FTCC


Interview Guide

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| **Position Title & Posting #** |  |
| **Candidate** |  |
| **Interviewer** |  |
| **Date** |  |

**Hiring Panel Member Confidentiality Statement**

There must be no feedback (verbal/nonverbal) from interviewers to the candidates that may indicate to them whether or not, they “have the job.”  The President reserves the right to make the final selection decision.  Discussing candidates outside of committee deliberations could result in false expectations and possibly create potential liability for the college.

For these reasons the following rules apply:

1.       Applicants may not communicate with any interview committee members prior to or after interviews concerning their status nor can the communication be initiated vice-versa.

2.      The chairperson and members of an interview committee are encouraged to discuss the applicants, their specific skills and experiences, knowledge, or abilities during the interviews and/or selection processes. However, conversations that result in questions concerning the interviews and/or selection processes should be discussed directly with a representative of the Human Resources Office.

As a member of an interview committee you agree to:

1.     Protect the confidence of the applicants and all discussions about the selection process.  This includes:

a.      Protecting written communications and documents from the sight of others except for sharing the information with the chain of command involved in selection of the best qualified candidate, up to and including the President.

b.     Refrain from discussing the candidates, or the selection process, with parties outside of the hiring panel, members of the hiring chain, or with representatives of the HR Office or President.

c.      Take measures to ensure conversations about the candidates or the selection process is not overheard by people not on the hiring committee.

d.     Not discuss the selection process with any person, including the successful applicant, at any point in the future, including after a candidate is approved for hire by the President.

e.     Ensure all application materials are returned to the committee chair to be returned to the Human Resources Office.

2.     Panel members should make recommendations for hire, following the DDI Selection process, to members of college administration in the hiring chain of command. Such recommendations should be based upon what you believe will be best for the College and our students’ learning. As a panel member you must refrain from asking personal questions beyond what is allowed by DDI processes during the interview process.

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| INTERVIEW preparation 1. Review candidate materials.  2. Prepare the Planned Behavioral Questions section:   * Insert the Targets and Key Actions. * Insert **one to three questions** that are related to the selected Targets. If necessary, modify questions to better fit the position for which you are interviewing. * If you ask more than one question for a target, put both questions on the same page in order to ensure you are **rating the TARGET, not the individual question**. * All candidates must be asked at least one question from the **Customer Focus** target **AND** one question from the **Motivational Fit** target.   **Note: Your goal is to collect one to three complete STARs for each target.**  3. Estimate the time needed to cover each section of the interview guide.   * To help stay on track during the interview, record start times at the top of each page in the guide. |

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| interview opening 1. Greet the candidate, stating your name and position.  2. Explain the interview’s purpose: To make sure you and the candidate get the information needed to make good decisions.  3. Describe the interview plan, explaining that you will:   * Briefly review the candidate’s education and work history. * Ask questions to get specific information about the candidate’s jobs, experiences, and knowledge. * Provide information and answer the candidate’s questions about the organization and the position.   4. Explain that you will take notes throughout the interview.  5. Make the transition to the first section. |

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| NUMERICAL RATINGS **5 Much More Than Acceptable** (Significantly exceeds criteria for successful job performance/motivational fit)  **4 More Than Acceptable** (Exceeds criteria for successful job performance/motivational fit)  **3 Acceptable** (Meets Criteria for successful job performance/motivational fit)  **2 Less Than Acceptable** ( Generally does not meet criteria for successful job performance/motivational fit)  **1 Much Less Than Acceptable** (Significantly below criteria for successful job performance/motivational fit) |

**Key Background Review**

Note to Panel Chair: You may ask specific questions you have on a candidate’s background from your review of the person’s resume and application materials.

Tips for opening the interview and conducting the Key Background Review:

* Focus on those elements of the candidate’s work and educational history that are most recent, significant, and similar to the job.
* Avoid asking too much about a candidate’s distant past, such as high school experience if it was many years ago.
* As the candidate talks about what he/she liked and disliked in previous jobs and experiences, listen for information that will help you assess motivational fit related to the job, organization, and location.
* Don’t assume that gaps or job changes are negative; find out the reasons for them.
* Record only as much information on previous positions as necessary. If a candidate has been in the same position for 10 years, you probably will not need information on earlier positions.
* Highlight key details on which to focus later, ask the candidate to discuss the most significant events or task in which he/she was directly involved in school or in particular job.

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#### PLANNED BEHAVIORAL QUESTIONS

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| Interview_Icon2_Word | **Customer Focus** | | | **Key Actions**  Seeks to understand customer  Identifies customer service issues  Creates customer-focused practices  Assures customer satisfaction | | **TARGET**  **RATING** |
| [insert one to three questions for this target here] | | | | | | |
| **Situation/Task** | | | **Action** | | **Result** | |
|  | | |  | |  | |
| Follow-up questions to build complete stars | | | | | | |
| **For Situation/Task:**  Describe a situation when . . .  Why did you . . .?  What were the circumstances  surrounding . . . ?  What were you reacting to? | | **For Action:**  Exactly what did you do?  Describe specifically how you did that.  What did you do first? Second?  Describe your specific role.  Walk me through the steps you took. | | | **For Result:**  What was the result?  How did it work out?  What happened as a result?  What feedback have you gotten? | |
| Follow-up questions for Motivational Fit | | | | | | |
| How satisfied/dissatisfied were you? How did you feel? What did you like/dislike? | | | | | | |

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| Interview_Icon2_Word | **Target**  Motivational Fit | | **Key Actions**  The extent to which activities and responsibilities available in the job and the organization’s mode of operation and values provide personal satisfaction. | | **TARGET**  **RATING** |
| [insert one to three questions for this target here] | | | | | |
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**Closing**

| Panel Chair:  1. What would you like for us to know about you regarding this position that may not have been discussed thus far? Please tell us what you like for us to consider as we deliberate later today.  2. Do you have any questions of us at this time? |
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| Panel Chair:  Thank the candidate for their time and explain the remainder of the process.  Adjourn the interview. |
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| INTERVIEW CLOSE (Panel Chair)   * Ask any additional questions you believe will help you clarify and complete your notes. * Provide information about the position, organization, or location, and ask if the candidate has any questions. * End by explaining the next steps in the selection process and thanking the candidate for a productive interview. |
| POST-INTERVIEW DATA EVALUATION **1. Evaluate the data relative to each target.**   * Review each STAR to determine if it is complete and in the right target. * Determine whether each STAR is effective or ineffective. * Weigh each STAR by considering similarity, impact, and recency. * Rate the overall question target.  |  |  | | --- | --- | | **Numerical Ratings** | | | **5** | **Much More Than Acceptable** (Significantly exceeds criteria for successful job performance/motivational fit) | | **4** | **More Than Acceptable** (Exceeds criteria for successful job performance/motivational fit) | | **3** | **Acceptable** (Meets criteria for successful job performance/motivational fit) | | **2** | **Less Than Acceptable** (Generally does not meet criteria for successful job performance/motivational fit) | | **1** | **Much Less Than Acceptable** (Significantly below criteria for successful job performance/motivational fit) |   **2. Evaluate observable targets.**   * Review your communication and motivational fit observations. * Rate the key actions for Communication (below) by placing a check mark in the appropriate box for each key action to note whether the candidate’s communication/motivational fit was positive/effective (+), neutral (0), or negative/ineffective (–). * Note your rating for Communication in the rating box.   **COMMUNICATION**—*Clearly conveying information and ideas through a variety of media to individuals or groups in a manner that engages the audience and helps them understand and retain the message.* **\*Note: *Instructional Faculty use FTCC form I-14.***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **+** | **0** | **–** | **Key Actions (Staff/Clinical Faculty only)** |  | **RATING** | |  |  |  | Organizes the communication |  |  | |  |  |  | Maintains audience attention |  | |  |  |  | Adjusts to the audience |  | |  |  |  | Ensures understanding |  |  | |  |  |  | Adheres to accepted conventions |  |  | |  |  |  | Comprehends communication from others |  |  |   **3. Prepare for rating consensus.**   * Transfer your ratings to the Rating Consensus Sheet, Form I-13 (prepared by the Panel Chair). |