

*Work that Matters,
Careers that Inspire.*

**AN INTERVIEWING TOOLKIT FOR
HIRING MANAGERS**

Enterprise Guide

May 2013

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INTRODUCTION

Interviewing is a vital part of your manager responsibilities and an investment in the future (ROI value). It is through this process that you are able to select employees that will help fulfill the Georgia Regents mission. The purpose of the interview is to assess the candidate's competencies, suitability for the position and growth potential. An interview that follows a general standard outline will produce more reliable and valid information for a selection.

An interview is a critical opportunity to become better acquainted with potential employees. You know the culture of your work unit and the importance of integrating new employees into your team. Interviewing gives you the chance to assess the qualifications and organizational fit of the potential team/GHS member.

The interviewing process can be time consuming, confusing and frustrating if you are not well prepared. The purpose of the Interviewing Toolkit is to provide you with a one-stop resource for preparing to conduct interviews.

Mission

- Leading Georgia and the world to better health by providing excellence in biomedical education, discovery, and service.

Values

- **Collaboration**, reflected in Collegiality, Stewardship, Partnership and Teamwork
- **Compassion**, reflected in Social Responsibility, Respect, Empathy and Caring
- **Diversity**, reflected in Heterogeneity, Awareness, Fairness and Equality
- **Excellence**, reflected in Effectiveness, Distinction and Quality
- **Innovation**, reflected in Novelty, Passion, Initiative and Creativity
- **Integrity**, reflected in Reliability, Accountability, Responsibility, Transparency, Honesty, Dependability and Trust
- **Leadership**, reflected in Professionalism, Honor, Vision and Courage

Vision

- To be a globally recognized research university and academic health center, while transforming the region into a health care and biomedical research destination.

EQUAL EMPLOYMENT POLICIES

Georgia Regents University

8.2.1 Equal Employment Opportunity

No person shall, on the grounds of race, color, sex/gender, religion, creed, national origin, age, status as a disabled veteran or veteran of the Vietnam era, or handicap be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by the Board of Regents of the University System of Georgia or any of its several institutions now in existence or hereafter established. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal from the USG (BoR Minutes, 1969-70, p. 154; 1979-80, p. 15; October 2008).

Georgia Regents Medical Center

4.02.00 Equal Employment Opportunity

GRUMC believes a strong commitment to equal employment opportunity (EEO) is more than a legal and moral obligation. It is also a sound business practice to realize the potential of every individual. GRUMC is committed to providing equal employment opportunities without regard to race, color, religion, age, sex/gender, marital or family status, national origin, sexual orientation, disability, veteran status, or genetic information. This relates to all phases of employment including, but not limited to recruiting, employment, placement, promotion, demotion, transfer, disciplinary actions, termination, staff reductions, rate of pay and other forms of compensation, selection for training, and participation in all system sponsored employee activities.

Georgia Regents Medical Associates

3.01 Affirmative Action and Equal Employment Opportunity Policy

To further its goal of Equal Employment Opportunity (EEO) for all employees and perspective employees without regard to race, age, color, national origin, religion, disability, gender, Vietnam era veterans, temporary disability, sexual orientation, or any other basis prohibited by applicable policy or law, Georgia Regents University states as policy that:

- It will recruit, hire, train, and promote persons in all job titles without regard to race, color, religion, gender, temporary disability, age, national origin, disability, Vietnam era veteran status, sexual orientation, or any other basis prohibited by applicable law.
- All employment decisions shall be consistent with the principle of equal employment opportunity, and only valid qualifications will be required.
- All personnel actions, such as compensation, benefits, transfers, and social and recreational programs will be administered without regard to race, color, religion, gender, age, national origin, disability, sexual orientation, or any other basis prohibited by policy or applicable law.

RECRUITMENT AND ADVERTISING POSITIONS

If you have a highly specialized position and, therefore, is considered hard to fill, we **strongly recommend** that your department use external advertising sources to gain as much exposure as possible and to better ensure a larger, viable applicant pool.

When determining where to advertise, take into consideration the following:

- Qualified Internal Candidate pool
- Position Descriptions
- Skills needed to be successful in completing current/future projects
- Where are the skills attainable (similar employers, colleges, and organizations)
- Entry level vs. experience
- Learning curve – (How much of one)
- Attraction of vacancy (What sets this position apart from competitors)
- Attractions of locations

If your department will be advertising this vacancy through any professional memberships based on department specialty, research type and/or other professional affiliations (i.e. national memberships), please provide the following information on our Staff Advertising Form, which is located under Human Resources/Employment/GHS Staff Advertising Form:

Name of Source

- Type of advertising (i.e. website [academic or professional], journal, newsletter, magazine)
- Paid or free advertising
- Dates of advertisement

As always, we are able to assist you with external advertising through local, regional and national media. Please contact the Advertising Coordinator at 706-721-1137, to discuss advertising options and pricing.

Please note: Positions with posting end dates must remain posted on the GRU website for a minimum of five days after external advertising has ended.

Please continue to contact your HR Talent Partner with further questions and requests during this recruitment search.

ADVERTISING SUGGESTIONS

- Chronicle of Higher Education
- Inside Higher Education
- Diverse Jobs.net
- Atlanta Journal Constitution
- Insight Into Diversity
- National SHRM-Society for Human Resource Management
- NACUA-National Association of College and University
- AAAA-American Association for Affirmative Action
- Career Builders.com
- Monster.com
- Department of Labor (GA)
- Employment Security Commission (SC)
- Job Fairs
- Science Careers.com
- Cardiothoracic Surgery Network (CTS Net)New Scientist
- Association of American Cancer Institutes (AACI)
- American Society of Microbiology
- College and University Professional Association for Human Resources (CUPA-HR)
- Macon Telegraph
- Indeed.com
- USA Jobs
- Dice.com for Technology Professionals
- The Riley Guide
- IQ Partners Inc.
- Totaljobs.com
- Health Career web.com
- Paramount Recruitment
- Job Safari

PRE-EMPLOYMENT ASSESSMENTS

Pre-employment assessments are available. Please visit the following website for information on specific assessments recommended.

<http://gru.edu/hr/Employment/TestDesc.html>

Points to consider regarding *consistent use*; cannot be used intermittently.

- Decide how the assessment(s) will be used to narrow the pool.
- Scores are submitted to the hiring manager at one time when all of the selected candidates have completed the assessments.
- HR can assist in the selection of which assessments most directly relate to the position.
- Assessment scores are to be used as a guide in selecting a final candidate.
- There is a cost for testing.
- Contact the Human Resources Division at 706-721-1523.

REVIEWING RESUMES

Hiring managers should review resumes strategically rather than tactically. In other words, the long term growth potential of a candidate should be a factor when reviewing resumes. Review the resume for work experience, test scores (if applicable), and any correspondence that would be useful in understanding the applicant's background. This should be done in advance, so that this information will not be referred to constantly during the interview. (If test scores are not available, please work with your HR Business Partner on getting the appropriate tests scheduled with the candidate.)

Set yourself up for success by reviewing resumes thoroughly before you contact any applicants. Resumes have been screened for the manager by an HR Talent Partner based on the minimum job requirements listed on the requisition position description.

The following are some helpful tips for reviewing resumes.

- Set aside uninterrupted time to review resumes.
- Review the position description and compare to the applicant's qualifications.
- Read and compare the applicant's career objectives with the position.
- Look at the applicant's qualifications and experience. Do they match, or are they similar to the position description? Look at the applicant's most recent contributions and accomplishments.
- Scan the resume for spelling and grammatical mistakes. If mistakes are found, it does not mean you should throw the resume out automatically. Weigh this information in your decision. How is having proper writing skills related to the job?
- Look for credentials, such as a college degree and/or certification that are required qualifications for the position. Many times a certain amount of experience will substitute for the education requirement.
- Note any red flags such as employment gaps, short-term employment, repeated changes in career path or decreasing responsibility. These concerns can be addressed during the interview.
- Compare the resumes of all applicants to each other. Creating and utilizing a review matrix or spreadsheet will be helpful in deciding who should be interviewed.
- In order to narrow the qualified applicant pool, it is oftentimes helpful to telephone or email applicants. Prepare basic information and questions that you want to ask when you contact the applicant. Be sure to record the responses you receive from each applicant in either the applicant tracking system or add the notes to the applicant's file.
- Selecting candidates who meet the preferred requirements is also a means of narrowing the qualified applicant pool.
- Make notes on the actual resume to easily remind you of areas you want to explore.
- Consult with the Talent Acquisition Management team whenever you are uncertain or clarification is needed.

INTERVIEW CHECKLIST

Interviewing and hiring is very important to the success of our organization. Planning for the interview is critical and should be considered in its entirety before you begin. Make sure you conduct the best interviews possible by following the recommended checklist below.

- Review the requirements of the position description. If changes/revisions are needed, contact the Classification/Compensation and Performance Management section of Human Resources. For changes to the minimum or preferred requirements, contact your HR Talent Partner.
- Have a copy ready to present each applicant.
- Identify the competencies (attributes) required for the position. Examples of competencies include: customer service skills, communication skills, interpersonal skills, leadership skills, motivation, adaptability, dependability, reliability, technical skills, awareness, promptness, and knowledge. These are common attributes employees should possess in order to be successful. Employee performance will be evaluated on these attributes as well.
- Develop an interview matrix listing the required competencies and the "listen fors." (review a sample interview matrix in the Appendix).
- Develop a job-related list of questions which address each competency required for the position. You will need to use the same interview questions for all candidates. These questions can also be listed on the interview matrix.
- Prepare for the interview by reviewing candidate's resume for points that need to be clarified. Examples of clarification points include: reasons for gaps of employment, length of time in a position, responsibilities listed, projects/team involvement, evidence of a career that has reached a plateau or gone backwards, multiple shifts in career path, understanding of skills, verification of degree, licenses, certifications, contributions to improve organizations, career progression, etc.
- First impressions are critical. Organize the interviewing area to portray a pleasant, professional environment. Minimize interruptions.
- Provide a tour of the unit/department if you feel the candidate will move forward in the hiring process. You can make this decision as you wrap up the discussion portion of the interview. During the tour, observe how the candidate reacts and interacts with team members.
- Follow up with the candidate on any discussion points or questions that did not get answered fully during the interview.
- Thank the applicant for his or her time and outline what will happen next. Give the applicant an appropriate date by which you will make your decision.

SCHEDULING THE INTERVIEW

It is best that the manager contact the candidates to schedule interviews.

During the initial conversation, be sure to cover the following information:

- **Enthusiasm/Motivation**

Does the candidate have a genuine interest in the position? Was there a sense of excitement?

- **Contact Information**

The candidate should know who to contact in the event that they are late, become lost, or need to reschedule. In this case it is best the contact not be in Human Resources, but rather someone from the department in which the candidate will interview.

- **Expectations**

Let the candidate know what to expect during the interview. For example, interview location, length of the interview and interview agenda should be included in the information provided to candidates prior to their interview. It is a best practice to confirm the interview via email with an interview agenda attached.

- **Parking / Directions**

Provide information regarding where to park and where to enter the facility. A printable area and floor map is found at the link below:

http://www.gru.edu/map/documents/GRUcampusMap_names.pdf

<http://www.gru.org/locations-and-maps/McgContentPage.aspx?nd=805>

- **Verification Of Credentials And References**

Human Resources will verify the candidate's credentials and references. Please do not collect this information until a job offer has been extended. Collecting such verifications before a job offer has been made can create a liability for the organization.

DISCUSSION POINTS TO AVOID IN AN INTERVIEW

Age – Do not ask. Human Resources will verify the candidate's age after the offer is accepted.

Arrest record - Do not ask. Human Resources will conduct a thorough criminal background check.

Association with present or previous employees – Do not ask. This information is not relevant to a candidate's ability to perform successfully in a particular job.

Bankruptcy and credit affairs – Do not ask about financial matters.

Citizenship – Do not ask candidates if they are U.S. citizens.

Disability - The Americans with Disabilities Act makes it illegal to ask questions about a candidate's disability or perceived disability.

Driver's license – Do not ask about it unless the job requires one.

Educational attainment – Relevant only if it is directly related to successful job performance. If that is the case, the education requirement should be listed on the job description as a qualification requirement.

Emergency contact information – Do not ask.

English language skills - Only ask if it is a requirement of the job, listed in the approved position description (i.e. an Interpreter). Otherwise, it could be construed as discrimination.

Height and weight – Do not ask. Focus on what the job requires, not the person's physical characteristics.

Marital status/name changes/spouse/children – Do not ask any questions relating to these issues, as they may be construed as discriminatory.

Race, color, religion, sex, or national origin - EEOC guidelines prohibit asking questions that may reveal this information.

Veteran status/military records - Questions about a person's military background should only be asked if based on business necessity or job-related reasons.

SELECTING A CANDIDATE

1. Once all interviews are completed, use the Interviewing Matrix to objectively assess each candidate.
2. Determine if and where you are most able to compromise, or where training and skill development may be able to overcome less developed areas.
3. Select final candidate.
 - o Medical Center hires- drag the candidate name into the “Extend Offer” folder.
 - o Attach interview forms to notes attachment in PeopleFluent.
 - o Medical Associates hires- send candidate name to Lauren Neville via email.
 - o University hires- send completed reference checks and interview forms to your HR Business Partner.
4. File and/or submit interview documentation as appropriate. Relevant documentation includes interview notes, references, letters of recommendation, work samples, etc.

All offers of employment, to fill classified positions, are made by the TA&M-(Talent Acquisition and Management) section of the Human Resources Division, and are conditional upon successful completion of a Criminal History Background Check and a physical exam/drug screen (if required).

Be sure to keep thorough notes on each individual interviewed. HR requires a copy of all notes related to the search.

For University Hiring Managers Only

All University applicants interviewed should be listed on the Interview and Selection form. A copy of these forms should be retained for department files and the original forwarded to the Recruitment Section of the Human Resources Division with the other paperwork.

Recruitment Website Links & Forms

Employment Request Form:
<https://portal.gru.edu/portal/page/portal/forms/Administration/HR/Employment/gruemploymentrequest021513.pdf>

Individual Interview Evaluation Sheet:
<https://portal.gru.edu/portal/page/portal/forms/Administration/HR/Employment/gruindivintervevalform03.15.13.pdf>

For advertising outside of the GRU posting:
https://portal.gru.edu/portal/page/portal/forms/Administration/HR/Employment/Staff%20Classified%20Advertising%20Form%202.18.11_0.pdf

Interview and Selection Form:
<https://portal.gru.edu/portal/page/portal/forms/Administration/HR/Employment/gruintervandselectform03.18.13.pdf>

Identification Badge Form:
<http://www.gru.edu/publicsafety/documents/ghsu-new-hire-badge-frm.pdf>

Employee Health Service Form:
http://www.gru.edu/hr/employee_health/gru/index.php

INTERVIEW DOCUMENTATION

Each entity of the enterprise (Medical Associates, Medical Center and University) has standard processes for handling candidates and new hires. Specific procedural training for managers is provided by each group.

Georgia Regents Medical Associates:

Contact Lauren Neville of Human Resources to schedule individual manager training.

Georgia Regents Medical Center:

Human Resources offers a PeopleFluent training session quarterly to GR Medical Center hiring managers. The session provides a detailed, in depth understanding of the PeopleFluent applicant tracking system. To enroll in a session, visit the link below. For password and access to PeopleFluent contact your HR Talent Partner at (706) 721-1523.

http://hi.georgiahealth.edu/HR/Organization_Effectiveness/Training%20Calendar/2011/pdf%20files/Peopleclicktraining_1.pdf

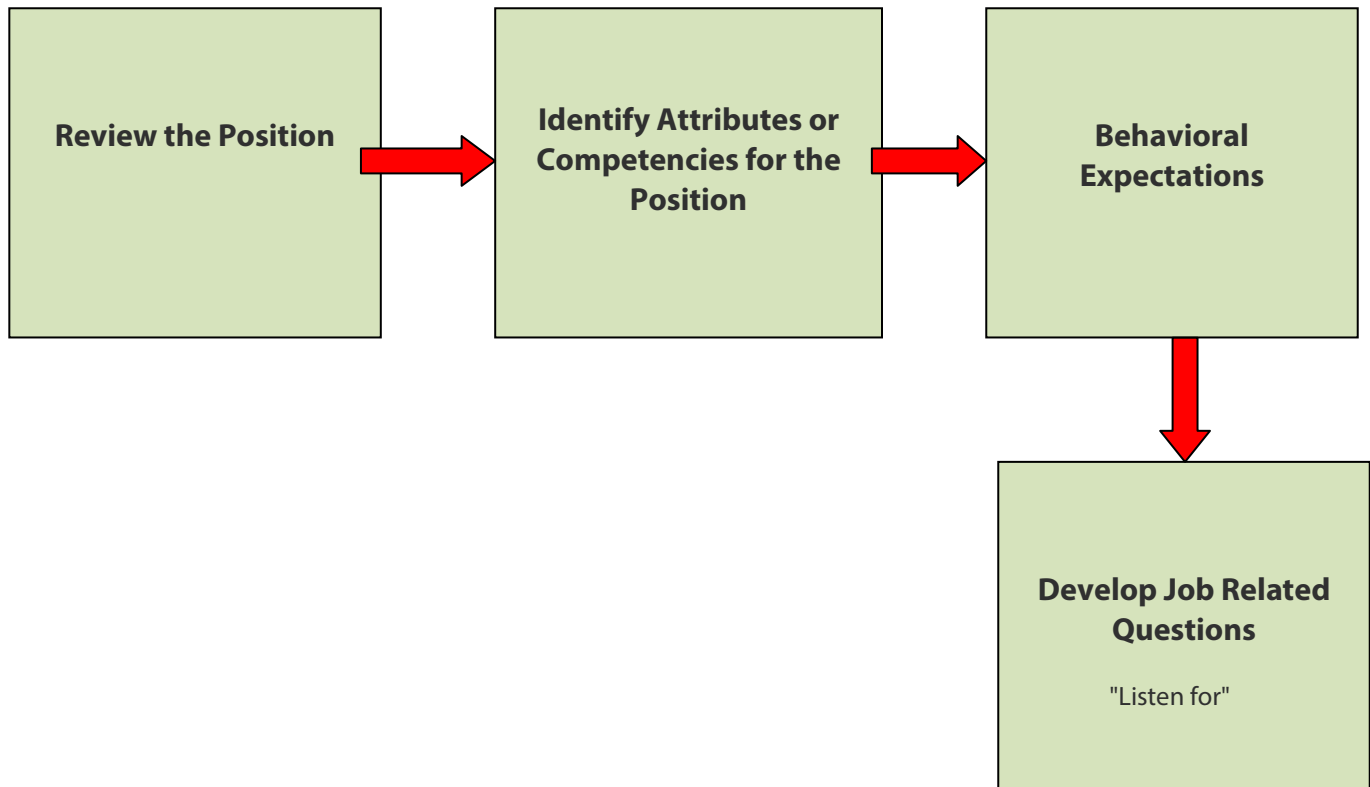
Georgia Regents University

New Management Orientation classes are conducted on a monthly cycle for Georgia Regents University. Classes are designed to introduce managers to HR services. PeopleSoft classes are offered monthly as well. To enroll in these sessions and more, please visit the links below.

<http://www.gru.edu/hr/training/trainingstaff.html>
<http://www.webinservice.com/GRU/>

DEVELOPING INTERVIEW QUESTIONS

Developing questions to use during the interview is important and can take time. Once completed initially, the questions can be re-used for future similar openings. The manager's assigned HR Business Partner can assist with the development and legality of the questions. The process is much easier if you approach the task using the diagram below.



COMPETENCY QUESTION BANK

Please review the sample competency questions and select some that are appropriate for the candidates you will interview. You are encouraged to develop questions specific to your work requirements, however, please submit your questions to Human Resources for review.

ADAPTABILITY

1. You are working on an assignment when your supervisor tells you that he/she needs you to start working on a different project immediately. What do you do?
2. You are looking forward to having the weekend off when you receive a call from your supervisor asking you to work Friday and Saturday night to fill a gap in scheduling. How do you handle this?
3. Today is crazy because your boss has constantly asked you to switch tasks and it's not even lunch yet. You see your boss coming towards your office with a folder and you wonder if he/she is going to ask you to change tasks again. What do you do?
4. Describe a time when you turned a stressful situation into a positive one. What did you do?

ATTENTIVENESS

1. You are talking to a patient on the phone when another customer arrives at the desk with a question. What do you do?
2. Can you describe a time when you had several people wanting different information at the same time? Please explain.
3. When do you struggle with devoting all of your attention to a customer? What do you do to correct this?
4. You have a big project that is due soon. Are you more concerned with just finishing the project or with the individual aspects that make up the project?
5. What do you think is most important when you are in a conversation with someone?
6. When someone approaches you, how do you decipher what they need?

AWARENESS

1. Today is very busy and you are multitasking. What level of job performance should we expect from you?
2. Are you comfortable with us contacting your previous employer in the instance that we decide to hire you?

COMMUNICATION

1. How would you inform a patient of what you consider to be “bad” news?
2. Describe a time when you were able to overcome a communication barrier.
3. Give an example of how you consider your audience prior to communicating with them. What factors influence your communication?
4. What do you do to ensure that someone you are communicating with understands what you are trying to get across?
5. Compare and contrast a difficult time you experienced persuading someone to follow your idea/plan/proposal vs. an easy time. What were the reasons for each and the outcomes?
6. Tell me about a time where communication was difficult and what you did to remedy the situation.
7. Describe several ways that people may show anger.
8. Describe a situation where your ability to listen provided a breakthrough with a difficult patient.
9. A department has a particular procedure for completing a task but you have a better way to achieve the same results. What do you do?
10. What behaviors or characteristics would I see if I saw you in the hall on a very stressful day?
11. Tell me about a time where it was necessary to confront a coworker. What was the situation and the result?

12. Describe a situation where you were able to influence a group of peers to make an unpopular decision, but one you believed to be right.
13. What was the most difficult message you had to deliver to someone?
14. Tell me about a time when you did your best to resolve a customer or client concern and the individual still was not satisfied. What did you do next?
15. Tell me about a time when you took a public stance on an issue and then had to change your position?
16. How have you handled a difficult situation with a co-worker?

CONSIDERATION

1. You are getting on an elevator when you see a coworker coming towards you quickly and motioning for you to hold the elevator for them. What do you do?
2. Your boss is working on a deadline and has asked that he/she not be bothered for several hours. However, a customer insists on speaking to him/her immediately. What do you do?
3. You receive a phone call from a customer who is crying. What do you do?
4. It is 2 pm and you have a patient who has been waiting for an appointment that was scheduled for 12:30 pm. How do you handle this?
5. You stayed late at work to finish a project that is due tomorrow morning when it is brought to your attention that a patient is in need. The patient's nurse is busy with another patient. What do you do?

CUSTOMER SERVICE

1. What does patient confidentiality mean to you? Please be specific.
2. What do you think the role of the family is in patient care?
3. Can you describe a situation in which you handled a difficult patient? Also, a difficult family member with or without HIPPA consent?
4. From a patient viewpoint, what would you want to experience while receiving care?
5. If someone asked you for assistance with a matter that is outside the parameters of your job description, what would you do?
6. Describe a time when you exceeded a customer's expectations.
7. Describe a time when you had trouble working with a difficult or demanding customer. How did you handle this?
8. This hospital puts a lot of emphasis on customer service/patient satisfaction. What have you done in your present position (or as student) to improve customer service/patient satisfaction?
9. What does great customer service mean to you?
10. If I was your customer what would I say about you as a service provider?
11. If you are faced with a problem that you have difficulty managing, what would you do?
12. How do you make a customer feel welcome?
13. How were you greeted when you arrived? What would you have done differently?
14. Think about a receptionist that did a superb job. How would you rate if you were judged by the same standard?
15. How would you respond to an upset customer?
16. How do you greet a customer when they arrive?
17. It is 2 pm and you have a patient who has been waiting for an appointment that was scheduled for 12:30 pm. How do you handle this?

18. You are talking to a patient on the phone when another customer arrives at the desk with a question. What do you do?
19. If you were my *clinician*, what would I say about you?
20. Describe a time when your initiative contributed to the success of patient care in your area.
21. GSHS's core value system incorporates a family/patient-centered care philosophy. In your words, what does that mean to you? How do you think that affects patient care?
22. Tell me about a time when you had an irate customer. What made him/her angry? How did you resolve the issue? What was the outcome? What would you do differently?
23. Tell me about a patient care interaction or patient care situation of which you are particularly proud.

DECISION MAKING

1. Describe a situation where you handled decisions under pressure or when time limits were imposed?
2. Tell me about a time when you had to analyze facts quickly, define key issues, and respond immediately or develop a plan that produced good results?
3. Describe a problem you've recently been asked to solve. What did you do? What alternatives did you consider?
4. We all have to deal with deadlines in the workplace. Tell us about a time when you have had to work against a tight deadline that didn't allow the time to carefully consider all options before making a decision. How did you deal with the situation? What was the outcome?

DEVOTION

1. What motivates you?
2. Have you ever been frustrated with a situation at work? How did you handle it?

DISCRETION

1. You need to transfer a patient from his/her bed into a wheel chair. How would you do this?
2. You have worked very hard to attend to the needs of a specific patient throughout the day. It is time for your shift to end when a family member of the patient approaches you. You are surprised and hurt when the family member accuses you of not doing your job and possibly compromising the well-being of your patient as a result of negligence. How do you react?

ENTHUSIASM/ATTITUDE

1. Describe a frustrating time or incident you have personally dealt with as an (*insert job title*).
2. How do you manage stress?
3. Performance reviews are a primary resource for giving and obtaining information necessary to excel in your position. What do you listen for when receiving a performance appraisal?
4. What areas, habits or work experiences have prevented you from completing your job duties?
5. Changes in procedures, policy or priorities in a healthcare environment happen frequently. Describe your typical reaction to this occurrence.
6. How do you manage events that cause you to be tardy or absent?
7. Describe your reaction when your shift change is delayed due to a co-worker's tardiness or absence.
8. What criteria do you use to select a job/company?
9. What attributes should a (*insert job title*) have to be successful?
10. We all become irritated at times. How do you handle this?
11. What were your favorite and least favorite aspects of your last position?
12. What qualities do you think a receptionist should have?
13. In one word. What would your friends say if we asked them to describe you?
14. What do people who meet you remember about you?

15. What would you add to your background to make you more qualified for this position?
16. Where do you see yourself in five years?
17. How do you approach your start in a new role? What do you look for? What actions do you take?
18. What really excites you about this line of work?
19. What goals do you have (short term/ long term)?
20. How would a co-worker and supervisor describe your work ethic and professionalism?
21. If you were selected for this position, how would you expect to be different after a year in this position?
22. What motivates you to succeed?
23. How would you describe the term "work ethic"? How do you perceive yours?
24. Why did you choose nursing as a profession?
25. What work related committees or activities are you currently involved in that are not required?
26. If you could create your ideal work environment, what would that be like?
27. When are you most satisfied in your current position? What is satisfying about that?
28. Tell me about one of the most difficult and demanding tasks you have had.
29. Tell me about a time you were faced with conflicting priorities. How did you determine what was a top priority in scheduling your time?
30. What are your present job frustrations you want to avoid in a new job? How did you overcome them/it?
31. Tell me about your interest in continuing education to expand your level of knowledge regarding care of the patients in our service?
32. How flexible are you and are you open to cross training?
33. What information do you consider to be the most important to cover during a shift change period?

ETHICAL

1. How do you display ethics to your coworkers?
2. In your opinion, what do you think ethics means to an employer?
3. Have you or someone near you been asked to do something that you consider unethical? What did you do?
4. You are working the night shift when a patient hands her rings to you. What do you do with them?

INDIVIDUAL LEADERSHIP/INFLUENCING

1. Describe a face-to-face meeting in which you had to lead or influence a very sensitive individual. How did you handle this individual? Would you say it was successful? Why or why not?
2. Tell us about a time you were able to get someone from outside your team/unit/group to cooperate with you on an important project/task/assignment.

INITIATIVE

1. Can you describe initiative? How have you displayed this?
2. Describe an occasion that you solved a problem without being supervised directly.

INTERPERSONAL SKILLS/ TEAMBUILDING

1. When you move into a new area, how do you decide who the key people are?
2. Describe a situation in which you worked as a team player to achieve a goal.
3. It is very important to build good relationships at work. If you can, tell me about a time when you were able to build a successful relationship with a difficult person at work.
4. Based on your previous experience, would you prefer to work on a team or individually to complete a project?
5. What do you consider to be essential for a team to be successful?
6. Describe a time when you had a conflict with a coworker. What was the issue? How was it solved? What would you do differently? How did you respond?
7. How do you feel about working with new grads? Tell me about your experience working with new grads? Be specific.
8. Describe a situation where you were able to keep an open mind and remained non-judgmental in spite of the circumstances. What were the results?
9. Describe a situation when you wished you had been more collaborative with others at work. What did you do?
10. Describe an occasion when you decided to involve others in making a decision. Why did you? To what extent did you use their input?

KNOWLEDGE OF GEORGIA REGENTS HEALTH SYSTEM

1. What made you want to be a part of the GSHS team?
2. What attracted you to Georgia Regents Health System?
3. How will your personal goals align with and be fulfilled by the observance of GSHS's mission?

4. What do you think makes a good hospital and why would a hospital be described as one of the best in a community?
5. What are you hoping to gain from GHSHS that you are not receiving in your current position?
6. What are the advantages of working in a teaching hospital? What is most important to you?

LEADERSHIP

1. How do you communicate a vision to your team and keep them focused on execution? What techniques do you use?
2. Describe a time in which you took initiative rather than waiting to be told what to do. What was your manager's response? What were your coworkers' responses?
3. Tell me about a situation in which you had to adjust to changes over which you had no control. How did you handle it?
4. How do you plan your day? Why have you organized your work this way?
5. Give me an example of a time when you played a leadership role in an event, an activity, a department or work unit, or a project. Describe how you led the efforts. Tell me how people responded to your leadership.
6. Describe a time when your input and abilities were critical to the completion of a task.
7. I need a supervisor who? I need a co-worker who?
8. What was the most difficult task or responsibility you had to carry out and why?
9. Where will we need to give you the most support, direction, and structure in your initial employment period to make sure that you excel in this position?
10. Can you give me an example of a team decision you were involved with? What was your role?
11. Tell me about goals you have set and how you met them when it was difficult.
12. Tell me about a time when you had an opportunity to motivate others to take action or reach a goal.
13. Tell me about a time when you felt strongly that your group should be doing something. What did you do about it?
14. Tell me about a time when you uncovered a problem in your job. What did you do about it?

15. Tell me about a time when you were able to step into a situation, take charge, muster support and achieve good results?
16. Describe a time which you took initiative rather than waiting to be told what to do.

ORGANIZATIONAL SKILLS

1. Tell me about a time when you set and accomplished short term, medium range and long term goals? What were the differences in your approach to each?
2. What do you do when your schedule is interrupted?

OVERALL IMPRESSION

1. First day on the job: How would you begin the learning process?
2. What makes you a different or better fit than the other candidates that are interviewing for this position?
3. At the end of the day, how do you know if your job has been well done?
4. What work related committees or activities are you currently involved in that are not required? (committees, involvement in public service, community and volunteer services)
5. Have you or someone near you been asked to do something that you consider unethical? What did you do?
6. What are some of the things you really like about your current/past position? What did you not like?
7. What subjects did you do particularly well in at school and why?
8. What skills do you think you can improve?

PATIENCE

1. You are familiarizing a new employee to the organization and department. You have answered a question five times when the employee asks again. What do you do?
2. Describe a difficult problem that you tried to solve. How did you identify the problem? How did you go about trying to solve it?
3. Describe a time when you tried to persuade another person to do something that they were not very willing to do?
4. Describe a decision you made that was unpopular and how you handled implementing it?

PROMPTNESS

1. If your last supervisor was here, what would he/she say about the frequency of your tardies or times you left work early?
2. Are there any reasons or habits that may make arriving to work on time difficult?

QUALITY

1. How does a “bad day” affect the way you perform at work?
2. Describe what you receive the most satisfaction from professionally.
3. If you had simultaneous questions from patients, employees and managers which would you attend to first?

RELIABILITY

1. What do you think are acceptable reasons for missing work?
2. While you are at lunch you see a patient slip and fall. What do you do?

3. If your supervisor was sitting here, what would he/she say about your work performance and your attendance?

STAYING POWER/TENACITY

1. We sometimes find ourselves in a position where we have more work than we can reasonably do. What do you do in a situation like that?
2. Would your closest friends and coworkers say that you see a project or job through to completion regardless of the level of difficulty? Give an example.
3. What do you do to avoid burnout?
4. We've all had occasions when we were frustrated by not being able to implement new ideas or vision. Describe a time this happened to you and what did you do?
5. Projects rarely proceed without obstacles. Tell us about a recent project you worked on in which you encountered a major obstacle. What did you do to get around that obstacle?

SYMPATHY

1. You are responsible for a patient that is frequently rude and irritable. No one on your floor wants to be responsible for this patient. How do you handle this?
2. You are responsible for a patient that you and other clinicians believe is creating reasons to activate the call light. Others have begun to ignore the light when it is activated but you hear her crying as you walk by. What do you do?
3. You are responsible for a patient who has recently suffered the loss of a close family member and is having difficulty adjusting. How do you handle this?

TOLERANCE FOR STRESS

1. Describe a time in which you found yourself in an unfamiliar work situation and you had very little time to prepare? Give us an example. How did you react? What was the outcome?

2. Describe a time when you were experiencing conflicting work demands. What were those conflicting demands? How did you respond?

WORK EXPERIENCE

1. What characteristics describe an “excellent” rating at your job?
2. Describe a typical day in your previous job? Does this “typical day” have any bearing on your reason for leaving?
3. How does your training and experience fulfill our job requirements?
4. Name an area that was mentioned during your most recent performance appraisal/review as an area where you could see improvement.
5. What was the most valuable experience that you obtained from your last three positions?
6. Briefly describe your experience and education as it relates to the position.
7. Have you ever worked for GHSHS? If so, in what capacity and what were some of the highlights during your employment?
8. What do you consider to be your most important accomplishments in the last three positions you have held?
9. Tell me about an unsuccessful project that happened in the past year or two and what did you learn from it?
10. What are your best technical skills that you will bring to this position?
11. At times a project's focus can change midway through the process. Tell me about a time where something you were working on was changed midstream. How did you adapt?
12. What discouraged you in your last job?
13. Describe your previous employer or supervisor.
14. What was the most stressful experience that you have had at work? How did you handle it?

15. Can you provide me with three examples that best illustrate your success, and pride in a job well done?
16. Tell us about a time you established a professional relationship with a patient whose value system was different from your own. How did you accomplish this?
17. Please give an example of the way you integrate safety standards at work?
18. What do you think your supervisor would say about you as an employee?
19. What do you think are the most important healthcare issues facing our society today?
20. How will GSHHS benefit from hiring you? What can you bring to GSHHS?
21. Is your grade point average a good indicator of your ability to excel in healthcare?
22. At what level do you consider your technical abilities to be? Why?
23. Describe the skills you have obtained as an (*previous position*).
24. What do you feel your strongest skill is? Why?
25. How have you been able to strengthen your weakest skills?
26. If you were trying to check IOP's on a difficult patient. How would you handle the situation?

MATRIX/ "LISTEN FOR" SAMPLES

The “listen for” column is designed to allow you to insert items that you want to hear from the candidate in response to interview questions. All competencies and questions are not included on the matrix.

Clinical Candidate Interview Form				
Candidate:		Date:		
Interviewer:		Position:		
CUSTOMER SERVICE				
	Question	Rating 1-5	Listen For	Notes
1	Tell me a time when you had an irate customer. What made him/her angry? What do you do to resolve the issue? What was the outcome? What would you do differently?		They demonstrate de-escalation skills, and took ownership. Did not just pass it off to someone higher up.	
2	What do you think the role of the family is in patient care?		Family is considered and included in treatment	
COMMUNICATION				
	Question	Rating 1-5	Listen For	Notes
1	Give an example of how you consider your audience prior to communicating with them. What factors influence your communication?		Identifies specific factors such as family and purpose of message	
2	What do you do to ensure that someone you are communicating with understands what you are trying to get across?		Asks them to rephrase message, asks questions about the message. Does simply ask "do you understand".	
INTERPERSONAL SKILLS (TEAMBUILDING)				
	Question	Rating 1-5	Listen For	Notes
1	When you move into a new area, how do you decide who the key people are?		Observe, ask co-workers, research leadership	
2	Tell me a time when you had a conflict with a coworker. What was the issue? How was it solved? What would you do differently? How did you respond?		Ability to resolve conflict, has idea of what could be done differently	
WORK EXPERIENCE				
	Question	Rating 1-5	Listen For	Notes
1	What do you think your supervisor would say about you as an employee?		States some positives. Does not blame others.	
2	What are your best technical skills that you will bring to this position?		Specifies 3 <i>technical</i> skills that are legitimate to the position.	
ENTHUSIASM/ATTITUDE				
	Question	Rating 1-5	Listen For	Notes
1	At the end of the day, how do you know if your job has been well done?		Gets work done, finished, gets it right, notes master in some way	
2	Tell me about the best job you've ever had and what was a typical day like?		Completed work, shows initiative, likes to do a good job	
KNOWLEDGE OF GHSHS				
	Question	Rating 1-5	Listen For	Notes
1	What made you want to be a part of the GHSHS team?		Our reputation, goals, growth	
2	How will your personal goals align with and be fulfilled by the observance of GHSHS's mission?		Knowledge of mission, has goals	
LEADERSHIP				
	Question	Rating 1-5	Listen For	Notes
1	How do you plan your day? Why have you organized your work this way?		Has a plan, prepares, todo lists, thinks about work	
2	I need a supervisor who? I need a co-worker who?		Anything specific, but knows specifics	
OVERALL IMPRESSION				
	Question	Rating 1-5	Listen For	Notes
1	At times a project's focus can change midway through the process. Tell me about a time where something you were working on was changed midstream. How did you adapt?		Was able to adapt	
2	First day on the job: How would you begin the learning process?		Tries to learn the culture, learn expectations of the department	

UNIVERSITY ONLY

Hiring Supervisors

Checking References on Final Candidates for Classified-Regular positions

The Human Resources Division-Talent Partners review and forward to the hiring departments the qualified applicants who have specifically applied for the department's advertised position. The hiring official of your department will review the applications, select candidates for interviews. Once you have come to the final selection of candidates and interviews have been conducted, you will check the references on these candidates.

From a departmental and institutional perspective, it is important to check references to ensure that the current and past history of the applicant is what is stated on the application and resume. There are various reasons why references are important to be checked---checking verifies the work quality of the applicant and maintains the integrity of your department and our institution.

Helpful Hints:

After the final candidates have been selected and the interviews are coming to a close, please inform your applicant that you may conduct a reference check. It is recommended that at least three references be checked for each applicant interviewed. Use the **Reference Check** form provided. It can be found by clicking here: <H:\HUMANRES\CC&R\Forms\New LOGO-NAME\LOG NAME ONLY Recruitment\GRU Request for Reference.pdf>

If the applicant informs you that their current supervisor does not know that they are looking and have interviewed with your department, inform the applicant that you will allow them a day or so to speak with their supervisor/employer so that the immediate supervisor can be contacted as a reference. If they are not comfortable with you speaking with their direct supervisor, you may speak with their previous supervisor or other work related references. Of course if this is not possible, please speak with a Human Resources Representative of the organization you are calling.

When checking references, ensure that you are collecting the information provided on the Reference Check form which includes name and title of the person supplying the reference information, the last title the applicant held at the company, dates of employment, to name a few. Stick with the areas listed on this form and be consistent with all of the references. The questions asked must be the same for all candidates and their respective references. Document answers to the questions you ask using the Reference Check form provided.

Many employers are now using 1-800 telephone numbers or may charge you by giving out a 1-900 telephone number to verify the employment dates for a current or previous employee. If this occurs, please have the applicant provide a list of references and explain to them that you need more

information than what the automated telephone number(s) can provide to you. Please do this as a first option before using the automated telephone numbers.

If you receive negative information from the job reference, please evaluate it with caution. There are some employers who may give negative or not so positive information. Please review this along with what information the applicant supplied you with during the interview and think carefully before eliminating an applicant for a position for this reason. It is recommended that you review the timeframe the applicant was in this position and evaluate their other work history as well. Speak with the HR Business Partner responsible for the job search to ensure that you are moving in the appropriate direction with the reference information you are collecting. If you use reference information as a basis for eliminating a candidate from consideration, the reference information must be documented.

After the reference information has been gathered on your final candidates and you have made a selection, please contact the HR Business Partner so that he/she may proceed with the additional recruitment references/process in order for Human Resources to make the offer to the candidate you have chosen.

The reference forms on all candidates are to be completed and returned to Human Resources prior to the HR Business Partner making an offer. This is so that we may evaluate the materials to ensure consistent and fair practices.

Your HR Business Partner is available to assist you with reference information. We are here to advise and assist you when questions arise with recruitment in general. Please call us with any questions; our goal is to help you hire the most qualified candidate for your department's vacant position. Our telephone number is x9365 or you may contact your HR Business Partner directly.

USE OF PATIENT AND FAMILY CENTERED CARE ADVISORS

Georgia Regents Medical Center is a pioneer in the concept of Patient -and Family-Centered Care, an approach that removes the barriers to having collaborative partnerships between healthcare providers, patients and families. Accordingly, we practice these four principles:

- We treat patients and families with **dignity and respect**.
- We provide clear, comprehensive **information** in ways that are useful and empowering.
- We create opportunities for patients and families to **participate** in ways that enhance their control and independence.
- We ensure that **collaboration** is inherent in our policies, programs, education and delivery of care.

During the interview process, the candidate may be interviewed by one or more Patient and Family Centered Care Advisors. The role of the Patient and Family Centered Care Advisor is to assess the candidate's ability to effectively represent the principles of Patient and Family Center Care. PFCC advisors have been trained on best interview practices.

To invite patient advisors to be a part of your interview process please contact Patient and Family-Centered Care, Bernard Roberson at 706-721-6838.

BEST PRACTICES FOR INTERVIEWING

- Create a comfortable atmosphere for the interview. The interview setting should be conducive to good communication. Ideally, a private office or conference room should be used. The space should be pleasantly decorated and comfortable. Speak in a conversational tone and give the applicant your undivided attention.
- Have a staff member other than the manager provide a tour of the work area to candidates who will be considered further. Develop a general script for all tour guides to follow.
- The keys to controlling an interview are careful listening combined with good use of questions. Both are needed to encourage and guide the applicant's sharing of facts. A common error of ineffective interviewers, is that they concentrate exclusively on the questions they intend to ask and don't hear what the applicant is saying. Listen and evaluate the applicant. Ideally, the interviewer should talk no more than 25 percent of the time.
- Move the conversation along through a variety of comments as well as questions. Encourage the applicant to talk spontaneously about things that may be important and relevant to the position.
- Avoid asking questions that require only a "yes" or "no" answer. Instead, ask open-ended questions that encourage the applicant to express ideas and information and allow more freedom in response. For example, "Did you like that job?" You might receive yes or no. Rephrase the question to, "What things did you like most about the job?" This could trigger several responses that could contribute to your understanding of the applicant's interest.
- Avoid asking leading questions. This could cause the applicant to slant the answers to suit you. The use of words or phrases such as: "why", "how", "what", "describe", or "tell me about," will reap more complete answers than leading questions. "What type of work do you enjoy?" for example, will elicit more information than, "Do you like to work outdoors?"
- Note taking can be helpful, especially if you have several interviews scheduled. Be sure to explain ahead of time that you will be taking notes and why, or wait to take notes immediately after the interview. Please limit notes to candidate responses and objective information. Avoid subjective notes such as personal opinions. Notes may be used in litigation matters so care must be taken when recording notes.
- Provide a detailed description of specific job duties. Provide sufficient facts, both favorable and unfavorable, about the position, your department, etc.
- **It is important to exercise caution in describing the prospective job. If not, the person interviewing for the job may interpret this information as an offer of employment. In describing the job, be careful that your discussion is consistent with GRU Policies and Procedures 1.4.01 (<http://www.gru.edu/policies/1401.html>).**

BEST PRACTICES FOR FACULTY INTERVIEWING

- Ensure candidates meet with a diverse group of interviewers (*considerations: gender, cultural background, trainee representation, interdepartmental/school/campus representation, relevant individuals in the community, and other areas of interest*).
- Provide an Interview Agenda.
- Pay attention to all aspects of meals/dining during interview.
- Arrange campus tour.
- Arrange schedule to allow adequate time in between interviews.
- Build brief break into schedule at some point during the day.
- Hand-carry candidates between interviews.
- Arrange Tour of Augusta with a Realtor.
- Provide a cost of living comparison.
- Meet spouse/significant other needs as appropriate.
- Schedule a time to follow-up and discuss next steps.
- Discuss reference checking with candidate and the appropriate time to contact references.

If you have a matrix or interview questions that you have found helpful please share them with us and we will include them in the resource materials.

The Interviewing Toolkit is not an exhaustive resource for interview selection. Please contact Human Resources with any questions you may have.

APPENDIX

Entities Affected By This Policy

All employees and students of, and vendors or contractors doing business with the Georgia Regents University and Health System or its campus affiliates are covered by this policy and should be aware of it.

Who Should Read This Policy

All employees and students of, and vendors or contractors doing business with Georgia Regents University and Health System should be aware of and follow this policy.

Candidate Interview Form

Candidate: _____
 Interviewer: _____

Date: _____
 Position: _____

CUSTOMER SERVICE

	Question	Rating 1-5	Listen For	Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

COMMUNICATION

	Question	Rating 1-5	Listen For	Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

INTERPERSONAL SKILLS (TEAMBUILDING)

	Question	Rating 1-5	Listen For	Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

WORK EXPERIENCE

	Question	Rating 1-5	Listen For	Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

ENTHUSIASM/ATTITUDE

	Question	Rating 1-5	Listen For	Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

KNOWLEDGE OF MCGHI

	Question	Rating 1-5	Listen For	Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

LEADERSHIP

	Question	Rating 1-5	Listen For	Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

OVERALL IMPRESSION

	Question	Rating 1-5	Listen For	Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



**Hiring Supervisors Guide to:
Checking References on Final Candidates for
Classified-Regular positions**

The Human Resources Division-Employment section reviews and forwards to the hiring departments the qualified applicants who have specifically applied for the department's advertised position. The hiring official of your department will review the applications, select candidates for interviews. Once you have come to the final selection of candidates and interviews have been conducted, you will check the references on these candidates.

From a departmental and institutional perspective, it is important to check references to ensure that the current and past history of the applicant is what is stated on the application and resume. There are various reasons why references are important to be checked—checking verifies the work quality of the applicant and maintains the integrity of your department and our institution.

Helpful Hints:

- After the final candidates have been selected and the interviews are coming to a close, please inform your applicant that you may conduct a reference check. It is recommended that at least three references be checked for each applicant interviewed. Use the Reference Check form provided. It can be found by clicking here: <H:\HUMANRES\CC&R\Forms\New LOGO-NAME\LOG NAME ONLY Recruitment\GRU Request for Reference .pdf>
- If the applicant informs you that their current supervisor does not know that they are looking and have interviewed with your department, inform the applicant that you will allow them a day or so to speak with their supervisor/employer so that the immediate supervisor can be contacted as a reference. If they are not comfortable with you speaking with their direct supervisor, you may speak with their previous supervisor or other work related references. Of course if this is not possible, please speak with a Human Resources Representative of the organization you are calling.
- When checking references, ensure that you are collecting the information provided on the Reference Check form which includes name and title of the person supplying the reference information, the last title the applicant held at the company, dates of employment, to name a few. Stick with the areas listed on this form and be consistent with all of the references. The questions asked must be the same for all candidates and their respective references. Document answers to the questions you ask using the Reference Check form provided.
- Many employers are now using 1-800 telephone numbers or may charge you by giving out a 1-900 telephone number to verify the employment dates for a current or previous employee. If this occurs, please have the applicant provide a list of references and explain to them that you need more information than what the automated telephone number(s) can provide to you. Please do this as a first option before using the automated telephone numbers.

- If you receive negative information from the job reference, please evaluate it with caution. There are some employers who may give negative or not so positive information. Please review this along with what information the applicant supplied you with during the interview and think carefully before eliminating an applicant for a position for this reason. It is recommended that you review the timeframe the applicant was in this position and evaluate their other work history as well. Speak with the recruiter responsible for the job search to ensure that you are moving in the appropriate direction with the reference information you are collecting. If you use reference information as a basis for eliminating a candidate from consideration, the reference information must be documented.
- After the reference information has been gathered on your final candidates and you have made a selection, please contact the recruiter so that he/she may proceed with the additional recruitment references/process in order for Human Resources to make the offer to the candidate you have chosen.
- The reference forms on all candidates are to be completed and returned to Human Resources prior to the recruiter making an offer. This is so that we may evaluate the materials to ensure consistent and fair practices.
- Employment is available to assist you with reference information. We are here to advise and assist you when questions arise with recruitment in general. Please call us with any questions; our goal is to help you hire the most qualified candidate for your department's vacant position. Our telephone number is x1523 or you may contact your recruiter directly.

4/12/HR/Employment/RecruitmentForms



Employment Reference & Educational Release

- I have applied for employment with Georgia Regents University. As part of that application process, I have been requested to provide references and information regarding my background from former employers, civilian or military institutions, and educational institutions. The purpose and procedures used in this investigation have been fully described to me, and I completely understand the reasons and potential uses of such investigation. I authorize Georgia Regents University, to use any and all information acquired to make decisions regarding my employment.
- I understand and agree that if any material facts are discovered that differ from those facts stated by me on my employment application, at my interview, or at any time prior to my commencing employment at Georgia Regents University, I will no longer be eligible for consideration for employment and/or any offer of employment may be withdrawn.
- I hereby authorize and request my references, former employers, and educational institutions that I attended to provide Georgia Regents University, the information it requests about me, my employment, and my educational background.
- I release and discharge Georgia Regents University, its employees and agents, and all persons or organizations that may provide information regarding me in accordance with this authorization, of and from any liability arising out of such inquiries by Georgia Regents University, or any response to such inquiry.

Print First Name: _____

Print Last Name: _____

Middle Initial (if applicable): _____ Maiden Name (if applicable) _____

Date of Birth: _____

Last four of your Social Security #: _____

Signature of Applicant: _____

Date: / /
11/5/12/11



Request for Reference Form

- I have applied for employment with Georgia Regents. As part of that application process, I have been requested to provide **references** and information regarding my background from former employers, civilian or military institutions, and **educational** institutions. The purpose and procedures used in this investigation have been fully described to me, and I completely understand the reasons and potential uses of such investigation. I authorize **Georgia Regents**, to use any and all information acquired to make decisions regarding my employment.

- I understand and agree that if any material facts are discovered that differ from those facts stated by me on my employment application, at my interview, or at any time prior to my commencing employment at **Georgia Regents**, I will no longer be eligible for consideration for employment and/or any offer of employment may be withdrawn.

- I hereby authorize and request my **references**, former employers, and **educational** institutions that I attended to provide **Georgia Regents**, the information it requests about me, my employment, and my **educational** background.

- I release and discharge **Georgia Regents**, its employees and agents, and all persons or organizations that may provide information regarding me in accordance with this authorization, of and from any liability arising out of such inquiries by **Georgia Regents**, or any response to such inquiry.

Print First Name: _____

Print Last Name: _____

Middle Initial (if applicable): _____ Maiden Name (if applicable): _____

Date of Birth: _____ Last 4 of your Social Security #: _____

Signature of Applicant: _____ Date: ____/____/____

Reference Form

Candidate:	Maiden Name or n/a:
Position Applied For Title:	Medical Center – or – University (Circle One)
Employer:	Employment Dates: From: To:
Employer Email/Phone Number:	
Reason for Leaving (if previous employer):	Date Reference Obtained:
Information Provided By:	Title:
Reference Completed By:	Title:
Attempts to Contact Reference: 1 st : 2 nd : 3 rd :	

- How long have you known and in what capacity did/do you work with the candidate (co-worker, supervisor, subordinate, etc.)? _____
- Describe this candidate's overall work performance in the following areas.

	Poor	Good	Excellent	Comment
Customer Service				
Interpersonal Skills				
Technical Skills				
Productivity				
Dependability				
Initiative				
Mgmt Skills (if applicable)				
Teamwork				
Attendance				

- Major Responsibilities: What was/is the nature of his/her duties?

- What are Mr./Ms./Mrs. _____'s strengths? _____

- What are Mr./Ms./Mrs. _____'s weaknesses or areas for growth?

- Do you think Mr./Ms./Mrs. _____ would be a good fit in the _____ unit? How would their experience transcend to this area? _____

- (If previous employer) Did Mr./Ms./Mrs. _____ resign voluntarily with appropriate notice or was he/she terminated involuntarily?

- (If previous employer) Is Mr./Ms./Mrs. _____ eligible for rehire and if so, would you rehire him/her? Yes No (Circle One) Why or why not?

- Additional comments:

INTERVIEW/CANDIDATE EVALUATION FORM

Georgia Regents University / Dept Name: _____

Position: _____

Candidate's Name: _____

Date of Interview: _____

Overall Knowledge/Style/Experience Etc.

	Unsatisfactory	Some Deficiencies	Satisfactory	Exceptional	Outstanding	Comments
Traits	US	SD	S	E	O	
KNOWLEDGE OF SPECIFIC JOB AND JOB RELATED TOPICS	No knowledge evident.	Less than we would prefer.	Meets our requirements for hiring.	Exceeds our expectations of average candidates.	Thoroughly versed in job and very strong in associated areas.	
EXPERIENCE	None for this job nor any related experience.	Would prefer more for this job.	Adequate for job applied for.	More than sufficient for job.	Totally experienced job. Strong experience in related area.	
COMMUNICATION	Could not communicate. Will be severally impaired in most jobs.	Some difficulties. Will detract from job performance.	Sufficient for adequate job performance	More than sufficient for job.	Outstanding ability to communicate.	
INTEREST IN POSITION AND ORGANIZATION	Showed no interest.	Some lack of interest.	Appeared genuinely interested.	Very interested. Seems to prefer type of work applied for.	Totally absorbed with job content. Conveys feeling only this job will do.	
OVERALL MOTIVATION TO SUCCEED	None exhibited. No concern for advancement.	Showed little interest in advancement.	Average interest in advancement.	Highly motivated. Strong desire to advance.	Extremely motivated. Very strong desire to succeed and advance.	

Recommend Not Recommend

Signature of Interviewer: _____ Date: _____

Georgia Regents University
Human Resources – Employment
Individual Interview Evaluation Sheet

Position Title: _____ Position # _____ Date of interview: _____

Applicant's Name: _____ Education Level: _____

Years of relevant work experience: _____

List the selection criteria based on the position announcement using the following scale:

5=Clearly Outstanding 4=Excellent 3=Satisfactory 2=Some Deficiencies 1=Unsatisfactory

(1) Evaluation of applicant's potential to perform in the position.

	5	4	3	2	1
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(2) Applicant's work interest and career direction.

	5	4	3	2	1	NA
1. Interest in our institution:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interest in Position:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clarity of Career Goals:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(3) Other attributes assessed during the interview.

	5	4	3	2	1	NA
Appearance (appropriately dressed):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiasm for Position applied for:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(4) Evaluation result (average point)

	5	4	3	2	1	NA
Recommendation for Hire:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(5) Additional comments:

Evaluator's Signature _____ Date _____

Georgia Regents University Interview and Selection Form

This Form Must Be Completed Before Employment Can Be Approved.

Position Information

Title: _____ Department Name: _____ Budget Unit No: _____ Position No: _____

Interviewer Information (Please print the name of each person who interviews the candidates for this position.)

Departmental Interviewer/Ext: _____ Departmental Interviewer/Ext: _____
 Departmental Interviewer/Ext: _____ Departmental Interviewer/Ext: _____

Interview Reason Codes

- | | | | |
|--|--|--|---|
| 1-Interviewed, better candidate chosen | 4c-Interviewed, employment test not passed | 6d-Withdraw, no show for start date | 8c-Unqualified, didn't pass employment test |
| 2-Interviewed, unacceptable work history or references | 5-Qualified, but not interview | 6e-Withdraw, other | 8d-Former employee, not eligible for rehire |
| 3-Interviewed, applicant declined offer | 6a-Withdraw, accepted other position | 7-Late Application | 9-Selected candidate |
| 4a-Interviewed, lacked education/experience | 6b-Withdraw, terms of employment | 8a-Unqualified, lack education/experience | |
| 4b-Interviewed, withdrew | 6c-Withdraw, no show for interview | 8b-Unqualified, applicant process incomplete | |

Interview Results

Applicant Name	Date Interviewed	Requirements Met (Yes or No)			Interview Reason Code	Comments
		Education	Position Requirements	Position Responsibilities		

Will your department notify the applicants who were interviewed but not selected or would you like HR to? _____

Applicant Selected: _____ Expected Start Date: _____

Signature of Departmental Official responsible for making selection _____ Date: _____

I attest that hiring this individual would not be in conflict with GRU's [nepotism policy](#).

For HR Generalist Use Only

Salary Offered: \$	Date Offered:	Agreed upon date to start:	Initials:
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Applicant or Employee ID: _____

Georgia Regents University
Human Resources – Employment
Individual Interview Evaluation Sheet

Position Title: _____ Position #: _____ Date of interview: _____

Applicant's Name: _____ Education Level: _____

Years of relevant work experience: _____

List the selection criteria based on the position announcement using the following scale:

5=Clearly Outstanding 4=Excellent 3=Satisfactory 2=Some Deficiencies 1=Unsatisfactory

(1) Evaluation of applicant's potential to perform in the position.	5	4	3	2	1
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(2) Applicant's work interest and career direction.	5	4	3	2	1	NA
1. Interest in our institution:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interest in Position:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clarity of Career Goals:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(3) Other attributes assessed during the interview.	5	4	3	2	1	NA
Appearance (appropriately dressed):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiasm for Position applied for:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(4) Evaluation result (average point)	5	4	3	2	1	NA
Recommendation for Hire:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(5) Additional comments:

Evaluator's Signature _____ Date _____

LB/HR Form Updated 10/28/03

Supervisor's Signature: _____ Date: _____



APPLICATION FOR TEMPORARY EMPLOYMENT

HUMAN RESOURCES DIVISION – GEORGIA REGENTS UNIVERSITY AUGUSTA, GA 30912

NOTICE: All applicants may be subject to pre-employment physical and/or drug screening dependent upon the position and its requirements. In accordance to Board of Regents policies, which are adhered by our Human Resources Division and/or our Background Investigation Committee, there are convictions or pending charges which may disqualify your employment. If you should have a question or concern, please see an HR Representative. GRU is an Affirmative Action / Equal Employment Employer and does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, sexual orientation, disability, or political affiliation.

NAME (Type or Print):

Last _____ First _____ Middle _____ Maiden _____

Are you a former GRU employee? CHECK ONE: YES or NO

If yes, what was the last date of employment? _____

If yes, under what name? Last _____ First _____ Middle _____

PRESENT MAILING ADDRESS:

Street: _____ City: _____ State: _____ Zip Code: _____

PHONE: Home #: _____ Business #: _____ Other #: _____

Are you eligible to work in the United States? CHECK ONE: YES or NO

DEPARTMENT YOU ARE APPLYING TO WORK FOR: _____

When can you start work? _____

EDUCATIONAL HISTORY:

HIGH SCHOOL: Name of School: _____ Location: _____

Check highest school year completed: 9 10 11 12 Graduate: YES or NO

If no, do you have a GED? YES or NO

TECHNICAL SCHOOL OR COLLEGE/UNIVERSITY:

Name: _____ Location: _____ #yrs: _____ Degree Date: _____

GRADUATE/PROFESSIONAL:

Name: _____ Location: _____ #yrs: _____ Degree Date: _____

FIELDS OF WORK FOR WHICH YOU ARE LICENSED, REGISTERED, OR CERTIFIED:

License Number: _____ Issued: _____ Expires: _____

EMPLOYMENT HISTORY:

Present or Previous Employer (Most recent):

Name under which you are employed: _____

Dates of employment: From: _____ To: _____

Employer's Address: _____

Description of work performed: _____

Release Statement: I hereby state the information on this application and/or accompanying resume/CV is true and complete. I understand that any false, misleading representations or omissions may disqualify me for further consideration for employment and may result in immediate discharge even if discovered at a later date. I hereby authorize persons, schools and employers unless indicated otherwise named above on this application to disclose information to GRU relevant to making an employment decision and release them from any liability or damages for examination, criminal background investigation check, physical examination and/or drug screen, if applicable.

Print Name: _____

Signature: _____

Date: _____

WORKPLACE TOUR RATING SHEET
(Completed by Tour Guide)

Applicant Name: _____

Date: _____

Position: _____

Tour Guide: _____

	Circle One	Comments
Candidate maintained walking pace.	Y N	
Candidate showed genuine interest.	Y N	
Candidate asked appropriate questions.	Y N	
Candidate interacted appropriately with others.	Y N	

Overall Comments:

HIRING RECOMMENDATION: *(Circle whichever is applicable)*

REJECT

MAY CONSIDER

RECOMMEND FOR HIRING

