



# Screening and Hiring: An Expert Guide to Making the Right Hire

Written and Prepared by



P.O. Box 1848  
Bristol, TN 37621  
(423) 764-4127  
Fax: (423) 764-5869

web site: [www.sescomgt.com](http://www.sescomgt.com)  
e-mail: [sesco@sescomgt.com](mailto:sesco@sescomgt.com)

A special thanks to MKJ Marketing for their assistance in this project.

# Screening and Hiring: An Expert Guide to Making the Right Hire

## Table of Contents

• Hiring Process.....	1
• Overview of the Hiring Process.....	2
<b>Job Descriptions</b>	
• Nature and Purpose of a Job Description.....	3
• The Importance of Job Descriptions.....	3
• A Special Word about “Criteria-Based Job Descriptions”.....	4
• Guidelines for Preparing Criteria-Based Job Descriptions.....	5
• Questions to Ask When Writing Criteria-Based Job Descriptions.....	5
• Job Descriptions and the Americans with Disabilities Act.....	6
<b>Recruiting</b>	
• Recruiting Job Applicants.....	8
• Recruitment Sources.....	12
• Innovative Recruiting Strategies.....	14
<b>Screening</b>	
• Screening of Job Applicants.....	16
• Interviewing Candidates.....	19
• Rewards of Good Selection.....	20
• How Effective Are Your Employment Interview Skills?.....	21
• Behavioral-Based Interviewing.....	24
• The Behavioral-Based Interviewing System.....	25
• The Behavioral-Based Interview – A New Format.....	26
– Step 1: Skills Analysis.....	26
– Step 2: Select Skill Dimensions.....	27
– Step 3: Develop Interview Questions.....	28
– Step 4: Conduct Interview.....	30
– Step 5: Evaluate Behavior.....	32
• Behavioral-Based Interviewing Do’s and Don’ts.....	33
• Interview Model.....	33
• The Actual Interview.....	34
• Difficult Interview Situations.....	35
• Interview Review Guide.....	36
• Legal Considerations.....	37
• EEO Quiz.....	37
• No-No’s for Employment Interviewing.....	38
• Fair Employment Practice Guidelines.....	39
• Rater Error and Bias.....	43

- Interviewing Attitudes .....43
- What to Notice During the Interview.....44
- Six Things Not to Do in an Interview .....45
- Asking Questions Off the Application or Resume .....45
- Examples of Behavioral Interview Questions.....46
- Behavioral Interview Guide for Licensed Funeral Director .....55
- Conducting Reference Checks.....56
- Background Investigations.....57
- FCRA Amendment Tightens Reporting Requirements for Employers .....59
- Testing Applicants .....60
- Drug Testing/Physical Examination .....63
- The Moment of Final Decision .....63

**New Hire Orientation**

- New Hire Orientation.....65
- Temporary Employee Checklist .....70
- Orientation Progress Record.....71

**Pre and Post Interview Forms**

- Sample Criteria-Based Job Description
- Application Form
- Notice to Applicants
- Telephone Interview Questions
- Job Applicant Interview Script
- Employment Interview
- Employment Reference Check
- Background/Credit Release Authorization
- Drug Test Authorization
- Sample Rejection Letter without Interview
- Sample Rejection Letter after Interview
- Sample Offer of Employment Letter

# SCREENING AND HIRING

---

## HIRING PROCESS

A Labor Department study shows that 50% of new hires last only six months in their new job. Common sense tells you that some of these hires were superstars and will likely be promoted; a good portion of others either quit or are fired. *What about the rest?* This is the group that watches the clock, misses deadlines, misses work, comes in late, and spreads discontent throughout the office. In those cases, the cause of the bad hire can be traced to one of the following reasons:

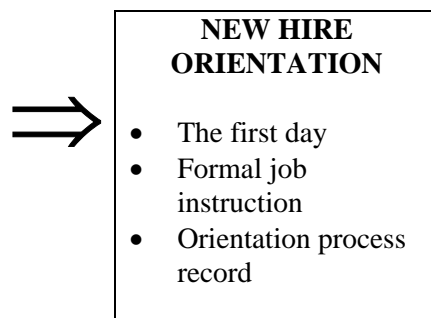
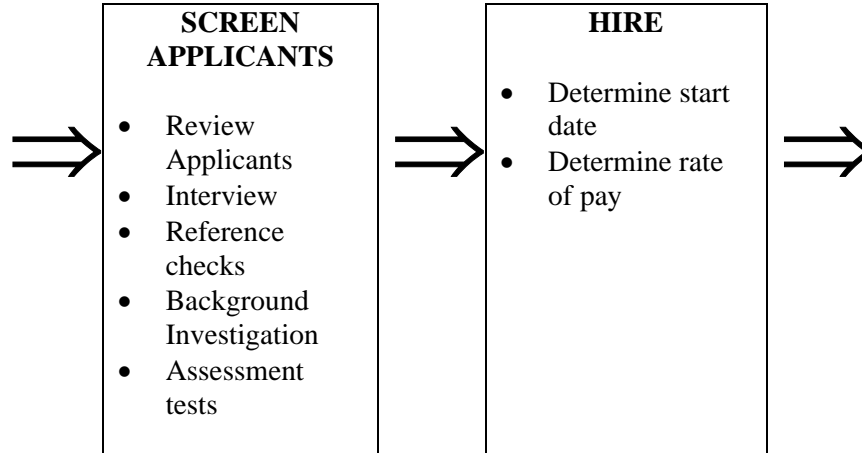
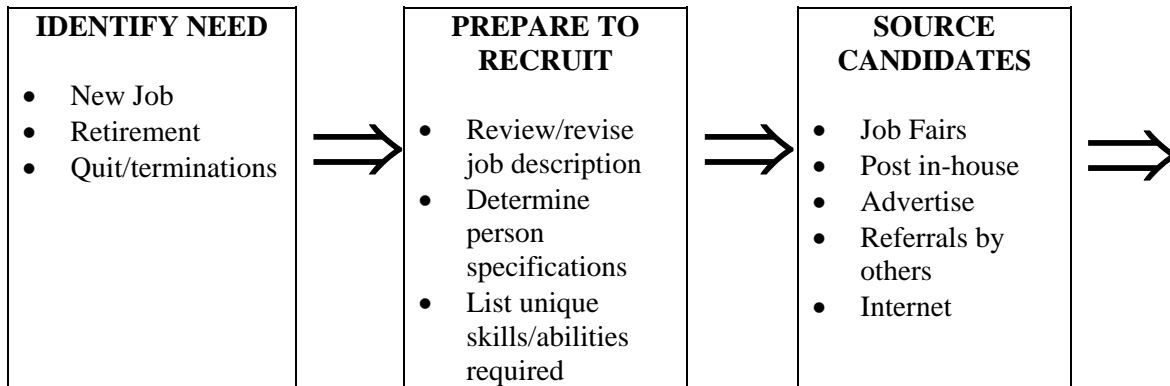
- Poor analysis of job function
- Poor analysis of person specifications
- Inadequate initial screening
- Inadequate interviewing technique
- Inadequate question technique
- References not checked
- Company and career/money expectations were over- or inappropriately sold

By adhering to a systematic hiring process, many of these mistakes can be avoided. The process, if carefully followed, will produce the desired results. In summary, the hiring process consists of five major components:

- Determining the need and preparing for a new employee
- Securing possible candidate
- Screening candidates for the specific position
- Interviewing the candidate
- Hiring the right person

The following sections will outline the importance of each component in more detail.

## OVERVIEW OF THE HIRING PROCESS



# **Job Descriptions**

## NATURE AND PURPOSE OF A JOB DESCRIPTION

A job description consists of a body of informational data compiled from job analysis, presented in organized statements that identify and describe the contents of a specific job or position. It details the task involved for a proper conception and a complete understanding of the job.

Relevant facts affecting the job, including a description or the characteristics required for the whole job such as type of equipment used, physical and mental skill required, responsibility involved, working conditions, and possible hazards encountered, are clearly recorded to present a detailed overall picture of job conditions and requirements.

Although job descriptions are many times used as a guide in instructing employees on the job, the job description should not be considered as an instruction sheet on how to do the job. A true instruction sheet covers many more details than a job description. **A good job description is general enough to describe the difficult and more important tasks or duties an employee is expected to perform. It cannot and should not be expected to cover every possible task.**

Employees should be informed that no job descriptions should be expected to contain all the duties required of the job, since no writer of job descriptions could possibly foresee the future and see how the job will change and thus include all future duties that may become part of the job. This means an employee can be asked to do any task comparable to the accepted duties identified in the job description. It means also that an employee should not be able to use the argument, *“I don’t have to do that task because it is not in my job description.”*

On the other hand, if employees are regularly asked to perform new tasks or duties of a much more difficult level than the ones indicated in the job description, an employee’s complaint has validity. In this case, if the original job has changed substantially, a new job description should be rewritten.

In summary, it may be said that good job descriptions replace guesswork with facts that serve as a sound basis for a multitude of organizational decisions, which must be made on a regular basis.

## THE IMPORTANCE OF JOB DESCRIPTIONS

In writing job descriptions, we should realize there are many other uses of which job evaluation is only one. Other uses might be:

- To establish a rational basis for the wage and salary structure.
- To determine job comparability in wage surveys.
- To clarify relationships between jobs, thus avoiding overlaps and gaps in responsibility.
- To help employees on all levels acquire greater understanding of their present job by analyzing their duties.

- To help revise the organization structure on any level, be it departmental or company-wide.
- To reassign and fix functions and responsibilities in the entire organization.
- To evaluate job performance by comparison between what the employee does and what the job description says he/she should do.
- To introduce new employees to their jobs.
- To assist in hiring and placing employees in the jobs for which they are best suited.
- To set forth lines of promotion within all departments at all levels.
- To forecast the training needs for a particular function.
- To maintain continuity of all operations in a changing work environment.
- To provide data as to proper channels of communication.
- To assist in the development of job specifications which list the personal requirements for each job.
- To serve as a basis for manpower planning (position control).
- To improve the workflow.
- To critically review the existing practices in the organization.
- To document the essential and non-essential functions of the job and the physical, sensory, and environmental requirements needed to perform essential job duties.

### **A SPECIAL WORD ABOUT “CRITERIA-BASED JOB DESCRIPTIONS”**

The latest state-of-the-art job description is entitled “criteria-based” job description. These job descriptions combine a detailed description and performance appraisal into one form.

Often we, as supervisors, welcome new employees into our organization and tell them that we expect them to “do a good job.” However, the employee is left to his or her own devices to determine what “doing a good job” consists of from our perspective. By providing each employee a criteria-based job description with performance standards listed indicating how we expect the job to be done satisfactorily, we are eliminating opportunities for misunderstandings, and we are increasing opportunities for productivity from our employees.

Criteria-based job descriptions will serve your employees and supervisors well in a number of ways. This type of job description will prove to be an excellent training and orientation tool for the new employee; it will serve as documentation for rewarding an employee for satisfactory or exceptional performance, and will serve as documentation for disciplinary action for the poor



performers; utilizing a format similar to the enclosed samples, the job description also serves as the performance appraisal, and the employee is truly evaluated on the degree to which he or she performs the job assigned.

We have enclosed a sample criteria-based job description in the Pre and Post Interview Forms Section of the manual.

### **GUIDELINES FOR PREPARING CRITERIA-BASED JOB DESCRIPTIONS**

1. Explain to individual the reason for job descriptions and why they are so meaningful for the employee and the company. This helps:
  - Introduces the job to applicant.
  - Provides excellent training outline for new employee.
  - Helps new employee to become functional in the new position more quickly and with a higher level of delivery.
2. Explain the key elements of the job description and show individual a sample.
3. Explain that all questioning will be to draw from them the duties and standards that make for an accurate description including:
  - How often?
  - How many?
  - How frequent? [Hourly] [Daily] [Weekly]
4. If it's hard to get specific data, rephrase the question including:
  - Tell me what would happen if this job were not done correctly.
5. To begin the drafting process, have the individual explain the job from the beginning to end . . . rambling is o.k. From this dialogue, capture key words or phrases that will become the basis for establishing your key result areas.
6. Springboard from the key areas into a listing of the job duties. List them in the order they are usually accomplished. (See attached questions.)
7. Draw from individual by what measure, standards, perceptions, or facts they can qualify that the job(s) are being done satisfactorily.

### **QUESTIONS TO ASK WHEN WRITING CRITERIA-BASED JOB DESCRIPTIONS**

1. How would you summarize the purpose of this job?
2. What are the major areas of responsibility for this job?

3. What steps does the employee go through to accomplish this job (or each area of responsibility)?
4. What results are achieved when the employee is doing the job correctly?
5. How can we qualify each task? How much should the employee accomplish in a specified period of time (hour, shift, week, month, quarter, etc.)?
6. What goals exist for this job?
7. What are some events that occur when the employee is not doing a good job?
8. What general work standards apply to this job?
9. What reporting relationships exist for this job?
10. What level of formal education is required and/or preferred for this job?
11. What field of study or training is required and/or preferred for this job?
12. What license, certification, registration, etc., is required and/or preferred for this job?
13. What equipment, machines, and tools must the employee be able to use?
14. **For supervisory/managerial positions:** What employee relations responsibilities does this job entail, and to what degree, i.e. interviewing, hiring, training, performance appraisal, counseling, discipline, termination, etc.?

### **JOB DESCRIPTIONS AND THE AMERICANS WITH DISABILITIES ACT**

Although ADA does not require employers to develop or maintain written job descriptions, it is strongly recommended to employers. In addition to good business practice and employee relations advantages, written job descriptions for ADA purpose will provide evidence of the employer's judgment as to what functions are essential, can provide a sound guide for the examining physician conducting physical examinations, and can provide a sound basis for reasonable accommodation analysis, discussions, and decisions.

Employers must identify and distinguish between essential job functions and non-essential or marginal job functions to enable them to make required reasonable accommodations. This will also give employers more managerial and operational flexibility.

A job function may be considered essential for any of several reasons including, but not limited to, the following:

- The function may be essential because the reason the position exists is to perform that function;
- The function may be essential because of the limited number of employees available among whom the performance of that job function can be distributed; and/or
- The function may be highly specialized so that the incumbent in the position is hired for his or her expertise or ability to perform the particular function.

Evidence of whether a particular function is essential includes but is not limited to:

- The employer's judgment as to which functions are essential;
- Written job descriptions prepared before advertising or interviewing applicants or employees for the job;
- The amount of time spent on the job performing the function;
- The consequences of not requiring the incumbent to perform the function;
- The terms of a collective bargaining agreement;
- The work experience of past incumbents in the job; and/or
- The current work experience of incumbents in similar jobs.

The determination of which functions are essential may be critical to the determination of whether or not the individual with a disability is qualified. The essential functions are those functions that the individual who holds the position must be able to perform unaided or with the assistance of a reasonable accommodation.

# **Recruiting**

## RECRUITING JOB APPLICANTS

Once you have determined the qualifications of the person you want to fill a particular job, there is the problem of knowing where and how to find that person. There are many good sources of people available. In this section, we outline the best methods, through traditional and non-traditional means, of targeting the most qualified candidates.

### Recruiting Sources for Employers

1. **Advertising: Newspapers** -- Advertising is simply a way to reach out and make contact with potential employees. For advertising to be effective, you have to ensure the message reaches and has an impact on the correct audience, and this usually takes some effort.

The average Sunday newspaper carries more than a dozen pages of employment- oriented advertising; each of those pages is likely to feature more than 100 advertisements. Your clients' needs are going to be in competition with the needs of many hundreds of other firms. Following are some suggestions to help your client's ad stand out from the crowd:

- ***Grab the reader's attention*** -- The first step in getting a response to your advertisement is to get it read. What we read in newspapers depends largely on the headlines: a good grabber will win readers. We suggest the following three headline rules:
  - Although the headline doesn't have to be witty, it must address the audience.
  - The headline must promote qualities that are likely to appeal to the reader.
  - The headline must mention the job title.
  - Remember, too, the headlines are no good if they don't stand out. Use a bold, distinctive type that is attractive and easy to read.
- ***Determine your best key words*** -- Most newspapers run employment ads alphabetically according to the first word in the ad. But not all industry-related positions, for example, should begin with the word "funeral." If you're really looking for a technical person to train as a representative of your organization, you might want to key the ad "Intern/Apprentice" or "Director Assistant." Consider running two ads and include a cross-reference to the other ad to reach as many prospects as possible. For example, under funeral, you'd run "see our ad under Intern/Apprentice."
- ***Run your ad for several consecutive days*** -- Four to seven days are generally recommended. The more experience and expertise required, the longer you will need to run the ad. If your client keeps its name before the public with ads in trade journals (or possibly in cards and newspapers), the client will have the advantage of being a known quantity, and people will probably be more eager to respond.

- ***Sell the right candidates on your job*** -- Write a product ad, the experts advise. You want to do more than announce a job opening. You want to emphasize why someone would want this job. It is important to list what work the recruit will be doing, the type and amount of experience desired, the salary + compensation plan, work hours, the amount of travel required, and some reference to benefits (if applicable). The more information you include in your ad, the less time you will have to spend fielding general inquiries and the more serious and qualified your applicants are likely to be.
- ***Tell applicants how to respond*** -- You may or may not want to include your company name or the name and number of an individual to contact. Some experts believe that the reputation of the company can be a definite asset in recruitment. But others point out that higher-salary jobs are frequently listed through a box number.

**Recommendation:** Track your ads to see which pull in the most qualified candidates. Also, consider making newspaper-advertising representatives a part of the recruitment effort. They are trained to help companies create ads that sell. They can also help get the most advertising for your dollar from among all the pressing structures.

Following are some guidelines for writing and placing recruitment ads:

\* Take care that wording cannot be construed as discriminatory by ensuring language is:

– **Sex Neutral**

**Avoid:** Telephone Girls, Embalmer Boys, Gal Friday.

**Use:** Telephone Persons, Embalmers, Funeral Directors.

– **Non-Age Restrictive**

**Avoid:** Attention June Grads, Youthful Staff, Junior Funeral Director, Maximum Two Years' Experience.

**Use:** Minimum age under 40, Vet preferred, Funeral Director, Light experience.

– **Pertinent to Job Requirements**

**Avoid:** Requiring unrealistic skills and abilities just to attract a certain caliber of applicants.

**Use:** Follow the job description as a guide in what is required for the job, and use the person specification list as a measuring device for applicants.

- \* Include “Equal Opportunity Employer” reference.
- Example -- XYZ Funeral Home is an equal opportunity employer.
- \* Refrain from making promises in your ad regarding job “permanence” or “security.”
- Example: As a new employee of XYZ Funeral Home, you will realize many long-term benefits and job security.
- \* When placing ads:
- Sunday newspapers yield the best response because there are generally more viewers. Take advantage of a seeker’s initial interest by providing a “Sunday hotline” for him/her to call to get additional information. This is also a good idea because many persons who are currently employed may be hesitant to call from work during the week.
- \* Consider utilizing trade publications (i.e. National Funeral Directors Association) to recruit applicants for upper management positions or highly-technical positions. Many persons subscribe to these types of publications, and they can extend the applicant base beyond the immediate geographic area.
  - \* Radio ads are most effective during morning and evening “drive time” during the week. By utilizing radio ads, many potential applicants can be reached for lower, entry-level positions within a specific geographical area.
  - \* Display ads versus line ads help to “sell” the company. When browsing through the newspaper, the bolder, larger ads generally attract the viewer’s attention better than the smaller line ads. Although it may be slightly more expensive to place a display ad, it will surely yield more applicants.
  - \* Open ads versus blind ads generally draw better quality applicants. Job hunters give a number of reasons for not investigating even attractive-sounding situations presented in blind ads. The reasons include:
    - A reluctance to reply to an unknown party
    - A high probability that the response would not be acknowledged
    - A fear that the ad might have been placed by the individual's employer
    - A concern that the response might not be handled with discretion
    - A possibility that some ads might have been placed by an employment agency or executive search firm in order to replenish the files
    - A likelihood that the employer is merely shopping to see who is available
    - A feeling they might already have contacted the employer directly and a second response might jeopardize any negotiating posture

However, many employers find that blind ads can and do produce excellent candidates. They cite the following reasons in favor of using blind ads:

- Blind ads eliminate expensive and time-consuming clerical work required in acknowledging high-volume responses
- The temporary avoidance of a negative employee relations impact when certain positions are not filled from within. The need for absolute confidentiality when the employer is seeking to replace an incumbent employee
- A desire to use a low recruiting profile when layoffs or cutbacks are taking place elsewhere in the company
- The opportunity to review and compare outside applicants against internal candidates

**SKILL BUILDING**  
**WHAT'S WRONG WITH THIS AD?**

---

**Funeral Director**

Great job for pretty gal with personality plus!

Looking for Associate degree grad with great communication and sensitivity.

Must be under 35, have good car, and no child care problems.

Apply in person at:  
101 Main Street, Bristol, TN

---

**MAKE THE AD CORRECT**

---

**Funeral Director**

---



---



---



---



---



## RECRUITMENT SOURCES

- **Employee Referral** -- For many organizations, referrals are the most effective way to find new employees. For one thing, people won't usually refer someone to their own firm if it could reflect adversely on their own judgment. For another, people like to help out their friends and gain whatever incentive the company may offer employees for bringing in candidates hired by the company. Of course, there is a downside. If morale is low, referrals won't work. Also, if you turn down enough referrals from within, your existing employees may become resentful. For this reason, it is important to ensure that your employees know what qualifications you need, and why anybody with anything less will be unacceptable.

It's getting much more common to offer benefits or gifts to employees who refer people who are hired. A cheap but effective program can be set up using the grand prize concept. Every time an employee makes a successful referral, a nominal financial reward is given, and the name of the person referring the new employee is entered for a prize drawing. At the end of the program, sometimes quarterly, something of high-perceived value such as a vacation trip to Hawaii, is rewarded.

**Observation:** Remember that an employee referral program could violate regulations about Federal Equal Employment Opportunity if you rely on it too heavily. Federal courts have overturned referral programs as discriminatory in some cases since all the job candidates recruited through this means were white or male.

To avoid problems, look at the composition of your client's workforce. If the existing labor pool consists of mostly male, white, or very young employees, it's likely that their referrals will also be mostly male, white, or very young. It will be wise to avoid relying exclusively on referrals for recruiting job candidates.

- **Job Posting** -- It is a good policy to promote from within the organization wherever practical. All job openings, both regular and contemporary, would be posted on the appropriate bulletin board to inform employees that positions exist so that they can apply for transfer or promotion to another job or department. This eliminates some of the uncertainties involved in hiring new people. Promotions from within of qualified candidates, taking into consideration length of service, shows employees that have achieved a goal with your company and encourages employees to stay with the company because there is the opportunity for advancement. An example job posting form can be found in the exhibits section of this system.
- **University Co-op Program** -- For the prudent manager, it is good to enhance the company's stability over the long term, campus recruitment and organized co-op programs can be an extremely attractive alternative. These days, it is not just the larger companies who benefit from co-op programs; the estimates are that we can expect an annual shortfall of almost four million entry-level workers in the coming year. This is a trend that has far-reaching implications for even small and medium-size firms. Companies of just about every size who wish to have the new recruit they will need to compete in the years ahead will seriously consider getting more heavily involved in the efforts of recruiting.

Fortunately, if your client decides to move in this area of recruiting, the colleges and universities are on the company's side. No matter the institution in question, a university or a two-year technical college, the administrators have come to realize that now, more than ever, their ability to place the alumni at the end of their studies will dramatically affect the school's ability to attract students in the first place.

There is certainly nothing to lose by following the co-op path, and there is no minimum requirement you must meet. If you need only one or two people a year, virtually any college or university recruitment-planning officer will work with you. All it takes is a telephone call.

- **Government Agencies** -- In ignoring state and federal government resources when it comes to recruiting, corporate America has been doing itself a grave injustice. State Unemployment offices offer a wide variety of diverse and remarkable candidates. Call your local unemployment office for more information.
- **Employment Services** -- There are distinctively different types of employment services; here is the basic breakdown:
  - ❑ Permanent agencies where the candidate pays the fee
  - ❑ Permanent agencies where the employer pays the fee
  - ❑ Retained executive search firms where the company pays the retainer for the firm to work on the assignment and picks up the search expenses
  - ❑ Contingency search firms where the company pays the fee if and when a suitable candidate is hired (although expenses are occasionally charged)

The vast majority of successful replacements are made under an arrangement where the company pays the fees. Each of the major employer-paid categories performs a different service.

*Employment Agencies* -- Provide services similar to companies in the other two categories, but for the most part, the employment agencies restrict their activities to their local job market. A traditional employment agency will not only actively recruit on your assignments, but will also do extensive advertising. The firms are market-oriented, and will promote the same candidate to you that they present to the other interested parties; therefore, it is important to move fast.

*The Retained-Executive Search Firm* -- Charges a retainer based on the first-year remuneration package, typically one-third on signing, one-third on presentation of the short list, and one-third on completion. Expenses are often pro-rated; there is no refund if the search is unsuccessful. These firms are most effective for those positions that pay over \$100,000 yearly. A number of the better ones are members of the National Association of Corporate Professional Recruiters.

*The Contingency Search Firm* -- Provides essentially the same service as the retained variety, but the fee is only paid by the employer upon successful completion of a search, and there's only occasionally an attempt to charge expenses. Clients frequently use more than one such firm at a time. Contingency search firms are most effective with positions that range from \$25,000 to \$150,000.

In the employment services industry, the National Association of Personnel Consultants is a premier professional organization, with state associations in all 50 states. Reputable, retained and contingency firms in employment agencies are represented in the membership of this organization, which provides extensive training programs and maintains a straight code of ethics.

## INNOVATIVE RECRUITING STRATEGIES

If the traditional recruiting methods aren't working, and particularly if it's an extremely-tight labor market, it may be necessary to go beyond the obvious. Some suggestions may be to look at what other firms are doing; although these firms may not be in the particular industry you are studying, you could probably adapt a technique to help you find more good job candidates. Examples of some innovative recruiting strategies include:

**Personal Networking** -- Ask employees and company owners to get involved in the search. For example, the owner of a laundry chain is always on the lookout for people who might provide good customer service for him. So as he goes about his business, whenever someone gives him great service, he hands them a card saying, "*I was impressed by your service. If you're ever looking for a job, please call me.*" When cardholders call, he interviews them carefully. The system has reduced his number of bad hires.

Other ideas include passing the word at your professional associations and clubs and to friends and business associates: "*I'm looking for a good so-and-so; do you know anyone?*"

**Raise Your Profile** -- Speak at local colleges about your industry. It is often welcomed to provide some real-world input into the classroom and it can be a good way to get your foot in the door for the best and brightest graduates -- as well as college officials who may prove to be allies. And think about speaking at a local trade association or organization dealing with your particular industry. It can raise your profile and build valuable relationships. Don't write off the idea of speaking engagements or community service. Similarly, senior executives at some firms say they regularly attend trade association meetings not just for their board benefits, but for the hidden benefit of sizing up potential employees.

**Recruiting On-Line** -- The Internet is a common link that connects millions of computers around the world. Many HR professionals are using the Internet to accomplish their recruiting goals. More than 1.2 million jobs are currently listed on the Internet and 1 million resumes have been posted on-line according to a recent report by the Internet business network, an on-line consulting firm. These impressive numbers obscure a basic question: Just how widespread has Internet recruiting become? Most studies suggest that companies still consider the Internet a secondary recruiting source, rather than a primary one. However, companies that have successfully integrated the Internet into their recruitment strategy find that even though the number of actual hires may be low, the savings are significant.

Here are some tips to keep in mind as you begin recruiting on the Internet:

- Be specific with job titles and locations. Remember, people use search engines to electronically find new listings.
- Develop standards for postings. All descriptions should provide the job's title, educational and experience level, and location.
- \* Use more than one method of response. Some people don't know how to attach resumes or have a fax machine.
- Require that all electronic attachments be ASCII framework.
- Check the cost-effectiveness of your on-line recruiting.

With thousands of on-line recruiting resources to choose from, figuring out where to go first can be a complicated task. Here are some web sites to help:

SHRM's Recruiting Link Page -- <http://www.shrm.org> Links to dozens of on-line recruiting indices, as well as articles on effective on-line recruiting.

The Riley Guide – [www.rileyguide.com](http://www.rileyguide.com) Categorizes job sites by industry and geographic location.

Other Sources of Recruitment Include:

- Industry Career Center ([www.nfda.org](http://www.nfda.org))
- Career Resource Center (<http://www.careers.org>),
- On-Line Career Centers (<http://www.monster.com>), and (<http://www.careerbuilder.com>)

**Job Fairs** -- Job fairs have been one of the big recruitment successes of the last two decades. These fairs can be set up as a cooperative effort between a group of companies, colleges, or even the local Chamber of Commerce. When attending a job fair as an exhibitor, you must present your company attractively and with exactly as much attention to concerns of buyer/perception in public relations as any consumer product or advertising firm. A hand-made paper banner and a pile of application forms simply will not do the job; the company must be packaged for the event. Make sure that the booth looks top-notch, the people representing the company are articulate, polite, and professional, and that potential applicants do not feel "put off" by an overly-aggressive "hard-sell" technique.

Some companies are now running their own job fairs. Some will hire a hotel conference room and make sure there is plenty of food. The company advertises the event, which features quality presentations by company personnel. These career fairs are relatively inexpensive, and companies are able to target a particular market.

# Screening

## SCREENING OF JOB APPLICANTS

Regardless of the recruiting methods used, there will be a wide variety of applicants ranging from totally unqualified to very competent. Therefore, it is a saving of time and money to find out as much as possible about each candidate. We recommend that this be accomplished by:

- \* The Application for Employment
- \* The Interview
- \* Reference Checks
- \* Background Checks
- \* Assessment Tests

### Applications

The recommendations for receiving applications must consider the federal enforcement guidelines relative to the Equal Employment Opportunity and enforcement policies. As you may know, the burden of proof is always on the employer, and you must ensure that all records and documentation procedures are in line with the latest EEOC decisions.

As an example, we recommend that you only allow applicants to complete application forms during those times when you have job openings. When there are no job openings, we recommend that you tell potential applicants that you are not receiving applications at that time. When you do receive applications, we recommend that each person who requests one be allowed to fill it out and return it to your files. We do not recommend that applicants be allowed to take application forms home – it usually is best to have them complete the form on the premises. That way, you have complete knowledge of who actually completed the application form.

Application forms should be separated into active and inactive files. They may be separated further according to the position for which the applicant is applying. Applications should be kept under active consideration for 30, 60, or 90 days, depending on the employer's needs. After that time, applications should be moved to inactive files and destroyed after one year.

SESCO's Application for Employment Form, EEO-4, is designed to conform to non-discrimination requirements and does not contain any questions of a discriminatory nature with respect to race, color, religion, sex, national origin, age, or veteran status. The Application for Employment is designed to provide employers with data necessary to properly evaluate job applicants.

### What to Look For on an Application or Resume

**Wages earned** -- An applicant expecting to earn \$9.00 an hour would not be happy in your company if you expect to pay \$7.25 per hour. This information gives you an idea about the needs and expectations. Also, under this general information section, you learn why the applicant is changing jobs. *Is coming to your organization considered a promotion -- advancement in pay?*

**The Education Section provides a complete chronological education history --** You can quickly see if there are any time gaps which need to be evaluated. You are also told if the applicant has taken special courses which serve as an indication of aggressiveness, ambition, and qualifications for technical jobs.

**An applicant should provide you with three (3) personal references --** The Reference Section is very important. Too many employers tend to by-pass this step in hiring procedures since it is felt that people have only nice things to say about an applicant. Nothing can be further from the truth. A great deal can be learned from personal references. If these people know something bad about an individual, they will usually tell you.

**Under the Section on Service in the Armed Forces, you can learn a great deal about abilities and ambitions of an applicant --** If an applicant spent four (4) years in the Armed Forces without a promotion in grade or rank, you might, for example, question the seriousness of purpose or ability to lead and get along with people.

**You should carefully check to make certain that the employment dates are consecutive and that there are no time gaps --** Should there be gaps in the employment history, this should be investigated carefully.

**In addition to having an applicant's reason for leaving previous jobs, you should contact the former employers --** Ask them the reason to verify this information. A comparison of the two can be most interesting and revealing.

**An employer should carefully review the answers given to the question raised about an applicant's criminal record --** Many applicants will misrepresent themselves on these questions, and the answers should therefore be carefully verified when possible.

**This employment application form contains a statement which is signed by the applicant certifying to the correctness of the information given --** The applicant's signature authorizes you to check with former employers, personal references, and "any other persons." The applicant also agrees to be employed according to your introductory requirements, agrees to abide by all the present and subsequently-issued rules of the employer, and agrees to submit to a physical examination if requested.

We recommend that all employment applications be kept for 12 months to comply with the various federal recordkeeping requirements. To simplify storage problems, all applications could be considered "active" for a period of 30 days, as an example. After the active period expires, they would be considered "inactive" and filed separately for the remaining 11 months. Please see the exhibits section for an example SESCO Application.

### **“Red Flags”**

When screening for candidates, take a few minutes to “red flag” the resume or job application. First, copy the application. Never write on an original application or resume; your comments, “squiggles,” highlighting, etc., could be used against you in legal proceedings if the application

materials were subpoenaed. Then, circle anything which seems overly general, vague, or suspicious. Note also misspellings, gaps in information such as dates or job duties, and blanks left on the empty application form.

Some common red flags include:

**“Rounded off” dates** -- For example, “1997,” rather than September 1997.

**Non-specific educational information** -- If the applicant writes he or she “attended” a certain college or “graduated” from the college. Did he/she study “general business” or “accounting and bookkeeping”? (**Note: You are entirely justified in asking for a school transcript to validate education. Ask the applicant to furnish it; many schools will release transcripts only to the ex-student.**)

**Reasons for leaving past jobs** -- Most people don’t leave jobs for a “better opportunity elsewhere” – they leave a position for specific reasons. In the interview, make a point to find out what the job they left was lacking. Ask what they wanted in a manager or organization. Ask what developmental opportunities were lacking. If their reason for leaving was “personal,” circle it and ask applicant to explain. You have every right to know.

**Lack of salary progression** -- Perhaps a good explanation will be forthcoming why an applicant did not receive raises regularly in his or her career. However, it is a “red flag” until you have had an opportunity to ask the candidate in the interview, and you are satisfied that incompetence was not the primary reason.

**Lack of progression in job duties/responsibilities** -- The best employees usually receive increased responsibilities if they stay in one position. If they change positions, their responsibilities typically increase as well. There may be exceptions to this – but you won’t know the applicant’s reason unless you ask in the interview.

**Gaps in employment history** -- Perhaps the applicant shows a year or two gap between jobs. *Does this show a lack of initiative?* Not necessarily. A woman may have taken time to have a baby. A man or woman may go back to school, travel, or work in a volunteer job. This “gap” may or may not be cause for concern.

**Overly-vague general job duties or job titles** -- For example, an applicant might write he or she “handled billing” as a job duty. Do not assume you know what that means; the “handled” could have been transporting the billing to someone else’s desk! Similarly, are you sure you know what an “administrative assistant” does? Different organizations use this job title in very different ways, to describe duties ranging from secretarial to a mid-level management position.

After you have found the “red flags,” you can use them at the beginning of the interview to clear up confusion and collect information quickly. The application can be your interview map – keep it visible during the conversation to keep you on track. You might want to start by asking a few questions about the least-recent job first, asking more questions successfully as you get to the more-recent positions.



The application or resume can be a valuable source of information and question source. Do not ignore it the way many interviewers do, and it will serve you well.

## **INTERVIEWING CANDIDATES**

Hiring a successful person can be a lot like looking for a lost contact lens – you may know what you are looking for, but can't see clearly enough to find it!

Many people start out with the best intentions. You want to ask the right questions to unearth information about the applicant's background, experience, and abilities. But, during the interview, you tend to find yourself doing more talking than listening, perhaps selling the company to the applicant rather than learning about the applicant's strengths and weaknesses. Perhaps the interview digressed and you found it difficult to rein it in and maintain control. In the end, you are left with some confused impressions and a few scribbled notes, none of which make much sense a few hours later.

And for the person finally hired? With nothing concrete to guide you, you probably based your decision on a "gut reaction", one that said, "I don't exactly know why, but I'm pretty sure this person can do the job."

Undoubtedly, companies have made some successful hiring decisions this way. But many did not know what they were getting, and were surprised a few months later to discover what the applicant was actually like. Many people are disappointed with the results of this type of interview. To help our clients hire the kind of people their organization deserves, this section will provide:

- \* A system of analysis that will allow you to determine what types of skills and qualities you require in an applicant to ensure later success on the job.
- \* A consistent plan of action for the interview, so that you can engage in friendly (and informative) chatting without losing the thread of questions or letting the sessions get out of control.
- \* A series of sample questions designed specifically for behavioral based interviewing.

The following pages will give information and questions needed to establish a more efficient and successful interviewing system.

## REWARDS OF GOOD SELECTION

### For the employer

#### good selection:

- utilizes candidates' skills
- guides placement
- reduces discrimination
- enhances productivity
- reduces turnover
- contributes to diversity

### For future associates of the organization

#### good selection:

- builds pride
- enhances team quality
- expands diversity
- increases performance
- stabilizes relationships
- reduces frustration

### For the candidate who is hired

#### good selection:

- builds confidence
- contributes to teamwork
- generates opportunity
- uses skills and competence
- encourages job commitment
- enriches work

### For the candidate who is NOT hired

#### good selection:

- is honest
- reduces misplacement
- is fair and objective
- communicates standards
- reflects personal warmth
- reduces career mistakes

**Everyone wins with good selection.**

## HOW EFFECTIVE ARE YOUR EMPLOYMENT INTERVIEW SKILLS?

Developing effective interviewing skills is a very important ingredient to managerial success. Your goal is to surround yourself with the best possible talent and skills available to accomplish the tasks at hand. How are your skills? Give this quiz a try.

	<i>True</i>	<i>False</i>	<i>Remarks</i>
1. You should study the application form of the applicant before calling in the person.	_____	_____	
2. It makes little difference whether or not the applicant has a favorable impression of you.	_____	_____	
3. In the information-gathering part of the interview, you should do about 50% of the talking.	_____	_____	
4. Resumes tell you everything you need to know about the applicant.	_____	_____	
5. To obtain a smooth-flowing interview, you must first put the applicant at ease.	_____	_____	
6. Specific questions should be framed to elicit "yes" or "no" or similar simple responses.	_____	_____	
7. Applicants can be encouraged to elaborate on their answers by silence or non-committal remarks.	_____	_____	
8. A nervous applicant should be disqualified as he/she probably would not be able to cope with a job.	_____	_____	
9. Non-verbal clues often are helpful in evaluating an applicant.	_____	_____	
10. Interviewers should take notes of the applicant's responses.	_____	_____	
11. It's OK for personal biases for or against an applicant to weigh heavily in the hiring decision.	_____	_____	
12. Supervisors in most organizations are excellent interviewers.	_____	_____	
13. If an applicant has questions to ask you, you would tell him, "I ask the questions; you answer them."	_____	_____	
14. In hiring, your judgment alone is usually enough for a hiring decision.	_____	_____	
15. You should always offer the applicant the lowest-possible starting salary you think you can get away with.	_____	_____	

**KEY**

	<i>True</i>	<i>False</i>	<i>Remarks</i>
1. You should study the application form of the applicant before calling in the person.	X		
2. It makes little difference whether or not the applicant has a favorable impression of you.		X	
3. In the information-gathering part of the interview, you should do about 50% of the talking.		X	<i>80/20% Rule</i>
4. Resumes tell you everything you need to know about the applicant.		X	<i>33% of all resumes contain false information</i>
5. To obtain a smooth-flowing interview, you must first put the applicant at ease.		X	
6. Specific questions should be framed to elicit "yes" or "no" or similar simple responses.		X	
7. Applicants can be encouraged to elaborate on their answers by silence or non-committal remarks.	X		
8. A nervous applicant should be disqualified as he/she probably would not be able to cope with a job.		X	
9. Non-verbal clues often are helpful in evaluating an applicant.	X		
10. Interviewers should take notes of the applicant's responses.		X	<i>Yes, but not on the application or resume</i>
11. It's OK for personal biases for or against an applicant to weigh heavily in the hiring decision.		X	
12. Supervisors in most organizations are excellent interviewers.		X	
13. If an applicant has questions to ask you, you would tell him, "I ask the questions; you answer them."		X	
14. In hiring, your judgment alone is usually enough for a hiring decision.		X	
15. You should always offer the applicant the lowest-possible starting salary you think you can get away with.		X	

*Asking the right questions  
takes as much  
skill as giving  
the right answers.*

*-- Robert Half*

## BEHAVIORAL-BASED INTERVIEWING

SESCO recommends the behavioral interviewing system. What exactly is the behavioral interviewing? Behavioral interviewing is a new style of interviewing that more and more companies and organizations are using in their hiring processes. The basic premise behind behavioral interviewing is this: **The most active predictor of future performance is past performance in a similar situation.** It provides more objective facts on which to base employment decisions than other interviewing methods. Traditional interviewers ask general questions such as “tell me about yourself.” The process of behavioral interviewing is much more probing and tries to pinpoint certain characteristics.

### Characteristics of the Behavioral-Based Interview

*The behavioral-based interviewer does:*

- Generalize specific skills of the job
  - Develop questions based on those skills
  - Conduct interview
  - Evaluate past behavior and looks for specific examples based on identified skills
  - Probe for specifics
  - Take descriptive notes

*The behavioral-based interview does not:*

- Make “first impression” judgments about the candidate.
- Do all the talking (the interviewer should only talk 20% of the time and listen 80% of the time).
- Lead the candidate (smiling at correct answers, frowning at wrong answers; “We like to work in teams at XYZ Funeral Home. Do you like to work in teams?”)
- Accept general or one-word answers.
- Make decisions based on subjective criteria.
- Allow biases or stereotypes to influence ratings (the halo effect).
- Refer to sex, race, religion, color, national origin, age, or disabilities.

## BEHAVIORAL INTERVIEWING

### **Complete Skills Analysis**

Use a complete, updated version of the job description for the vacant position to determine the person specification list. Determine the necessary skills needed to perform the essential functions of the job.



### **Select Skills Dimensions**

Based upon the job description and person specification list, determine which skills to zone in on during the interview. Prioritize the dimensions of skills that are acceptable to perform the job.



### **Develop Questions**

With the skills dimensions in mind, develop open-ended questions that will focus the interview in the direction of the skills that are needed to perform the job. Use direct questions to gain more-specific answers regarding skill competencies and past behavior tendencies.



### **Conduct Interview**

Using prepared questions, focus on gaining information regarding the skills needed to perform the job. Allow for silence to give the applicant time to respond, but maintain control by keeping the "rambling" applicant on track. LISTEN.



### **Evaluate Behavior**

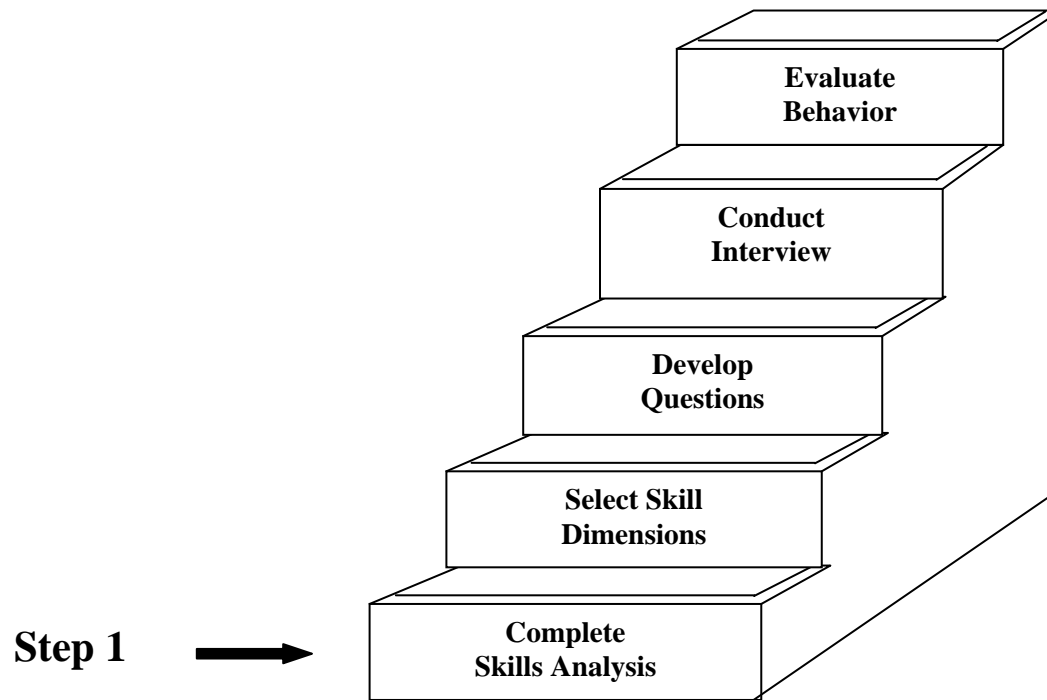
Focus intuition instincts on job-related issues and answers. Seek contrary evidence when the intuition instinct is creating a "too favorable" or "too unfavorable" impression.



### **Make Hiring Decisions**

Base the hiring decision on the objective information gained during the interview - not on impression alone. Document the decision and provide supporting documentation as to why the applicant was not selected.

## THE BEHAVIORAL INTERVIEW – A NEW FORMAT



### Skills Analysis

**What Is A Skills Analysis?** A skills analysis will determine what skills are important for doing the job well. Through the skills analysis, the interviewer knows what to “look for” in the job candidate.

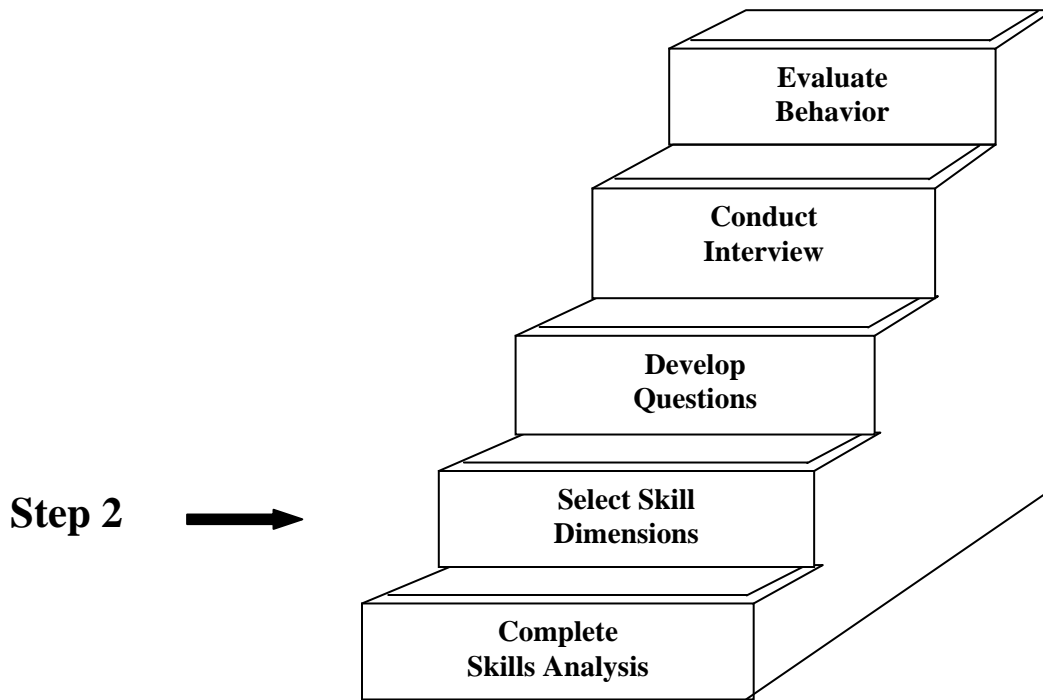
**Why Is A Skills Analysis Important?** To match a person to a job, it is essential to define the skills required for the job. A skills analysis provides an objective basis for deciding who is qualified and who is not. Legally, you must be able to document your selection choices. Understanding and describing the job is necessary for this documentation.

### How Is A Skills Analysis Accomplished?

1. Study the job description.
2. Review the types of skills which may be necessary for the job.
3. Analyze the skills to suggest which skills are most important for the job.



## THE BEHAVIORAL INTERVIEW – A NEW FORMAT



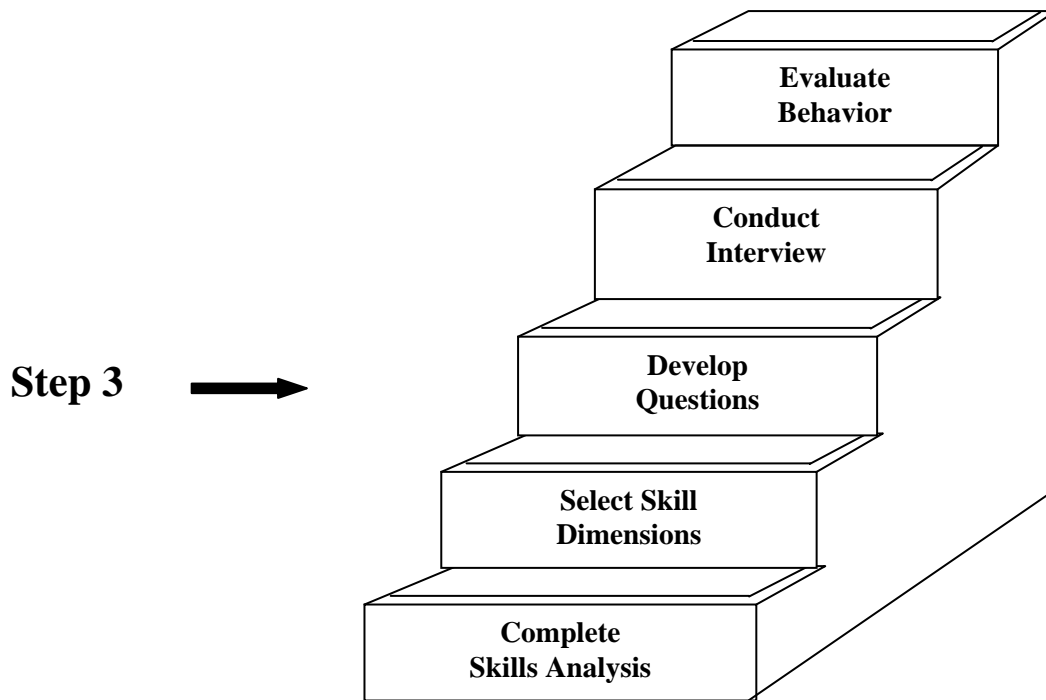
### Select Skill Dimensions

**What Is A Skill?** A skill is a set of behaviors which leads to the attainment of a predetermined goal or objective. In other words, a skill refers to a category of related behaviors that you do in a job. Typing, negotiating, predicting the weather, and sweeping floors are all skills.

**What Is A Skill Dimension?** A skill dimension describes a set of behaviors which may be required for a job. A broad listing of skill dimensions is useful to the interviewer in skills analysis and selecting interview questions. Also the precise definitions of skill dimensions help the interviewer know exactly what is being looked for in a job candidate.

**What Kinds Of Skills Are Assessed?** *Performance Skills* – The behavioral interviewing system uses many performance skill dimensions to summarize work habits and behaviors that are used both in and out of the workplace. These skills are part of what we often call an individual’s “personality.” *Technical/Job Skills* – These are the specific knowledge and skills required to perform the work. A typist must learn how to type, an accountant must know accounting principles, etc. These skills are specific to a particular job and are not considered part of one’s “personality.”

## THE BEHAVIORAL INTERVIEW – A NEW FORMAT



### Develop Interview Questions

**Purpose of Questions** – Questions should generate responses that can be used to rate skills. In particular, interviewees are asked to provide examples from their past showing a specific time when the skill was used.

**Selection of Questions** – Questions should be selected to maximize the chances of obtaining information about the selected skills. Always select open-ended questions.

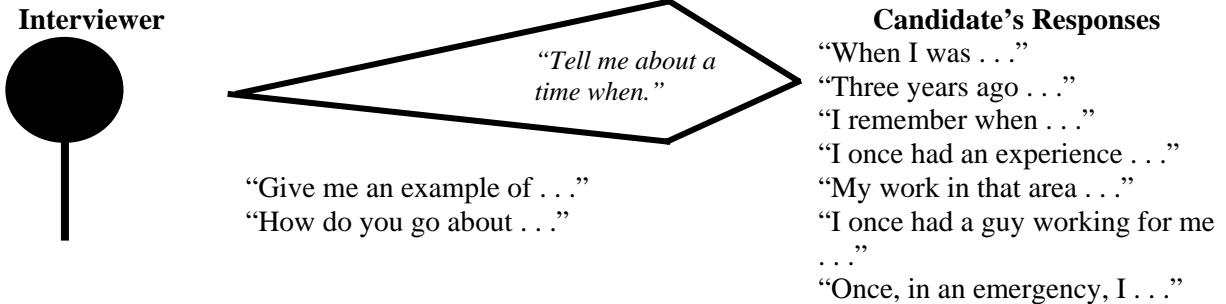
**Creation of the Interview** – Fit questions to the job and add additional questions you feel are necessary. Sample behavioral interview questions are provided starting on page 38 of this guide.

**Check for Bias** – Be sure all questions are job-related and legal. Do not have different questions for different applicants. Ask the same questions of both men and women. Stick to your predetermined questions.

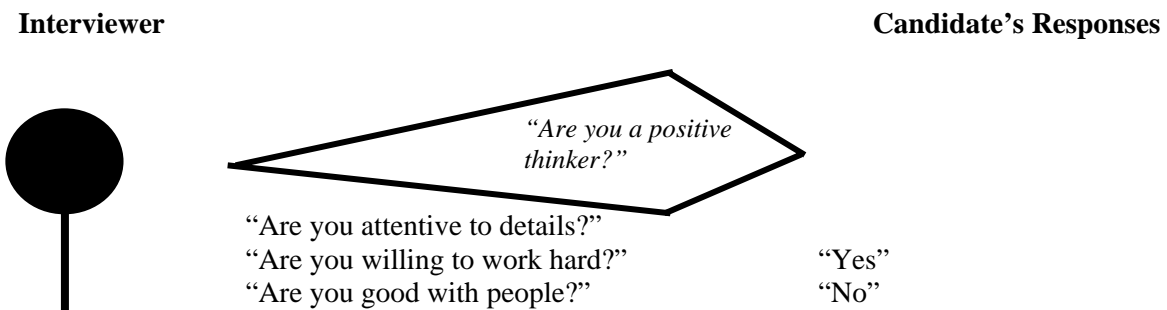
## Using Open-Ended Questions

An open-ended question is structured to encourage the candidate to respond with lengthy, as opposed to brief, answers. In contrast, a close-ended question allows the candidate to give a simple yes/no answer. It may be desirable to use closed-ended questions to get information about qualifications. For example, “*Do you have a driver’s license?*” is a closed-ended question.

### Open-Ended Questions

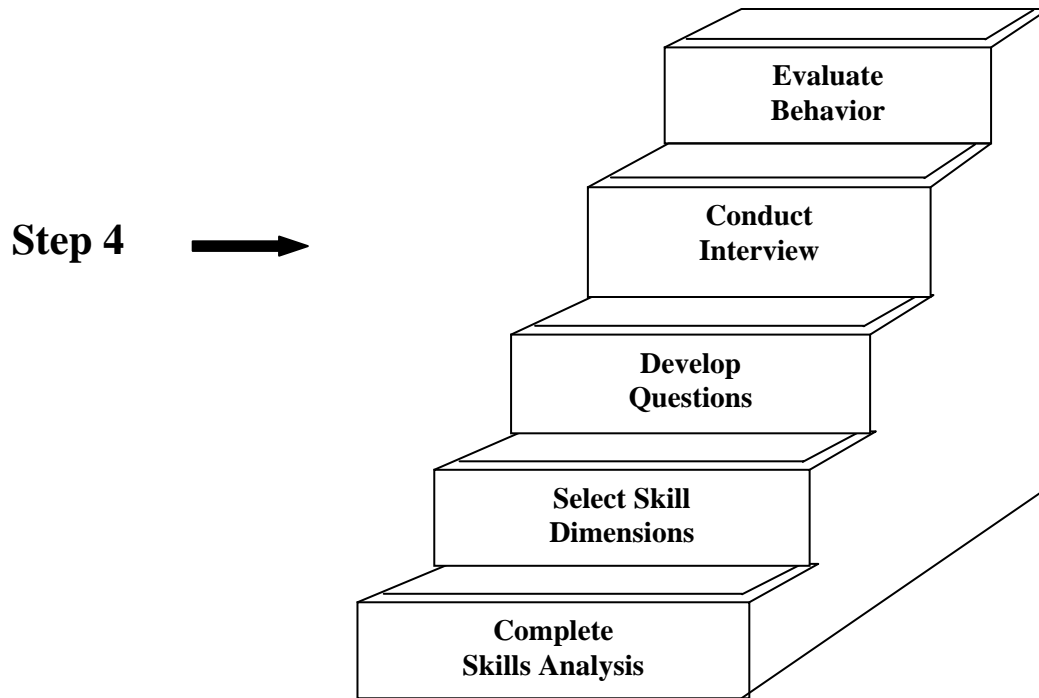


### Close-Ended Questions



Rebound from a brief answer with an open-ended question.

## THE BEHAVIORAL INTERVIEW – A NEW FORMAT



### Conduct Interview

1. **Build Rapport** – Perhaps the best way to begin a conversation is to prepare for it before the interview. Find a few things on the applicant’s resume or application that you would find easy to discuss. Examples might include:
  - Review of industry or business with which they have been employed.
  - Review of geographical areas in which they have been living or working.
  - Job duties or responsibilities that caught the interviewer’s eye.

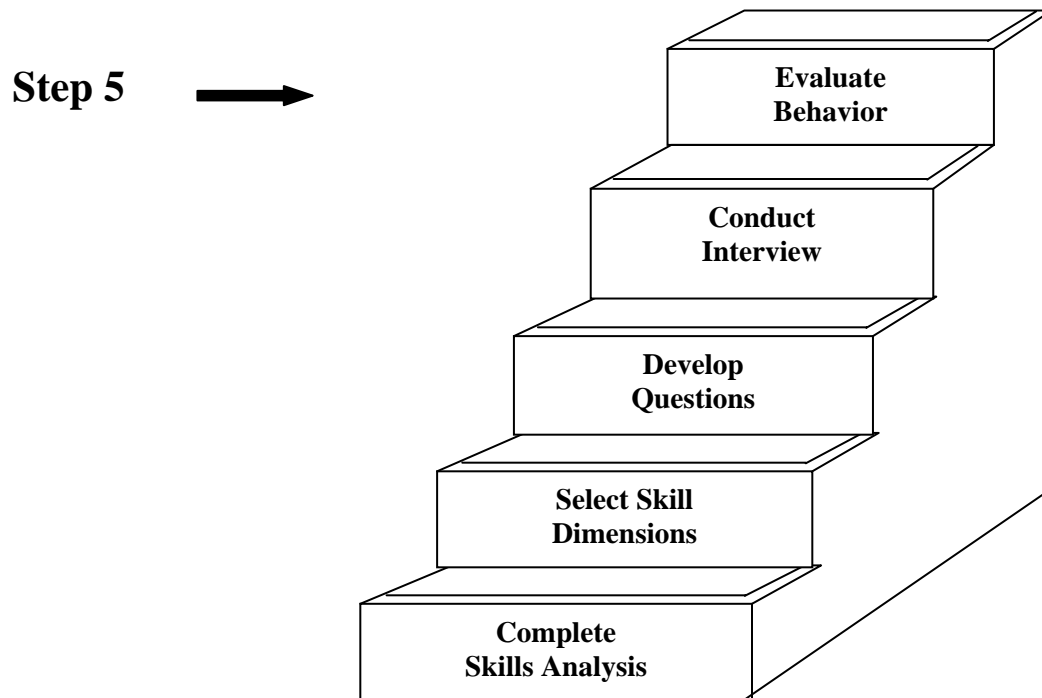
For instance, the interviewer might say, “I noticed on your application you have been working in the real estate industry, what is the market like?”

There are several advantages to this “small talk” for building rapport. First, it puts the applicant at ease. Second, the interviewer immediately begins to learn more about the person. Third, the applicant is usually impressed that you remembered or noticed something about them, and therefore will be more likely to trust.

2. **Control the Interview** – The interviewer can control the interview before it really starts. The interviewer should explain what will happen. It alerts the applicant that the interviewer knows where the interview is going and that the interviewer will be the leader. A sample agenda is:

- “First, I’d like to ask you some questions so I can know more about you.”
  - “Then, I’ll tell you about the job.” (Always do this after you have learned about the candidate. You do not want to tell the applicant you are looking for any candidate.)
  - “Next, I’ll give you an opportunity to ask any questions you might have.”
  - “Finally, we’ll talk about the possible next step.”
3. **Ask Open-Ended Questions** – “Are you are positive thinker?” is an example of a closed-ended question. An example of an open-ended question is, “Give me a specific example of one of the angry people you have had to deal with.”
  4. **Tolerate Interview Silence** – Silence helps control the interview, ten seconds should be allowed between conversations at most.
  5. **Take Notes on Responses** – Descriptive notes are important, try to write down exactly what the candidate says.
  6. **Seek Contrary Information** – For example, whenever you find yourself under impressed, try “that’s very impressive, was there ever an occasion when things did not work out so well?”, or the simple, “Now can you give me an example of something in your area that you are not so proud of?”
  7. **Seek Behavioral Examples** – Gain specific examples: Who, what, when, how, etc. It is important to probe for the identified skills you are assessing.
  8. **Be Prepared to Answer Questions Yourself** – The interviewer must have the ammunition ready to sell the job, the company’s training, and the prospects for the future. Ignorance and unpreparedness do not build confidence in the potential employee.

## THE BEHAVIORAL INTERVIEW – A NEW FORMAT



### Evaluate Behavior

**Use Reliable Behavior** – Careful adherence to behavioral interviewing techniques will generate objective, reliable information. Using this system, different interviewers will agree closely on their evaluations of applicants.

**Rate Skills** – Base your rating on behavior – not on intuition. Be able to document your ratings. The system is based on the principle that skill ratings, not personality factors, will provide an accurate and fair basis for assessment.

**Match the Person to the Job** – Your evaluation of the person will tell you which skills are strongest, which are weakest. Do these strengths and weaknesses correspond to the demands of the job as defined by your skills analysis?

## BEHAVIORAL-BASED INTERVIEWING DO'S AND DON'TS

*“Behavioral based questions require a candidate to recall and describe a specific situation or event in which he or she demonstrated (or failed to demonstrate) a skill critical to success in the position for which he or she is applying.”*

**The behavioral interviewer avoids making errors. The behavioral interviewer does not:**

- Make a snap judgment about the candidate
- Do all the talking
- Lead the candidate by suggesting what answer is desirable
- Accept general answers
- “Telegraph” to the candidate what is being looked for
- Rely on memory instead of notes
- Make decisions based on intuitions or gut feelings
- Allow biases or stereotypes to influence ratings
- Refer to sex, race, religion, color, national origin, age, or disabilities

**The behavioral interviewer uses a systematic approach to gather information. The behavioral interviewer does:**

- Prepare for the interview
- Create rapport/establish structure
- Control the interview
- Ask job-related questions/behavioral-based questions
- Take notes on response
- Seek contrary information
- Prepare to answer questions about the job and company

## INTERVIEW MODEL

- Rapport Building
- Ask open-ended questions about the past
- Tolerate interview silence
- Take notes
- Seek contrary information
- Control the interview
- Probe – get specific examples

## THE ACTUAL INTERVIEW

**Build Rapport** -- Perhaps the best way to begin a conversation is to prepare for it before the interview. Find a few things on the applicant's resume or application that you would find easy to discuss. Examples might include:

- \* Review of industry or business with which they have been employed
  - \* Review of areas in which they have been living or working
  - \* Job duties or responsibilities that caught the interviewer's eye

For instance, the interviewer might say, "I noticed on your application you have been working in the real estate industry; what is the market like?"

There are several advantages to this "small talk" for building rapport. First, it puts the applicant at ease. Second, the interviewer immediately begins to learn more about the person. Third, the applicant is usually impressed that you remembered or noticed something about them, and therefore will be more likely to trust.

**Control the Interview** -- The interviewer can control the interview before it really starts. The interviewer should explain what will happen. It alerts the applicant that the interviewer knows where the interview is going and that the interviewer will be the leader. A sample agenda is:

- \* "First, I'd like to ask you some questions so I can know more about you."
- \* "Then, I'll tell you about the job." (Always do this after you have learned about the candidate. You do not want to tell the applicant what you are looking for in a candidate.)
- \* "Next, I'll give you an opportunity to ask any questions you might have."
- \* "Finally, we'll talk about the possible next step."

**Ask Open-Ended Questions** -- "Are you are positive thinker?" is an example of a closed-ended question. An example of an open-ended question is, "Give me a specific example of one of the angry people you have had to deal with."

**Tolerate Interview Silence** -- Silence helps control the interview; ten seconds should be allowed between conversations at most.

**Take Notes on Responses** -- Descriptive notes are important, try to write down exactly what the candidate says.

**Seek Contrary Information** -- For example, whenever you find yourself under impressed, try "That's very impressive, was there ever an occasion when things did not work out so well? or the simple, "Now can you give me an example of something in your area that you are not so proud of?"



**Seek Behavioral Examples** -- Gain specific examples: Who, what, when, how, etc. It is important to probe for the identified skills you are assessing.

**Be Prepared To Answer Questions Yourself** – The interviewer must have the ammunition ready to sell the job, the company’s training, and the prospects for the future. Ignorance and unpreparedness do not build confidence in the potential employee.

## **DIFFICULT INTERVIEW SITUATIONS**

### **Controlling the Interview**

The interviewer may occasionally find themselves face-to-face with an applicant who is extremely shy or nervous, overly talkative, aggressive, highly emotional, or who tries to take over the interview. If this occurs, try the techniques described below:

- **Shy or Nervous:**
  - Begin with a few closed-ended questions to put the applicant at ease.
  - Then, ask open-ended questions that should relate to a topic to which the applicant is likely to feel at ease.
  - Assess tone of voice.
  - Give words of encouragement.
  
- **Overly Talkative:**
  - Exercise control.
  - If the applicant goes off on a tangent, tactfully interject, reminding him or her of the purpose of being there.
  - Tell the applicant you have enough information and that others are waiting to be seen.
  
- **Overly Aggressive:**
  - Stay calm.
  - Maintain objectivity.
  - Try to find out why the applicant is upset.
  - Explain that you cannot continue to interview as long as he or she continues to be upset.
  
- **Highly Emotional or Distraught:**
  - Extend empathy, rather than sympathy (try to understand and be sensitive to the situation the candidate is in).
  - Offer the applicant a few moments of privacy.
  - If necessary, reschedule the interview.

- **Applicant’s Who Try To Take Over the Interview:**
  - Remind yourself that you are in charge.
  - Say, “Excuse me, but we seem to have strayed. Let’s get back to . . .”

### **INTERVIEW REVIEW GUIDE**

- Did the interviewer establish the structure of the interview?
  
- What behavioral question did the interviewer ask?
  
- What follow-up questions did the interviewer ask?
  
- What information was not followed up on? (Vague/general responses or incomplete behavioral responses.)
  
- What follow-up questions could have been asked by the interviewer?
  
- Did the interviewer seek to gather negative or contrary information? Should he/ she have?
  
- How did the interviewer transition between topics?

## LEGAL CONSIDERATIONS

Interviews and other aspects of the hiring process have come under increasing scrutiny since the passage of legislation covering equal employment and privacy issues. While interviewing remains an essential tool in assessing a candidate's qualifications for the job, companies need to make sure they do not violate the person's protected rights.

Many of these protected rights are contained in Title VII of the Civil Rights of 1964. The Act prohibits employers from discriminating against applicants on the basis of sex, religion, national origin, race, or color unless one or more of these facets is a bona fide occupational qualification. The Civil Rights Act of 1991 expanded Title VII by adding the right to a jury trial and providing for compensatory and punitive damages ranging from \$50,000 to \$300,000. If a company loses a discrimination case, it could be stuck with back pay, re-instatement, attorneys' fees, and possibly punitive damages (which are capped) and compensatory damages (which are not capped).

Essentially, discrimination is not allowed based on race or color, national origin, religious affiliation, sex, marital status, parental or potential-parental status, age, physical or emotional handicap or disability, whistle-blowing, or sexual orientation. Homosexuals are not protected by federal law, but some state laws prohibit discrimination against them. Exceptions to the above can generally be made only if you can show that the exception is a bona fide occupational qualification (such as model for women's shoes).

The following information includes interview tips and questions to prevent discrimination during the interview process and other information to help our clients stay within the law in their hiring and recruitment practices.

## EEO QUIZ

	<i>Legal</i>	<i>Illegal</i>
Who will care for your children when you travel or work overtime?	_____	_____
What languages do you speak and write fluently?	_____	_____
Smith – that is an interesting name, what nationality is that?	_____	_____
Are you a member of any clubs, societies, or lodges? Which ones?	_____	_____
Have you ever been arrested?	_____	_____
Are you legally able to work in the U.S.?	_____	_____
Do you have a car?	_____	_____
Were you born in Virginia?	_____	_____
You will be traveling during the first two months of your training. Will it bother you that you will be traveling with a man?	_____	_____

**KEY**

	<i>Legal</i>	<i>Illegal</i>
Who will care for your children when you travel or work overtime?	_____	_____X_____
What languages do you speak and write fluently? <b>If job specific</b>	_____X_____	_____
Smith – that is an interesting name, what nationality is that?	_____	_____X_____
Are you a member of any clubs, societies, or lodges? Which ones?	<b>Better to ask what “professional” memberships</b>	
Have you ever been arrested?	_____	_____X_____
Are you legally able to work in the U.S.?	_____X_____	_____
Do you have a car?	_____	_____
Were you born in Virginia?	_____	_____X_____
You will be traveling during the first two months of your training. Will it bother you that you will be traveling with a man?	_____	_____X_____

**NO-NO'S FOR EMPLOYMENT INTERVIEWING**

Any inquiry that results in a disproportionate screening out of minorities is considered discriminatory. Thus every inquiry must be defensible and support the fact that it is "job-related" and does not screen out a disproportionate number of minorities. The following questions, in light of EEOC enforcement policy, may prove troublesome in meeting these two tests:

1. How would you get to work?
2. Would family interfere with working overtime?
3. What do you do outside of work?
4. How long have you lived at this address?
5. Are you single or married?
6. What was your maiden name?
7. How many children?
8. What are their ages?
9. What does your spouse do for a living?
10. Ever declared bankruptcy?
11. Had wages garnished?
12. Do you own or rent?

13. Do you own a car?
14. Any previous union activities?
15. Where were you born?
16. When did you become a citizen?
17. What language do you normally use?
18. What is your religious preference?
19. What clubs do you belong to?
20. How old are you?
21. Do you have friends or relatives working here?
22. What is your sexual orientation?
23. What do you do about childcare?
24. How did you learn to speak Spanish?
25. Do you live with your boyfriend?

**FAIR EMPLOYMENT PRACTICE GUIDELINES**

ACCEPTABLE PRE-EMPLOYMENT INQUIRIES	SUBJECT	UNACCEPTABLE PRE-EMPLOYMENT INQUIRIES
Applicant's place of residence. How long applicant has been resident of this state or city.	<b>Address or Duration of Residence</b>	
	<b>Birthplace</b>	Birthplace of applicant.  Birthplace of applicant's parents, spouse, or other relatives.  Requirement that applicant submit a birth certificate, naturalization or baptismal record.

ACCEPTABLE PRE-EMPLOYMENT INQUIRIES	SUBJECT	UNACCEPTABLE PRE-EMPLOYMENT INQUIRIES
<p>“Can you, after employment, submit a work permit if under 18?”</p> <p>“Are you over 18 years of age?”</p> <p>“If hired, can you furnish proof of age?” or statement that hire is subject to verification that applicant’s age meets legal requirements.</p>	<p><b>Age</b></p>	<p>Questions which tend to identify applicants 40 or more years of age.</p>
	<p><b>Race or Color</b></p>	<p>Complexion, color of skin, or other questions directly or indirectly indicating race or color.</p>
<p>Applicant’s availability to meet work schedules.</p>	<p><b>Religion</b></p>	<p>Applicant’s religious denomination or affiliation, church, parish, pastor, or religious holidays observed.</p> <p>“Do you attend religious services or a house of worship?”</p> <p>Applicant may not be told “This is a Catholic/Protestant/Jewish/Atheist organization.”</p>
<p>Applicant’s availability to meet work schedules.</p>	<p><b>Sex</b></p>	<p>“Do you have children?”</p> <p>“Do you plan to have children?”</p> <p>“Do you have child care arrangements?”</p> <p>“Can you travel alone?”</p>
<p>Languages applicant reads, speaks, or writes fluently. (If related to job duties)</p>	<p><b>National Origin or Ancestry</b></p>	<p>Applicant’s nationality, lineage, ancestry, national origin, descent, or parentage.</p> <p>Date of arrival in United States or port of entry; how long a resident.</p> <p>Nationality of applicant’s parents or spouse/maiden name of applicant’s wife or mother.</p> <p>Language commonly used by applicant. “What is your mother tongue?”</p>

ACCEPTABLE PRE-EMPLOYMENT INQUIRIES	SUBJECT	UNACCEPTABLE PRE-EMPLOYMENT INQUIRIES
<p>“Are you able to perform the duties of the job(s) for which you have applied with or without accommodation.”</p> <p>Statement by employer that offer of employment may be contingent on the results of a physical examination.</p> <p><b>After a job offer:</b></p> <p>Questions on general medical condition</p> <p>Workers’ Compensation claim history</p>	<p><b>Health Condition</b></p>	<p>“Do you have any physical disabilities?”</p> <p>“Do you have any health condition which may limit your ability to perform the job for which you have applied?”</p> <p>Statement by employer that offer of employment may be contingent on passing a physical examination.</p>
<p>Statement that photograph may be required after employment.</p>	<p><b>Photograph</b></p>	<p>Requirement that applicant affix a photograph to his application form.</p> <p>Request applicant, at his option, to submit photograph.</p> <p>Requirement of photograph after interview but before hire.</p>
<p>“If you are not a U.S. Citizen, have you the legal right to work in the U.S.?”</p> <p>Statement by employer that if hired, applicant will be required to submit proof of citizenship or authorization to work in the U.S. and proof of identity.</p>	<p><b>Citizenship</b></p>	<p>“Are you a U.S. citizen?”</p> <p>Whether applicant or his parents or spouse are naturalized or native-born United States citizens.</p> <p>Date when applicant or parents or spouse acquired U.S. citizenship.</p> <p>Requirement that applicant produce his naturalization papers or first papers.</p> <p>Whether applicant’s parents or spouse are citizens of the U.S.</p>
<p>Statement by employer of regular days, hours, or shifts to be worked and applicant’s ability to meet those schedules.</p>	<p><b>Work Days and Shifts</b></p>	

ACCEPTABLE PRE-EMPLOYMENT INQUIRIES	SUBJECT	UNACCEPTABLE PRE-EMPLOYMENT INQUIRIES
Applicant's academic, vocational, or professional education; schools attended.	<b>Education</b>	Date last attended high school.
Organizations, clubs, professional societies, or other associations of which applicant is a member that enhance the applicant's ability, knowledge, or status in the job-related field.	<b>Organization</b>	"List all organizations, clubs, societies, and lodges to which you belong."
"Have you ever been convicted of any crime? If so, when, where, and disposition of case?"	<b>Character</b>	"Have you ever been arrested?"
Names of applicant's relatives already employed by this organization.  Name and address of parent or guardian if applicant is a minor.	<b>Relatives</b>	Marital status or number of dependents.  Name or address of relative, spouse, or children of adult applicant.  "With whom do you reside?"  "Do you live with your parents?"
Name and address of person to be notified in case of accident of emergency.	<b>Notice in Case of Emergency</b>	Name and address of relative to be notified in case of accident or emergency.
"By whom were you referred for a position here?"	<b>References</b>	Requirement of submission of a religious reference.
Notice to applicant that any misstatements or omissions of material facts in his application may be cause for dismissal.	<b>Miscellaneous</b>	Any inquiry that is not job-related or necessary for determining an applicant's eligibility for employment.



## RATER ERROR AND BIAS

The following are different types of rater error and bias that may enter into the interview situation:

- **Candidate** – Bias and error may be introduced by non-job related characteristics such as race, sex, attractiveness. In addition, tension or anxiety may limit the candidate’s ability to respond.
- **Interviewer** – Bias and error may be introduced by personality similarities. In addition, many interviewers have personal biases that often affect their decision-making (athleticism, grades, clubs, special organizations, etc.).
- **Situations** – Bias and error may be introduced by certain situations. Error and bias can occur if the interviewer is interviewing lots of candidates in a short time. By the time the interviewer gets to the last candidate, the interview situation will probably be different. In addition, during the interview, interruptions, the actual setting, and time limits may cause bias and error in the rating.
- **Similar to Me** – Bias and error may occur when the interviewer judges those who are similar to him/her and not hiring those who are not. It is often based on demographics, race, sex, and beliefs.
- **Contrast Error** – Bias and error occur when we compare individuals with one another instead of against an objective standard.
- **Halo/Horn** – Bias and error occur when one positive performance aspect causes the rater to rate all other aspects of performance positively. Horn error is the opposite: one negative aspect results in the rater assigning a low rating to all other aspects.

## INTERVIEWING ATTITUDES

### Learning to Compensate for Your Biases

	<b>Your Answer (Yes or No)</b>
1. Do you respond unfavorably to obesity?	_____
2. Do you overlook specific experience if impressed with candidates’ personality and intelligence?	_____
3. Do you apply one dress standard to all candidates?	_____
4. Do you like candidates to look you in the eye?	_____ _____

5. Do you prefer not to see candidates smoke? \_\_\_\_\_
6. Are you more interested in candidates as a “person” than in specific skills and background? \_\_\_\_\_
7. Do you hold being divorced against candidates? \_\_\_\_\_
8. Do you make a strong conclusion based on first impression? \_\_\_\_\_
9. Do you let the physical attractiveness/unattractiveness of candidates influence your decision? \_\_\_\_\_
10. Do you like to see candidates appear to be ambitious? \_\_\_\_\_
11. Do you feel uncomfortable if a candidate has an apparent disability? \_\_\_\_\_

### **WHAT TO NOTICE DURING THE INTERVIEW**

Savvy interviewers pay attention to more than just the answers they receive to their questions; they also listen to the “music” behind the words. During the interview, it’s important to notice the subtle signals applicants send. Some things to watch for are:

1. How well the applicant listens and responds directly to your questions.
2. Whether the applicant “reads” you – that is, hears the real need or the question behind the questions.
3. Whether the applicant probes you for clarification or more information.
4. How well the applicant turns potentially negative information into positives.
5. How well the applicant relaxes and builds rapport with you.
6. How the applicant handles the non-verbal part of the communication. Notice especially eye contact, body posture, and tone of voice.
7. How you feel after the interview. Do you feel enthused? Tired? Impressed? Friendly? Perhaps those who work with the applicant will feel the same way.
8. How well informed the applicant is about the job and how well he/she has prepared for the interview.
9. The language the applicant uses. Sophisticated? Simple? Practical?
10. The questions the applicant asks. Look for questions that don’t sound rehearsed. Although searching questions about responsibility, authority, management practices, training promotion opportunities, or company growth may be challenging for you, they can indicate

an applicant who sincerely wants to find the right position and has the intellectual foresight to investigate an opportunity thoroughly before investing time and energy.

### **SIX THINGS NOT TO DO IN AN INTERVIEW**

1. **Don't talk too much.** Remember: talk 20% of the time and listen 80%. Keep your part of the conversation brief.
2. **Don't tell them too much about your needs.** Inexperienced interviewers often make the mistake of beginning the interview by describing the open position in detail including the requirements for the person who will fill it.
3. **Don't withhold approval or create stress.** Disapproving glances, frowns, sounds, or gestures will only create stress in the applicant.
4. **Don't do it all yourself.** Get in the habit of having at least one other person to meet, and if possible, interview the serious candidates or finalists. Then, compare your reactions and how you rated their ability to fill the position requirements.
5. **Don't be too quick to judge.** Restrain the natural tendency to jump to conclusions early in the interview.
6. **Don't try to remember everything.** You will forget approximately 80% of the details of the interview within an hour of its conclusion. Therefore, you must write notes either during the interview or immediately after.

### **ASKING QUESTIONS OFF THE APPLICATION OR RESUMÉ**

Before the interview, take a few minutes to “red flag” the resume or job application. First, copy the application. Never write on an original application or resume; your comments, “squiggles”, highlighting, etc. could be used against you in legal proceedings if the application material were subpoenaed. Then, circle anything which seems overly general, vague, or suspicious. Note also misspellings, gaps in information such as dates or job duties and blanks left empty on the application form.

Some common red flags include:

- “Rounded off” dates; for example “1987”, rather than September, 1987.
- Non-specific educational information.
- Reasons for leaving past jobs.
- Lack of salary progression.
- Lack of progression in job duties/responsibilities.

- Gaps in employment history.
- Overly vague/general job duties or job titles.

After you have found the “red flags”, you can use them at the beginning of the interview to clear up confusion and collect information quickly. The application can be your interview map – keep it visible during the conversation to keep you on track. You might want to start by asking a few questions about the last recent jobs first, asking more questions successively as you get to the more recent positions.

The application or resume can be a valuable source of information and questions. Don’t ignore it the way many interviewers do, and it will serve you well.

### EXAMPLES OF BEHAVIORAL INTERVIEW QUESTIONS

**Skill: Coping:** (Able to maintain a mature problem-solving attitude while dealing with interpersonal conflict, hazardous conditions, personal rejection, hostility, or time demands.)

<i>Probe</i>	<i>Interpretive Guide</i>
1. What types of pressures do you currently feel on your job? How do you cope with these pressures?	To what extent is the individual accustomed to working under pressure; does he/she maintain active involvement or retreat from the situation?
2. What types of things make you angry? How do you react in these situations?	Determine if the interviewee has a "quick temper"; discover if the individual can conceal hostile feelings to avoid creating social conflict.
3. How do you react when you see co-workers disagreeing . . . Do you get involved or hold back?	Evaluate if the individual can serve as a mediator in interpersonal conflict; consider if the individual is able to maintain a sense of calm when others are in disagreement.
4. When was the last time you were yelled at while at work? How did you react?	Observe if the individual was able to control his/her temper; consider if the individual psychologically withdrew commitment from the job, after having faced a difficult interpersonal situation.
5. Customers frequently create a great deal of pressure. What has been your experience in this area?	Evaluate the individual's depth and level of experience in coping with customer complaints and anger; evaluate if the individual was able to cope with such pressures over a significant period of time. Were his/her coping mechanisms effective?

**Skill: Tolerance or Ambiguity:** (Able to withhold action or speech in the absence of important information; deal with unresolved situations.)

<i>Probe</i>	<i>Interpretive Guide</i>
1. Do you prefer to have a job in which you have well laid-out tasks and responsibilities, or one in which your work changes on a frequent basis?	Consider the individual's preference for structured, as opposed to non-structured work. Probe for flexibility in working in an unstructured situation.
2. An old proverb says, " <i>Silence is Golden.</i> " Describe a time in your life when you were proud of your ability to not speak out.	Determine if the individual is aware that it is sometimes better to remain silent.
3. What period in your life was most characterized by a lack of planning and direction? What did you do?	Observe if the individual developed plans of action to cope or if he/she exhibited signs of frustration or anxiety.

**Skill: Policy and Procedures:** (Able to relate to routine operations in a manner that is consistent with existing solutions to problems; to conform to established policies and procedures.)

<i>Probe</i>	<i>Interpretive Guide</i>
1. Have you ever worked in a situation where there were continual changes in company operating policies and procedures? How did you react to the changes? What was it like?	Consider the individual's incorporation of changes into his/her own operating system. To what extent did the individual conform to the changes?
2. Describe a situation in which you have had to support the directives of higher management, even when you personally disagreed with them.	Consider if the individual can put his/her personal feelings aside in response to the direction of higher management. Does the individual look at higher management as being "they" who make mistakes, while preferring to side with the attitudes and opinions of subordinates.
3. Have you ever been tempted to break policy for a special situation? If so, explain.	Consider if the individual felt free to break policy for another individual; determine if the interviewee obtained permission to modify policy for a special situation.
4. Can you describe a situation in which a company's policy and procedures have been unfair to you? How did you cope with the problem?	Observe if the individual was embittered or resentful concerning policy application; determine if the individual is motivated to conform to policy with which he/she is in disagreement.

**Skill: Assertiveness:** (Able to maturely express one's opinions in spite of disagreement; to accurately communicate opinions and information to others regardless of their status or position.)

<i>Probe</i>	<i>Interpretive Guide</i>
1. Describe a time when you communicated some unpleasant feelings to a supervisor. What happened?	Consider if the individual felt comfortable in confronting the supervisor, or if he/she kept feelings to himself/herself. Was the communication hostile and aggressive or mature and assertive?
2. How do your current co-workers describe you -- as being more fun-loving and happy-go-lucky, or as being more reserved and quiet? How does this affect your ability to communicate an unpopular opinion?	To what extent is the individual able to speak up and command the attention of his/her listeners?
3. When have you been told that you were too pushy/too nice? What did you do to be told that?	Determine whether the "pushiness" or "niceness" interfered with the job. Did the individual use that feedback to change his/her behavior? Did the individual agree with the description? Determine whether the individual is aware of how others perceive him/her.

**Skill: Energizing:** (Able to create positive energy (motivation) in both individuals and groups.)

<i>Probe</i>	<i>Interpretive Guide</i>
1. Give a specific example of a time when you motivated co-workers	Determine if the individual is aware of the need to be able to motivate others; does he/she have specific ideas on the topics?
2. Describe a high morale group in which you have worked. Who was responsible for creating the motivation? What did they do?	Determine if the individual is aware of energizing/motivational techniques.
3. Give me an example of a time when you had high morale on the job. What caused it? How did you contribute to the morale of others?	Observe if the individual can describe the causes of positive morale. Did he/she take an active role in spreading positive feelings at work?
4. Can you give me an example of when you came up with a clever way of motivating someone?	Determine the individual's ability to apply creativity to the problem of motivation.

**Skill: Perception and Analysis:** (Able to identify and integrate the critical elements of a situation; to make correct inferences from data; to specify alternative courses of action.)

<i>Probe</i>	<i>Interpretive Guide</i>
1. Describe a technical problem which you solved on your last job that would shed light on your analytical ability.	Determine if the individual can describe a specific problem that was solved; observe if he/she can describe the key elements of the problem and/or the logic of the solution.
2. Sooner or later, everybody makes mistakes. What was the most significant mistake you made on your last job and explain why you made it? What did you learn from it?	Determine the actual significance of the error. Discover if the individual can objectively "dissect" the reasons for the mistake.
3. Have you ever had to handle a "sticky" decision for which no policy exists? What did you do?	Observe if the individual can describe a reasonable and mature rationale for dealing with a specific "people problem"; consider if the individual was aware of the potential negative outcome of a poor decision.

**Skill: Goal Setting:** (Able to define specific goals and objectives, to prioritize objectives.)

<i>Probe</i>	<i>Interpretive Guide</i>
1. How have you approached goal setting? Do you have a specific process which you use? Describe how you set a specific goal.	Discover if the individual actively uses tools such as management by objectives or personal work planners. Also, determine if the individual has a specific time which is used for goal setting.
2. What important goals have you set in the past, and how successful have you been in working toward their accomplishment?	Look for specific goals. Were the goals specific and realistic enough to serve as a motivating influence?
3. Do you tend to set goals that are easily attainable or ones that are difficult to reach? Tell me about a goal you set that was realistic too easy (or too difficult). What did you learn from the experience?	Are reasonable goals set? Has the individual used feedback to recalibrate goal setting? What sort of information is used to establish goals? Is goal setting a "gut" level function or is it data-based?
4. Do you set short-term as well as long-term goals? Which kind take priority? (e.g. will you sacrifice short-term goals like a vacation for long-term goals, like buying a house?)	Does the job require more emphasis on short-term or long-term goals? Is the individual's orientation in line with the job's priorities.

**Skill: Commitment To Task:** (Able to establish and carry out specific courses of action for self and/or others; willing to commit to long hours of work and personal sacrifice in order to reach goals.)

<i>Probe</i>	<i>Interpretive Guide</i>
1. When have you found it necessary to take work home?	To what extent does the individual organize and plan work so as to do a good job in a reasonable time; consider if the individual lacks sufficient job commitment to work long hours.
2. Tell me your experience in your last job of "changing horses in mid stream" (meaning frequent changing of tasks, priorities, missions).	Determine if the individual can provide a specific example of juggling several tasks at once. Can the individual demonstrate flexible work habits in response to a rapidly changing environment?
3. Have you ever had to work with subordinates or peers who differed substantially in their abilities, attitudes, and personality characteristics? . . . If so, how did you react to this situation?	Consider if the individual took sides in personality conflicts; observe the extent to which the individual got the job done in spite of significant interpersonal differences; determine if the individual assumed a leadership role to get the job done.
4. Have you found it necessary to perform jobs which do not match well with your interests and abilities? . . . Be specific.	To what extent was the individual able to flexibly alter personal desires and interests in order to get a job done? Discover if the individual was able to do a job well, even if it was distasteful.

**Skill: Interaction:** (Able to communicate with other individuals, while simultaneously building credibility and rapport.)

<i>Probe</i>	<i>Interpretive Guide</i>
1. Tell me about a time when you "put your foot in your mouth."	Is the individual aware of social mistakes or is it necessary that others point out errors? Consider if the individual is relatively free of social error and able to be interpersonally smooth.
2. Tell me about a time when you became involved in a problem faced by a co-worker or subordinate . . . How did it work out?	Observe if the individual is more other or self-oriented in responding to stress situations. That is, does the individual seek self-solutions, or direct attention toward helping others solve problems?
3. Tell me how some specific event in your past influenced your general approach to relating to people?	Look for the interviewee's emphasis on the task aspects of a relationship in contrast to the purely personal aspects of a relationship. Consider whether the individual places priority on interpersonal warmth and sensitivity, as opposed to reaching goals.



**Skill: Organization and Planning:** (Able to organize or schedule people or tasks, to develop action plans leading to specified goals, and to plan effectively.)

<i>Probe</i>	<i>Interpretive Guide</i>
1. How did you organize your work in your last position? What happened to your plan when emergencies came up?	Observe if the individual is aware of the importance of having a specific time for planning and organization. Was time given to establishing work procedures? Did the plan effectively deal with emergencies?
2. Describe how you schedule your time on an unusually hectic day. Give a specific example.	Consider specific elements in work scheduling . . . Did the individual control the environment? Or did the environment control the individual?
3. Have you worked in a situation in which there were constant surprises or unanticipated events coming to your attention? How did you deal with them?	Consider the extent to which the individual developed plans and strategies so that surprises will not reoccur in the future. Was there an awareness that constant emergencies are a sign of poor organization?
4. How far ahead do you plan? Can you tell me about a time when planning ahead (or not planning ahead benefited you (or hurt you)?	Does the individual appreciate the value of planning ahead and anticipating problems? Do long-range plans have sufficient flexibility to allow for unanticipated events? How specific are the plans? Are they realistic?

**Skill: Decision Making and Problem Solving:** (Able to take action in solving problems while exhibiting judgment and a systematic approach to decision making; to identify the important dimensions of a problem, determine potential causes, obtain relevant information and specify alternate solutions.)

<i>Probe</i>	<i>Interpretive Guide</i>
1. Describe a major work problem which you have faced and describe your method of dealing with it.	Determine if a systematic approach was used in problem solving; look for fact finding, causal analysis, evaluation of alternate solutions, goal-setting and implementation.
2. Tell me about the biggest career decision you have had to make. How did you come to your decision?	Observe if the individual was analytical and thoughtful, or speedy and impulsive in coming to a decision.
3. What is the toughest decision you have had to make about a fellow employee?. . . How did you go about it?. . . What was the outcome?	Evaluate the interviewee's ability to make a difficult decision; did the interviewee approach the decision in a rapid, speedy manner or was the decision-making postponed? What kind of values were emphasized -- individual values such as forgiveness and understanding or organization values such as policy and competence?

- 
- |                                                                               |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. What steps have you taken when making a decision to terminate an employee? | Determine if information associated with performance was collected before or after the decision. Was the decision based on personality or politics and then justified with the facts? Or did the facts lead to the decision? |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
- 

**Skill: Creativity:** (Able to develop unique and novel solutions to problems; to present information in an attention-gaining and interesting manner.)

---

<i>Probe</i>	<i>Interpretive Guide</i>
1. When have you used your creativity to solve a problem at work?	Look for truly unique solutions to a problem. Can the individual apply creative processes to everyday problems?
2. What do you have to do that you consider to be your biggest time-waster at work? How would you change it if you could?	The most frequent response to this type of question is meetings; determine if the individual has a method for creatively reducing the time wasted in meetings, group sessions, etc.; otherwise evaluate the creativity of the answer.
3. What would you say has been the most creative accomplishment in your last position? Be specific.	Determine if the individual can explain a creative accomplishment in a prior job.
4. Do you think everyone has the capacity to be creative? What experiences led to your conclusions?	Determine whether the individual has a "theory" of creativity. Is it seen as a gift or as something that can be developed? In the position under consideration, will the individual expect creativity only from certain employees?

---

**Skill: Team Building:** (Able to work with people in such a manner as to build high morale and group commitments to goals and objectives.)

---

<i>Probe</i>	<i>Interpretive Guide</i>
1. In your present job, tell me about a time when you had difficulty getting others to establish a common approach to a problem.	Establish if the individual planned a firm strategy for team building or simply used a "hip pocket" approach.
2. Describe how you have coordinated the work of subordinates who dislike one another.	Consider the individual's ability to serve as a mediator and establish common objectives for differing personalities.

---

---

3. Describe a "healthy" staff meeting that you have been in... an "unhealthy" staff meeting.	Did the interviewee express awareness of staff meetings as time-wasters? Did the individual mention group discussion and participation as important characteristics of healthy meetings?
----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

---

**Skill: Leadership:** (Able to influence the actions and opinions of others in a desired direction; exhibits judgment in leading others to worthwhile objectives.)

---

<i>Probe</i>	<i>Interpretive Guide</i>
1. Give an example of a time in which you had to be persuasive in getting your idea across. . . even when the odds were against you.	Look for the individual's reliance on persuasive, as opposed to autocratic, techniques. Consider if there was a plan for approaching the problem; did the plan show insight with regard to the motivations and traits of others?
2. Give a brief summary of the leadership situations which you have held. What was your major success and major failure as a leader?	Consider level of experience, including breadth or variety of leadership situations, and depth or level of responsibility in leadership; evaluate the level of effectiveness in these experiences.
3. Describe how you delegate responsibility in your current job?	Delegation is defined as the assignment of tasks and responsibilities to subordinates and giving appropriate trust and freedom to the individual to work to the completion of tasks. Did the example show a prudent use of delegation?
4. Have you ever had to take over a leadership role unexpectedly? (Perhaps sudden illness of your boss.) How did it work out?	Observe how the individual met the change. Was the style of the predecessor adopted? Was the outcome successful?

---

**Skill: Oral Communication:** (Able to clearly present information orally and/or influence others through oral presentation in positive or negative circumstances.)

---

<i>Probe</i>	<i>Interpretive Guide</i>
1. It is hard sometimes to get a new idea accepted by others. When have you had to do this?	Observe if the individual uses a well-defined strategy which emphasizes benefits to the listener. How well does he/she communicate in the interview?
2. What types of experiences have you had in dealing with irate customers?	Evaluate the individual's ability to effectively communicate in a conflict environment.

---

- 
- |                                                                                  |                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Describe a "problem person" you have had to deal with . . . What did you say? | Determine whether the individual could see the "problem person's" point of view. Did the individual encourage or discourage future communications? Was the method of dealing with the "problem person" effective and is that method likely to be effective in the job under consideration? |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
- 

**Skill: Decisiveness:** (Able to make decisions on available information and take action; make commitments and not change decisions when challenged.)

---

<i>Probe</i>	<i>Interpretive Guide</i>
1. Describe a time when you were under pressure to make a decision. Did you react immediately or take your time in deciding what to do?	Consider if the individual is impulsive and reactive to pressure; or does he/she momentarily retreat to logically analyze and evaluate options; note that the reactive, quick coping style may be desirable in certain jobs, while the more analytic and slow style may be valuable in other types of positions.
2. In your current position, what types of decisions do you make without consulting your immediate manager?	Look for an awareness of the boundaries of decision-making authority; is the individual willing to take charge if necessary?
3. What types of decisions do you feel are beyond the level of authority you have in your present (most recent) job?	Look for an awareness of knowledge of decision-making responsibility; estimate levels of past decision-making responsibility in comparison to the position for which he/she is being considered.

---

## SAMPLE BEHAVIORAL INTERVIEW GUIDE FOR LICENSED FUNERAL DIRECTOR

### Interview Guide

Ask each of the questions below and record your answers for composite rating later:

- I. **Oral Communication** – Able to clearly present information orally and/or influence others through oral presentation in positive or negative circumstances.
  - A. Describe the toughest communicative situation that you ever had to deal with. What happened?
  - B. What types of experiences have you had in dealing with irate families?
  - C. Describe a problem person you had to deal with . . . What did you say?
  
- II. **Commitment To Task** – Able to establish and carry out specific course of action for self and/or others; willing to commit to long hours of work and personal sacrifice in order to reach goals.
  - A. Tell me your experience in your last job of changing horses in mid-stream (meaning frequent changing of tasks).
  - B. Describe a situation in which you were expected to work with an individual whom you personally disliked? How did you cope?
  - C. Have you found it necessary to perform jobs which did not match well your interests and abilities . . . be specific.
  
- III. **Interaction** – Able to communicate with other individuals, while simultaneously building credibility and rapport.
  - A. Tell me about a time when you “put your foot in your mouth.”
  - B. What does the phrase “two way communication” mean to you? When have you successfully used two-way communication?
  - C. Have you ever been described as hard headed? By whom? Give an example.
  
- IV. **Coping** – Able to maintain a mature problem-solving attitude while dealing with interpersonal conflict, hazardous conditions, personal rejection, hostility, or time demands.

- A. Families frequently create a great deal of pressure. What has been your experience in this area?
  - B. Tell me about a time when you had problems or stresses which were difficult for you.
  - C. What types of pressures do you currently feel on your own job? How do you cope with these pressures?
- V. Tolerance for Ambiguity** – Able to withhold action or speech in the absence of important information; deal with unresolved situations.
- A. Do you prefer a job in which you have well laid out tasks and responsibilities or one in which your work changes on a frequent basis?
  - B. An old proverb says “silence is golden”; describe a time in your life when you were proud of your ability not to speak.
  - C. Describe a situation in which you needed to make a decision even though you did not have all the important information?
- VI. Alertness** – Able to be attentive to all aspects of the environment while working; to monitor environment during routine activity.
- A. What is your procedure in keeping track of matters that require your constant attention?
  - B. Describe the steps you’ve taken to stay familiar with problem areas on your current job.
  - C. When have you “tuned out” in a conversation?

## **CONDUCTING REFERENCE CHECKS**

**"A bad reference is as hard to find as a good employee."**

Would you spend a few pennies to secure a \$50,000 investment? A silly question? But, how many times do we let our first impressions make our final decision on hiring a new employee? Unless we back up the pre-employment interview properly, we are making ourselves vulnerable. During the interviewing process, we want to be impressed. We are usually in the "buying" mood. We need talent, assistance, and help. As a result, we want to be sold!

We wouldn't make a \$50,000 capital expenditure for new equipment without checking past performance with someone rather than the salesperson. Yet, we may quickly obligate \$50,000 of

company funds (\$200 a week employee in terms of five years of employment, not to mention training and benefit costs) without so much as a telephone call to a past employer.

As you approach the reference check process, here are six points worth bearing in mind:

**Don't delay** -- Start checking references as soon as the candidate has given you permission to do it. The longer you hesitate, the greater the risk of losing the candidate, and the greater opportunity for the applicant to "prompt" the reference source, resulting in a less than candid interview.

**Be cautious of written references handed directly to you by the candidate** -- The written references some candidates carry with them into an interview may be suspect -- letters by former employers are often written on the day of termination and may consequently have been written out of guilt, and such letters are sometimes written by the candidates themselves.

**Speak with the former supervisor of the applicant if possible** -- By passing the personnel department and speaking with the person who actually supervised the work of your job candidate will usually result in receiving more meaningful information about the candidate's behavior and job performance.

**Call most former employers** -- The most recent employer may not have bad things to say about a candidate, but this isn't to say that previous employers haven't had problems you'd like to hear about. All the more reason for calling as many of the candidate's former employers as possible.

**If possible, get references by phone, not by mail, for two reasons** -- People tend to be reluctant about putting down derogatory remarks on paper, and when you're talking to somebody directly, you're in a better position to judge the sincerity and the enthusiasm of the reference.

**When filling a key position, make a personal visit to the person giving the reference if feasible** -- It's worth the time. People are usually more candid in a face-to-face situation than they might be over the telephone or in a letter.

## **BACKGROUND INVESTIGATIONS**

Thirty-three percent (33%) of job applicants falsify employment applications. According to the Bureau of National Affairs, \$15 - \$25 billion a year is lost to employee theft. The workplace is the scene of approximately 3.2 million crimes and thefts every year. This leads to the question – *Are companies hiring the right people?*

When hiring a new employee, background investigations provide the information needed to help make the best possible decision, and informed one. Examples of what a background investigation can provide include:

- Past history of employee theft
- Careless driving habits

- Possible criminal history
- Credit history and experience

SESCO offers a thorough background investigation service for our clients. Using an outside firm, Crimcheck, SESO offers the ability to check the background of an applicant prior to hiring. Background checks will investigate the following areas:

**Education** -- Education credentials are commonly falsified or overstated on job applications. This research verifies dates of attendance, course major (when available), degree(s) attained, and the date awarded for any institution of higher learning worldwide. Transcripts are usually available by written application with release signed by the applicant.

**Employment** -- Employment verification research confirms past employment through communication with previous employers, including foreign employers. When possible, supervisors are contacted for information, otherwise the business' employment record retention facility is consulted. This research verifies dates of employment, job titles, and responsibilities. Salary, circumstances of termination, and eligibility for rehire are researched and reported if available.

**Honors & Awards Confirmation** -- Applicants frequently falsify or overstate honors and awards they have received. This research separates accurate and honest claims from falsely-inflated ones and allows for evaluation between job candidates.

**Social Security Number** -- The Social Security Number trace is one of the basic background checks that should be performed on all applicants to verify previous resident addresses.

**Motor Vehicle Records** -- Motor vehicle records research is a must for any applicant seeking a position that requires driving responsibilities. This research reveals the applicant's type or class of driver's license, any restrictions or violations, convictions and license revocations, auto insurance cancellations, accidents, full name, and applicant's address at the time of last license renewal. Availability of violation information varies, but usually goes back three years, depending on the state queried.

**County, State, & Federal Civil Court Records** -- This research helps reveal patterns of behavior that may bear further examination, and provides the best means of determining potential employees' prior problems. It reveals the record of civil suits where the applicant was either a plaintiff or a defendant. It usually reveals the nature of the complaint, status of the suit, date of filing, names of plaintiffs and defendants, and whether or not a judgment was entered and for whom.

**Credit History** -- Credit history research is a must for candidates interviewing for jobs that entail financial responsibility. It is especially recommended for employees who would have access to money, expensive equipment, cash advances, or leased property. Included in reports are credit card repayment history, the existence of liens or judgments against the candidate, and other information which could indicate past or present financial difficulties.



**Criminal Conviction Records** -- Criminal conviction records research is recommended for all applicants. It provides a history of the applicant's illegal activity, an indicator of the person's attitude toward honesty, and helps identify applicants who are prone to violence. It especially can help prevent and defend negligent hiring law suits. This research verifies criminal history for the past seven (7) years at the county felony court, at a state repository, if available, or at the federal criminal court for the jurisdiction(s) specified by the requester.

**Licenses & Credentials Confirmation** -- This search is critical when a particular professional designation is claimed and is necessary for job performance, job description, or credibility. It verifies the type of license, expiration date, standing, and license number.

**Workers' Compensation History** -- Although not available in all states and now limited to *post-offer* environments because of ADA restrictions, this research will help control fraudulent claims and can help your company gain access to special state funds set aside for reinjured workers.

## **FCRA AMENDMENT TIGHTENS REPORTING REQUIREMENTS FOR EMPLOYERS**

In addition to the previous information and background investigation packet, following is more information regarding the Fair Credit Reporting Act, specifically for employers:

Employers interviewing new applicants for employment will traditionally gather background information on each applicant from a variety of different sources, including past employers, local law enforcement agencies, personal references, academic institutions, and credit reporting agencies. Employers obtaining information as to the credit history of a potential job prospect must be aware of the recent amendments in the Fair Credit Reporting Act (FCRA) which has resulted in changes for the procedure of obtaining credit information beginning September 30, 1997.

The amendment requires employers to take the following actions with respect to those applicants whom they are considering for employment:

- Make a clear and conspicuous written disclosure to the employment applicant before the report is obtained, in a document that consists solely of the disclosure;
- Obtain prior written authorization from the applicant for employment;
- Certify to the credit reporting agency that the disclosure has been made and authorization obtained, and that the information being sought will not be used in violation of any federal or state equal employment law or regulation. Certification must also state that if any adverse action is taken based on the credit report, a copy of the report and a summary of the consumer's rights will be provided to the applicant for employment.

Before the employer takes any adverse action against the applicant, the employer must provide a copy of the credit report to the applicant along with a copy of the consumer's rights. Adverse action taken on the basis of an unfavorable credit report refers not only to applicants for employment, but to current employees who are evaluated for promotion, reassignment, or retention by the employer.

The employer is also bound by an adverse action notification requirement when the determination to take such action is based either in whole or in part on information provided in a consumer report. The employer in these cases must notify the consumer of:

- The name, address, and telephone number of the consumer reporting agency that issued the report;
- A statement that the consumer reporting agency did not make the decision to take the adverse action and is unable to provide the consumer the specific reasons why the adverse action was taken;
- A notice of the consumer's right to obtain a free copy of the credit report from the credit bureau, if such request is made within 60 days; and
- Notice of the consumer's right to dispute directly with the credit-reporting agency the accuracy or completeness of any information contained in the credit report.

While the adverse action notification may be given orally, in writing, or electronically, it is best to provide written notification of the adverse action in the event the applicant raises a dispute regarding proper notification.

Failure to comply with the Act may result in state or federal enforcement actions, as well as private lawsuits. Additionally, anyone who knowingly and willfully obtains a consumer report under false pretenses may face criminal prosecution.

## **TESTING APPLICANTS**

Many employers administer pre-employment tests, and many of these tests have proven to be very effective in screening potential employees. Although the Equal Employment Opportunity Commission has stated that it is perfectly all right to give and act upon the results of employment tests, certain conditions must be met first. These conditions make it difficult for most employers to use pre-employment tests, not because of their discriminatory intent, but because of the difficult administrative procedures and guidelines which must be met prior to their use.

The term "test" is defined to mean "... any paper and pencil or performance measure used as a basis for any employment decision." This definition would then include, but not be limited to, measures of intelligence, dexterity, personality, etc. Therefore, any test which any employer uses as a part of his decision-making process, with regard to employment, must be properly validated or the EEOC will, in all likelihood, look upon it as discriminatory.

Each employer is required to maintain evidence, based on his own experience, which demonstrates that the test accurately predicts successful job performance. This evidence must include statistical information which would permit an accurate judgment of the test's validity.

EEOC will allow employers to use any generally-accepted data-gathering technique they would like, but recommends as a guide "Standards for Educational and Psychological Tests and Manuals," published by the American Psychological Association, 1200 17th Street, NW, Washington, D.C., 20036.

### **Guidelines for Using Ability Tests**

- Make sure test items come very close to the content of the job for which they're being used; the relationship should be concrete and readily perceived.
- Use tests acceptable to job applicants, like clerical job tests. Such tests are amendable to testing, useful, and inexpensive. Applicants rarely challenge clerical tests, particularly typing tests.
- Exercise caution when using tests to measure highly-abstract job skills such as judgment. Be especially sensitive to the rule of language skills in these tests. The test may document the lack of verbal facility with English, but not necessarily lack of ability to perform well on the job in question if the job doesn't demand great verbal facility. The same holds true when training for a job requires more verbal facility than is needed on the job.
- Bear in mind that high test scores are significant, while low scores may or may not be meaningful. To avoid erecting unnecessary barriers to employment, corroborate low scores with other evidence; consider the relevance of all scores -- high and low -- to the selection decision being made.
- Recognize the limitations of tests:
  - A well-developed test can be a reasonably-good predictor of the performance of people in the aggregate, but it may be a poor predictor of the performance of any particular individual.
  - Ability tests do not measure many things that are important to performance at work such as motivation or creativity.
  - Theories of cognition are still in state of immaturity: don't place all your trust in tests or test-makers.
- Don't misuse tests:

- Do not disqualify a candidate on the basis of test scores alone; use tests as only one of several selection methods.
- Do not over-rely on test scores. For example, do not require applicants to submit scores on admissions tests to professional schools.
- Do not use an invalidated test; check carefully the validation methods used in "validated" tests.
- Learn as much as you can about the technology of testing. For example, the techniques of scaling scores in order to invest them with meaning or the statistical methods of correlating tests scores and criterion performance -- to avoid the pitfalls mentioned above.
- If you are uncertain about a test, seek professional assistance, but not individuals paid by the test-maker to validate the test.

### **Specific Tests for Consideration**

- **DiSC Personal Profiles** – Presents a plan to help you understand self and others in a specific environment. You are the central focus as you heighten understanding of your behavioral profile and identify the environment most conducive to your success. At the same time, you learn about the differences of others and the environment they require for maximum productivity and teamwork in the organization. Based on the conclusion that the most effective people are those who know themselves, recognize the demands of the situation, and adapt strategies to meet those needs. The Personal Profile enables you to identify your behavioral profile; capitalize on your behavioral strengths; increase your appreciation of different profiles; and, anticipate and minimize potential conflicts with others. *Estimated completion time: 10 minutes. Comprised of 112 descriptive words in which you select which are most and least like you in a particular environment.*
- **Applicant Risk Profiler (ARP)** – Helps employers to maintain a safe workplace by assessing a job candidate's potential for harmful behavior. It is especially appropriate for applicants who will interact with customers and co-workers or will be responsible for company property, merchandise, or money. Designed to predict problematic employee behavior such as engaging in workplace aggression or bringing drugs to work. *Estimated completion time: 20 minutes. Comprised of 65 multiple choice questions.*
- **Service Ability Inventory** – Designed to select applicants for service-oriented jobs and measures an individual's attitudes about providing quality customer service. Assesses an applicant's service orientation, team and interpersonal skills, patience, tolerance for stress, and coping skills. Well-suited for jobs involving in-person or telephone customer interaction as well as for administrative and internal support positions that provide services within an organization. *Estimated completion time: Less than 20 minutes. Comprised of 35 service-related multiple choice questions.*

- **Management Development Questionnaire (MDQ)** – A tool for assessing the skills and competencies of managers and professional staff. Based upon extensive research exploring the skills required to be a successful manager in today’s economy and business climate. Because of its unique feedback report, it is especially suited for coaching and training executives and managers. *Comprised of 160 short behavioral statements that the test taker rates on a 5-point agree-disagree scale.*

## **DRUG TESTING/PHYSICAL EXAMINATION**

A pre-employment or post-employment physical examination is recommended where extreme working conditions or physical demands and the potential danger of communicable disease are of particular concern. Pre-employment drug screening may also save the company money in the long run by weeding out drug users who have higher incidents of accident and absence than those employees who don’t use drugs (or abuse alcohol).

Remember that as of July 26, 1992 when the Americans with Disabilities Act became law, it is illegal to ask job applicants about their mental or physical health or to require a physical examination. Questions on physical or mental ability to perform the job or the taking of a physical examination will be allowed only once a tentative hiring decision has been made. Drug testing, however, is not affected by the ADA, and testing may be done on job applicants. Nonetheless, this may not be financially practical and would more conveniently be handled with the physical exam when the tentative hiring decision has been made.

## **THE MOMENT OF FINAL DECISION**

After all references have been verified and the interview process is complete, it is time to make the final decision of which candidate is the best choice. The final stage in the hiring process is the most crucial point because this decision will more than likely have a long-term effect on the company and employees – whether it be a good decision or a poor one. When making the final decision of whom to hire, there are several issues to keep in mind:

- What was your overall impression of the applicant?
- Have all employment and personal references verified the information on the resume and application?
- Does the person have the necessary skills to perform the job or will additional training be required?
- Will this person add balance to the team? Will this person provide more depth to the team?
- Is there enough supporting documentation to make a valid decision not to hire an applicant or it is just a “gut feeling”?

Once you have considered the above issues in regard to each applicant, you should have enough information to make a valid hiring decision. Remember to document all job-related information

as to why you made the decision you did, in order to defend against any potential discriminatory claims.

And remember . . . as you sift through the short list of candidates, rank the top three contenders. Why three? Because the hiring process is a two-way street and your first choice may not feel a mutual attraction.

### **How Do You Make The Hire?**

After you've interviewed your top candidates for a job and checked their backgrounds, you must decide which one you want to hire. Use the notes that you've taken in interviews to help you.

A job offer may be made orally either in person or over the phone or in writing. We recommend that you do it over the phone and follow up with mail so you get a quicker answer to the offer and so that your chosen applicant doesn't get snapped up by some other employer while your written offer is still in the mail.

No matter what the form of the job offer is, the principle is the same. Do not make promises or statements that can be construed as promises you cannot or do not intend to keep. Those statements can sometimes lead to expensive litigation if you later decide to terminate the employee.

When a job offer is extended, it should include the following information about the job:

- The position offered,
- Location,
- Salary (although sometimes salary must be negotiated before the applicant will accept),
- Benefits
- Starting date,
- Any papers or information which should be brought on the first day of work, and
- A day by which the applicant must respond to your job offer so you can move on to the next candidate if your first choice doesn't accept.
- While making a job offer is usually a positive experience, there are some areas and things to be mindful and beware of. **Don't create an employment contract with an offer.**

# **New-Hire Orientation**

## **NEW-HIRE ORIENTATION**

### **The First Day -- Friend or Stranger?**

Do you remember your first day at work? If you are an old-timer, you may remember that first day more clearly than you remember some things that happened four (4) months ago.

How will the employees hired tomorrow remember their first day? ...A pleasant memory or a nightmare?

All too often, the new employee would use these words to describe his or her feelings on the first day: stranger, insecurity, uncertainty, fear, lonesomeness, and alienation.

A challenge as managers is to provide an environment that will call up these descriptive words on that first day: confident, friendly, belonging, secure, anticipation.

### **What Is Orientation?**

Orientation is the process of introducing and welcoming a new employee to the organization and helping a new employee get off to a good start. Successful new-employee orientation is an enthusiastic welcome, full of variety and timely information. Orientation needs to be a process ... not just a one-day event. A successful orientation program has several key elements: it is well planned; its content is appropriate, clear, and complete, and its materials and the roles of its participants are well-designed.

The first day of employment for a new employee is a critical experience that contributes to the success or failure of the new employee's work experience. New employees need to feel valued and important. On their first day, they like to do some "real work," not just fill out forms and read policy and procedure manuals. Making sure that the first day is a satisfying, positive experience is an important part of the orientation process.

SESCO recommends that your first day orientation include a fellow employee "sponsor." The function of the sponsor is to make the new employee feel welcome by introducing him or her to fellow workers, showing the facilities that are available; and giving information concerning the company, its history, benefits, and personnel policies. To accomplish this objective, sponsors are selected on the basis of job knowledge, length of service, and personality -- outgoing, friendly types who can make a person feel "at home." The sponsor program does not take the place of the formal orientation by the supervisor; rather, it is a form of lateral communication between peers to supplement that orientation.

In order to provide an informal setting where the sponsor and the new employee can become acquainted, the company would provide for them to have a beverage and roll at the morning break, and if circumstances permit, lunch may also be provided. Proper introduction should precede the informal meeting to create a relaxed atmosphere.



Ideally, there should be a sponsor in each department. This volunteer would be a person with several years of service, an outgoing personality, and enthusiasm about your company. The sponsor should be specifically trained so as to be able to answer questions and give information on a wide range of subjects including:

- History of company.
- Benefits -- insurance, vacation, holidays, pension, promotions.
- Policies – safety, tardiness, leaving during working hours, absences, phone calls, leaves of absence.
- Locations and Procedures -- punching of timecards, work locations, location of tools, restrooms, first aid, eating facilities or vending machines, smoking, payday, parking, and packages.
- Introduction to fellow employees.

A sponsor can be one reason that new employees who start work tomorrow will say, *"The boss was right when he said this is a good place to work."*

### **Plan Formal Job Instruction**

SESCO recommends that you establish a planned program of orientation and job training. This will ease the tensions during the period of transition into the new work environment and will assure that the on-the-job instruction is adequate and proper.

The following recommendations will improve employee orientation and initial training:

- Introduce your new employee to a work climate that will encourage a desire to learn the job and to develop abilities and skills as rapidly as possible. Let the person know that you can be depended upon for the training and backup he/she needs to become a fully-trained member of your staff.
- Establish progressively more difficult standards of performance that the new employee can accept as fair and challenging. Develop methods of measuring the performance so both you and the employee can measure progress.
- Allow some freedom in performance. Give the employee the opportunity to show you what can be accomplished on the job. Don't be overly critical of the employee to the point where each workday is a frustrating experience that leads to exhaustion without a sense of achievement.
- Develop a routine of checking with the employee as often as necessary based upon the performance levels that are expected and the possible cost of improper performance.

- Develop an employee on-the-job training program that includes special coaching that is required to meet your standards of performance. Follow the three (3) basic rules of employee on-the-job training:
  - *The first time* -- have the employee observe the tasks to be performed.
  - *The second time* -- have the employee assist in performing the tasks.
  - *The third time* -- have the employee perform the task under very close observation.

Repeat these three (3) steps several times if necessary to assure that the employee can perform the duties to your standards and can perform them safely.

If you cannot spend the time with the trainee, assign a senior employee as an instructor. Have the senior employee report to you regularly on the progress of the trainee.

- Unsatisfactory performance -- Don't put yourself and your company in a bind if the employee is not making satisfactory progress. Immediate counseling is a must. If the performance continues to be unsatisfactory, don't keep the trainee on the payroll; it's not fair to either you or the employee.

No matter how carefully pre-employment screening is conducted, at times, selection mistakes do happen. If the employee can't measure up to your requirements, termination is the best resolution to the mistake. Be sure to properly document all errors and signs of incompetence to assure conformity with the many state and federal regulations. Do not put off this unpleasant, but necessary, task.

## **Orientation Checklist**

The orientation program is designed to acquaint the new employee with your company as fully and as quickly as possible. Telling them once won't do the job. They are eager, interested, and want to learn about the organization. But, they are human. They can only absorb so much information at one time and they are starting off at absolute "ground zero" so far as your company is concerned. Therefore, repetition is the name of the game. The following topics should be discussed in the new hire orientation:

- History of the company
- Services provided
- Location of organization
- Structure of organization
- Employee benefits:
  - Profit-sharing or bonus
  - Insurance programs
  - Wage pay, promotion, vacation, and holiday programs
  - Employee sales or discount program
  - Recreation program
  - Low-cost cafeteria or vending facilities

- Organization policies:
  - Leaving during working hours
  - Fire protection
  - Absence from work
  - Tardiness
  - Phone calls
  - Leaves of absence
  
- Locations and procedures:
  - Timecards and punching of them
  - Working area
  - Location of supplies
  - Location of tools
  - Location of restrooms
  - Location of first-aid room
  - Location of cafeterias and lunchrooms
  - Information concerning payday
  - Instructions on emergency drills, disaster, fire, etc.
  - Smoking
  - Rest periods
  - Identification badges or passes
  - Parking
  - Entrances and exits
  - Packages
  
- Introduction to fellow employees

### **Transition to the World of Work: Special Orientation**

Young people often move out of the classroom into your place of business. Many of these beginning employees have little or no contact with the world of paychecks, promotions, cost, and coffee breaks.

You have eliminated the "ne'er do wells" by your screening and interviewing techniques; thus you can assume that the young people are eager to do a good job, intelligent, and probably better book-educated than you were at their age. But the real world of work is a mystery. The successful transition from student to worker requires a special type of orientation.

You should tell these young people in advance what you expect from them on the job and what they can expect from you. This means telling them that:

- When they accept the job, they're entering into an agreement with you to perform certain duties in return for a specified number of dollars and other benefits. In return, you expect them to fulfill their end of the contract -- in terms of competence, attitudes, attendance, and punctuality. Explain the economic facts of the workplace -- the problems caused by absenteeism, the importance of high competency standards, the havoc caused by dissension among employees, the importance of neatness and cleanliness.
- There is a difference between at-the-job and on-the-job. Explain why it is important for them to be at-the-job regularly and on time and on-the-job -- not "goofing off" or wasting time when they should be working.
- The boss has obligations too. They can expect training, instructions, and guidance from their immediate supervisor.
- They will be paid fairly. Give them a detailed explanation of pay policies along with facts on payroll deductions for withholding taxes, Social Security, and benefits -- and the relationship between total pay and "take-home" pay. Impress on them that they actually earn more than their paycheck indicates, because of benefits such as disability pay, holidays, sick leave, vacations, etc.
- The company exists for a purpose. Explain the services that you provide and give them a tour of the company so that they can see the "big picture."

These young people are your future skilled employees and managers. A carefully-planned indoctrination will pay dividends in the years to come.

### **Temporary – Employee Orientation**

Many organizations make use of temporary employees to complete a variety of assignments. Temporary employees are often an economical resource to meet an immediate need. If temporary employees are to be optimally effective, however, a simple and "fast-track" orientation can be especially helpful in saving time and avoiding misunderstandings and accidents.

The Temporary Employee Checklist includes suggested information items and tasks that are essential to allow a temporary employee to do productive work. Other items on the checklist are common sense and courtesies. These tasks can be done in the first 30 minutes when the temporary employee arrives at the workplace. Use this checklist, as a guideline to make sure the temporary's first day on the job is beneficial to both the organization and the temporary employee.

## TEMPORARY EMPLOYEE CHECKLIST

- \_\_\_\_\_ 1. Tell the employee the name of the person to whom he or she reports.
- \_\_\_\_\_ 2. Give the temporary employee a brief description of the business conducted at this workplace. Often, written materials given to customers or to recruit permanent employees are available.
- \_\_\_\_\_ 3. Introduce the temporary employee only to immediate co-workers and the supervisor.
- \_\_\_\_\_ 4. Give the employee a quick tour to identify the location of:
  - Lunch/break room, refrigerator
  - Rest rooms
  - Copier
  - Nearest safety exits
  - Where to store personal items
  - Restricted area or areas requiring an escort
- \_\_\_\_\_ 5. Identify the time for the temporary employee to go to lunch and on breaks.
- \_\_\_\_\_ 6. Share essential operating policies:
  - Smoking
  - Rules for making and drinking coffee, tea, soda, etc.
  - Not to attempt to repair or troubleshoot any of the organization's equipment
  - Name and telephone extension to call for more directions, assistance, and additional assignments
  - Situations that may result in immediate termination
  - Dress code
- \_\_\_\_\_ 7. Give the temporary employee specific, detailed (written if possible) directions for the tasks to be completed.
- \_\_\_\_\_ 8. Provide initial training, coaching, and feedback for the tasks to be completed. Allow some time for supervised practice prior to leaving the temporary employee alone.
- \_\_\_\_\_ 9. Check back with the temporary employee at regular (hourly) intervals to check progress, offer suggestions, and make changes in the assignment, if needed.
- \_\_\_\_\_ 10. Ask the temporary employee for a summary of accomplishments at the end of the day.
- \_\_\_\_\_ 11. Tell the temporary employee if the assignment is to continue and what time to report the next day.
- \_\_\_\_\_ 12. Thank the temporary employee for the help provided that day.

## **ORIENTATION PROGRESS RECORD**

In order to be sure that the new employee will receive all the necessary information and that the orientation process will proceed in an orderly sequence, we recommend the use of an Employee Induction-Orientation Checklist Form.

Such a form provides detailed documentation of the day-to-day orientation. Additionally, it documents the formal review of the new employee's progress at the end of each of his/her first weeks on the job. These evaluations should be carefully reviewed before you permit the trainee to become a "regular" employee with your company.

# Pre and Post Interview Forms

- **Sample Criteria-Based Job Description**
- **Application Form**
- **Notice to Applicants**
- **Telephone Interview Questions**
- **Job Applicant Interview Script**
- **Employment Interview**
- **Employment Reference Check**
- **Background/Credit Release Authorization**
- **Drug Test Authorization**
- **Sample Rejection Letter without Interview**
- **Sample Rejection Letter after Interview**
- **Sample Offer of Employment Letter**

Prepared by



**P.O. Box 1848  
Bristol, TN 37621  
(423) 764-4127  
Fax: (423) 764-5869**

**web site: [www.sescomgt.com](http://www.sescomgt.com)  
e-mail: [sesco@sescomgt.com](mailto:sesco@sescomgt.com)**

# XYZ Funeral Home

**Job Title:** Licensed Funeral Director/Embalmer

**Reports To:**

**Job Requirements:** Must possess state education and certification requirements for licensed funeral director with seven (7) to ten (10) years experience or equivalent abilities. Must exhibit excellent oral and written communication skills including interpersonal, organizational, and telecommunications. Interpersonal relations, communication skills, and technical competence must portray a calming and competent manner to client families and be capable of exhibiting leadership responsibilities either in a lead or active supervisory role in the execution of funeral-related services. Possession of a valid Michigan driver's license with an insurable driving record.

**Job Summary:** This position is primarily responsible to provide professional funeral services for the family of the deceased. Duties will include preparation of funeral service arrangements, facilities and equipment preparedness, family visitations, and services while maintaining optimum levels of family client satisfaction.

## Evaluation Standards

Rating	Performance Level	Definition
5	<b>Exceptional</b>	<b>Greatly Exceeds Requirements</b>
4	<b>Commendable</b>	<b>Performs Beyond Requirements</b>
3	<b>Expected</b>	<b>Meets Requirements</b>
2	<b>Below Standards</b>	<b>Does Not Meet Requirements</b>
1	<b>Unacceptable</b>	<b>Requires Immediate Improvement</b>

Employee Name: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_      \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Month Day Year Month Day Year



**Job Duties and Performance Standards**

**Removals**

**1. Makes removals as dispatched according to prescribed procedures effectively and efficiently.**

- a. Receives or makes dispatch of available resources to hospital, nursing home, or residence and makes removal according to prescribed procedures.
- b. Professionally and calmly counsels family acting as liaison soliciting and communicating information necessary at that time; receives authorization for embalming and brief newspaper notice; provide family with “family information sheet.”
- c. Accurately records special instructions.
- d. Ensures place of death is left in orderly condition.
- e. Adheres to all prescribed safety identification and removal authorization procedures including all universal precaution standards.
- f. Returns remains and completes proper identification, completes clothing list and additional documentation as necessary; forward information to assigned licensed funeral director.
- g. Leaves remains in appropriate condition for embalmer to receive.

---

---

---

**TOTAL POINTS** \_\_\_\_  $\div 7 =$  **Job Performance Rating of** \_\_\_\_\_

**Embalming**

**2. Embalms deceased according to prescribed procedures and universal precaution standards.**

- a. Conducts pre-embalming analysis and cleans and disinfects remains.
- b. Sets features and performs vascular embalming and preservation.
- c. Ensures remains are properly identified and covers remains.
- d. Cleans, disinfects, and puts up tools and equipment.

---

---

---

**TOTAL POINTS** \_\_\_\_  $\div 4 =$  **Job Performance Rating of** \_\_\_\_\_

**Cosmetology, Dressing and Casketing**

**3. Applies cosmetics, dresses and caskets the deceased according to prescribed procedures and requested standards.**

- a. Identifies deceased, conducts pre-cosmetology analysis.

**Job Duties and Performance Standards**

- b. Applies appropriate cosmetics.
- c. Conducts pre-dressing analysis and dresses deceased according to stated request including jewelry.
- d. Identifies proper casket and utilizing proper equipment, places deceased in casket positioning body to “comfortable” position.
- e. Accurately completes documentation and ensures remains are transported to appropriate visitation room as scheduled.

---

---

---

**TOTAL POINTS** \_\_\_\_ ÷ 5 = **Job Performance Rating of** \_\_\_\_\_

**Funeral Service Arrangements**

**4. Meets with family members to define and coordinate the funeral services for both pre-need and at-need families.**

- a. As scheduled, professionally and calmly greets family and proceeds with arrangements soliciting information necessary to make arrangements, i.e. biographical, schedules, flowers, transportation, and completes “funeral arrangement sheet.”
- b. Reviews obituary information and assists in selection of merchandise.
- c. Distributes general price list to each person attending conference and discusses each item contributing to overall cost of service.
- d. Prepares itemized statement of goods and services.
- e. Finalizes documents for transaction, presents statement of goods and services to client and obtains signature.
- f. Professionally dismisses family and proceeds with making arrangements through contacting clergy, placing obituary, ordering flowers, etc.

---

---

---

**TOTAL POINTS** \_\_\_\_ ÷ 6 = **Job Performance Rating of** \_\_\_\_\_

**Visitation**

**5. Coordinates funeral services and arranges for visitation.**

- a. Assures that room is ready to receive family and visitors at least one (1) hour before family visitation is scheduled to include: lighting fireplace, proper equipment, etc.

**Job Duties and Performance Standards**

- b. Ensures chapel/visitation room is arranged to incorporate standards and family wishes for visitations including flowers, chairs, lectern, and other items as required.
- c. Coordinates the arrival of and/or transports deceased to the visitation room.
- d. Confirms that all staff members will be present at visitations as required.
- e. Reviews with staff the specific details of family visitation and service needs.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TOTAL POINTS** \_\_\_\_ ÷ 5 = **Job Performance Rating of** \_\_\_\_\_

**6. Assures that family needs are continually monitored and attended to during visitation.**

- a. Coordinates interviews with family and staff members; assists family on an as needed basis.
- b. Greets family members and makes them comfortable in the room and facility in general.
- c. Reconfirms that all arrangements are suitable for the family to include flower lists, family requests, etc.
- d. Coordinates staff's efforts to optimize services provided to the family.
- e. Monitors visitation and offers assistance to family and/or visitors as appropriate.
- f. Following visitations, addresses family before leaving and secures building as prescribed to include forwarding phones and faxing information sheet to answering service.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TOTAL POINTS** \_\_\_\_ ÷ 6 = **Job Performance Rating of** \_\_\_\_\_

**Funeral Services**

**7. Performs various funeral service duties as scheduled and directed according to prescribed procedures.**

- a. Checks work and arrangement sheets and if scheduled, contacts funeral director in charge to solicit service and family information and/or communicates with other members of the service team(s) to confirm and coordinate efforts.

**Job Duties and Performance Standards**

- b. Secures appropriate vehicle(s) and arrives at designated locations as scheduled and confirms flags are in place.
- c. Executes duties as assigned in a professional and calming manner.
- d. Following service, ensures flowers are delivered and family is transported as requested; also ensures family has received "case" as directed.

---

---

---

**TOTAL POINTS** \_\_\_\_  $\div 4 =$  **Job Performance Rating of** \_\_\_\_\_

**Facility & Support Services**

**8. Assists other staff members with needed support and assistance as required.**

- a. Assists and provides facility services including vacuuming of carpets and floors, cleaning of restrooms, dusting, and arranging of furniture and fixtures.
- b. Assists in monitoring and cleaning external building areas including parking lot, sidewalks, and entrance ways. (Removal of litter, snow, and leaves as appropriate.)
- c. Monitors and maintains cleanliness of all internal visitation areas as appropriate.
- d. Transports flowers to and from funeral home, residences, and cemetery as directed and arranges flowers for visitations and services.
- e. Sets up and tears down room(s) for family client services.
- f. Performs other facility and service support duties as assigned or directed.

---

---

---

**TOTAL POINTS** \_\_\_\_  $\div 6 =$  **Job Performance Rating of** \_\_\_\_\_

**Ethics and Confidentiality**

**9. Maintains highest standards of ethics, morality, and confidentiality at all times.**

- a. Assures that complete confidentiality is kept and maintained on all company-related processes, techniques, and services.
- b. Pledges that complete confidentiality is maintained perpetually relative to any information, circumstances, or facts concerning any deceased or client family.
- c. Exhibits total and complete moral standards, respect, and reverence in the handling, processing, or service of any remains.

**Job Duties and Performance Standards**

---

---

---

**TOTAL POINTS** \_\_\_\_  $\div 3 =$  **Job Performance Rating of** \_\_\_\_\_

**Community Involvement**

**10. Maintains an active involvement in community and civic affairs.**

- \_\_\_ a. Joins and actively participates in at least one civic or community involvement organization.
- \_\_\_ b. Seeks and offers speaking engagements for public organizations, schools, and churches.
- \_\_\_ c. Provides ongoing feedback and communications to company officers and managers on status of community activities.

---

---

---

**TOTAL POINTS** \_\_\_\_  $\div 3 =$  **Job Performance Rating of** \_\_\_\_\_

**Performance and Professionalism**

**11. Consistently exhibits satisfactory levels of performance.**

- \_\_\_ a. Satisfactorily performs assignments as deemed necessary and/or directed to achieve goals and objectives.
- \_\_\_ b. Assures that customer service satisfaction is of paramount consideration in all client family contacts and services.
- \_\_\_ c. Exhibits professional presence, consistent with company's ideals and values, at all times.
- \_\_\_ d. Interacts with co-worker(s) to facilitate a positive, productive, working relationship(s).
- \_\_\_ e. Wears appropriate clothing and attire consistent with established company policy and standards.
- \_\_\_ f. Demonstrates knowledge and understanding of corporate policies and procedures.
- \_\_\_ g. Maintains high standards of ethics and confidentiality covering corporate affairs.

---

---

---

**Job Duties and Performance Standards**

**TOTAL POINTS** \_\_\_\_ ÷ 7 = **Job Performance Rating of** \_\_\_\_\_

**General**

**12. Performs other duties as assigned and directed to satisfaction of supervisor.**

- \_\_\_ a. Eagerly assists and helps others in duties as required.
  - \_\_\_ b. Performs necessary duties in a manner which is satisfactory to supervisor.
  - \_\_\_ c. Continues to seek new skills, expertise, and knowledge of job assignments.
  - \_\_\_ d. Performs job duties to the best of his/her ability at all times.
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TOTAL POINTS** \_\_\_\_ ÷ 4 = **Job Performance Rating of** \_\_\_\_\_

\_\_\_ . **Performs the following specified duty(ies) as assigned and directed to the satisfaction of the Location Manager.**

- \_\_\_ a. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ b. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ c. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ d. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ e. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TOTAL POINTS** \_\_\_\_ ÷ \_\_\_\_ = **Job Performance Rating of** \_\_\_\_\_

---

**Total Job Duty Performance Rating of** \_\_\_\_ ÷ 12 = \_\_\_\_\_

**Overall  
Performance  
Rating**

**Job Duties and Performance Standards**

I have read, understand, and accept the duties, standards, and expectations required of this position. I hereby affirm my good faith compliance with all office policies and procedures.

By: \_\_\_\_\_

Date: \_\_\_\_\_

**NOTE:** This job description is not intended to be all-inclusive. An employee will also perform other reasonably-related job responsibilities as assigned by management as required. XYZ Funeral Home reserves the right to revise or change job duties as the need arises. Moreover, management reserves the right to change job descriptions, job duties, or working schedules based on their duty to accommodate individuals with disabilities. This job description does not constitute a written or implied contract of employment.

**Job Duties and Performance Standards**

# Overall Appraisal of Performance

Exceptional     Commendable     Expected     Below Standards     Unacceptable

**Evaluator's Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Performance Plan

<i>Goals</i>	<i>Timeframe</i>

**Employee's Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Evaluator's Signature:** \_\_\_\_\_  
Name Date

\_\_\_\_\_  
Name Date

**Employee's Signature:** \_\_\_\_\_  
Name Date



**XYZ Funeral Home**  
**Summary of Physical, Sensory, and**  
**Environmental Requirements**  
**Needed to Perform Essential Job Duties**

**Job Title: Licensed Funeral Director/Embalmer**

**A. Physical Requirements**

**Explanation**

1. **Lifting:** Up to 100 pounds.
2. **Carrying:** Up to 100 pounds.
3. **Pushing/Pulling:** Up to 800 pounds.
4. **Use of Equipment:** Telephone; automobile; computer; office equipment; lifts; general maintenance equipment

	Continuously	Frequently	Occasionally	Not At All	Explanation
5. Sitting		✓			
6. Standing	✓				
7. Walking		✓			
8. Bending		✓			
9. Stooping			✓		
10. Crawling				✓	
11. Climbing		✓			
12. Reaching Above Head			✓		
13. Grasping:					
a. One Hand		✓			
b. Both Hands		✓			
14. Fine Manipulating:					
a. One Hand		✓			
b. Two Hands		✓			

**B. Environment Requirements**

1. Exposed To Marked Changes In Temperature
2. Outside Work
3. Exposure to Dust, Fumes, Odors, Water, Etc.
4. Exposure to Biological, Mechanical, Electrical, and/or Chemical Hazards
5. Normal (Inside) Environment

	Continuously	Frequently	Occasionally	Not At All	Explanation
1. Exposed To Marked Changes In Temperature		✓			
2. Outside Work		✓			
3. Exposure to Dust, Fumes, Odors, Water, Etc.		✓			
4. Exposure to Biological, Mechanical, Electrical, and/or Chemical Hazards		✓			
5. Normal (Inside) Environment			✓		

**C. Sensory Requirements**

1. Eyesight
  - a. Normal/Corrected
  - b. Close Eye Work
  - c. Other
2. Hearing
  - a. Normal Tones
  - b. Soft Tones
  - c. Other
3. Distinguish Smells
4. Distinguish Temperatures By:
  - a. Touch
  - b. Proximity

				Explanation
1. Eyesight	✓	Necessary		Not Necessary
a. Normal/Corrected	✓	Necessary		Not Necessary
b. Close Eye Work		Necessary	✓	Not Necessary
c. Other				
2. Hearing				
a. Normal Tones	✓	Necessary		Not Necessary
b. Soft Tones	✓	Necessary		Not Necessary
c. Other		Necessary	✓	Not Necessary
3. Distinguish Smells	✓	Necessary		Not Necessary
4. Distinguish Temperatures By:				
a. Touch	✓	Necessary		Not Necessary
b. Proximity	✓	Necessary		Not Necessary

***XYZ Funeral Home***  
***Summary of Physical, Sensory, and***  
***Environmental Requirements***  
***Needed to Perform Essential Job Duties***

**Job Title: Licensed Funeral Director/Embalmer**

**Page 2**

**D. Other Comments:**

---

---

Completed by:

\_\_\_\_\_

Name

Title

Date

Reviewed by:

\_\_\_\_\_

Name

Title

Date

Name \_\_\_\_\_

Date \_\_\_\_\_

# APPLICATION FOR EMPLOYMENT

*An  
Equal  
Opportunity  
Employer*

All statements made by applicants for employment on this application form will be checked for accuracy. We offer equal employment opportunities to all persons without discrimination on the basis of race, color, religion, age, sex, genetic information, national origin, citizenship status, physical or mental disability, or past, present, or future service in the Uniformed Services of the U.S., or any other legally protected status. The use of this form does not mean there are positions open and does not obligate us in any way.

*An  
Equal  
Opportunity  
Employer*

## PERSONAL INFORMATION

Name (Print) \_\_\_\_\_ Home or Nearest Phone \_\_\_\_\_  
 Present Address \_\_\_\_\_ Social Security No. \_\_\_\_\_  
 \_\_\_\_\_  
 (City) (State) (Zip)  
 Contact in Case of Emergency \_\_\_\_\_  
 \_\_\_\_\_ (Name) \_\_\_\_\_ (Telephone Number)

If at present address less than one year, please give previous address \_\_\_\_\_  
 Are you at least 18 years of age?  Yes  No (Employment is subject to verification of minimum legal age.)  
 Can you produce documented proof of your identity and eligibility for employment in the United States?  Yes  No  
 (Examples: driver's license, Social Security card, birth certificate, and / or immigration documents)

Position(s) applied for \_\_\_\_\_ How soon could you report to work? \_\_\_\_\_  
 Type of employment desired  Full-Time  Part-Time  Temporary Rate of pay expected \_\_\_\_\_  
 What days and hours, if part-time? Days \_\_\_\_\_ Hours \_\_\_\_\_  
 From ( ) AM to ( ) PM

## EDUCATION

Type of School	Name and Address of School	Courses Majored In	Check Last Year Completed	Graduate? Show Degree
Elementary/Middle			5 6 7 8	
High School			9 10 11 12	
College			1 2 3 4	
Post Graduate				

Have you applied for a job with us before?  Yes  No Have you ever worked for us before?  Yes  No  
 How did you come to apply?  Employee Referral  Former Employee  Newspaper Ad  High School Recruitment  
 College Recruitment  Walk-In  Other \_\_\_\_\_

Have you ever been bonded?  Yes  No Have you ever been refused a bond  Yes  No  
 If yes, state reason and date \_\_\_\_\_

Have you ever been convicted of a violation of the law except a minor traffic violation?  Yes  No If yes, state date, court, and place where offense occurred \_\_\_\_\_  
 (A conviction will not necessarily disqualify you from employment)

Have you ever been discharged or requested to resign from a position?  Yes  No  
 Are you employed now?  Yes  No If yes, may we contact your present employer?  Yes  No  
 Have you ever held a position of trust (handling money or confidential material)?  Yes  No  
 If yes, describe \_\_\_\_\_

Do you have any reason to believe that you would have difficulty meeting this company's work schedules?  Yes  No

**Form EEO-4**  
Revised 8/11

©2011 SESCO Mgt. Consultants --All rights reserved. This personnel form may not be reproduced, stored in a retrievable system or transmitted, in whole or in part, in any form by any means electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.



P. O. Box 1848 - Bristol, TN. 37621  
(423) 764-4127 Fax (423) 764-5869  
www.sescomgt.com

**PRIOR WORK RECORD (Start with most recent or present employer and complete in full.)**

1. Name and Address of Most Recent Employer		Telephone No.
Immediate Supervisor (Name & Position)	Date Hired	Starting Rate
Job Title & Duties	Date Left	Last Rate
Reason for Leaving	May we contact this employer?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Name and Address of Former Employer		Telephone No.
Immediate Supervisor (Name & Position)	Date Hired	Starting Rate
Job Title & Duties	Date Left	Last Rate
Reason for Leaving	May we contact this employer?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Name and Address of Former Employer		Telephone No.
Immediate Supervisor (Name & Position)	Date Hired	Starting Rate
Job Title & Duties	Date Left	Last Rate
Reason for Leaving	May we contact this employer?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Please provide any additional information such as special skills, training, experience, equipment operation, or other qualifications you feel will be helpful to us in considering your application. \_\_\_\_\_

\_\_\_\_\_

**REFERENCES**  
(Do not list relatives or former employers)

Name	Address	Telephone
Name	Address	Telephone
Name	Address	Telephone

**Job Applicant's Agreement and Certification**

"I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in this application to verify my statements, and I authorize past employers, all references, and any other persons to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information."

"I understand that nothing contained in this employment application or in the granting of an interview is intended to create an employment contract between the company and myself for either employment or for the providing of any benefit. No promises regarding employment have been made to me, and I understand that no such promise or guarantee is binding upon the company unless made in writing. If an employment relationship is established, I understand that I have the right to terminate my employment at any time and that the company retains the same right."

"If I am offered employment, I agree to submit to a physical examination whenever requested, and I understand my becoming employed and/or my continued employment are subject to the results of any physical examination related to my job duties in accordance with company policies and procedures."

"I understand that if employed, policies, and rules which are issued are not conditions of employment and that the employer may revise policies or procedures in whole or in part, at any time."

"I understand that this application will be kept on active file for \_\_\_\_\_ days from the date completed, after which time I would have to reapply in accordance with established company procedures."

\_\_\_\_\_ (Signature of Applicant) \_\_\_\_\_ (Date)

# Notice to Applicants

If you require an accommodation because of a physical or mental disability in order to participate in any phase of the application process, please make that fact known to the individual processing your application.

If you are required to take any pre-employment screening tests, and you require an accommodation because of a physical or mental disability to enable you to take or successfully complete such a test, please make that fact known in advance to the test administrator.

If an offer of employment is made and, because of a physical or mental disability, you will need an accommodation to perform any essential job functions, please make that fact known to the individual processing your application.

---

Signature

Date

FORM EEO-5B  
Revised 10/2006

© 2007 SESCO Management Consultants – All right reserved. This personnel form may not be reproduced, stored in a retrievable system or transmitted, in whole or in part, in any form by any means electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.



P. O. Box 1848 - Bristol, TN. 37621  
(423) 764-4127 Fax (423) 764-5869  
[www.sescomgt.com](http://www.sescomgt.com)

## TELEPHONE INTERVIEW QUESTIONS

1. Why do you wish to leave your current position?
  
2. When would you be available to work?
  
3. What are your minimum salary requirements? *(If expensive, ask: Would this preclude you from further discussions?)*
  
4. How would you characterize your experience/knowledge in the following areas?

	<b>No Experience</b>				<b>Highly Experienced</b>
	1	2	3	4	5
Insert essential functions (i.e. collections, out-bound calling, negotiations, etc.)					

Other Comments:

5. What are your primary strengths that you can bring to this position?
  
6. What have we not asked you that you feel is of value in our evaluation?

# Job Applicant Interview Script

## Opening:

Before we start, let me give you some idea of what we'd like to cover today. We want to review your background and experience so that we can decide whether the job is suited to your talents and interests. So, we'd like to hear about your experience, education, interests, outside activities, and anything else you'd like to tell us. Each of us will be asking questions to get a sense of who you are and if there is a possibility of a good fit. After we have covered your background, we want to give you information about our organization and the job, and answer any questions that you might have.

## Initial Questions:

Tell us about yourself and your past experience. Review application with candidate.

Why do you wish to leave your current position?

Let's discuss your technical skills and experience and how they apply to this position. Be prepared to discuss position. (Driving, walking, data entry, etc.)

## Behavioral Questions:

### Attendance:

How do you feel about a co-worker calling in excessively?

Tell me about your attendance in your last job.

### Accuracy:

Tell me about a position that you have held that was repetitive in nature.

Describe your data entry experience, if any.

### Independence:

When have you worked independently without direct supervision? How comfortable were you with this?

When have you been assigned a task to perform by yourself? How did it work out?

### Self Motivation:

Give me your definition of "self-motivation"? Now give me an example demonstrating your self-motivation in a previous job.

What drives you to succeed? What motivates you?

### Attitude:

Tell me about a time when you were required to perform duties that were not part of your regular job. How did you handle the added responsibilities?

### Work Ethic:

What is your understanding of the position for which you have applied? Describe your experience that applies to this position.

### Map/Math Skills:

Tell me about a time that you had to use a map to navigate?

Describe any math that was utilized in previous positions.

**Reliability:**

When have you driven a manual 5-speed vehicle? Are you comfortable with it?  
Tell me about a time you were asked to work OT with short notice.

**Interactive Skills:**

Describe an event where you had a difficult situation with a co-worker or customer.  
What type of experience have you had working with the public? Did you enjoy it? Why or why not?  
If we asked your current co-workers what they think about you, what would they say?  
Have you ever had to work with co-workers who differed substantially in their abilities, attitudes and personality characteristics? If so, how did you react to this situation?

**Physical Aptitude:**

Please recall a time that you had to work in bad weather. How did you cope with it?  
Have you had an encounter with an aggressive animal? If so, how did you react?  
Describe the most physically exerting job that you have had.  
What do you do for exercise?

**Adversity:**

Sooner or later everybody makes mistakes. What was the most significant mistake you made on your last job and explain why you made it? What did you learn from it?  
What have been your greatest likes and dislikes of your career? How did you gain from them?

**Supervision:**

How do you prefer to be managed?  
Describe your favorite supervisor and what characteristics he had. Describe your least favorite and describe as well.

**Closing Dialogue:**

What qualities, both personal and professional, that make you good prospect for this position?

We'd like to give you the opportunity to mention some of your interests and activities outside of work—hobbies, what you do for fun and relaxation, any community activities, professional associations, or anything else you'd like to mention that you think might be relevant to our job.

Do you have any questions of us?

We'll close with a thank you for your time. I'll be in contact in the next day or two to brief you on our decision. If we believe that you may be a good fit for this corporation, we may ask you back for an in-depth interview. Otherwise, please know that we sincerely appreciate your time and interest in (Name of Organization).

**Optional Management Position Questions:**

How did you monitor the performance of subordinates in your last position?

What is your procedure in keeping track of matters that require your constant attention? When has your system broken down?



What have been your experiences in making formal recommendations and oral reports to management?

What has been your experience in dealing with poor performance of subordinates? Give an example.

You've identified a poorly performing employee. How will you manage this employee? What if termination is necessary?

How skillful do you think you are in sizing up people? Give an example.

Please describe your management philosophy.

When are you more formal or more informal as a manager? Describe a situation where you have had to adapt your style.

# Employment Interview

Name of Applicant: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

General Interview     Position Interview    Job Title : \_\_\_\_\_

This is:    1st Interview     2nd Interview     3rd Interview

Interviewer: \_\_\_\_\_ Title: \_\_\_\_\_

Department Manager/Supervisor (if applicable): \_\_\_\_\_ Title: \_\_\_\_\_

**Instructions:** Carefully evaluate applicant's interview performance. Check rating box to indicate the applicant's performance. Indicate N/A in the points box if the rating category is not applicable. Assign points for each rating using the scale provided and write this number in the points box. Points will be totaled and averaged for an overall interview performance score.

**O - Outstanding** - Applicant is exceptional. Is recognized as being far superior to others.

**V - Very Good** - Applicant clearly exceeds position requirements.

**G - Good** - Applicant is competent and dependable. Meets standards of the job.

**I - Improvement Needed** - Applicant is deficient or below the standards required of the job.

**U - Unsatisfactory** - Applicant is generally unacceptable.

**N/A - Not Applicable.**

GENERAL FACTORS	RATING	SCALE	POINTS	SUPPORTIVE DETAILS OR COMMENTS
<b>1. Experience</b> - The extent to which the applicant's background and experience are consistent with the requirements of the job.	<b>O</b> <input type="checkbox"/>	100-90	Points <input style="width: 40px; height: 20px;" type="text"/>	
	<b>V</b> <input type="checkbox"/>	89-80		
	<b>G</b> <input type="checkbox"/>	79-70		
	<b>I</b> <input type="checkbox"/>	69-60		
	<b>U</b> <input type="checkbox"/>	below 60		
<b>2. Education</b> - The extent to which the applicant's schooling is relevant and sufficient for the requirements of the job.	<b>O</b> <input type="checkbox"/>	100-90	Points <input style="width: 40px; height: 20px;" type="text"/>	
	<b>V</b> <input type="checkbox"/>	89-80		
	<b>G</b> <input type="checkbox"/>	79-70		
	<b>I</b> <input type="checkbox"/>	69-60		
	<b>U</b> <input type="checkbox"/>	below 60		
<b>3. Job Knowledge</b> - The extent to which the applicant possesses the practical/ technical knowledge required on the job.	<b>O</b> <input type="checkbox"/>	100-90	Points <input style="width: 40px; height: 20px;" type="text"/>	
	<b>V</b> <input type="checkbox"/>	89-80		
	<b>G</b> <input type="checkbox"/>	79-70		
	<b>I</b> <input type="checkbox"/>	69-60		
	<b>U</b> <input type="checkbox"/>	below 60		
<b>4. Information About General Work Field</b> - The extent to which the applicant has a thorough knowledge or is familiar with the field.	<b>O</b> <input type="checkbox"/>	100-90	Points <input style="width: 40px; height: 20px;" type="text"/>	
	<b>V</b> <input type="checkbox"/>	89-80		
	<b>G</b> <input type="checkbox"/>	79-70		
	<b>I</b> <input type="checkbox"/>	69-60		
	<b>U</b> <input type="checkbox"/>	below 60		
<b>5. Communication Skills</b> - The extent to which the applicant can communicate effectively.	<b>O</b> <input type="checkbox"/>	100-90	Points <input style="width: 40px; height: 20px;" type="text"/>	
	<b>V</b> <input type="checkbox"/>	89-80		
	<b>G</b> <input type="checkbox"/>	79-70		
	<b>I</b> <input type="checkbox"/>	69-60		
	<b>U</b> <input type="checkbox"/>	below 60		
<b>6. Motivation</b> - The extent to which the applicant appears to have a true desire to work and has an interest in the position.	<b>O</b> <input type="checkbox"/>	100-90	Points <input style="width: 40px; height: 20px;" type="text"/>	
	<b>V</b> <input type="checkbox"/>	89-80		
	<b>G</b> <input type="checkbox"/>	79-70		
	<b>I</b> <input type="checkbox"/>	69-60		
	<b>U</b> <input type="checkbox"/>	below 60		

GENERAL FACTORS	RATING	SCALE	SUPPORTIVE DETAILS OR COMMENTS
<b>7. Creativity</b> - The extent to which the applicant proposes ideas, finds new and better ways of doing things..	<b>O</b> <input type="checkbox"/>	100-90	Points <input type="text"/> _____ _____ _____
	<b>V</b> <input type="checkbox"/>	89-80	
	<b>G</b> <input type="checkbox"/>	79-70	
	<b>I</b> <input type="checkbox"/>	69-60	
	<b>U</b> <input type="checkbox"/>	below 60	
<b>8. Initiative</b> - The extent to which the applicant appears to seek out new assignments and assumes additional duties when necessary.	<b>O</b> <input type="checkbox"/>	100-90	Points <input type="text"/> _____ _____ _____
	<b>V</b> <input type="checkbox"/>	89-80	
	<b>G</b> <input type="checkbox"/>	79-70	
	<b>I</b> <input type="checkbox"/>	69-60	
	<b>U</b> <input type="checkbox"/>	below 60	
<b>9. Composure</b> - The extent to which the applicant appears to be in control. The applicant's ability to handle stress.	<b>O</b> <input type="checkbox"/>	100-90	Points <input type="text"/> _____ _____ _____
	<b>V</b> <input type="checkbox"/>	89-80	
	<b>G</b> <input type="checkbox"/>	79-70	
	<b>I</b> <input type="checkbox"/>	69-60	
	<b>U</b> <input type="checkbox"/>	below 60	
<b>10. Overall Impression</b> - The extent to which the applicant's overall appearance, manner and responsiveness are consistent with the requirements of the job.	<b>O</b> <input type="checkbox"/>	100-90	Points <input type="text"/> _____ _____ _____
	<b>V</b> <input type="checkbox"/>	89-80	
	<b>G</b> <input type="checkbox"/>	79-70	
	<b>I</b> <input type="checkbox"/>	69-60	
	<b>U</b> <input type="checkbox"/>	below 60	

**OVERALL INTERVIEW PERFORMANCE SCORE**

Calculate applicant's overall interview performance score by adding the ratings for each interview category rated and dividing this sum by the number of categories rated. Check the appropriate score range below.

Total Points  ÷ Number of Categories Rated =  Overall Rating

- Outstanding 90-100%
- Very Good 80-89%
- Good 70-79%
- Needs Improvement 60-69%
- Unsatisfactory Below 60%

**Additional Comments:**

---



---



---



---



---

**This applicant is:**

- A strong candidate.
- A possible candidate.
- A possible candidate for another position (explain below)
- Of no further interest.
- Other: \_\_\_\_\_

Alternate position(s) for which applicant seems better qualified: \_\_\_\_\_

---



---

# EMPLOYMENT REFERENCE CHECK

All information will be treated confidentially.

<b>Applicant:</b>	<b>Date:</b>	<b>Position Applied For:</b>
<b>Former Employer:</b>		<b>Phone Number:</b>
<b>Former Supervisor:</b>	<b>Title:</b>	

Applicant's written permission and release     Attached     Available on request

Reference Check Questions	Response and Remarks
<p><b>Employment Data</b></p> <ol style="list-style-type: none"> <li>1. From your personnel records, can you tell me when he/she started working with you and when he/she left?</li> <li>2. What was his/her position when he/she started?</li> <li>3. What was his/her position when he/she left?</li> <li>4. What was his/her rate of pay when he/she left?</li> <li>5. What was his/her reason for leaving?</li> <li>6. How did your company rate his/her job performance in terms of work volume and work quality?</li> <li>7. Did he/she receive any promotions or demotions while with you? If so, could you describe the circumstances of the change?</li> <li>8. Was he/she reliable in meeting work schedules?</li> <li>9. Did his/her performance or conduct ever require any reprimand or disciplinary action? If so, could you tell me about any reprimands or written warnings in your personnel file?</li> </ol> <p><b>Separation – Rehire</b></p> <ol style="list-style-type: none"> <li>1. In your opinion, what was the real reason he/she is no longer working for your organization?</li> <li>2. Would you want to rehire this former employee? If not, why?</li> </ol>	<ol style="list-style-type: none"> <li>1. From _____ To _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> <li>6. _____</li> <li>7. _____</li> <li>8. _____</li> <li>9. _____</li> <li>1. _____</li> <li>2. _____</li> </ol>

Reference Check Questions	Response and Remarks
<p><b>If Applicant Was A Supervisor</b></p> <ol style="list-style-type: none"> <li>How would you describe the relationship between the applicant and his/her subordinates?</li> <li>How would you describe his/her success in motivating his/her subordinates?</li> <li>How would you describe his/her success in training and developing his/her subordinates?</li> </ol> <p><b>Questions To Ask Former Supervisor (If possible)</b></p> <ol style="list-style-type: none"> <li>How would you rate his/her job performance in terms of work volume and work quality?</li> <li>How would you compare his/her performance with the performance of others who had similar responsibilities?</li> <li>How would you describe his/her attitude toward his/her responsibilities?</li> <li>As his/her supervisor, what did you find was his/her primary source of motivation?</li> <li>What success, or lack of success, did he/she have in working with other people, and what do you feel was the reason for this success or lack of success?</li> </ol>	<ol style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ol>

**Thank you for you time, you have been most helpful.**

\_\_\_\_\_  
Name of Preparer (Typed or Printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## BACKGROUND/CREDIT CHECK AUTHORIZATION

I understand that, as a condition of my consideration for employment with this organization, or as a condition of my continued employment with this organization, you may obtain a consumer report that includes, but is not limited to, my creditworthiness or similar characteristics, employment and education verifications, social security verification, criminal and civil history, personal interviews, DMV records, any other public records and any other information bearing on my credit standing, credit capacity, character, general reputation, personal characteristics and trustworthiness.

I hereby authorize and consent to this organization's procurement of such a report. I understand that, pursuant to the federal Fair Credit Reporting Act, you will provide me with a copy of any such report if the information contained in such report is, in any way, to be used in making a decision regarding my fitness for employment with this organization. I further understand that such report will be made available to me prior to any such decision being made, along with the name and address of the reporting agency that produced the report.

Print Full Name \_\_\_\_\_

Social Security Number \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Current Address \_\_\_\_\_

City / State / Zip Code \_\_\_\_\_

Driver's License Number \_\_\_\_\_ State \_\_\_\_\_

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

# PRE-EMPLOYMENT DRUG SCREENING

## CONSENT FORM

Company Name: \_\_\_\_\_

Applicant's Name (Please Print)

I understand that as required by company policy, all prospective employees must submit to a drug screening test.

Samples will be taken under the supervision of an appropriate health care provider and tested for controlled substances and prescription drugs. The results of the drug test will be maintained in a separate confidential medical file, and the results will not be released to any unauthorized parties.

I also understand that if I test positive for use of controlled substances or for improper use of prescription drugs, or refuse to take such a test, I am disqualified for employment.

I hereby agree to submit to drug screening.

\_\_\_\_\_  
*Applicant's Signature*

\_\_\_\_\_  
*Date*

I hereby refuse to submit to drug screening.

\_\_\_\_\_  
*Applicant's Signature*

\_\_\_\_\_  
*Date*

Form 26-G  
Revised 9/06

© 2006 SESCO Management Consultants - All right reserved. This personnel form may not be reproduced, stored in a retrievable system or transmitted, in whole or in part, in any form by any means electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.



P. O. Box 1848 - Bristol, TN. 37621  
(423) 764-4127 Fax (423) 764-5869  
[www.sescomgt.com](http://www.sescomgt.com)

## Sample Rejection Letter without Interview

(Date)

(Name and Address)

Dear (Name):

Thank you very much for your interest in employment at \_\_\_\_\_ and for taking the time to submit your resume for the position of \_\_\_\_\_.

Although we were impressed with your qualifications, other candidates are being considered for further interviews. This is in no way a negative reflection on your skills and experience. Simply, we believe that these individuals are a better fit for the organization at this time.

(Name), again we appreciate your interest in the position and we wish you the best of luck in your career endeavors.

Sincerely,



## Sample Rejection Letter After Interview

(Date)

(Name and Address)

Dear (Name):

On behalf of the (Company Name), I thank you for your interest in the \_\_\_\_\_ position and for taking the time to interview with us. However, we have selected another candidate.

(First name), this is in no way a negative reflection on your skills and experience. We had a number of highly qualified candidates and we simply believe that the selection of another candidate is in the best interests of the company and employees.

On a personal note, you should know that you interviewed well and presented yourself in the best possible light. We are appreciative of the opportunity to discuss your qualifications through the initial interview process.

Most sincerely,

# Sample Offer of Employment Letter

(Date)

(Name and Address)

Dear (Name):

On behalf of \_\_\_\_\_, I am pleased to offer you the position of \_\_\_\_\_ for our organization. We trust that your knowledge, skills, and experience will be among our most valuable assets.

Should you accept this job offer, you'll be eligible to receive the following beginning on your contract date.

- **Base Salary:** Annual gross starting salary of \$\_\_\_\_\_, paid in bi-monthly installments and subject to deductions for taxes and other withholdings as required by law or company policies.
- **Annual Bonuses (Optional):** Annual bonuses will be provided at end of year for first and second year of contract and paid by your choice of check or direct deposit. Bonuses will be forfeited for early departure or termination from position and contract.
- **Travel Expense:**
  - Mileage reimbursement at the current IRS approved rate (currently \$0.51/mile) for district related meetings and events.
  - Normal and customary travel expenses will be approved and reimbursed by (Organization).
- **Employment Agreement (Optional):** A two (2) year employment agreement must be signed prior to start. Two provisions of note will be a non-competition agreement for a period of three (3) years for other funeral homes. The employment agreement will be renewed annually subsequent the two (2) year initial agreement unless sixty (60) day notification is received from either party prior to the renewal date.
- **Retirement:** Eligibility for the 401(K) subsequent six (6) months of employment. Employer match up to six (6) percent of annual base salary. Full vesting after five (5) years of employment with the company.
- **Paid Time Off (PTO):** You will be provided 21 days paid time off for vacation, sick and personal leave annually. Increase PTO to 28 days after second full year of employment.

- **Holidays:** You are eligible for seven (7) paid holidays to include New Years Day, Easter, Memorial Day, Fourth of July, Labor Day Thanksgiving and Christmas Day.
- **Moving Expenses (Optional):** The company will determine the appropriate funds based on written service quotations obtained by (Name of Company). This includes the cost of transporting household goods and personal effects; and the cost of meals and lodging en route; and expenses of traveling (including meals and lodging) for the principal purpose of searching for a new residence. Receipts must be provided post move.
- **Performance Review:** Conducted at 6 month, 12 month, and annually thereafter.
- **Work Schedule:** Defined as \_\_\_\_\_ through \_\_\_\_\_ (days) and \_\_\_\_\_ to \_\_\_\_\_ (hours).

**To accept this job offer:**

1. Sign and date this job offer letter where indicated below.
2. Fax **all pages** of the signed and dated documents listed above back to us by (Date) to \_\_\_\_\_.

**To decline this job offer:**

1. Sign and date this job offer letter where indicated below.
2. Fax **all pages** of the signed and dated documents listed above back to us by (Date) to \_\_\_\_\_.

We look forward to your arrival at \_\_\_\_\_ and are confident that you will play a key role in our success. Please let me know if you have any questions.

Sincerely,

**Accept Job Offer**

By signing and dating this letter below, I, (Name), accept the job offer of \_\_\_\_\_ with (Company).

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Decline Job Offer**

By signing and dating this letter below, I, (Name), decline the job offer of \_\_\_\_\_ with (Company).

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## About SESCO

SESCO Management Consultants is the **oldest** and one of the largest human resource and employee relations consulting firms in the country. We are an employee-owned professional firm of management and employee relations specialists dedicated to providing results-oriented human resource solutions that contribute to our clients' people management goals.

Founded in 1945, SESCO's client base includes employers in all industries. We are very proud of our complete "toolbox" of consulting services which has been developed based on practical, hands-on experience.

## Professional Service Agreement

SESCO's original service is that of our Professional Service Agreement. We have found over our sixty-three (63) years of providing professional service that clients and human resource professionals have the need to establish a reliable and cost effective, professional relationship to discuss day-to-day people problems, compliance issues, conduct special research, review systems, provide wage data and other information and resources on a daily basis.

SESCO clients appreciate this service because they can contact us as needed without additional charges or fees. It is truly an unlimited service and therefore, it is more cost effective than hiring a human resource assistant, paying legal fees or their personal time in performing these duties.

Although the Service Agreement can be customized per the client's needs, the Service Agreement typically provides the following:

- Unlimited telephone, e-mail, research, fax consulting services on a daily or as-needed basis. We are experts in federal and state employment regulations and offer assistance in handling issues such as terminations, discipline, performance, recruitment and retention, etc.
- *The SESCO Report*, SESCO's monthly newsletter to be mailed to all managers as elected.
- A free review of the organization's employee handbook on an annual basis to ensure that it remains legally attentive and people sensitive.
- Onsite visits. These visits can be customized to include onsite compliance assessments which is an assessment of all human resource functions and systems to determine compliance to federal and state employment regulations. The assessment is also designed to review current personnel systems to determine effectiveness and efficiency.

Other visits may include management training/round tables, mini employee surveys, special project work, etc.

- Free federal and state compliance posters.



**P.O. Box 1848  
Bristol, Tennessee 37621  
(423) 764-4127  
(423) 764-5869 (Fax)**

**web site: [www.sescomgt.com](http://www.sescomgt.com)  
e-mail: [sesco@sescomgt.com](mailto:sesco@sescomgt.com)**

**©2011 SESCO Management Consultants**