

PRE-INTERVIEW CHECKLIST

No matter who is the interviewer, the interviewer should check and be sure that he or she knows the following:

- ___ 1. Duties and responsibilities of the vacant position
- ___ 2. Education and experience needed to fulfill job requirements
- ___ 3. Essential job functions
- ___ 4. Reporting relationships (job and organization)
- ___ 5. Work environment including work hours, workrules, location, travel demands, etc.
- ___ 6. Promotional opportunities
- ___ 7. Applicant's information (resume, application review)
- ___ 8. Company and departmental goals and objectives
- ___ 9. Next steps including employment tests after interview and related timeframes
- ___ 10. Format of interview including questions planned
- ___ 11. Facility for the interview is adequate and available

How should you conduct the interview?

Before the interview...

- Plan the place and time for the interview. If you don't have a separate office in which to conduct the interview, arrange to use a conference room or vacant office where you and the candidate can talk without distractions.
- Study the job you need to fill. Take another look at the job description to make sure you understand what the essential functions are and the knowledge, skills and abilities needed to perform the job. Anticipate, and prepare for, questions that the candidate may have about the job, such as promotional opportunities.
- Understand your organization. Prepare for any questions that the candidate may ask about the organization as a whole, like "What are your annual revenues?" or "What is the mission of your organization?"
- Do your homework on the candidate. Review all the material that has been collected on the candidate and compare the job requirements to his or her experience and expertise. Within the context of your employer's policy, write down questions that can be used to verify that the candidate has the qualifications to perform the job.

During the interview...

- Establish rapport. When the candidate arrives for the interview, greet him or her warmly. Give the candidate the impression that you are glad they've come and that you have sufficient time to talk. When candidates are put at ease, they tend to share more information.
- Monitor your tone. Show interest, attention and respect for the candidate. Use an appropriate language level, and don't talk down to the candidate.
- Outline interview objectives. Tell the candidate what you want to accomplish during the interview and how the overall selection process will proceed.
- Ask questions. Follow your employer's procedures for asking interview questions. Use follow-up questions, like "why?" and "how?" to get the candidate to further explain a response. Avoid gathering information that has nothing to do with the job.
- Investigate red flags. Investigate employment gaps, jobs held for short periods of time, and other red flags you have noted. Verify specific information from the application or resume.
- Listen actively. Proactively listen to each of the candidate's responses. Allow the candidate to answer without interruption--resist the temptation to fill in every lull in the conversation.
- Take notes. Document the candidate's responses in a shorthand manner. Try to take notes as unobtrusively as possible.
- Direct the interview. Depending on the candidate, you may have to either direct him or her to provide less detail or more detail. Keep the discussion focused on job-related matters.
- Maintain candidate self-esteem. Show the candidate that you are impressed with his or her accomplishments and that you understand the reasons for things that didn't go so well. When you actively maintain the candidate's self-esteem, he or she will be more willing to share information with you.
- Note nonverbal behaviors. Be aware of facial expressions, gestures and other nonverbal cues. Does the candidate tense up when certain topics are raised?
- Solicit questions from the candidate. Ask the candidate if he or she has any questions for you. Thoroughly respond to questions and topics raised.
- Provide realistic information. Share realistic information about the job and the organization. Emphasize how the job fits into the organization as a whole.
- Avoid making promises. Don't make promises about career opportunities--use words like "potential," "possible," and "maybe."
- Close the interview graciously. Conclude the interview by summarizing what took place and explaining what will happen next. Make sure you express appreciation for the candidate's time.

After the interview...

- Document immediately. Complete your notes immediately while the interview is still fresh in your mind. Make sure all comments are job-related and based on specific dialog or observations during the interview. Ask yourself how your notes would look to a jury that did not witness the interview.

EMPLOYMENT INTERVIEWING AND EVALUATION FORM

In addition to providing structure to the interviewing process, this tool is a comprehensive system that focuses on the identification of meaningful past behaviors that are reliable predictors of future performance.

Remember that to use this tool effectively, every question chosen must be related to the job for which the interview is being conducted. Using a question, for example one of the ones in the following tool, that is not job-related, is a dangerous practice.

Planning the selection interview

Know the requirements of the position and the way it supports organizational goals. Be sure you have written or updated the job description so that it is clear what the position entails. Identify which behaviors (see examples below) are most important for success in the position. Prior to the interview, review the resumes of the candidates. In order to prepare, make note of any **relevant work experience, academic credentials, or extracurricular activities** that are job-related and prepare to discuss them with the candidate. Your questions should focus on how the candidate has performed in past situations.

Preplanning is critical to the successful interview. It allows you to make the best possible use of the short time available. An interview evaluation form is included at the back of the last section for use after the interview. Complete the evaluation immediately after the interview while the information is fresh.

It is important that you conduct yourself as a professional. Try to make the candidate feel comfortable speaking with you so that you can gather meaningful, job-related information. If you are seen as pleasant and approachable, candidates will feel free to ask questions. Long after the name of the interviewer is forgotten, the impression of the company lives on. Make that impression a good one.

The selection interview

Your primary objectives are to obtain information on the candidate, provide information on the position and company, and document the interview. The following format is recommended.

1. Establish rapport

- (a) Greet the applicant with a pleasant smile, firm handshake and a casual statement or two.
- (b) Outline the interview objectives and structure, *i.e.*, "In the time we have, I would like to..."

2. Gather information

- (a) Verify specific information from resume
- (b) Verify position you are recruiting for

(c) Elicit information on dimensions using attached interview guide (Be certain to use open-ended questions, how, what, when, etc., and always follow up a yes or no answer with an open-ended question).

(d) If a question is responded to thoroughly, do not feel required to ask more questions on that same dimension. Go ahead to the next dimension.

3. Give information/sell the company

(a) Encourage the candidate to ask questions.

(b) Take this opportunity to sell the position, unit, company, etc.

4. Close

(a) Thank the candidate for his/her attention/interest.

(b) Indicate what the next step will be and the time frame within which it will occur.

5. Evaluation

(a) Complete the evaluation form, noting specific information about the Candidate. Rate the candidate for each of the dimensions you covered in the interview. A simple numerical rating works best. You may not trust your memory to recall the detail of the interview at a later point in time when you are ready to make a decision.

Behaviors demonstrating potential success

Below is a checklist of suggested behavioral competencies that may apply to a particular job, followed by interview questions designed to reveal the extent to which a candidate possesses the particular behaviors considered important in the job. Go through the checklist first to identify the appropriate behaviors that are desired; then choose the corresponding interview questions.

- JOB MOTIVATION.** The degree to which activities and responsibilities in the job parallel activities and responsibilities that provide personal satisfaction to the applicant/incumbent.
- WORK STANDARDS.** Level of performance standards the individual sets for self, subordinates, others and organization. Degree of tolerance or satisfaction with average performance.
- INITIATIVE.** Active attempts to influence events in order to achieve goals; self-starting behaviors rather than passive acceptance. Taking action to achieve goals beyond what is necessarily called for or assigned; originating action. Taking responsibility to self-assess performance and initiate self-development actions.
- TECHNICAL KNOWLEDGE.** Level of understanding and ability to use a specific body of information. Ability to understand and analyze data.

- ❑ PRACTICAL LEARNING. Assimilating and applying new, job-related information, taking into consideration rate and complexity.
- ❑ LEADERSHIP/MANAGING PEOPLE. Past record of using appropriate interpersonal styles and methods in coaching, counseling and guiding individuals, (subordinates, peers, superiors) or groups toward task accomplishment.
- ❑ COMMUNICATION/TEAMWORK. The ability to seek and exchange information with peers and others while building or maintaining an open and participative climate. Ability to allow others to lead. Ability to positively influence peers and superiors.
- ❑ ANALYSIS. Relating and comparing data from different sources, identifying issues, securing relevant information and identifying relationships in an objective manner.
- ❑ PLANNING AND ORGANIZING. Establishing an appropriate course of action for self and/or others to accomplish specific personal, professional or other goals which are measurable and improvement oriented and measuring achievement of those goals.
- ❑ DECISION MAKING. Responding to changing situations with alternative courses of action. Deciding to commit to specific actions (including the process of soliciting advice and consulting with others if appropriate) based on logical assumptions and which reflect factual information. Readiness to make decisions, render judgments, and take action.
- ❑ ATTENTION TO DETAIL. Ability to focus on each detail of a process at all stages of planning and implementation.
- ❑ FLEXIBILITY/ ADAPTABILITY. Demonstrating effective behaviors in varying or changing environments, tasks, responsibilities or interactions with people. Developing alternatives and actions when circumstances change.
- ❑ IMPACT/RAPPORT BUILDING Creating a good first impression, commanding attention and respect, showing confidence. Initial and continuing impact. The ability to meet people easily and to be liked by others; to get along well with people and put them at ease; and to quickly build rapport through proactive development of relationships.
- ❑ TOLERANCE FOR STRESS. Stability of performance under pressure and/or opposition. Ability to maintain positive behaviors in adverse situations.
- ❑ ACADEMIC CREDENTIALS. Possessing degree(s), level of degree(s), related work study, co-op and/or summer experience required for incumbents of the job. Also includes certifications, memberships and other types of credentials required for incumbents.
- ❑ WORK EXPERIENCE. Possessing related work, co-op, and/or summer experience required for the job.
- ❑ EXTRA CURRICULAR/COMMUNITY ACTIVITIES. Active participation in social, academic and professional clubs, organizations, societies, etc., that have a relationship to the job.

Behavioral interview questions

JOB MOTIVATION

1. Based on your work experiences, what aspects of your past jobs provided the most personal reward?
2. Describe some frustrating experiences you have encountered on the job. How have you handled them?
3. Tell me about the aspects of your job(s) that you have least enjoyed.
4. What do you value most about your work experience?
5. Some-people are externally motivated. They enjoy positive feedback and do best when others recognize and reward their efforts. Other people are internally motivated: They thrive on knowing they have done a good job even if no one else mentions it. How would you describe yourself? Give me an example.
6. What has given you the greatest feeling of achievement in the years you have spent in school? Why?

WORK STANDARDS

1. In your past position(s), how do you define "doing a good job?"
2. How do you know when you are doing a good job?
3. What factors do you consider most important in evaluating yourself or your success?
4. Tell me about some times when you were not very pleased with your performance? What did you do about it?
5. When you have missed deadlines, what were the causes?
6. How have you differed from your supervisor in the evaluation of your performance?
7. Describe some times when your supervisor, either formally or informally, talked with you about your performance.
8. Compare and contrast the times when you did work which was above the standard and times your work was below standard.

INITIATIVE

1. What ways have you found to make your job(s) easier or more rewarding?
2. Describe some ways you changed the job at your previous employment?
3. Can you think of some projects or ideas (not necessarily your own) that were sold, implemented, or carried out successfully primarily because of your efforts?
4. What changes have you tried to implement in your area of responsibility?

5. Describe a situation in which you found your results were not up to plan or your expectation?
6. What did you do to rectify the matter?
7. Give me some examples of your doing more than required in your course or job at your previous employment?
8. Tell me about some projects you generated on your own. What prompted you to begin them?
9. List the new ideas and suggestions you have made to your supervisor (club or campus group) in the last six months. Which were accepted? How did you get them accepted?
10. Have you ever taken action without your supervisor's prior approval? What were the circumstances?

TECHNICAL KNOWLEDGE

1. What kinds of reports have you prepared in your job? What do the reports contain? How often did you have to prepare them?
2. How are/were your analyses/reports used?
3. What are some of the toughest analysis problems you have faced with your job?
4. Are/were your activities in the analysis area increasing, remaining the same or decreasing?
 - (a) Why?
5. Take me step by step through how you prepared the (report, project) for your unit/department.
6. What information did you use in preparing the (report, project)?
7. What information was lacking?
8. What are the biggest mistakes you have made in analyzing data? How did you discover them?
9. Give me an example of the most complex (assignments, projects, you have had. What was your role? How did it work out?
10. What important changes and trends are taking place in your field? Do you consider them good or bad? Why?

PRACTICAL LEARNING

1. How did you learn the technical aspects of your job?

2. What did you have to learn to be effective at your previous employment? How long did that take you? Which parts took the most time? Why? Which parts were the hardest? Why?
3. What courses have you taken? What did you learn? How difficult were they?
4. Have you taken job-related courses on your own (as opposed to in-house training courses)? What courses? Why?
5. Did you pass your (certification/examination) the first time? How hard did you have to study for it?
6. Describe a work situation in which you realized that what you learned in a course didn't match what happened on the job.
7. What skills have been critical to your success on the job? Did you think you were fully prepared, or did you need some on-the-job training? How did you learn what you didn't already know?
8. What have been the most difficult technical skills for you to learn? Tell me about how you overcame your stumbling blocks.

LEADERSHIP

1. Tell me about some of the toughest groups you have had to get cooperation from. Did you have any formal authority? What did you do?
2. What kind of an environment do you think is conducive to accomplishing team objectives.
3. What is the role of an effective leader?
4. Give me an example of a time when you were a part of an effective team. Why did it work so well?
5. What are some of the most difficult one-to-one meetings you have had with subordinates? Why were they difficult?
6. Describe a situation when, even if you hadn't been officially designated as the leader of a group, you took charge of getting a task accomplished. What skills did you draw on?
7. Tell me about a new policy or new idea you recently implemented which was considerably different from the standard procedure. What approach did you take to get your employees to go along with it?
8. Do you get better results when accomplishing projects on your own, or as a part of a group? Which do you prefer? Why?
9. What problems have you had in which you included your peers/subordinates in arriving at solutions or approaches?
10. What skills do you draw on to get peers to agree to your point of view?

11. What leadership positions have you held in organizations you have been involved with?
12. Is there a difference between traditional leadership and leadership in a team environment? If so, what are the differences?

COMMUNICATION/TEAMWORK

1. How good are your listening skills? How do you know?
2. We've all had occasion when we misinterpreted something someone told us, like a due date, complicated instructions, etc., Give me some examples of when this happened to you and why you think it happened.
3. What different approaches do you use in talking with different people? (How do you know you are getting your point across?)
4. Have you ever done any public or group speaking? Examples?
 - (a) How did you prepare?
 - (b) Were you nervous?
 - (c) What were your objectives?
 - (d) Were you successful?
 - (e) What format did you use?
 - (f) What were some of the questions that were asked?
 - (g) What kind of feedback did you get?
5. What are some of the biggest or most demanding groups you have made presentations to?
6. What are some of the most important reports you have written?
7. How hard were they to write and why? How do you "break the ice" in a first conversation with a client, coworker, subordinate, boss, etc.?
8. We've all had to work with someone who is very difficult to get along with. Give me some examples of when this happened to you. Why was that person difficult? How did you handle that person?
9. How important is it to build relationships with clients, coworkers, subordinates, bosses, etc.?

ANALYSIS

1. Have you ever recognized a problem before your boss or others in the organization? Explain.
2. What problems have you worked on that came as a surprise to you? How much advance notice did you have of the problem? What steps did you take after you identified the problem?
3. How do you stay attuned to potential problems in the workplace?
4. Describe the biggest job-related problem you have faced in the last six months.
5. What sources of information do you use to keep aware of problems within your department?
6. Describe any significant projects ideas, etc. you have conceived in the past year. How did you know they were needed and would work? Were they used? Did they work?

PLANNING AND ORGANIZING

1. How are you able to schedule your time? How far ahead do you schedule work activities?
2. How often is your work schedule upset by unforeseen circumstances? What do you do when this happens?
3. What were some recurring problems in your area of responsibility? What have you done about them?
4. How do you determine what constitutes top priority in scheduling your time?
5. Have you changed any processes, functions, or methods of doing your work in your job/school?
6. What is your procedure for keeping track of work assignments or tasks requiring your attention?
7. Describe a situation that required all things to be done at the same time. How did you handle it? What was the result?

DECISION MAKING

1. What are the most difficult work decisions you have made in the last six months? What made them difficult?
2. How have you gone about making important decisions affecting your career?
3. Describe some recent work-related (school-related) problems and the actions you took to solve them.
4. On which job-related decisions have you deliberated the longest? Tell me about them.

5. When, if ever, have you delayed work decisions to give yourself more time to think or gather more information?

ATTENTION TO DETAIL

1. We have all had occasions when we were working on something that just "slipped through the cracks." Can you give me some examples of when this happened to you? Cause? Results?
2. Describe your system for controlling errors in your work.
3. Can you give me some examples of times you found errors in your work? Causes? How handled?
4. How can/could you tell when things are/were going well at your former job? Give me some examples of how you know/knew things were not going well with (a process, function, operation).
5. Describe how you organize a task? How do you know your planning is comprehensive?
6. Have you ever been criticized for too much attention to details?

FLEXIBILITY/ADAPTABILITY

1. How have you gotten around obstacles that prevented you from completing projects?
2. Describe the obstacle and what you did to get around it.
3. Describe a situation in which your first attempt to sell an idea to your (boss, subordinate, etc.) failed. Did you try again? What approach did you use the second, third, time?
4. Describe a situation in which your initial attempt to gain someone's support or cooperation failed. Did you try again? How did your approach differ the second time around?
5. How was your transition to undergraduate/graduate school? Any particular difficulties?
6. Tell me about some situations in your job where you had to abruptly change what you were doing. What did you do? How did it affect you?
7. When something major goes wrong in a work assignment, what are your initial reactions?

IMPACT/RAPPORT BUILDING

You need not ask direct questions to get information on this dimension. You can observe this behavior during the interview. Pay attention to:

- The initial impression you have of the applicant and on what basis that impression was made.

- The applicant's body language throughout the interview.
- The applicant's level of confidence displayed throughout the interview.
- The type of speech --confident, forceful, reticent, soft-spoken, introspective, etc. --used throughout the interview.
- The poise and manners displayed by the applicant in the interview.

TOLERANCE FOR STRESS

1. Under what conditions do you work best?
2. What kinds of pressure have you felt in your job/educational career? How did you deal with them?
3. What are the highest work-related pressure situations you have been under in recent years? Tell me about some of them.
4. When did you last lose your temper in the workplace? Why? What was the result?
5. What conditions at your former job were most frustrating to you?
6. Describe the work situations during the past year that you have been most upset with yourself.
7. Describe the work situations in the past year that you have been most upset with someone else.

ACADEMIC CREDENTIALS

Before an interview, the candidate's application and resume should be reviewed and the decision made that the academic credentials and all certifications necessary are possessed by the applicant and meet the job requirements.

Depending upon the job, there may be specific job-related questions that will determine the degree or specifics of a course or a research project that is material to the job.

WORK EXPERIENCE

Before an interview is scheduled, there should be a review that compares each applicant's work history to the experience that is required for the vacant position. If there is any doubt that the experience meets the job requirements, the candidate can be called and the information gathered.

During the interview, the interviewer should explore how the experience compares to the job requirements, not if the experience exists or is appropriate.

EXTRACURRICULAR/COMMUNITY ACTIVITIES

If a candidate has no job-related experience, participation and success in extracurricular activities may be job-related. As with any situation, whether or not a dimension is job-related depends upon the job itself. If extra curricular activities are not job-related, do not discuss with the applicant.

In addition to entry-level jobs, there are specific jobs, such as managerial and executive positions in certain industries, in which community activities and leadership roles are important and must be explored. Under no circumstances ask questions whose answers would include the identification of organizations or activities that reveal race, religious preference or ethnic group.

SAMPLE EMPLOYMENT INTERVIEW SCRIPT

After you have selected the applicants you wish to meet with, it pays to plan out the interview in advance. Having a fixed agenda, knowing what questions you will ask, and what information you will provide, can speed the process and reduce the time you have to spend with each candidate. It also goes a long way in providing uniform information regarding the job applicants.

This script was developed from resources provided by Dr. William S. Swan, Interview Guide; Mary Rudder and Dale P. King, "Interviewing and the ADA: How Do You Get Beyond Strengths and Weaknesses," Americans with Disabilities Act Forum on the Progress of Implementation, Washington, D.C., January 25, 1993. These guidelines apply to all interviews. You can use or eliminate any of these questions, but be careful about adding any that aren't business-related.

This sample interview script can easily be adapted for your own organization. Note that the interview process is divided into two parts. In the first part, the information-gathering stage, you obtain information about the applicant. In the second stage, you let the applicant know about the job and your business. Following this two-part approach can save even more time. If, after the first part of the interview, it is clear that the applicant is not suitable, there is no need to proceed to the second part.

Job Applicant Interview Script

Putting the applicant at ease. When the applicant arrives, put him or her at ease using a friendly, businesslike attitude. Let the applicant know that you're glad that they've come and that you have set aside sufficient uninterrupted time to conduct the interview. You can start the interview with chatter about hobbies, interests, etc., if you are comfortable doing so and are confident that you can stay away from personal questions that might be considered discriminatory. Or you can simply ask one of the following questions:

- How did you happen to become interested in our organization?*
- How did you hear of the opening?*

Depending on the response, you can work in an overview of what you have planned.

- Before we start, let me give you some idea of what I'd like to cover today. I want to review your background and experience so that I can decide whether the job is suited to your talents and interests. So, I'd like to hear about your job, education, interests, outside activities, and anything else you'd like to tell me. And after we have covered your background, I want to give you information about our organization and the job, and answer any questions that you might have.*

Investigating work experience. A discussion of work experience should vary widely based, in part, on how long the applicant has been employed. Questions appropriate to a recent high school or college graduate will make little sense when interviewing a professional with 15 years of experience. For an applicant with substantial experience, a reasonable starting point would be a discussion of the most recent position. In addition to focusing on the jobs themselves, it might also be helpful to discuss why the applicant has changed jobs in the past, the duration of each prior employment, chronological gaps in employment, etc. The following script would be appropriate when interviewing someone who has not been working long.

- *A good place to start would be your work experience. I'm interested in the jobs you've held, what your duties and responsibilities were, your likes and dislikes, and what you felt you may have gained from them. Let's start with a brief review of your first work experiences, those you might have had part-time during school or during the summer, and then we'll concentrate on your more recent jobs in more detail.*
- *What do you remember about your very first job?*

Asking follow-up questions. Select specific follow-up questions for each job and move forward chronologically. It's been suggested that you move forward chronologically because there's a more natural conversational flow and you can see patterns of behavior emerge. Your follow-up questions should ask for specific examples of behavior, not general or hypothetical responses. Don't ask "Are you dependable?" because all you will get in response is a "Yes."

Instead, say, "Tell me about a day you got to work on time, only because of extra effort." It is focused on specific examples of behavior. Similarly, instead of asking, "Are you organized?" say "Tell me about a time when your organizational skills made a project successful" or "How did you organize your work in your last position? How did you handle the unexpected?"

Ask specific, clear questions one at a time and let the applicant answer uninterrupted. Resist filling in every lull in the conversation; wait to see if the applicant will do so. Avoid either verbally or physically giving the applicant a clue as to how you regard their answers; remain neutral instead. This is more difficult than it appears.

To draw the applicant out without revealing what you're thinking, try using his or her own words. If the candidate says, "I like to work independently," you could respond with "Independently?" Of course, you could also use the opportunity to ask the applicant to give an example of what he or she did working independently.

Investigation educational history. After you have covered the applicant's work experience, you could move on to education. As in the case of the work experience portion of the interview, the education discussion must be tailored to suit the applicant's educational level. The sample interview that follows would be appropriate for a younger applicant who has not been out of high school for any length of time. When interviewing for a professional position, the focus obviously would shift to the professional education.

- *You've given me a good review of your work experience-now let's talk about your education. Why don't we start with high school briefly and then cover more recent schooling and any specialized on the job training you may have had. I'm interested in the subjects you preferred, your grades, extracurricular activities, and anything else of importance.*
- *What was high school like for you?*

Select specific follow-up questions for each educational experience and move forward chronologically. Don't necessarily accept answers at face value. Chronology reveals patterns. Take the information and patterns of behavior that you're being told and analyze them in terms of the performance skills you determined that you needed before the interview began.

Activities and interests. Show interest and attention, as well as respect for the applicant. Don't talk down. Do use an appropriate language level. Select specific follow-up questions.

- Turning to the present, I'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. What would you like to mention?*

Self-assessment. Give the applicant an opportunity to be a little introspective and summarize the interview thus far. Select specific follow-up questions as needed.

- Now let's try to summarize our conversation. Thinking about all we've covered today, what would you say are some of your strengths-qualities both personal and professional that make you a good prospect for any employer?*
- You've given me some real assets, and now I'd like to hear about areas you'd like to develop further --all of us have qualities we'd like to change or improve. What are some of yours?*

Transition to providing information to applicant

If you are still interested in the applicant, proceed to this phase of the interview. On the other hand, if you have already decided that the applicant isn't suitable, there isn't much point in describing a position that the applicant won't be filling.

- You've given me a good review of your background and experience, and I have enjoyed talking with you. Before we turn to my review of our organization, and the job, is there anything else about your background you would like to cover?*
- Do you have any specific questions or concerns before I give you information about the job and the opportunities here?*
- All right, now I have some information I'd like to give you. [Review the organization, the job, benefits, location, etc. Tailor your presentation as appropriate to your interest in the candidate.]*

Closing

Close the interview graciously. If you think that you would consider the applicant for another position in the future, say so. You've already spent the time on an interview. If you have already decided not to offer the applicant a job, you can let them know at this point. Do so cordially and uncritically; you needn't be specific about why you've rejected the candidate.

- I've enjoyed talking with you today, but we won't be able to offer you this position.*

If pressed for a reason why an applicant won't be offered a job, you always have the option of telling the applicant that you do not discuss the reasons for your hiring decisions. Or, you may explain that, for example, you have already interviewed other, more qualified applicants. Use your judgment, realizing that it can create a very awkward situation if you merely tell an applicant that he or she is "unqualified" or "lacking experience." Be honest, but don't be confrontational.

If you've found a promising candidate, you can continue. Explore any doubts or reservations the applicant might have. Let the applicant know what's likely to happen next, whether another interview will be needed, and how long it will be before a decision is made.

- What is your level of interest in us at this point?*
- Let me review what the next steps are.*
- I want to thank you for coming today.*