



# CHAPTER 18

## MANAGING YOUR INTERVIEWS:

### Organize – Control – Evaluate

How do I manage the flow of information?

*Interview management is accomplished via an advance plan, a carefully rehearsed presentation, and precise execution.*

The interview is supposed to be a 50–50 proposition. You do half of the talking. Most people assume that the interviewer is in charge of the interview.

You probably look to the interviewer to take charge and lead you through the flow of questions. The direction is too often totally in the hands of the employer. It should not be that way!

The most successful interviewees take charge of this 30-minute conversation. You decide what is to be covered and when it will be addressed in the sequence of events. Interview management is your goal.

Interview management is a bold concept. By applying certain controlling techniques, you can put yourself in charge instead of the recruiter.

The concept behind interview management is simple. You set several short-term goals for each three to four minutes of the interview. How can you get your goals achieved?

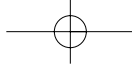
Executing certain techniques prior to your interview (which are rehearsed) permits you to thoroughly cover your planned agenda.

Several techniques are offered here that should help you manage your interviews much more effectively. Manage your time well!

Interviewers tend to move your conversation to your weak points. There is a natural tendency to look for characteristics that knock you *out* of further consideration. You need to discuss factors that screen you *in* for further consideration.

*Your* goal is to continually move all conversations away from your weak points and toward your strengths. You may not be totally in charge since you do not ask the questions. But since you talk 75 percent of the time, you control most of the flow of information.





The flow of information can be manipulated. You are well on your way to managing all of your future interviews. Planning is step one. Execution is step two.

## The Employment Interview

The employment interview plays a central role in the selection process. Although your cover letter/e-mail, resume, psychological test results, references, and network referrals all play an important part in the selection process, nothing has been discovered that surpasses the role of the interview. No one is hired without going through the interview process.

The validity of the interview in the selection decision making is constantly challenged yet no amount of research deters employers from using this vehicle. You must perform well in the interview if a job offer is your goal. Every recruiter professes to know how to identify the potentially highly successful new employee.

"I have a gut feeling that she is the right person for this job. Within five minutes, I can tell if he would be successful in this job. I can't describe all of the traits that I expect in this job, but I can tell the potential star after I interview him. I have a gut feeling about this candidate."

Every human resource professor researching the interview process has heard these comments. Yes, the quality of the interview can be called into serious question.

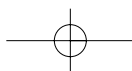
Regardless of ample criticism, the interview remains the mainstay of employee selection. Problems of subjectivity, personal bias, untrained interviewers, inexperienced staff, and other problems emphasize the need for more objectivity to be added to the selection decision.

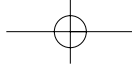
Many emerging efforts have truly strengthened the value of the interview. The large corporations may be leading the march with the professional associations like the **Society of Human Resource Management (www.SHRM.com)**, toward a higher level of validity and reliability. Yet, it is with the small firm of less than twenty employees where you are likely to benefit the most. The vast majority of new job openings in the United States are coming from this segment. Smaller firms, and not-for-profits, can least afford a poor selection decision.

New methods of interviewing and evaluating the results are emerging. You need to understand the new tools and techniques whether you are a job applicant or employer. The approaches differ in structure and control. Control by the job applicant and control by the interviewers are significantly different in the various selection methods described below. The final evaluation form used by interviewers can be vastly different based upon the interview method chosen.

### The Nondirective Interview Method

In the nondirective interview, much effort is made by the interviewer to refrain from influencing your comments. The idea is to allow you the maximum amount of freedom in responding to general questions. Very broad, vague,





open-ended questions start the discussion. The “tell me” questions can focus upon your prior work experience, education, activities, career goals, and mutual interests. You are given the greatest latitude in talking freely about yourself with a minimum amount of guidance and interruption in nondirective interviews.

The interviewer is taught to make follow-up questions to get you to elaborate but also to allow “dead air” pauses using nods, gestures, and other non-influencing nonverbal techniques to keep you talking about the topic. This technique is particularly valuable because you may often allow your feelings, attitudes, and more detailed information to emerge that might never be asked or responded to a more typical structure interview.

This method is rarely used exclusively. It can be a valuable tool in some of the other interview methods. Since your responses cannot be cross-validated easily with other interviewers, the validity, and especially reliability, is questionable.

## The Structure Interview

Discrimination against protected classes in hiring potential employees is a serious issue that is addressed in equal employment opportunity laws and requirements. The protected classes include race, sex, religion, age, handicapped status, etc. The government’s goal is to maximize validity in selection decisions and most employers concur with the need to have diversity in their workforce.

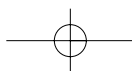
Most organizations conduct a job analysis before they write the job description. This job analysis produces the list of competencies required to be successful in this job. From this set of competencies, a set of standardized questions can be created that is intended to reveal whether or not the applicant possesses these competencies.

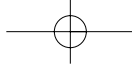
Once the **questions** are established, it is rather straightforward to identify a set of **answers** against which your responses can be compared. Your responses can be checked off on a properly designed evaluation form. Some of these evaluation forms are shown at the end of this chapter. This method facilitates the flow of information from you to the recruiter who in turn can complete the evaluation form. This provides a much more consistent, valid, and reliable method to be used in comparing multiple job applicants.

The selection success is dependent upon creating a highly structured process based upon the following.

- Conducting a job analysis with successful employees currently in the position
- Creating a thorough job description
- Clearly defined questions
- Calculated best sample replies
- Objective evaluation scales on a form
- Evaluation and selection committee
- Consistent procedures throughout the process
- Trained interviewers

This structure is more likely to provide a fair assessment of each candidate interviewed while reducing possibilities of legal charges based upon





unfair discrimination. This structure is the basis of a further refinement allowed by situational, behavioral, and case interviews, which are described below.

## Situational Interviews

In this structured interview, you are given a hypothetical situation and asked how you would respond to it. Your responses are evaluated relative to a consistent type of pre-established benchmark standards. The evaluation forms are very similar to those of the structured interview because you are assessing the same traits, dimensions, and competencies. The same characteristics would need to be followed.

An example for a college graduate might be a question paraphrased something like the following:

“Suppose that you are working on a team that has been given a task to complete by a specific deadline. The deadline is tomorrow and the person who has to consolidate the work of the subcommittees gets very ill from the stressful situation and leaves. As one of the subcommittee leaders, how would you react if your executive leadership says that they now also have some new input and you still have the original deadline. How would you respond to both your other team members and management?”

The role of the interviewer is to state this hypothetical situation and then listen to your answer and check-off your responses against several possibilities, defined as positive and negative, on an evaluation form. Your final evaluation could also include a trait-based evaluation form similar to those at the end of this chapter.

Situational interviews are fairly common and you should expect to see examples of them if you are interviewing for a management level or technical assignment.

## Behavioral-Based Interviews (BBI)

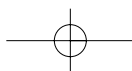
The behavioral-based interview focuses upon actual incidences in your past. The BBI format requires the interviewer to ask you to describe a given real situation where you had to address a specific type of situation or set of circumstances. This approach is frequently used in interviewing of college students who aspire to manage other people at some point in the near future or who will be working with others as part of a work group or team.

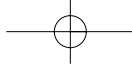
**The Objective.** A recruiter’s task is to predict the future based upon an assessment of your values, interest, personal qualities (characteristics and traits), and skills. What a task! How can this be done?

The best predictor for the future is your past!

Rather than ask you about hypothetical situations, BBI turns to real situations that have occurred in your past. How can your values, interests, personality, and skills (your VIPS) be evaluated?

These past experiences, if you respond truthfully, will indirectly reveal your VIPS. Do your competencies, as defined by your VIPS, and those competencies needed in the job, coincide? Is there a fit? How can you show that there is a reasonable match between your past, which has created your VIPS, and the competencies needed on the job for which you are interviewing?





The final assessment will likely be done by several different interviewers each of whom will complete an evaluation form on you. There will be cross-validity and a consensus assessment. You must successfully navigate through multiple decision-makers who are using your past to evaluate your VIPS. If you selected the right career field and prepared well for it, you'll fly through this assessment.

This approach summarizes your competencies based upon your discussion in the interview about your past behaviors. It attempts to understand your competencies and allow a stronger insight into your motivations. Why did you perform well in the past?

This highly structured situational interview is integrated with your past achievements, recognitions, and accomplishments. It allows you to put the best light, not spin, on your past. It makes a much more pleasant approach to interviewing because it smoothes the conversation and allows it to flow into a more casual appearing style.

Anything that you have done in the past to enhance your competencies can be described, observed, and measured. This is not designed to understand why you behave as you do, or to reveal your inner feelings. It is a tool that is useful, with a high level of validity, in predicting future behaviors on selected dimensions that are relevant to the job that you are seeking.

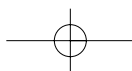
For example, in evaluating your teamwork, you could say "I am a team player." A better way to illustrate this is to say "our sales team exceeded our quota in five of the last six years." Rather than saying "I am a leader," you describe your performance as vice president of a specific group that elected you and followed you in achieving a significant goal that you will discuss.

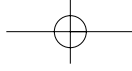
This approach leaves more latitude for being modest while describing a highly important set of leadership and teamwork qualities. This indirect form of communicating is more comfortable for most applicants.

From the employer's perspective, selection based on BBI improves the hiring decision, which improves retention, reduces discrimination, enhances on-the-job performance, and builds a better rapport with both accepted and rejected job candidates. For all this to happen, the employer needs an accurate job description based upon a job analysis where competencies of superior internal performers were matched with your most appropriate competencies.

**Competency Evaluation.** Most employers screen for skill competencies based upon your application and resume. You are usually skill qualified before you even get a job interview. The BBI approach usually focuses more on the following competencies:

- Problem solving
- Decision making
- Organizing
- Creativity
- Initiative
- Leadership
- Communication abilities
- Teamwork
- Planning
- Assertiveness





If you were the interviewer, you would want to use the BBI method. In Chapters 17, 18, and 19, which focus on interviewing, you will be given many ideas on how to succeed in the BBI interview. You will see many examples of BBI questions, stress questions, and the most frequently asked questions. It is no longer difficult for you and the employer to pick the right mix of questions and answers.

Once questions are based upon job description competencies, you will find it easier to help the interviewer to determine the fit between you and the job. The flow of communications within the interview is greatly enhanced and made much less stressful for both parties. The behavioral-based interview method tends to seem more like a two-way casual flow of information that eases your tensions while at the same time provides a recruiter the details needed for making difficult selection decisions.

**Behavior Situations.** How can you best get your competencies across in the interview? You first have to ascertain the competencies required to do the job. Based upon that analysis, you can then select past experiences in school and work that illustrate your competencies. By telling a story based upon your past work experience or coursework accomplishments, you can use your past example of excellence to reveal multiple competencies.

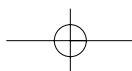
From your perspective, BBI turns into the art of storytelling. You have to look for specific experiences from your past behaviors that are similar to the workplace and job competencies. You want to describe a situation that will reveal competencies and help the recruiter predict how you will perform on-the-job after hired.

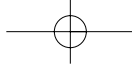
These real-life stories have to illustrate some of the ten competencies noted above. Some of the characteristics of your life stories are listed below. Your stories must have these features:

- Concise, persuasive, illustrative, and slightly entertaining
- Polished and delivered with enthusiasm and credibility
- Told in one to three minutes with precisely practiced energy
- Organized around the STAR acronym described in Figure 18.2

**Question Examples.** Some examples of recruiter questions are described below.

- Give me an example of how you organized an event you feel was challenging and satisfactorily completed.
- Explain how you persuaded a work or education team to move forward on a project that everyone was hesitating to complete.
- Give me two situations where you had to make important decisions—one that worked out well and the other that did not.
- Relate a time when you were working on a project with a tight deadline and some obstacle was preventing forward progress and explain how you resolved the problem.
- Identify a critical conflict situation from your past, how you dealt with it, and describe the final result.
- Describe a situation where you were given a lot of responsibility and how you handled some difficult experiences during the time you held this responsibility.





- What do you consider to be one of the most difficult periods in your life and what were the decisions that led you out of this difficult point?
- Give me a situation where you were working under a time pressure with difficult people who insisted that you change your point of view and redirect the assignment direction and describe how you dealt with this situation.
- Describe an important goal that you set for yourself in the past and how you achieved that goal.
- Provide an example of where you used your organizing abilities and analytical skills to solve a problem and discuss the results of your decisions.
- Describe your leadership style and give a brief description of a situation that illustrates your particular leadership capabilities.
- Describe a work or school situation where you went above and beyond the call of duty in completing a challenging assignment and discuss how you felt about the outcome after it was over.

These examples should give you enough clues to enable you to recognize a behavioral-based interview questions when you receive it. Undoubtedly, you will experience a behavioral-based interview whether as a job candidate or as an interviewer or both. You must create a set of situations, based upon your past, that you can use to describe the qualities that are required in your career field.

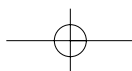
**Identify Situations.** Review the qualities listed above and identify similar qualities that will be expected of you in your field of endeavor. One should know what the recruiter is seeking, it is not a difficult task to identify past situations and behaviors that illustrate these qualities.

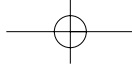
You can take these one to three minute well-rehearsed stories and show how they address the characteristics that you know are required for your career field. Your performance will be enhanced to the degree that you identify the most appropriate situations and energetically discuss your behaviors in the interview. It is important to help the interviewer see from your description of accomplishments, achievements, and recognitions, based upon real past behaviors, that these characteristics match the job specifications.

**The Follow-up Probe.** Every recruiter is trained to follow-up with a probing set of questions after you describe the given situation. The most common follow-up questions are listed below. They elaborate upon feelings, motivations, and job satisfactions.

- How did you feel after the incident?
- What did you learn from the situation?
- Tell me more about the part where . . .
- What would you do differently today?
- Expand on your role as the . . .

Once you select a particular situation, it is not uncommon for the trained interviewer to remain on that incident for several follow-up questions. If the situation dealt with your problem-solving skills, you can see why you must be true to the real facts as they occurred. When you are invited for further follow-up interviews, additional recruiters may focus on that same problem-solving





characteristic. It is important that you speak the truth each time or you could find yourself in a difficult dilemma.

**STAR Technique.** Behavioral-based interviewing from your perspective is about your ability to package the truth. You must convey real honest situations that describe characteristics about you that relate to your career interests. A planned and thoughtful discussion will be far more successful than trying to think of something to say on the spot. The **STAR technique** is the best way to describe your experiences.

Your situations do not have to come from your past work experiences. You are describing qualities. These qualities are relatively easy to transfer from many nonwork experience circumstances. You can use school, volunteer, sports, activities, family, and other situations if they reveal the right competencies.

Stay-at-home mothers use this well. Recruiters are looking for transferable skill sets. Teachers, engineers, managers, and other career changers can reveal common traits based on former situations that fit the new career circumstances. Many individuals change career fields multiple times and use this technique to illustrate competency transferability.

**Anticipate the Questions.** You know that a BBI situation is coming your way when you hear questions starting with the following introductions.

- Give me an example of a time when you . . .
- Give me a situation where you found . . .
- Tell me about a time where you were challenged to . . .
- Describe a situation that illustrates your . . .
- Identify a time that you had to express your . . .

**BBI Summary.** Behavioral-based interviews are designed to elicit patterns of accomplishments from your perspective that will assist the interviewer in positively matching your competencies to the competencies demanded by the job description. You will then be aligned with successful performers currently on the job.

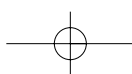
Your situations must show by example that your competencies are a superior fit with the job competencies. You must reveal the competencies being evaluated.

Your behaviors are the best indicators of how you will behave in the new job setting.

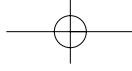
The BBI is one of the best predictors of future performance if a quality job analysis of the new position has been accomplished and the trained interviewer has adequately completed the interview according to the instructions and evaluated you properly on a standardized rating scale.

Sometimes, you need to turn around a recruiter's negative "tell me about a past challenge or threat" to an example that describes a great learning experience that revealed a strong set of accomplishments. Your situations should focus on the following qualities:

- Demonstrated leadership qualities
- Problem-solving capabilities







- Sound decision-making abilities
- Responsiveness to change
- Cooperative team spirit and attitude
- Responsible, mature, independent thinker
- Superior organizing capacities
- Outstanding communication skills

If you can construct a series of stories that accentuate these qualities, you will generate a series of successful BBI interviews. This structured, situational, behavioral-based approach to interviews benefits both you and the potential employer.

When your team of BBI interviewers meet to bring together all of the evaluation forms of candidates interviewed for a given opening, if you have prepared and implemented these ideas properly, you will be the consensus choice of the selection team.

## The Case Interview

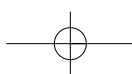
The case interviewing method of structured interviews is gaining momentum as an approach that is attractive to use when the behavioral quality needs to be assessed under a pressure environment. This approach is often packaged with the structured situational and behavioral interview methods. It can serve as a prelude or wrap-up that can create a more intensive style of interview when that is warranted.

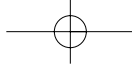
The case interview usually occurs after you have been a consensus choice of a team of interviewers who have previously interviewed you. You have passed an initial skill screen based upon resume factors, and perhaps a preliminary set of situational interviews. This approach delves deeper into your talents that reveal pressure-induced stress factors and how you react to them. It is used to assess your abilities that demand attention to critical thinking skills, immediate response under deadlines, and a framework for dealing with job-induced pressure.

**Case Interview Tactics.** A hot topic among some MBAs who seek interviews in career fields like consulting and investment banking is how to handle the “case interview.” Some employers whose job descriptions call for candidates who must deal with solution assessments and mental analysis in high impact situations are starting to use this approach with non-MBA job candidates. You should be aware of this approach so when you recognize it, you can intelligently address the competencies that this approach tries to assess.

The main goal of case interviewing is to assess your thought process. How do you typically approach a problem, issue, or challenge that you face in which a very limited amount of decision-making time is available. How do you instinctively react to a situation that needs a solution in a relatively short time frame question? What is your modus operandi?

The case interviewers are trained on this interview technique and then equipped with case examples of real problems that typically occur in the work environment that you would potentially be entering. These are examples of the type of work challenges that arise on a regular basis in the workplace.





Most of these are not the occasional brain teasers or theoretical problems that a select few recruit like to throw at you to make you squirm and play with the problem. The examples are real issues.

If the case is properly created, you will find a very thoughtful discussion of typical problems and your problem-solving techniques will quickly come to the forefront. There is no right answer. You don't normally have to reply with business terminology. Your creativity and common sense is being evaluated. The "approach to challenges" is being evaluated, not your knowledge base. Of course, you still need to be prepared and draw upon knowledge when appropriate to justify your actions.

**Your Approach.** You need to reply quickly. To gain some thinking time, you might want to shoot back two or three questions (no more) asking for some clarifications just so you have all the facts. You'll use this time to formulate a response and to ensure that you have a good understanding of the case facts memorized. You will seldom receive much more information so this is usually only a time-buying tactic.

You must break the problem down into three or four main issues. Don't repeat the facts of the case; they already know them. You need to prioritize the areas of the case that you feel that the interviewer wants you to investigate. The interviewer wants you to take a few minutes of the interview time to demonstrate your assumptions, analysis, and logic. As you sum up, you are expected to make an actual recommendation.

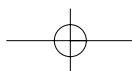
**Constant Evaluation.** You will be observed and evaluated as you deal with the case facts. Your method of analyzing alternatives and making decisions with a strong realistic recommendation is put to the test. The recruiter is interested in seeing you as a professional who will observe these problems once on the job.

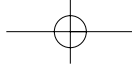
Did you make further inquiries to clarify the situation? Did you reveal a framework that you typically use in difficult situations? Did you get at the root causes of the problem or only deal with the symptoms? Did you assess both short-term and long-term implications in your analysis and recommendations?

Your objective is to show how you think. Do you think in an organized framework or venture forth spontaneously until you intuitively see a potential solution? Remember, there is usually no preplanned correct or perfect answer. Sometimes the cases can be classified as marketing, operations, finance, or strategy cases. Your approach to the problem, with your critical thinking skills, is more important than the type of case.

Perhaps the best preparation for this type of interview is a business case-oriented class. In the class, you will observe others and watch the faculty member's instructions, charges, and follow-up questions. You can be taught several different case resolving frameworks that go beyond the scope of this book.

**Case Analysis.** Many cases relate directly to the career field for which you are interviewing. The cases are typically not too hypothetical. They are derived from everyday work experiences. You might wish to think of these cases like a final exam in a course in your field but where the exam is given





orally. You must use what you have learned, not just memorized, and repeat it in the solution in final recommendations.

As you give your initial analysis, you may be asked follow-up questions that will probe further into your knowledge base or creativity. The “why?” question is adored in the continuing dialogue between you and the interviewer. It may require a “numbers” response or a “synthesis” response. Each time your presentation abilities and stressful reactions are being evaluated. What do you do when you get placed under an increasing set of stressful situations and growing complexity as your responses come forth? Will you get lost in the mass of content? Will you see the forest or the tree? Will you give up?

**Case Interview Tips.** This is the time for you to show both your communication skills and leadership abilities. Some people grow stronger with increasing stress while others collapse. You must peel away the extraneous details and get at identifying root causes and package a justifiable response. Whether this situation is a police emergency, basketball coach game-winning play, or a management consultant addressing a cash flow situation that is potentially bankrupting a firm, your response is important. Be prepared to justify your decisions, especially as the outcome begins to get bleaker after your first decision.

Interviewers are more impressed when they can see your nervousness and also see how well you are handling it with logic and structure. Using a pad and pencil, a hand calculator, or something else (not a weapon!) can be an indication of your resourcefulness. Everyone reacts differently.

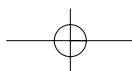
Watch for the “suppose,” “why,” and “what if” event-changing questions. These curveballs are intentional because they raise the need for alternatives. How do the changes fit into your problem-solving framework? Some of us are so oriented to structure that spontaneity is dysfunctional to us. This could be a signal to both you and the recruiter that this is not the proper career path for you. You must then assess what drove you to this field. Was your career exploration and self-assessment thorough enough?

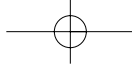
**Preparation Techniques.** The case interview questions are rarely asked at the initial interview but several industries almost always asked them during your follow-up interviews. You cannot afford to get derailed in these interviews. Stay focused on the problem. Remain true to your native approach to challenges. You must make the best of your 10 to 15 minute replies. “Playing by ear” is not the assessment that you want the evaluator to write down.

Do you think analytically under stress when you are invariably faced with a shortage of facts and incomplete data? Does the analysis paralyze you? Can you see the big picture? What is truly strategic?

Whether you are dealing with an irrational customer threatening to withdraw of the big account, a financial disaster with your prime lender, an ethical dilemma with your boss, or a collapsing e-mail/website/database crash, the important thing is to reveal how you would approach the crisis. There is no right answer but looking frustrated, lost, and disorganized is the wrong answer.

In some professions, such as consulting, investment banking, finance, systems, manufacturing, etc., you must learn to enjoy the intellectual challenge of analyzing tough problems and coming up with reasonable solutions.





To help in your preparation, you can read materials about the “case interviews” on the websites of [www.wetfeet.com](http://www.wetfeet.com) and [www.vault.com](http://www.vault.com). You can also browse the websites of firms like Bain, McKinsey, BCG, and other consulting firms who occasionally place examples of case questions on their website.

As you browse the “careers” portion of an employer’s website, see if they mention their interview approach whether it be behavioral, pattern, structure, trait, case, etc. Many will tell you in advance in their websites, at job fairs, at group presentations, etc. Most employers want you to get prepared and do well if all of your other competencies match the job.

Many other student professional clubs at colleges in business disciplines often bring in experts to discuss these approaches. Mock interviews with peers and career coaches will surely lessen the shock of your first exposure to this approach. Experience always lowers the pressure.

**Selection Tools.** To some people, the case interview may seem like a stress interview. It is stressful to some and challenging to others. The two interviews are distinctly different. The stress interview is intended to catch you off guard, belittle you, and put attention on your shortcomings. This is not the situation in case interviews.

This interviewing approach is an introduction to the reality of the job for which you are interviewing. If you fall part in a 30 minute session, which is nothing compared to reality, then you probably do not belong in this type of job, which is why this is a valuable selection tool for certain employers.

The case interview is only one tool in the whole evaluation process. Your total set of competencies are evaluated using application forms, cover letters/e-mails, the initial interviews, the in-depth interviews, psychological tests, references, and other methods. The case interview can override your other competencies if you do not do well given how important the competencies evaluated in the case interview is to your future on-the-job performance.

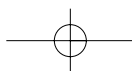
Interviews, regardless of the type, are often the most important element in the selection process.

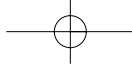
Your best strategy in the case interview is to listen carefully and memorize the facts or jot them down. Then you must go to your ingrained model or framework that you instinctively use, or have been trained to use, and mentally apply it to this challenge. What are the key issues? You usually are given too many facts and unnecessary past history. Start looking at your options. Separate symptoms from causes.

Some interview models allow you to talk and still gather more data while mentally forming potential outcomes. Questioning is a good approach because it does not lock you into a hasty decision path.

As you reveal your decisions, you must articulate them with a high degree of confidence. Credibility is important in the realistic solutions that you must eventually reveal. Realizing that you will be asked to justify your decisions, you need to mentally, or on a notepad, be prepared to discuss the implications of your proposed actions.

**Case Interview Summary.** The case interview is not nearly as popular as the highly structured pattern interview, the behavior based interview, or the trait based assessment, but its use is highly appropriate in jobs where





quick mental judgment is necessary and where problem-solving and high impact circumstances is required. The goal in all of these various types of interview structures is to predict your level of competency in the work environment. Different tasks require different selection tools.

Be prepared to face the case interview if your career options lead you to a high-impact, high reward, career endeavor.

## The Panel Interview

The panel interview is a meeting with three or more interviewers who take turns asking you questions. It is not normally intended to be a stress-induced interview environment. Its main purpose is to save time and make the hiring process more efficient.

The panel will question you along certain lines relevant to the competencies required for the job. It is common, for example, for one key member to focus upon leadership, another on teamwork, and another upon your knowledge base.

This is typically done after you have passed some preliminary screens based upon your resume, reference checking, preliminary situational interviews, testing, etc. After your interview, the panel will reconvene and pool their individual evaluation forms and observations. The goal is to reach a consensus about your suitability, compared to the other candidates interviewed, for the job.

Some of the advantages of the panel interview relate to the time efficiency, hiring decisions, and greater team acceptance of candidates due to the consensus discussions. The board of interviewers can often be higher-level managers who otherwise might not participate in the hiring decision.

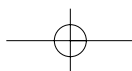
An offshoot of this method is the group process where all candidates arrive for follow-up interviews on a "career day" at the organization. Again, most candidates have been highly prescreened and are suitable job candidates based upon most required competencies. This day-long "program" allows senior management to "review" candidates and put a stamp of approval on candidates chosen by lower-level managers. The consensus decision making sets a harmonious entry into the workplace and is most often used in management training programs.

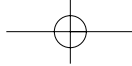
If you get to this stage of panel interviews, the odds are high that a job offer will be forthcoming. A large part of the interview program is spent selling you rather than screening you out of further consideration.

## The Computer Interview

Information technology has advanced significantly. The web-based applications often contain hidden biodata screens and disguised behavioral based questions where your answers are entered into an on-line objective database. These on-line instruments provide a new dimension to interview selection decisions.

Although these computer interviews are not psychological tests in the traditional manner, they do serve as similar function. Once candidate credentials are computer screened to the job description competencies, a reasonable match can be computer-generated.





It would be the rare organization that would use this approach as the defining job interview. But its efficiency implies that its development will be aided by the high cost of face-to-face interviews, especially when the time factor of executive time is entered into the cost-benefit analysis.

The goal of computer-generated interviews is twofold. It objectively identifies the best candidates based on clearly defined job-related criteria and on some minor level of subjective qualities that can be assessed by a computer matching program. Its preliminary screening of candidates minimizes the need for follow-up interviews.

For job openings where the screening criteria are fairly routine and an application can be accepted on an employer's website, this approach greatly minimizes the number of interviews that the employer must conduct. This is not unlike the systematic screening of resumes that are sent to employers with a cover letter, when an individual must read each set of credentials before deciding which candidates to actually interview. This activity is simply moved up one notch. The resume readers can be eliminated from the review.

This has the potential to greatly curtail the many on-campus interviews that employers currently conduct. In the future, perhaps only the candidates who have passed the computer-generated interview will be permitted to continue to interview on campus. This is a fine-tuning of available candidates that is similar to the "resume review" based upon web resumes that have been uploaded to company websites, college web resume books, and third-party websites.

Your preparation for this "interview" is just like how you prepare for a face-to-face BBI. You will readily see how you must carefully match your competencies against the competencies described in the job description. This suggests that you must start your job-self-awareness analysis much earlier in the job search process as the interview can no longer be used for obtaining information about the job.

Whether this computer interview is based upon a database or a series of questions asked by a computer, the system requires putting your self-assessment together with your career exploration much earlier.

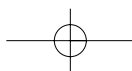
The computer interview is an extension of what career development instruments like the MBTI, Holland's SDS, CareerLeader, and others do to help you decide on optimal career options. This is a new use of some older sophisticated tools.

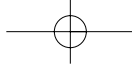
Although not many employers admit using this approach, it is logical to expect greater acceptance of the idea even if it is not well publicized. This certainly is an area of selection that more employers will consider using in the future. The time and money-saving potentials are great.

## Interviewer Training

As you can see from the description of the various methods of interviewing, much emphasis is placed on the training of interviewers. Professional HR staffs often handle this training because more of the actual employment selection is now being delegated to the actual hiring managers.

It is common for more and more line managers to receive interview training, given the greater sophistication of interview techniques and accurate





evaluation recording. You will likely be trained in these techniques if you join a large organization. Often outside consultants do much of this initial selection for smaller firms on a contractual basis. But the final selection decisions almost always rest with the HR department staff with consensus from the line managers even in the smaller firms. Given the EEOC guidelines and other government legal requirements, along with the on-boarding of new employees, it is essential for human resource professionals to be involved.

Executives and line operating managers are unlikely to ever remove themselves from the final selection decisions. Even in the smaller firms however, managers will want to continue to bring HR professionals into the selection decisions. Given the difficulties of terminating employees and the disruptive nature of making a poor hiring decision, consensus decision making should continue to play an important role in the hiring process.

The trend to outsourcing some of the recruitment and selection activities to contractors will likely grow in the future. The job analyst within the firm is a key element of making the assessment and selection decisions work properly. Without an accurate defined set of competencies by job, all of these interview methods fall short. Whether the HR job analyst's role is done internally or outsourced, the role of this activity should continue its importance.

Trained interviewers, especially at the secondary consensus building phase, will be absolutely necessary. Plan to become part of this cadre of trained recruiters and managers. This will eventually boost your own ability to perform even better in these carefully defined methods of employment interviewing and selection.

All of these sophisticated approaches to interviewing require a strong objective measurement, coupled with some subjective considerations, for the role of the interviewer. Interviewers must be trained on more than questioning techniques. They must be trained in an objective way to record the results of interviews on carefully defined evaluation forms similar to those at the end of this chapter.

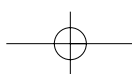
If you do a superior job of managing your career by integrating your personal self-assessment and career exploration tools, you will find the next step of matching your competencies more related to finding the proper employer culture. Identifying the most appropriate organizational culture that is consistent with your desires will likely use the same type of analysis. The corporate culture variable is probably your next addition to creating an improved strategic career planning model.

## Controlling Techniques

### Anticipate Behavioral-Based Questions

Knowing the questions that will be asked is only half the problem; the answers are needed also. If you get together with friends and do some role-playing, you will discover how easy interviews can be.

Outlining answers to the key questions the interviewer is likely to ask also helps. With this outline in mind, have a friend ask the "Twenty Questions" in Figure 17.8.



### Ten Interview Topics

- Career objectives
- Type of job sought
- Knowledge of organization
- Personal qualifications
- Reasons for career choice
- College preparation
- Geographical concerns
- Achievements
- Activities and interests
- Special skills and interests

Figure 18.1

Practice the answers until it is not necessary to use your outline as a crutch. You will soon develop the ability to respond to questions quickly, concisely, and in a well-organized fashion. Most questions revolve around the topics listed in Figure 18.1. Use these as your guide. For each topic, which events from your past will you use to thoroughly cover each topic? Does the topic adequately describe the competencies needed for the job?

Interviewers invariably focus their questions on the “Ten Interview Topics” shown in Figure 18.1. What do you want the recruiter to know about you under each topic? Since you do not know which of the ten topics the recruiter will target, you must decide in advance what you want discussed under each topic.

Many employers are trained in behavioral-based interview (BBI) techniques. The idea is to ask you questions about how you handled certain types of events in the past. How do you handle problems and decision points?

Recruiters assume that your past behavior is indicative of your future behaviors. BBI assumes that the past is the best predictor of the future. Recruiters are trained to ask questions related to past events. Anticipate the event. Have a story ready.

Your responses should be prepared in advance. Under each topic, prepare a two- to four-minute statement (about 15 to 25 complete sentences). An excellent way to accomplish this is to draw on about three different experiences (short stories) in your life that best illustrate the most important points.

For example, under achievements you might want to describe three examples where you were recognized by others as having accomplished a significant task.

In addition to achievements, this description might also illustrate an activity, personal qualities, and communicative ability. You can avoid saying, “I am a great communicator,” by illustrating that skill by example instead.

## Answering BBI Questions

The best way to respond to BBI questions is to tell a short story from your past. Follow this pattern.

1. What past situation illustrates the competencies being addressed?
2. What were the issues, problems, challenges and tasks?
3. What actions did you (not your team) use to solve and address the issues?
4. What were the results of your actions?

This is called the STAR technique! If you are prepared with several brief anecdotes, several different competencies can be described with this simple technique that is illustrated in Figure 18.2

*Behavioral-based interview techniques assume that your past actions are the best predictor of future actions.*



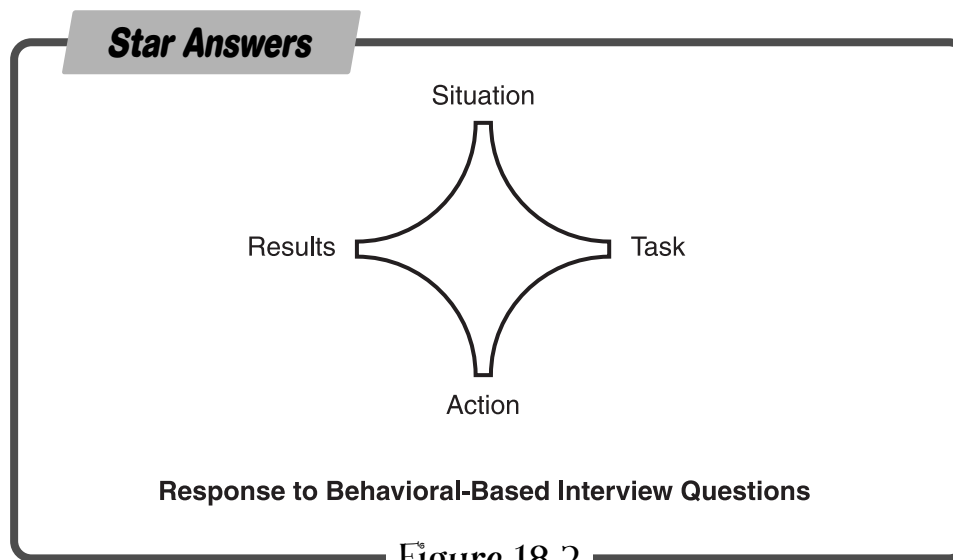
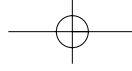


Figure 18.2

## Illegal Questions

Illegal questions are difficult to define. What may be illegal in one situation may not be illegal in another situation. In a general way, employment laws protect certain classes of people from being discriminated against. The most common protected classes are:

- Sex
- Race
- Age
- Religion/creed
- National origin
- Citizenship

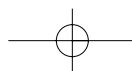
Employers may ask questions related to a protected class if there is a bona fide occupational reason and provided that the same questions are asked of every applicant. The applicable laws are often general and subject to different interpretations.

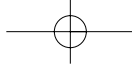
There are certain questions that may be illegal to ask before you are hired but perfectly legal to ask after you are hired. For example, after you are hired you can legally be asked the age of your children for medical and tax purposes.

Marital, child care, age, religious affiliation, race, etc., are generally unacceptable. When in doubt, check with authorities in a local employment service office for guidance. The laws are sufficiently strong to cause an offender to reconsider if challenged. Don't try to be an expert. You must move on. Rarely will you accept employment in a bigoted organization.

## Practice Interviewing

Experienced job seekers have usually obtained much interviewing experience whereas college graduates have minimal experience. Few employers like to





*Behavioral-based interview questions are best answered using the STAR technique depicted in Figure 18.2.*

provide interviews for practice. They interview because they must locate potential employees.

If you need experience, how do you get it? Interviewing for experience is not the proper answer.

Interviewing for practice has some major disadvantages and should not be tried. Interviewers are experienced at spotting the phony and insincere practice interviewer and most give these people the quality of attention the situation deserves. Some will even challenge such “applicants” with stress interviews or with interviews most unrepresentative of what might be expected later.

Employer representatives in a given locale usually know each other well through professional associations and traveling together. It is not uncommon to hear comments over a lunch table about some inconsiderate applicant with whom a recruiter recently spoke. There is no advantage in incurring the wrath of a recruiter with a job to do (to hire qualified talent; not career counsel). They may pass negative thoughts about you on to others.

Even if the recruiter is unable to spot you “just shopping around,” you are still likely to get negative feedback if your interest is not genuine. The intense psychological attitude in interviewing is critical.

Without a high degree of confidence, zeal, and enthusiasm toward the employer and the position, the chances of a successful interview are hampered. If you know that the interview is just for practice and that you have no real interest, how can you convey sincere desire for employment?

The only purpose in taking practice interviews is to get some idea of which approaches work best. Unfortunately, in nearly all cases, all that is likely to be gained is negative feedback: “Thanks, but we are not interested.”

You need positive, not negative feedback. Why should you guarantee yourself a negative response through practice interviewing? The first two or three interviews are likely to be rough enough without the additional negativism gleaned from practice interviews.

To be sure, your first interviews may not be the most effective. After every interview—even the 50th—additional polish of the presentation occurs. Interviewing with an organization in which you have little or no interest does not help.

Practice interviewing with real employers shows up weak spots in your presentation and assures rejection due to your obviously low interest level.

Your interviews must be with employers whose job requirements closely meet your qualifications. Your first interviews may not be rated among your five most important, but the results of their outcome are meaningful and helpful. You should go into even your first interview with the determination and desire to get a job offer.

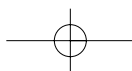
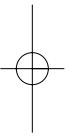
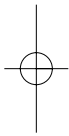
Obtaining interviews is tough. Every interview must count. The cost of interviews is high. Interviews are hard to get, so make every one count.

Practice interviewing should be with friends and interview coaches.

## Recognize Your Multiple Interests

Many college graduates do not know what type of position they would most like to hold. Many people are not sure of this even after working ten years! You may have many interests.

*Practice interviewing angers recruiters and generates negative, unproductive feedback for you.*



## Control Your Interviews

The first step in directing the flow of information in an interview is an awareness of the interview phases. You can control the interview only if you allow the interviewer's objectives to also be achieved. The six main elements are:

1. Establishing a rapport—mutual relationship
2. Expanding on your resume—not rehashing
3. Proving your case using past experiences
4. Selling your achievements with the STAR technique
5. Concluding with a fit—summation evaluation
6. Closing positively—control desired response

**Rapport.** The rapport begins by establishing a warm, mutual, supporting relationship. Warm-up examples include conversations about athletic events, the weather, physical facilities, mutual acquaintances, schools, etc. The purposes of the informal chit-chats are to break the ice, smooth normal tensions, and create a sharing atmosphere.

**Skills.** The conversation naturally flows into a fact-finding probing set of questions designed to investigate the scope of your functional skills and personal competencies. Your responses draw upon facts in your resume but provide some depth of analysis based upon your experiences. Your goal is to emphasize accomplishments that reveal excellence.

**Competencies.** Once the facts are on the table, you must prove your case. By drawing upon examples that show more than just awareness, you use a story that proves that you are highly proficient in the competencies that you possess. If your pre-interview research revealed that the job required a specific set of skills, you need to demonstrate how you attained the skills, the depth of your knowledge, and an application example of the regular use of those skills.

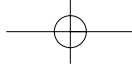
**Sell.** Selling yourself is as important as proving your skill capacities. Employers must be convinced that you *will* do the job, not only that you *can* do the task. Which competencies are needed? Now do you discuss competencies like leadership, teamwork, decision making, responsibility, communication, etc.? Once your credentials are established, you should offer some motivational examples. Most of these focus on how well you achieved a project within a given time consideration. These examples illustrate hard work, discipline, commitment to goals, reaction to pressure, and top performance under stress.

**Fit.** As you describe your commitment to excellence, you interject your personal qualities. Describe yourself. Think about how others describe your personality. Add these descriptors onto the examples that you use to illustrate skills and motivations. By implication, these descriptors will be subliminally ascribed to you.

**Evaluation.** Both you and the interviewer must draw your thoughts together for evaluation purposes near the end of the interview. You can control your own evaluation by doing it for the recruiter as a summary of your discussions. If *you* bring the fit together, the natural tendency of the evaluator will be to draw upon your summary in completing the formal interview record. Write your own evaluation with your summation!

**Close.** At the final closing stage, you need to repeat and verbally confirm the follow-up steps. Volunteer to provide more supporting documentation if necessary. State your goal. Your goal is a job offer or further interviews. Be positive by using the word “when” rather than “if” as you discuss the follow-up.

This scenario puts you in charge. You control the movement forward and influence the judgment of the evaluator. If you are well prepared, there will be no doubt at the end in the interviewer's mind that you are the best qualified person for the specific job opening and that you have the potential to move up several levels beyond that specific assignment.



### ASK ME!

#### Planned and perfected interview techniques enhance competencies.

Confident interviewees challenge interviewers. The “ASK ME!” interview technique works in most interviews.

Advertising experts claim that the one-minute radio or television ad provides great impact on most audiences. Long commercials bore people. Short commercials lack decision-making information. One minute offers balance.

Your answer to each interview question is one of your personal commercials. You need several commercials to run. The test on their potential impact is the “ASK” evaluation.

**A**CCOMPLISHMENTS  
**S**KILLS  
**K**NOWLEDGE

Ask yourself the following question: Does my commercial . . .

- . . . Emphasize my accomplishments?
- . . . Reveal my skills and proficiencies?
- . . . Represent my intellectual capacity fairly?

Interview success is directly related to the “ASK” test.

**Are you prepared to use the “ASK ME” technique?**

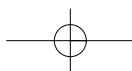
You may have investigated the wide range of assignments in a number of different industries and still have come to no firm conclusion. Simply pick two or three fields in which you have an interest and begin talking to employers. It is important to specify the type of position for which you wish consideration.

To create an impression of confidence in performance in the job for which you are interviewing, you must create a “fit.” Remember that “informational interviewing” and “job interviewing” have different objectives. In job interviewing, proof of interest convinces others of your potential job success. Focus on some related interests for different jobs.

It is appropriate for you to tell XYZ Employer of an interest in an assignment in sales while telling ABC Employer that you are interested in an assignment in retail management. If you have an interest in a field and wish to investigate it, then make every effort to land a job offer in that field. Don’t share your indecisiveness during the interview.

When evaluating job offers at a later date, you can decide which of them is best for you. Avoid making the decision until your options are real.

The logic behind this approach relates to the employer’s eagerness to see your level of career planning. If you have done little thinking about what you want and why you might be successful, the employer will conclude that



**Assertive Interviewing**

- Prepare intensively
- Project confidence
- Rehearse your goals
- Defer greeting and sitting
- Establish initial rapport
- Get recruiter talking
- Appear to be happy—smile
- Make the interviewer smile
- Control the content
- Focus on employer needs
- Speak with authority
- Ask revealing questions
- Be positive and enthusiastic
- Use nonverbal tools well
- Stick to a planned agenda

Figure 18.3

you are not worth the risk. The motivation to succeed in this job may not be apparent.

An employer is not likely to appraise your interests, personality, values, and other qualities for you and decide which job in the organization is the best match. You do not want that either. The employer is looking for direction from you. Why would you will be successful in that job? A tentative decision is much better than no decision.

This advice to vacillate is not extremely wise, particularly if the two fields you selected are unrelated. In the example used on the previous page (sales and retailing), there are many cross-qualifications and similarities. Evaluate this technique carefully.

There may not be many commonalities between such diverse fields as sales and computer programming. One may be a highly unstructured environment and the other may require a high level of analytical talent and interest in working behind a desk. Few people are capable of being successful to the same degree in such different types of jobs. Multiple career interests are okay if you can explain the relationships.

**Listening Is Learning**

The interview is a mutual, two-way conversation, not a monologue. You need to take your part in the interviewing situation, because you must make some important decisions later. You may do most of the talking initially. But listen well.

Listening is as important as talking.

The interviewer's objective is to ascertain your competencies and also to deliver some information to you. What did the interviewer say? It could be quite embarrassing later to find the assignment is not what you anticipated.

Not listening because you are thinking about what to say next is a bad habit. Assuming that you get an offer, you need information upon which to make a decision regarding this job.

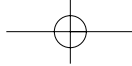
**Philosophic Attitude**

Are you not future executive material? Are you not willing to fit into a mold that the organization image dictates? All too often, stereotyped views are wrong. If you feel that you are a maverick, you will be making a great mistake if you do not let the employer know your true feelings.

Interviewers are seldom looking for the "dark suit" mentality. Their organizations may very well have too many of those already.

Intelligence, personality, drive, and the ability to recognize a problem and develop a means for helping solve it are the characteristics that most

*Quality listening is as important as presenting your case.*



### Use the "ZAP Interview" for Impact

ZAP techniques impact interview results! Adapt your BBI STAR response to this technique.

Every interviewer claims to hire only candidates who display charismatic, energetic, determined, confident, and responsible competencies. In addition, candidates need to possess the analytical, technical, and/or managerial skills to handle the assignments. How can you say that you have all of those skills and qualities with a straight face? You can't.

**Zesty Anecdotal Presentations (ZAP)** interviewing is one method to address this issue. You indirectly imply you possess the appropriate skills and personal attributes by projecting the qualities sought into an experience. The experience is your anecdote.

Rather than describe a boring event in your life, you must think of ways to add spice to your story. This lively example, taken from your classroom, work, or activities experiences, forms the foundation for your interview presentations.

**The descriptive adjectives that you use to add liveliness to your example will permit the recruiter to project these qualities into your background.**

The "ZAP Interview" technique focuses on what you have learned from what you *did*, which is one of the best ways to learn anything. Rather than memorizing responses to interview questions, you are remembering the real event as it honestly happened. No matter how many times you tell the story you are likely to give a consistent response.

Memorizing answers to questions runs the risk of giving different answers from recruiter to recruiter. It is easy to forget your "canned pitch." The advantage to ZAP examples is its consistency (you can easily remember your story) and interesting nature. The recruiter will find being "ZAPped" much more exciting. The interviewer's recall of you will also be easier after the evaluation record is written.

The "ZAP Interview" technique allows you to come across with the attributes the interviewer is seeking. Your descriptive adjectives add zest to your life and zip to your presentation. Use it!

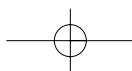
**Which ZAPs are you prepared to deliver?**

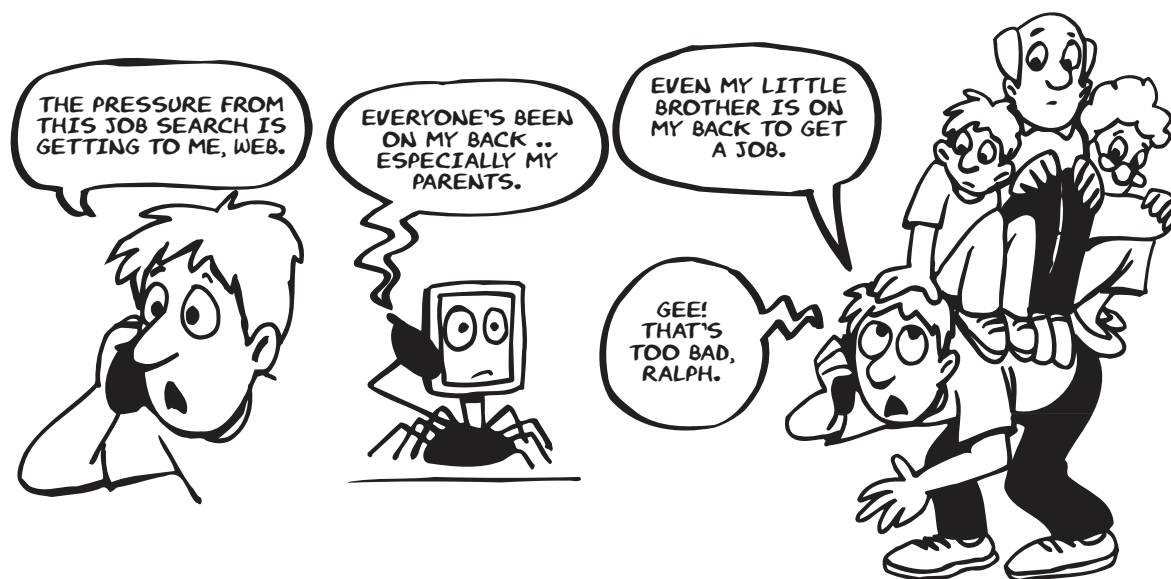
interviewers seek. In fact, many of the top executives of today arrived where they are because they expressed different ideas. The ability to communicate these ideas to others is one of the best qualities you can possess.

Regardless of your points of view, an opportunity consistent with your values exists. Don't fall into the stereotype impression without complete facts.

## Exude Confidence

A thin line exists between confidence and cockiness. Being a little overconfident in an interview is more of an asset than a liability, but guard against





Stress your problem solving abilities.

appearing conceited. However, if in doubt, toot your own horn—no one else will toot it for you.

Don't run the risk of seeming like a meek, passive, indecisive person in an interview. Your best bet is to project an air of confidence.

Start worrying about confidence turning into cockiness only if rejection letters start arriving from employers who previously had expressed an interest. If that should happen, it is advisable to consult a career counselor. Radiating confidence is an important interview technique that almost always helps you win.

## Keep Your Perseverance

Seeking the right job can be one of the most *discouraging* activities ever undertaken. As success begets success, failure generates failure to the point you might want to just give up. Continuing to get rejections indicates a special problem that should be discussed with a counselor—but do not quit!

Career coaches offer feedback advice. A counselor may suggest a change in strategy that can begin a new course of success.

It often takes time to find the type of position with which you can be happy. You will reject many employers before they reject you. You can only accept one job, so it must be one with which you can be happy. Do you see a bright future there? Giving up means settling for a less desirable self-imposed choice. Interviewing is one of the most important activities affecting your future happiness.

It often takes more than twenty interviews before a mutually satisfactory match is made. Interviewing is not simple. Each interview is a learning experience.

Some employees get one year of work experience ten times instead of ten years of experience at one job. Some interviewees fail to learn from their interview experiences and continue to make the same mistakes over and over.

Rejection letters are very common so keep your spirits high but seek advice if you sense special problems.

Perseverance is essential, but it is not always the solution. As soon as success is below your expectations, ask for help. Review your strategy with others. It may be necessary to rethink your self-assessment. What is the right position for you?

## Addressing Issues

### Salary

In nearly all studies that have been conducted, few people make an employment decision based solely upon salary considerations. To be sure, it is important for the salary to be within a general “ball park” range. The overwhelming majority of offers for the position you are seeking probably fall within your anticipated salary range.

The salary issue is addressed after there is a general agreement that an offer is imminent. Rarely is it an issue in the initial interview. For entry-level assignments, the starting salary varies only slightly between different candidates. The job, not the candidate, influences salary most.

Although some employers do pay premiums for such things as exceptional college grades, previous related work experience, military service, maturity, and other factors, the differential is usually relatively unimportant.

The job determines the salary. Financial success is usually based entirely on merit, not seniority. Salary increases result from doing an outstanding job.

If the salary question occurs, your best reply is to state that a salary competitive with others you have received or anticipate receiving is expected. Give a range of other amounts anticipated if pressed.

Your career counselor normally can provide guidelines regarding the normal range of salaries. In the majority of cases, employers offer a standard salary for a given assignment. Do not expect much “negotiating room.”

When you question an employer about salary, the reply is normally very general. We are “competitive.” Salary should not be discussed in the initial interview unless the subject is forced upon you by the interviewer. What employer would admit to being noncompetitive?

You can get some “ballpark” guidance at [www.salary.com](http://www.salary.com) or [www.salary-expert.com](http://www.salary-expert.com) or your career service office.

Generally, the salary issue comes up only after several interviews, when an offer is imminent.





**Interviewing Advice**

<b>Do</b>	<b>Don't</b>
Smile, smile, smile	Discuss past compensation
Express confidence	Press for a quick decision
Listen intently	Reveal disappointment
Appear excited	Request why rejected
Make eye contact	Take notes in the interview
Ask for the job	Show your nervousness
Show decisiveness	Smoke in the interview
Stay on task	Discuss politics or religion
Maintain professional poise	Bad-mouth others
Project a positive attitude	Apologize for weaknesses
Emphasize accomplishments	Discuss graduate study
Sell your skills	Ask for career advice
Stress personal interests	Appear timid or shy
Give thoughtful responses	Get emotional
Show enthusiasm	Rush through answers
Appear positively assertive	Shun responsibility
Appear highly organized	Reveal disorganization
Project confidence/presence	Alibi about your record
Record notes later	Sound rehearsed

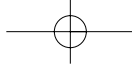
Figure 18.4

If you possess a significant amount of work experience and/or an advanced degree, give the employer some guidelines with regard to the salary range you expect.

If your salary requirements are substantially above the normal rates for this job, you should make a decision before your interview if you want to proceed. If you suspect an unacceptable salary, ask about it but realize that the employer may well advise they are not in the position to offer a range consistent with your expectations. As a result, you may not receive an offer, but there is little value in pursuing dead-end routes by continuing a "fake courtship." This issue will be addressed again as you get closer to the task of negotiating your new salary.

### Be Frank About Limitations

It is discouraging to answer questions that probe into areas where you lack success or have other limitations. By facing the challenge, and without showing disappointment, you should welcome the opportunity to set the record straight. Many times a frank admission can be turned to your advantage.



For example, an interviewer may ask a question concerning poor grades in college. It is proper to reply that although your overall grades may leave much to be desired but more recent grades and grades in your major are significantly higher. This frank reply shows the interviewer that you have matured since you first entered college.

You might also identify extracurricular activities and emphasize the part-time jobs you have held. The score could then be three big pluses with one not-so-embarrassing minus.

The interviewer's task is to identify your limitations. It would be unwise for an employer to place you in a situation where you would be likely to perform poorly. If you are not a Phi Beta Kappa, admit it and point out your other strengths. The employer will be impressed if you candidly discuss your weak points while pointing out your strengths.

## Face Personal Questions Directly

Few people appreciate the personal question approach that a number of employers use in identifying potentially successful managers. Questions regarding home life, family, friends, and outside activities appear to infringe on personal privacy. This line of questioning is not very common, but it does occasionally occur, so be prepared for it.

If such questioning is offensive to you, politely inform the recruiter that it has no bearing on the qualifications for the job in question. This will convey your message. If not, it is probably not worth sacrificing your principles to seek employment with that particular employer. Personal questions may not be illegal.

It is important to realize, however, that success in any organization—whether business, education, or government—may well depend upon factors other than basic skills. When a big job change or promotion is imminent, you may well find yourself taking a number of interest and personality tests in addition to visiting psychiatrists.

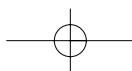
## Grades

Nearly all employers state that they wish to hire only candidates in the top half of their college graduating classes. Each year, however, most graduates, regardless of their academic standing, find careers compatible with their qualifications. In other words, few employers hold to their grade standards because other factors often override grades.

Some employers use grades as a crutch to help them identify talented people. They assume that grades are the best quantitative measure of a person's ability and initiative.

Grades are quite important, but they alone do not qualify an individual. This means that people with high grades should not rely on their scholarship alone.

If you have poor grades, you should capitalize on your other assets. You should turn the grade question into a discussion of other activities. This technique shows interviewers that you have not been spending day and night reading only textbooks. It helps minimize the impression of narrow interests.



If you have low grades, you should show how other factors, such as work experience, leadership responsibility, social organization activities, sports, hobbies, etc., have contributed to make you a total person.

## Fight Nervousness

With friends, relatives, faculty, and counselors emphasizing the importance of getting a job, you may become quite tense before your interviews. This is normal.

Many college students never take an interview on campus simply because they are afraid they will embarrass themselves or others in their first interview. Don't procrastinate!

Waiting until after graduation is generally disastrous if you want to go to work for one of the better organizations. Many of those employers' openings will be filled by that time.

The first interviews are always the most difficult. Interviewing gets easier with each successive interview until eventually it becomes a routine exercise. Some people become so professional at it that they can go into any interview situation and come out successful.

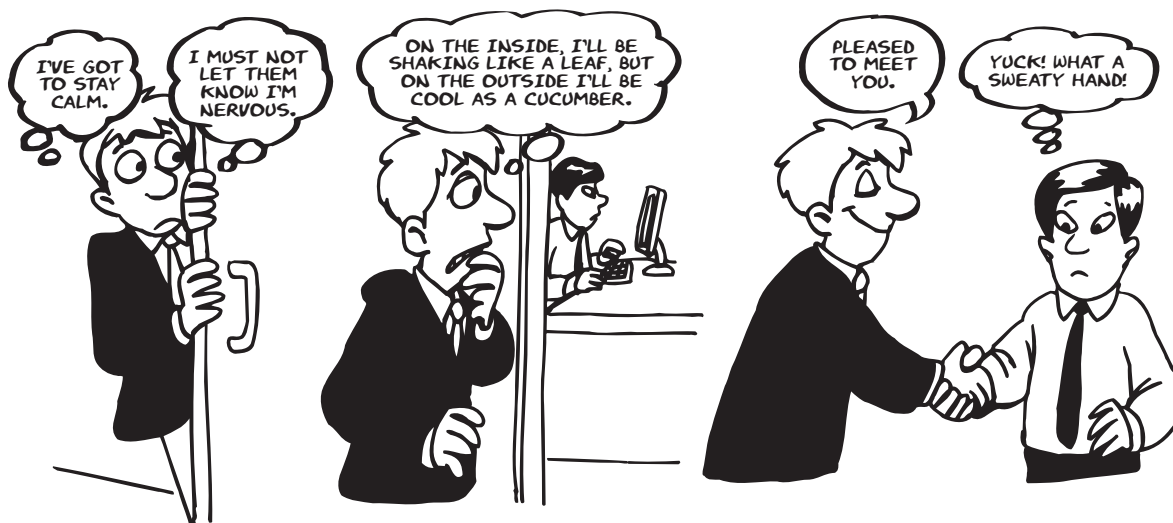
It is normal to be quite nervous before interviews. This nervousness usually disappears once you are into the interview. A good recruiter helps you to relax. In many cases, tenseness helps to keep you alert and prepared for circumstances as they develop, so a certain amount of nervousness can be good.

Interview two or three employers before taking on the employer who is your number one objective for employment. Confidence also plays an important role in helping you overcome nervousness. Preparation builds your confidence.

*The best antidote for nervousness is a planned presentation and a confidently delivered message. This eliminates much of the uncertainty.*

## The Employer's Evaluation

Every interviewer must come to a definitive YES or NO decision about you. Temporarily, "maybe" may be appropriate. Within a brief time parameter, "maybe" gets turned into a definitive statement.



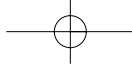
**Recruiter's Guide for Successful On-Campus College Interviewing**

- 1. Preparation for the interview** (five minutes)
  - a. Know the school and its basic program
  - b. Know the opportunities available in your company
  - c. Read each interviewee's resume prior to the interview
- 2. The interview** (your information—ten minutes)
  - a. Warm-up (setting the applicant at ease)
  - b. Obtaining additional information that expands on the resume (abilities and skills)
  - c. Ask questions that focus on personality
  - d. Ascertain goals—present and future
- 3. The interview** (interviewee's information—ten minutes)
  - a. Relate information on your company
  - b. After applicant identifies the area of interest, explain your programs or openings in his/her area of interest and competence
  - c. Counsel if no interest
- 4. Interviewing skills**
  - a. What data to collect—ability, interests, personality
  - b. Interviewing techniques—patterned, behavioral, directive questions, stress, hypothetical cases
  - c. Knockout factors
  - d. Showing interest but not committing
- 5. Evaluation** (five minutes)
  - a. Complete your evaluation form
  - b. Inform the career services office of your evaluation for their counseling program
  - c. Make recommendations for further interviews or a rejection

**Figure 18.5**

Good interviewers are well trained on how to handle the selection decision. In order to make the decision *reliable*, the same basic information must be obtained from each applicant. Interviewers work hard to improve the *validity* of every interview. High *validity* means that the information from the interview is relevant and will measure your potential success.

What factors are used in the evaluation of you? Different interviews focus on different criteria but the factors almost always relate to the competencies stated in the job description. The job description drives the questioning tactics and the final evaluation.



## Interviewing Styles

Most interviewers are trained in interviewing techniques before being given the responsibility. The interviewer may be an HR manager or even president of the organization and has the responsibility to select the best qualified talent for the organization.

The ability to communicate effectively is probably the most important quality for an interviewer. Professional interviewers know what their organizations have to offer and the positions that are presently available.

**Empathy.** Empathy with the interviewer's task is important. Most use a guide similar to what you see in Figure 18.5. Interviewing at branches and plants is coordinated through a central corporate office, which may use professional personnel who enlist assistance from individuals working in specific fields.

For example, if ABC Company had openings only in the sales area, they might use a sales manager to interview. On the other hand, if ABC had a wide range of different types of positions to fill, such as in finance, production, and sales, they may very well use someone from the HR office. Whoever is used will be trained to handle the job interviewing situation.

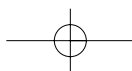
**Interview Questions.** The interview is a series of questions designed to get you talking about yourself. As you talk, the interviewer is mentally evaluating you on an evaluation form. The form contains many traits that describe your different performance dimensions. The interviewer can use several methods to elicit information.

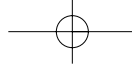
**Traits.** The questions are designed to get you to describe yourself using personal characteristics and competencies. The idea is to understand what motivates you and if the new work environment will allow you to excel. Are you qualified? What are your competencies?

**Behaviors.** The questions focus on probing behavior characteristics needed. What you have done can be observed and measured. The idea is to predict future behavior based upon your past behaviors. You describe a situation, and the interviewer evaluates your past actions and also learns about your traits and past behaviors by implication.

**Using Cases.** The goal is to assess your ability to analyze information given to you. They observe your recommendations based on the hypothetical "case." This situational style of interviewing forces you to think and act. Traits, past behaviors, and future actions, based on your reasoning process, can be evaluated.

**Tactics.** You can do well by practicing for each technique before your interviews. Many employers will use a combination of these various interview methods. You must anticipate and plan to discuss past circumstances and show how they relate to the job requirements for which you are interviewing. To crack a case, you need a framework around which to present your plan.





### **Workplace Attitudes Influence Hiring**

#### **How do you reveal your real attitudes?**

After the employer hires you, what type of person will you turn out to be? The recruiting team that made the recommendations to hire you tried to assess the attitude that you will bring to the workplace.

Your goal in the interview, especially the second set of consensus interviews, is to give some insight into your attitudes. You surely have a better picture than anyone else on how you might behave after being hired.

Your attitudes and how they conform to your new work group matter as much to you as they do to the employer. The type of attitudes most sought are listed below, but your goal is not to emulate the ideal.

Are you the type of person that . . .

- Approaches confrontation directly?
- Accepts responsibility regardless?
- Self-starts everyday?
- Walks away from rumors?
- Communicates best by talking?
- Listens to all viewpoints?
- Supports the existing team?
- Creates enthusiasm in others?
- Responds positively to criticism?
- Normalizes tense situations smoothly?
- Uses diversionary tactics?
- Toughens-up in a nonthreatening manner?

Your goal is to locate the situation where your attitudes can best be tolerated and your ideas readily accepted. Emulating a false ideal places you in future jeopardy.

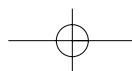
Before you find yourself in an untenable situation, determine your attitudes and make a determined attempt to put yourself in a mutually supportive work setting through a sound interview approach.

Your attitudes influence your workplace success later. Help assure compatibility. Reveal the real you.

#### **Which traits do you want to cover in your interview?**

Your logic and approach may be just as important as your hypothetical result or action.

**Plan.** Interviewing success relates directly to the time you spend in preparing responses. You should always draw upon real past situations in your life. Think about what the interviewer needs (factual info) to complete an evaluation form.



In a planned, but abstract way, you are writing the evaluation form for the interviewer. Assessment tests will confirm what you say in the interview so take several of them before you start your interviews. Will there be consistency between what you say in an interview and the results of assessment tests given to you?

Take assessment tests before your interviews and review the results to confirm consistency between the interviewer's assessment, your assessment, and test assessments.

## Evaluation Factors

The recruiter will evaluate you following the interview. What factors will be considered in this evaluation? Not surprisingly, most recruiters use a similar format regardless of the type of position for which they are interviewing.

The "Interview Evaluation" forms shown in the following examples are an adaptation of forms used by many employers. Study all of these carefully to understand the criteria employers use to assess potential.

## Knockout Factors

Why do employers say "no" to your credentials? Surprisingly, the same "knock-out factors" continue to be prevalent in the majority of rejections.

When applicants receive rejections, their natural tendency is to ask, "Why?" The knockout factors identify the more common reasons. Thoroughly

### **Fifteen Knockout Factors**

#### **(Reasons why candidates receive rejection replies)**

1. Lack of proper career planning—objectives and goals ill-defined—needs direction
2. Lack of knowledge of field of specialization—not well qualified—lacks depth
3. Inability to express thoughts clearly and concisely—rambles—poor communicator
4. Insufficient evidence of achievement or capacity to excite action in others
5. Not prepared for the interview—no research on organization—no presentation
6. No real interest in the organization or the industry—merely shopping around
7. Narrow location interest—unwilling to relocate later—inflexible
8. Little interest and enthusiasm—indifferent—bland personality
9. Overbearing—overaggressive—conceited—cocky—aloof—assuming
10. Interested only in best dollar offer—too money-conscious—unrealistic
11. Asks no or poor questions about the job—little depth and meaning to questions
12. Unwilling to start at the bottom—expects too much too soon—unrealistic
13. Makes excuses—evasiveness—hedges on unfavorable factors in record
14. No confidence and poise—fails to look interviewer in the eye—immature
15. Poor personal appearance—sloppy dress—lacks sophistication and poise

Figure 18.6

### Smart People Fail Too

The best people do not always get the best jobs. You may get turned down while you watch a person with lesser credentials get the job you wanted. Why?

Interviewing success is not solely a skill-based decision-making process. If you eliminate “pull” (and pull usually only gets you an interview, not the job offer), personal qualities influence candidate judgment calls far more frequently than anything else.

Certainly, most jobs do have a required set of functional skills needed to handle the assigned tasks. But, *many* people often meet the *minimum* level of skill requirements. Recruiters must look beyond the *basic* set of skills needed to handle the specific tasks. How well will you do the job?

You may be the *smartest* person but high mental ability is only one of many screening criteria used by employers. The factors of maturity and motivation enter the equation at a comparable level. It takes a high score on *all* of the “Three Ms” to be a success in interviewing.

#### The Three Ms:

- Maturity
- Mental Ability
- Motivation

The difficulty with interviewing is the inability of employers to be exact about what is needed. Some interviewers admit that maturity and motivation are amorphous qualities and, yet, a definitive evaluation is required. It is tough to even explain. What do these three words mean?

You will probably be qualified for every interview you take, but you will not get a job offer every time. There will always be more than one possible cand-

date for any job. You face more competition for some jobs than others.

A recruiter must select from among several qualified individuals. You may be qualified, but are you the “*very best*” candidate?

The best is defined in many ambiguous ways. What is best to one recruiter is not best to every recruiter. Therefore, there must be some highly elusive qualities that are defined differently by different employers.

The basic concept underlying interviewing is discrimination. How can you discriminate between what on the surface appears to be two equally qualified applicants?

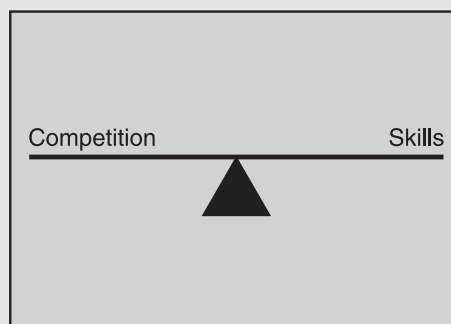
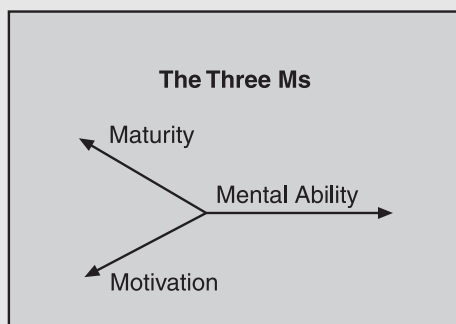
If all talents could be reduced to qualifiable traits, employers would need only to plug the proper variables into a computer and up would pop the most desirable candidates, conveniently ranked. Fortunately, you are not a computer. You have qualities that when packaged together make you a *unique* person. No one else has your special qualities.

Employers do not seek perfectly square pegs. Employers frequently must adjust both the holes and the pegs to make all activities work smoothly. Finding the right person for a given job who can fill other anticipated higher-level jobs later is an art, not a science.

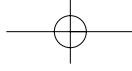
Selection is an art. Being smart is not the only factor. There may be thousands of evaluation factors.

Smart people must become artists, not simply tacticians. Like the employer, you must also become an artist. You need to aid in the process of finding the unique clever match between your total complicated background and an equally complex set of job openings.

Smart people win too!







and carefully review these knockout factors in Figure 18.6. Does that factor identify you?

The knockout factors are important because they can influence the interviewer's perception of your other qualifications. It is common to find a "halo effect" in reviewing employers' ratings. One negative factor could cause a negative effect on several other factors that in reality might be strong.

Although personal appearance may not be as important as the ability to communicate effectively, when a recruiter marks you low on appearance, the halo is likely to influence other characteristics as well. Do you possess any strong negative "halo effects"?

Of course, you may get turned down for a given job through no fault of your own. Often an employer finds other candidates with overall stronger qualifications. There are also situations in which the qualifications of two or more candidates are identical and employers' decisions are toss-ups. There is not much you can do when you are turned down for these reasons except to keep persevering until the toss of the coin favors you.

## Evaluation Forms

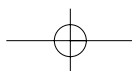
Whatever methods of interviewing that an employer chooses to use will involve some type of evaluation form. Evaluation forms tend to be very general with trait-based characteristics. Almost all have ample room for comments. More than the specific rating scales, the comments become extremely valuable in reviewing candidates at the consensus meetings.

In a completely objective world, your competencies for the specific job should be listed on the evaluation form used by your interviewer. It is common for a characteristic, trait, or other competency that is being evaluated to be listed on the form and some type of scale from high to low used to evaluate that characteristic. In reality, most forms tend to be general and used for many different types of career and job options. This is why the individual comments that are written by the trained interviewer are so important in comparing each candidate that has been interviewed for a given job opening against all other candidates.

A job interview, and its follow-up evaluation, is a competitive event. Candidates are evaluated against the competencies needed to do the job. In most cases, there are multiple candidates who basically match well against the competencies being used and listed on a form. As a manager, you must compare each of the qualified job candidates and select the very **best** candidate. Because you may not have interviewed every single candidate, you need as much objective and subjective information written so you can do a fair and objective evaluation in making your final selection decision.

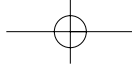
Several evaluation forms list key descriptive words that relate back to the most important competencies in the job being evaluated. Forcing the interviewer to check off these key descriptive words is tantamount to forcing them to make comments based on the objective criteria.

Several evaluation forms that are shown at end of this chapter were designed to evaluate the traits and behavioral characteristics that are used in evaluating many entry-level management development programs. They are based on a collection of forms obtained from employers when they were interviewing on college campuses.



<b>Interview Evaluation</b>							
<b>Candidate's Name</b>	<b>Date</b>						
<b>Characteristics</b>	<i>Please Use Check or Comments</i>						
	<b>Outstanding (A)</b> <b>Above Average (B)</b> <b>Satisfactory Acceptable (C)</b> <b>Limited Potential (D)</b> <b>Not Acceptable (F)</b>						
<b>Appearance</b> Grooming    Bearing Posture    Manners Dress    Neatness	Comments: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> </tr> </table>						
<b>Preparation for Interview</b> Knowledge of Company Knowledge of Positions Open Asked Pertinent Questions	Comments: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> </tr> </table>						
<b>Verbal Communication</b> Delivery and Animation Presentation of Ideas Grammar and Vocabulary	Comments: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> </tr> </table>						
<b>Direction</b> Well-Defined Goals Confidence in Abilities Realistic and Practical	Comments: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> </tr> </table>						
<b>Maturity</b> Responsible    Social Leader Self-Reliant    Judgment Decisive    Work Leader	Comments: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> </tr> </table>						
<b>Personality</b> Enthusiastic    Aggressive Extrovert    Unresponsive Motivation    Noncommittal	Comments: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> </tr> </table>						
<b>Qualifications</b> Academic Preparation Work Experience Position Match	Comments: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> </tr> </table>						
<b>Overall Evaluation</b> Long-Range Potential Drive and Ambition Ability and Qualification	Comments: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> <td style="width: 20%; border-bottom: 1px solid black;"></td> </tr> </table>						
Strong Points Sour Notes Advice Hiring Problems Background Amplify Above Suggestions Plans Personal Hints	<b>CANDID COMMENTS PLEASE! EXTREMELY HELPFUL!!</b>						
<b>Probable Action</b> <input type="checkbox"/> Invitation <input type="checkbox"/> No Job Match <input type="checkbox"/> Uncertain at This Time							

Figure 18.7



Ideally, employers would create an evaluation form custom designed to match the competencies required for each job in the organization. Very few go to this extreme. The general forms, similar to what you see printed here, are rapidly being converted to on-line forms. The interviewer can complete the forms on-line for each candidate. Computer programs can then be used in comparing the candidates.

You need to be aware that interviewers will complete evaluation forms. The information is recorded within hours after your interview. Once the candidate base has been completely interviewed, the consensus team meets and reviews, compares, and discusses the candidates that each interviewer got to know best. This consensus information sharing is a very important part of the hiring decision.

Evaluation forms must be completed with great care. For example, a management trainee candidate at a university on the West Coast may be compared to a candidate at a college in the Midwest. Just as it is difficult to compare grades from one educational institution to another, even if they both use a 4.0 grading scale, it is very difficult to compare evaluations of two separate recruiters unless they are following the same interview instructions and evaluation guidelines.

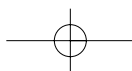
Many firms upload the evaluation form results into an applicant tracking system (ATS). Information uploaded on applicants comes from cover letters/e-mails, resumes, psychological test results, references, evaluation forms, etc. Any internal manager who has an opening can review the ATS at any time. The ATS will also report offers outstanding, acceptances, and payroll entry data for on-boarding purposes. These sophisticated human resource information systems (HRIS) continue to track employees from the interview stage to the final termination stage, which might be many years in the future.

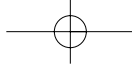
The ATS part of the HRIS files are saved for a specified period of time and can be reassessed even after an applicant has been sent a "no interest" reply. Many large firms maintain a "live" applicant file for review if and when a similar job opening develops based upon offer rejections, no-shows, retirements, turnover, promotions, new business growth, etc. The ATS is an important part of the evaluation process since it can be accessed by many managers. For the smaller firms, this service is often outsourced.

As a job candidate, you can greatly influence what is placed on these evaluation forms. Most recruiters sum up the results of what you say in the interview, regardless of the interview method used. If you have a polished interview presentation plan, you can fairly accurately predict what they interviewer writes.

Most good interviewees have a "summary" spiel that they use at the conclusion each interview. This summary is what many interviewers remember as they complete these forms. In essence, you can influence what is recorded on these forms with a carefully constructed wrap-up presentation at the end of the interview.

If you consistently focus your presentation from cover letter to final interview on the competencies needed for the job, you will have a thoroughly completed positive interview evaluation form recorded in the employer's ATS or hardcopy file. Your documents that support your evaluation form will lead any reviewing manager, or consensus hiring team, to the right conclusion.



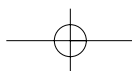
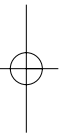
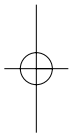


You are the best qualified candidate!

Review each of these sample evaluation forms. You must use some empathy with the recruiter. Complete an evaluation form of your own after each of your interviews. Save this form in your own interview tracking system. This will be important to you if you receive multiple job offers and want to factor in your interview results for decision-making purposes.

Your tracking system will serve you well as you maintain it throughout your working life. Career changes will occur and the dusting off of this file will be fun. Reviewing your past evaluation forms will help you to adjust your final wrap-up summary in your future interview presentations.

The evaluation forms that follow are a very important component of your applicant file. Review these and use techniques covered in this chapter. Help the interviewer in completing your evaluation form. The interview evaluation forms will become an integral component of your HRIS file and thus influence your strategic career plan while employed at that organization.



**Selection Summary**

Applicant's Name \_\_\_\_\_ Date \_\_\_\_\_  
 Position Applied for \_\_\_\_\_

**"CAN DO"  
FACTORS**

**RATING ON EACH FACTOR**

- Appearance, manners
- Availability for this work
- Education as required by this job
- Intelligence, ability to learn
- Problem solver
- Experience in this field
- Knowledge of the product
- Physical condition, health, energy

Out-standing	Good	Marginal	Poor

**"WILL DO"  
FACTORS**

**CHARACTER TRAITS (BASIC HABITS)**

- Stability, maintaining same jobs and interests
- Industry, willingness to work
- Perseverance, finishing what he starts
- Ability to get along with people
- Loyalty, identifying with employer
- Self-reliance; independent; decisive
- Leadership


**MOTIVATION**

- Interest in this work
- Economic need
- Need for recognition
- Need to excel
- Need to serve
- Need to acquire
- Drive to succeed


**DEGREE OF EMOTIONAL MATURITY**

- Freedom from dependence; independence
- Regard for consequences; responsible
- Capacity for self-discipline
- Freedom from selfishness; ethical attitude
- Personality
- Humor
- Freedom from destructive tendencies; character
- Freedom from wishful thinking; creativity


*Important:* Do not add or average these factors in making the overall rating. Match the qualifications of the applicant against the requirements of the particular position for which the individual is being considered.

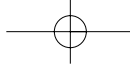
Strong points for this position \_\_\_\_\_  
 Weak points for this position \_\_\_\_\_

Overall Rating:  A  B  C  D

Rating by \_\_\_\_\_

Recommendation to employ:  Yes  No

Figure 18.8



### Interview Report

Name of applicant \_\_\_\_\_ Date of interview \_\_\_\_\_  
 Applying for \_\_\_\_\_ Interviewer \_\_\_\_\_

Please report your interview impressions by checking the one most appropriate box in each area.

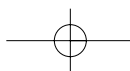
1. APPEARANCE: very untidy, poor taste in clothes	Somewhat careless about personal appearance	Satisfactory per- sonal appearance	Good taste in clothes; better than average appearance	Unusually well groomed; very neat, excellent taste
2. FRIENDLINESS: appears very distant and aloof; cool	Approachable; fairly friendly	Warm; friendly; sociable	Very sociable and outgoing	Extremely friendly and sociable
3. POISE, STABIL- ITY: ill at ease; "jumpy," appears nervous	Tense; easily irritated	About as poised as the average applicant	Sure of herself/ himself	Extremely well composed; probably calm under pressure
4. PERSONALITY: unsatisfactory for the job	Questionable for this job	Satisfactory for this job	Very desirable for this job	Outstanding for this job
5. CONVERSA- TIONAL ABILITY: talks very little; expression poor	Makes attempts at expression; fair job at best	Average fluency and expression	Talks well and to the point	Excellent expres- sion; extremely fluent; forceful
6. ALERTNESS: slow to catch on	Rather slow; requires more than average explanation	Grasps ideas with average ability	Quick to under- stand; perceives very well	Exceptionally keen and alert
7. INFORMATION: poor knowledge of field of interest	Fair knowledge of field of interest	Is as informed as the average applicant	Fairly well informed; knows more than average applicant	Has excellent knowledge of the field
8. EXPERIENCE: no relationship between appli- cant's back- ground and job requirements	Fair relationship between applicant's background and job requirements	Average amount of meaningful background and experience	Background very good; considerable experience	Excellent back- ground and experience
9. DRIVE: has poorly defined goals and appears to act without purpose	Appears to set goals too low and to put forth little effort to achieve these	Appears to have average goals; puts forth average effort to reach these	Appears to strive hard; has high desire to achieve	Appears to set high goals and to strive incessantly to achieve these
10. ACHIEVEMENTS too low to be considered	Substandard but possibly acceptable	Average	Above average and shows potential	Outstanding

Eligible For Employment:

Yes  No

\_\_\_\_\_  
Signature of Interviewer

Figure 18.9



**Powell's Trait Checklist**

Candidate's Name \_\_\_\_\_ Interviewer \_\_\_\_\_

Position Sought \_\_\_\_\_ Interview Date \_\_\_\_\_

*Please give me an A, B, C, or D grade for each trait listed under each category with your supporting comments and circle the most descriptive words and traits.*

Characteristic	Descriptive Words and Traits				Grade	Comments
<b>P</b> ersonality	Compatible Outgoing Sensitive	Teacher Mentor Resolver	Interesting Adaptable Pleasant	Rapport Flexible Tolerant		
<b>O</b> rganization	Planner Organizer Supervisor	Resourceful Analyst Structured	Controller Systems Procedures	Goal Setter Thorough Juggler		
<b>W</b> ork Motivation	Ambitious Excels Aptitude	Assertive Energetic Initiator	Achiever Persuasive Hard worker	Charger Influencer Committed		
<b>E</b> xpressiveness	Articulate Animated Attractive	Thoughtful Reflective Accents	Eye contact Poise Presenter	Grammar Jargon Worldly		
<b>L</b> earning Ability	Intelligent Aptitude Task oriented	Promotable Competent Potential	Scholar Achiever Worker	Analytic Talker Match		
<b>L</b> eadership	Decisive Responsible Mature	Practical Confident Authoritative	Objective Logical Realistic	Leader Tenacious Solver		
<b>S</b> kill Match	Degree Major Courses	Grades Licenses Certificates	Technical Knowledge Functional Knowledge Industry Knowledge			

Probable Action:  No Interest  Unsure  
 Follow-up Interviews  Offers

**OVERALL GRADE**

Figure 18.10

### Trait-Based Candidate Evaluation

Candidate's Name	Position Sought	Date	Interviewer's Name
------------------	-----------------	------	--------------------

This trait-based candidate appraisal uses key descriptive words for eight selected characteristics of career direction, verbal communication, personal qualities, attitude toward work, job qualifications, interview preparation/presentation, maturity, and appearance. The forced-word evaluation is summarized in an overall evaluation based upon a summary of the key descriptors.

*Instructions:* Darken the circle beside as many descriptive words as possible. The words selected represent an impression of the candidate's performance in the interview for each characteristic.

#### CAREER DIRECTION

Please darken the circle beside as many descriptive words as possible that you find reasonably describes the candidate's career direction at this point in time.

- |                                       |   |  |                                      |
|---------------------------------------|---|--|--------------------------------------|
| <input type="radio"/> Achievable      | <input type="radio"/> Developed           | <input type="radio"/> Knowledgeable          | <input type="radio"/> Resolved       |
| <input type="radio"/> Advanced        | <input type="radio"/> Directed            | <input type="radio"/> Lack of specialization | <input type="radio"/> Self-aware     |
| <input type="radio"/> Aimless         | <input type="radio"/> Directionless       | <input type="radio"/> Logical                | <input type="radio"/> Self-confident |
| <input type="radio"/> Ambiguous       | <input type="radio"/> Disinterested       | <input type="radio"/> Misdirected            | <input type="radio"/> Targeted       |
| <input type="radio"/> Ambitious       | <input type="radio"/> Driven              | <input type="radio"/> Motivated              | <input type="radio"/> Thoughtful     |
| <input type="radio"/> Assertive       | <input type="radio"/> Explorer            | <input type="radio"/> Noncommittal           | <input type="radio"/> Unclear        |
| <input type="radio"/> Assured         | <input type="radio"/> Goal-directed       | <input type="radio"/> On-track               | <input type="radio"/> Undefined      |
| <input type="radio"/> Career-lost     | <input type="radio"/> Good perspective    | <input type="radio"/> Planned                | <input type="radio"/> Unfocused      |
| <input type="radio"/> Career-oriented | <input type="radio"/> Idealistic          | <input type="radio"/> Positive               | <input type="radio"/> Unrealistic    |
| <input type="radio"/> Certain         | <input type="radio"/> Illogical           | <input type="radio"/> Practical              | <input type="radio"/> Unsure         |
| <input type="radio"/> Clear           | <input type="radio"/> Impractical         | <input type="radio"/> Progress               | <input type="radio"/> Vague          |
| <input type="radio"/> Concentrated    | <input type="radio"/> In control          | <input type="radio"/> Rational               | <input type="radio"/> Weak awareness |
| <input type="radio"/> Confused        | <input type="radio"/> Informed            | <input type="radio"/> Realistic              | <input type="radio"/> Well-defined   |
| <input type="radio"/> Convincing      | <input type="radio"/> Insincere interests | <input type="radio"/> Reasonable             | <input type="radio"/> Well-focused   |
| <input type="radio"/> Defined         |   |  |                                      |

Comments:

#### CAREER COMMUNICATION

Please darken the circle beside each descriptive word that you feel reasonably describes the candidate's verbal communication abilities.

- |   |                                    |                                    |  |
|---|------------------------------------|------------------------------------|--|
| <input type="radio"/> Able              | <input type="radio"/> Disorganized | <input type="radio"/> Nervous      | <input type="radio"/> Slang              |
| <input type="radio"/> Animated          | <input type="radio"/> Dull         | <input type="radio"/> Organized    | <input type="radio"/> Smiles             |
| <input type="radio"/> Articulate        | <input type="radio"/> Eloquent     | <input type="radio"/> Personal     | <input type="radio"/> Smooth tone        |
| <input type="radio"/> Astute            | <input type="radio"/> Expressive   | <input type="radio"/> Pleasant     | <input type="radio"/> Structured         |
| <input type="radio"/> Attentive         | <input type="radio"/> Familiar     | <input type="radio"/> Polished     | <input type="radio"/> Succinct           |
| <input type="radio"/> Awkward           | <input type="radio"/> Formal       | <input type="radio"/> Poor grammar | <input type="radio"/> Systematic         |
| <input type="radio"/> British accent    | <input type="radio"/> Fresh        | <input type="radio"/> Precise      | <input type="radio"/> Tactful            |
| <input type="radio"/> Careless          | <input type="radio"/> Homey        | <input type="radio"/> Presence     | <input type="radio"/> Thoughtful         |
| <input type="radio"/> Clear             | <input type="radio"/> Illiterate   | <input type="radio"/> Rambles      | <input type="radio"/> Timid              |
| <input type="radio"/> Closer            | <input type="radio"/> Immature     | <input type="radio"/> Rash         | <input type="radio"/> Twangy             |
| <input type="radio"/> Competent         | <input type="radio"/> Intelligent  | <input type="radio"/> Rehearsed    | <input type="radio"/> Unclear            |
| <input type="radio"/> Concise           | <input type="radio"/> Laid-back    | <input type="radio"/> Relaxed      | <input type="radio"/> Unfocused          |
| <input type="radio"/> Confused          | <input type="radio"/> Leader       | <input type="radio"/> Repeater     | <input type="radio"/> Unprepared         |
| <input type="radio"/> Conversationalist | <input type="radio"/> Listener     | <input type="radio"/> Robotic      | <input type="radio"/> Used examples well |
| <input type="radio"/> Country accent    | <input type="radio"/> Literate     | <input type="radio"/> Rusty        | <input type="radio"/> Vague              |
| <input type="radio"/> Deliberate        | <input type="radio"/> Mannered     | <input type="radio"/> Scrambled    | <input type="radio"/> Verbose            |
| <input type="radio"/> Direct answers    | <input type="radio"/> Mixed-up     | <input type="radio"/> Sensible     | <input type="radio"/> Well-spoken        |
| <input type="radio"/> Disarranged       | <input type="radio"/> Mumbles      | <input type="radio"/> Skillful     | <input type="radio"/> Wordy              |

Comments:

Figure 18.11



### Trait-Based Candidate Evaluation

#### PERSONAL QUALITIES

Please darken the circle beside as many descriptive word as possible that you feel reasonably describes the candidate's personal qualities and personality.

- |                                   |                                     |                                    |  |
|-----------------------------------|-------------------------------------|------------------------------------|--|
| <input type="radio"/> Achiever    | <input type="radio"/> Egotistical   | <input type="radio"/> Laid-back    | <input type="radio"/> Poised           |
| <input type="radio"/> Arrogant    | <input type="radio"/> Energized     | <input type="radio"/> Leader       | <input type="radio"/> Positive         |
| <input type="radio"/> Artificial  | <input type="radio"/> Enthusiastic  | <input type="radio"/> Likable      | <input type="radio"/> Pretentious      |
| <input type="radio"/> Assertive   | <input type="radio"/> Excitable     | <input type="radio"/> Mature       | <input type="radio"/> Secure           |
| <input type="radio"/> Attentive   | <input type="radio"/> Facade        | <input type="radio"/> Motivated    | <input type="radio"/> Self-deprecating |
| <input type="radio"/> Avid        | <input type="radio"/> Fake          | <input type="radio"/> Motivator    | <input type="radio"/> Serious          |
| <input type="radio"/> Belligerent | <input type="radio"/> Fidgety       | <input type="radio"/> Negative     | <input type="radio"/> Shallow          |
| <input type="radio"/> Bored       | <input type="radio"/> Forceful      | <input type="radio"/> Nervous      | <input type="radio"/> Shy              |
| <input type="radio"/> Charger     | <input type="radio"/> Go-getter     | <input type="radio"/> Nonchalant   | <input type="radio"/> Sincere          |
| <input type="radio"/> Charismatic | <input type="radio"/> Goal-directed | <input type="radio"/> Noncommittal | <input type="radio"/> Unenthused       |
| <input type="radio"/> Comfortable | <input type="radio"/> Happy         | <input type="radio"/> Obnoxious    | <input type="radio"/> Unnatural        |
| <input type="radio"/> Compatible  | <input type="radio"/> Ill-at-ease   | <input type="radio"/> Outgoing     | <input type="radio"/> Uptight          |
| <input type="radio"/> Confident   | <input type="radio"/> Immature      | <input type="radio"/> Overbearing  | <input type="radio"/> Warm             |
| <input type="radio"/> Cordial     | <input type="radio"/> Imitator      | <input type="radio"/> Passive      | <input type="radio"/> Weak-willed      |
| <input type="radio"/> Driver      | <input type="radio"/> Initiator     | <input type="radio"/> Personable   | <input type="radio"/> Wise             |
| <input type="radio"/> Dull        | <input type="radio"/> Interest      | <input type="radio"/> Persuasive   | <input type="radio"/> Withdrawn        |
| <input type="radio"/> Dynamic     | <input type="radio"/> Interesting   | <input type="radio"/> Phony        | <input type="radio"/> Witty            |
| <input type="radio"/> Easy-going  | <input type="radio"/> Introverted   | <input type="radio"/> Plastic      | <input type="radio"/> Zealous          |
| <input type="radio"/> Edgy        |                                     |                                    |  |

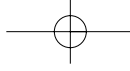
Comments:

#### ATTITUDE TOWARD WORK

Please darken the circle beside as many descriptive word as possible that you feel reasonably describes the candidate's attitude toward work.

- |  |                                     |                                     |  |
|--|-------------------------------------|-------------------------------------|--|
| <input type="radio"/> Aggressive       | <input type="radio"/> Energetic     | <input type="radio"/> Loose         | <input type="radio"/> Responsible      |
| <input type="radio"/> Ambitious        | <input type="radio"/> Enthusiastic  | <input type="radio"/> Narrow-minded | <input type="radio"/> Results oriented |
| <input type="radio"/> Artificial       | <input type="radio"/> Fervent       | <input type="radio"/> Negative      | <input type="radio"/> Risk-taker       |
| <input type="radio"/> Carefree         | <input type="radio"/> Flippant      | <input type="radio"/> Negligent     | <input type="radio"/> Self-starter     |
| <input type="radio"/> Casual           | <input type="radio"/> Hard worker   | <input type="radio"/> Open minded   | <input type="radio"/> Sensible         |
| <input type="radio"/> Cautious         | <input type="radio"/> Hard working  | <input type="radio"/> Opinionated   | <input type="radio"/> Sloppy           |
| <input type="radio"/> Committed        | <input type="radio"/> Unwavering    | <input type="radio"/> Perfectionist | <input type="radio"/> Solid            |
| <input type="radio"/> Competent        | <input type="radio"/> Inaccurate    | <input type="radio"/> Perseverant   | <input type="radio"/> Studious         |
| <input type="radio"/> Competitive      | <input type="radio"/> Inactive      | <input type="radio"/> Persistent    | <input type="radio"/> Successful       |
| <input type="radio"/> Complainer       | <input type="radio"/> Inattentive   | <input type="radio"/> Political     | <input type="radio"/> Team player      |
| <input type="radio"/> Cool             | <input type="radio"/> Incompetent   | <input type="radio"/> Precise       | <input type="radio"/> Uncommitted      |
| <input type="radio"/> Cooperative      | <input type="radio"/> Inconsistent  | <input type="radio"/> Principled    | <input type="radio"/> Unconcerned      |
| <input type="radio"/> Dedicated        | <input type="radio"/> Indecisive    | <input type="radio"/> Proactive     | <input type="radio"/> Unmotivated      |
| <input type="radio"/> Determined       | <input type="radio"/> Independent   | <input type="radio"/> Punctual      | <input type="radio"/> Unreasonable     |
| <input type="radio"/> Diligent         | <input type="radio"/> Industrious   | <input type="radio"/> Reactive      | <input type="radio"/> Value conscious  |
| <input type="radio"/> Disciplined      | <input type="radio"/> Initiator     | <input type="radio"/> Realistic     | <input type="radio"/> Wholesome        |
| <input type="radio"/> Distractible     | <input type="radio"/> Intense       | <input type="radio"/> Reliable      | <input type="radio"/> Willing          |
| <input type="radio"/> Dollar-motivated | <input type="radio"/> Irresponsible | <input type="radio"/> Resourceful   | <input type="radio"/> Yakker           |
| <input type="radio"/> Eager            | <input type="radio"/> Lazy          | <input type="radio"/> Respectful    | <input type="radio"/> Zealous          |
| <input type="radio"/> Easygoing        |                                     |                                     |  |

Comments:



### Trait-Based Candidate Evaluation

#### JOB QUALIFICATIONS

(Skills, Major, Degree, Experience, Etc.)

Please darken the circle beside as many descriptive word as possible that you feel reasonably describes the candidate's credentials for the opportunity available.

- |   |   |  |   |
|---|---|--|---|
| <input type="radio"/> Academically prepared | <input type="radio"/> Follower              | <input type="radio"/> Perfect            | <input type="radio"/> Superior grades       |
| <input type="radio"/> Achiever              | <input type="radio"/> Hustler               | <input type="radio"/> Performer          | <input type="radio"/> Superstar             |
| <input type="radio"/> Adequate grades       | <input type="radio"/> Impressive            | <input type="radio"/> Poor grades        | <input type="radio"/> Talented              |
| <input type="radio"/> Analytical            | <input type="radio"/> Inadequate experience | <input type="radio"/> Problem-solver     | <input type="radio"/> Technically qualified |
| <input type="radio"/> Average               | <input type="radio"/> Inconsistent          | <input type="radio"/> Proficient         | <input type="radio"/> Theorist              |
| <input type="radio"/> Capable               | <input type="radio"/> Innovator             | <input type="radio"/> Qualified          | <input type="radio"/> Thinker               |
| <input type="radio"/> Committed             | <input type="radio"/> Intelligent           | <input type="radio"/> Related experience | <input type="radio"/> Unacceptable grades   |
| <input type="radio"/> Compatible            | <input type="radio"/> Leader                | <input type="radio"/> Requires training  | <input type="radio"/> Uncapable             |
| <input type="radio"/> Competent             | <input type="radio"/> Mediocre              | <input type="radio"/> Satisfactory       | <input type="radio"/> Unqualified           |
| <input type="radio"/> Conceptualizer        | <input type="radio"/> Mismatch              | <input type="radio"/> Self-centered      | <input type="radio"/> Unsatisfactory        |
| <input type="radio"/> Dumb                  | <input type="radio"/> Needs improvement     | <input type="radio"/> Self-starter       | <input type="radio"/> Weak experience       |
| <input type="radio"/> Excellent             | <input type="radio"/> Outstanding           | <input type="radio"/> Sharp              | <input type="radio"/> Weak skills           |
| <input type="radio"/> Experienced           | <input type="radio"/> Overqualified         | <input type="radio"/> Street-smart       |   |

Comments:

#### MATURITY

Please darken the circle beside as many descriptive word as possible that you feel reasonably describes the candidate's maturity.

- |                                      |                                      |                                      |                                       |
|--------------------------------------|--------------------------------------|--------------------------------------|---------------------------------------|
| <input type="radio"/> Accountable    | <input type="radio"/> Flexible       | <input type="radio"/> Loner          | <input type="radio"/> Self-sufficient |
| <input type="radio"/> Action-maker   | <input type="radio"/> Follow-through | <input type="radio"/> Naive          | <input type="radio"/> Serious         |
| <input type="radio"/> Assertive      | <input type="radio"/> Follower       | <input type="radio"/> Organizer      | <input type="radio"/> Shrewd          |
| <input type="radio"/> Authoritative  | <input type="radio"/> Giggler        | <input type="radio"/> Participative  | <input type="radio"/> Smooth          |
| <input type="radio"/> Bold           | <input type="radio"/> Groping        | <input type="radio"/> Poised         | <input type="radio"/> Sophomoric      |
| <input type="radio"/> Bored          | <input type="radio"/> Haphazard      | <input type="radio"/> Potential      | <input type="radio"/> Sound judgment  |
| <input type="radio"/> Calm           | <input type="radio"/> Imitator       | <input type="radio"/> Proactive      | <input type="radio"/> Stable          |
| <input type="radio"/> Capable        | <input type="radio"/> Immature       | <input type="radio"/> Professional   | <input type="radio"/> Street-smart    |
| <input type="radio"/> Cautious       | <input type="radio"/> Immoral        | <input type="radio"/> Proven         | <input type="radio"/> Talented        |
| <input type="radio"/> Childish       | <input type="radio"/> Impulsive      | <input type="radio"/> Proven leader  | <input type="radio"/> Team player     |
| <input type="radio"/> Competent      | <input type="radio"/> Indecisive     | <input type="radio"/> Prudent        | <input type="radio"/> Timid           |
| <input type="radio"/> Confident      | <input type="radio"/> Independent    | <input type="radio"/> Rational       | <input type="radio"/> Trustworthy     |
| <input type="radio"/> Confused       | <input type="radio"/> Inexperience   | <input type="radio"/> Reactive       | <input type="radio"/> Truthful        |
| <input type="radio"/> Decision maker | <input type="radio"/> Inferior       | <input type="radio"/> Realistic      | <input type="radio"/> Unethical       |
| <input type="radio"/> Decisive       | <input type="radio"/> Innovator      | <input type="radio"/> Reliable       | <input type="radio"/> Unproven        |
| <input type="radio"/> Dependable     | <input type="radio"/> Joiner         | <input type="radio"/> Responsible    | <input type="radio"/> Unrealistic     |
| <input type="radio"/> Dishonest      | <input type="radio"/> Juvenile       | <input type="radio"/> Self-confident | <input type="radio"/> Unsure          |
| <input type="radio"/> Emotional      | <input type="radio"/> Leader         | <input type="radio"/> Self-reliant   | <input type="radio"/> Valueless       |
| <input type="radio"/> Experience     | <input type="radio"/> Logical        | <input type="radio"/> Self-starter   | <input type="radio"/> Witty           |

Comments:

### Trait-Based Candidate Evaluation

#### INTERVIEW PREPARATION/PRESENTATION

(Research, Review, Analysis, Presentation of Facts)

Please darken the circle beside as many descriptive word as possible that you feel reasonably describes the candidate's preparation and presentation for the interview.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="radio"/> Adequate            | <input type="radio"/> Informed           | <input type="radio"/> Prepared        | <input type="radio"/> To <input type="radio"/> rehearsed |
| <input type="radio"/> Canned preparation  | <input type="radio"/> Inquisitive        | <input type="radio"/> Probing         | <input type="radio"/> Trite preparation                  |
| <input type="radio"/> Careless            | <input type="radio"/> Insightful         | <input type="radio"/> Provoking       | <input type="radio"/> Unaware                            |
| <input type="radio"/> Confused            | <input type="radio"/> Insufficient facts | <input type="radio"/> Questions       | <input type="radio"/> Understand facts                   |
| <input type="radio"/> Distinctive         | <input type="radio"/> Interested         | <input type="radio"/> Read facts      | <input type="radio"/> Uninformed                         |
| <input type="radio"/> Focused             | <input type="radio"/> Knew facts         | <input type="radio"/> Rehearsed facts | <input type="radio"/> Unprepared                         |
| <input type="radio"/> Follow-up questions | <input type="radio"/> Knowledgeable      | <input type="radio"/> Repeats resume  | <input type="radio"/> Up-to-date                         |
| <input type="radio"/> Highly prepared     | <input type="radio"/> Made points        | <input type="radio"/> Sells           | <input type="radio"/> Weak interest                      |
| <input type="radio"/> Homework complete   | <input type="radio"/> Nonchalant         | <input type="radio"/> Superficial     | <input type="radio"/> Well-advised                       |
| <input type="radio"/> Ignorant            | <input type="radio"/> Perceptive         | <input type="radio"/> Surprised       | <input type="radio"/> Well-prepared                      |
| <input type="radio"/> Ill-prepared        | <input type="radio"/> Poor questions     | <input type="radio"/> Thorough        | <input type="radio"/> Well-read                          |
| <input type="radio"/> Indifferent         |  |                                       |  |

Comments:

#### APPEARANCE

(Poise, Dress, Manners, Mannerisms)

Please darken the circle beside as many descriptive word as possible that you feel reasonably describes the candidate's appearance as broadly defined above.

- |                                     |                                      |  |                                      |
|-------------------------------------|--------------------------------------|--|--------------------------------------|
| <input type="radio"/> Amateurish    | <input type="radio"/> Eye contact    | <input type="radio"/> Poise              | <input type="radio"/> Slouch         |
| <input type="radio"/> Authoritative | <input type="radio"/> Firm handshake | <input type="radio"/> Polished           | <input type="radio"/> Sophisticated  |
| <input type="radio"/> Average       | <input type="radio"/> Gestures       | <input type="radio"/> Poor body language | <input type="radio"/> Sparkling      |
| <input type="radio"/> Businesslike  | <input type="radio"/> Happy          | <input type="radio"/> Posture            | <input type="radio"/> Sweaty palms   |
| <input type="radio"/> Careless      | <input type="radio"/> Image          | <input type="radio"/> Presence           | <input type="radio"/> Tasteful       |
| <input type="radio"/> Clean         | <input type="radio"/> Messy          | <input type="radio"/> Professional       | <input type="radio"/> Timid          |
| <input type="radio"/> Clean-cut     | <input type="radio"/> Military       | <input type="radio"/> Proper             | <input type="radio"/> Tired          |
| <input type="radio"/> Conservative  | <input type="radio"/> Moderate       | <input type="radio"/> Refreshing         | <input type="radio"/> Unkempt        |
| <input type="radio"/> Conventional  | <input type="radio"/> Neat           | <input type="radio"/> Relaxed            | <input type="radio"/> Unkept         |
| <input type="radio"/> Crisp         | <input type="radio"/> Nervous        | <input type="radio"/> Respectful         | <input type="radio"/> Unprofessional |
| <input type="radio"/> Dirty         | <input type="radio"/> Obnoxious      | <input type="radio"/> Sharp              | <input type="radio"/> Untidy         |
| <input type="radio"/> Dynamic       | <input type="radio"/> Personable     | <input type="radio"/> Slob               | <input type="radio"/> Well-dressed   |
| <input type="radio"/> Excess makeup | <input type="radio"/> Pleasant       | <input type="radio"/> Sloppy             | <input type="radio"/> Well-groomed   |

Comments:

#### SUMMARY

Record evaluative overall analysis below and justify decision

Career direction:

Job qualifications:

Verbal communication:

Interview preparation:

Personal qualities:

Maturity:

Attitude toward work:

Appearance:

#### RECOMMENDATIONS

- Invite for further interviews     Reject candidate     Extend job offer     Delay decision

Decision rationale:

