



CMD PUBLISHING

Do I know you?

Defining, Discovering &

Deciding Whom to Hire

INTERVIEWING & SELECTION SKILLS

WORKBOOK

FROM CMD PUBLISHING

Do I know you?

*Defining, Discovering &
Deciding Whom to Hire*

Do I know you?

Defining, Discovering & Deciding Whom to Hire

CMD Publishing
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About Paradigm Group

Paradigm Group is a research, training and consulting firm specializing in customized training and development systems. Our mission is to help organizations develop the mind-set, the processes, and the practices that create competitive advantage in today's global marketplace.

Over the last decade, Paradigm Group has developed significant expertise helping clients in two key areas:

- Finding and retaining the best employees
- Finding and retaining the best customers

We offer clients a highly integrated, highly customized combination of research, consulting and training services. We currently serve a worldwide client base that spans a broad range of industries, including media, financial services, telecommunications, manufacturing and pharmaceuticals.

The measured results achieved by our efforts typically are defined as improved retention, increased productivity and greater profitability.

Please contact us for more information about programs and services in the areas of interviewing, selection, sales effectiveness, management development and leadership.

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About CMD Publishing

“FRAME OF MIND” LEARNING

Our training media deliver what we call “frame of mind” learning. Our products are designed to give learners both a reason to take part in their training and a way to remember it. To us, audio/visual media is best suited to just a few “high altitude” tasks. First, a book, video, CD-ROM or online program must offer learners a frame of mind for the training, a way to think about the lesson content. Second, it must persuade them that they should take part in the training—that what we are trying to teach is worth learning. Lastly, it must provide them with a way to remember what we are trying to teach—a mental framework to easily recall the training when they need it most.

OUR OFFICES IN THE PACIFIC NORTHWEST

Much of our business is conducted from our branch office in Seattle, Washington, but our corporate headquarters are located in Portland, Oregon, from where we research, design, write, produce, package and fulfill orders for our products. Our Portland office building is also home to our parent company—CMD, Inc.—an integrated marketing, communications and training development company. CMD Publishing is more than just a division of CMD, Inc.; we’re really a natural outgrowth of their core competencies and expertise. CMD employs about 120 full-time experts in the fields of training development and instructional design, film and video design and production, multimedia and Internet development, meetings and events, and graphic design, who also take part in the conception, creation and management of CMD Publishing products. We invite you to visit the main CMD Web site at www.cmdpdx.com.

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Are you with me?

Common Courtesy On the Phone

When we're with other people, we naturally tend to do what we can to understand one another, to ensure that we're communicating, to make certain we are making a connection. But when we interact with others on the phone, it's easy to lose touch with the basic rules of common courtesy. Wouldn't it be great if we all went out of our way—all the time—to treat each other on the phone the way we naturally know how to in person?

From making and taking calls to transferring calls and putting people on hold, to taking and leaving messages, *Are you with me?* connects all the rules of telephone courtesy to a single, simple, easy-to-remember concept: Treat the person on the other end of the line as though they were right there in the same room with you.

(Includes 22-minute video, Workbook & Leader's Guide, Pocket Reminder Card)



Imagine being treated in person the way some people treat you on the phone.



When you're dealing with dissatisfied customers, never take things personally.

It's Your Call

Remarkable Customer C.A.R.E. On the Phone

Truly great customer service professionals make a choice: Every day, with every customer, on every call, they choose to do all they can to make their customer's experience as positive as it can be. In other words, they care. And it isn't just that they want to care, it's that they know how to care. They know that to deliver remarkable customer service, you have to choose to be:

- C**ONNECTED Meet customers "where they are." Treat them like you'd want to be treated.
- A**TTENTIVE Give every customer your full attention. Guide the call by listening, being clear and checking in.
- R**ESPONSIBLE Own the call, never take things personally, and follow through. Remember, it's your call!
- E**NTHUSIASTIC Treat each and every customer as if they were your only customer.

From being an active listener and gracefully guiding phone calls, to handling dissatisfied customers and keeping a fresh outlook call after call, *It's Your Call* emphasizes personal accountability as it teaches your employees to actively improve their telephone customer service skills.

(Includes 23-minute video, Workbook & Leader's Guide, Pocket Reminder Card)

Taking C.A.R.E. of Business

Choosing to Deliver Remarkable Customer Service

Truly great customer service professionals make a choice: Every day, with every customer, they choose to do all they can to make their customer's experience as positive as it can be. In other words, they care. And it isn't just that they want to care, it's that they know how to care. They know that to deliver remarkable customer service, you have to choose to be:

- C**ONNECTED Meet customers "where they are." Treat internal and external customers like you'd want to be treated.
- A**TTENTIVE Give all your customers your full attention. Be efficient and clear, but never rush your customers.
- R**ESPONSIBLE Take ownership, but never take things personally. Let upset customers vent; then apologize, find solutions, say "Thank you" and add value.
- E**NTHUSIASTIC Treat each and every customer as if they were your only customer.

From greeting customers and gracefully managing several at once, to handling dissatisfied customers and keeping a fresh outlook at all times, *Taking C.A.R.E. of Business* emphasizes personal accountability as it teaches your employees to actively improve their customer service skills.

(Includes 20-minute video, Workbook & Leader's Guide, Pocket Reminder Card)



Being Attentive means taking care of all your customers without making any of them feel rushed.



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HOW TO USE THIS BOOK

The *Do I know you?* workbook and video are designed to help you select the best possible talent from internal and external sources using a systematic process that ensures fair treatment to all applicants. Whether you are a newly promoted supervisor or a manager of many years experience, hiring decisions are among the most important decisions that you make in the name of your organization.

This workbook and video are intended for anyone who participates directly in the recruitment and selection process. For some they will provide a useful introduction to basic interviewing skills, while for others they will serve as a review of key skills and approaches. Everyone, including the applicants seeking employment opportunities with your firm, stands to benefit from the time that you spend learning and reviewing these basic skills and techniques.

The *Do I know you?* workbook is divided into two introductory chapters and five numbered chapters.

- "How to Use This Book" is the chapter you are currently reading. It explains the structure and content of this workbook, as well as how you can use the book with the video, and for individual or group study.
- The "Introduction" chapter presents the overall theme of the workbook: the importance of making the "right" choice when selecting new employees for your unit and organization. It also explains the hidden costs associated with poor hiring decisions and the three-step "Define, Discover and Decide" process that leads to good hiring decisions.
- Chapter 1, "Fairness In the Selection Process," reviews legal prohibitions against employment discrimination, and outlines general principles for ensuring fairness in the selection process.
- Chapter 2, "Define," provides a technique for defining the job you are trying to fill in terms of "critical to success" position and organizational Factors.
- Chapter 3, "Understanding & Using FACTs," describes a systematic and focused questioning strategy for assessing applicants' qualifications in the employment interview.

- Chapter 4, “Discover,” explains the seven key elements of an effective employment interview.
- Chapter 5, “Decide,” teaches a three-step process for making the “right” choice.

This book has been designed to be convenient to use. Information has been divided into small chunks, so that you can put it down and then pick it up again later and continue without losing the flow of the learning. And, as you progress through each chapter, simple margin icons help you recognize the work you are being asked to do.

LEARNING OBJECTIVES

When you have completed this workbook you will be able to:

- Select the best possible talent from internal and external sources using a systematic process that ensures fair treatment to all applicants.
- Explain the steps in your organization’s recruiting/selection process.
- Analyze any job to specify key Position Factors required for success.
- Identify Organizationally Related Success Factors in your organization.
- Open, conduct and close interview sessions in a professional manner.
- Allocate and use time effectively in the interview.
- Avoid potentially dangerous questions in the employment process.
- Formulate and use “FACTs” questions to uncover job-critical success factors and applicant motivations in the interview.
- Systematically evaluate applicants to reach the best selection decision.
- Determine and evaluate an applicant’s personal development needs.

MAKE IT YOUR OWN

You will learn the most from this workbook if you make it your own. We recommend that you take an active role as you read, highlighting key information, using the margins for notes, and writing out the answers to each exercise in the spaces provided.

WAYS TO USE THIS BOOK

You may use this book either to focus discussion in a learning group, or to guide your own self-study.

Learning Group Study

You will get the most out of the *Do I know you?* workbook if you use it in a group study setting. The discussion and exchange of ideas which takes place in a group provides the easiest and most enjoyable way to achieve a better understanding of the material. Details of how to use the workbook for study with a learning group are provided in the next section of this chapter.

Self-Study

This workbook can also be used effectively for independent study. You will get the most out of your self-study experience if you set a schedule for yourself before beginning, complete all written exercises in the book, and find a study partner with whom to work in completing the interviewing skill practice role play. Applying what you learn to your own experience is the fastest and most effective way for you to guarantee that you have fully understood and internalized the concepts discussed.

The *Do I know you?* Video

Whether you choose to study independently, or as a member of a group, you will want to view the *Do I know you?* video. Tips on how and when to view the video appear later in this chapter in the section titled "Using the Video with the Workbook."

USING THE WORKBOOK WITH A LEARNING GROUP

Whether you're working with just one other person or in a small group of five or six, it is important that you assign a point person to organize the learning group, facilitate each session, and follow-up as needed when the session is over. This person should have basic facilitation skills, as well as an understanding of the material to be covered.

The Leader's Guide that accompanies the *Do I know you?* video provides specific suggestions for the learning group facilitator to follow in leading session activities and discussions.

Coordinating, Scheduling and Follow-Up: For small group sessions, it is important that everyone agree on the meeting times and places, and commit to attending. At the end of each session, the group should reiterate what they have agreed to do in preparation for the next session, and agree together on when that session will take place.

Sample Small Group, 3-Session Meeting Schedule

Session 1: Introduction and Chapter 1

Session 2: Chapters 2 and 3

Session 3: Chapters 4 and 5

You may want to solicit help from your human resources or personnel department as you prepare for and carry out your meetings.

USING THE VIDEO WITH THE WORKBOOK

This workbook is intended to be used in conjunction with the *Do I know you?* video for both individual self-study and group learning. We recommend you:

- Begin by reviewing the introduction in the workbook and view the video before proceeding to Chapter 1. If you are studying as a group, discuss participants' reactions to the video, including what they learned from it, and what they feel they might do differently when interviewing job applicants as a result of viewing the video. Also discuss aspects of the employment interviewing process raised but not fully addressed by the video. Make a list of points that group members hope will be developed in greater detail by the workbook. If you're using the video for self-study, ask yourself the same questions and jot down your answers.
- When you finish the last section in the workbook, go back and watch the entire video again. Use this viewing as a review of the most important information presented in the workbook. If you are using the video in a group setting, discuss any final observations you have about the video when you have completed the course. If you are using the video for self-study, jot down your final observations and reactions as a way of summarizing what you have learned.

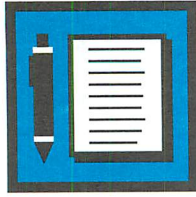


Introduction: The Importance of Doing it Right

Whether you're selecting a customer service specialist, a sales representative or an engineer, your choice of whom to hire may well be the most important business decision you make.

There's one thing successful business enterprises do particularly well—they select the best possible talent from internal or external sources. Why do they invest so heavily in careful selection? It simply makes good business sense. The best training, the most sophisticated compensation packages, or the most skilled managers cannot overcome the selection of the wrong person.

In a survey by recruiters at Robert Half International, 39 percent of the vice presidents and personnel directors polled cited "incompetence" as the primary reason employees are dismissed for cause. Apparent incompetence, however, is often a by-product of poor screening of job applicants. One important conclusion of the survey was that *"An employer's perception of incompetence may arise from a mismatch of the applicant's professional skills and work style with the actual requirements of the job."*



UNDERSTANDING THE COST OF POOR HIRING DECISIONS

Directions: Assume that you have decided to terminate an employee who has worked in your area for several years. Consider and answer each of the questions below.

1. From the time that you reach this conclusion, how long might it typically be before the employee is actually off the payroll and out of the company?

2. What kinds of things might you find yourself doing during this period as a result of your decision to terminate?

3. From the time the terminated employee leaves your unit, how long is it likely to be before his or her replacement starts on the job?

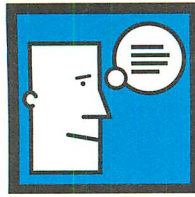
4. What do you and the members of your unit need to do during this period to locate and select a qualified replacement?

5. From the time that the new person starts work, how long is it likely to be before he/she is up to speed in the job (able to work without supervision)?

6. What tasks and activities do you typically need to plan and execute to bring the new person fully online once they have come aboard?

Add your answers to questions 1, 3 and 5 to estimate the total elapsed time from your decision to fire until the replacement is fully functional on the job.

Considering the activities listed in response to questions 2, 4 and 6, how much do you think this termination would cost the company in total?



THINK ABOUT IT

A bad hiring decision can be very costly.

Research done some years ago with large companies by the Conference Board in New York City, found that, on average, the cost of a turnover is \$100,000.

More recently a study conducted by the Wharton School of Business and Merck Pharmaceutical Corporation estimated the cost of turnover amounts to 175 percent of total compensation. Other researchers have estimated these costs to be as high as two or three times total compensation.

Add to these estimates the non-dollar costs of turnover that you must cope with in the unit every time a separation occurs, and it becomes painfully clear just how expensive it is to fire and replace an employee. This means that the time and effort you invest in making the right hiring decision is more than justified.

MAKING GOOD HIRING DECISIONS— A PROCESS, NOT AN EVENT

Successful employment decisions develop as the result of a systematic selection process. Using a disciplined process consistently reduces the influence of haphazard factors such as “chemistry,” or personal preferences on the outcome of the process. This workbook, and the *Do I know you?* video, present three steps you can follow to find and “get to know” that perfect new employee. They’re called the “3 D’s:”

D **DEFINE**—Identify Must Have’s & Must Do’s

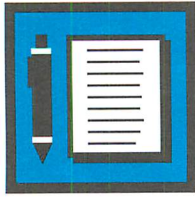
Since it is impossible to make good selection decisions without a clear understanding of the knowledge and abilities needed to perform in the job, the selection process logically begins with the careful definition of position and organizational “must have’s” and “must do’s.” These criteria develop naturally in response to two questions: “What skills must the new person have to survive and grow in the job?” and “What must the new person be willing to do to succeed in the job and fit in with the organization?”

D **Discover**—Conduct Successful Interviews

Once the knowledge, skills and attitudes required for success in the job have been defined, the interviewer’s challenge is clear. Since past behavior is the best predictor of future performance, the goal in interacting with applicants is to discover if—and to what degree—they have previously demonstrated the skills, interests and attitudes required for successful performance in the job to be filled.

D **DECIDE**—Make the Right Choice

The right choice results from comparing candidates against the requirements of the job to determine which candidate is most qualified in terms of job-critical knowledge, skills, and motivation. Subjective differences among candidates and potential organizational “fit” should be considered only for those applicants who satisfy the minimum requirements in each skill, knowledge and experience area determined to be critical for success in the position to be filled.



YOUR WORLD

Directions: Working alone or in a small group, share your experiences in hiring new employees and attempt to trace the recruiting/selection process for your organization from start to finish. Chart out the steps in the space provided below. (That is, how does a job opening get created and funded? Who advertises the opportunity? Who receives and screens responses? How and by whom are applicants interviewed and selected? What role does the personnel or human resources department play in this process?)

When you are finished:

- Compare your result with charts developed by other groups.
- Discuss and resolve any areas of disagreement.
- “Star” steps where hiring managers have primary responsibility for advancing the process.

EXERCISE: HAVE YOU EVER HAD TO ...?

Picture yourself in this situation: It never fails ... just when you thought you had a day in the office to do exactly what you had planned, your boss leaves you a voice-mail message: *"Our CEO called me this morning and wants us to interview someone named Chris Johnson. Chris sounds well qualified. That's all I know. Chris is scheduled to come in at 11 am. You may want to consider him for the Manager—Special Projects opening in your area. Leave me a message after the interview and tell me what you think."*

Here is how the job posting for "Manager—Special Projects" position reads:

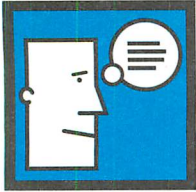
Opening: Manager—Special Projects

Duties: Oversees all sales and marketing projects; acts as a liaison with all department heads to ensure proper coordination and achievement of desired results.

Requirements: Four-year college degree, or the equivalent
Minimum three years general business experience, preferably in sales
Some knowledge of computer systems
Good communications skills
Good planning and organization skills
Creativity
The ability to learn quickly

Directions: Working in your small group discuss and agree on what you would do to prepare for this interview.

Assuming that you plan to spend 30 minutes with Chris Johnson, how can you use this time to your best advantage? What would you do first, next and last? How much time do you want to allocate to each part of the interview?



THINK ABOUT IT: THE EMPLOYMENT INTERVIEW AND YOUR CORPORATE IMAGE

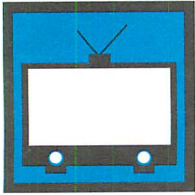
People (potential customers), find their way to your organization's door every day seeking employment. What happens in the employment interview may be the only direct experience many of these individuals have with your company. Since the employment interview is an opportunity to make a strong impression for your organization, you need to ask yourself some questions about the kind of experience you want to create for applicants.

Directions: Consider and answer the three questions below.

What is the impression that you want to make on all applicants?

What would you like the candidate to do tomorrow, or next week, as a result of that impression (even if they don't get the offer)?

What can you do to ensure that interviews you conduct realize this outcome?



DO I KNOW YOU?

Defining, Discovering & Deciding Whom to Hire

Directions: View the *Do I know you?* video, then answer the questions below.

Based on the ideas presented in the video, how might you revise and improve the plan you made for your meeting with Chris Johnson?

What might you do to improve your understanding of the "must have" and "must do" factors critical to success in the position to be filled?



Chapter 1

Fairness In the Selection Process

Recruiting, interviewing and selection are activities very much in the public view. Every action taken by an interviewer and every component of the interviewing and selection process must satisfy five general principles:

1. Objective: Free from the influence of personal biases or feelings

Examples of subjectivity in the selection process include:

- Hiring people on the basis of physical attractiveness or size
- Hiring individuals who “look like me,” “talk like me,” and “are more like me”

2. Consistent: Applied equally to every applicant

Examples of inconsistency in the selection process include:

- Asking only some applicants to demonstrate certain skills
- Asking certain questions of some applicants but not of all applicants

3. Job-Relevant: Essential to successful performance on the job

An example of poor job-relevance would be:

- Asking an applicant for a keypunch operator’s job to demonstrate the ability to do multi-functional systems analysis

4. Legal: Consistent with prevailing state and federal law

Examples of illegal behaviors and interview questions include:

- Refusing to allow a disabled person to fill out an employment application
- Asking the age of an applicant

5. **Appropriate: Creating and maintaining a positive image**

Examples of inappropriate behaviors and interview questions include:

- Failing to notify applicants of the outcome or disposition of their employment inquiry
- Asking about use of personal time or interests

Any member of the hiring organization who interacts with job applicants and fails to adhere to these general principles risks triggering significant adverse consequences. Negative publicity about the company will inevitably reduce its appeal to qualified applicants and potential customers. Worse yet, if complaints are filed with the Equal Employment Opportunity Commission (EEOC), legal action may be brought against the company for monetary damages. Such cases have been known to result in awards totaling in the millions of dollars.

DISCRIMINATION AND THE LAW

Discrimination in and of itself is not illegal; to discriminate simply means to choose among alternatives on the basis of some preference. We all discriminate every day in a variety of contexts. For example, we discriminate when ordering a particular beverage (on the basis of taste) or in buying a new car (on the basis of color, performance, or price). Discrimination of this kind impacts no one other than ourselves and is viewed as benign by the law.

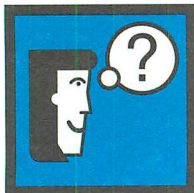
Discrimination in employment is a different matter. Here, because the influence of our personal preferences may deny others equal treatment in finding work, employers are required by law to choose between applicants only on the basis of job-relevant factors (for example, typing proficiency for typists), and are forbidden to disqualify applicants because of factors unrelated to performance of the job, such as race, color, sex, religion, national origin, age and disability.

Federal laws prohibit employers of 20 or more employees from refusing to hire otherwise qualified applicants because of their race, color, sex, religion, national origin, age (40+ years) or disability. In addition, nearly all states have passed fair employment laws of their own that prohibit discriminatory employment practices. Many of these laws are more comprehensive than the federal legislation on which they are patterned.

Employers are liable for violations committed by any member of their organization and by outside agencies that supply employees or applicants for employment. Individuals who believe they have been denied employment because of prohibited discrimination are empowered to seek restitution and compensatory damages in the courts.

Consequently, interviewers need to be very careful about the kinds of questions they ask job applicants. Acquiring prohibited information places the organization at risk of being accused of discrimination, because it is difficult to prove that such information, once acquired, did not influence the selection decision. The fact that no discrimination was intended is no defense.

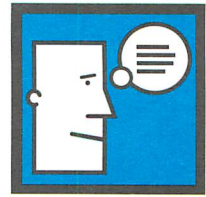
Many questions commonly asked by interviewers are illegal—do you know which? Complete the quiz on the next page and the exercise that follows it to learn more about interviewing do's and don'ts.



LEGAL (AND ILLEGAL) INTERVIEW QUESTIONS

Directions: Place a checkmark in the appropriate column for each item below.

YES	NO	IN AN EMPLOYMENT INTERVIEW IS IT OKAY TO ASK...
		"Have you ever been convicted of a felony?"
		"Do you wish to be addressed as Ms. or Miss?"
		"Are there any languages that you speak and write fluently?"
		"Do you have any relatives employed by our organization?"
		"Who suggested that you interview with us?"
		"I see you live in _____; how long have you been a resident there?"
		"What were your reasons for leaving your last job?"
		"What type of military discharge did you receive?"
		"What schools did you attend, and what degrees did you receive?"
		"Are you disabled in any way?"
		"Do you own your own home?"
		"Will child care be a problem for you?"
		"Can you operate a computer?"
		"Will you be able to work on Saturdays?"
		"What nationality are you?"



THINK ABOUT IT

Directions: Look critically at each item on the preceding page for which you checked the “no” option and identify at least one category of applicant (minorities, women, etc.) who might be unfairly and adversely affected by the use of this question in the employment process.

Now, review each item for which you checked the “yes” option. Consider changing your answer for any question that seeks information of questionable job relevance. How might you reword the question to make it more job-relevant?

Compare your revised list of legal/illegal employment interview questions to the answers provided for this exercise in the Appendix at the back of this book.

ENSURING FAIR TREATMENT OF ALL APPLICANTS

Ask the same questions of everyone interviewing for the same opening. Should this approach lead you to discover some questions that appear appropriate for some applicants, but not for others, you probably should not be asking them in their current form.

Do not dig for personal information that may tend to disqualify applicants. Questions that focus on sexual orientation, marital status, health and physique are particularly problematic.

Focus discussion on legitimate job-relevant information such as:

- Previous work history and other job-related experience including: past employers; duties/responsibilities/accomplishments in previous jobs; reasons for leaving.
- Interest in and/or motivation for performing the position in question, such as: what attracts them to the job; short- and long-term goals; skills and interests consistent with the job or the company's business.
- Capability to perform essential functions of the job, such as projects worked on; accomplishments; specialized training.
- Level of maturity, state of mind and ethical beliefs, such as relationships with co-workers on the job; type of supervision preferred; likes and dislikes with regard to their present job.

Always check to ensure job-relevance before asking any question. If you're not sure a question is job-relevant, don't ask it.

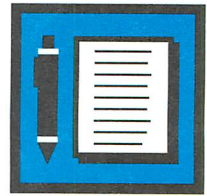
Never ask questions out of habit or just to fill time in the interaction. Inappropriate and illegal questions frequently slip unintended into interviews in the guise of "filler" or "throw-away" questions.

Think about what you are saying between questions. Applicants may misinterpret seemingly innocent statements and even jokes.

YOUR WORLD

Directions: Review the questions that you typically use when interviewing applicants for positions in your area. Discard or reform any questions that:

- Seek information of questionable job-relevance
- Seem appropriate for some applicants, but not for others
- Risk acquisition of prohibited information (marital status, national origin)





Chapter 2

D **DEFINE**—Identifying Must Have's & Must Do's
Get to know your new employee before you ever meet them.

EXERCISE: RECOMMENDING A TOPAL GRITTER

Topal Gritter is a highly paid position in the whatnot industry. As a professional search consultant you stand to collect a large fee if you fill a Topal Gritter vacancy and the person you recommend completes one year on the job.

Directions: One of the three individuals described below will make a great Topal Gritter. Place a check mark next to the candidate that you would recommend.

- Pat MA degree in systems design, 10 years MIS experience in financial services industry, logical thinker, high-energy self-starter.
- Kim BA degree in marketing communications, six years advertising experience, four years sales experience, creative, competitive and sharp.
- Tip BA degree in fine arts with post-graduate courses in graphic design, six years experience as color mixer, outgoing and resourceful.

When you have made your selection, go to the next page.

DEFINING POSITION FACTORS

If trying to recommend a Topal Gritter based on the information provided felt stupid or hopeless, take comfort—you are not alone.

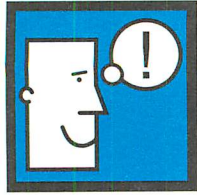
Making good hiring decisions is very difficult, if not impossible, when you don't have enough, or the right information. The simple truth is that trying to choose someone to do a job without knowing what the job entails, is like trying to travel to an unnamed destination: You can begin, but you will never know for certain that you've arrived.

Job analysis is the answer. Every position, regardless of its level or complexity, can be defined and described in terms of "factors" that are required for success.

A Position Factor is an observable, measurable knowledge or skill that is required for successful performance of the job in question. All applicants who can be shown to possess the factors specified for a position are capable of achieving the position's overall objective and specific duties and responsibilities.

Example: Word Processor

FACTOR	SPECIFICATION
Communication	English fluency
Equipment operation	Word processor/computer (100 wpm)
Proficient in word processing and spreadsheet software	Microsoft® Word® and Excel®
Attention to detail	Must proof own work
Stress tolerance	Deadline pressure



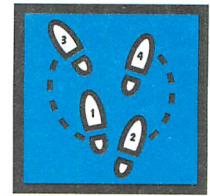
TIPS

- Factors are determined by analyzing the position not the applicants.
- Only candidates who have the specified position factors can do the job.
- These factors are "must have's" for the job in question.
- All positions can be broken down and defined in terms of required factors.

PRACTICE MAKES PERFECT

Directions: Review the customer service position described on the next page. List below the factors that applicants would need to possess in order to succeed in this job. As you identify each factor ask yourself if it is absolutely required for adequate performance in the job on day one. If it is not and can be learned on the job within a reasonable period, it is not a true factor.

When you are done, compare your factors to those identified for this job in the workbook Appendix.



FACTOR	SPECIFICATION

POSITION TITLE: Department Store Customer Service Representative

SUMMARY: Provides customer service for general inquiries and billing adjustments.

RESPONSIBILITIES:

- Accesses, inputs and retrieves information from computer utilizing POST and PULL systems
- Answers incoming and makes outgoing telephone calls to handle customer inquiries including:
 - Updating account information, billing adjustments, merchandise inquiries, handling account disputes, and sending correspondence
- Responds to written account inquiries
- Interacts with other departments in order to service customers in transitioning their calls to other departments

OTHER RESPONSIBILITIES:

- Participates in team roles
- Performs other responsibilities as they are assigned or become necessary

JOB SPECIFICATIONS:

- High school diploma or GED
- Type minimum of 25 wpm
- Must be able to read, write, speak and understand English well
- Basic math skills in addition, subtraction, multiplication and percentages
- Professional telephone skills and strong interpersonal skills necessary to maintain professional customer relationships
- Flexibility required to adapt to changes in work schedule, procedures and policies
- Previous experience in a service-related industry preferred

PRIMARY EQUIPMENT USED:

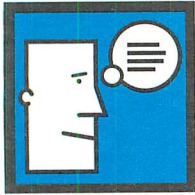
- Computer, telephone, fax machine and copier

PHYSICAL REQUIREMENTS:

- Must be able to sit and work with a computer and telephone for up to 7.5 hours a day

MINIMUM PERFORMANCE STANDARDS:

- Process 120 units per day and maintain minimum quality standards



THINK ABOUT IT: THE POWER OF ORGANIZATIONAL FACTORS

Have you ever accepted a position for which you felt well qualified only to discover that you did not feel comfortable on the job due to practices and expectations that were never discussed in the interview?

What practices or expectations did you find most disconcerting?

What did you do about it?

Organizational Factors define your organization's culture, norms and general way of doing things, such as the pace of activity in your department or how rigid your procedures are.

Research suggests that although employees tend to get fired because of poor "fit" with Position Factors, those who quit usually do so because of poor match with Organizational Factors.

Identifying and discussing organizationally related factors frankly with candidates in the interview is one way to reduce unnecessary turnover expense.



Chapter 3 Understanding & Using “FACTs”

EXERCISE: SELECTING AN ASSISTANT

Directions: Picture yourself in this situation: Standing at the entrance to an unexplored cavern deep in the jungles of Peru, you call for a volunteer to accompany and assist your descent. Two local natives step forward to indicate their interest in the job. Assuming you have access to an interpreter and time to ask two or three questions before proceeding, what do you most want to know about each applicant?

1.

2.

3.

UNDERSTANDING & USING “FACTS”

All interviewers face the problem of determining the degree to which applicants possess job-critical skills and experience.

Although past behavior is never an absolute guarantee of future performance, applicants for any position should be able to provide meaningful, factual examples of their knowledge, skill, attitude and proficiency—in short, they should be able to describe times when they have successfully used the skills required for success on the job.

Skilled interviewers use a well-structured approach to getting the facts. And they keep digging until they are satisfied the applicant has given them the facts they are seeking or are convinced that the applicant has no additional facts to offer.

WHAT IS A “FACT?”

A complete **FACT** tells us what we need to know about an applicant’s ability and willingness relative to the position’s and organization’s needs and expectations (Factors).

A complete **FACT** contains four interrelated elements:

Framework—a relevant example or story from the applicant’s past

Action—what the applicant specifically did

Conclusion—what happened as a result

Take Away—what the applicant learned from the experience

The Golden Rule of Selection: “There is a **FACT** for every factor.”

A **FACT** gives behavioral evidence—through past performance—that demonstrates both the ability and motivation to succeed in particular specified dimensions of the job.

Consequently, our goal in the interview is to elicit at least one **FACT** for every identified factor to support the applicant’s claim that he or she “can and will do” what is required to succeed in the position and the organization.

HOW TO PROBE FOR “FACTS”

Probing for “FACTS” involves asking a sequence of questions designed to uncover each of these four kinds of information for the factor under discussion.

SAMPLE FACTS QUESTIONING SEQUENCE:

FACTOR—CAVE EXPLORING

Explorer Can you tell me about a time when you went into a strange cave? (*Framework*)

Native Last year I had to go into a cave near my home to find a lost calf.

Explorer What exactly did you do? (*Action*)

Native I wrapped some food in a cloth. I also took a long length of rope. I tied one end of the rope to a tree near the cave and the other end around my waist. Then I lit a pine torch and went into the cave.

Explorer What happened? How did it go? (*Conclusion*)

Native It was very dark and cold. It took me a long time to find the calf.

Explorer What did you learn from this experience? (*Take Away*)

Native It was much colder in the cave than outside and it took longer to find the calf than I thought because I had to go so slow in the dark. I should have taken a warm coat and some extra pine torches.

FACTs—THE “GOLDEN NUGGETS” OF THE INTERVIEWING PROCESS

When applicants provide us with **FACTs**, our level of confidence in their knowledge, skill and motivation increases.

Even if a **FACT** is tangential (for example, experience in a charitable rather than a business organization), we still gain some tangible information that enables us to determine how applicants have performed in the past—and an indication of how they may perform in the future.

If applicants have no **FACTs** to report, we then know that they have no meaningful experience in regard to the Factor in question.

If, on the other hand, their **FACTs** are numerous and substantive, we know that we have found applicants whose past experience and performance indicates they have a reasonable probability of succeeding in the position.

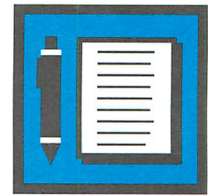
“CAN DO” VERSUS “WILL DO”

A mistake interviewers often make is to assume that applicants are interested in doing a particular job just because they are participating in the interview. Operating on this assumption, interviewers may establish that a candidate has the requisite knowledge and skill to satisfy all position and organizationally relevant requirements (factors) without discovering that the individual lacks enthusiasm for the job. This can happen because applicants often want a job offer more than the job itself while participating in the interview process, so they withhold information that they feel will prevent an offer from being made.

If an offer is made and accepted in these circumstances, a bad hire often results. Some time after the applicant has been hired; he or she begins to demonstrate an unwillingness to perform a particular task or activity that the interviewer determined they were capable of performing. This is a “will do” rather than a “can do” problem.

To avoid this pitfall interviewers need to explore the “will do” motivation as thoroughly as the “can do” capability in the interview process by probing for likes and dislikes associated with the applicant’s past experiences

The best way to determine “will do” motivation in the interview is to add a fifth probe to the **FACT** questioning sequence. The purpose of this last question is to find out how the applicant felt about performing the work in the situation under discussion.



YOUR WORLD

Directions: Develop a set of **FACT** questions to probe for one of the factors considered important to success in a current job opening in your organization.

What factor are you trying to assess?

Draft a question that will cause the applicant to describe the context within which he or she demonstrated this factor (skill or ability) in the past.

Framework

Draft a question that you can ask that will cause the applicant to explain specifically how he or she demonstrated the specified factor in the situation under discussion.

Action

Draft a question that you can ask to learn how effectively the applicant employed the factor in question in the situation under discussion.

Conclusion

Draft a question that you can ask to learn what, if anything, the applicant learned from his or her experience in the situation under discussion.

Take Away

Draft a question that you can ask to probe how the applicant felt about his or her experience in the situation under discussion.

Will Do



Chapter 4

D **DISCOVER**—Conducting Successful Interviews
Good candidates can do, the right one will do.

PLANNING

Good interviews do not result from accidents of luck, or casual discourse. Conducting an effective interview requires careful planning, personal discipline, conscious listening and time management. In addition to knowing what you are looking for in a qualified candidate, you need to have a plan of action. You need to know what you are going to do and in what order. And you need to have decided how much time you intend to spend doing each thing. Without such a plan you will quickly fall victim to impulse and distraction and waste time on unimportant details.

Stress is a source of distortion in interviews. Both applicants and interviewers experience significant stress in the interview situation. Smart interviewers plan to minimize distractions and do everything possible to create and maintain a comfortable environment. Doing so improves the quality of communication in the interaction and makes the interview a more enjoyable experience for all concerned. Perhaps most important of all, careful planning enhances the applicant's impression of the interviewer and the organization.

The most productive interviews follow this sequence:

- Opening the Interview
- Reviewing Education
- Reviewing Work History
- Determining Applicant Qualifications
- Previewing the Position and Organization
- Answering Questions from the Applicant
- Concluding the Interview

TIMING

Generally, a 45-minute interview for the purpose of reaching a selection decision would be segmented as follows:

Opening the Interview	2 minutes
Reviewing Education	5 minutes
Reviewing Work History	10 minutes
Determining Applicant Qualifications	15 minutes
Previewing the Position and Organization	8 minutes
Answering Questions from the Applicant	3 minutes
Concluding the Interview	2 minutes

INTERVIEW AGENDA

OPEN THE INTERVIEW by setting the applicant at ease.

- Greet the applicant with a friendly, warm welcome.
- Explain the agenda the interview will follow.

REVIEW EDUCATION to find past evidence of potential future performance.

- Clarify any gaps, inconsistencies or unclear information on the resume.
- Start with the most recent educational experience.
- Determine the applicant's best- and least-liked courses, and why.

REVIEW WORK HISTORY to establish "must have" capabilities and "will do" motivation.

- Clarify any gaps, inconsistencies, or information that is unclear.
- Start with the most recent work experience.
- Determine how and why the applicant obtained the position.
- Clearly define the applicant's responsibilities in each position held.
- Find out how and why the applicant has moved from position to position.
- Determine what the applicant liked best and least about each position held.

DETERMINE APPLICANT QUALIFICATIONS by using **FACTs** questions.

- Focus on recent events rather than the past.
- Focus on what is relevant to the position.
- Seek missing **FACT** information with persistence.
- Take notes to be sure that you capture applicant responses to each question.
- If any **FACT** or "will do" answer is missing do not move on to another question. Continue to ask follow-up questions until you have all the information.

PREVIEW THE POSITION AND ORGANIZATION to give the applicant an accurate picture of what performing the job in question will be like.

- Be frank, honest and factual.
- Describe the position.
- Describe your organization.

ANSWER QUESTIONS FROM THE APPLICANT

- Advise the applicant you will answer any questions they may have.
- Make no promises about relocation, salary, benefits or promotion.

CONCLUDE THE INTERVIEW professionally to ensure the applicant will feel fairly treated.

- Be sure to tell the applicant what the next steps in the process are.
- Never give any indication of any conclusion or decision you have made.
- Remember to thank the applicant.

USING WHAT YOU'VE LEARNED

Directions: Turn back to the workbook introduction and review the plan that you developed for your interview with Chris Johnson.

What parts of the recommended model interview did you fail to include?

What changes would you make to your plan based on what you have learned?

LISTENING

Failure to listen is the greatest weakness of most interviewers. Research on interviewer behavior reveals that applicants who rate interviewers as very attentive have positive feelings about the interview process, regardless of the outcome. Interviewers report “thinking about what question to ask next” as the most common reason for poor listening in the interview. So it’s important to remember what you are there to do. The interview is a time to ask questions, listen, and gather useful information.

Here are some suggestions to help improve your listening:

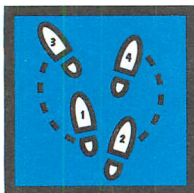
- Be prepared. Good listening requires attention and concentration.
- Block out extraneous sounds and other distractions.
- Concentrate on what is being said so you can make an informed decision.
- Discount inferences and judgments—focus on the content.
- Let the applicant finish—don’t interrupt.
- Redirect the conversation when the applicant rambles or digresses.
- Never disclose your judgments, feelings, or reactions.
- Be aware of your body language (such as arm movements, facial expressions).

SUMMARIZING YOUR NOTES

After **the** applicant has departed, immediately turn your attention to capturing your **o**bservations and conclusions. While the entire interview is still very fresh in your **m**ind, review all of your notes and make certain that:

- They are clear to you and anyone else who might see them.
- Noteworthy omissions (applicant deficits or unexplored qualifications) are highlighted so that they can be addressed in future interviews or by other means.
- Your most immediate assessment of the applicant is captured, even though you may ultimately adjust your assessment.
- You are prepared to render a meaningful selection decision that is clearly and logically supported by the information you have gathered.

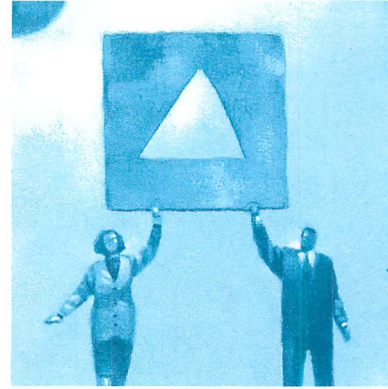
It is **c**ritical that you complete this step immediately after the interview. Doing so ensures that you will not forget or lose information and that all candidates will get equal and objective consideration when the time comes for you to make your final decision.



PRACTICE MAKES PERFECT

Directions: Choose a partner with whom you can practice the fourth step in the interview process: Determining Applicant Qualifications.

- Using the **FACTs** questions that you developed on page 43 and 44 of the workbook, determine your partner's qualifications with regard to the factor you selected.
- Refer to page 47 for tips on how to conduct this stage of the interview.
- Practice determining applicant qualifications for 10 minutes with your partner taking the role of the applicant in the interview.
- When you have had a chance to practice your **FACT** questioning skills, switch roles and allow your partner an opportunity to practice on you.



Chapter 5

D **DECIDE**—Making the Right Choice
The real job of hiring is hiring for the job.

DECIDING WHOM TO HIRE

This is the point where you put together the information you've developed about the position, the organization and the applicant to make the selection decision.

This third and final step in the interviewing and selection process is actually a series of interrelated steps—each plays an important part in arriving at the best possible decision.

1. Evaluate and rate applicants individually.
2. Evaluate and rate applicants collectively.
3. Assess how closely each applicant's skills, knowledge and preferred work style match the job requirements and work culture.

EVALUATE APPLICANTS INDIVIDUALLY

First, review your interview notes and evaluate each applicant's responses, paying particular attention to:

- More significant **FACTs**
- More recent **FACTs**
- Any trends

Next, circle or star as "solid" all **FACTs** captured for any applicant that clearly demonstrate:

- A clear and complete understanding of the situation the applicant faced
- Appropriate actions taken based on a clear reading of the situation
- Measurable/observable results achieved as a result of the action taken
- Recognition of what was learned
- Indicators that the applicant found the situation challenging and motivating

Finally, tally the number of solid **FACTs** gathered for each factor. Use the following guidelines to evaluate the relative strength of each applicant.

- Candidates providing two or more solid **FACTs** for each and every factor should be rated "above standard."
- Candidates providing at least one solid **FACT** for each and every factor should be rated "standard."
- Candidates providing one weak **FACT** or no **FACT** at all for each factor should be rated "below standard."

EVALUATE APPLICANTS COLLECTIVELY

Since there are many variables to be considered, no selection decision should be made independently. In every case, anyone who has formally interviewed the applicant should take part in the decision.

In this phase of the decision process all those who have interviewed applicants under consideration meet and review available information to:

- Determine the quantity of **FACTs** and how many are the same.
- Review the quality and significance of **FACTs** obtained for each applicant.
- Check for inconsistencies in responses to similar questions.

Working from each interviewer's individual evaluation and rating, determine a consensus rating of each applicant's qualifications as being:

More than is required for standard performance

Two or more solid **FACTs** for each factor

Equal to what is required for standard performance

At least one solid **FACT** for each factor

Less than what is required for standard performance

One weak **FACT** or none for each factor

ASSESS ORGANIZATIONAL “FIT”

The goal in this phase of the decision process is to consider and evaluate each applicant’s degree of “fit” with the job and the organization’s work culture.

This analysis, although necessary and legitimate, is inevitably subjective. It is therefore important to avoid disqualifying candidates at this stage due to non-job relevant interviewer bias or stereotyping.

Examples of such stereotyping, personal preferences, or bias include:

- To be a good manager, you must be strong-willed, decisive and efficient.
- To be a good accountant, you must be exacting, orderly and serious.
- To “fit” in our organization, you must be more like me (same gender and race, for example).
- To “fit” in our organization, we must have some things in common.
- To “fit” in our organization, I must feel comfortable with you.

While it is a natural tendency to select someone on the basis of affinity and familiarity, the key to sound judgments in this phase of the decision process is to focus on whether applicants possess the requisite skills and work style.

DETERMINE APPLICANT'S DEVELOPMENT NEEDS

Even “ideal” applicants may have some knowledge and/or performance deficiency that will require some form of training and development when they move into their new position. Prior to making the final selection decision, good interviewers determine:

- What specific knowledge and/or skill may be missing or weak
- What specific actions can be taken to develop or enhance the missing knowledge/skill
- When and how the necessary actions can be taken
- Who, specifically, will have responsibility for taking the required actions

If, for whatever reason, the organization is unable to commit to a reasonable plan to overcome the identified deficiencies, it may be necessary to reconsider the selection decision.

CONGRATULATIONS!

You have completed the *Do I know you?* workbook study sequence. Before you conduct your first live interview take a few minutes to review the *Do I know you?* video and read over the pocket card summary of key concepts.

Good luck, and good hiring!

Appendix

ANSWERS TO LEGAL QUESTIONS EXERCISE (PAGE 26)

- **"Have you ever been convicted of a felony?"**
OK to ask if the lack of a criminal record of a felony is necessary for being hired, as would be the case for a bank teller or anyone who needed to be bonded. It may not be OK where the conviction is not job-related or if the conviction is more than several years old.
- **"Do you wish to be addressed as Ms. or Miss?"**
Not OK—marital status discrimination.
- **"Are there any languages that you speak and write fluently?"**
Not OK—national origin discrimination. Can be OK if it is job-related and restated—*"This position requires that you speak and write Spanish fluently—can you?"*
- **"Do you have any relatives employed by our organization?"**
OK; however, check your nepotism policy and practices (for example, relatives may not be allowed to work in the same area) to be certain that you are being uniform and consistent.
- **"Who suggested that you interview with us?"**
OK, but you might want to rephrase: *"How did you happen to apply for a position here?"* This way, applicants do not have to mention names if they do not want to.
- **"I see you live in _____ ; how long have you been a resident there?"**
Not OK—it may bring out national origin, and is not job-relevant.

- **"What were your reasons for leaving your last job?"**
OK.
- **"What type of military discharge did you receive?"**
Not OK. Do not ask about military service. New hires will be asked to indicate veteran status during their orientation process.
- **"What schools did you attend, and what degree did you receive?"**
OK, but risky. If the answer to the question is a determinant in your hiring decision (the lack of a high school diploma or college degree disqualified the applicant), you must be able to prove that the diploma or degree is required to perform the job.
- **"Are you handicapped in any way?"**
Not OK. You can say (if it is true) that *"The position you applied for requires you to lift 50-pound boxes all day. Would this be a problem?"*
- **"Do you own your own home?"**
Not OK—no possible job relevance.
- **"Will child care be a problem for you?"**
Not OK—not relevant. If the job requires overnight travel, it would be OK to ask every applicant if such travel would pose any problems.
- **"Can you operate a computer?"**
OK, as long as it is relevant.
- **"Will you be able to work on Saturdays?"**
OK, as long as it is relevant. And, be aware that employers are required to make reasonable accommodations for an employee's (or prospective employee's) religious observance or practice.
- **"What nationality are you?"**
Not OK—not relevant. If job-related, you may ask, *"This position requires that you speak and write ___ (language) ___. Can you?"*

DEPARTMENT STORE CUSTOMER SERVICE REPRESENTATIVE POSITION FACTORS (PAGE 33)

FACTOR	SPECIFICATION
Verbal communication	Answers incoming and makes outgoing telephone calls
Listening	Professional telephone skills and strong interpersonal skills
Attention to detail	Handles customer inquiries including: <ul style="list-style-type: none"> - Updating account information - Billing adjustments - Merchandise inquiries - Handling account disputes
Written communication	Responds to written account inquiries
Team player	Interacts with other departments in order to service customers Participate in team roles
Flexibility	Perform other responsibilities as assigned or become necessary
Typing proficiency (25 wpm)	Type minimum of 25 wpm
English language proficiency (<i>read, write, speak, understand</i>)	Must be able to read, write, speak and understand English well
Basic math proficiency (<i>add, subtract, multiply and do percentages</i>)	Basic math skills (<i>addition, subtraction, multiplication, percentages</i>)
Equipment operation (<i>computer, telephone, fax machine, copier</i>)	Operates computer, telephone, fax machine and copier Accesses, inputs and retrieves information from computer Utilizes POST and PULL systems (can be learned on the job)
Energy	Must sit and work with computer and telephone for up to 7.5 hours a day
Stress tolerance	Must process 120 units per day and maintain minimum quality standards

Note: Since the interviewer must determine the degree to which candidates possess each factor in the interview, it is important to limit your list of factors to those absolutely necessary to minimal acceptable performance in the position.

