

**Student Affairs Job Search Packet**

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## What Do I Know About Student Affairs?

	<b>Know Really Well</b>	<b>Know Kinda Well</b>	<b>Know Generally</b>	<b>Don't Know Much at All</b>
Adult Learners				
African American Students				
Asian American Students				
Community College Students				
Distance Learners				
GLBT Students				
Graduate/Professional Students				
Greek Students				
Hispanic/Latino/Latina Students				
Honors Students				
International Students				
Native American Students				
Part-time Students				
Student Athletes				
Students with Disabilities				
Transfer Students				
Women Students				
External Constituencies				
Academic Advising				
Admissions & Enrollment Management				
Career Services				
Counseling				
Financial Aid				
Legal Issues/Liability/Risk Management				
Multicultural Affairs				
Orientation/First Year Programs				
Residence Life				
Spirituality/Religious Life				
Student Discipline				
Student Activities				
Student Health				

Contributed by Eileen Marin, from Bowling Green State University

## Professional Skills Model

This questionnaire is a three-part, self-assessment of the professional skills model. It has been designed for you to assess your level of skill in each of the twelve skill areas along three dimensions:

- **Where you perceive yourself to be;**
- **Where you would like your level of skill to be; and**
- **The potential for you to develop that skill in your job.**

Rate your level on the self-evaluation scale, using 1=Insufficient Skill Level; 2=Some Skill, Improvement Needed; 3=Basic Skills Evident; 4=Good Skill Level; 5=Exceptional Skill Level.

(Note: It is probably not realistic to expect to achieve “exceptional skill level” (5’s) on EVERY competency in the next few years.)

Professional Skill/ Competencies	Where I Perceive myself to be	Where I’d like to be	Potential for Development through my next position
Conflict Mediation	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group Dynamics	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Instruction/Programming	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Interviewing/Advising/ Counseling	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Working Effectively with Diverse and/or Underrepresented Groups	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Management	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Problem Solving	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Self-Knowledge	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Supervision	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Utilizing Resources	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Verbal Communication	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Written Communication	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Thoughts, comments, reactions:

List your top three competency strengths:

Which competencies can you count on using most in your next position?

What can you do to develop competency areas that you would like to enhance:

Adapted from information contributed by Eileen Marin, Bowling Green State University.

## Self Reflection Worksheet

Currently, what are your interests? – (residence life, conduct, training, working with staffs, etc.)

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How strongly do you feel about these interests? \_\_\_\_\_

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Where do you see yourself in 5 years? \_\_\_\_\_

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Where do you see yourself in 10 years? \_\_\_\_\_

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What experience/skills do you have? \_\_\_\_\_

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What are your expectations for your first job? \_\_\_\_\_

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What are your expectations of your supervisor? \_\_\_\_\_

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What are your expectations of your coworkers? \_\_\_\_\_

---

---

What are your three greatest strengths? Explain.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What are three areas you could improve? Explain.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What qualities do I value in a work environment? \_\_\_\_\_

What is important for me in terms of geographic location? In terms of community?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What relationship (family, partner, friends) considerations do I have? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the defining characteristics of your job search?

- Location: \_\_\_\_\_
- Salary: \_\_\_\_\_
- Institution Type/Size: \_\_\_\_\_
- Living Partners: \_\_\_\_\_
- Pets: \_\_\_\_\_
- Areas of Responsibility: \_\_\_\_\_
- Other: \_\_\_\_\_

What are you willing to negotiate? (tuition, meals, grads vs. undergrads, live-in vs. live-off, professional development \$, 10/12 month)

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



## Job Quality Questionnaire

*Please check which responsibilities are most desirable for you in a position.*

1. Which “type” of position is most desirable for you, given your experience and qualifications?

\_\_\_\_\_ Live-in                      \_\_\_\_\_ Live-on                      \_\_\_\_\_ Live-out

2. How many student staff would you prefer to directly supervise?

\_\_\_\_\_ 1 – 5                      \_\_\_\_\_ 6 – 10                      \_\_\_\_\_ 11 – 15                      \_\_\_\_\_ 16 – 22+

3. Would you prefer to have your office located?

\_\_\_\_\_ In the same hall as my apartment

\_\_\_\_\_ Same location as my apartment

\_\_\_\_\_ In a centralized building

4. What “type” of hours would you like to have?

\_\_\_\_\_ As much of 8:00 a.m. – 5:00 p.m. as possible

\_\_\_\_\_ Set my own hours, as determined by position

\_\_\_\_\_ Mostly evening hours

5. How many conferences, paid for by the employing institution, would you like to attend per year?

\_\_\_\_\_ At least one

\_\_\_\_\_ At least two

\_\_\_\_\_ At least three

\_\_\_\_\_ At least four

6. What size institution is appealing?

\_\_\_\_\_ Less than 1,000

\_\_\_\_\_ Over 5,000

\_\_\_\_\_ 1,000 – 3,000

\_\_\_\_\_ Over 10, 000

\_\_\_\_\_ 3,000 – 5,000

\_\_\_\_\_ Over 25,000

7. What type of institution do you prefer?

- |                            |                             |
|----------------------------|-----------------------------|
| _____ Public               | _____ Private               |
| _____ Community College    | _____ Four Year             |
| _____ Religious Affiliated | _____ Other (specify) _____ |

8. For the following categories, how important are they to your job satisfaction? Please indicate 1 – 10. (1 = not important at all, 5 = pretty important, 10 = necessary)

- \_\_\_\_\_ DIVERSITY of student body and staff
- \_\_\_\_\_ LOCATION of institution
- \_\_\_\_\_ On campus COMMITTEE/SPECIAL PROJECTS involvement
- \_\_\_\_\_ Off campus PROFESSIONAL DEVELOPMENT opportunities
- \_\_\_\_\_ ACADEMIC REPUTATION of institution
- \_\_\_\_\_ GRADUATE SCHOOL opportunities/programs
- \_\_\_\_\_ SIZE OF CITY where institution is located
- \_\_\_\_\_ BENEFITS (health insurance, retirement, domestic partnership)
- \_\_\_\_\_ COMMUNITY SERVICE opportunities on campus or in community
- \_\_\_\_\_ Opportunities for PROMOTION within the institution or surrounding institutions

9. Who would you like your direct supervisor to be?

- \_\_\_\_\_ Dean of Students
- \_\_\_\_\_ Coordinator
- \_\_\_\_\_ Associate/Assistant Director
- \_\_\_\_\_ Director
- \_\_\_\_\_ Vice-President

**Position Overview**

Position #:

School:

Location:

Position Title:

Nearby Attractions:

Rate of Pay:

Population of city:

Benefits:

Allows Pets:

Mascot:

Student Population:

Public/Private:

Apartment type:      1 bedroom                  2 bedroom                  unknown

Graphic Design Program:      YES                  NO

Details:

Questions for Interviewer:

1.

2.

3.

Interviewer names:

Time of interview:

Contact Information:

Other notes/Important Information:

## Job Search Reminders

### During the Conference:

- ◇ Get familiar with the placement center:
  - Learn the layout
  - Check mailbox regularly without “hanging out at your mailbox”
  - Stay focused – the setup can be distracting
  - LEAVE the placement center whenever you can to focus on your own well-being!
- ◇ During interviews:
  - Use examples of your skills/experiences
  - Be clear about why you are applying
  - Know your strengths and weaknesses
  - Know the position – don’t talk about how excited you are to be a “Residence Director” when the position title is “Complex Director”
  - Refer to your resume
  - Focus
  - Have questions prepared for the interview based on what you know about the institution/position – DO YOUR HOMEWORK
  - Be consistent. Try to ask a couple of standard questions of each interviewer so that you can compare responses.
  - Write thank you notes ASAP after the interview
  - Make notes about the interview ASAP afterward so you can remember what you were asked, what you asked them, your impressions, etc.
  - PACE YOURSELF with interviews – don’t schedule them back to back or it’ll be very hard to stay sharp
- ◇ The Fishbowl:
  - Conference attendees are EVERYWHERE (elevators, planes, lines for the ATM, hotels...)
  - Don’t let yourself be found around negativity (alcohol, people bashing other schools, etc.)
  - It’s a small field....everyone knows everyone and they talk!
  - Stickers on nametags – have only an ASU sticker and one from your undergraduate institution, not one from every school you interview with.
  - Attend sessions when you’re not interviewing – you’ll learn new things and meet new people!

### After the Conference:

- ◇ Send follow-up letters or e-mails for positions that interest you
- ◇ Withdraw yourself from any search process that no longer interests you
- ◇ Don’t stop your search if you see more positions that interest you
- ◇ Be patient. Remember, this is a busy time for everyone!

## What to Bring

- Research/correspondence you have on each school
- 25 – 40 copies of your resume
- Personalized “message to employer” forms (optional – they will have blank forms there)
- Thank you notes
- Portfolio
- Business briefcase/shoulder bag
- Large suitcase with extra room or another suitcase
- Copy of your interview schedule
- Questions to ask employers
- Pens/pencils/highlighters
- Post-it notes
- Stapler/Staples (no paperclips!)
- Alarm clock (optional – hotels have wake up services)
- Snack food
- Lint brush
- Shout wipes
- Iron (optional – hotel should have it)
- Sewing kit
- Band-aids
- Kleenex
- Medicine/pain reliever
- Mints (no gum)
- Bottle of water



## **The Conference Fishbowl and How to Survive It!**

- Remember that Student Affairs is an extremely small field. Chances are that someone you interview with may know someone you have worked with before, who knows someone else you'll interview with later.
- Consider your own hotel room your "safe place" to process, debrief, vent, etc. At any other place (restaurants, elevators, bathrooms, the airport) there can and will be people from the conference around who may overhear you.
- Remember to take time for yourself and allow your colleagues the same courtesy.
- Don't become too familiar with people, especially those who have interviewed you. Even if you feel like you "clicked" or if you have friends/colleagues in common, remain professional!
- Network to your advantage, but don't name-drop excessively. You never know what an employer's experience with your friend or colleague may have been like.
- No matter what an employer says to you, during an interview or otherwise, remain composed and try not to show you're offended. In most cases it's not a battle worth fighting.
- Always communicate professionally and formally – in writing – with employers.
- RELAX AND SMILE!



## **Dress for Success: The Interview Wardrobe**

One of the most important components of any interview is your attire. Believe it or not, interviewers will find it hard to concentrate on your thoughtful responses to their questions if your tie, suit color, or make-up combination is screaming at them. Careful consideration should be given, and time should be spent planning what you will wear. Remember “the difference between us and the animals is our ability to accessorize” (Steel Magnolias, 1989). The way you present yourself is very important. Our society places a high emphasis on appearance and the first impression an employer has of you is your clothing and grooming.

Today is a time of relative conservatism for the interview dress code. Dark colors continue to be popular, as well as conservative shoes and accessories. However, do not be afraid to spark conversation with a dazzling tie or exciting lapel pin, it can work to your advantage. Again, use your best judgment. Have a mentor who is willing to go through your outfit for each day of the conference or interview and give suggestions. A critical eye is important. In addition, you must be willing to accept criticism – especially if you are planning to wear something fuschia.

Above all, be yourself and present yourself as you would if you already worked on that campus. Granted, this is a time for individualism and freedom of expression. Unfortunately, even educators, with their high levels of tolerance and acceptance forget that during recruiting season.

Here are a few tips for planning your interview wardrobe:

### **Women**

- Have several suits or dresses in the traditional colors – navy, black, tan, muted red, gray, blue, olive, etc.
- Try to steer clear of large prints, floral, or anything with the animals of the political parties.
- Closed toed shoes, moderate heel, or flat in a variety of fashionable colors that are COMFORTABLE for being on your feet all day.
- Blouses that are in traditional colors and do not have a tendency to come un-tucked or open.
- Wear hose that compliment your outfit. Be sure the stockings are free of runs, etc.
- Do not overdo the perfume or body spray.
- Err on the side of conservative with regards to make-up.
- Be well groomed – do not be afraid to be yourself though. Spend time on your hair and nails – no matter how superficial, it can be a decisive factor. It shows you have pride in yourself!

## **Men**

- Have several suits or sport-coat combinations in traditional colors: oxford gray, gray pin, black, navy, and a combination of slacks with coordinating sport-coats.
- Wear shirts that are in long-sleeve solids or stripes, no prints. Be sure they are starched and pressed, especially when jacket is off.
- Coordinate ties with complete outfit, including socks. Err on the conservative side with regard to color and patterns.
- Coordinate belt with shoes.
- Be sure shoes are polished. Black or burgundy is best, especially wing-tips. Penny loafers may not be dressy enough.
- Be groomed appropriately, including clean shaven (unless you have a beard or mustache). Now is not the time to begin growing a beard. Hair should be neatly combed or brushed, worn the way that is comfortable for you.
- Do not over accessorize with jewelry.
- Be conservative with the amount of cologne or after-shave worn.
- Choose a briefcase, attaché, or folder that compliments your style.

The most important part of dressing for the interview is being yourself. If people do not like you simply because of the way you dress, then their institution may not be appropriate for you. As always, use your best judgment. It is doubtful someone will tell you what a hideous dress or suit you are wearing. They will save that for the interviewers lounge. Lastly, be sure to take clothes that are comfortable for after-hours and travel. You are interviewing 24 hours a day, but you do not necessarily have to dress the part all of those hours.



# **INTERVIEWING SAVVY:**

## **INTERVIEW PREPARATION**

### **RESEACH, RESEARCH, RESEARCH**

Before having any type of interview, research the school, in this day & age, it's easy to do. Go online to the school's website. Checkout the school's history, general demographics information, and visit the Residence Life page. Visit as many pages as you can and look for what is unique about the school.

If the school sends you an information packet, read it. Talk to people that went to the school or worked there, if they're available.

Things you want to know about the school BEFORE you have an interview:

Public v. private

Overall enrollment/size

Number of student's in residence

Types of degrees offered – is there a graduate school? Law school?

Religiously affiliation, if any

Technical or vocational type of school (agriculture, performing arts, business, seminary)

Student Life: is there a Greek life system, level of NCAA Athletics, other special aspects

### **WHAT YOU NEED TO ASK YOURSELF**

Where do I want to be geographically?

Where does my partner want to be geographically?

What type of job am I looking for?

What is my salary range?

What type of school do I want to be at?

Where do I want to be in 5 years? 10 years?

What type of work environment am I looking for?

You need to ask these questions of yourself when you start interviewing and especially before you take any interviews. Why bother with a school if you know that New York City is not going to work if your partner has a job in Boston? Does the school you're looking at fit into a 5-year plan of starting PH.D program? Can I live on the salary range listed (knowing that most schools will offer the lower end of the range) while paying off loans, making car payments, etc.?

After doing your research and doing some introspective thinking, make your decisions about where you want to interview. Don't waste your time or a school's time by taking an interview at a school that you know you don't want to work at.

## HOW TO PLAY THE GAME TO WIN

There is probably no more anxiety-provoking element in job-hunting than the interview. This is unfortunate for interviewing, approached in the right spirit, can be a highly positive and enriching experience. Not only does it provide an important test of one's intellect and skill, but it affords the opportunity to demonstrate personality, poise, tact, maturity, and sophistication.

1. No one gets hired on sheer merit alone. The interview is not an objective process but a highly subjective encounter in which the interviewer is trying to evaluate whether he or she likes you enough as a person to want to associate professionally with you. So, first and foremost, realize that personality, presence and charisma count for a lot. Although most interviewers would readily admit the unfairness of evaluating someone on the basis of a brief interview, when the time comes to decide who shall be invited back for a second interview, they invariably choose those students they liked the best. There is simply no other way for them to choose from among a group of equally well-qualified people. Employers may openly state their objective criteria and restrict their consideration to those students who fulfill them. But once you fall within the boundaries of those criteria, the selection process comes down to chemistry.

We all know people who are likeable and who make a strong first impression. Generally they are responsive, good-humored, and interested in others. They project self-confidence; they are at ease and are considerate of others. For most candidates, there is no need to develop a new personality, but rather to avoid freezing up or otherwise distorting their own personality during an interview.

2. The interviewer is in a stressful situation. Very few candidates realize how exhausting and often tedious it is to interview. This is why your behavior counts for so much; you are, in fact, asked to assume a highly active role, and even, in some instances, to assuage the interviewer's own discomfort, overcome his boredom, and take his mind off the artificiality of the situation.

3. If it is obvious that candidates play an active role in an interview, why are so many passive? One of the most frequent complaints of employers is that candidates are too passive; that too much of the burden has to be assumed by the interviewer; and that candidates assign the interviewer the talking and questioning role and take for themselves the listening and answering role. On the other hand, that minority who succeed splendidly at interviewing, treat it not as an interview but as a conversation, to be made as interesting, as dynamic, and as informative as possible.

4. The best interviews are always superb conversations. And that is the goal toward which you should be striving. Ideally, the conversational ball should be jumping back and forth between the two of you. Not only should you be picking up on all the conversational cues thrown out by the employer, but in turn you should initiate some of your own. When you are asked what you are looking for in an employment situation, you might add to the end of your answer an inquiry as to what the employer is seeking in an employee. Then, when he or she tells you, you might point out the ways in which you think you fill the bill. (When enumerating your assets do it with subtlety, but do not hesitate to make positive statements about yourself.)

One reason why dynamic conversation is so important is that it gives you a chance to show how articulate you are. Of course, talking too much or even dominating the conversation can be a hazard, but on the whole it is better to err in that direction than in the opposite.

5. You are not powerless in an interview. In fact your judgment of the interviewer counts almost as much as his or her judgment of you. What if you receive several offers? Aren't you also going to decide in part on the basis of a gut-level reaction to these people? All too often, inexperienced candidates, who suffer from a lack of self-confidence, tend to give the interviewer inordinate power and authority. Forgetting that their role must be that of the professional, the peer, and the equal, they react to the employer with extremely misplaced awe, fear, or timidity. Needless to say, such behavior is hardly what the employer is seeking. If this is the way you react to him/her, how will you present yourself to other professionals or students? Remember that she/he has no other basis for judging you except for the way you interact with him/her. So prior to any interview, be sure to "psych" yourself up. Enumerate to yourself all your strong selling points. Do whatever you can to bolster your feeling of well-being.

6. Try to get some interview practice before you see the institution you truly care about. Ask a colleague or professor if he or she will give you a mock interview and evaluate your performance. Don't ask someone who knows as little as you do. Above all, avoid taking up valuable interview slots in order to get this experience. Chances are you will perform badly because your insincerity will undermine your performance, and then too, you won't get the feedback that is so critical for improvement.

## Interviewing Do's and Don'ts

### Do's

Be relaxed but confident  
Be sincere and listen carefully  
Research the Institution  
Remember, eye contact is critical  
Be able to state specific goals  
Be friendly, but not pushy  
Express interest  
Know issues, trends  
Know you can talk too much  
Pause before answering  
Assert yourself/strengths  
Prepare questions in advance  
Translate skills into their needs  
Give examples to support answers  
Be on time or a little early  
Dress professionally  
Maintain attentive posture & watch non-verbals  
Speak with confident voice, be enthusiastic  
Write thank you notes  
Relax, take deep breaths, & gather thoughts before the interview  
Use action verbs in your interview & on resume  
Ask thoughtful questions that pertain to Responsibilities, challenges, opportunity for involvement, staff development job analysis, supervisor communications, and accountability  
Take your time with your responses

### Don'ts

Use slang, overtalk, argue  
Be critical or negative  
Be defensive or intimidated  
Chew gum, smoke, tap table  
Look at floor, tell jokes  
Put interviewers on the spot  
Beg, boast, or exaggerate  
Be overeager  
Say you're eager  
Evade questions  
Get into too many details  
Talk in generalities  
Be late  
Waste time or repeat your yourself  
Act too friendly  
Bring social life into interview  
Don't interrupt the employer  
Be afraid to ask questions  
Delay the interviewer  
Say, "Well at X College, we do it this way"  
Avoid debate  
Volunteer personal information; especially values, associations, bad experiences  
Race through your answers

# Interviewing Tips

## Types of Interviews

Conference Interviews – these are usually initial interviews which are used to screen candidates. The goal is to get an offer to come to campus. The interview will usually last about 30 minutes and may take place in hotel suites, lounge areas, or small tables gathered for interviewing. There will be one or two representatives from the school present during the interview. Expect to be in a large room with as many as 100 interviews going on at once.

Telephone Interviews – these types of interviews may replace or follow-up a conference interview. This may be a conference call with two to three staff members from the office in which you hope to work. These will usually last 30 – 45 minutes. Again, the goal is to get an on-campus interview offer.

Campus Interviews – these interviews may last all day or even two days. Remember you may be getting evaluated during meals and travel from/to the airport/bus/train. The interview will usually consist of a series of interviews with different individuals or groups throughout the day. You may be interviewed by students and people from other offices. You may be asked to make a presentation. (If the interview is out of town, you may want to attempt to leave a day early or stay an extra day to get a chance to explore the area and campus.)

## Interviewing During a Meal

1. Always remember that you are being “interviewed” during the meal(s).
2. If you have questions about table manners brush-up with an etiquette book.
3. Order something that is easy to eat. Stay away from items such as shish-kebab, French onion soup, and spaghetti or linguine.
4. Beware of finger food. You will want to be able to eat small bites of your food without spilling or dropping anything.
5. Follow the lead of your host(s). You may want to ask, “What do you recommend here?”
6. Order items within the same price range or lower as your host. Never order the most expensive item on the menu.
7. If others are ordering an appetizer and entrée, you should do the same. If no one orders dessert you should not.
8. It is unwise to consume alcohol during an interview setting. If alcohol is being served as part of the dinner, you may choose to have a glass but do not drink all of it. Even a small amount of alcohol can impair your judgment.
9. Be prepared to ask a few questions during the meal or you may end up with a plate full of food when the others are ready for coffee.
10. Do not talk with your mouth full!

## Questions Interviewers May Ask You

1. Tell me about yourself.
2. What do you know about our Institution? What do you like? Not like?
3. Describe yourself as one of the people you supervise would describe you. As your co-workers would describe you. Your supervisor. A resident.
4. What do you think are the needs of college students today?
5. What is the biggest issue facing college students today?
6. How do you handle stress?
7. How do you handle the stress of a live-in position? Do you think you are up to “living in” for one or two years?
8. What contributions have you made to your present Institution? Department?
9. Describe your supervisory style. What are important characteristics of a good supervisor?
10. Describe your style in advising student groups.
11. What skills have you developed in your present job?
12. Who is your favorite Developmental theorist? What is your favorite developmental theory?
13. What are your strengths?
14. What are your weaknesses? How would you describe your shortcomings?
15. What are your long-term goals? Education? Professionally? Personally?
16. What type of position are you looking for?
17. Why have you chosen (division) over other divisions of student affairs?
18. How long do you plan to stay in the field?
19. How do you manage your time?
20. What makes you particularly qualified for this position?
21. What do you see as the advantages/disadvantages of working in a large/small, public/private institution?
22. Describe the major quality required for success in this position.
23. Can you give me the best example of your leadership style?
24. Describe your ideal supervisor.
25. What kind of people do you like to work with?
26. What does success in student development work mean to you?
27. What is your philosophy regarding discipline?
28. How does this salary range fit with your expectations?
29. As you view this position, what are some of the ways you would measure accountability?
30. What are some of the major issues you see for student affairs in the future?
31. How many years do you see yourself in this position?
32. How do you feel about your graduate experience?
33. Why did you decide to go to University X for graduate school?
34. What are some qualities or experiences that set you apart from other applicants?
35. How would you describe your personality?
36. What do you like to do in your spare time?
37. What are your hobbies?
38. How do you deal with burnout in yourself? In your staff?
39. What is your style of decision making?
40. What have been your most frustrating experiences in your job? Most enjoyable?

41. What would you expect from staff members working under you? With you?
42. What kind of relationship would you like to have with other professionals in your position?

## **TYPICAL INTERVIEW QUESTIONS**

1. Tell us about yourself.
2. What attracted you to our institution and/or this position?
3. What are your short and long-range goals?
4. What do you foresee as challenges for you in this position?
5. What student development theory do you use in your daily professional life?
6. Describe your ideal job.
7. Give an example of a situation where you intentionally practiced theory?
8. What is your approach to student discipline?
9. Tell us about your organizational skills. Describe a situation where your skills were put to use.
10. What is your philosophy on programming? Please give some examples of programs you have implemented in the past?
11. Have you worked with freshman community programs? What was your role? How did you contribute to the program?
12. Tell us about some challenges you faced in previous work experiences. What skills did you use to overcome those challenges?
13. Please describe for us crisis situations that you have been involved with, what was your role, what did you do well, what would you have done differently?
14. Describe your supervisory experiences? Using examples, please share how you used your strengths as a supervisor to deal with a situation.
15. What areas of a supervisor do you think you need some development?
16. How do you hold staff accountable for their responsibilities?
17. Please describe for us the differences between consistency and fairness.
18. Have you ever had to make a choice between fighting two battles? How did you choose?
19. How will you help those you supervise choose their battles?
20. How do you deal with ambiguity?

## Highlighting Diversity Experiences in the Interview

### Questions to Ponder

- How do you define diversity?
- What knowledge and/or skills do you think employers are looking for when they ask about experiences with diversity?
- What are your experiences in working with diverse student populations?
- When working with students are there times when it is appropriate to treat students differently? Why or why not?
- How have you incorporated identity development theories when working with diverse student populations?
- How have you worked with majority students in educating them about issues of diversity? Are there examples of teachable moments?
- Provide examples of how you have infused diversity into campus programs?
- What have you done to make the climate more inclusive?
- How have you been a change agent on campus? (Conducted a cultural scan of your work environment; observed diversity in the workforce, objected to policies that favor one group over another, observed how diversity is addressed in the media/publications.)
- How have you made your workspace inviting for diverse student populations?
- Do you use inclusive language?
- How aware are you about other cultures?
- What have you done to increase your knowledge and skill base as it relates to diversity?
- Describe your ability to see beyond your own cultural lens?
- Can you describe examples of cross-cultural effectiveness?



## Interview Questions by Topic

### General

1. Tell me about yourself.
2. Where do you see yourself in 5 years? 10 years?
3. Why do you want to work at our school?
4. What are your greatest strengths?
5. What are your areas that need improvement? How do you plan to improve them?
6. What is your philosophy on students?
7. How do you incorporate College Student Development theories into practice?
8. Tell me about a time when you dealt with a difficult situation. Firing an employee. Corrected student behavior. Reprimand. Problems.
9. Tell me about a time when you dealt with a crisis situation. How did you handle it?
10. Tell me about a time you implemented a successful program.
11. What would some of your current staff members (RAs) say about you?
12. How would a friend describe you? A professor? Current employer?
13. What transition issues do you foresee as you move into this position?
14. What experiences have you had with maintenance and custodial staffs? In-house dining operation?
15. How would you foster and encourage an attitude of customer service to you staff?
16. What are four things I should remember about you after this interview?
17. How would you envision your ideal coordinator training to be?
18. What characteristics are you looking for in the department for which you hope to work?
19. What are expectations you will have of your fellow coordinators?
20. Describe ways that living in the residence halls has impacted you.
21. How do you work with ambiguity.
22. What are some of the issues associated with being in such a highly visible position?
23. Describe one challenging work experience and how you resolved it.
24. What aspect of your current position do you enjoy the most?
25. What is something in your professional life that you did not include on your resume?
26. What attracts you to this position?
27. If I were to talk to three of your residents, what would they tell me about you?
28. What motivates you to put forth your greatest effort?
29. What kinds of interactions with students do you most enjoy?
30. How would you want to be remembered by your students? By fellow hall coordinators? By the institution/department?

### Administration

1. What is your management style?
2. What experiences have you had that you feel have prepared you for this position?
3. How do you prioritize your time and activities?
4. How will you manage the many demands on your time (job, paperwork, social life)?
5. If I were to look at your desk on a given day, what would it look like?
6. What is your organizational style?
7. Deadlines are a big part of this job. How do you handle them? How far in advance do you generally plan?
8. Faced with multiple tasks of the position, how do you set priorities?

## **Supervision**

1. What is your supervisory style for staff and student groups?
2. How would you continue to develop your style?
3. What do you want from a supervisor?
4. What techniques or training would you use to motivate those you supervise?
5. What kind of relationship would you foster with your staff? How?
6. Have you ever needed to terminate a staff member? If so, what was your approach?
7. What do you believe are important training topics?
8. What would you expect from RAs/CAs?
9. How do you hold your staff accountable for their actions?
10. How would you deal with the transition of a staff who was supervised by your predecessor?
11. What would your staff members list as your strengths?
12. Describe your most significant supervisory success.
13. How would you train staff to deal with the confusion and/or frustration in fulfilling both friendship and discipline roles? How would you deal with staff when they have conflicting beliefs about the many roles they are expected to fulfill?
14. How will you build a cohesive staff team with the DAs, RAs, and Custodians?
15. What types of expectations should staff have of you?
16. How will you handle decisions and/or policies of the department (director) that you disagree with?
17. What experiences have you had supervising RA/CA staff?
18. What role has delegation played in your related experiences?
19. What is important to consider in handling conflict resolution between staff members?
20. What types of staff developments have you facilitated? What types would you like to initiate with a new staff?

## **Student/Hall Government**

1. What experiences have you had advising student groups?
2. Comment on differences in your styles of supervising and advising.
3. What of your previous experiences will help you in this aspect of the position?
4. What are the basic needs of college students?
5. How do you “do” student development?
6. What kind of impact do you hope to have on the students and staff of the hall?
7. What is your experience working with hall senate? What is the most positive aspect working with this group? The most challenging?
8. What kind of relationship would you like to develop with your hall government? How would you accomplish this?
9. What do you expect from student leaders?
10. If you were to plan a student leadership retreat for the student leaders in your hall, what components would you include?
11. What can student leaders expect from you?

## **Programming**

1. What is your philosophy of programming?
2. What should be the results of a student's experience in a residence hall?
3. What impact have you made through your efforts in programming?
4. Tell us a program or project one or some of your students have taken from start to finish and why they learned in the process. What was your role in this?
5. How will you communicate the importance of programming to the RAs? To residents?
6. What have you found to be successful methods to attract residents to programs and/or activities?
7. Relate experiences you have had in programming or what experiences you have had which could be related to residence hall programming.
8. What do you think residential programming is supposed to accomplish?
9. What kinds of programming have you done?
10. What programming efforts have you most enjoyed? What areas of programming would you like to pursue in the job, if any?

## **Student Development**

1. Tell me why you think living in the residence halls is a good thing. How do we communicate this to residents?
2. What should residents "get out of" living on campus?
3. How do you develop a sense of community responsibility?
4. What kind of impact do you hope to have on students and staff of a hall?
5. Describe a situation in which you have been an advocate for a student or an issue. What did you learn?
6. What lessons have you learned from college students?
7. What are the needs of first year students?
8. What are the issues facing college students today?

## **Discipline/Student Conduct/Judicial Affairs**

1. What is your philosophy of student conduct/discipline?
2. What do you think students learn from the judicial/discipline process?
3. How do you teach students to develop a sense of mutual respect and consideration for one another? What happens if all your efforts seem to fall on deaf ears?
4. How would you foster and encourage positive behavior by students?
5. How would you train staff to deal with the confusion and./or frustration in fulfilling all of the roles of the RA position (including discipline)?

## **Professional Development**

1. Knowing that a hall coordinator is essentially "temporary" (i.e., very few people ever retire from this position), how does this position relate to your long-term career aspirations?
2. What areas of "expertise" will you bring to our department?
3. What have you done in the areas of staff development for student staff/professional staff?
4. What are some of the pertinent issues facing our profession?
5. What professional development opportunities would you find beneficial? What do you hope to take with you from these experiences?
6. What types of committee work would interest you? Why?

### **Counseling/Advising**

1. How would you get to know students at \_\_\_\_\_?
2. What is your advising style? What if it doesn't seem to be effective with the group of students you are working with?
3. What would you do to promote an academic environment in your residence hall?
4. Have you had experiences academically advising students? In what capacity?
5. How does advising students on her/his academics differ from personal issues? How are they similar?
6. Tell us about a time you dealt with a student needing counseling.

### **Minority/International Student Awareness and Sensitivity**

1. What types of diverse populations have you worked with?
2. How do you envision international student integration into the campus housing community?
3. Do you believe minority students have special needs? If so, what are these needs? How would you strive to meet them?
4. Describe any training or experiences you've had in cross-cultural awareness, racial issues and sexual orientation.
5. Describe experiences you may have had in the past involved with mentoring individuals from underrepresented groups. Is this issue important to you?
6. What types of activities would you consider establishing in your residence hall to promote understanding and appreciation for diversity?
7. What are issues a minority student might face on a predominantly white campus?
8. Can you describe or discuss a time or experience in which you felt your rights were infringed upon?

### **Hall Secretary/Office Manager/Administrator Questions**

1. Have you had experience working with a secretary?
2. What role do you see the secretary playing in the hall?
3. What role do you see the hall coordinator playing in the hall?
4. If you were to make changes in the administration of the hall, in what manner would you do so?
5. How do you deal with conflict at work between staff members (student and/or professional staff)?
6. What are your thoughts about starting this position and working with a secretary who has many more experiences in the halls and on this campus than you do?

## 50 Common Questions Asked at Interviews

1. What is it about \_\_\_\_\_ that interests you?
2. What is your student development theory? How would you use this theory in your position?
3. Where do you see yourself in 5-10 years?
4. What are your strengths?
5. What are your weaknesses? How do you plan on improving them?
6. What is your advising style?
7. What is your supervising style?
8. How do you like to be supervised?
9. How do you deal with adversity?
10. What would your students say about you? Resident assistants say about you? Graduate Assistants say about you? Co-workers say about you? Supervisor say about you?
11. Tell me about a challenging time in your career.
12. What experiences have you had that you feel have helped prepare you for this position?
13. How do you manage your time?
14. If you could develop your ideal supervisor what characteristics would that person possess?
15. How do you motivate yourself?
16. How would you motivate your staff?
17. How would you deal with coming in as a new staff member to a residence hall staff that had been chosen by the past staff member?
18. If you disagree with your supervisor on a situation how would you handle that situation?
19. How would you continue to challenge yourself in your professional life?
20. What type of relationship would you develop with your RA staff?
21. What type of relationship would you encourage your RA staff to develop with the students?
22. What do you feel is the difference between supervising and advising?
23. Tell me about some of the basic needs of today's college students?
24. What type of experience do you have working with Residence Hall Associations?
25. What do you feel a student can gain from living in a residence hall?
26. Tell me about a program that you helped develop and implement in your residence hall or area?
27. Your RAs are struggling with programming. How will you assist them in programming?
28. Tell me about a program that was not successful. What do you think could have been done to improve this program?
29. How do we communicate the positive effects of living in a residence hall to students?
30. Describe a situation where you have been an advocate for a student or an issue. What did you learn?

31. Tell me about the needs of first year students. Returning students. Graduate Students. Students of diverse populations. Non-traditional students.
32. What role do you think conduct plays in fostering a good community among college students?
33. How does this position relate to your long term goals?
34. What will you bring to\_\_\_\_\_?
35. What are some of the issues concerning Residence Life professionals?
36. What types of professional development interest you?
37. How well do you collaborate with others?
38. What types of committee work interest you?
39. What type of experience have you had in counseling students?
40. What types of diverse populations have you worked with?
41. Have you had any diversity training? If so how did that benefit you in working with students?
42. What types of activities would you consider establishing in your residence hall to promote understanding and appreciate diversity?
43. What issues do you think that minorities face in college campuses?
44. How do you see yourself making the transition from Graduate Assistant to full-time housing professional?
45. What role do you feel that maintenance and custodial staff play in building community within a residence hall?
46. What characteristics are you looking for within the department that you hope to work for?
47. What expectations would you have for your fellow coordinators?
48. What are your short-term and long-term goals?
49. What aspect of your current position do you enjoy the most?
50. How would you work to separate professional and personal life as a live-in or live-on professional?

## Sample Questions to Ask Employers

1. What are the prevalent issues on your campus now?
2. What kind of interaction is possible with other departments?
3. How are the working relationships with other departments?
4. Are there educational advancement opportunities in the area?
5. Can you describe the community profile?
6. What type of in-service or other professional training is available for staff?
7. Tell me about the staff development programs you have had during the past year.
8. How much contact would I have with my supervisor?
9. What are some of the goals for the department for the coming year?
10. What is the anticipated starting date?
11. Characteristics of the student population.
12. Describe the judicial system. What are the major discipline problems?
13. What are the policies and regulations of the institution? Give examples of sanctions assigned to students when the policies are violated.
14. How much input do students have in evaluating and formulating policy? Give examples of their involvement.
15. Are there any policies which do not concur with state or local laws?
16. How does change occur at this institution? How are decisions made? What are the policies and how are they implemented? Is there a philosophy statement for the department? What do you consider to be our responsibilities to the students?
17. Is attendance at conferences encouraged?
18. Is publishing and presenting encouraged? If so, how?
19. What are the opportunities for advancement?
20. What type of autonomy can I expect?
21. Describe the amount of encouragement for staff creativity.
22. Will I be expected to take duty and what does it involve?
23. How much evening work is required?
24. Am I allowed to leave on weekend and how many?
25. What is the decision making process?
26. What are your expectations of this position?
27. What are the expectations during holidays and breaks?
28. Are there any teaching opportunities?
29. Are there committee responsibilities?
30. What are the university-wide committees currently exploring (i.e., minority increases, sexual harassment, acquaintance rape, etc.)?
31. Who is my immediate supervisor?
32. Explain the evaluation/feedback system.
33. Describe the campus food service. Am I provided with a meal plan?
34. What is the organization structure (a chart) of the department? Who reports to whom?
35. Is the department auxiliary?
36. What is the fiscal/budget outlook for the coming year?
37. Is there institutional support for student affairs?
38. Have there been any recent budget cuts?
39. Tell me about programming resources available to staff at all levels.

40. What programming model do you use?
41. Tell me about your current staff training.
42. Tell me about your staff selection process.
43. How does the salary compare to the cost of living in the area?
44. When are you paid?
45. Explain the vacation leave and sick leave. Is there any composition time?
46. Apartment included with the position?
47. Insurance: Who is the health insurance carrier? How much is the deductible? What is provided? What is the package like?
48. What is the role of parents at a private institution? Tell me your perceptions of the pros and cons of a private institution. What is it like to be one of the few staff members on a very small campus?
49. What is the racial breakdown of the population? Ask to meet with some of the minority students to determine the racial climate of the institution.
50. What obstacles will I face: with students, staff, faculty?
51. Why did you choose to work here?
52. What do you like most about this institution? Least?
53. What would you change about your job if you could?
54. What would an average day on the job entail?
55. What would my most important responsibilities be? What additional responsibilities would I have?
56. What type of person are you looking for?
57. What are the goals of your department in the next year and in the future?
58. What are the special projects now on-going in the department?
59. What function would I play in these goals and projects?
60. What particular areas of this job have people had difficulty with in the past?
61. What challenges are currently facing the department?
62. In what ways is your program growing?
63. How does \_\_\_\_\_ accommodate the needs of diverse student populations?
64. How does this office cater to the needs of diverse faculty, staff and students?
65. Describe the structure of the department.
66. Can I see an apartment?
67. What are some of the strengths/weaknesses of your department?
68. Why should I work for your department?
69. What is the timeline for this process?



## A Candidate's Guide to Legal and Illegal Questions

Many federal laws protect job applicants from questions that might be used to discriminate against them. Basically, the employer must prove (if challenged) that an interview question is directly related to the duties of the position for which you are applying.

Listed below are questions that may be used during an interview and questions that are illegal to ask. Though employers may not require you to answer the illegal questions, you may voluntarily provide any answers to the questions listed below.

### Questions you are likely to be asked & should answer:

Where have you worked before?  
What duties have you performed on jobs?  
What are your short term and long-term career goals?  
Why are you interested in this organization?  
Tell me about yourself.  
What education have you completed?  
How did you learn about this job?  
Can you list your references?  
What is your social security number?  
What is your address and phone number?  
What special qualifications do you have for this position?  
May I answer any questions about the job or organization?  
What are your greatest strengths & weaknesses?  
Why does this position interest you?  
Why did you select this particular career?  
Are you willing to travel? To relocate?  
What job skills do you have?

\*Note that questions of this type focus on the job, your specific qualifications for it, and your career goals.

### Questions you need not answer:

Are you married?  
With whom do you live?  
If married, are you expecting to have children soon?  
Were your parents born in this country? (It is legal to ask this question for positions requiring security clearance.)  
Have you ever filed for bankruptcy?  
Where do you bank?  
Have you ever been arrested?  
How tall are you?  
How much do you weigh? (It is legal to ask height & weight if they are necessary for job performance.)  
How many children do you have?  
What memberships do you hold in social, religious, & community groups?  
If a veteran, what kind of discharge did you receive?  
Are you physically handicapped?

\*Note that these questions delve into your personal life and are not legitimate occupational qualifications.

## Illegal Questions

By [ResumeEdge.com](http://ResumeEdge.com) – the Net’s Premier Resume Writing & Editing Service

Employment laws that prohibit discrimination in the workplace apply to interviews as well. As a result, questions that probe race, national origin, sexual orientation, religion, age, marital status, family situation, or disabilities are illegitimate in an interview.

However, many interviewers are not familiar enough with the law to know when they have passed into potentially discriminatory territory.

A few interviewers ask illegal questions reasoning that they are protected by your desire to obtain the job. In either case, dealing with illicit questions is delicate. Know what can be asked, what cannot, and what to do if the interviewer asks anyway.

### Forbidden Questions About Race

Examples:     What is your skin color?  
                  What is your race?  
                  Is your spouse Caucasian/Hispanic/African American/Asian, etc.?

Exceptions:    There are no fair questions about race in an interview or application, but an employer can allow you to voluntarily indicate your race on your application.

### Forbidden Questions About National Origin

Examples:     You sound like you have an accent; where are you from?  
                  Where were you born?  
                  Are you an American citizen?

Exceptions:    Employers are required to hire only those employees who can legally work in the United States. For that reason, employers can ask whether you are eligible to work in the United States.

### Suspect Questions About Age

The Age Discrimination in Employment Act of 1967 protects workers over 40 in private companies of 20 employees or more and government organizations.

Examples:     When were you born? (How old are you?)  
                  When did you graduate from high school?

Exceptions:    The act does not prohibit interviewers from posing questions about age, but does prohibit discrimination on these grounds unless age directly affects the job. An employer can rightfully inquire whether the candidate meets the minimum federal age requirements for employment (usually 14 – 17 years old).

## **Forbidden Questions About Religion**

Examples: Do you go to church?  
Are you religious?  
What religion are you?  
Do you take time off work for religious purposes?

Exceptions: Organizations that have a specific religious orientation might ask questions relevant to religious practices and beliefs.

## **Forbidden Questions About Disabilities and Health**

Examples: Do you have any disabilities or medical conditions?  
How serious is your disability?  
Do you take any prescription drugs?  
Have you ever been in rehab?  
Have you ever been an alcoholic?  
How many sick days did you take last year?  
Do you have AIDS?  
Have you been diagnosed with any mental illnesses?  
Have you ever received worker's compensation or been on disability leave?

Exceptions: Employers may ask whether you have any conditions that would keep you from performing the specific tasks of the job for which you are applying. They may also require that all candidates for a certain position pass through a medical examination that is relevant to the responsibilities of that job. Employers can subject candidates to illegal drug tests or ask you whether you take illegal drugs.

## **Forbidden Questions About Family Situations**

Examples: Do you have small children?  
Are you planning to have children soon?  
What is your marital status?  
What is your maiden name?  
Are you pregnant?

Exceptions: Employers can inquire whether you have ever worked under a different name or whether you have personal responsibilities that could interfere with requirements of the job like travel or overtime hours.

## Forbidden Questions About Sexual Orientation and Political Affiliation

Executive Order 13087 acts as a guideline against sexual discrimination in the federal government.

Examples:     Are you straight or gay?  
                  How do you feel about working with gay or bisexual people?  
                  Who did you vote for in the last election?  
                  Do you belong to a political party?

Exceptions:    This executive order does not bind all employers, but protections exist at least for federal civilian workers.

Now that you know what is permissible and what is discriminatory, consider how you might prepare for a situation in which the illegal arises. Your action depends on your goals and what makes you feel comfortable. Three basic paths lie open to you.

You could forfeit your rights and answer the question, hoping that it will deepen connections with the employer rather than incite bias. There might be times when you discover that your interviewer goes to a certain church or has family from a certain country that is similar to yours. You might not feel threatened to disclose information about yourself that could be subject to discrimination.

Alternatively, you could discreetly refuse to answer the question, but persist in trying to secure the job. For example, you might avoid answering the question directly but address the concern that it implies. If asked whether you plan to have children, you might reply: "I take strides to balance my work and my personal life. I can assure you that I will be focused and committed to my responsibilities here, and my personal life will not interfere with my performance." If you elect not to answer the question but you wish to secure the position, take pains to set the interviewer at ease. If the interviewer feels embarrassed or chastised by your response, the interview could plummet rapidly.

You could also determine that you have no desire to work in a company that probes in potentially discriminatory ways. You might sense bias or negativity in the interviewer or feel like the environment is somehow hostile to you or other people. If you decide on the spot that you do not want the job, you can take overt action. You could go so far as to excuse yourself from the interview and even file a complaint or suit. If you decide to pursue formal recourse, you can contact the Equal Employment Opportunity Commission.

## **Important Points to Keep in Mind**

1. Don't write anything down during the interview.
2. Write out questions and memorize them in advance.
3. Be on time and un-flustered.
4. Smile when you meet your interviewer. Give a firm handshake (Very important. Women initiate this if the interviewer doesn't.) Look the interviewer in the eye.
5. You should spend the first few minutes sizing up the interviewer, seeing what kind of personality you are dealing with. The interviewer may initiate these first few minutes, which are often the most critical. You must, however, present a very positive impression even though you may not be doing much talking.
6. Avoid short answers. Avoid long endless answers. Try to vary the length, but when in doubt it is better to talk too much than too little.
7. Don't be afraid to smile. Be responsive to what is being said to you. Look interested.
8. Don't be afraid to say something humorous.
9. If one half of the interview has proceeded and you haven't had a chance to say anything, you must break-in otherwise all will be lost. You don't want the interviewer to leave without a sense that you are assertive. Often the interviewer will deliberately talk a lot to test how you are going to interrupt him or her. "Yes, I have a question on that very issue." That's reasonably graceful.
10. Don't be afraid to sound excited about your chosen career. Enthusiasm is extremely contagious.
11. If you mess up the answer to a question, don't let it ruin the rest of the interview. Try to see each interview as a learning experience. Chances are you can learn a great deal from each if you evaluate your performance honestly. This is why mock interviewing with a qualified person can be so helpful. Rarely will an employer give you any feedback about what you did wrong.
12. Remember that you aren't going to fit in everywhere. Try to restrict your interviewing to institutions and positions that seriously interest you.

## Thank You Cards

This can be a critical part of your placement strategy. Make sure that no matter what you **ALWAYS** send a “thank you”.

Residence Life is a more personable career field than most so handwritten can be more personal and thank- you notes can be used to express your individuality. Just don't go overboard when picking out your thank- you cards. Keep it simple and classic.

### What to say in a Thank- You...

- Always address it individually.
- Thank the person for the opportunity to interview.
- Mention some highlights from the interview or campus visit.
- Use the last sentence to sell yourself. “I believe the University of X is a great fit for me”. (*if you are truly interested*)
- Remember this is your final chance to stand apart from others who are in line for the same position.

## Thank You Card & Note to Employer Text Examples

### Things to Remember

- Be prompt! Thank you notes should be written immediately. Preferably right after the interview, but no later than when you arrive at placement the next morning.
- Be honest! If you're not interested say so. Don't waste their time.
- Whenever possible, address notes to specific individual(s). It's ok to do one thank you note per interaction (interview) – you do not have to do one per person.
- Be polite and professional!
- Write neatly!
- Keep in mind that many schools will keep all candidate correspondence as an official part of your candidate file.
- Use the Note to Employer (NTE) that the conference provides. If you choose to make your own, be sure that ALL information on the provided NTE is there.
- Always STAPLE (never paperclip)
- Thank you notes do not have to be expensive. As long as they are professional looking.
- If you get stuck for what to say, ask a trusted friend, colleague.
- Keep it short and simple.
- Say it with a smile.

## Examples of Notes

### Thank you for the interview.

Dear Ms. Cetera,

Thank you for the opportunity to interview with Aquinas University. I really enjoyed meeting with you and learning more about AU. The Hall Director position sounds exciting. I look forward to hearing from you soon!

Sincerely,  
Very Excited Student

Dear Ms. Sanchez,

I just wanted to take a moment to say thank you for taking the time to interview with me this morning. I truly enjoyed the opportunity to learn more about Turrell College and its Residence Life Program. I hope to hear from you again soon regarding the Area Coordinator position.

Sincerely,  
SHU Pirate

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**Thanks, but not interested in interviewing with you.** (Needs to be done immediately. Don't waste their time if you have no intention. Don't be afraid to say thank you, but no. They won't get mad.)

Dear Mr. Roberts:

Thank you so much for the invitation to interview with Pirate University. At this time I will be unable to schedule an interview with you. I have chosen a different geographic focus for my search. Best wishes with your Area Coordinator search.

Sincerely,  
Joe Pirate

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Dear Mr. Verem:

Thank you for the invitation to interview with Go Green College. Unfortunately, GGU is not within the focus of my search right now. Good luck with your search.

Sincerely,  
Suzzie Pirate

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**You have interviewed and are no longer interested or you are offered a second interview that you need to decline.** (Can be a NTE, but needs to be done immediately. Don't waste their time if you have no intention. Don't be afraid to say thank you, but no. They won't get mad.)

Dear Ms. Borkowski,

Thank you for your interest in my candidacy. After careful consideration, I have chosen to narrow the geographic focus of my job search. At this time, I would like to withdraw my candidacy from your pool.

Sincerely,  
Matt Boland

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Dear Mrs. Ohanessian:

Thank you for the invitation for a second interview with SHU. While I am still very interested in the position, I am unable to schedule a second interview with you at this time. Unfortunately, my schedule does not match the times that you have available at the Interview Scheduling Center. Perhaps we can find another time to schedule?

Sincerely,  
Cathy Cabrini

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## **Common Reasons for Rejection**

1. Poor personal appearance
2. Overbearing, over-aggressive, conceited, superiority complex, know-it-all attitude
3. Inability to communicate effectively, poor voice, diction, grammar
4. Lack of planning for career – no purpose or goals
5. Overemphasis on money, work hours, benefits
6. Expects too much, too soon
7. Makes excuses, evasive, hedges on unfavorable factors in record
8. Lacking in courtesy, ill-mannered
9. Asks no questions about the job
10. Lack of knowledge of the institution the candidate is interviewing with
11. Late for interview
12. Sloppy resume
13. Poor eye contact during the interview
14. Extreme nervousness
15. Indefinite responses to questions – talks too much
16. Lack of confidence and poise
17. Indecisive – lacks initiative
18. Condemnation of previous employers/professors
19. Lack of leadership qualities
20. Timid, introverted, lacks sufficient degree of assertiveness
21. Unwilling to relocate

## RELI 2011 Suggested Reading List

- M. Cullen. *“35 Dumb Things Well-Intended People Say”*
- Dawson, R. *“Secret’s of Power Negotiating”*
- Gladwell, M. *“Outliers”*
- Gladwell, M. *“The Tipping Point”*
- Snow, D. & Yanowich, T. *“Unleashing Excellence”*
- Harper, S. *“Creating Inclusive Campus Environments”*
- ACPA/NASPA Joint Publication: *“Professional Competency Areas for Student Affairs Practitioners”*
- Heath, Chip & Heath, Dan. *“Switch”*
- Haidt, Jonathan. *“The Happiness Hypothesis”*
- Dweck, Carol. *“Mindset”*
- Kotter, John. *“The Heart of Change”*
- Sutton, Robert I. *“The No A\*\*hole Rule”*
- Miller, John G. *“QBQ”*
- Miller, John G. *“Flipping the Switch”*
- Giuliani, Rudy. *“Leadership”*
- Howe, Neil. *“Managing Millennials in the Workplace”*
- Seaman, Barrett. *“Binge”*
- Kadison, Richard. *“College of the Overwhelmed”*
- Miller, Thomas E., Bender, Barbara E., Schuh, John H, and Associates. *“Promoting Reasonable Expectations”*

Zdziarski, Eugene, Dunkel, Norbert W., Rollo, J. Michael, and Associates. "Campus Crisis Management"

Miller, Robert H. "Campus Confidential"