

Post-Interview Procedures
Tutoring Services
Heartland Community College

NOTE TO INTERVIEW PLANNERS: IN PREPARATION FOR THIS DISCUSSION, EACH CANDIDATE'S PERFORMANCE IN EACH CATEGORY IS RATED SEPARATELY BY ALL INTERVIEW PERSONNEL. COMPLETE THE FOLLOWING STEPS AFTER THE INTERVIEW HAS CONCLUDED TO GUIDE DISCUSSION OF CANDIDATE PERFORMANCE, AS WELL AS THE ACTIONS THAT FOLLOW.

- 1) IMMEDIATELY FOLLOWING THE INTERVIEW, THE FACILITATOR CONVENES INTERVIEW PERSONNEL AND CONDUCTS THE DISCUSSION OF CANDIDATE PERFORMANCE USING THE GROUP INTERVIEW FEEDBACK FORM (SEE P. 3) AS A GUIDE.
- 2) WHEN DISCUSSION COMMENCES, EACH INDIVIDUAL SHARES HIS/HER RATING FOR A SINGLE CANDIDATE IN EACH CATEGORY, ALONG WITH THE RATIONALE FOR THAT RATING. AFTER ALL INTERVIEW PERSONNEL (EXCLUSIVE OF THE FACILITATOR) HAVE SHARED THEIR RATINGS AND RATIONALE FOR THAT CANDIDATE, THE FACILITATOR SHARES HIS/HER OPINION(S) REGARDING THE SAME CANDIDATE. ADDITIONAL DISCUSSION FOLLOWS AS NEEDED.
- 3) STEP 2 IS REPEATED FOR EACH CANDIDATE.
- 4) AFTER ALL INTERVIEW PERSONNEL (INCLUDING THE FACILITATOR) HAVE SHARED THEIR REFLECTIONS ON ALL CANDIDATES, CONSENSUS RECOMMENDATIONS ARE FORMULATED AND FORWARDED TO THE FACILITATOR FOR CONSIDERATION. THESE ARE ADVISORY RECOMMENDATIONS ONLY; THE FINAL DECISION RESTS WITH THE FACILITATOR. IT SHOULD BE NOTED THAT THE INPUT OF TEAM MEMBERS FACILITATING THE SMALL GROUP STRUCTURED EXPERIENCE IS GIVEN GREATER WEIGHT IN THE PROCESS OF ARRIVING AT CONSENSUS THAN ANY OTHER MEASURE.
- 5) CONSENSUS RECOMMENDATIONS ARE FORWARDED TO THE FACILITATOR, WHO WILL COMPLETE THE SELECTION PROCESS AS FOLLOWS:
 - a. "NO" CANDIDATES ARE SENT A "NO THANK YOU" LETTER **
 - b. FURTHER ACTION IS REQUIRED FOR "YES" AND "ALTERNATE" CANDIDATES **
 - i. COMPLETE REFERENCES CHECKS
 - ii. REQUEST BACKGROUND CHECKS
- 6) THE FACILITATOR MAKES FINAL DECISIONS BASED ON HIS/HER PROFESSIONAL JUDGMENT (INCLUDING THE CONSIDERATION OF THE RECOMMENDATIONS OF INTERVIEW PERSONNEL), ALONG WITH THE RESULTS OF REFERENCE AND BACKGROUND CHECKS.

7) *THE FACILITATOR PREPARES AND SENDS CORRESPONDENCE TO INFORM CANDIDATES ORIGINALLY PLACED IN THE “YES” AND “ALTERNATE” CATEGORIES OF INTERVIEW RESULTS. (SOME OF THESE CANDIDATES MAY ULTIMATELY NOT BE HIRED DUE TO UNSATISFACTORY REFERENCES OR BACKGROUND CHECKS. THESE INDIVIDUALS WOULD RECEIVE THE “NO THANK YOU” LETTER AT THIS POINT IN TIME.)*

*** THE TERMS LISTED BELOW ARE USED TO ORGANIZE INTERVIEW RESULTS INTO MEANINGFUL AND MANAGEABLE GROUPS.*

Category Description of Performance During Interview

No Mediocre performance. Employment as a tutor is not offered.

Alternate High-quality performance. Immediate employment as a substitute tutor is conditionally offered providing that training expectations are met.

Yes Impressive performance. Immediate employment as a regularly-scheduled tutor is offered providing that training expectations are met.

Group Interview Feedback Form for Tutor Selection

Interview Date and Time: _____ **Interviewer:** _____

Directions: During the interview, record your impressions of each Candidate in the appropriate cell and assign a rating for each Candidate in each category using the rating scale provided. Be ready to discuss your ratings and the corresponding impressions and observations at the conclusion of the interview.

Rating Scale:	5	4	3	2	1
	Excellent	Good	Acceptable	Poor	Unacceptable

Candidate Qualities & Qualifications															
General Impression	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<ul style="list-style-type: none"> ▪ Enthusiasm ▪ Sense of humor ▪ Friendliness ▪ Confidence ▪ Engagement with process ▪ Appropriateness of attire 															
General Qualities, Attitudes & Skills Characteristic of Effective Employees	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<ul style="list-style-type: none"> ▪ Leadership ▪ Teamwork ▪ Flexibility ▪ Clarity of & articulateness in speech ▪ Active listening skills 															
Qualities & Attitudes Characteristic of Effective Tutors	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<ul style="list-style-type: none"> ▪ Initiative ▪ Insight ▪ Resourcefulness ▪ Concern for others ▪ Respect for diverse learners ▪ Realistic perception of tutor role 															
Skills Characteristic of Effective Tutors	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<ul style="list-style-type: none"> ▪ Observing keenly ▪ Assisting without revealing answers ▪ Asking questions effectively ▪ Providing honest feedback in a tactful manner 															
Content Competency	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
To be completed before or after interview based on application and recommendations															

Reference Check Form (Telephone)

Name of Candidate: _____

Name of Caller: _____ **Date:** _____

First Reference: _____ **Phone:** _____

1. How long have you known the candidate? And in what capacity?
2. Evaluate (name of candidate)'s interpersonal skills. (Make sure response addresses candidate's ability to communicate as well as attitude toward others.)
3. Describe (name of candidate)'s ability to make well-reasoned decisions that consider the needs of all significant parties.
4. Would you characterize (name of candidate) as a responsible person? Why or why not?
5. Should such a situation arise, is (name of candidate) eligible for rehire?
6. Is there anything else that I haven't inquired about that would be helpful or important for us to know as we consider (name of candidate) for employment?

Second Reference: _____ **Phone:** _____

1. How long have you known the candidate? And in what capacity?
2. Evaluate (name of candidate)'s interpersonal skills. (Make sure response addresses candidate's ability to communicate as well as attitude toward others.)
3. Describe (name of candidate)'s ability to make well-reasoned decisions that consider the needs of all significant parties.
4. Would you characterize (name of candidate) as a responsible person? Why or why not?
5. Should such a situation arise, is (name of candidate) eligible for rehire?
6. Is there anything else that I haven't inquired about that would be helpful or important for us to know as we consider (name of candidate) for employment?