



# Employee Screening Questionnaire - 2

## Interview Guide



*Advancing the Science of Human Assessment since 1967.*

# ESQ2 Interview Guide

## What is the ESQ2 Interview Guide?

- The ESQ2 Interview Guide provides a series of employment interview questions that were developed to guide the interview process based on an applicant's ESQ2 results. It also provides best practice interview guidelines as well as step by step information to help you structure your interview process from start to finish. When used in combination with the ESQ2 report, this guide will help you better understand an applicant's fit for the job and ultimately make better hiring decisions.

## Why Use this Guide?

- The guide improves your interview process by introducing a standard structure on the questions you ask ESQ2 test takers, and the method you use to evaluate their answers.
- SIGMA's Structured Interview Method (SSIM) leverages decades of research on factors affecting the quality of the interview process, to provide you with a proven scientific method to enhance your interviews and selection decisions.

## Other important reasons to use this Guide:

- Explore areas that have been flagged in the ESQ2 report as areas of concern and areas of strength
- Objectively rate the quality of answers to interview questions
- Compare applicants based on the same criteria or benchmarks
- Identify areas of concern to explore when conducting your reference and background checks.
- Understand best practice guidelines for interviews

## Before the interview...

1) Complete the following general information.

Applicant's Name: \_\_\_\_\_

Open Position: \_\_\_\_\_

Position Location: \_\_\_\_\_

Interviewer Name: \_\_\_\_\_

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

Interview Time: \_\_\_\_\_

Other Information? \_\_\_\_\_

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

## Before the Interview...

### 2) Review the applicant's ESQ2 Report.

- Make sure you have reviewed the applicant's ESQ2 report prior to the interview.
- Use the table below to quickly identify behaviors that have been flagged as a potential concern or strength by the ESQ2 Report. The table is designed for the use of the interviewer only. Remember, we strongly recommend that you do not show the applicant his/her ESQ2 results. Consider focusing your interview on those areas you feel require most attention.

<b>Positive Work Behaviors</b>	<b>Potential Concern (&lt; 40)</b>	<b>Average Score (40-60)</b>	<b>Potential Strength (&gt;60)</b>
Customer Service			
Productivity			
Accuracy			
Commitment, Job Satisfaction			
Promotability			
<b>Risk of Counterproductive Behaviors</b>	<b>Low Score (&lt;40)</b>	<b>Average Score (40-60)</b>	<b>Potential Concern (&gt;60)</b>
Alcohol and Substance Abuse			
Unauthorized Sick Days			
Driving Delinquency			
Lateness			
Loafing			
Sabotage of Production or Property			
Safety Infractions			
Theft			
Risk of Counterproductive Behavior			

## Before the Interview...

3) Review applicant's resume.

### Resume Notes

Documented Examples of Knowledge, Skills, Abilities, and Other qualities (KSAO's) Relevant to Position	Related Work Experience	Areas to Probe

## Before the Interview...

### 4) Score applicant's resume.

- Use the checklist below to evaluate the quality of the applicant's resume. To arrive at a score, simply count up the checkmarks in the "Yes" column and mark the total in the space provided below. Then add the total to the total score from the interview to arrive at an overall score for the applicant.

### Resume QuickScore

	Resume Checklist	What to look for	Yes	No
1.	Is the overall appearance of the resume neat, visually appealing, and professional?	<ul style="list-style-type: none"> <li>- Neat, clear formatting</li> <li>- White or neutral paper</li> <li>- 10-12 point font</li> </ul>		
2.	Is the resume clearly written? Has it been proofread?	<ul style="list-style-type: none"> <li>- Proper grammar and punctuation</li> <li>- Free of spelling mistakes</li> <li>- Past tense used consistently</li> <li>- Clear and concise language</li> <li>- Consistent message</li> <li>- Bullets or point-form</li> </ul>		
3.	Is the resume well organized and formatted consistently?	<ul style="list-style-type: none"> <li>- Format appropriate for the situation</li> <li>- Dates, job titles, descriptions in same format, logical order</li> <li>- Sections and headings</li> </ul>		
4.	Is the resume current and complete?	<ul style="list-style-type: none"> <li>- Not too long (under 2 pages)</li> <li>- Provides relevant information</li> <li>- Dates are clear and logical</li> </ul>		
5.	Does the resume describe the experience, education, and qualifications required for the job?	<ul style="list-style-type: none"> <li>- Past jobs</li> <li>- Continuing education</li> <li>- Relevant certifications</li> </ul>		
6.	Does the resume describe concrete accomplishments and achievements?	<ul style="list-style-type: none"> <li>- Statements backed up by quantifiable facts and examples</li> <li>- Short, action-oriented phrases</li> <li>- Well-rounded, unique qualities</li> </ul>		
7.	Is the resume free of any red flags?	<ul style="list-style-type: none"> <li>- Unexplained gaps in work or education history</li> <li>- Lengthy periods of self-employment</li> <li>- Conflicting information or overlapping dates</li> <li>- Career regression/downward trend</li> <li>- Absence of date for degrees/diplomas</li> <li>- Unable to provide references</li> </ul>		
		<b>Total:</b>		

## Before the Interview...

### 5) Prepare for applicant questions in advance.

- Make sure that you do the required homework and be prepared to answer key questions the applicant might have about the position (e.g., compensation, start date, hours).

Potential Question	Answer/Response
1.	
2.	
3.	
4.	
5.	

### 6) Prepare materials and interview location.

- Gather all materials you might need during the interview. Also, ensure that you have a place to conduct the interview that is free from distractions and interruptions.

#### Materials Checklist:

Item	Check
Paper & pencil for notes	
Applicant's Resume	
Applicant's Application	
ESQ2 Report	
Watch/Timer	
Other Items?	
•	
•	
•	

## Before the Interview...

- 7) Review best practice guidelines at the end of this Guide. Pay particular attention to the “*What not to do*” section.
- 8) Review the Structured Interview Questions and the Key Indicators on pages 8 through 19.
  - During the interview, you will have to indicate whether the applicant’s response to each structured question is more like the “Low Score” indicators or more like the “High Score” indicators. Therefore, it is important that you review the indicators for each question before the interview begins.



## During the Interview...

### 1) Establish a connection.

Likely, the applicant is nervous. Begin by trying to make them feel comfortable. Use a friendly, but business-like attitude. Thank the applicant for coming and let them know how much time has been allotted for the interview. Start by asking the applicant some general questions such as:

- How did you hear about this job opening?
- What made you decide to apply for this position?
- You can also share information with the applicant about the job and the organization.

### 2) Share the Interview Agenda.

- Next give the applicant an idea of what the interview will cover and what to expect.

Process Overview:



Example:

*Before we get started, let me give you an idea of what we'll be covering today. First, I'd like to talk to you about your skills and your work experience. I'm also going to be asking you some specific questions about how you've responded in the past or how you might respond to various situations at work.*

*I will be taking notes to make sure that I can accurately recall what we discussed today. Feel free to take your time when responding to my questions. You may want to take notes on any questions you have that come to mind during the interview (offer applicant paper and pencil).*

*Do you have any questions for me before we get started?*

### 3) Seek clarification on resume or application information.

If there is important information on the application or resume that is missing or unclear, then gather the information that you need. Ensure the questions you ask are as specific and concise as possible.

### 4) Transition to Structured Interview Questions.

Let the applicant know that the remainder of the interview will involve answering a series of specific questions about different situations they may have encountered in the workplace or how they would respond if they did encounter the situation.

Example:

*During the remainder of the interview I'm going to ask you to respond to some situations that you may have encountered in your previous jobs, or if you don't have experience with the situation, how you would respond if you did encounter it.*

## Begin Structured Interview Questions...

### Customer Service

1. Consider a situation where you work in a retail position in a department store. A customer comes into the store and approaches you for a full refund on a product that he says does not work properly. The customer is annoyed. How do you handle the situation?

Probes:

- How would you respond to the customer?
- What would you do? What would you say?

#### Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<ul style="list-style-type: none"> <li>• Adopts a confrontational or argumentative position with the customer</li> </ul>		<ul style="list-style-type: none"> <li>• Listens to the customer and shows interest and concern about the situation</li> </ul>
<ul style="list-style-type: none"> <li>• Does not inform customer about the return policy</li> </ul>		<ul style="list-style-type: none"> <li>• Ensures that the customer understands the return policy</li> </ul>
<ul style="list-style-type: none"> <li>• Does not try to understand the issue before deciding on a course of action</li> </ul>		<ul style="list-style-type: none"> <li>• Tries to better understand the issue before deciding on a course of action</li> </ul>
<ul style="list-style-type: none"> <li>• Does not take steps to ensure that proper protocol is followed</li> </ul>		<ul style="list-style-type: none"> <li>• Takes steps to ensure that proper protocol is followed.</li> </ul>
<ul style="list-style-type: none"> <li>• Does not try to get to the source of the problem or better understand the defect</li> </ul>		<ul style="list-style-type: none"> <li>• Tries to get to the source of the problem by examining the issue or testing out the product for defects</li> </ul>
<ul style="list-style-type: none"> <li>• Does not consult with the store manager or a more experienced employee if assistance is required in dealing with the situation</li> </ul>		<ul style="list-style-type: none"> <li>• Consults with a more experienced employee or store manager if assistance is required in dealing with the situation</li> </ul>
<ul style="list-style-type: none"> <li>• Doesn't express an understanding of the connection between a satisfied customer and the "bottom line"</li> </ul>		<ul style="list-style-type: none"> <li>• Expresses an understanding of the connection between a satisfied customer and the "bottom line"</li> </ul>

Applicant's assigned score for this question is:

Notes:

## Customer Service

2. Tell me about a time when you went “above and beyond” what was required of you at work to provide exceptional customer service.

Probes:

- What did you do?
- What was the outcome?

*...if the candidate has no direct experience with the situation then ask:*

Tell me what going above and beyond to provide outstanding customer service would “look like” to you?

Probes:

- How would you respond or how would you behave toward the customer?
- How would you know the customer was satisfied?

### Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<ul style="list-style-type: none"> <li>• Describes an experience or hypothetical situation that is routine or trivial, having little effect on the overall customer experience/satisfaction</li> </ul>		<ul style="list-style-type: none"> <li>• Provides service that is outside of required duties to satisfy the customer</li> </ul>
<ul style="list-style-type: none"> <li>• Gives up easily when attempting to address the customer’s needs or passes the customer off to someone else</li> </ul>		<ul style="list-style-type: none"> <li>• Shows genuine concern, spends extra time, stays late to accommodate customer’s needs, provides customer with creative solutions to problems</li> </ul>
<ul style="list-style-type: none"> <li>• Invests too much time in the customer, not prioritizing appropriately, and/or balancing the customer’s needs with that of the company</li> </ul>		<ul style="list-style-type: none"> <li>• Balances customer’s needs with that of the company. Spends an appropriate amount of time/resources in order to maximize customer satisfaction</li> </ul>

Applicant’s assigned score for this question is:

Notes:

## Productivity

1. Tell me about a time when your supervisor or manager assigned you a task that was difficult to complete.

Probes:

- Describe what happened
- Did you ask for help from others or try to do it yourself?
- What was the outcome?

**...if the candidate has no direct experience with the situation then ask:**

Consider a situation where your supervisor assigns you a new role or asks you to manage a responsibility that is new and challenging (e.g., manage an account, supervise a shift, deal with a vendor directly, responsible for customer complaints).

Probes:

- How would you react? What would you do?
- Would you be able to complete the task? If so, how would you approach it?
- Would you ask for help from others or try to do it yourself?
- What do you think the outcome would be?

### Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<ul style="list-style-type: none"> <li>• Responds negatively to the challenge of being presented with a difficult task or situation; sees it as a burden or hassle</li> </ul>		<ul style="list-style-type: none"> <li>• Responds positively to the challenge of being presented with a difficult task or situation; sees it as a learning opportunity</li> </ul>
<ul style="list-style-type: none"> <li>• Lacks confidence in abilities; focuses on the potential for failure rather than success</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrates confidence in abilities and a willingness to learn</li> </ul>
<ul style="list-style-type: none"> <li>• Is not able to complete the task or deal with the situation independently</li> </ul>		<ul style="list-style-type: none"> <li>• Is able to complete the task or deal with the situation independently</li> </ul>
<ul style="list-style-type: none"> <li>• Seems to give up easily or is quickly discouraged when presented with challenges or obstacles</li> </ul>		<ul style="list-style-type: none"> <li>• Persists in the face of obstacles and challenges until the task is complete</li> </ul>
<ul style="list-style-type: none"> <li>• Does not ask for assistance if required</li> </ul>		<ul style="list-style-type: none"> <li>• Asks for assistance if required</li> </ul>
<ul style="list-style-type: none"> <li>• Fails to generate a plan or a process</li> </ul>		<ul style="list-style-type: none"> <li>• Generates a plan or a process and completes the task in a timely manner</li> </ul>
<ul style="list-style-type: none"> <li>• Task is left incomplete, or not completed at the required standard</li> </ul>		<ul style="list-style-type: none"> <li>• Receives recognition for a job well done</li> </ul>

Applicant's assigned score for this question is:

## Productivity

2. There are busy and slow times at any workplace. Tell me about a time when you had very little to do at work.

Probes:

- Describe the situation
- What did you do?
- What was the outcome?

**...if the candidate has no direct experience with the situation then ask:**

There are busy and slow times at any workplace. Tell me what you would do during a slow time at work?

Probes:

- How would you fill your time?
- What would you do?

### Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<ul style="list-style-type: none"> <li>• Does not take initiative in asking for more to do; waits to be told what to do</li> </ul>		<ul style="list-style-type: none"> <li>• Takes initiative to ask for more things to do; actively looks for ways to stay busy and productive</li> </ul>
<ul style="list-style-type: none"> <li>• Is aimless; unsure of what to do</li> </ul>		<ul style="list-style-type: none"> <li>• Has a routine or plan of what to do during slow times</li> </ul>
<ul style="list-style-type: none"> <li>• Does not seem concerned about keeping busy and productive – enjoys the slower times at work</li> </ul>		<ul style="list-style-type: none"> <li>• Expresses a preference for staying productive and active at work – prefers the busier times at work</li> </ul>
<ul style="list-style-type: none"> <li>• Doesn't recognize or acknowledge that the slow times can provide an opportunity to accomplish neglected tasks</li> </ul>		<ul style="list-style-type: none"> <li>• Recognizes that slow times can provide an opportunity to accomplish neglected tasks</li> </ul>
<ul style="list-style-type: none"> <li>• Spends time socializing, distracting others, or engaged in non-sanctioned, personal activities (calling friends, texting, surfing the internet, etc)</li> </ul>		<ul style="list-style-type: none"> <li>• Recognizes or acknowledges that it is inappropriate to spend time on non-sanctioned personal activities</li> </ul>

Applicant's assigned score for this question is:

## Accuracy

1. Some tasks require close attention to detail in order to complete them accurately. Can you tell me about a time when you were required to complete such a task?

Probes:

- Briefly describe what you were asked to do
- Tell me how you approached the task
- Was there a deadline for the task? Did you get it done on time?
- Did you feel like you did a good job? Why?

### Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<ul style="list-style-type: none"> <li>• Describes a disorganized, haphazard approach to the task</li> </ul>		<ul style="list-style-type: none"> <li>• Describes an organized, systematic approach to the task</li> </ul>
<ul style="list-style-type: none"> <li>• Does not seek out any additional information that might be required to complete the task</li> </ul>		<ul style="list-style-type: none"> <li>• Asks any clarifying questions that are required in order to complete the task accurately</li> </ul>
<ul style="list-style-type: none"> <li>• Does not prioritize appropriately</li> </ul>		<ul style="list-style-type: none"> <li>• Prioritizes tasks in order of importance according to efficiency</li> </ul>
<ul style="list-style-type: none"> <li>• Does not acknowledge the importance of reviewing the work themselves or having someone else check it over for errors and omissions</li> </ul>		<ul style="list-style-type: none"> <li>• Describes the importance of reviewing the work themselves or having someone else check it over for errors or omissions</li> </ul>
<ul style="list-style-type: none"> <li>• Does not complete the task or is not able to complete it by the designated deadline</li> </ul>		<ul style="list-style-type: none"> <li>• Completes the task in a timely manner. Receives positive feedback on the work</li> </ul>

Applicant's assigned score for this question is:

Notes:

## Accuracy

2. Can you describe a situation where you were under some time pressure to complete a task at work or were running out of time to complete a job that your manager had asked you to do?

Probes:

- What were you asked to do?
- Tell me how you approached the task.
- Describe the outcome

**...if the candidate has no direct experience with the situation then ask:**

What would you do if you were under pressure to get a task done at work and running out of time to complete the job?

Probes:

- Tell me how you would approach the task?
- What would you do?
- What do you think the outcome would be?

### Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<ul style="list-style-type: none"> <li>• Indicates that they didn't follow proper procedure or "cut corners" in order to get the job done on time</li> </ul>		<ul style="list-style-type: none"> <li>• Recognizes that rushing and not following proper procedure is an undesirable approach that could result in negative consequences, and generally shouldn't be done</li> </ul>
<ul style="list-style-type: none"> <li>• Does not prioritize tasks in order of importance according to efficiency</li> </ul>		<ul style="list-style-type: none"> <li>• Prioritizes tasks in order of importance according to efficiency</li> </ul>
<ul style="list-style-type: none"> <li>• Approach described by the applicant could have led to an undesirable experience for the customer, an accident in the workplace, or some other negative outcome</li> </ul>		<ul style="list-style-type: none"> <li>• Prefers to ask for more time to complete the job rather than rush, and potentially make a mistake</li> </ul>
<ul style="list-style-type: none"> <li>• Doesn't consider enlisting the help of others or otherwise misses an opportunity to come up with a solution</li> </ul>		<ul style="list-style-type: none"> <li>• Enlists the help of others to get the job done on time</li> <li>• If extra time is not an option, provides a reasonable explanation for not being able to complete the task, or comes up with a creative or resourceful solution that enables them to accomplish the task or satisfy the requirement</li> </ul>

Applicant's assigned score for this question is:



## Commitment, Job Satisfaction

1. Tell me about a time when you had a conflict with a coworker or a customer. What caused the conflict, and how did you deal with it?

Probes:

- What did you do?
- What was the outcome?

***...if the candidate has no direct experience with the situation then ask:***

Consider a situation where you are working on a project or a detailed task with a coworker who feels you should approach it a certain way, but you completely disagree. When you try to explain your point of view, your coworker refuses to listen. How would you respond?

Probes:

- What would you do? How would you handle the situation?
- What do you think the outcome would be?

### Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<ul style="list-style-type: none"> <li>• Describes a scenario suggesting he/she (the applicant) was responsible for initiating the conflict</li> </ul>		<ul style="list-style-type: none"> <li>• Actively tries to reach a solution through cooperation, communication, and listening</li> </ul>
<ul style="list-style-type: none"> <li>• Shifts the blame or reason for the conflict to the coworker</li> </ul>		<ul style="list-style-type: none"> <li>• Accepts responsibility for his/her part in the conflict</li> </ul>
<ul style="list-style-type: none"> <li>• Doesn't express an understanding for the coworker's position</li> <li>• Engages in behavior that exacerbates the conflict</li> </ul>		<ul style="list-style-type: none"> <li>• Expresses an understanding of the value of smooth working relationships and the ability to move past (versus dwell on) a bad experience</li> </ul>
<ul style="list-style-type: none"> <li>• Situation is left unresolved and compromise is not met</li> </ul>		<ul style="list-style-type: none"> <li>• Situation is resolved or compromise is achieved</li> </ul>

Applicant's assigned score for this question is:

Notes:

### Commitment, Job Satisfaction

3. How have you typically dealt with people you don't get along with (at work or in general) especially individuals you cannot avoid?

Probes:

- How do you behave toward these people?
- Why do you think that your approach is the best approach?

#### Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<ul style="list-style-type: none"> <li>• Goes out of his/her way to avoid them, no matter how difficult it might be</li> </ul>		<ul style="list-style-type: none"> <li>• Understands the importance of getting along with others; values other perspectives that differ from their own</li> </ul>
<ul style="list-style-type: none"> <li>• Constantly experiences conflict whenever he/she is forced to interact with them</li> </ul>		<ul style="list-style-type: none"> <li>• Makes a concerted effort to improve the relationship</li> </ul>
<ul style="list-style-type: none"> <li>• Engages in belittling or disrespectful behavior</li> <li>• Requests to be moved to a different job or team to avoid the person</li> </ul>		<ul style="list-style-type: none"> <li>• Makes a concerted effort to understand the individual's perspective</li> </ul>
<ul style="list-style-type: none"> <li>• Cannot defend his/her approach or explain what is gained by dealing with the situation in the way they've described</li> </ul>		<ul style="list-style-type: none"> <li>• Treats others with dignity and respect</li> </ul>

Applicant's assigned score for this question is:

Notes:

## Promotability

1. Consider a situation where you've been asked to do a job or solve a problem at work that you haven't dealt with before. Would you try to solve the problem on your own or ask for help?

Probes:

- Why do you think your approach is best?
- What are some of the things that would influence your decision?
- What would be the outcome or end result?

### Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<ul style="list-style-type: none"> <li>• Prefers to seek help rather than tackle problems on his/her own</li> </ul>		<ul style="list-style-type: none"> <li>• Prefers to try to solve problems on his/her own if possible</li> </ul>
<ul style="list-style-type: none"> <li>• Seems dependent, hesitant, and lacks confidence in his/her ability</li> </ul>		<ul style="list-style-type: none"> <li>• Conveys a willingness to take initiative</li> <li>• Conveys confidence in his/her ability</li> </ul>
<ul style="list-style-type: none"> <li>• Expresses discomfort with being assigned new tasks or problems to solve</li> </ul>		<ul style="list-style-type: none"> <li>• Enjoys the challenge of taking on a new task or a new problem</li> <li>• Mentions a sense of accomplishment that comes with completing a task independently</li> </ul>
<ul style="list-style-type: none"> <li>• Doesn't appropriately weigh the risks associated with tackling a task on their own versus seeking help</li> </ul>		<ul style="list-style-type: none"> <li>• Acknowledges the importance of seeking help if/when required for difficult tasks or tasks they feel are unsafe to tackle on his/her own. Takes calculated risks</li> </ul>

Applicant's assigned score for this question is:

Notes:

## Promotability

2. Tell me about a time when you took on a formal or informal leadership role at work. If you can't recall a leadership role that you've taken on in the workplace, describe a leadership role that you've taken on outside the workplace, for example at school or on a team.

**Probes:**

- Tell me more about the situation and the role. How did you come to be in the role?
- What was involved with this role, what did you have to do or accomplish?
- What was the outcome? How do you see your performance in this role? Did you get any feedback about your performance? Is there anything you would have done differently?

**Key Indicators**

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<ul style="list-style-type: none"> <li>• Cannot come up with an example of taking on a leadership role either at work or outside of work; expresses disinterest in the role without giving an acceptable reason</li> </ul>		<ul style="list-style-type: none"> <li>• Showed initiative in taking on or developing the role</li> <li>• Describes a relevant and important leadership role; expresses interest in such roles and in taking on more responsibility</li> </ul>
<ul style="list-style-type: none"> <li>• Seems to not actually influence or lead anyone, and provides little guidance or direction</li> </ul>		<ul style="list-style-type: none"> <li>• Provides guidance and direction to team members; is available for help and consultation</li> </ul>
<ul style="list-style-type: none"> <li>• Describes a team that has trouble collaborating, cooperating, or has several conflicts</li> </ul>		<ul style="list-style-type: none"> <li>• Describes a team that works well together, seems to have respect of the team</li> </ul>
<ul style="list-style-type: none"> <li>• Does not meet objectives and/or receive positive feedback from team members or a superior</li> </ul>		<ul style="list-style-type: none"> <li>• Meets objectives and receives positive feedback from team members or a superior</li> </ul>

Applicant's assigned score for this question is:

Notes:

## Counterproductivity

1. What would you do if you saw a coworker doing something you know they shouldn't do?

Probes:

- Can you tell me more about the situation you're thinking about?
- How would you react? Why?
- What do you think the outcome would be?

### Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<ul style="list-style-type: none"> <li>• Would ignore the behavior or do nothing</li> </ul>		<ul style="list-style-type: none"> <li>• Assists coworker in order to confirm that they understand company policy and the right thing to do – leads by example</li> </ul>
<ul style="list-style-type: none"> <li>• Fails to recognize when to alert a manager about the behavior</li> </ul>		<ul style="list-style-type: none"> <li>• Recognizes when to alert a manager about the behavior and uses appropriate channels for reporting violations</li> </ul>
<ul style="list-style-type: none"> <li>• Does not seem to understand or care about the impact of the behavior on others and/or the business (e.g., safety, cost implications)</li> </ul>		<ul style="list-style-type: none"> <li>• Understands the impact of the behavior on others and/or the business (e.g., safety, cost implications)</li> </ul>
<ul style="list-style-type: none"> <li>• Exacerbates the situation, resulting in a negative outcome</li> </ul>		<ul style="list-style-type: none"> <li>• Helps to address or resolve the situation, resulting in a positive outcome</li> </ul>

Applicant's assigned score for this question is:

Notes:

## Counterproductivity

2. How would you deal with a situation where you had to choose between breaking the rules or completing a task on time?

Probes:

- What would you do?
- What are some of the things that would influence your decision?
- Given your choice or decision, what do you think the outcome would be?

### Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<ul style="list-style-type: none"> <li>• Indicates that they think it would be acceptable to break the rules (e.g., if the rules made it inconvenient to get something done and it was quicker to do it another way; if they thought they could get away with it)</li> </ul>		<ul style="list-style-type: none"> <li>• Indicates that they would prefer to follow the rules and ask for more time to complete the task</li> </ul>
<ul style="list-style-type: none"> <li>• Lacks understanding of the potential consequences of breaking the rules</li> </ul>		<ul style="list-style-type: none"> <li>• Acknowledges and understands the potential consequences of breaking the rules (e.g., I wouldn't want to get fired)</li> </ul>
<ul style="list-style-type: none"> <li>• Questions the legitimacy of the rules. Doesn't appreciate that rules are in place for a reason</li> </ul>		<ul style="list-style-type: none"> <li>• Doesn't question the legitimacy of the rules. Respects that rules are in place for a reason (e.g., to protect their safety)</li> </ul>
<ul style="list-style-type: none"> <li>• Doesn't make an effort to plan or come up with a solution to accomplish the task on time</li> </ul>		<ul style="list-style-type: none"> <li>• Generates a viable solution that doesn't involve breaking the rules, but allows the task to get done on time</li> </ul>

Applicant's assigned score for this question is:

Notes:

## During the Interview...

### 5) Wrap-up the interview.

Things to keep in mind during the wrap-up:

- Thank the applicant for their time
- Provide the applicant with the opportunity to ask questions
- Clearly communicate what will happen next
- Provide a time frame for when the applicant can expect to hear from you
- If appropriate, provide the applicant with your business card in case they have any additional questions about the position

Example:

*That wraps up the questions that I had for you today. I appreciate you taking the time to come in and meet with me. Do you have any questions for me? Someone will be contacting you within the next few days if we determine that your skills are a good fit for the available position. Thanks again for your time.*

## After the Interview...

### 1) Score the interview.

To score the applicant's interview:

- Transcribe the resume score into *score* column in the grid on the next page
- Transcribe the applicant's score (out of 3) for each interview question into the corresponding *score* column
- Add up the scores (out of 6) for each performance dimension
- Determine the total score (out of 43) by adding up the resume score and the scores for each performance dimension



## ESQ2 Scoring Grid

	ESQ2 Performance Dimension	Question	Score
	Resume Score		/7
A.	Customer Service	1	/3
B.	Customer Service	2	/3
C.	Customer Service Total		/6
D.	Productivity	3	/3
E.	Productivity	4	/3
F.	Productivity Total		/6
G.	Accuracy	5	/3
H.	Accuracy	6	/3
I.	Accuracy Total		/6
J.	Commitment, Job Satisfaction	7	/3
K.	Commitment, Job Satisfaction	8	/3
L.	Commitment, Job Satisfaction Total		/6
M.	Promotability	9	/3
N.	Promotability	10	/3
O.	Promotability Total		/6
P.	Counterproductivity	11	/3
Q.	Counterproductivity	12	/3
R.	Counterproductivity Total		/6
Overall Total Score Resume Score + (C + F + I + L + O + R)			/43

Any additional comments on any of the above areas?

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## After the Interview...

### 2) Recommendation:

Based on the combined information provided in the ESQ2 Report and the applicant's scores on the resume and interview questions, the final step is to identify whether you recommend the candidate for hire. Select one of the following options for the candidate:

- Recommended for Hire
- Not a Match
- No Decision Yet

Any additional information/action required before extending the offer?

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## Appendix: Best Practice Guidelines

The key to developing a valid, legally defensible interview is to *standardize* it so that all applicants have an equal opportunity to demonstrate their fit for the job. There are three main features of standardized interviews: (a) structure (b) objectivity (c) and alignment with the job. The ESQ2 Interview Guide was designed with these features in mind, and they are described in more detail below.

### *What to do:*

- **Impose Structure:** Structure is important because it ensures the interviewer asks each applicant the same questions, follows proper procedures for asking follow-up questions, and scores applicants' responses using the same method. A standardized structure helps interviewers accurately compare the quality and thoroughness of applicants' answers.
- **Ensure Objectivity:** The goal is to ensure that all applicants are measured against the same standards. This means replacing an interviewer's first impressions and personal opinions with structured scoring criteria. Research has clearly shown that interviewers' impressions of an applicant can be influenced by many irrelevant factors, including the attractiveness of the applicant, the interviewer's mood, and whether the interviewer and applicant have things in common. Objective scoring criteria help to minimize the impact of these types of "biases" on selection decisions.
- **Establish Alignment:** The interview questions must be related to knowledge, skills, abilities, personality traits, and other qualities (KSAOs) that are important to effective job performance. Research indicates that the ESQ2 measures qualities that are important to performance in the types of jobs for which you are hiring.

*What not to do:*

The purpose of the interview is to identify whether the applicant is a good fit for a particular job. However, some interview questions and topics are “off limits,” because they are not relevant to the job requirements, and may in fact discriminate against the applicant. Legal guidelines suggest that you avoid asking about the following:

- Age
- Gender
- Marital Status
- Family Status
- Sexual Orientation
- Nationality or Ethnic Origin
- Language
- Religion
- Disabilities
- Medical Information
- Height and weight
- Pardoned convictions
- Military service

<b>Topic</b>	<b>Do NOT Ask:</b>	<b>Instead, ask:</b>
Age	<ul style="list-style-type: none"> <li>• How old are you?</li> <li>• How long do you think it will be before you retire?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you meet the age requirement to work for this company?</li> <li>• What are your long-term career goals? Where do you see yourself in 3 years or 5 years?</li> </ul>
Gender	<ul style="list-style-type: none"> <li>• Do not ask questions inquiring about gender or those that imply limitations or special treatment because of gender</li> </ul>	
Marital Status	<ul style="list-style-type: none"> <li>• What does your spouse do for a living? Can he/she be transferred?</li> <li>• What is your maiden name?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you able to travel or relocate for this position?</li> </ul>

Topic	Do NOT Ask:	Instead, ask:
Family Status	<ul style="list-style-type: none"> <li>• Do you have children? Do you plan to?</li> <li>• Could you arrange for child care if required to work overtime or travel on short notice?</li> <li>• If you become pregnant, do you plan to continue working after maternity leave?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you able to work overtime and/or travel on short notice?</li> <li>• What are your long-term career goals or plans?</li> </ul>
Sexual Orientation	<ul style="list-style-type: none"> <li>• Do not ask questions inquiring about sexual orientation or those that imply limitations or special treatment because of sexual orientation</li> </ul>	
Nationality or Ethnic Origin	<ul style="list-style-type: none"> <li>• Are you a citizen of this country?</li> <li>• Where were you born?</li> <li>• How long have you been a resident of this region or country?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you legally permitted to work in this country?</li> </ul>
Language	<ul style="list-style-type: none"> <li>• What is your first language?</li> </ul>	<ul style="list-style-type: none"> <li>• In what languages are you proficient?</li> <li>• Are you able to understand, speak, read, and write the language(s) necessary for the job?</li> </ul>
Religion	<ul style="list-style-type: none"> <li>• What religion are you affiliated with?</li> <li>• Are you able to work on a specific religious holiday?</li> <li>• Are you affiliated with a club or organization?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you available to work the required days?</li> <li>• Are you able to work the required schedule?</li> <li>• Are you affiliated with any relevant professional or trade groups?</li> </ul>
Disabilities	<ul style="list-style-type: none"> <li>• Do you have a disability?</li> <li>• Have you ever received psychiatric care or treatment for psychological problems?</li> <li>• Have you ever received worker's compensation?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you able to perform the specific job requirements?</li> <li>• Are you able to safely perform the job as required?</li> </ul>
Medical Information	<ul style="list-style-type: none"> <li>• Do you or have you ever had any health problems, illnesses, or operations?</li> <li>• Do you smoke, drink, or use drugs?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you able to perform the requirements of the job?</li> <li>• Have you ever been disciplined for violating company policy?</li> </ul>
Height and Weight	<ul style="list-style-type: none"> <li>• How tall are you?</li> <li>• How much do you weigh?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you able to perform the physical requirements of the job?</li> </ul>

Topic	Do NOT Ask:	Instead, ask:
<p>Pardoned Convictions</p>	<ul style="list-style-type: none"> <li>• Have you ever been convicted of a crime?</li> <li>• Have you ever been arrested?</li> <li>• Do you have a criminal record?</li> </ul>	<ul style="list-style-type: none"> <li>• Laws prohibiting questions about arrest and conviction records vary by state and by country (U.S. and Canada). It is generally not appropriate to ask about arrest and criminal records, but if bonding is a job requirement, then ask if the applicant is eligible. When criminal record checks or background checks are warranted for the position, employers are required to advise the applicant in writing that a background check will be conducted, obtain the applicant's written authorization, and notify the applicant that the check will not automatically result in disqualification from employment.</li> </ul>
<p>Military Service</p>	<ul style="list-style-type: none"> <li>• Have you been honorably discharged from the military?</li> <li>• Do you currently serve in the military?</li> </ul>	<ul style="list-style-type: none"> <li>• Tell me how your previous experience in the military can facilitate your performance in the current position.</li> <li>• Do you expect to be away from work for an extended period of time?</li> </ul>