicants". There is a search bar with "Search", "Advanced Search", and "Clear" buttons. Below the search bar is a table of applicants. An orange arrow points to the "Status" column header in the table.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Search															Applicant Status
															Applicant Status
<input type="checkbox"/>	Name ▼		Status	Date Applied	Disposition Code							Bulk Docs	Job Status	Job ID	
<input type="checkbox"/>	Abrishami, Kamran		Incomplete	04/03/2018	F - Incomplete application								Filled	32	
<input type="checkbox"/>	Agnew, Di Onne		Submitted	09/13/2018	I - Qualified but not judged to be among the top applicants								Posted Internal	140	
<input type="checkbox"/>	Ahmed, Sakib		Submitted	02/21/2020	**Select Disposition								Posted Internal	140	
<input type="checkbox"/>	Alammari, jamal		Submitted	01/22/2019									Posted Internal	140	
<input type="checkbox"/>	Arrighi, Jessica		Submitted	04/01/2018	I - Qualified but not judged to be among the top applicants								Filled	32	
<input type="checkbox"/>	Asare, Justin		Submitted	09/27/2018									Posted Internal	140	
<input type="checkbox"/>	Asitimbay, Sasha		Submitted	09/06/2018	I - Qualified but not judged to be among the top applicants								Posted Internal	140	
<input type="checkbox"/>	Bajraktari, Jona		Submitted	08/28/2019	**Select Disposition								Posted Internal	140	
<input type="checkbox"/>	Berthelmy, Sebastian		Submitted	04/24/2020	**Select Disposition								Posted	140	

Reviewing candidate documents – Click on a name to review a candidate’s documents (list view)

The screenshot displays the WPU NJ Hiretouch Portal interface. The browser address bar shows the URL: <https://wpunj.hiretouch.com/admin/candidates/show.cfm?userID=168791&jobID=140>. The page title is "Sasha Asitimbay". The interface is divided into several sections:

- Demographics:** Name: Sasha Asitimbay, Address: 17 Vanderbeck Place, Hackensack, New Jersey 07601, Home Phone: 2017415105, Cell Phone: 2017415105, Email: sashaasitimbay@icloud.com, Current Employee: No, Employee ID: 855730508, Registered: September 6, 2018 at 11:58 AM, Last Updated: May 14, 2019 at 7:39 PM.
- Correspondence (2):** Last Updated: 09/25/2018 at 7:12 PM. Includes "Application - Completed" (Sent Thu 9/6/18 at 12:36 PM) and "Regret - General Letter" (Sent Tue 9/25/18 at 7:12 PM).
- Documents (2):** Last Updated: 09/06/2018 at 12:35 PM. Includes "Employment Application - Student" (type: Application, Thu 9/6/18 at 12:35 PM) and "Pre-Screening Survey" (type: Pre-Screening Survey, Thu 9/6/18 at 12:29 PM).
- Events (0)** and **Notes (0)** sections are also present.
- Applicant Details:** Job: FEDERAL WORK STUDY - Student Assistant for English, Status: Submitted, Email: sashaasitimbay@icloud.com, Candidate #: 178791, Applied: Thu 9/6/18 at 12:29 PM, Hiring Manager: Alexandra De Jesus.
- Actions:** Edit Questions, Send Correspondence, Upload a Document, Schedule an Event, Attach a Note, Download Documents.
- Processes:** Application: Completed (9/6/18), Interview: Not Started (9/6/18).
- Job Details:** Title: FEDERAL WORK STUDY - Student Assistant for English, Budget Control #: 1800058, Department: Student Employees, Job Category: Student, Job Status: Posted Internal, Workflow: Student/Adjunct.

Need help? Who to contact –

Annette Baron – Barona6@wpunj.edu – 973-720-2834

HR Support – talent@wpunj.edu – 973-720-2605

Appendix A – Search Committee Chair’s road map

The Search Committee chair’s road map to navigating the 8-steps in the search and selection process,

- 1) **Work with the search committee to review candidate applications.**
- 2) **Work with the search committee to disposition candidates. Note: The Search Committee Chair is the only member of the committee who has access to these tasks on HireTouch.**

Here are the steps:

- a) Open the job and click on the black line Applicants tab
- b) Check off all the candidates within one disposition code:
 - Hired
 - Qualified Proceed to Interview
 - Self-Eliminated
 - A – Degree requirements not met
 - B – Experience requirements not met
 - C – Publications requirements not met
 - D – Special requirements not met
 - E- Wrong specialty
 - F – Incomplete application
 - G – Inadequate documentation of credentials
 - H – Failure to respond or keep appointment
 - I – Qualified but not judged to be among the top applicants
 - J – Accepted another position
 - J – Did not report to interview
 - J – Job closed not filled
 - J – Offered the position but declined
 - J – Reference check unsatisfactory
 - J – Unsuccessful background check
- c) Go to the bottom grey line - BULK ACTIONS
- d) Scroll down to DISPOSITION CODE - **Update disposition codes**
- e) A pop up will ask, “Update disposition code for selected applicant(s)?” Click OK
- f) A second pop up requires that you pull down the disposition codes, pick one, and click SAVE
- g) Repeat these steps for all the candidates; all the candidates should have a disposition code

Note: In addition to the candidates advancing to interview, pay particular attention to the candidates you deem "i" candidates; those who you deem qualified, but don't want to interview at this time. You can come back to them, if necessary, later in the process.

- 3) **After dispositions are complete, generate and Send AA Form 1 for approval to advance the process to interview. Here are the steps:**

- a) Open the job and view the entire candidate pool under “Applicants” or “Applicant Review”
- b) Click the Gray X on the gray bar under the word “All”
- c) AA Form 1, which is a spreadsheet of all the data, including dispositions, will downloaded.
- d) Open the spreadsheet to check that the information in each column is visible; widen columns if needed, if you can, sort by the disposition value so that dispositions are grouped together for easy viewing

- e) *Save the spreadsheet to your computer!!!*
- f) Go to the ACTIONS box on right – *UPLOAD the document to the system*
- g) Go back to ACTIONS box on right - pick SEND CORRESPONDENCE
- h) Go to Change TEMPLATE - on the orange bar - to “AAF 1 Ready for Review”
 - AAF1 Ready for Review will automatically populate as an email to the committee, the hiring manager, and HR for review and approval.
- i) BEFORE HITTING SEND, scroll down – make sure that the system has attached AA Form 1 to the email. If not, choose file and attach AA Form 1 from your desktop to the correspondence.
- j) Hit SEND – NOTE: Sending AA Form 1 means committee members agreed to dispositions. *Committee members DO NOT need to approve AA Form 1 individually.*
- k) Wait to receive notice of AA Form 1 approval from both the hiring manager (for qualifications) and from the Director of Talent Acquisition as the designee of the Chief Diversity Officer (for diversity and equity).
- l) Pending approvals, the interviewing process may begin.

4) Work with the search committee to interview and rank candidates.

5) Recommend to the hiring manager candidates for hiring decisions by generating and sending Form 2 for review and approval. Here are the steps:

- a) Open the job, click the Forms tab on the black tab line.
- b) Click START under the ACTION column to generate Form 2.
- c) Fill in the top section where it asks for where the position has been advertised; enter The Chronicle, Diversity, Higher Ed and any other places where the position has been posted; if needed, click “add row” which can be found on the right side of the form.
- d) Move down to “Top Candidates Recommended for Appointment.” Enter, in alphabetical order, interviewed candidates (minimum of three, maximum of five) that your committee is recommending to the hiring manager for hire. Click the +Add button all the way on the right to add more candidates. These are the *above the line candidates being recommended for hiring decisions.*
 - a) Note: Putting forth less than three recommended candidates to the hiring manager requires a waiver from the University President. Please contact the Director of Talent Acquisition if this is the case to discuss. See Employment Process Guidelines for more detail.
- e) Move down to “Other Candidates Interviewed and/or Considered for this Position.” Enter, in alphabetical order, other candidates you interviewed (virtually and/or in person) who are not being recommended to the hiring manager for hire. Click the +Add button all the way on the right to add more candidates. These are the *below the line candidates not being recommended for hiring decisions.*
- f) Click SAVE, then click SUBMIT to send your document for approval. The correspondence will automatically populate an email to the committee and HR for review and approval. Sending Form 2 indicates that committee members agreed to the recommendations; committee members do not need to approve Form 2 in the system.

- g) Wait to receive notice of Form 2 approval from both the hiring manager (for qualifications) and from the Director of Talent Acquisition as the designee of the Chief Diversity Officer (for diversity and equity).

6) Hiring Manager Interviews Candidates.

7) References are checked. See Appendix C for reference check guidance.

8) If an offer is made and accepted, the hiring manager generates a HRAF through HireTouch.

9) The search committee chair closes the search. These are the steps:

- a) Make sure that all the candidates in the pool are dispositioned.
- b) Send bulk regret letters –
 - Open the position and click on the applicants tab on the black line
 - General regret letter – candidates NOT INTERVIEWED – click on each candidate you want to get this letter. Go to bulk actions at the bottom of the applicant list. Find a general regret letter; customize as needed, click send. Each applicant will receive a personalized letter.
 - Thank you for interviewing letter – candidates INTERVIEWED but not hired – same process; choose appropriate letter.
- c) Send an email to talent@wpunj.edu stating that #s 1 and 2 above have been completed and request that the position be closed.

Thank you for serving as a search committee chair.

Appendix B – Finding the soft skills for success

Uncovering the skills and attributes necessary for the role success.

Note: This does not take the place of interviewing for the required hard skills.

A number of examples are provided by category, to illustrate the different ways a prompt can be posed. Feel free to use any of these or to create your own.

Coping With Stressful Situations and Interpersonal Conflicts

1. Tell me about a time when you had to cope with strict deadlines or time demands. Give me an example.
2. Give me an example of a time at work when you had to deal with unreasonable expectations of you. What parts of your behavior were mature and immature?
3. When have you had to cope with the anger or hostility of another person? Be specific.
4. It is not unusual to be in a setting at work that will be physically demanding or hazardous. Tell me about a time when you were able to do a job in spite of difficult conditions.
5. Sooner or later we all deal with interpersonal conflict or personal rejection at work. Give me an example of a time when you had to cope with these demands
6. Tell me about a high stress situation when it was desirable for you to keep a positive attitude. What happened?
7. Describe a high pressure situation you had to handle at work. Tell me what happened, who was involved, and what you did in terms of problem solving.
8. Give me an example of a time when another person really tried your patience. Specifically, talk about a time when you were angry or frustrated and felt like attacking the other person.
9. Tell me about a time when you brought two reluctant people or groups together.
10. Describe the worst customer or coworker you have ever had and tell me how you dealt with him or her.
11. Tell me about a situation in the past year in which you had to deal with a very upset customer or coworker.
12. Tell me about the last time you had to smooth over a disagreement between two other people. What was the end result?
13. Describe the last time you confronted a peer about something he/she did that bothered you. What were the circumstances? After realizing the problem, how long did you wait to confront the peer? What did you do? How did you feel about it afterwards?
14. Tell me about the most difficult or uncooperative person you had to work with lately. What did you do or say to resolve the situation? What was the outcome?
15. Tell me about a team member from whom it was tough to gain cooperation. How did you handle the situation?
16. Tell me about a time when you handled a conflict you were having with a parent/friend/boss/peer/direct report.

17. Tell me about a time when you handled an arrogant person or one who made you angry.
18. What is your typical way of dealing with conflict? Give me an example.
19. Tell me about a time you were able to successfully deal with another person even when that individual may not have personally liked you (or vice versa).
20. Describe a time when you were faced with problems or stresses at work that tested your coping skills. What did you do?

Motivating Others and Leadership Skills

1. Give me an example of a time when you used facts and reason to persuade another person to take action. Be specific.
2. Even though the use of authority in a leadership role is not popular, it IS necessary in some situations. Give me an example of some situation when you used your authority to influence another individual. Be specific.
3. Organizations are built on the principle of delegation. Give me an example of the greatest success you ever had in the use of delegation. Take time to think of the best example you can and be specific in describing it.
4. Instead of simply using authority to influence another individual, it is sometimes desirable to lead other persons by setting a positive example for them to follow. Describe a work situation when your example served as a model for others.
5. Being able to change another person's behavior is both a skill and a responsibility. Tell me about a time when you were successful in this area-what kind of payoffs accrued to yourself, the other individual, and the organization?
6. Individuals vary in their abilities to use power or persuasion to influence others. Give me an example of a time when you used either power or persuasion to guide another person to a worthwhile objective. Be specific.
7. Currently the 'buzz word' to describe a certain quality that people in a leadership position have is 'charisma'. Give me an example of how YOU have used personal charisma or charm to lead others.
8. Communications and leadership go hand in hand. Give me an example of a time when your communication skills were powerful enough to enable you to influence the way others thought or acted, even in a very difficult situation.
9. Do you believe people are really all motivated in the same basic ways or are there big differences? Tell me about the different ways you use to motivate people.
10. Tell me about a time when your attempt to motivate a person/group was rejected. What have you done to motivate a demoralized team/person?
11. Has poor motivation on someone else's part ever damaged anything you were trying to accomplish?
12. What have you learned about what motivates you? Can you use this to motivate others, or do you think everyone is different?
13. Determining the appropriate person to whom to delegate a task can sometimes be difficult. Tell me about a time when you delegated an important project/task/assignment to the wrong person. What happened? Why?
14. What kind of a project/task/assignment wouldn't you delegate? Can you give me an example of a time you decided not to delegate this kind of work? Why?

15. When delegating an important project/task/assignment, it is important to convey your trust and confidence in that person's ability to do the job. Give me an example of how you did this on a recent assignment you delegated.
16. In a leadership position/leading a task force or project, tell me how you organize the workload, set objectives, follow-up, and monitor results.
17. How do you determine what is right or fair in delegating tasks/roles/responsibilities within your organization?
18. Have you ever had to manage a team that was not up to the task? Give me an example of what you did to strengthen them. How did it work out?
19. Give me an example of when you felt you were able to build motivation in your coworkers or subordinates.
20. Can you tell me about a job experience in which you had to speak up and tell other people what you thought or felt?
21. Describe a situation in which you were able to positively influence the actions of others in a desired direction.
22. Describe a situation in which others within your organization depended on you.
23. Describe the last time you were unsuccessful in getting someone to follow your lead.
24. How do you motivate others to do a particularly good job?
25. Give me an example of when you showed initiative and took the lead.
26. In a supervisory or group leader role, have you ever had to discipline or counsel an employee or group member? What was the nature of the discipline? What steps did you take? How did that make you feel? How did you prepare yourself?
27. Describe a time when you got co-workers or classmates who dislike each other to work together. How did you accomplish this? What was the outcome?

Initiative/ Action Oriented

1. Give me an example of a time when you had to go above and beyond the call of duty in order to get a job done.
2. Can you tell me about a job experience in which you had to speak up and tell other people what you thought or felt?
3. Tell me about times when you seized the opportunities, grabbed something and ran with it yourself.
4. Have you ever started something up from nothing – give an example?
5. Give me a specific example of something you did which helped build enthusiasm in others
6. Have you ever designed a program which dealt with taking quicker action?
7. Give some examples of when you have shown initiative over the last six months in school or at your last job.
8. Tell me about a time when you showed high enthusiasm and energy in order to create positive motivation in others. Give me a specific example.
9. Tell me about a specific occasion when you conformed to a policy even though you did not agree with it.

Team Building and Team Work

1. What did you do in your last job to contribute toward a teamwork environment? Be specific.
2. It has been said that one of the best ways to manage people is to teach them how to manage themselves. Tell me about a time when you contributed to a working group's ability to direct itself by building group standards for performance.
3. Building a team spirit to get results is often a very difficult thing to do. Tell me about a time when you had your greatest success in building a team spirit. What specific results were accomplished by the team?
4. How would you describe yourself in terms of your ability to work as a member of a team?
5. Goal congruence is the overlap between individual's goals and group objectives. Tell me about a time when you created group commitment to goals by developing goal congruence.
6. Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?
7. It's sometimes important to confront a negative attitude to block de-motivators at work. Give me an example of a time when you confronted a negative attitude successfully with the result of building teamwork and morale.
8. Describe a time when you put your needs aside to help a co-worker or classmate understand a task. How did you assist him or her? What was the result?
9. We cannot do everything ourselves. Give me an example of a time when you dealt with this reality by creating a special team effort' at work. Highlight the special aspects of the situation which best demonstrate your skill in this area.
10. Describe your most recent group effort.
11. One way to build a teamwork attitude is to explain to individuals how their personal goals overlap with team goals. Give me an example of any time in which you were able to build an overlap of individual and team goals.
12. There is a big difference between being committed to an individual or to a team. Tell me about a time when your commitment to a person was tested because of your commitment to the team. Explain what you did and why.
13. The term 'participative management' has been used for years to describe a technique of building a team spirit by collecting suggestions from others. Describe a time when you used suggestions to build team commitment.
14. When have you been a part of a team that drove an important business change? What was your role?
15. Describe the most difficult team you worked on, what was your role, and what knowledge have you applied?
16. What processes have you used to build a team? How have you rewarded team members?
17. What if someone on your team isn't pulling their weight on a project and it's affecting the speed and quality of the project...?

Goal Setting

1. Give me an example of an important goal which you had set in the past and tell me about your success in reaching it.

2. Tell me what you do in order to ensure that you have enough time set aside for goal setting- then review for me the specific times in which you have initiated your own goal setting over the last few years. What happened?
3. In an aggressive working environment, it is often necessary to prioritize goals to be sure that effort is allocated appropriately. Tell me about the most important time in your working history when you prioritized your goals successfully.
4. Tell me about the system that you use for goal setting. To what extent does it involve using written objectives, paper work or forms? Describe a specific instance in which you defined your goals and objectives in writing.
5. What important target dates did you set to reach objectives on your last job? How did you set the dates? Exactly what were they, and what were your results?
6. Goal statements are often made to meet the expectations of others. Tell me about a time when you took the initiative to set goals and objectives, even though you were not prompted or directed by others to do so.
7. What have been your experiences in defining long range goals? Tell me what specific goal was set, how it was set, and how successful you were in its achievement.
8. Goal statements can be used to manage your own work activities since they enable you to guide day- to-day actions successfully. Describe an especially favorable experience you've had in using goals to guide your own actions.
9. Give me an example of a time when you used a systematic process to define your objectives. What type of system did you use? What payoff did you get from using the process?
10. "I have a job." "I have a career." "I'm on a mission." What's the difference between those three statements, and which one applies to you?

Achievements and Accomplishments

1. Describe some projects or ideas (not necessarily your own) that were implemented, or carried out successfully primarily because of your efforts.
2. What was the most complex assignment you have had? What was your role?
3. What has been your most rewarding accomplishment?
4. How do you determine or evaluate success? Give me an example of one of your successful accomplishments.
5. Please tell me about some of the accomplishments you achieved during college and which make you the proudest.
6. Please tell me about accomplishments in your academic program that are relevant to your future career goals.
7. What are your greatest achievements at this point in your life? Of what accomplishments are you most proud?
8. Tell us about your accomplishments in these prior work experiences. What was your most significant achievement?
9. What are some of the books you've read recently?

Handling Failure

1. Give me an example of a time when you tried to accomplish something and failed.
2. Tell me about a time when you missed an obvious solution to a problem.
3. Describe a situation in which you found that your results were not up to your professor's or supervisor's expectations. What happened? What action did you take?
4. Describe some times when you were not very satisfied or pleased with your performance. What did you do about it?
5. What is the biggest mistake you've made?
6. Tell me about a time when you failed to meet a deadline. What things did you fail to do? What were the repercussions? What did you learn?
7. What's the most recent mistake you made, and why did you make it?

Flexibility/ Versatility

1. Sooner or later we all have to deal with arrogant, dogmatic, people. Tell me about a time when you were able to be flexible with this type of person.
2. By providing examples, convince me that you can adapt to a wide variety of people, situations and environments.
3. Tell of some situations in which you have had to adjust quickly to changes over which you had no control. What was the impact of the change on you?
4. Describe a time when you felt it was necessary to modify or change your actions in order to respond to the needs of another person.
5. Give me an example of a time when you had to analyze another person carefully or a situation in order to be effective in guiding your action or decision.
6. What would be the best example of your ability to be flexible and adaptable?
7. Several years ago, a popular phrase said 'different strokes for different folks'. At work, we frequently need to deal with all sorts of people. Describe a time when you adapted to different types of people.
8. Tell us about situation in which things you had planned or expected fell apart. What was the situation and what did you do?
9. Describe a high impact experience that forced you to learn to do something differently. Tell me about a time you had to learn to behave very differently.
10. In the work situation, we must all compromise to make things happen. Tell me about a time when you felt it necessary to compromise your own immediate interests in order to be socially flexible and tolerant of another person's needs.
11. It is sometimes very difficult to accommodate the wishes of another person without going so far that we lose our own personhood. Tell me about a time when you tried hard to 'be nice' BUT had to back off to avoid loss of self-esteem.
12. It's often very difficult to please another person while maintaining you dignity. Tell me about a time when you were able to balance your sense of dignity while changing your behavioral style.
13. At time, 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?

14. Tell me about a time when you were able to make someone feel comfortable when dealing with a situation which had a lot of feelings involved in it. Describe a specific case.
15. Describe a situation in which you had to arrive at a compromise or guide others to a compromise.
16. A behavioral scientist once said, "In order for one to be interpersonally effective it is necessary to change to meet the needs of others. Tell me how you adapted to another person successfully.

Decision Making and Decisiveness

1. Give an example of a time in which you had to be relatively quick in coming to a decision
2. Tell me about a time when you had to make a decision, but didn't have all the information you needed.
3. Often, extensive job training and experience is required to get the best results in decision making. Describe, in detail, a situation in which you used your training and experience in making a decision which required sound judgment
4. Give me an example of a time you had to make an important decision. How did you make the decision? How does it affect you today?
5. Describe a situation in which you had to draw a conclusion quickly and take speedy action.
6. Tell me about a situation in which you found it important to 'take a stand' and be decisive on an issue of health/safety/human welfare.
7. Describe a time when you had to commit to a plan of action in an emergency. Give me the details of the situation and tell me how long it took you to take action.
8. Describe a time when you were under pressure to make an immediate decision (perhaps without the aid of a supervisor or a manager). Did you take action IMMEDIATELY or were you more DELIBERATE and slow?
9. Tell me about a situation when you had to 'stand up' for a decision you made even though it made you unpopular.
10. Describe a situation in which you had to take immediate action in a crisis involving human life or severe financial consequences.
11. Many situations at work will require fast thinking and speed in making decisions. Give me an example of a situation in which you were especially skillful in making a decision quickly.
12. Many times it is important to be 'hard headed' about a decision you are making, particularly when others don't like it. Give me an example of a time when you stuck by a decision even though it was under attack by others.

Problem Solving

1. Solving problems requires more than good plans; it means taking action. Give me an example of a time when you were able to take meaningful action in solving a practical problem.
2. Having a good solution for a problem often entails more than just being intelligent. Often, exercise of good judgment is needed to complement logic in choosing a practical solution. Describe when you used good judgment in solving a problem.
3. When we get emotionally involved in a problem situation, it is often very difficult to be objective.

Tell me about a time when you were proud of your ability to be objective even though you were emotional about a problem situation.

4. Give me a specific example of a time when you used good judgment and logic in solving a problem.
5. A wise man once said, 'The key to solving a problem is in knowing exactly what the problem is.' Tell me about a time when your understanding of issues associated with the problem provided you with a foundation for generating a good solution.
6. In many problem situations, it is often tempting to jump to a conclusion to build a solution quickly. Tell me about a time when you resisted this temptation and THOROUGHLY obtained all facts associated with the problem before coming to a decision.
7. Good problem solving often includes a careful review of the facts and weighing of options before making a decision. Give me an example of how you reached a practical business decision by an organized review of the facts and weighing of options.
8. Even though you may be dealing with a complex problem, it is often important to use a common sense approach in making a decision; not all analytical solutions will seem practical. Tell me about a time when your common sense paid off for you.
9. Describe a specific problem you solved for your employer or professor. How did you approach the problem? What role did others play? What was the outcome?
10. Recall a time from your work experience when your manager or supervisor was unavailable and a problem arose. What was the nature of the problem? How did you handle that situation? How did that make you feel?
11. We can sometimes identify a small problem and fix it before it becomes a major problem. Give an example(s) of how you have done this.
12. Have you ever faced a problem you could not solve?
13. Give me an example of a time when you used your fact-finding skills to gain information needed to solve a problem; then tell me how you analyzed the information and came to a decision.
14. Describe the most successful troubleshooting you have done.

Creativity and Innovation

1. In the ever expanding and evolving marketplace, product development is a necessity for growth and success. Tell me about your product development in a laboratory or marketing environment, focusing on one particular example.
2. Just about anybody can give a routine, standard answer to common problems; however, the payoff is often in the development of unique solutions to common problems. Give me an example of one of your unique and novel problem solutions.
3. Creative persons seem to offer fresh insights frequently and regularly. Give me an example of a time when one of your insights or innovations was particularly well received by others.
4. Tell me about a time when you were in charge of or pushed for an unpopular or uncomfortable change. Tell me about a time you took an idea and moved it all the way to practice.
5. Give an example of a time when you think you were particularly creative in presenting

information by use of graphics, models, or displays. In giving your example, focus on how your methods produce results.

6. Often individuals who are creative in one mode seem to have creative skills in other areas. How do you rate yourself in terms of creativity in the fields of art, writing, and music? Tell me, by example, how you used these skills in your job.
7. Creativity often means stepping back from regimented ways of thinking. When have you been able to break out of a structured mind set and intuitively play with concepts and ideas?
8. Giving birth to new ideas may come from intuition; however, many high quality ideas come from hard work and dedication. Tell me of an idea you produced through combined hard work and intuition.
9. Tell me about a situation in which you worked with your direct reports/team members to develop new and creative ideas to solve a business problem. What problem were you trying to solve? How did it work out?
10. It's impossible to always be the first to develop an innovative product/service. Tell me about a unique and successful product/service one of your competitors developed before your organization did. Did your organization ultimately introduce a similar product/service? Why weren't you the first? In what ways was yours better?
11. Sometimes it is necessary to abandon tried and true methods of solving a problem. Tell me about a problem you were responsible for solving that you knew required a unique solution. How did you know established methods wouldn't work? What did you try instead?
12. Tell me about a time when you came up with an innovative solution to a challenge your company/class/organization was facing. What was the challenge? What role did others play?
13. Describe the most creative work-related project you have completed.
14. It is often suggested that the creative personality has a particular way of thinking which encourages inventiveness. Give me an example of a time when you were inventive and explored new ways of thinking.
15. Can you give us an example of when your curiosity made a real difference in a product or project?

Organization and Planning

1. Give me a summary of the planning activities you have been responsible for in your career in which you applied planning tools such as PERT, or the Critical Path method. Describe how you APPLIED the tool.
2. Planning is often more than thinking, it is also doing. Tell me what you have done with such tools as flow charts, production schedules, and filing systems (or anything else) to help you plan.
3. Give me an example of a time in which you feel that you were effective in doing away with the 'constant emergencies' and 'surprises' in your work climate. How did your planning help you deal with the unexpected?
4. Give me an example from your working history that demonstrates your ability to organize and maintain a SYSTEM OF RECORDS to facilitate your work.
5. Time management has become a necessary factor in personal productivity. Give me an

example of any Time Management skill you have learned and applied at work. What resulted from use of the skill?

6. Pick any event in the last five years of your work which gives a good example of your ability to use forecasting techniques. Did you use statistical procedures or a 'gut level' approach? What was your biggest predictive triumph? How did you do it?
7. Organization and scheduling of people and tasks is a necessary function in creating a productive working environment. Review your experiences in this area and detail a single case that illustrates your organization and scheduling ability.
8. Take us through a complicated project you were responsible for planning. How did you define and measure success? What obstacles did you encounter? Which ones were anticipated and which were unanticipated? What did you learn that you could, or have, applied to other projects?
9. What planning methods do you generally use and where and how did you learn them?
10. Have you ever managed multiple projects simultaneously? What methods did you use to keep them all moving forward at the same time?
11. What different measures and feedback mechanisms have you used to keep track of progress and how have they helped, or hindered, you in past projects? >
12. How do you know whether it's better to lay out very specifically what others have to do— versus allowing them to use their own initiative and creativity?
13. Have you ever over-planned a project or spent too much time in planning versus execution?
14. Everyone at one time or another is too busy to plan future activities. Tell me about a time when you were so busy you just reacted to situations rather than planned for them.
15. How do you determine priorities in scheduling your time? Give examples.
16. What programs or projects have you been responsible for implementing? Tell me how you planned and executed the most important of these. What unanticipated difficulties arose in carrying out the plan? What changes were made in your plan as it was being implemented? Looking back, how effective do you think your preliminary planning efforts were?
17. What specific systems do you use to organize your day?
18. Describe the last time you organized a project on the job or at school? Did you finish what you set out to accomplish?
19. In what areas do you find yourself procrastinating?

Tolerance of Ambiguity and Criticism

1. An old proverb says 'Silence is Golden'. Describe a time in your life when you were proud of your ability to postpone your comments until you had all the facts necessary for a good response to a situation.
2. Give me an example of a time when you had to deal with frequent job changes or unexpected events on the job. What does this situation say about your ability to work in an ambiguous or unstructured circumstance?
3. What has been your experiencing working with conflicting, delayed, or ambiguous information? What did you do to make the most of the situation?
4. Sometimes it is necessary to work in unsettled or rapidly changing circumstances. When have you found yourself in this position? Tell me exactly what you did.

5. When has it been necessary for you to tolerate an ambiguous situation at work? Give me the details of the duration and intensity of the circumstance.
6. People differ in the preference for jobs which have well laid out tasks and responsibilities or ones in which work changes frequently. Tell me about a time when you were successful in dealing with an unstructured work environment.
7. Sooner or later we all find ourselves in the position of having to live with an unresolved situation on the job. Tell me about a time when this happened to you.
8. When have you been most proud of your ability to wait for important information before taking action in solving a problem? How did the waiting affect you?
9. Give me a specific example of a time when a co-worker or classmate criticized your work in front of others. How did you respond? How has that event shaped the way you communicate with others?
10. Describe the last time you were criticized by a peer or supervisor. How did you handle it?

Prioritizing Management

1. What effort does handling many things simultaneously have on you? Describe the last time that this happened.
2. Tell me about a time when you had too many things to do and you were required to prioritize your tasks. What was the biggest problem you faced? How did you solve the problem?
3. Describe the system you use for keeping track of multiple projects. How do you track your progress so that you can meet deadlines? How do you stay focused?
4. Tell me about a time you had to handle multiple responsibilities. How did you organize the work you needed to do?

Interpersonal and Communication Skills

1. Describe a time when you were able to be personally supportive and reassuring to a person who needed a friend.
2. The word 'communications' means different things to different persons at different times. Tell me what this word means to you by giving me an example of a time when you were able to be warm and amiable as a communicator.
3. Building rapport is sometimes a very challenging thing to do. Give an example of a time when you were able to build rapport with someone at work, even when the situation was against you.
4. Being sympathetic to another person's problems entails putting forth a special effort to understand the situation of dilemma. Give me an example of a time when you were able to give sympathy. How did this contribute to a work outcome?
5. Being skillful in dealing with other people on the job is an important factor in being productive. Describe a time when you were successful in dealing with another because you built a trusting and harmonious relationship.
6. It is all too easy to ignore the feelings of others because of a preoccupation with our own needs. Tell me about a time when you made a special effort to treat another person in a way which showed your respect for the other's feelings.
7. Relating to another person goes beyond giving recognition and approval. Describe a time

when you were helpful to another while simultaneously building a good relationship.

8. Give an example of when you had to work with someone who was difficult to get along with. Why was this person difficult? How did you handle that person?
9. Sometimes showing concern for another person is a foundation for building a good long term relationship. Tell me about a time when your concern for a particular individual was reflected in an interview, coaching, or counseling.
10. Tell of a time when your active listening skills really paid off for you - maybe a time when other people missed the key idea being expressed.
11. Give me an example of a time when you were able to successfully communicate with another person even when that individual may not have personally liked you (or vice versa).
12. Describe a time when you had to use your written communication skills to get an important point across
13. Describe a situation in which you were able to read another person effectively and guide your actions by your understanding of his/her individual needs or values.
14. What do you do when you think someone is not listening to you?
15. In communicating, people's gestures or verbal cues can give us better understanding of what is meant. Give me an example of how your interpretations of verbal and non-verbal behavior have helped you in communications. Take your time.
16. It is sometimes very difficult to perceive the needs, values, or opinions of others. Tell me about a time when you were able to 'step into another person's shoes' in order to discover their unique perspective.
17. Tell me about a time during negotiations when your perceptiveness helped you to make sense out of another person's behavior.
18. Tell me about a time when you were proud of your ability to recognize how another person feels. Describe what happened in a way which will illustrate your ability to 'read' another person.
19. Leaders often have opportunities to foster positive relationships with whom they work. Give me an example of a time when you did this and how did you do this?
20. The correct understanding of differences in personality can impact on work decisions such as work assignment, employee motivation and conflict management. Tell how your knowledge of personality differences benefited your effectiveness.
21. Tell me about a situation in which you were particularly skillful in detecting clues which show how another person thinks or feels. How did you 'size up' the person?
22. There are many work situations in which it is important to be skillful in reading hidden interests and personality conflicts. Tell me about a time which shows your savvy in 'reading' another person.

Written Communication Skills

1. Give me an example, taken from your experiences in report writing, preparation of memos, or general correspondence which illustrates the extent of your written communication skills.
2. In some jobs it is necessary to document work thoroughly, in writing. For example, documentation might be necessary to prove you did your job correctly or to train another person to do it. Give me an example of your experiences in this area.
3. Tell me about the most complex information you have had to read—perhaps involving research you had to complete. To what extent did this project test your comprehension skills and technical knowledge? Be Specific.
4. This job will require you to spend a large amount of time writing. Tell me about your writing experiences that you think will contribute to your ability to do this job well.
5. In some positions it is necessary to be a thorough meticulous reader and in other situations, it is important for one to be able to scan through large amounts of information quickly. Describe your most significant scanning experience.
6. How much reading of new information is required in your current job? How often do you have to expose yourself to new written communications? When did these skills cause you to be a superior performer?

Presentation, Persuasion and Verbal Skills

1. Give me a specific example of a time when you sold your supervisor or professor on an idea or concept. How did you proceed? What was the result?
2. What has been your experience in giving presentations? What has been your most successful experience in speech making?
3. Describe the most significant or creative presentation that you have had to complete.
4. Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way?
5. Tell me about the last time you had to "sell" your ideas to others. What did you do that was particularly effective/ineffective? How did others react to you?
6. Tell me about a team member from whom it was tough to get cooperation. How did you handle the situation?
7. What is one of the best ideas you have ever presented, and was it accepted by your team or manager? What was your approach?
8. What steps do you take in preparing for a meeting where you are attempting to persuade someone on a specific course of action?

Analytical Skills

1. Tell me about a time when you were systematic in identifying potential problems at work. Feel free to showcase your analytical skills.
2. Thinking back over the last five years of your work, describe a situation in which you had to use mathematics to solve a complex problem. Take your time, remember a good example, and tell me all about it in detail.

3. What was your greatest success in using the principles of logic to solve technical problems at work? Be specific.
4. Describe a time when you were proud of your ability to use your mathematical knowledge or research techniques to solve a problem.
5. Solving a problem often necessitates evaluation of alternate solutions. Give me an example of a time when you actively defined several solutions to a single problem. Did you use any tools such as research, brainstorming, or mathematics?
6. Give me an example of any time when you used tools such as survey data, library research or statistics as important contributors to definition of a specific problem.
7. Enumerate the analytical tools with which you feel competent, and then give me an example from any time in your working history which shows your ability to use analytical techniques to define problems or design solutions.
8. To what extent has your past work required you to be skilled in the analysis of technical reports or information? Pick any specific experience which would highlight your skills in this area and describe it in detail.
9. What steps do you follow to study a problem before making a decision?
10. Give me an example of a time when you had to analyze another person carefully or a situation in order to be effective in guiding your action or decision.
11. Tell me about the last time you made a decision or solved a problem that required a lot of hard thinking and careful analysis on your part.
12. Give me an example of a roadblock you have had to overcome.

Policy and Procedures

1. It is pretty realistic to say that no job is a complete 'bed of roses'. Tell me about a time when you were able to express your opinions maturely in spite of disagreements or objections.
2. Tell me about your experiences in logging (documenting) your work activities in a written form. Be specific.
3. On some jobs it is sometimes necessary to act strictly in accordance with policy. Give me an example out of your background when you were expected to act in accordance with policy even when it was not convenient. What did you do?
4. When have you found it necessary to use detailed checklists/procedures to reduce potential for error on the job? Be specific.
5. Describe a time when you had to adopt a well-defined work routine. How long did the situation last? What was involved?
6. Select a job you have had and describe the paperwork you were required to complete. What specific things did you do to ensure your accuracy?
7. Many positions have well established, standard methods to help you do the job. Give me an example of a time when you found a systematic method for solving work problems to be a good routine to follow. Be specific.
8. What types of experience have you had in managing situations that involve human health/human welfare or severe financial outcomes? Detail, as much as possible, the way in which you used policies and procedures to ensure your job effectiveness.

Integrity and Ethics

1. Have you ever been in a situation where, although it was difficult for you, you were honest and told the truth, and suffered negative consequences?

2. What would be the best example that shows you are a person of integrity?
3. What would be the best example that shows you are an honest person?
4. Have you ever had to work with, or for, someone who lied to you in the past? How have you handled this?
5. Have you ever taken a stand or said something in public that you knew those above you would not like? When was the last time you did that? What did you say?
6. What is the hardest thing you can remember having to admit to in a work setting? What did you say? What did you do?
7. Has your manager/supervisor/team leader ever asked you to do something that you didn't think was appropriate? How did you respond?
8. Have you ever had to present an unpopular proposal/point of view that you believed in?
9. Have you ever had to present a position that you did not totally agree with?
10. Tell me about a time where you stood alone to stand up for what was right.

Commitment to Task

1. Give me an example of any specific time in which you found it necessary to give long hours to the job. For example, tell me about the period when it was necessary to take work home, work on weekends, or maintain unusually long hours. Be specific.
2. Tell me about a time when you were able to provide your own motivation to produce even though you were working alone. What were the circumstances of the situation and how did you manage to motivate yourself?
3. Tell me about a time in your background when you were a driving, highly motivated worker. Don't be too modest-give yourself due credit for getting the job done.
4. Some individuals have a strong sense of urgency about getting short term results-others are more 'laid back' and less driven in their approach to work. Give me an example of a time when you were either more 'laid back' or more 'urgent'.
5. Getting the job done may necessitate unusual persistence or dedication to results especially when faced with obstacles or distractions. Tell me about a time in which you were able to be very persistent in order to reach goals. Be specific.
6. Tell me about a time at work when someone commented on your high or 'superior' level of task orientation. Feel free to brag on yourself.
7. We both recognize that being successful takes more than luck. Hard work is necessary in order to achieve. Tell me about a time when you had to work very hard to reach your goals and be specific about what you achieved.
8. We all have to make decisions on the job about the delicate balance between personal and work objectives. When do you feel you have had to make personal sacrifices in order to get the job done?

Career Goal and Objectives

(These are not necessarily behavioral prompts, but they may be relevant, so are included)

1. What are your short and long-term goals?
2. What are your long range goals and objectives? How are you preparing to achieve them?

3. What are your standards of success/goals for a job?
4. Why do you think you would be good at chosen profession (sales, retailing, marketing, etc.)? Please describe your ideal job.
5. What are your career interests? Why are you interested in this industry/ profession/ occupation?
6. What work would you like to do that really interests you? In what environment do you want to work?
7. What is your timetable for achievement of your current career goals?
8. Why do you want to work for William Paterson? Where do you see yourself in five years?
9. What specific goals, including those related to your occupation, have you established for your life?
10. Please describe the ideal job for you following graduation.
11. What specific goals have you established for your career?
12. What will it take to attain your goals, and what steps have you taken toward attaining them?
13. If you could do so, how would you plan your college career differently?
14. What do you see yourself doing in ten years?
15. Is there something in this job that you hope to accomplish that you were not able to accomplish in your last job?

Sources used to compile:

<http://businessmajors.about.com>

<http://www.msualum.org/careers/Interviewing%20Questions.htm>

http://www.quintcareers.com/sample_behavioral.html

Appendix C – Reference Check Guidance

Here are some questions that will usually result in getting a robust reference check. Please feel free to adjust the questions depending upon the relationship between the candidate and the reference:

- Did you hire this person?
What made you hire this person?
If not, do you know specifically why this person was hired?
- Did it work out the way you expected?
- In what areas have you seen this person grow the most over the time you worked with him/her?
Under what circumstances? Project? Etc?
- Did you offer development opportunities?
Did the person take or seek out those opportunities?
If not, was there a reason why not?
- Let me tell you a little about the job we want this person to do.
Do you see in this job description any areas we might offer as development opportunities?
Do you think this person can perform most of the items on this description?
Any suggestions as to where this person's best talent lies within this description?
- What advice can you give us as to how best to manage this person?

Appendix D - Search Committee Interview Form

Search Committee Interview Form

CANDIDATE NAME: _____

POSITION TITLE: _____

INTERVIEW DATE: _____

Interviewing – Uncovering the skills and attributes necessary for success in the role.

Specific personal attributes and traits, or soft skills, are required in order to be successful in a particular role. These soft skills are in addition to the hard skills, education, experience, capabilities and abilities needed on the job. This form will help search committees uncover and discuss needed personal attributes, traits, and soft skills.

- 1) Review the personal attributes and traits, soft skills, competencies on the job posting that have been deemed necessary for success in the position.
- 2) Choose or create **behavioral prompts/questions** from the list in Appendix B in this Search Committee Handbook that would elicit a story to uncover whether or not your candidate has the necessary competencies.
- 3) **Discuss as a group, before asking the questions, what required competencies you are listening for in the candidates' stories.**
- 4) Record your impressions. You may want to use the **Search Committee Interview Record found at the end of this handbook** for that purpose.
- 5) Discuss your impressions with committee members immediately following the interview, before interviewing other candidates.

Useful tips:

- Use the same questions/prompts for all interviewees for this position.
- Consider posing one or two questions/prompts on any initial screening interviews and save the remaining prompts for the more in depth interview. Be consistent with all candidates.
- Enhance questions about the hard skills necessary to be successful on the job with behavioral prompts

Competency Guide:

HIGHLY ADEPT – Candidate demonstrates strong competency per prompt/question answer because response and example clearly indicate an ability to apply the required attribute.

CLEAR COMPETENCE – Candidate demonstrates an understanding of the competency because response and example are appropriate to the competency.

EMERGENT PROFICIENCY – Candidate’s response and/or example is unsophisticated, demonstrates lack of insight into the competency, or inappropriate to the prompt/question.

INTERVIEW NOTES

CANDIDATE NAME _____

List the Competencies you are seeking here:

1. _____
2. _____
3. _____
4. _____
5. _____

-
1. Prompt/Question _____

Notes:

2. Prompt/Question _____

