



Employment Interviewing

BEST PRACTICES

OFFICE OF HUMAN RESOURCES

4/14/2014

The DPS merit-based hiring policy and procedure requires that the Human Resource Office develop and deliver training on the components of the merit-based recruitment and selection process and employment interviewing. Employment Interview training focuses on applicant rights, developing interview questions with benchmark responses, best practices for conducting and documenting interviews. The target population for this training is DPS staff designated to serve as a member of or chair an interview team.

Disclaimer

The manual presented here is for guidance and reference purposes only. It is of a general informational and educational nature. Policies and procedures may change. You should consult the Department of Public Safety Human Resource Manual or the Office of State Human Resource Manual for the most current information.

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Lesson 1: Policy Requirements

The DPS merit-based hiring policy and procedure requires that the Human Resource Office develop and deliver training on the components of the merit-based recruitment and selection process and employment interviewing.

Employment Interview training focuses on applicant rights, developing interview questions and benchmark responses, how to conduct the interview, documenting the interview and phases of the interview process. The target population for this training is staff that serve as a member of an interview team.

The Department of Public Safety Merit-Based Hiring Policy requires a structured interview as a tool used during the recruitment and employment process. Using a structured interview process helps to ensure selection of the most qualified applicant for each position. It is a planned and systematic approach to the employment process that is consistent among all applicants.

You may access the policy at:

https://www.ncdps.gov/emp/Policies/HR/DPS_MBH_Policy_090112.doc

Objectives

- Identify the key landmarks that are the basis for applicant rights.
- Define Structured Interview
- Develop Interview questions and benchmarks
- Use the interview guidelines DPS-IPP to conduct an interview.
- Document interview results using DPS forms required during the interview process.

Lesson 2: Key Landmarks

There are key landmarks in the federal government's efforts to secure greater equality of employment opportunity. Collectively they represent the nondiscrimination approach to Equal Employment Opportunity (EEO) and form the basis for applicant rights. The questions we are able to ask when interviewing are determined in no small part by current employment law and other legislation developed over nearly a century and a half.

Civil Rights Act of 1866 – It guarantees all persons (non-whites and non-citizens) the same legal rights as white citizens. The Civil Rights Act of 1991 broadened Section 1981 to clarify that it prohibits racial harassment and discrimination in employment as well as in making contracts. Individuals may sue local government as employers, but not state or federal agencies.

Fourteenth Amendment to the United States Constitution - The Fourteenth Amendment contains a clause prohibiting states from depriving any person of life, liberty, or property without due process of law, or from denying any person of the equal protection of the laws.

Civil Rights Act of 1871 - The Civil Rights Act of 1871 allows citizens to sue local government officials, and even more private individuals, who deprive citizens of any constitutional or federal statutory rights.

Executive Order 8802 of 1941 - The Executive Order was issued by Franklin D. Roosevelt to prohibit employment discrimination in federal civil service and by defense contractors. The Executive Order established the Fair Employment Practices Committee to investigate and resolve complaints of discrimination.

Equal Pay Act of 1963 - The Equal Pay Act of 1963 is an amendment to the Fair Labor Standards Act of 1938. The Equal Pay Act prohibits discrimination in compensation on the basis of sex for work requiring equal skill, effort, and responsibility and performed under the same working conditions. There are allowable exceptions under this Act. Differences in pay are permitted under some seniority systems and Differences in pay are also permitted under some merit pay systems that measure earnings based on quantity or quality of productions.

Civil Rights Act of 1964, Title VII – The Civil Rights Act of 1964 and subsequent amendments, prohibits employers, employment agencies, and labor organizations from discriminating on the basis of race, color, religion, sex, and national origin. The original Act applied to employers with 25 or more employees. Amended in 1972, the Act now applies to both public and private employers with 15 or more employees.

Age Discrimination in Employment Act of 1967 - The Age Discrimination in Employment Act, which was strengthened by amendments in the early 1990s, essentially protects workers 40 years of age and older from discrimination. The act prohibited discriminatory practices in hiring, promotion, demotion, compensation, and transfers based on the age of the employee. Employers with 20 or more employees are covered under the act. The Act was amended in 1986 to specifically protect individuals 40 years of age or older. State and local governments have been covered under this law since 1974.

Equal Employment Opportunity Act of 1972 - The EEO Act of 1972 is an amendment to the Civil Rights Act extending coverage to public sector employers and providing the EEOC with enforcement powers.

Rehabilitation Act of 1973 - The Rehabilitation Act of 1973 is the first piece of legislation addressing discrimination on the basis of disability. The Rehabilitation Act prohibits discrimination by three types of employers, they are:

Section 501: Prohibits federal agencies from discriminating against qualified physically or mentally handicapped persons.

Section 503: Requires government contractors with contracts in excess of \$2,500 to take “affirmative action to employ and advance in employment qualified handicapped individuals.”

Section 504: Prohibits discrimination against disabled persons by any program receiving federal financial assistance or conducted by any executive branch agency. Section 504 complaints are filed with the federal department distributing the funds in question.

The act defined persons with disabilities as those with a physical or mental impairment that caused substantial limits to the individual’s “major life activities.” Important wording added that employers were required to make “reasonable” accommodations for employees with disabilities. The Americans with Disabilities Act of 1990 reinforced and extended protection under the Rehabilitation Act.

Pregnancy Discrimination Act of 1978 - The Pregnancy Discrimination Act is an amendment to the Civil Rights Act prohibiting employers from discriminating against individuals on the basis of pregnancy, childbirth, or medical conditions related to childbirth.

Americans with Disabilities Act (1990) - The Americans with Disabilities Act of 1990, also was amended in January 2009. This act prohibits discrimination in employment, public services and public accommodations to employers with 15 or more employees. The ADA provides protection for people with disabilities and guarantees them equal opportunity in the workplace when their disabilities don’t hinder them from performing their jobs.

Civil Rights Act of 1991 - The Civil Rights Act of 1991 enhanced the rights of employees in discrimination in employment. The Civil Rights Act of 1991 places the burden on the employer to defend practices that adversely impact individuals in protected categories. **Protected Categories:** Individuals are protected on the basis of race, color, religion, sex, and national origin.

Genetic Information Nondiscrimination Act

The Genetic Information Nondiscrimination Act of 2008 (Pub.L. 110–233, 122 Stat. 881, enacted May 21, 2008, GINA), is an Act of Congress in the United States designed to prohibit the use of genetic information in health insurance and employment. The Act prohibits group health plans and health insurers from denying coverage to a healthy individual or charging that person higher premiums based solely on a genetic predisposition to developing a disease in the future. The legislation also bars employers from using individuals' genetic information when making hiring, firing, job placement, or promotion decisions

Uniformed Services Employment and Reemployment Rights Act of 1994:

USERRA, 38 U.S.C. 4301-4335 is a federal law intended to ensure that persons who serve or have served in the Armed Forces, Reserves, National Guard or other “uniformed services; (1) are not disadvantaged in their civilian careers because of their service; (2) are promptly reemployed in their civilian jobs upon return from duty; and (3) are not discriminated against in employment based on past, present or future military service.

Immigration and Nationality Act of 1952 (INA) Immigration Reform and Control Act 1986:

Employers of three or more persons were prohibited from discrimination on the basis of national origin or citizenship. The act provided provisions for US citizens, permanent resident aliens, refugees, and recently legalized aliens who had filed to become US citizens. Protects U.S. citizens and aliens authorized to accept employment in the U.S. from discrimination in hiring or discharge on the basis of national origin and citizenship status. The employer must verify the identify and employment eligibility of anyone to be hired, which includes completing the Employment Eligibility verification Form (i-9)

1978 Uniform Guidelines on Employee Selection Procedures: Apply to employers regulated by Title VII or Executive Order 11246. The purpose of these guidelines was to eliminate discrimination based on employment and selection tests.

Lilly Ledbetter Pay Act 2009: Clarifies that a discriminatory compensation decision or other practice that is unlawful occurs each time compensation is paid.

Applicant's Rights

It is important to review the DPS recruiting and hiring practices to ensure that interviews are compliant with federal, state and local human rights laws. The Department of Public Safety requires that interview teams be used for conducting interviews. Interview team members need to be considerate of applicant's rights that are protected under these employment laws and regulations. **Interview team members need to be aware of the following:**

Age/Date of Birth

Federal law protects individuals 40 and older from discrimination. If a position requires an individual to be at least 18 or 21 to hold that particular job, then an application may legitimately ask whether the applicant meets the age requirement. In the Department of Public Safety, minimum age requirements are handled during the screening process. Interview Team Members should not ask for the applicants' age, date of birth, birth certificate, or any question during the interview process, for the purpose of excluding individuals between the ages of 40-70.

Arrests/Convictions

You may not ask for or about arrest records. An arrest does not provide evidence of guilt. You may ask about convictions. It is important to consider the circumstances, the nature of the offense, and when the conviction occurred. Criminal Justice Certified applicants: There are some Misdemeanors that would prohibit applicants from being hired by the Department of Public Safety for (3) years from the date of the conviction OR (3) years from the date the applicant completed any corrections supervision (i.e. incarceration, supervised or unsupervised probation, etc.).

The Regional Employment Office will consult with work locations regarding these issues. The federal "Domestic Violence Offender Gun Ban" at 18 U.S.C. § 922 (g) and the North Carolina Felony Firearms Act at N.C.G.S. § 14-415-1 prohibits the possession or use of weapons/ammunition by persons convicted of misdemeanors involving domestic violence and the state law prevents gun possession or use by persons convicted of a felony. Therefore, the Department may not employ individuals subject to these prohibitions in positions that in the course of duty may handle firearms/ammunition. These laws affect individuals in certified positions as well as any position that in the course of duty may handle firearms and/or ammunition.

Health Conditions/Disabilities

You may ask if the applicant can perform the essential job functions. You can also ask the applicant if they can demonstrate a particular essential job function for you. Since the Essential Job Functions Verification Form HR 005 with the essential functions attached are given to the applicant at the beginning of the interview to review and sign, there is no reason to ask any applicant questions regarding health conditions/disabilities.

If an applicant has a disability -- either because it is obvious or the applicant has voluntarily disclosed the information the Chair should advise the applicant that a job demonstration may be required but that is handled during a different phase of the process. The goal with this process is to ensure applicants are not disqualified simply because they have a disability.

General inquiries about the health of an applicant violate the Americans with Disabilities Act of 1990. You may not ask for general medical information, state of health, illness or handicaps. You may not ask if the applicant is in receipt of Workers' Compensation.

Marital and Family Status

You may ask if the applicant can perform the essential job functions as they relate to the job or meeting work schedule/attendance requirements.

You may not ask about marital status, future marital plans, number or age of children, unwed motherhood, pregnancy, spouse's preferences regarding job conditions, spouse's employment or income, or status as the principal wage earner.

The Department of Public Safety complies with the State Personnel Employment of Relatives Policy that prohibits an employee from being supervised by an immediate family member (wife/husband, mother/father, son/daughter, grandmother/grandfather, step/in-law relationships, aunt/uncle, first cousins, etc.).

Gender/Race/National Origin

Gender, race or national origin is rarely, if ever, relevant to job requirements. You may not ask lineage, ancestry, descent, birthplace of the applicant or relatives, national origin of the applicant or spouse/parents/children, membership in clubs/organizations, or how the applicant acquired the ability to speak a foreign language.

It is a best practice to address questions regarding eligibility to work for the department during hiring processing components related to the I-9 other than during the interview.

Financial Status

No questions can be asked regarding financial status unless business necessity can be shown. You may not ask about charge accounts, credit rating, bank accounts, type of housing, whether the applicant owns or rents their home, ownership of car, bankruptcy history, garnishments etc.

Military Experience

You may ask questions regarding an applicant's job-related military experience and questions about an applicant's job-related education acquired during military service.

You may not ask about general military experience or type/date of discharge, unless it is a result of a military conviction. You may not ask questions regarding service in a Foreign Service.

Religious Affiliation/Denomination

You may ask if the applicant can perform the essential job functions as they relate to the job or meeting work schedule/attendance requirements.

You may not ask about religious affiliations, denominations, church, parish, pastor, religious holidays, or members in organizations, which would indicate religious affiliation. You may not ask if religion would prevent an applicant from working on holidays or weekends.

When interviewing for the position of Chaplain, it may be necessary to ask a question about whether they have permission from their bishop to seek this position. This type of question would be considered job related.

Memberships in Associations

The first amendment guarantees the right of free association. You may not ask applicants to list or reveal the organizations, clubs, societies, or lodges to which they belong.

HR Payroll System, DCI Checks, Disciplinary Action and Performance Ratings

Questions related to criminal history, disciplinary action and performance ratings are not used during the interview. These issues are addressed in other phases of the hiring process. Specifically, the hiring manager may elect to remove an individual from the referred list prior to an interview for internal DPS job postings if they have an Active Disciplinary Action and/or poor performance ratings.

DCI and criminal history checks may be used by the hiring manager as a reason for a non-selection. For pools in which the criminal history check is completed prior to the interview, applicants that have disqualifying convictions should not be interviewed. Where there is a law (federal or state) or regulation prohibiting employment based on specific convictions, a background investigation, as required, may be conducted on the applicant to determine eligibility for employment.

Lesson 3: Structured Interviews

The Merit-Based Recruitment and Selection Plan requires that at a minimum, selection tools include a structured interview. By using the structured interview approach, the possibility of asking illegal questions during the interview is reduced.

What is a Structured Interview?

The main reasons for conducting an interview are to determine if the applicant can do the job; is the applicant motivated to do the job and; will the applicant meet the workforce needs of your group or organization. A structured interview provides an avenue to address these questions that may be predictive of a candidate's job performance or behavior. Advantages to using a structured interview include:

- A standardized, systematic approach to interviewing which includes using job-related questions based on knowledge, skills, abilities, behaviors and/or competencies required in the job and uniform rating and evaluation methods that are consistently applied to each applicant.
- Job-related questions are developed and the same series of questions are asked in the same order for all applicants. Standards for evaluating applicant responses to each question are pre-determined and consistently applied (i.e. Benchmarks).
- Where do I find knowledge, skills, abilities, behaviors and competencies required to do the job?
 - Job Description
 - Job Specification
 - Job Posting
 - Career Banding Documents
 - List of Essential Job Functions
- A structured approach provides a written account of what was asked and how it was answered. Documentation is useful for future reference, consideration by the hiring authority in final selection and in case of legal challenge.

Types of Interview Questions

Interview questions are aligned with the knowledge, skills, abilities and competencies established for each job. Knowledge, skills, abilities and competencies are typically contained in the job description, job specification, career banding documentation, lists of essential job functions for the position and/or job posting.

Once you identify the knowledge, skills, abilities, behaviors and competencies that are important to the job classification, the next step is to determine how to frame a question around those areas. A structured interview may contain a combination of the following types of questions: Work Environment, Situational, Job Knowledge, Behavioral, General and Follow-up questions.

Situational/Task Based Questions: Questions that pose hypothetical job situation(s) to applicants in which they respond with what he/she would do. Does the applicant have the knowledge, skills, abilities and competencies to perform the task? These can be more job specific or skill based questions. You are trying to find out if the applicant has the skills needed to perform basic tasks required of the job.

Example: This job requires that you write reports. Please describe your experience in report writing or any past experience that may have prepared you for this task.

Example: This job requires the use of a variety of computer programs, such as Excel, Word, Power point or Access. Please describe your experience with these programs and give examples of any documents or presentations you have developed.

Job Knowledge - Questions that assess knowledge essential to performance (technical or basic). You are trying to find out if the applicant has job-specific knowledge of the position they are applying for. This is a little different than a Task based question in that the applicant may have the skills to perform the job, but a Job Knowledge question will tell you if they have actually performed a specific function of the job they are applying for.

Example: This position will be using BEACON/SAP to extract and enter personnel information on DPS employees. In your current job, how have you used BEACON/SAP? What other information do you know about BEACON/SAP outside what you do in your current job?

Work Environment - Questions related to the applicant's availability to work in various environmental conditions, to do repetitive physical work, travel, relocation and/or work various shifts.

Example: This position requires that if hired you may be placed on first shift or second shift. Once placed on a shift there may be times when it will be required that you change shifts to accommodate the needs of the facility. Please describe your work experience as it applies to shift work or having to adjust your schedule to meet the workforce needs? Be specific.

Example: This position requires that you work outside in inclement weather for several days. Please share your past experience as it relates to working in various environmental conditions.

Behavioral - Questions that determine how the applicant will react to a certain situation; What type of conduct will be exhibited; Behavioral based questions will hone in on an applicant's conduct or demeanor by showing how they apply their knowledge, skills and abilities to the job.

Example: Give me an example of a recent situation when you disagreed with someone on the job. What were your options for settling it? Why did you choose the option you did and what was the outcome?

Example: Decision-making/Judgment

Give me an example of a time when you had to make a quick decision and how you did that?
What was the outcome of your decision?

Example: Flexibility/Initiative:

Tell me about a time when you had to go above and beyond the call of duty in order to get the job done.

Example: Negotiation/Persuasion

Describe a situation in which you were able to use your persuasiveness to convince someone to do it your way.

Example: Performance Stability

Give me an example of a time when you did a project and it failed or when you received a setback in reaching a goal. How did you resolve the problem?

General - Questions that give the applicant the opportunity to share with the interview team something about themselves. Typically, these type of questions might be asked towards the end of the interview when you are concluding the interview.

Example: We have completed our standardize interview. Is there anything else you would like to share with us about your education or work experience that you think is important for us to know?

Follow-up Questions - Follow-up questions are permitted if necessary and should flow from the applicant's responses themselves. Follow-up questions may be useful when:

- Team members are unclear in their understanding of the applicant's response.
- The applicant uses language that is unfamiliar to team members.
- To gain more specific information.
- To target a skill or behavior.
- To focus on an idea or expedite an answer.
- All follow-up questions as well as applicant responses should be recorded and made part of the interview record.

Examples of Starters for Questions

It is important to develop open-ended questions rather than closed-ended questions that will only elicit a yes or no response from the applicant. Open-ended questions help to obtain the most information. Open-ended questions will allow the applicant an opportunity to talk and help the interviewer determine how the applicant applies his/her knowledge, skills and abilities. It is important to know how to utilize open-ended questions with all of the different types of questions in order to elicit behavioral responses from your applicant. Open-ended questions often start with:

- Describe a situation in which you....;
- Give me an example of a time when....;
- Tell me about a time when....;
- How did you....?
- What do you do when.....?
- What is your position on...?
- How would you handle...?
- Explain your experience as it relates...?

Lesson 4: Developing Questions & Benchmarks

Planning and preparation for the interview is important. An approach to formulating questions for a position includes:

- (1) Identify a Position
- (2) Use job description, job specification, essential functions, job postings to Identify Knowledge, Skills, Abilities or Competencies required of the position such as the examples below:

Judgment: Must make a rational assessment of information; must evaluate formats/methods; must access methodologies and determine appropriate steps, formats and resources.

- (3) Develop a question to target the knowledge, skills, abilities or competencies.

Interview Question to Measure Judgment: Tell me about a time when you had to analyze a lot of information to make a decision. What information did you use to make a decision and why? What was the outcome?

- (4) Develop Benchmark Responses

Excellent: Response includes exploring a variety of information resources; analyzing the material; selecting the best option; making a quick decision with a positive outcome; assessment of the information/options; discussion of how the options were evaluated and selected; a description of an expected outcome and the actual outcome.

Above Average: Response includes exploring a variety of information resources; analyzing the material; assessment of the information/options; discussion of how the options were evaluated and selected; a description of an expected outcome.

Average: Response includes reference to informational resources, selecting an option and the outcome.

Below Average: Reference to only one resource or option, a decision was made but no elaboration on why or if the outcome was expected.

Poor: Response indicates does not have relevant experience analyzing information to make a decision and indicates has never had to analyze information .

- (5) Use, evaluate, refine

Example Documented on HR 006

(Applicant Name (Print))

(Date)

(Begin Time)

(End Time)

KSA (Knowledge, Skills, Abilities) / Competencies - This information is found on the position description, OSP's Class Specs, and the Request to Post (Form HR 001).
Monitoring & Evaluation

Question 1

Describe your experience with monitoring and/or evaluating the effectiveness of a program.

Notes

Applicant Response Rating

	<input type="radio"/> Poor	<input type="radio"/> Below Average	<input type="radio"/> Average	<input type="radio"/> Above Average	<input type="radio"/> Excellent
Question Benchmarks	Applicant does not have experience in monitoring or evaluating the effectiveness of programs; or applicant's answer is vague; or applicant does not answer the question.	Applicant has little experience with monitoring and/or evaluating programs or can only speak hypothetically.	Applicant has some experience with monitoring and/or evaluating programs.	Applicant provides specific examples of conducting monitoring and evaluating effectiveness of programs.	Applicant can describe specific examples of monitoring and evaluating effectiveness of programs; and discusses model fidelity, ongoing quality improvement, and/or evaluation protocols.

Form HR 006 Interview Rating (Short version)
Form structure revised March 2013 (2)
NC Department of Public Safety, Division of Administration

Print Form

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Example Documented on HR 006

(Applicant Name (Print)) (Date) (Begin Time) (End Time)
KSA (Knowledge, Skills, Abilities) / Competencies - This information is found on the position description, OSP's Class Specs, and the Request to Post (Form HR 001).
 Project Management

Question 1

Describe a project you had to manage, including programmatic, fiscal, and reporting requirements.

Notes

[Empty text box for notes]

Applicant Response Rating

Question Benchmarks	<input type="radio"/> Poor	<input type="radio"/> Below Average	<input type="radio"/> Average	<input type="radio"/> Above Average	<input type="radio"/> Excellent
	Applicant had not had to manage a project that included programmatic, fiscal and reporting requirements; or applicant's answer is vague and/or applicant is unable to answer the question.	Applicant has limited experience with managing requirements of a project.	Applicant has some experience with managing requirements of projects.	Applicant provides a specific example of a project he/she managed that included programmatic, fiscal and reporting requirements.	Applicant provides a specific example of a project he/she managed that included programmatic, fiscal, and reporting requirements; and articulates the importance of meeting deliverables for funding and contract requirements.

Print Form

EXERCISE 1:

Pre-Work: Develop a Behavioral Based Interview Question & Benchmarks

Prior to class, visit the DPS web site at the following link:

<https://www.ncdps.gov/emp/Forms/HR006SAIntvRating20140131LCRights.pdf>

The link above is to Form HR 006 Interview Rating (Addendum - Short version). Use this form to develop a behavioral based interview question with corresponding benchmarks. Please refer to pages 11-13 to identify the format for developing questions and benchmarks.

The instructor will collect the completed questions at the beginning of the employment interview training.

Lesson 5: The Interview Process and Procedure

Preparation

Print Form HR 003 DPS Interview Checklist and ensure that you have all of the items needed for the interview. At a minimum, you should have:

- Vacancy Announcement
- Applications
- Questions and Benchmarks
- Essential Job Function Verification(s) Form HR 005
- Essential Job Functions Form HR 404
- Criminal History Record Check(s) Form HR 004 and envelopes
- Applicant Checklist of Employment Requirements Form HR 012
- Interview Ratings Form HR 006
- Interview Summary Form HR 007
- Practical Skills Test if applicable
- F-4 Qualifications Appraisal Interview for certified positions if applicable

As a best management practice, it is recommended that interview panels consist of two (2) to three (3) people. It is recommended that the interview panel communicate prior to the interview. The Team Members shall review any position documentation such as position description, position specification, essential job functions, ADA checklist, vacancy announcement etc. Each team member should:

- Have a copy of the structured interview questions and the benchmarks, which are documented on the Interview Rating (Form HR 006);
- Review, select and discuss interview questions and question benchmarks and the order in which team members will ask questions.
- Determine the role of each team member (i.e. greeter, which questions each team member will ask, closure, etc.); and
- Review applications for each candidate, assess credentials and record the results.

Opening - Beginning the Interview

- Prior to the interview, provide the applicant with the:
 - Essential Job Functions Verification and Essential Job Functions;
 - Essential Training Functions (if applicable),
 - Criminal History Record Check, and
 - Applicant Checklist of Employment Requirements (Form HR 012) to review. Form HR 012 includes a list of acceptable I-9 Documents.

- The following steps should be taken upon beginning the interview:
 - Welcome each applicant. Introduce the members of the interview panel.

 - Explain the interview is designed to help the organization make the best hiring decision.

 - Outline the interview process by explaining the following:
 - ✓ The Department of Public Safety uses a structured interview process.

 - ✓ The interview team will ask questions to get information about previous jobs and work experience related to the position.

 - ✓ Each team member is required to record responses on the designated Interview Rating (Form HR 006) to ensure the information shared in the interview is recorded accurately.

 - ✓ The applicant may be asked to complete a written exercise following the interview (if applicable).

During the Interview

The question and discussion phase of the interview process is probably the most important. The questions asked are based on job-related criteria. The same questions are asked of all applicants and in the same order.

Closing the Interview

At the conclusion of the question and discussion period with the applicant, the interview team members should provide the applicant with general information about the remaining steps in the employment process. The following steps should be taken upon concluding the interview:

- Ask the applicants if they have any questions and respond appropriately.
- Explain the remaining steps in the selection process:
 - The interview panel/Hiring Manager makes a recommendation and forwards the package to the next level of authority;
 - Hiring authority make a selection;
 - Applicant receives notification;
 - Thank the applicant; and
 - The greeter:
 - ✓ Escorts the applicant to a location to complete a test, exercises, ***or***
 - ✓ Concludes the interview.

Evaluating the Individual Applicant

Immediately following the interview and after the applicant leaves the room:

- All notes should be completed.
- Each Interview Team Member will rate the applicant's response for each interview question and assign an overall rating to the applicant's interview as a whole on page 4 of the Interview Rating (Form HR 006) in the Overall Response Rating section.
- The Interview Team Chair will enter the Overall Response Rating of each applicant as recorded on the Interview Rating (Form HR 006) by each Interview Team Member in the Overall Rating column on page 1 of the Interview Summary (Form HR 007).
- In conjunction with Interview Team Members, the Interview Team Chair will review the Interview Team Members' results and record an overall rating of Excellent, Above Average, Average, Below Average or Poor.
- Interview Team members shall discuss any significant differences in ratings assigned to ensure accuracy of ratings.

Evaluating the Interview Pool

At the conclusion of the interviews:

- The Interview Team Members will make a recommendation in writing to the Hiring Manager based on their results.
- The Interview Committee Chair will complete the Interview Summary (Form HR 007) and have each team member review, verify results and sign.
- The completed Interview Summary (Form HR 007) is returned to the Hiring Manager or HR Recruiter.

Summary

Talent management is a business strategy and must be fully integrated within all of the employee related processes of the organization. Attracting and retaining talented employees in a talent management system, is the job of every member of the organization, but especially managers who have reporting staff (talent). It cannot be left solely to the human resources department to attract and retain employees, but rather must be practiced at all levels of the organization. One tool available to assist managers with the selection process is the employment interview. Active participation by managers and supervisors in the interview process will aid in attracting talented employees into the organization.