

Behavior/Skill-Based Interviewing

Doing a good job of conducting employment interviews and evaluating applicants takes more time than having an informal conversation. It requires training in the skills, techniques and requirements of successful interviewing.

The following information is designed to help you develop your interviewing skills, learn what you legally can and cannot ask, and prepare you for the employee interview situation. It will also provide a quick reference tool to keep at your desk. In order for you to achieve the best results in hiring good employees, you should take advantage of every opportunity to participate in training programs that will further develop your interviewing skills. [For further resources, see <http://www.umich.edu/~hrra/hrd> or <http://www.profdevcal.umich.edu>.]

Preparing for the Interview

1. Schedule a time and location for the interview
2. Remove any desk or physical barrier between you and the candidate
3. Make sure you have read all paperwork on the applicant
4. Review the current position description and update it if necessary
5. Make a list of interview questions that will help determine the information you need in order to make a decision. (See [Interview Questions for Basic Competencies](#) and [27 Tips for Selection Interviewing](#).)

Setting the Tone

1. Help make the applicant feel at ease
2. Establish rapport with a friendly attitude
3. Make the applicant aware of what you do and how your position relates to the position for which s/he is interviewing
4. Let the applicant know about the organization

During the interview, the applicant's answers to your questions are a valuable source of information. You should ask open-ended questions so that the answers given will help determine the suitability of the applicant to a particular position.

Team Interviewing

In addition, it is a good practice to have more than one person interview the applicant. This will help you to better evaluate individuals and may, together with a consistent interview format, help prevent charges of discrimination. See [Advantages of Involving Team in Employment Process](#) and [Prerequisites for Success in the Team Interviewing Process](#), and [Tips on Recruiting a Diverse Staff](#).

Avoiding Discrimination

Equal Employment Opportunity (EEO) laws and regulations, as well as many individual state laws, prohibit discrimination against applicants on the basis of age, race, color, religion, sex, disability or national origin. Any question you ask must be legal. Your questions should not offend and should be designed to help you establish the applicant's qualifications for the position. See [Chart of Legal Questions](#).

Remember that position-related questions are the only legal means to help you determine skills and qualifications.

Interviewing Applicants with Disabilities

The American's with Disabilities Act (ADA) was signed into law on July 26, 1990. It affects every employer with 15 or more employees as of July 26, 1994.

The intent of the ADA is to prevent discrimination against qualified people with disabilities. This law requires that employers no longer screen out individuals with disabilities during the hiring process. Organizations may no longer conduct pre-employment medical screenings (except drug testing) or make pre-employment inquiries into the nature of an applicant's disability. You must become aware of physical barriers in the work environment and should provide current and relevant position descriptions.

The interview must also be handled appropriately:

1. Make the interview accessible to people with disabilities
2. Do not automatically assume that the applicant needs assistance
3. Ask all questions in a straightforward manner

Questions cannot be asked about:

1. The nature of the disability
2. The severity of a disability
3. The condition causing a disability
4. Any prognosis or expectation regarding a disability
5. Whether or not the person will need treatment or special leave because of a disability

When interviewing applicants with disabilities, make the most of your interview by:

1. Asking whether the person knows of any reason that he or she cannot perform the essential functions of the position
2. Describing or demonstrating an essential position function and asking applicants whether or not they can perform the functions with or without accommodation
3. Asking questions regarding ability to perform all position functions, not just those that are essential to the position. However, an applicant cannot be screened out because of his or her inability to perform marginal position functions.
4. Providing information on the company's regular work hours, leave policies, absence policy and any special attendance requirements for the position. You may then ask the applicant if those work/attendance requirements can be met.

Using Effective Interview Questions

It is a good idea to have a fairly structured format for interviewing applicants. This helps to ensure consistency and comparability of your information on each candidate. You will need to use legal, open-ended questions developed from your selection criteria to encourage applicants to supply more in-depth information. You should apply a uniform method of questioning to all applicants. (See [Interview Questions for Basic Competencies.](#))

Do not try to fill silences during the interview. It is important to allow silence for thinking and reflection by the applicant. In addition, use a consistent interviewing format. This will help you to more accurately evaluate individuals and guard against discrimination and unfair hiring practices. (See [28 Tips for Selection Interviewing.](#))

Closing the Interview

1. When ending the interview, give the applicant a chance to add anything else he or she thinks may be important for you to know in making your decision.
2. Give the applicant an opportunity to ask you any further questions about your organization or the position.
3. Make the applicant aware of the next steps:
4. Will the applicant be asked to attend additional interviews, etc.
5. Who will contact the applicant and in what time frame?
6. Thank the applicant for his or her time.

Documenting the Interview

It is a good idea to take brief notes during the interview. Let the applicant know from the start that you will be taking notes. Your notes can be helpful in reflecting on individual applicants and in discussions with others who interviewed the same candidates.

Making Reference Checks

The University has an obligation not to negligently hire. It is essential that we do not hire people who might endanger our employees or our students. Because people sometimes falsify their credentials and backgrounds, especially in times of economic hardship, it is important to check references. In addition, people sometimes interview well but have a record of not actually performing as well as they have led you to believe. Therefore, it is important to check out any areas in which you have doubts or uncertainties. Often reference checks will dispel these or give you information that will help you be a more effective supervisor of the new employee. Reference checks are also a form of insurance. The hour or two it takes to conduct a reference check is far less time than the time it will take to deal with performance, attitude or behavior problems.

If the selected candidate happens to be a university employee, ask your Human Resources Representative to pull the individual's personnel file for review.

For external candidates, it is usually best to rely on the Human Resources Service Center of the former employers only for simple "name, rank and serial number" information.

To get more detailed information about external candidates, you usually need to call:

- Former supervisors,
- People whose names the candidate has given as work references to establish the working relationship
- People you know personally who have worked with the candidate
- People recommended by any of the above who are said to know the candidate's work.

What to Do:

- Identify yourself and your organization
- Ask if the time is appropriate for a reference check
- Say the candidate has applied for a position within your department
- Gain the confidence of the reference person
- Describe the position
- Ask straightforward questions
- Solicit opinions on candidate's ability to perform the new position
- Ask for additional sources of referral
- Thank them for their time
- If a reference on a candidate is problematic, you should check with other sources to confirm. You want to ensure that one person is not purposely and perhaps falsely giving a poor reference

Basic Competencies

<p>Definition: <i>A basic competency is a knowledge, skill, or behavior essential for one to function as an effective member of the University of Michigan.</i></p>

- B1. Ethics and Integrity:** Consistently demonstrates the organization's values through behaviors.
- B2. Customer Service:** Consistently meets the organization's expectations for customer service, striving constantly to achieve them.
- B3. Communication:** Effectively communicates, both verbally and in writing.
- B4. Problem Solving:** Develops effective approaches, addresses needs and solves problems.
- B5. Flexibility:** Demonstrates flexibility in one's job roles and manages change in ways that result in productive performance.
- B6. Technology:** Uses available equipment and technology safely, efficiently and effectively.
- B7. Safety:** Complies with safety instructions, observes safe work practices, and provides input on safety issues.
- B8. Self-Management:** Maximizes own time and talents to achieve organizational goals.
- B9. Seizes Opportunities:** Seeks opportunities to innovate and continually improve.
- B10. Change Resilience:** Develops effective approaches for managing self through organizational change.
- B11. Teamwork:** Works effectively with team/work group or those outside the formal line of authority to accomplish organizational goals.

B12. Cost effectiveness: Prudently uses resources based on organizational priorities.

INTERVIEW QUESTIONS FOR BASIC COMPETENCIES

Critical Behaviors	Follow-up Questions for More Detail	Observations
B1. Describe a situation where you had to say "no" to a customer, co-worker, or supervisor because you didn't think saying "yes" would be right.	Describe how you handled the situation. How/Why did you think you were "right"? Would you handle the situation differently?	Describes specific examples without assigning criticism or blame. Describes specific actions and/or verbal responses that were provided to make the customer feel listened to and heard. Articulates a positive outcome.
B1. Describe what you would do if a co-worker asked you to lie for them.	How would you handle the request? What would you say and do?	Response describes personal responsibility. Response is consistent with UM values.
B1. Describe what you would do if a parent, spouse or friend asked you to look up confidential patient information.	What would you do? How would you respond to the request?	Describes personal responsibility in response. Response is consistent with UM values.
B.1 If one of your co-workers were also a patient here and you saw or overheard information about them in the course of doing your job, what would you do?	Would you share that information with other co-workers?	Describes personal responsibility in response. Response is consistent with UM values.
B1. How would you handle it if you couldn't keep a commitment you had made?	Describe the nature of the commitment. How did you handle the situation? What was the outcome?	Describes a specific example and describes personal responsibility in response. Response is consistent with UM policies.
B2. You have probably heard the phrase the "customer is always right." Can you describe a time when you felt that the customer wasn't?	Describe how you responded. What was the outcome? What could you have done differently to increase the positive nature of this encounter?	Describes positive outcome and/or additional measures that could have been taken to improve the situation.
B2. Describe a time when you provided excellent customer service by going beyond your primary job responsibilities.	Describe the situation. Describe your involvement. What was the outcome?	Response is beyond typical job responsibilities. Response describes specific behaviors.

Critical Behaviors	Follow-up Questions for More Detail	Observations
<p>B2. Describe an encounter with an irate customer or co-worker.</p>	<p>Describe how you handled the situation.</p> <p>Describe your involvement, what you did.</p> <p>What was the outcome?</p> <p>If the encounter was to reoccur would you handle it differently? If yes, how and why?</p>	<p>Describes specific examples without assigning blame.</p> <p>Describes positive outcome to encounter and/or additional measures that could have been taken to improve the situation.</p>
<p>B2. How do you feel about working with people who are sick?</p>	<p>If a patient is disfigured, would you treat them differently?</p> <p>HIV positive?</p>	<p>Expresses expectation that people who are sick may require exceptional service.</p>
<p>B3. Describe the most significant written document, report, or presentation which you completed.</p>	<p>What was significant about this document/report/presentation?</p> <p>How were others involved in assisting you with this project?</p>	<p>Describes significant written accomplishment in relation to job.</p> <p>Acknowledges the contribution of others.</p>
<p>B3. Give an example when you were able to communicate with another person even when that individual may not have liked you.</p>	<p>Describe how you handled the situation.</p> <p>What was the outcome?</p> <p>Please provide another example related to:</p> <ul style="list-style-type: none"> - someone from a different culture - someone who could not hear you - someone with a different knowledge level 	<p>Describes specific examples.</p> <p>Describes specific behaviors and verbal responses.</p> <p>Describes a capacity to understand and respect differences.</p>
<p>B4. Give an example of a time in which you had to solve a problem.</p>	<p>What strategies did you use?</p> <p>What decision did you make?</p> <p>What was the outcome?</p> <p>What would you do differently?</p>	<p>Used reliable source of information.</p> <p>Used logic to make decision.</p> <p>Presents options for improvement.</p>

Critical Behaviors	Follow-up Questions for More Detail	Observations
B4. Describe the most creative work related project which you have carried out.	<p>How did you inform others about the project?</p> <p>How was this project beneficial to the organization?</p> <p>How was it creative or innovative?</p>	<p>Describes a specific project that required innovation.</p> <p>Articulates positive outcome.</p> <p>Articulates connection to purpose or goals of the (former) organization.</p>
B4. Describe a time when you were the receiver of a complaint from another department about services provided by your department.	<p>What action did you take?</p> <p>What was the outcome?</p> <p>What would you do differently?</p>	<p>Describes specific examples without criticism or blame.</p> <p>Describes specific behaviors and verbal responses used.</p> <p>Articulates positive outcome to encounter OR reflective self evaluation, i.e., "extra" support that could have been provided.</p>
B5. Describe a time in which you felt it was necessary to modify or change your actions in order to respond to the needs of another person.	<p>What was your role in the situation?</p> <p>What action did you take?</p> <p>How did the other person respond to your actions?</p>	<p>Describes the need that was being responded to.</p> <p>Describes specific nature of modification/change.</p> <p>Modification/change was logical response to described need.</p>
B5. Describe a time when you came to work expecting to do a specific thing and you were asked to do something else.	<p>How did you handle this change?</p> <p>How would you handle this situation if it were to reoccur?</p>	<p>Demonstrates ability to respond to new direction without blame or bitterness.</p>
B5. Describe a time when you were asked to work overtime at the last minute.	<p>How did you respond to this request?</p> <p>How would you handle this situation if it were to reoccur?</p>	<p>Either worked the overtime without bitterness OR offered alternative solutions to get the work done in a cooperative manner.</p>
B6. If you are asked to operate a new piece of equipment, what would you want to know first?	<p>What questions would you ask?</p> <p>Who would you want to talk with?</p>	<p>Describes questions re: safety of self and others.</p> <p>Describes consequences of knowing what can occur if not operated proficiently.</p>

Critical Behaviors	Follow-up Questions for More Detail	Observations
<p>B7. Have you ever been in a work situation where someone was violent or potentially violent?</p>	<p>If yes, what did you do?</p> <p>Would you handle it differently, if it were to reoccur?</p>	<p>Follows plan if there is one.</p> <p>Quickly assesses own safety and safety of others.</p> <p>If immediate danger, puts safety first.</p> <p>Removes person from area where there are other customers, if appropriate.</p> <p>If not immediate danger, asks appropriate questions to allow person to express frustration, then moves into problem-solving.</p> <p>Calls supervisor, if needed.</p>
<p>B7. What would you do if you found a sharp (needle or syringe) or body fluid spill?</p>		<p>Response shows familiarity with universal practices for handling possible infectious events.</p> <p>Response reflects sense of responsibility.</p>
<p>B8. It is your first day on your new job and your supervisor is pulled away for 3-4 hours on an emergency. You have been left alone to acquaint yourself with your new job and department.</p>	<p>What actions do you take?</p>	<p>Describes examples of how to use time productively:</p> <ul style="list-style-type: none"> • demonstrates initiative • articulates skills that can be utilized immediately • demonstrates self-directive behaviors
<p>B8. Describe a time when you had to do several things at once.</p>	<p>How did you respond?</p> <p>How did you organize the situation?</p> <p>How did you decide which task had the highest priority?</p> <p>How do you handle having "too much to do"?</p>	<p>Describes specific behaviors for managing multiple tasks:</p> <ul style="list-style-type: none"> • seeks information from supervisor regarding priorities • recognition of how work completion impacts others <p>Describes outcome in a positive manner.</p> <p>Articulates values that guide work productivity: affects patient care.</p>

Critical Behaviors	Follow-up Questions for More Detail	Observations
B9. Describe times when you have received positive and negative feedback.	<p>How did you respond?</p> <p>How did you use the feedback that you received?</p>	<p>Accepts positive feedback positively.</p> <p>Considers negative feedback and decides whether to change in response to it.</p>
B9. What is your most recent accomplishment that you thought was innovative?	<p>How was this rewarding?</p> <p>How was this accomplishment beneficial to your workplace?</p>	<p>Articulates positive outcome.</p> <p>Articulates connection to purpose or goals of the (former) organization.</p>
B9. Describe a time when you suggested a different way to do a task.	<p>Please describe the situation.</p> <p>What was the usual way of doing this?</p> <p>What did you question or what alternative did you suggest?</p> <p>How was your question or suggestion received?</p> <p>Would you do it again?</p>	<p>Describes specific situation.</p> <p>Gives clear explanation.</p> <p>If question or suggestion did not result in change, demonstrates willingness to question or offer other suggestions without bitterness.</p>
B10. Describe a change in your work environment.	<p>Please describe the situation.</p> <p>Please describe your involvement. How did the change affect you?</p> <p>How did you respond to the change?</p> <p>What was the outcome?</p> <p>If that were to reoccur, would you handle it differently?</p> <p>If yes, what would you do differently?</p>	<p>Describes specific nature of change.</p> <p>Recognition of the changing nature of the work setting. Articulates specific impact of change on self without criticizing or blaming others.</p> <p>Recognizes the role of anger, fear, and anxiety in change process.</p> <p>Personal disclosure that the individual has had to adjust to circumstances and has done so without bitterness. Communicates specific behaviors and/or strategies for managing change. Describes outcome in a positive manner.</p>

Critical Behaviors	Follow-up Questions for More Detail	Observations
B11. Describe an effective or ineffective teamwork experience.	<p>What made it effective or ineffective?</p> <p>How did you contribute?</p> <p>If that were to recur, would you handle it differently?</p> <p>If yes, what would you do differently?</p>	<p>Describes situation clearly.</p> <p>Owns own responsibility.</p> <p>Offers win-win solutions.</p>
B11. Describe a time when you have been part of a team in which differences of opinions developed about how the work was assigned or completed.	<p>What was your role?</p> <p>What actions did you take?</p> <p>What was the outcome?</p>	<p>Describes situation clearly.</p> <p>Owns own responsibility.</p>
B12. Give an example where you saved money or made work easier or safer.	<p>Was that something that happened once, or was that an ongoing opportunity for savings?</p> <p>Were you the only person who was reducing costs or waste that particular way?</p> <p>Did you share the idea?</p>	<p>Describes situation clearly.</p> <p>Owns own responsibility.</p> <p>Recognizes contributions of others (if there were others).</p> <p>Shares cost-saving opportunities with co-workers or supervisor.</p>

28 Tips for Selection Interviewing

1. Decide on the overall structure of the interview process.
2. Follow the process uniformly for all candidates, even those who are from your own department or otherwise “known” to the interviewer(s).
3. When interviewing in a team, one person should be designated as the team leader. Interview teams should have three to six members that may include customer or constituent representatives and or Employment Service personnel.
4. Interview teams can also, if desired, be involved in the initial resume screening phase and any other screening techniques, such as telephone interviews.
5. You may want to ask candidates to be prepared to perform a “work sample” test—to operate relevant machinery or to answer questions on paper.
6. Know what you are looking for in a candidate before the interview. Especially when conducting group interviews, decide on your selection criteria up front. Selection criteria should be developed and reviewed before interview questions are written.
7. Try to make candidates feel comfortable at the beginning of the interview. Make small talk and offer them coffee or water. Describe the position briefly and outline the selection process. Compliment the candidate on making it thus far into the selection process.
8. You can describe how the job in question fits into the department but avoid giving too much information about the job duties at this point.
9. Give the candidates information as to the structure of the interview.
10. Interview questions should be scripted ahead of time so that you will cover the same ground with each candidate. It is important that all candidates be asked uniform questions, even though you may have varying follow-up and probing questions.
11. All questions should be job-related and legal. Make sure you know appropriate and inappropriate questions to ensure that you are not asking ones that are potentially discriminatory.
12. You can fit 15 to 20 fairly “meaty” questions into the average one-hour interview. Prepare interview sheets for each team member, listing the questions and providing a space for recording candidate responses.
13. Introduce the interview team and tell the candidate a little bit about their various roles and responsibilities.
14. Tell candidates that you are going to take notes as they talk so that you will have accurate information to refer to later. It is important to record actual answers to questions as opposed to evaluative or conclusive comments. You may record observations of non-verbal signals as long as they are recorded factually and not as conclusions.
15. Proceed to ask your interview questions. Be sure to ask follow-up questions if answers are not to the point, are incomplete, or if you simply want clarification or expansion of an answer.

16. Listen to your candidates! Concentrate on their answers, not on your questions. The more you speak, the less they talk, so beware of talking too much! Experts agree that the candidate should do at least 75 to 80 percent of the talking during an interview.
17. Use short, open-ended questions. Beware of asking questions that can be answered "yes" or "no." For example, rather than asking a person if they've worked in an empowered work environment, ask "How do you define the term 'empowerment' and what have been your experiences working in an empowered climate?"
18. Develop a high tolerance for silence. Give candidates a chance to think and develop thoughtful answers to your questions.
19. It is usually a good idea to ask one final question which is "Is there anything we haven't asked that you'd like to tell us?"
20. Give the candidate information about the job duties and responsibilities, stressing the things you think are the most important for them to know.
21. Give the candidates an idea of what stage the search is in, what the next steps will be, and when they can expect to hear from you. If delays occur, you should call candidate and let them know where things stand.
22. Give the candidate a chance to ask questions of you and the interview team. A candidate who asks only "what's in it for me" questions may be very different from a candidate who asks more substantive questions.
23. Thank the candidate for coming to the interview and go on to the next step of the process—a tour of the work area, if that is appropriate, moving to the location at which a test will be taken, etc.
24. Complete your notes on the interview.
25. If a team is interviewing candidates, and there is time, debrief with your teammates. It is best to save definitive evaluations of candidates until you have seen them all, but it often helps in the consensus building process to compare notes as to reactions to particular candidate responses, behaviors, etc. immediately after the interview.
26. Selection should be made and discussed with employment before making any offers or promises.
27. Letters can be sent to those interviewed but not selected.
28. Allow yourself adequate time.

Remember: Probably the most important thing a supervisor does is decide whom to hire. Your performance will be measured as much on what your employees do as what you do yourself. Since most supervisors make their selections based on interviews, it follows that selection interviewing is one of the most important skills you can develop as a supervisor and especially as a manager!

Adapted from "Foundations of Supervision Employee Selection Process," Human Resource Development, University of Michigan.

Advantages of Involving Team in Employment Process

1. Three or four heads are better than one in identifying and selecting among candidates.
2. A team interviewing process is more likely to prevent errors and omissions in screening applicants.
3. Team participants take the responsibility of helping to choose a potential colleague very seriously.
4. Interview tasks including screening, formulating effective interview questions and reference checking can be shared or delegated.
5. The team process reduces the chance for failure in selecting the right candidate for the position.
6. The team process appears to be "fair" to candidates interviewed for the position.

Prerequisites for Success in the Team Interviewing Process

- The team, at the outset of the process, must commit itself to respect the dignity of all applicants.
- The team should request training (if necessary) in interviewing and selection procedures and techniques before starting the process.
- The teams must know the expectations of higher management for filling the position.
- A team facilitator (usually, but not always a supervisor) must chair the team to ensure that all University and HRAA rules and procedures are honored and respected.
- The team must plan and prepare for the interviews.

Tips on Recruiting a Diverse Staff

1. Delay filling positions until you have had an opportunity to carefully analyze your programmatic needs and develop an up-to-date description. This promotes long-range planning and counters the tendency of current department members to simply clone themselves and others.
2. Start thinking a bit like an athletic coach. Coaches go out and find the talent they need. They don't put ads in the paper and then sit back and wait.
3. You need to continually recruit—not wait for searches for announced vacancies. This means keeping an eye inside and outside the University for potential staff members of color and women in nontraditional jobs and establishing friendly relationships with them so that if you call and ask them to be a candidate for an open position, they'll be likely to agree.
4. Have people of color and women on search committees. If that is not possible, assign the role of affirmative action liaison to one of the committee members.
5. Discuss hiring goals with your Human Resources Representative prior to any hiring or recruiting activity. The profile of the department, the availability figures for people of color, and any affirmative action goals should be reviewed and understood by all members of the committee.
6. Emphasize results as well as process; be positive rather than defensive and negative, aggressive and visible rather than passive and bureaucratic, flexible and innovative rather than mechanical and predictable.
7. Treat every vacancy as if it is the only shot you'll ever get to find and hire a candidate who will increase your department's diversity. This means that if you don't get good candidates of color or women in the initial pool, repost and consider outside advertising.
8. Create student internships and/or part-time positions for women and people of color until regular positions open for which these individuals can be actively considered.
9. Write position descriptions to ensure that they attract the widest possible range of candidates. Think broadly rather than narrowly about the types of experiences candidates might bring to you.
10. Keep resumes of prospective women and candidates of color on file.
11. Recognize that women in non-traditional fields and candidates of color will probably need to be quite aggressively recruited. Competition can be intense and candidates must be "courted" as you would any other outstanding candidate.
12. People of color and women need to feel that they will be truly welcome at the institution, that they will find a place in the University community. Frequently, it helps to have other women or staff of color (who are not in decision-making capacity in the search) meet informally with candidates to give them a sense of the institution.
13. Address family issues, including maternity/paternity leave, tenure clock stoppage, family care leaves, etc. with all candidates, not only women.
14. Search committee chairs should resist strongly the impulse to label one or more of the candidates the "most promising" because this may make it difficult for other candidate to be fully considered.

15. Do not make assumptions about a candidate. Assumptions that a woman or a member of a particular racial group would not feel welcome in the community or would not be able to relate well to others of different groups are damaging and will work against your diversity efforts. Also, do not make assumptions about a person's willingness to move; their spouse's willingness, etc. Let candidates decide these issues for themselves.
16. Committee members need to examine continually whether their judgements on a person's character, types of experiences, or accomplishments are being affected by subjective factors, stereotypes or other assumptions.
17. Candidate "fit"—into the campus and into the community—generally means finding a person who will blend in easily with the existing structures, someone who will not alter dramatically the status quo. Women in non-traditional fields, people of color, and most particularly, people of color who come from different socio-economic and cultural backgrounds may be presumed not to "fit" as well as white candidates. Beware of these sorts of presumptions; make every effort to show candidates that they WILL fit, and then let them decide for themselves.
18. Beware of the trap of measuring everything against one standard. Candidates who got their degrees later in life or from historically Black institutions, candidates who worked part-time when their children were young or whose experience is off the beaten path, may bring rich experience and diverse backgrounds to the campus.
19. Screen to include candidates. Screening with the primary purpose of narrowing the pool may cause you to miss very attractive candidates.
20. Do your homework. Read the files of candidates thoroughly before offering opinions.
21. Think about the new dimensions that diverse candidates will bring to the department.
22. Other than professional reasons, a candidate's motivation for applying for a position is imply not the business of the committee, neither a screening committee nor an interviewing committee. Unless a candidate offers other reasons in a letter of interest, the committee should operate with the understanding that professional interests motivate the application. To go further invites assumptions and those assumptions frequently lead to negative judgments.
23. Subtle messages from an interview committee to a candidate can have devastating effects. Consequently, judgements about a candidate's performance may be biased as much by the effect the committee had on the candidate as by the candidate's performance in and of itself. A search committee that is viewed by a candidate as "going through the motions," being hostile to candidates of color, or being generally cold and uncaring is very likely to create the self-fulfilling prophecy of not being able to find any good candidates of color. Conversely, a search committee that exhibits warmth, flexibility, supportiveness, and genuine interest is likely to bring out the best in all of its candidates.

Adapted from *Achieving Faculty Diversity: A Sourcebook of Ideas and Success Stories*, University of Wisconsin, 1998; *The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity*, University of California, 1987; *Toward a Re-Vision: Examining Old Patterns and Practices in Screening and Hiring* (Trainer's Manual, University of Wisconsin Centers, 1989).

Chart of Legal Questions

TOPIC	LEGAL QUESTIONS	DISCRIMINATORY QUESTIONS
Family Status	Do you have any responsibilities that conflict with the job attendance or travel requirements? Must be asked of all applicants.	Are you married? What is your spouse's name? What is your maiden name? Do you have any children? Are you pregnant? What are your childcare arrangements?
Race	None.	What is your race?
Religion	None. You may inquire about availability for weekend work.	What is your religion? Which church do you attend? What are your religious holidays?
Residence	What is your address?	Do you own or rent your home? Who resides with you?
Sex	None	Are you male or female?
Age	If hired, can you offer proof that you are at least 18 years of age?	How old are you? What is your birthdate?
Arrests or Convictions of a Crime	Have you ever been convicted of a crime? You must state that a conviction will be considered only as it relates to fitness to perform the job being sought.	Have you ever been arrested?
Citizenship or Nationality	Can you show proof of your eligibility to work in the U.S.? Are you fluent in any languages other than English? You may ask the second question only as it relates to the job being sought.	Are you a U.S. citizen? Where were you born?
Disability	Are you able to perform the essential functions of this job with or without reasonable accommodation? Show the applicant the position description so he or she can give an informed answer.	Are you disabled? What is the nature or severity of your disability?

