



# STUDENT EMPLOYMENT

## Interview Guide

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The interview process is an important opportunity. Done right, it will help both you and the student make an informed decision on whether the job and the student are a good match. Follow these tips to make the most of it.

### 1. Clarify what you're looking for in terms of competencies

- Think about the competencies (knowledge, skills, and abilities) you most need for the student position. Write 3-5 of the most important ones here:

Competency:	
Competency:	
Competency:	
Competency:	
Competency:	

### 2. Develop a list of interview questions

- Use open-ended questions (rather than yes-no questions) to get richer input.
- Write some easy opening questions to get the interview rolling.
  - How did you find out about this job?
  - What prompted you to apply?
  - Tell me about yourself.
  - What year are you, and what are your aspirations after graduation?



- Do you have any questions about the job?
- What do you think are the benefits – and challenges – of working while being a student here?
- Is there one piece of information on your application or resume that you think is especially important? Something that you'd like to call out? Is there anything not on your application/resume that you'd like to mention?
- **Create questions to learn about the student's previous work experiences, service activities, and projects.**
  - When you think about all of your work and projects so far, is there an example that stands out as something you're especially proud of?
  - What did you like most about your last job? What did you like the least?
  - What has been one of the biggest challenges you've faced in your work and projects so far, and how did you address it?
- **Craft situational questions to see the degree to which the student brings the knowledge, skills, and abilities you identified as being important for the job.**
  - Tell me about a time when you [insert a competency that is relevant to the job]?
  - What went well and what was most challenging?
- **Write one or two additional prompts to explore how the student will fit in with the culture of your workplace.**
  - What do you like and dislike about working in teams?
  - Share an example of when you were part of a team. What did the team do, and how did it go?
  - Describe a conflict you had on a previous job and how you and others went about resolving it.
- **These additional prompts can help you learn even more about the student and their likely fit for the job.**
  - How do you think working in this office might help you or add to your overall goals, including your career goals?
  - What is something you've learned about yourself over the past several years?
  - Tell me about a goal you set and the steps you took to achieve it.

**Important:** As you prepare to interview a student, keep in mind that employers are legally prohibited from asking questions related to any protected class. This includes but is not limited to race, ethnicity, nationality, sex, gender, sexual orientation, marital or family status, disability, or religion. It is also advisable not to ask questions about date of birth, children, child-care arrangements, transportation, financial commitments, and arrest records. You may ask about their ability to work the specified work schedule, career objectives, grade point average, and/or estimated graduation timeframe. If you wonder about a question and you cannot get an answer before the interview, do not ask it. [Contact the Division of Human Resources](#) if you have a question regarding interview questions. For information about protected classes, visit the [Office of Civil Rights & Title IX](#).



### 3. After finalizing the questions, create a note template with rating scale.

Use a separate sheet for each interview to ensure that the same questions and process are used for everyone. Example:

<b>Applicant Name:</b> _____		
<b>Interviewer Name:</b> _____		<b>Date:</b> _____
Questions	Comments	Score
1. What customer service skills do you consider to be your strengths (provide two examples)?		/25
2. What things do you do in your daily life to stay organized and on task (provide two examples)?		/15
3. Tell me about a time when you were confronted with a difficult caller or visitor, and how you responded.		/20
4. What software programs are you most proficient? Provide me two tasks you completed using this software.		/10
5. Tell me about a time when you've had to juggle tasks and change priorities. What did you do specifically to handle this when it happened?		/10
6. Describe the most creative work-related/school project you completed.		/10
7. Tell me a time when you were on a team and one of your teammates was not pulling his/her weight. How did you handle it?		/5
8. Give me an example of a project that best describes your organizational skills.		/5
	<b>Overall Comments:</b>	<b>Total Score:</b>  /100



#### **4. Notify the student if you need additional information in advance.**

**This can include a resume or other details about the student's previous experience. They can send these items or bring them to the interview.**

#### **5. During the interview:**

- **Important suggestions:**

- Hold the interview in a quiet setting where interruptions are unlikely
- Allow sufficient time to exchange information
- Create rapport and put the student at ease
- If appropriate, give the student a tour of the work area/office
- Ask the same questions of all candidates, to allow for easier comparison

- **Before asking your questions, provide the student with important information relevant to the job:**

- Work schedule and the student's availability
- Description of job duties
- Pay rate for the job
- Personal conduct and dress code expected of the student
- Previous experience needed to perform the job
- Training to be provided to perform the job
- Employment duration: anticipated start date and end date

- **Ask your interview questions. Listen carefully, commenting and asking follow-ups to turn the visit into a meaningful two-way conversation.**

- **At the conclusion of the interview:**

- Thank the student
- Ask for and answer any remaining questions they might have
- Let them know when and how they can expect to hear from you regarding a decision



## Interviewing Reminders

Do not ask questions about **date of birth, gender, race, marital status or sexual orientation, children, child-care arrangements, transportation, financial commitments, religion, disabilities and arrest records**. You may ask their ability to work the specified work schedule, career objectives, grade point average and/or estimated graduation timeframe. If you wonder about a question and you can't get an answer before the interview, don't ask it. [Contact the Division of Human Resources](#) if you have a question regarding interview questions.

### Statutes enforced by the EEOC

**Title VII of the 1964 Civil Rights Act (amended 1991)** prohibits discrimination based on:

- Race
- Color
- Ethnicity/National Origin
- Religion
- Sex

**Equal Pay Act (EPA)** prohibits discrimination on the basis of sex in the payment of wages or benefits, where men and women perform work of similar skill, effort, and responsibility for the same employer under similar working conditions.

**Age Discrimination in Employment Act (ADEA)** prohibits discrimination against individuals who are 40 years old and above.

**Americans with Disabilities Act (ADA) 1991** prohibits discrimination against an individual with a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment. Major life activities include walking, breathing, seeing, hearing, speaking, learning, or working. *An employer is to make a reasonable accommodation to a qualified individual with a disability unless doing so would impose an undue hardship on the operation of the employer's business (significant difficulty or expense when considered in relation to factors such as business size, financial resources, and the nature and structure of the operation).*

**Retaliation** – Adverse action may not be taken against an individual who participates in a discrimination proceeding, files a charge of discrimination or opposes discrimination. *The same laws that prohibit discrimination on the basis of race, color, sex, religion, national origin, age and disability, as well as wage differences between men and women performing substantially equal work, also prohibit retaliation.*

### University of South Carolina Policy

The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation or veteran status.