

**THE SEARCH FOR QUALITY:**  
**A Process for Hiring Principals, Youth**  
**Ministers and DRE's**



**DIOCESE OF DAVENPORT**  
2001-2002

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## **INTRODUCTION**

Each of the Catholic schools of the Diocese of Davenport has an elected board of education, representative of the community, which has the responsibility to develop policy for total education and to hire competent administrators.

Historically, all school administrators were appointed by Major Superiors of Congregations of Women Religious or, in the case of Diocesan priests, appointed by the Bishop of the Diocese. Over the years this process has changed and our boards of education have the freedom and the responsibility to hire the person(s) best qualified to meet the needs of the particular school at a given time.

With a strong conviction that the choice of the elementary and secondary school principal is absolutely essential to building and maintaining an effective quality Catholic school, the Superintendent of Schools of the Diocese of Davenport became directly involved with the parish or regional board of education in the process of searching, screening, and interviewing the candidates. This involvement has not in any way diminished the authority of the board. Rather, it has enabled the board to make a more informed choice.

The minimal requirement for school administrators in the Diocese is a Master's Degree in Administration or a Master's Degree with the additional graduate credits necessary for certification as principal by the Iowa State Department of Education.

This manual is the result of years of experience in the hiring of many administrators of diocesan schools. It is to be used as a working instrument with parish and regional boards when there is a need to search for a new administrator. The information in this manual, with appropriate modification, could be used for the selection of CREs, DREs, and Youth Ministers.

We would like to thank the Diocese of Des Moines and the Director of Human Resources for their help in the preparation of this manual. Also, our thanks to Holy Family Board of Education for their valuable input.

### **PRIOR TO THE SEARCH**

When a local board of education has accepted an administrator's resignation or the administrator does not accept a new contract or the board plans not to offer the administrator a contract, the Board President contacts the Diocesan Superintendent of Schools immediately so that the search process can begin.

As soon as possible, a meeting of the full board and the Diocesan Superintendent of Schools is scheduled to discuss the following:

- 1) What qualifications beyond the Master's Degree in elementary or secondary administration do we require (i.e. educational experience, recency of course work, etc.)?
- 2) What personal qualities do we seek in our administrator?
- 3) Does the present Diocesan job description for a principal accurately reflect our needs and expectations? If necessary, make changes with the approval of the board. (Pg. 13)
- 4) Do we have a good description of our present program?
- 5) What financial package are we prepared to offer (i.e. minimum salary, maximum salary, fringe benefits)? The entire board should decide the parameters of the financial package which will be offered to the candidates. The maximum should be known by the Search Committee. If there is a candidate who is asking for more than the maximum and the Search Committee sees the candidate as the one it believes to be potentially most effective, the Search Committee must return to the board for further direction on salary.
- 6) Will we offer a one-year contract or multi-year contract?
- 7) Who will serve on the Search Committee?
- 8) Who will be chairperson of the Search Committee?

- 9) What is the projected timeline for the search process?
- 10) What is a reasonable budget to support the search process?

## **SEARCH COMMITTEE**

### **I. Composition**

**A. Superintendent of Schools:**

Diocesan Board of Education Proposed Policy #310 and Regulation #310.1 recommend that the Diocesan Superintendent of Schools be involved in the hiring of new administrators from the initial stage of the process. (Pg. 11 & 12)

**B. Regional or Local Board of Education Members:**

Members of the regional or local board of education are to be involved with the Diocesan Superintendent of Schools at every stage of the process. The board may make a decision to have the board serve as a committee of the whole or they may decide to form a smaller search committee of the board.

**C. Pastor:**

In the case of parish boards of education, the pastor must be involved. Where there are regional boards, at least one priest should serve on the search committee.

**D. President of \_\_\_\_\_ or Executive Coordinator of \_\_\_\_\_ Area Board of Education:**

These individuals serve on the search committee when the search is for a principal. These persons ultimately recommend to the board the person to be hired as principal.

**E. Teachers:**

A representative of the faculty ordinarily serves on the search committee at the discretion of the board. The person should be chosen by the faculty. The board should utilize the faculty representative as a source of information and insight regarding major strengths and weaknesses seen and their impressions concerning the candidate. This person has no vote on the final decision.

F. Parents:

A parent may be asked to be on the search committee at the discretion of the board. The board should utilize the parent representative as a source of information and insight regarding major strengths and weaknesses seen and their impressions concerning the candidate. This person has no vote on the final decision.

G. Parish Director of Religious Education:

The board may wish to include the director of religious education on the search committee. The board should utilize the religious education coordinator representative as a source of information and insight regarding major strengths and weaknesses seen and their impressions concerning the candidate. This person has no vote on the final decision.

H. Chairperson of Search Committee:

The board president is usually the person to serve as chairperson; however, he or she may wish to delegate this to another member of the board.

I. Secretary:

One of the members of the search committee should serve as secretary with the responsibility for the clerical work involved. (See page 5, 13 & 14)

J. Present Administrator:

The present administrator does not serve on the committee. This person will usually be asked to be available to the candidates who wish to visit the school, to discuss the program, and to give the candidates pertinent school materials to study.

## **II. Responsibilities**

### **A. Review materials and forms to be used.**

1. Diocesan professional application form (Pg. 19)
2. Diocesan job description for administrator (Pg. 13)
3. Questions to be used for the interview. A list of questions has been included in this manual. (Pg. 25 & 29) The Search Committee is encouraged to review these questions and add some if they see the need. The Superintendent of Schools or Board of Education should approve these questions. The committee will usually assign certain questions to each member in order to be certain that no important area is neglected during the interview.
4. Form letters

Boards are encouraged to use the sample form letters provided in this manual:

- a. Letter sent to prospective candidate with the following enclosures: the professional application form, and job description (Pg. 19)
- b. Letter sent to all applicants to indicate that the screening process is over and the applicant will not be interviewed. (Pg. 25)
- c. Letter to be sent to those who have been interviewed to indicate that the interviews have been completed and a decision reached. (Pg. 30)

### **B. Advertise.**

A list of possible areas in which to advertise for candidates and a sample advertisement are included in this manual. (Pgs. 14 & 15) The search committee should approve the composition of the advertisement as well as its circulation.

### **C. Choose Person to Receive Applications.**

Determine which member of the search committee will receive candidates' applications and credentials, usually the committee chairperson or secretary.

### **D. Maintain Files of Applicant.**

Individual file folders are made for each potential candidate; as his/her materials arrive, they are be inserted in the file.

### **TIME-LINE**

The entire Board should develop a projected time-line for the search process. The following questions will help determine the time-line:

1. When will the position be advertised?
2. How much time will be provided for applicants to respond? (A minimum of three weeks is recommended.)
3. When will the search committee come together to review all applications?
4. When will interviews be scheduled?
5. When will a decision be made?

### **THE APPLICATION**

An application is completed only when the following materials have been received:

1. Diocesan Professional Application Form (Pg. 19)

2. Official transcript of grades/credits
3. Copy of Iowa certification (if available)
4. Three recent letters of recommendation

## **SCREENING AND REVIEW OF APPLICATIONS**

### **I. Review of Applications and Credentials:**

The entire Search Committee and the Superintendent of Schools must meet to review the applications and credentials and to determine any additional information which is needed. A criminal background check will be performed. Each member of the Search Committee takes time at this meeting to review all of the materials for each applicant. The form for screening applications (Pg. 24) will be helpful in the meeting. The committee must decide who will pursue necessary additional information and what procedure should be used to gain it (i.e., telephone call to present employer, etc.).

### **II. Letters of Recommendation:**

Letters of recommendation should be read carefully. Persons who wrote the letters should be called if-

- a. there are any questions or any need for clarification or elaboration,

- b. there is no letter of recommendation from the present employer; or
- c. the committee perceives the need to gain additional information to supplement an apparently good recommendation.

**III. Selection of Candidates for Interview:**

A decision is made by the Search Committee in regard to those candidates to be interviewed, as well as the time and location of such interviews. Review (Pg. 25) for observance guidelines and Bona Fide Occupational Qualification (BFOQ).

**IV. Number of Candidates to be Interviewed:**

There is no magic number regarding the number of candidates to be interviewed. This decision obviously depends on the quality of the applicants.

**THE INTERVIEW**

**I. Location:**

Usually interviews will be in an area in the school or a location with easy access to the school. The room should be comfortable but arranged for a formal interview to be conducted around a table.

**II. Number:**

It is recommended that candidates be interviewed on the same day or on two consecutive days. This will provide the Search Committee with a better picture of how each candidate is perceived in relation to the others, as well as how well the individuals will meet the expectations of the position. Depending on the schedule of the Search Committee it is possible to plan four interviews in one day.

**III. Length:**

The interview will usually last approximately one hour. It is recommended that the Search Committee devote about forty-five minutes to questions and allow the candidate about fifteen minutes to ask questions of them.

**IV. Interview Tips/Pitfalls:**

A list of interview tips is included in this manual (Pg. 30) to be used as a checklist for those involved in the interview process. Review the following Appendices: *Interview and Selection: EEO Guidelines* (Pg. 31) and *Interview Pitfalls* (Pg. 34).

**V. Spouse:**

It would be wise to invite spouses of the candidates from outside the community to accompany them. Support of family is very important as an educator considers a new position. However, the spouse is not included in the formal interview.

## **POST-INTERVIEW PROCESS**

**I. After Each Interview:**

Allow time for the Search Committee members to list the apparent strengths and weaknesses of each candidate.

- A. Each member of the Search Committee completes the form indicating "pros" and "cons" (Pg. 36) in regard to each candidate's potential.
- B. The Candidate Assessment Form (Pg. 37) should be completed by each member of the Search Committee after each interview. It will be used to assist in determining the most suitable candidate only after the field has been narrowed to two or three finalists.

**II. After All Interviews:**

- A. Discuss the strengths and weaknesses of each candidate as perceived by the members of the Search Committee.
- B. Each member of the Search Committee should then indicate their choice of candidate for the position and the reasons supporting that choice.
- C. If there is no consensus within the Search Committee in regard to the choice of candidate to fill the position, the Search Committee may:
  - 1. decide to schedule a follow-up interview with one or more candidates; or
  - 2. decide to advertise the position again and begin the search process again.

**THE CONTRACT**

**I. Process**

- A. The Search Committee makes its recommendation of the candidate to the entire Board of Education.
- B. The Board of Education votes on the recommendation of the Search Committee.
- C. The candidate is called immediately regarding the decision of the Board of Education.

**II. Contract Form:**

- A. The Diocesan Contract form is to be used (Pg. 39)

- B. Three copies of the contract should be prepared immediately and forwarded to the candidate.
- C. The candidate should be given a maximum of two weeks to sign the contract and return all three copies to the Board of Education.
- D. Designated representatives of the Board of Education sign the contracts after the contracts are returned by the candidate. One copy is sent to the new administrator; one is, sent to the Diocesan Superintendent of Schools; one is maintained on file by the Board of Education.

## **APPENDIX**



**DIOCESE OF DAVENPORT  
BOARD OF EDUCATION**

**PERSONNEL**

Principal

Appointment - Contract

It shall be the policy of the Diocesan Board of Education that decisions regarding the contracting of the principal of an elementary school or high school shall be determined by vote of the Parish Board of Education/Regional Board only after completing the Hiring Procedures established by the Office of the Superintendent of Schools.

Original Policy Proposed:

August 15, 1998

**DIOCESE OF DAVENPORT  
BOARD OF EDUCATION**

**PERSONNEL**

Principal

Procedures for recruiting, interviewing, and hiring a principal.

1. Each local Board of Education will notify the Diocesan Superintendent of Schools as soon as it is known that a new principal will be needed for the following school year. The Superintendent will work with the Board in searching for a principal. (Ordinarily a vacancy should be known by January 15.)
2. Local Boards should review the principal's job description to assure that Board expectations are reflected in the description so that it can be distributed to applicants for the position.
3. A committee will be established to recruit and interview. Committee responsibilities will be:
  - a. Advertise the opening to Religious Congregations of Sisters, in religious and secular newspapers and periodicals, as well as other newspapers and professional periodicals.
  - b. Respond to those interested by sending a job description and application form.
  - c. Request transcript of credits, personal file and references for each applicant.
  - d. Study materials received and conduct personal interviews with possible applicants.
  - e. Follow up written references with telephone contacts.
  - f. Recommend one candidate to the Board of Education.
4. The local Board should strive for consensus among Board members in choosing the principal. A vote of the entire Board is required.
5. If there is an indication that the Board wishes to terminate a contract or is contemplating not offering a contract to a principal for the following year the Superintendent should be notified immediately.

Regulation Proposed:  
August 15, 1998

## **JOB DESCRIPTION**

The following job description is a result of a process involving all of the principals of the Diocese, teachers and local board members. While the principal accepts responsibility for each of these tasks, others also have a role in accomplishing them. Pastors, teachers, local boards, central office staff, parish director of religious education, non-certified staff and secretaries all share with the principal the responsibility for the accomplishment of many of the tasks listed below. When boards and principals discuss the job description, it would be well to identify the role of the principal in each task.

**DIOCESE OF DAVENPORT  
SCHOOLS OFFICE**

**JOB DESCRIPTION OF THE PRINCIPAL**

**I. Faith Community Facilitator**

- A. Help create a faith community.
- B. Give priority to the development of the total Catholic dimension of the school.
- C. Involve others in prayer and liturgy.
- D. Foster interpersonal relationships based on Gospel values.
- E. Foster the service dimension of faith development among staff and students.

**II. Human Relations Leader**

- A. Maintain open communication with staff, students, parish/pastoral staff and board of education.
- B. Communicate with parents and provide for parent/teacher/student interaction.
- C. Implement a well-defined public relations program.
- D. Collaborate with local groups in school-related programs.
- E. Create an open and honest climate conducive to personal and social growth of staff and students.

**III. Academic Leader**

- A. Provide leadership for curriculum planning based on sound educational practice.
- B. Direct the selection and evaluation of personnel.
- C. Exhibit concerns for the on-going development of the educational program through effective leadership.
- D. Provide opportunities for teachers' professional growth.
- E. Direct a process of systematic procedures for monitoring student progress toward goals.
- F. Establish a climate which fosters learning.

**IV. Managerial Leader**

- A. Demonstrate competency in general administration of the school.
- B. Participate in development and implementation of annual budget.
- C. Provide leadership for local board of education.

## ADVERTISEMENT

### SAMPLE

**Principal** (K-8, 1-8, 9-12) Religious and Academic Leader committed to Catholic school education for\_\_\_\_\_ students and \_\_\_\_\_ staff.  
M. A. and Iowa Certification required. (Give size of community) Contact (Board President or Chairperson of Search Committee) phone and/or address for application or information. Equal Opportunity Employer.

## **PLACES TO ADVERTISE FOR PERSONNEL**

### **Educational Institutions**

Iowa State University  
Personnel Placement  
Ames, Iowa 50010

Clarke College  
Personnel Placement  
Dubuque, Iowa 52001

St. Ambrose University  
518 W. Locust Street  
Davenport, Iowa 52803-2898

University of Northern  
Personnel Placement  
Cedar Falls, Iowa 50613

Loras College  
Personnel Placement  
Dubuque, Iowa 52001

Augustana College  
638 38<sup>th</sup> Street  
Rock Island, Illinois 61201

University of Iowa  
Personnel Placement  
Iowa City, Iowa 52242

Creighton University  
Personnel Placement  
Omaha, Nebraska 68178

University of Wisconsin - Platteville  
One University Plaza  
Platteville, Wisconsin 53818

### **Newspapers**

Ad Random  
National Catholic Reporter  
P.O. Box 281  
Kansas City, Missouri 64141

Des Moines Register  
715 Locust Street  
Des Moines, Iowa 50309

Catholic Mirror  
P.O. Box 10372  
Des Moines, Iowa 50306

Quad City Times  
500 E 3<sup>rd</sup> Street  
Davenport, Iowa 52801

Catholic Messenger  
736 Federal Street  
Davenport, Iowa 52803

### **Other**

Ministry Resource Center, Inc.  
3920 North Lawndale Avenue  
Chicago, Illinois 60618  
312-583-6862

## **ADVERTISING THE JOB**

Basic to providing equal employment opportunity is a practice of open advertising of all available positions.

An employer should indicate in its advertising that the firm is an “equal opportunity employer” and that all qualified applicants, regardless of race, color, sex, national origin, or disability are encouraged to apply.

Advertising openings is subject to a few easily met legal guidelines. The Iowa Administrative Code prohibits any employment preference, limitation, or specification based on sex, unless sex is a bona fide occupational. Also barred is advertising or otherwise publishing any employment preference, limitation, or specification based upon age, except as provided in the Iowa Civil Rights Commission’s rules, unless the employer, employment agency, or labor organization files an affidavit with the publication indicating that the age requirement is a BFOQ (Bona Fide Occupational Qualification).

Help wanted notices should not contain terms or phrases expressing an age preference, such as “young,” “boy,” “girl,” “recent college graduate,” or “retired person” unless there is a BFOQ for the position.

For jobs, which in the past were traditionally typed as “male” or “female,” employers should stress that applicants of both sexes are encouraged to apply.

Recruiting a work force that accurately reflects the mix of the community frequently has two major advantages for the employer. First, through the employees, the employer’s product or service becomes favorably known to a wider spectrum of consumers. When both sexes, all racial and ethnic groups, persons with disabilities, and persons of varying ages are familiar with a product the market for the product expands. Second, customers feel comfortable coming into a business where all segments of the community are represented, including those with which they closely identify. This makes them more likely to return to do business later.

# Diocese of Davenport, Iowa

## Application for Principal, DRE, or Coordinator of Youth Ministry/Administrator Position

**Instructions:** Please type or print in ink. Complete all four pages of application. Attach an original copy or photostat of official transcripts and licenses documenting qualifications shown in Item II.

Date of Application: \_\_\_\_\_ Social Security # \_\_\_\_\_

### I. PERSONAL

Name \_\_\_\_\_  
(Last) (First) (Middle)

Permanent Address \_\_\_\_\_  
(Number & Street) (City) (State) (Zip)

Mailing Address (if different from above) \_\_\_\_\_

Telephone: Home \_\_\_\_\_ Office \_\_\_\_\_

### Employment:

Are you presently under contract? \_\_\_\_\_ If yes, can you secure a release? \_\_\_\_\_

When will you be available? \_\_\_\_\_

### II. EDUCATION

#### Institutions Attended Including High School

Dates of Attendance	Name of Institution	Location (City/State)	Major Area of Concentration	Degree Received

#### Iowa Certificate

Folder #	Class	Expiration Date
Approvals	Endorsement	

#### Other Professional Certificates/Licenses Issued to You

State/Folder #	Subject or Area of Responsibility

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**Professional Memberships:**

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**III. PROFESSIONAL EXPERIENCE**

**Teaching Experience**

Dates	School/Parish/City	Role	Responsibilities

**Administrative Experience** (Principal, Diocesan Office, DRE etc.)

Dates	School/City/Diocese	Role

**Present Personal Professional Growth**

List professional growth experiences during last 2 years (seminars, courses, professional reading, etc.)

Dates	Title

**Work Experience** (Any position held in fields other than education)

Dates	Position	Comments

**Community Activities and Leisure Interests:**

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**IV. REFERENCES** (Give recent *professional* references. At least one must be an immediate supervisor.)

	<u>Name</u>	<u>Address</u>	<u>Telephone</u>	<u>Role</u>
1.				

2. \_\_\_\_\_

3. \_\_\_\_\_





(563) 324-1911
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**SAMPLE**

Date

Full Name

Address

Dear \_\_\_\_\_ :

Thank you for contacting us regarding the principalship of \_\_\_\_\_ School. A job description is enclosed.

Also enclosed is an application form which must be completed and returned to me along with your transcripts of credits, three recent letters of recommendation, and a copy of your Iowa certificate (if you currently have one).

We hope to make a decision by \_\_\_\_\_ about possible interviews. Applicants will be considered for interview only if all items listed above are received prior to that date.

Please feel free to call me or Mary M. Wieser, Coordinating Director of Education/Superintendent of Schools for the Diocese of Davenport (319/324-1911) if you have any questions.

Looking forward to hearing from you, I am

Very sincerely,

-----  
Chair, Search Committee

Address

Phone:

Enclosures



**SCREENING APPLICATIONS**

**STEPS:** Read each application carefully.  
Study credentials/transcripts.  
Read each reference carefully.

<u>Name</u>	<u>Religion</u> (Can't ask question)	<u>Years of Teaching</u>	<u>Levels</u>	<u>Years of Administration</u>	<u>Anything Missing</u>	<u>Concerns Questions</u>	<u>Overall Impression</u>
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## GUIDE TO PRE-EMPLOYMENT INQUIRIES

	<b>ACCEPTABLE</b>	<b>INADVISABLE</b>
<b>1. Arrest Records</b>	None. (For convictions, see No.4)	Number and kinds of arrest
<b>2. Availability for Work on Weekends, Evenings</b>	If asked of all applicants and it is a business necessity for the person to be available to work weekends and/or evenings	Any inquiry about religious observance.
<b>3. Citizenship, Birthplace &amp; National Origin</b>	<p>The only legitimate concern here is whether the applicant is eligible to work in the United States, under terms of the Immigration Reform and Control Act of 1986</p> <p>There is a fair and advisable way to obtain this information. The best approach is to ask: Are you EITHER a U.S. citizen OR an alien authorized to work in the United States?</p> <p>The "Yes" or "No" answer that follows provides all needed information while not disclosing which (citizen or alien) the applicant is.</p>	Birthplace, national origin, ancestry, or lineage of applicant, applicant's parents, or applicant's spouse
<b>4. Conviction Records</b>	Inquiry into convictions if job related.	Any inquiry about conviction unrelated to job requirements.
<b>5. Creed or Religion</b>	None, except where religion is a bona fide occupational qualification.	Applicant's religious affiliation, Church, parish or religious holidays observed.
<b>6. Credit Records</b>	None, unless job related.	Inquiries about charge accounts, bank accounts, home ownership, etc.
<b>7. Disability</b>	Whether applicant can perform essential functions of the job.	To ask applicant if he/she is disabled and/or to list disability
<b>8. Family Status</b>	Whether applicant has responsibilities or commitments which will prevent meeting work schedules, if asked of all applicants regardless of sex.	Marital status, number and age of children, spouse's job.
<b>9. Height &amp; Weight</b>	None, unless job related.	Any inquiry unrelated to job requirements.

	<b>ACCEPTABLE</b>	<b>INADVISABLE</b>
<b>10. Language</b>	Language applicant speaks or writes fluently, if job related.	Language used by applicant or family members at home, or how applicant acquired the ability to read, write, or speak a foreign language.
<b>11. Marital Status</b>	None.	Whether applicant is married, single, divorced, separated, engaged or widowed.
<b>12. Military Service</b>	Military experience or training.	Type or condition of discharge.
<b>13. Name</b>	Whether an applicant's education records or past work experience is under a different name.	The original name of an applicant whose name has been legally changed or the national origin of an applicant's name.
<b>14. Organizations</b>	Applicant's membership in professional organizations, if job related.	All clubs, social fraternities, societies, lodges, or organizations to which applicant belongs.
<b>15. Photographs</b>	None except after hiring.	Photograph with application or after interviewing but before hiring.
<b>16. Pregnancy</b>	None.	Any inquiry into pregnancy, medical history of pregnancy or family plans.
<b>17. Race or Color</b>	None.	Applicant's race or color of applicant's skin.
<b>18. References</b>	Name of character references.	Name of applicant's pastor or religious leader.
<b>19. Relative/Friends</b>	Names of applicant's relatives already employed by your organization or a competitor, but you may not give preference if women and minorities are underrepresented in your workforce.	Names of friends working for the company or names of relatives other than those working for the company.
<b>20. Sex</b>	None, except where gender is a bona fide occupational qualification (BFOQ).	Any inquiry except where BFOQ.

**21. Worker's Compensation**    None.

Past Worker's Compensations  
claims.

**SAMPLE**

Date

Full Name

Address

Dear \_\_\_\_\_ :

Our search committee has screened the applications they have received for the position of \_\_\_\_\_ .  
They have arranged interviews with the persons they feel will best fit the needs of \_\_\_\_\_ School.

I am writing to inform you that you are not one of the final persons to be interviewed.

Thank you very much for applying. We wish you the very best in your future endeavors.

Very sincerely,

-----  
Board President

## **DIOCESE OF DAVENPORT**

### **SCHOOLS OFFICE**

#### SUGGESTED INTERVIEW QUESTIONS FOR PROSPECTIVE ADMINISTRATORS

1. Describe your present assignment (type and size of school personnel programs, parish involvement).
2. In what ways have you worked with boards of education?
3. How **are** you involved in your parish community?
4. How do you provide for your own spiritual growth?
5. What are the essential elements of any philosophy of Catholic education?
6. How would you provide leadership for the building of a faith community within our school?
7. Give an example of how you would organize and motivate a group to evaluate a situation and initiate a needed change.
8. How would you respond to an instance of conflict (i.e. teacher - teacher, parent - teacher, parent administrator)?
9. What are the components of an effective public relations program?
10. What steps would you take to build and maintain relationships between the school and a. civic community; b. parish community, c. parents?
11. Describe your experience in the supervision and evaluation of faculty.
12. How would you plan and implement a staff development process?
13. What is your philosophy of student discipline? What is the principal's role in this regard?
14. Describe your experience in the formation and monitoring of a budget.
15. How do you describe your leadership style? What values guide your decision-making?
16. In what ways do you provide for your own professional growth?
17. What are your areas of professional strength?
18. In what professional areas do you especially need to grow?
19. Reflect on principals you have known and what it is you admire most in them.
20. What is the unique contribution you can make to Catholic schools education?
21. What are your long - term professional goals?

22. Do you have any questions about the job description?

## SAMPLE OPEN-ENDED QUESTIONS

### DON'T USE

1. Did you enjoy your last job?
2. Do you feel you learned a lot in school?
3. Do you feel you are qualified for this job?
4. Have you ever been required to demonstrate leadership?
5. Wouldn't it have been better to admit you made a mistake?
6. Have you found people react that way to you often?
7. Have you ever had personality clashes with anyone in your prior company?
8. A great deal of that kind of work has to be done on this job, and I get the impression you don't enjoy it.
9. I suppose you left because there was little or no opportunity for advancement.
10. Were you ever asked to make a decision?
11. Were you closely supervised on your last job?
12. We need someone who can handle a lot of pressure—do you think you have the ability to do that?

### DO USE

1. Tell me what you enjoyed about your last job?
2. What things, related to this job, do you feel you learned most while in school?
3. Describe how you feel you are qualified for this job.
4. In what ways have you been required to demonstrate leadership?
5. Given the opportunity, what would you have to improve?
6. Why do you feel people react in that way?
7. How did you feel about people you worked with, all in all?
8. Was there anything about that kind of work you didn't like?
9. Why did you decide to leave?
10. What kind of decisions did you typically make on your last job?
11. How much supervision did you have on a day to day basis on your last job?
12. Describe the kind of responsibilities you've been asked to assume in the past.

## SOME TIPS FOR INTERVIEWING

### DO

Be well prepared for each interview.  
Make the candidate comfortable.  
Standardize the interview for all candidates.  
Focus on specifics.  
Stay on target.  
Inform candidate of expectations in the position.  
Allow adequate time toward the end of interview  
for candidate to ask questions.  
Answer questions completely and objectively.  
Listen carefully.  
Have a standard explanation of the post-interview  
procedure.  
Treat candidate as you would want to be treated.  
Independently rate the candidate immediately  
after interview.  
Inform in writing all candidates of the Board's decision.

### DON'T

Talk too much.  
Prolong the interview **unnecessarily.**  
Rate a candidate low in an area in which you  
consider yourself strong.  
Make a decision regarding candidate's  
acceptability early in the interview.  
Use questions which can be answered yes or no.  
Use loaded questions.  
Be interviewed by the candidate.  
Be too negative or too positive about the  
candidate's chance for the position.  
Answer questions for which you have no definite  
answer.

## **INTERVIEW AND SELECTION: EEO GUIDELINES**

All personnel actions are affected by Equal Employment Opportunity (EEO) laws. To prevent EEO violations during the interviewing and selection process, the following guidelines should be used:

### **THE INTERVIEW PROCESS:**

#### **DO NOT ASK THE JOB APPLICANT QUESTIONS ABOUT:**

1. Race, national origin or disability
2. Marital and family status
3. Height and weight
4. Arrest records
5. Credit or financial records
6. Home ownership
7. Type of Military Discharge
8. Age
9. Contraceptive Practices
10. Plans to have children

### **THE SELECTION**

Do not base selection decisions on the following:

1. Race or color
2. National origin
3. Gender
4. Sexual orientation
5. Arrest records
6. Garnishment records
7. Credit rating
8. Marital status
9. Children in household
10. Height and weight
11. Age
12. Religion
13. Pregnancy or health
14. Unwed motherhood

Religious and moral questions can be asked only if they have a direct bearing on the job itself, and are a part of the job. Example: Asking questions about religion, contraceptive practices, etc., for a position involving Pro-Life.

#### **ALWAYS BASE SELECTION DECISIONS ON THE FOLLOWING:**

1. The applicant as an individual.
2. On the facts – not on stereotype ideas.
3. An applicant's ability to meet the requirements of the job, with or without reasonable accommodation.



## **PRE-EMPLOYMENT INQUIRY GUIDE**

The Pre-employment Inquiry Guide is a valuable tool that should be reviewed before interviewing an applicant. Observance of these guidelines will help the interviewer avoid questions that may bring out information which could later be the basis for a charge of discrimination.

Illegal questions can result in a charge of unlawful discriminatory practice, even though the applicant may not be qualified for other legitimate job related reasons.

Bona Fide Occupational Qualifications (BFOQ)

<b>ACCEPTABLE QUESTIONS</b>	<b>IT IS DISCRIMINATORY TO INQUIRE</b>
<p><b>NAME</b></p> <ol style="list-style-type: none"> <li>1. What is your name?</li> <li>2. Is any additional information relative to change of name, assumed name or nickname necessary to enable us to check your work record, references, etc.?</li> </ol>	<ol style="list-style-type: none"> <li>1. What was your maiden name?</li> <li>2. Have you ever changed your name?</li> </ol>
<p><b>AGE</b></p>	<p><b>NO ACCEPTABLE PRE-EMPLOYMENT QUESTIONS</b></p>
<p><b>MARITAL STATUS</b></p>	<p><b>NO ACCEPTABLE PRE-EMPLOYMENT QUESTIONS</b></p>
<p><b>FAMILY</b></p> <ol style="list-style-type: none"> <li>1. Do you have any relatives who are employed by the parish?</li> <li>2. Do you have any activities, commitments or responsibilities that might prevent you from meeting the parish work attendance requirements?</li> </ol>	<ol style="list-style-type: none"> <li>1. Do you have any minor children or other Dependents?</li> <li>2. What child care arrangements have been, or will be made?</li> <li>3. What does your spouse do?</li> <li>4. What is his/her salary?</li> </ol>
<p><b>PLACE OF BIRTH</b></p>	<p><b>NO ACCEPTABLE PRE-EMPLOYMENT QUESTIONS</b></p>
<p><b>RELIGION</b></p>	<p><b>NO ACCEPTABLE PRE-EMPLOYMENT QUESTIONS</b></p>
<p><b>CITIZENSHIP</b></p> <ol style="list-style-type: none"> <li>1. Do you have the right to remain permanently in the United States?</li> <li>2. Are you prevented from being</li> </ol>	<ol style="list-style-type: none"> <li>1. Are you a citizen of the United States?</li> </ol> <p style="margin-left: 40px;">employed in this country because of visa or immigration status?</p>
<p><b>NATIONAL ORIGIN OR ANCESTRY</b></p> <ol style="list-style-type: none"> <li>1. What language(s) other than English do you read or speak fluently?</li> </ol>	<ol style="list-style-type: none"> <li>1. Where were your parents born?</li> </ol>
<p><b>PHYSICAL CHARACTERISTICS</b></p> <ol style="list-style-type: none"> <li>1. Do you have any scars, birthmarks or other identifying physical characteristics?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the color of your skin?</li> <li>2. What is the color of your hair? Eyes?</li> </ol>

2. What is your Height? Weight? (BFOQ)

**ACCEPTABLE QUESTIONS**

**IT IS DISCRIMINATORY TO INQUIRE**

**EDUCATIONAL EXPERIENCE**

1. What schools (academic, vocational, professional) have you attended?
2. What types of work or job related experience have you had?
3. Have you ever served in the U.S. armed forces or state militia? What branch?

1. Did you graduate from high school?
2. Did you graduate from college?
3. What type of military discharge did you receive?

**CHARACTER**

1. Have you ever been convicted of any felony that would affect your ability to meet state bonding or licensing requirements?
2. Who referred you to us for this position?

1. Have you ever been arrested?

**ORGANIZATIONS**

1. What trade, professional or job related organizations are you a member of?

1. What organizations, clubs, societies and lodges do you belong to?

## **INTERVIEW PITFALLS**

1. **ALLOWING INTERRUPTIONS:** If at all possible, avoid interruptions. Failure to do so will generally tell the candidate that he or she is not as important as the interruption that interfered with the interview.
2. **NOT TREATING INTERVIEWEES AS INDIVIDUALS:** A natural tendency when interviewing a number of candidates for a given job is to begin treating everyone as if they were the same.. No two people have ever been found to be alike. Each is distinctly unique in many ways.
3. **NOT PROVIDING A GOOD FIRST IMPRESSION:** Someone once said: “No one has ever found a successful way of getting a second chance at making a good first impression.” Your promptness will indicate the importance of being on time to your candidates. Your being late will indicate that things are hectic, or that being late for work might be all right too. Try to provide a neat, quiet, and orderly environment for the interview. Be friendly and warm. Provide a good first impression of your parish to each candidate you interview.
4. **NOT LISTENING PROPERLY:** Avoid the temptation to frequently introduce your own thoughts during the interview. The applicant is not there to hear about your experiences. Remember, you have a limited period of time to learn as much as you can about each candidate, and you won’t get as much information if you are doing all of the talking.
5. **USING NON-JOB-RELATED QUESTIONS:** Not only can asking these questions be unlawful, but it wastes time and won’t provide you with much in the way of useful, selection/decision information.
6. **ARGUING:** An effective employment interview is not a contest. It is an important job. The interviewer who allows his own pride to get in the way of getting the relevant information will have to unlearn the trait.
7. **MAKING PROMISES YOU CAN’T KEEP:** If you know what the exact salary will be, or what benefits your parish will offer, you might want to discuss these. But never make a promise you or your parish can’t keep. Also, it is generally a good idea never to make a job offer during or at the end of the first interview with any candidate. Give yourself some time to think it over; to study what you’ve learned. A hurried job offer can backfire on you quickly.
8. **LACK OF PRIVACY AND CONFIDENTIALITY:** A closed door, a private or quiet environment, your own sensitivity will all go a long way to assuring the candidate that you will treat information he or she is sharing with you confidentially.
9. **INSUFFICIENT TIME FOR EACH INTERVIEW:** Don’t try to squeeze too many interviews into a limited period of time. The time you allot should be governed primarily by the complexity of the job. An hour and a half is considered about right for an average job of average complexity.
10. **USING DIRECT QUESTIONS ON CANDIDATE’S ATTITUDE:** Using the phrase “your attitude” can be potentially negative or caustic. Use substitute terms like “What is your philosophy about...” or “Describe some of your specific behaviors that...” (making certain that these are always job-related questions), rather than asking, “What is your attitude about...” The candidate will feel more fairly treated if you do this.
11. **TAKING NOTES:** Some find it helpful to take brief notes during an interview. It is of value in re-constructing information after the interview. But avoid the temptation to appear as if you are taking exceptionally careful notes when a candidate is discussing something sensitive or personal. Doing so can discourage the candidate from opening up during the remainder of the interview.

12. **LIMITING YOURSELF ONLY TO QUESTIONS:** Use comments too. A well-placed comment can “echo” or appear to provide support for something an applicant has just said – thus encouraging him or her to further amplify on that or other issues in the interview. Using only questions to get needed information will give the candidates the impression they are under “interrogation.”
13. **IMPROPER LANGUAGE LEVEL:** This is a judgmental area, at best. But in general, try to pitch your language, your questions, your comments at the level of the candidate, and the appropriate level of the job being filled. Don’t speak down; don’t speak up. Be natural.
14. **THE HALO AFFECT:** The halo affect causes us to feel generally good or generally bad about a candidate, usually because of one thing we’ve observed early in the interview. It can be damaging if we don’t give the candidate a chance to change that impression. Strive to keep from making judgments too quickly – especially in areas where we generally have strong, personal biases – such as with a person’s appearance.
15. **IMPATIENCE:** Sometimes a candidate won’t go in the direction you want immediately. Be patient. Through proper use of open-ended questions, silence and listening on your part, the interviewee will come around. Your impatience will inevitably lead to the applicant’s anxiety and tenseness – as well as your own failure to get the relevant information.

**PROCESS AFTER INTERVIEW**

**Name of Candidate**

**Pros**

**Cons**

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**CANDIDATE ASSESSMENT FORM**

Candidate's Name: \_\_\_\_\_

Based on your review of the application material and personal contact (interview) with the candidate, place a mark on the continuum for each item, marks that will reflect your assessment of the candidate's qualifications for this position. This is an individual assessment – thus, it is suggested the forms not be completed cooperatively. Please return the form to the search committee chairperson as soon as possible after completion. Although your signature is not required, such would facilitate follow-up when necessary. Thank you.

- |     |                          |          |           |   |
|-----|--------------------------|----------|-----------|---|
| 1.  | Leadership Qualities     | <u>1</u> | <u>10</u> | Be particularly concerned with candidate's perception of team management.   |
| 2.  | Public Relations Skills  | <u>1</u> | <u>10</u> | Relationships within a community, with Board, school staff, and faculty. Participation in community organizations and activities.   |
| 3.  | Professional Involvement | <u>1</u> | <u>10</u> | Membership and participation in professional organizations, leadership positions held, recency of professional education/in-service.  |
| 4.  | Communication Skills     | <u>1</u> | <u>10</u> | For most you will have to rely on oral skills, but you may want to review application material for minor evidence of writing skills.  |
| 5.  | Personal Appearance      | <u>1</u> | <u>10</u> | In addition to the obvious, observe how the candidate conducts him/herself during the interview – eye contact, at ease, confidence, etc.  |
| 6.  | Professional Experience  | <u>1</u> | <u>10</u> | The quantity is a given – be alert to unique experiences that may have specific applicability to your school. Also, be alert to potential or promise, even though some experience may be absent.  |
| 7.  | Fiscal Responsibility    | <u>1</u> | <u>10</u> | Unless you have unusual problems/concerns in this area, it is usually safe to assume competence with your candidates.   |
| 8.  | Curriculum               | <u>1</u> | <u>10</u> | Each candidate will be stronger in one aspect of the curriculum than others – try to determine their attitude toward and understanding of total process.  |
| 9.  | Religious Leadership     | <u>1</u> | <u>10</u> | Refer to evidence of experience within Catholic school setting as well as personal involvement as a member of a parish, etc. Awareness of current developments within the Church. Demonstrates a knowledge and appreciation of Catholic faith life. |
| 10. | General Impression       | <u>1</u> | <u>10</u> | Don't be afraid to express some "gut level" reactions – they can be quite reliable.   |

Signed: \_\_\_\_\_

S A M P L E

Date

Full Name

Address

Dear \_\_\_\_\_ :

We have completed our hiring process for the position of principal for which you applied.

We have hired a person whom we believe will best meet the needs at this time.

We wish you the very best in your future endeavors.

Very sincerely,

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Board President



**CANDIDATE FOR PRINCIPAL ASSESSMENT FORM  
SCHOOL FACILITY TOUR**

**Instructions:** While conducting the tour please take care to limit your own input, giving you the opportunity to get a feel/impression for the candidate and the candidate's abilities and skills as a leader/administrator/public relations person. Please complete the following for the individual candidate by marking where indicated a rating based on the following scale of 1 to 5:

**1-Poor      2-Below Average      3-Average      4-Above Average      5-Outstanding**

**CANDIDATE'S NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

1) Ability to put people at ease (congeniality)    1    2    3    4    5

2) Professional demeanor:    1    2    3    4    5

Please comment on the candidate's public relations skills: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Communication skills:    1    2    3    4    5

4) Enthusiasm toward the position and parish community: 1 2 3 4 5

Please comment on their reaction to the facility: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5 ) General impression of their confidence and positive approach to education and/or the position:    1    2    3    4    5

6) Please comment on your general impressions of the candidate: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Completed by \_\_\_\_\_