



Organization and Human Resource Consulting

Talent Management

Selection of Classified Civil Service Staff

*A guide to assist Human Resource Professionals and Hiring
Managers in the effective and efficient selection of CCS Staff*

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Introduction

In December 2006, the Ohio General Assembly passed Substitute House Bill 187, an effort to reform Ohio's laws governing civil service employment. This Act gives our Board of Trustees the authority to amend provisions of CCS rules governing Ohio State employees. It has been and continues to be our intention that this process of change and modernization will be both open and transparent.

We recently completed drafting the revised recruitment and selection Classified Civil Service rules and processes, including: Applications, Examinations, Eligible Lists, Appointments, Transfers and Promotions, Definitions of Terms, and Procedure for Adoption, Amendment or Rescission of Rules. The Board of Trustees approved these new rules at their June meeting and they will go into effect with positions posted on July 10, 2009. A copy of the new rules and process can be found at <http://hr.osu.edu/ccsmod.aspx>.

As a human resource professional or individual with hiring authority, it is imperative that you educate yourself on the rule changes and understand your obligations in the selection process. A summary of these changes are outlined on page 4 of this document and a comparison of the old and new process is outlined on page 5. Additionally, resources are contained within to assist you in the effective and efficient selection of CCS staff and to **support you with required aspects of the selection process**. If you have any questions as you review this information, please do not hesitate to contact your Talent Management Consultant (<http://hr.osu.edu/ohrc/ohrteams.aspx>) for further assistance.

*****Please note** – Contract provisions for bargaining unit members supersede Classified Civil Service Rules. Therefore, when hiring for a bargaining unit position, you must adhere to the contract first and then to the CCS rules where the contract is silent.

Classified Civil Service Rules Updates

Summary of Major Changes Embodied in CCS Rules pertaining to the Recruitment, Selection and Appointments of CCS Staff

Recruitment and Selection

- Internal and external applicants will apply at the same time for all positions.
- No eligibility lists will be maintained, since all applicants will apply for specific positions.
- The on-line application system will screen applicants based on minimum qualifications and all those who meet minimum qualifications will be referred to the unit, internal and external applicants at the same time.
- Hiring units will be allowed, in consultation with the Office of Human Resources, to evaluate candidates using a variety of assessments. For example, if putting together spreadsheets is required for position, candidates can be required to demonstrate the skill.
- The only exams that the Office of Human Resources plans to administer are those required by law.

Appointments

- Provisional appointments are being eliminated; these have not been used since at least the mid 1990's.
- Transfers and promotions will be handled through the regular application process (this is standard practice now).
- Ohio State's current practice of allowing emergency and temporary appointments to extend to 179 days is explicitly stated in the revised rules.

Classified Civil Service

Recruitment and Selection Process

Process Prior to July 10, 2009	New Process (effective July 10, 2009)
<ol style="list-style-type: none">1. CCS position is posted for 9 days. Only internal candidates (regular status employees) are eligible to apply.2. All eligible internal applicants (not on probation and on active pay status) who meet the minimum qualifications are referred to the hiring department.3. If a hiring department deems that the internal applicant pool (if there is one) does not meet their qualifications, they can request external applicants.4. If a viable eligibility list exists for the classification, Organization and Human Resource Consulting (OHRC) makes referral calls to external candidates. Up to 10 interested candidates are referred to the hiring unit, and the unit selects from this pool.5. If no eligibility list exists, a CCS title-specific exam must be posted for 10 days to allow external applicants to apply. Once the posting expires, OHRC scores applicants based on the application materials using an unassembled grading tool. Referral calls are then made for specific positions, and up to 10 candidates are referred to the hiring unit.	<ol style="list-style-type: none">1. CCS position is posted for a minimum of 5 business days. Internal and external candidates are eligible to apply for the specific position.2. All eligible internal CCS applicants (not on probation and on active pay status), internal unclassified applicants, and external applicants, who meet the minimum qualifications, are referred to the hiring department. **All qualified applicants are forwarded at the same time to the hiring department for review and consideration for hire. <p data-bbox="922 1045 1268 1115" style="text-align: center;">New College/Department Requirements</p> <ol style="list-style-type: none">1. Colleges and departments are required to document, in advance of a selection process, the mechanism they will use to evaluate and select candidates based on minimum qualifications and attributes needed for success in the role and unit.2. The Office of Human Resources will perform periodic audits to ensure colleges and departments are complying with this requirement.3. Colleges and departments who do not comply will be required to establish an acceptable and approved process before posting any new positions.

Selection Process Checklist Classified Civil Service Positions

Activity	Owner	Completion Date
1. Develop or review position description before posting. Ensure all essential job functions are outlined.		
2. Create and document a fair and consistent process for evaluating candidates and selecting individuals for interviews before the posting of your position . Criteria should include those skills necessary to perform the essential job functions and should not include, for the purpose of eliminating candidates, anything that can be learned on the job in a reasonable period of time.		
3. Post position – Units are encouraged to use the sample language below in any CCS posting where, based on the essential job functions and responsibilities, the opportunity provides potential career advancement and/or development for internal staff in particular. Sample Language – “Due to the nature of this position, and the work to be performed, OSU employees are highly encouraged to apply.”		
4. Review candidates as soon as possible, preferably within 5 business days of posting end date. Evaluate candidates using pre-developed criteria and tools (see #2 on this checklist and sample tools on pages 10-11) and, if necessary, contact candidates for phone screens (see #5).		
5. Optional: Conduct phone screens to limit your number of face to face interviews. As phone screens are a form of evaluation, any mechanism used to evaluate candidates must be documented (see pages 12-13 for phone screen suggestions and sample questions)		
6. Develop face to face interview strategy. This includes the drafting of a standard set of questions and a mechanism for gathering feedback and evaluating candidates if multiple people are		

Activity	Owner	Completion Date
involved in the process (see pages 15-21 for sample questions and pages 22-24 for a sample interview guide).		
7. Invite candidates to interview as soon as possible after phone screens are complete. If using any form of assessment, other than standard interview questions, please consult with your Talent Management Consultant. You should notify candidates of planned assessments while scheduling and ensure that each candidate is provided with consistent information.		
8. Notify, via phone, any person who you conducted a phone screen with who will not be invited for a face to face interview.		
9. Interview final candidates face-to-face. Provide each candidate with a reasonable time frame for hearing the final results of the selection process.		
10. Gather all feedback from individuals involved in the interview process and prepare for reference checks (see sample feedback forms on pages 25-27).		
11. Conduct reference checks (see pages 28-30 for best practices and additional guidance). Offer final candidate position, contingent upon background check, if applicable. Once accepted, notify all other candidates of decision, disposition all candidates in the online application system and notify OHR that the position should be closed.		
12. Retain all selection related materials for three years. This includes copies of all evaluation tools (for the initial screening of candidates, telephone pre-screens and face-to-face interviews) and interview questions as well as documentation about any assessment used. The Office of Human Resources will audit colleges and departments to ensure this documentation is in place.		

Legal Do's and Don'ts

Various governing bodies that prohibit employment discrimination have established laws. Laws are not intended to prohibit employers from obtaining job-related information from candidates, but rather to give all candidates equal opportunity. It is the policy of The Ohio State University to employ the best-qualified individuals without regard to race, color, religion, sex, age national origin, sexual orientation, citizenship or disability. Two key thoughts to keep in mind during the interview process: (1) is this information directly related to the job; (2) am I asking the same or similar questions of every candidate. It is important to use the job relevance and consistency “test” not only during the interview itself, but also during casual conversations with the candidate(s), in written notes, and when rating candidates and making selection decisions.

Topic	Do's...	Don'ts...
Name	<ul style="list-style-type: none"> Do ask candidate's name. 	<ul style="list-style-type: none"> Don't inquire into any title that indicates race, color, religion, sex, national origin, handicap age or ancestry.
Economic Status	<ul style="list-style-type: none"> Do be aware that casual conversations about things like the type of car the candidate drives, playing golf, the schools their children attend, stock market investments, etc. can be uncomfortable for some people. 	<ul style="list-style-type: none"> Don't acknowledge or inquire about where a candidate lives because it's not relevant to their ability to do a job. Don't ask about/comment on the length of the candidate's commute or how they got to the interview.
Race, Color, Religion, or National Origin	<ul style="list-style-type: none"> Do be aware that casual conversation about race, ethnicity, religion, etc. is inappropriate and offensive. Do be aware that “Asian” represents several national origins. Do keep abreast of politically correct terms (e.g., “African American” preferred over “Black”, “Latino” preferred over “Hispanic”). 	<ul style="list-style-type: none"> Don't inquire about or comment on a candidate's place of birth, origin of name, ethnic dress or customs, race, religion, national origin, or accent (e.g., “What an interesting name...” “What a beautiful sari...”). Don't assume familiarity based on personal experience or other relationships. Avoid generalizations about categories of people (e.g., “All Asians are smart”).
Disability	<ul style="list-style-type: none"> Do state/ask: “This job requires x, y, z. Can you perform these tasks with or without reasonable accommodation?” Do ask the previous question of all candidates (not just candidates who <i>appear</i> to have some sort of disability). Do use the term “disability”. If candidate offers information voluntarily, see first bullet point. 	<ul style="list-style-type: none"> Don't inquire about candidate's physical disabilities. Don't use the term “handicapped”. Don't assume you are familiar with a disability based on personal experience or other relationships. Don't ask how a disability occurred.
Citizenship	<ul style="list-style-type: none"> Ask “Are you authorized to accept employment in the US for an indefinite term?” Do require proof of citizenship after being hired. 	<ul style="list-style-type: none"> Don't inquire about citizenship. Don't ask whether parents or spouse are native-born or naturalized.
Education Required/Age	<ul style="list-style-type: none"> Do inquire into the nature and extent of academic, professional or vocational training. 	<ul style="list-style-type: none"> Don't inquire or acknowledge GPA unless pertinent to the job. Don't inquire about length of time to complete a degree. Don't inquire about the nationality or religious affiliation of a school.

Topic	Do's...	Don'ts...
English Language Skills	<ul style="list-style-type: none"> Do ask, "This job requires x, y, and z language: are you fluent in said language (written and spoken)?" 	<ul style="list-style-type: none"> Don't inquire about or acknowledge a candidate's accent. Don't assume familiarity based on personal experience or other relationships. Don't inquire about how candidate learned to speak. Don't inquire about primary language used or spoken.
Marital Status/Childcare	<ul style="list-style-type: none"> Do state the hours and days required to work. Inquire if candidate is able to work the required schedule. If candidate offers information voluntarily, see first bullet. 	<ul style="list-style-type: none"> Don't inquire about a candidate's marital status or childcare arrangements. It is not relevant to their ability to do a job.
Sex		<ul style="list-style-type: none"> Don't make any inquiry that would indicate sex or sexual preference.
Height/Weight	<ul style="list-style-type: none"> Do ask if the candidate is able to perform the job requirements. 	<ul style="list-style-type: none"> Being a certain height and weight will not be considered to be a job requirement unless the employer can show that no employee with the ineligible height or weight could do the work.
Arrest and Convictions	<ul style="list-style-type: none"> Do ask if the candidate has been <u>convicted</u> of a crime relevant to the job applied for. 	<ul style="list-style-type: none"> Don't ask about prior arrests without convictions.
Military Service	<ul style="list-style-type: none"> Do inquire into experience in the service when such service is a qualification of the job. Do require military discharge certificate after being hired. 	<ul style="list-style-type: none"> Don't ask about prior military service in countries other than the US. Don't request military service records. Don't inquire into type of discharge.
Organizations	<ul style="list-style-type: none"> Do inquire into memberships in professional organizations and offices held, excluding any organization, the name or character of which indicates the race, color, religion, sex, national origin, handicap, age or ancestry of its members. 	<ul style="list-style-type: none"> Don't inquire into every club and organization where membership is held.
Photographs	<ul style="list-style-type: none"> May be required after hiring for identification 	<ul style="list-style-type: none"> Don't ask for photographs prior to hiring.
Work Schedule	<ul style="list-style-type: none"> Do inquire into the candidate's willingness or ability to work required work schedule (e.g. specific shift time) 	<ul style="list-style-type: none"> Don't inquire into candidate's willingness or ability to work any particular religious holiday.
References	<ul style="list-style-type: none"> Do ask for general personal and work references which do not reveal the race, color, religions, sex, national origin, handicap, age or ancestry of the candidate 	<ul style="list-style-type: none"> Don't request references specifically from clergymen or any other persons who might reflect race, color, religion, sex, national origin, handicap, age or ancestry of applicant.

Office Associate Resume Screening Tool Sample #1

Candidate: _____ Reviewer: _____ Date: _____

Number of years OSU experience (if any): _____

Position Qualifications/Screening Factors	Experience			
	None	Less Than	Acceptable	Can't Assess
Experience using university procurement system				
Customer Service experience in an administrative setting				
Experience using software programs to create professional presentations				
Experience working in an academic or academic support setting				
Other Items of Interest (please be specific and only note job related experiences):				

Reviewer Recommendation:

Discontinue from consideration/reject
 Hold
 Schedule further discussion

Office Associate Resume Screening Tool Sample #2

Candidate: _____ Reviewer: _____ Date: _____

Number of years of OSU experience (if any): _____

Criteria	Criteria Description/Screening Factors			
A)	Experience using university procurement system			
B)	Customer Service experience in an administrative setting			
C)	Experience using software programs to create professional presentations			
D)	Experience working in an academic or academic support setting			
E)	Currently employed at The Ohio State University? ___yes ___no			

Weights	Weight Description
Substantial - 10	Candidates accomplishments/responsibilities strongly demonstrate the criteria
Adequate - 5	Candidates accomplishments/responsibilities demonstrate the criteria
Inadequate - 3	Candidates accomplishments/responsibilities inadequately demonstrate the criteria

Reviewer Recommendation:

___ Discontinue from consideration/reject ___ Hold ___ Schedule further discussion

Telephone Prescreen Information

Applicant's Name:

Date:

Phone:

Interviewer:

Briefly Describe Position

Verification of Credentials (if applicable):

Degree:	Degree:
University:	University:
Major:	Major:

Current or Previous Employment (sample questions/information to gather):

1. Describe your current role and responsibilities.
2. What do you like most/least about your position?
3. Why are you leaving your current employer?
4. What are your long term goals and objectives?

Job Search Information (sample questions, information to gather):

1. What are you looking for in your next position? Describe your ideal organization.
2. What motivated you to apply for this position? How does this position meet your career objectives?
3. The hourly range for this position is \$15.00 – \$17.00/ hour – does this meet your expectations?
4. This is a 3rd shift position. Can you work 3rd shift?
5. Have you been actively interviewing?
6. What types of positions?
7. What is your time frame? (for finding a position)
8. Upon offer, would you need to give a two-week notice?

Behavioral Interview Questions (sample questions):

Customer Orientation:

- How do you go about establishing rapport with a customer? What have you done to gain their confidence? Give an example.

Continuous Improvement:

- Tell me about a suggestion you made to improve the way job processes/operations worked.

Creativity/Innovation:

- Tell me about a creative approach you took to solve a problem. How did you come up with this approach? Did you consider other options?

Diversity (values and encourages):

- Tell me about the most difficult challenge you have faced in working cooperatively with someone who did not share your ideas, values, or beliefs

Personal Accountability:

- Being fully accountable for results sometimes means acknowledging what more we, personally, could have done to achieve desired results. Share about a time when you did not reach the expected results. What more could you have done in that situation to meet expectations?

Supervisory Experience:

- Describe the most recent position in which you had supervisory responsibility. How many people did you supervise and in what kinds of positions? What were some of your greatest challenges in this role and how did you overcome them?

Communication Skills:

- Was the applicant able to articulate their thoughts?
- Did the applicant provide clear, concise, examples?

Additional Job-Related Comments:

(Make sure to note any gaps in education and/or work experience -

THE OHIO STATE UNIVERSITY

Our Values

We are The Ohio State University. Our commitment to the communities we serve is formidable and unwavering. Our work does not merely impart knowledge – it creates it and fundamentally alters what is possible for people, communities and institutions everywhere. The hallmarks of our work are leading-edge research and expanding educational opportunities. Our commitments also include stimulating economic prosperity and anticipating and addressing societal needs. We provide extraordinary learning opportunities for the whole student inside and outside the classroom and in the community. We conduct ourselves on behalf of the institution according to the following fundamental values:

We are committed to EXCELLENCE – in the standards we set, the results we produce, the relationships we are in, and the dedicated service we provide.

We are committed to COLLABORATING AS ONE UNIVERSITY – our aspirations demand we remove internal boundaries – we must share information, promote teamwork, and think creatively to make this happen.

We are committed to acting with INTEGRITY AND PERSONAL ACCOUNTABILITY – we accept responsibility for our actions, we keep our word, we focus on solutions rather than fault and blame, and we take initiative to make things happen.

We are committed to OPENNESS AND TRUST – our communication is direct and honest, we promote authenticity and transparency in our relationships and activities, we're open to feedback and coaching, and we give feedback with candor and respect.

We are committed to DIVERSITY IN PEOPLE AND IDEAS - the health of our educational environment demands that we respect each other, that we are inclusive, and that we profoundly value who each of us is as a whole person and what each of us uniquely contributes.

We are committed to CHANGE AND INNOVATION – these principles are our heritage and our future – we're curious, we're creative, and we embrace positive, constructive conflict.

We are committed to SIMPLICITY IN OUR WORK – in the administration and management of our enterprise we are responsive, ethical, and transparent and we strive to make the functioning of this complex institution simple and efficient.

We promise to be true to our values, accomplish our mission and be the pioneering and eminent institution that we and those we serve expect of us. This is **The Ohio State University**.

Interview Questions

Colleges and units are required to develop a core set of questions for each selection process as a mechanism for gathering consistent information about each candidate they consider. These questions can assess candidates based on the position responsibilities/duties (for example, “Can you discuss your experiences using software to create professional presentations and give me an example of a time you did this for a previous organization?”) and should also include questions that assess whether an individual is committed to our institutional values (see previous page). Below is a set of sample questions based on these values. A sample interview guide follows these questions on pages 22-24.

Change Management

1. Tell me about the most difficult change you have had to make in your professional career. How did you manage the change?
2. Describe a time when you felt that a planned change was inappropriate. What did you do? What were the results?
3. Tell me about a time when you had to adapt to an uncomfortable situation.
4. Tell me about a time you led a change effort.
5. Describe a time a change effort you were involved in was not as successful as you would have liked.
6. Give me an example of a time you had to adjust quickly to changes over which you had no control. What was the impact of the change on you?
7. Give me an example of a time when you helped another person accept change and make the necessary adjustments to move forward. What were the change/transition skills that you used?
8. Describe a situation where you, at first, resisted a change and later accepted. What specifically, changed

Collaboration

1. Working with others usually involves some give and take. Describe a time when you worked out an agreement with a peer or colleague. What did you do?
2. Describe a time when you wished you'd been more collaborative with others. What did you do?
3. Leaders often have opportunities to foster positive relationships at work. Give me an example of a time when you did this.
4. Tell me about one of the toughest groups that you've had to work with. What made it difficult? What did you do?
5. Interdepartmental cooperation involves giving and receiving. Tell me about a time you collaborated with others to determine courses of action to achieve mutual goals.

Continuous Improvement

1. Tell me about a suggestion you made to improve the way job processes/operations worked.
2. Tell me about one of your workplace improvements that another department now uses.
3. Give me an example of when you initiated a change in a process or operation.
4. In your last or current job, what problems did you identify that had previously been overlooked? Were changes made? Who supported the changes as a result of your ideas?
5. Tell me about something new or different that you initiated that improved customer service, productivity, quality, teamwork, or performance.
6. Tell me about a time you found and took advantage of an opportunity to make an improvement in your position or department/team/group.
7. Tell me about a time you had to sacrifice quality to meet a deadline. How did you handle it?

8. In some aspects of work, it is important to be error free. Describe a situation where you tried to prevent errors.
9. Describe a time you caught an error that someone else made that could have affected the outcome of a project (or affected a customer).
10. Tell me about a suggestion you made to improve the processes or operations in your position or within your team.

Creativity/Innovation

1. Describe a time when you came up with a creative solution/idea/project/report to a work problem you had been dealing with for some time.
2. Tell me about a situation when you have had to come up with several new ideas in a hurry. Were they accepted? Were they successful?
3. Describe a creative/innovative idea that you produced that led to a significant contribution to the success of an activity or project.
4. Describe the most creative work-related project which you have carried out.
5. Tell me about a time you were especially creative in solving a lingering problem.
6. Describe the most significant plan or program that you ever developed or implemented.
7. Tell me about a time when you created a new process or program that was considered risky.
8. Describe the most creative thing you have done in a past job.
9. Creativity often means stepping back from standard ways of thinking. Give me an example of a time when you were able to break out of a structured mindset and explore new or different concepts and ideas.
10. Give me an example of how you have been creative in completing your responsibilities.
11. Tell me about the time you thought "outside the box"
12. Give me an example of when someone brought a new idea that was unique or unusual. What did you do?
13. Describe the most creative verbal presentation you have ever made.
14. Tell me about a problem that you've solved in a unique or unusual way. Were you happy with the outcome?
15. Give me an example of when you took a risk to achieve a goal. What was the outcome?
16. What have been some of your most innovative ideas?
17. What innovative procedures have you developed? How did you develop them? Who was involved?
18. Tell me about a creative approach you took to solve a problem. How did you come up with this approach? Did you consider other options?
19. Tell me about a time when your standard approach to problem solving didn't produce the desired solution. What did you do?

Customer Orientation

How do you handle problems with customers? Give an example.

How do you go about establishing rapport with a customer? What have you done to gain their confidence?

Give an example.

What have you done to improve relations with your customers?

Diversity (Valuing and Encouraging)

1. Tell me about a time you had to adapt to a wide variety of people by accepting or understanding their perspectives.
2. Tell me about a time you adapted your style in order to work effectively with those who were different from you.

3. Tell me about the most difficult challenge you have faced in working cooperatively with someone who did not share your ideas, values, or beliefs.
4. Give me an example of a time when your values and beliefs impacted your relationship with a peer, coworker, supervisor, or customer.
5. Tell me the steps you have taken to create a work environment where differences are valued, encouraged, and supported.
6. Describe a situation when you had to give feedback to someone who was not accepting of others.

Goal Setting/Accomplishment/Focus

Successes

1. Give me an example of an important goal you had to set and how you accomplished that goal.
2. Give me an example of a time when you set a goal and were able to meet or achieve it.
3. Tell me about a time when a team you were involved with was going through long-term changes or working on a long-term project. What did you do to keep yourself and others focused?

Failed/Negative Incidents

4. Tell me about an important goal you failed to achieve.
5. Describe a time when you set a goal for yourself and did not achieve it because it was too high. What was the standard? Why was it too high? What were the ramifications of your failure to achieve your goal?
6. Describe a time when you set a goal for yourself that was too low.

Processes

7. Describe how you set your goals for last year and how you measured your work. Did you achieve your goals? If not, why not?
8. Tell me about a major project you recently finished. Specifically, how you set the goals. And monitor your progress?
9. Give me an example of a time when you used a systematic process to define your objectives even though you were not prompted or directed to do so. What type of system did you use? What payoff did you get from using the process?

Challenges

10. Tell me about a time you were given a goal by someone else that you believed would be impossible to attain.
11. Give me an example of a time you made a major sacrifice to achieve an important goal.
12. Tell me about a time when you were unwilling or unable to make a sacrifice necessary to achieve a goal.
13. Describe your organization's culture and how that culture made it challenging for you to achieve one of your goals.

Integrity

1. Describe a time when you were asked to keep information confidential.
2. Give examples of how you have acted with integrity in your job/work relationships.
3. If you can, tell me about a time when your trustworthiness was challenged. How did you react/respond?
4. Tell us about a specific time when you had to handle a tough problem which challenged fairness or ethical issues?
5. Trust requires personal accountability. Can you tell me about a time when you chose to trust someone? What was the outcome?

Personal Accountability

1. Tell me about a time when you took responsibility for a failure.
2. Tell me about a time when you assumed personal accountability for a situation or event because you realized the role you played in the situation or event?
3. Describe what personal accountability means to you.
4. Tell me about the last time you made a mistake.
5. Please describe what you believe to be the biggest failure in your career. What did you learn from this situation and how have you grown as a result?
6. Tell me about a time you did something you regret.
7. Being fully accountable for results sometimes means acknowledging what more we, personally, could have done to achieve desired results. Share about a time when you did not reach the expected results. What more could you have done in that situation to meet expectations?
8. Tell me about a time when you received negative feedback from your boss.

Personal Growth and Development

1. Think about a time when setting a positive example had a highly beneficial impact on people you worked with. How did you determine that a strong example was needed? What did you do? What was the effect on the people?
2. Tell me the one thing about you as an employee that you hope your current or last boss doesn't tell me during a reference call.
3. Tell me about a time when you were not pleased with (or were disappointed in) your performance. What did you do about it?
4. Tell me about a time when one of your weaknesses got the better of you.
5. Give me an example of a time that you used one of your strengths to help another person or team succeed.
6. Describe a work situation or project that brought out the worst in you. Why did it bring out the worst in you? What did you learn?
7. Give me an example of something that you have done in the past to improve yourself.
8. Describe a situation in which you received constructive feedback about your work. What was the feedback about? What was your assessment of the feedback? What did you do with the information you received? What changes did you make?

Results Orientation

1. Give me an example of an important goal you have had and about your success in achieving it.
2. Describe a time when, against all odds, you were able to get a project or task completed within the defined parameters.

3. Tell me about a time when you were asked to complete a difficult assignment and the odds were against you. What did you learn from the experience?
4. Tell me about a time you had to pay close attention to the tiny details in order to be successful.
5. Describe a time when you had to work very hard and make personal sacrifices to help your organization/department/team reach its goals.

Stewardship/Corporate Citizenship

1. Tell me about a collaborative effort you led between an organization or group and the community.
2. Give me an example of a community issue that you have helped to address.
3. Describe a community effort you have been involved in where both the community and businesses located in the community benefited.
4. Tell me about a way that you have championed the concept of citizenship/stewardship within your team/department/organization.

Teamwork (Encouraging and Building)

Getting Groups/Individuals to Cooperate

1. Describe a time you led a team of people who didn't always see eye to eye. What did you do? Why did you choose to do that? How did it work out?
2. Tell me about a time you were able to gain commitment from others to really work as a team.
3. Provide an example of a time when it was critical that you establish an effective working relationship with an individual or group outside your department to complete an assignment or deliver a service.
4. Tell me about a time you needed to get two groups or people to work together effectively, who historically had never done so.
5. Give me an example of a time that your leadership transformed a group of people into an effective, healthy, productive team.
6. Tell me about a time you led a team that had one or more unproductive/negative members. How did you find out about the unproductive member? What did you do? Why did you choose to do that? How did it work out?
7. Describe a time when you had to have coworkers with different work styles or ideas work together on a project. What, specifically, did you do to pull them together?

Team/Team Member Strengths

8. Tell me about a time you recognized a team member for having made a valuable contribution to the team.
9. Tell me about a time where, if it hadn't been for teamwork, your goal might not have been achieved.

Miscellaneous

10. Describe a time when you were able to build team spirit in an environment of low morale.
11. Tell me about a time you needed to lead an intact, project, or ad hoc team toward a goal that you, personally, did not completely support or believe in.
12. Give me an example of a time you successfully built a project team from scratch. What was the project? How did you go about selecting team members? How did you get these individuals to work as a team? What was the hardest part of getting them to work as a team? Was the team successful on the project?

13. Tell me about a time when you were able to provide your team with recognition for the work they performed.
14. Describe a situation in which you had to arrive at a compromise or help others to compromise. What was your role? What steps did you take? What was the end result?
15. Describe the types of teams you have been involved with.
16. Describe your leadership style and give an example of a situation when you successfully led a group.
17. Some people work best as part of a group – others prefer the role of individual contributor. How would you describe yourself? Give an example of a situation where you felt you were most effective.
18. Tell us about the most difficult challenge you faced in trying to work cooperatively with someone who did not share the same ideas. What was your role in achieving the objective?
19. What is the difficult part of being a member, not leader, of a team? How did you handle this?

Teamwork (Working as a Team Player)

Problems Among/With Fellow Team Members

1. Give me an example of a time when others with whom you were working on a project disagreed with your idea.
2. Describe a time when one of the members on your team did not complete (or wasn't doing) his fair share of the work.
3. Tell me about a time when you helped others compromise for the good of the team. What was your role? What steps did you take?
4. Tell me about a time when you were part of a team that did not get along or did not work well together. What happened?

Positive Incidents

5. Give me an example of when you worked cooperatively as a team member to accomplish an important goal. What was the goal or objective? What was your role in achieving this objective? To what extent did you interact with others on this project?
6. Give me an example of a time where you were willing to compromise on something relatively important to you in order for the team you were a member of to proceed with a project.
7. Tell me about a time you were recognized and rewarded for being a valuable team member.

Trust

1. Tell me about a time you mistrusted another employee, resulting in tension between the two of you. What did you do to improve the relationship? Were you successful?
2. Give me an example of a time you failed to keep your boss informed of your actions or progress on a task or project.
3. Tell me about a time you had to give the benefit of the doubt to someone at work.
4. Tell me about a time when your trustworthiness was challenged. How did you react/respond?
5. Tell me how you have developed trust and loyalty between you and your direct reports.

Vision and Purpose

1. Tell me about a time where your vision of the future was so inspiring that you were able to convert nay-sayers into followers.
2. Tell me about a time you lost track of the vision/mission/purpose of your team/department/organization and it turned out to have repercussions.

3. Describe a time you established a vision for your department/unit. What process was used? Were others involved in setting the vision and, if so, how? How did the vision contribute to the functioning of the department/unit?
4. Tell me about the relationship of your goals in your current position to the organization as a whole.
5. Tell me about a time when you anticipated the future and made changes to meet these future needs. Did the anticipated future occur?

THE OHIO STATE UNIVERSITY

Office Associate

Sample Interview Guide

Applicant Name
Interview date
Phone # or meeting room

“Ice Breaker”

Before we get started, can you share with us what it was about this opportunity that prompted you to apply and how do you feel you can most contribute to this position based on the information we have shared thus far?

Results Orientation

- 1) Tell me about a time when you were asked to complete a difficult assignment and the odds were against you.
 - a. What were the circumstances?
 - b. Describe the steps you took?
 - c. What were the biggest challenges or roadblocks you encountered?
 - d. What was the result?

Change Management

- 2) Tell me about a change management effort that you led.
 - a. What were the circumstances?
 - b. Describe the steps you took?
 - c. What were the biggest challenges or roadblocks you encountered?
 - d. What was the result?

Creativity/Innovation

- 3) Describe a time when you came up with a creative solution/idea/project/report to a work problem you had been dealing with for some time.
 - a. What was the problem?
 - b. How did you propose to solve the problem?
 - c. Did you encounter any roadblocks when you shared your idea with others?
 - d. What was the result?

Customer Orientation

- 4) How do you go about establishing rapport with a customer? What have you done to gain their confidence? Give an example.

Personal Accountability

- 5) Tell me about a time when you assumed personal accountability for a situation or event because you realized the role you played in the situation or event?

Sample Resume Specific Questions

Q#1 - Your resume states that you were responsible, in your last position, for coordinating and managing the work of a team of office staff. Can you expand on this statement? What specifically were your responsibilities? What were you held accountable for?

Additional Job-Related Notes/Feedback

The Ohio State University
Sample Candidate Evaluation (Sample #1)

Review Information

Candidate's

Name:

Interview Date:

Your Name:

Guidelines

Complete this assessment, using the following scale:

- 1 = *Unsatisfactory*
- 2 = *Marginal*
- 3 = *Neutral*
- 4 = *Meets*
- 5 = *Exceeds*

Results Orientation

- (5) = Exceeds (4) = Meets (3) = Neutral (2) = Marginal (1) = Unsatisfactory
-

People who are skilled in this area:

- Can be counted on to exceed goals successfully
- Are constantly and consistently a top performer
- Are very bottom-line oriented
- Steadfastly push self and others for results

Change Management

- (5) = Exceeds (4) = Meets (3) = Neutral (2) = Marginal (1) = Unsatisfactory
-

People who are skilled in this area:

- Can effectively cope with change
- Can shift gears comfortably
- Can decide and act without having the total picture
- Aren't upset when things are up in the air
- Can comfortably handle risk and uncertainty

Creativity/Innovation

(5) = Exceeds (4) = Meets (3) = Neutral (2) = Marginal (1) = Unsatisfactory

People who are skilled in this area:

- Make connections among seemingly unrelated issues/ideas
- Demonstrate creativity
- Are value-added in brainstorming settings
- Come up with a lot of new and unique ideas

Customer Orientation

(5) = Exceeds (4) = Meets (3) = Neutral (2) = Marginal (1) = Unsatisfactory

People who are skilled in this area:

- Are dedicated to meeting the expectations and requirements of internal and external customers
- Get first-hand customer information and use it for improvements in products and services
- Act with the customer in mind
- Establish and maintain effective relationships with customers and gain their trust and respect

Personal Accountability

(5) = Exceeds (4) = Meets (3) = Neutral (2) = Marginal (1) = Unsatisfactory

People who are skilled in this area:

- Take responsibility for individual actions
- Emphasize performance and outcomes
- Meet deadlines
- Manage resources effectively
- Value individual initiative and personal dedication

Checking References

Best Practices: http://hr.osu.edu/ohrc/ld_podcasts_referencechecking.aspx

- ☑ Check references for all final candidates.
- ☑ Check references before making a final job offer.
- ☑ Obtain several references for each candidate for maximum objectivity.
- ☑ Plan and ask the same questions of each reference source.

- ☑ Document the reference calls made. Maintain these documents with selection process materials.
- ☑ Describe the job and the organization to the reference source before asking questions.
- ☑ Ask only questions that are job-related.

Ask for specific examples. **Steps to Follow When Making the Reference Call:**

1. Identify yourself, your position, and then give the reason for your call and the name of the candidate.
2. Ask the contact if this is a convenient time for the call, or suggest a new date/time.
3. Make sure the contact knows how long the reference check will take.
4. Briefly describe the job, your organization, and the competencies you are seeking.
5. Start with general basic questions and transition into more specific questions.
6. Ask the contact if there are additional people you might call for more information.
7. Ask if you can call back if you have additional questions.
8. Thank the reference for his/her time and assistance.

Examples of General Questions:

- In what capacity do you work with this candidate?
- What is the candidate's job title?
- What are the duties of this job?

Examples of Specific Questions:

- The ability to handle multiple assignments and interact with multiple constituents simultaneously is critical to this role. Please share with me an example of a time when <candidate's name> was responsible for managing multiple tasks/assignments for your organization?
- What was the outcome of his/her work?
- From what you know of the situation, how would others who worked with <candidate's name> on these assignments evaluate the progress and his/her ability to juggle? Were there any challenges?
- The person in this role will be required to dedicate significant amounts of time to customer service. Please give me a specific example of a time when <candidate's name> independently managed a difficult customer situation. Describe the situation and what you saw as <candidate's name> approach to resolution? Were there any challenges or things you might have suggested he/she do differently? What was the result?

Reference Check Form

Candidate's Name:

Position:

Contact:

Date:

Person Conducting

Reference Check:

General Questions (with room for answers)

1.

2.

3.

Specific Questions (with room for answers)

1.

2.

3.

Circle the quality of this candidate based on this reference check:

Excellent

Good

Average

Poor