
**Example:
Interview
Guide**

The following is an example of an interview guide used by the EIS program to interview applicants for their program.

Rating Sheet for EIS Applicants

Name of Candidate:

Date of Interview:

Interviewer:

Comments (*Criteria described on the next page*)

Suitability:

Areas of Interest:

Analytic Process:

Communication:

Professionalism:

Other comments: (Strengths/weaknesses, other skills, training, qualifications)

<u>Overall Rating</u>	<u>Low</u>		<u>Average</u>		<u>High</u>	
Suitability for EIS	0	1	2	3	4	5
Analytic process	0	1	2	3	4	5
Communication	0	1	2	3	4	5
Professionalism	0	1	2	3	4	5
Overall	0	1	2	3	4	5

(See next page for criteria)

Criteria for Evaluation of Applicants for EIS

Suitability for EIS

- Potential for contribution to public health:
Has interest, but not necessarily experience in public health; can articulate how expertise gained through EIS will be used to further the public's health; expresses familiarity with and personal goals for EIS (asks insightful questions); has passion for public health
- Will benefit from EIS training:
Articulates how EIS will complement previous training to reach stated goals; wants to participate in a training and service program; has had exposure to broad experiences in the health field; has realistic expectations of work in the public sector; career shows logical progression
- Specific program interests and flexibility
What are specific areas, projects of interest in your center or in a state assignment? Any restrictions on assignment, either programmatic or geographic? Willing to consider a variety of assignments?

Analytic Process

- Quantitative skills
Has shown competence in one or more disciplines relevant to applied epidemiology, e.g. medicine, epidemiology, statistics, community-based research
- Intellectually curious, resourceful
Enjoys "sleuthing" in the pursuit of information
- Rational and logical thinker
Learns new information quickly and can apply it to new situations; analyzes available information to make decisions

Communication

- Discusses issues tactfully and constructively
Is diplomatic; is willing to compromise; can negotiate between different perspectives; treats others with respect and courtesy, regardless of “rank”
- Interpersonal skills
Is enthusiastic, listens well, asks appropriate questions, at ease while listening, speaking, or leading the conversation; good eye contact; leaves positive impression
- Verbal communication skills
Can express thoughts clearly (in language used in training and work)

Professionalism

- Demonstrates both leadership and team work qualities
Can work independently and take initiative when appropriate; seeks responsibility; shows integrity; team player; can work without full recognition; responds constructively to instruction and supervision; can work in a variety of settings and with a variety of people of different backgrounds and skills; has healthy self-esteem and good sense of humor
- Is motivated
Able to handle the pace of EIS; can manage several assignments simultaneously, often with conflicting priorities; can work under pressure of tight deadlines; has patience; is willing and able to work long hours when necessary; able to complete projects
- Is adaptable
Able to “fit in” to program; able to adapt to changing situations and environments; has diverse experiences and seeks new challenges