# **Exit Interview Questions**

Profess	sionalism
1.	Appointment Time Time of Arrival
2.	Question: Tell me about yourself.
	Note Appearance and hygiene
3.	Question: Can you give me two examples of how you've acted professionally on campus?
	Note communication
Oral Co	ommunication
1.	Question: Why should you be hired as a professional in your chosen field?
	Note persuasiveness
Initiati	ve
1.	<b>Question:</b> Give me three examples of a time where you've taken initiative while in your program.
	How many examples did they provide?
Accour	ntability
1.	Question: What does accountability mean to you?
	Do they know the definition of accountability?
2.	Question: How would your employer hold you accountable on the job?
	Number of examples provided

## Leadership and Teamwork

1. **Question:** Give me a few strategies of how you could overcome conflict when you're not getting along with a team member.

Observation: How many strategies did they provide?

## **Self-Awareness**

1. While you've been in your program, how have you grown as a person?

Observation: Question answered?

2. What professional obstacles have you had and how did you overcome them?

Observation: Question answered?

3. Tell me about a time you didn't achieve a goal and how did that feel?

Observation: Question answered?

### Career Path

1. Upon graduation, what certification or degree will you have achieved?

Observation:

2. What steps are you taking to make yourself a better candidate within your profession and get hired within 30 days of graduation?

Observation:

## **Intercultural Awareness**

- 1. What's your interpretation of cultural diversity?
- 2. Provide examples of how you may face cultural diversity in the workplace and your approach.

SKILL	Exceeds Expectations	Meets Expectations	Developing	Needs Improvement
Professionalism:	The student: -dresses in uniform or interview apparel that is a match for the student's careerspeaks with a professional voice register (as opposed to casual) -sits or stands with good posture -is able to recall situations in which they interacted with peers in and out of the classroom in a professional manner	One of the items below is not present: -dresses in uniform or interview apparel that is a match for the student's careerspeaks with a professional voice register (as opposed to casual) -sits or stands with good posture -is able to recall situations in which they interacted with peers in and out of the classroom in a professional manner	Two or more of the items below are not present: -dresses in uniform or interview apparel that is a match for the student's careerspeaks with a professional voice register (as opposed to casual) -sits or stands with good posture -is able to recall situations in which they interacted with peers in and out of the classroom in a professional manner	None of the items below are present: -dresses in uniform or interview apparel that is a match for the student's careerspeaks with a professional voice register (as opposed to casual) -sits or stands with good posture -is able to recall situations in which they interacted with peers in and out of the classroom in a professional manner
Oral Communication	Student speaks clearly and concisely, and consistently demonstrates the ability to: -hold eye contact -speak with a professional, confident, and articulate tone -persuasively speaks about themselves and their professional potential -create fully formed thoughts	One of the items below is not present: -concisely answers prompts -holds eye contact -speaks with a professional, confident, and articulate tone -persuasively speaks about themselves and their professional potential -creates fully formed thoughts	Two or more of the items below are not present: -concisely answers prompts -holds eye contact -speaks with a professional, confident, and articulate tone -persuasively speaks about themselves and their professional potential -creates fully formed thoughts	None of the items below are present: -concisely answers prompts -holds eye contact -speaks with a professional, confident, and articulate tone -persuasively speaks about themselves and their professional potential -creates fully formed thoughts

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	professional development opportunities available to them over the next three years (additional certifications, joining professional organizations, pursuing advanced degrees, etc.), and their role in identifying employment and plan to start employment within 30 days of graduation.	professional development opportunities available to them over the next three years (additional certifications, joining professional organizations, pursuing advanced degrees, etc.), but struggles identifying their role and ownership of the employment process.	path but are unable to identify the professional development needed to achieve it, and struggles identifying their role and ownership of the employment process.	their career path and is unable to identify their role and ownership of the employment process.
Intercultural Awareness	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates the ability to act in a supportive manner that recognizes the feelings of another cultural group.	Interprets intercultural experience from the perspectives of own and one other worldview and demonstrates the ability to act in a supportive manner.	Interprets intercultural experience from the perspectives of own and one other worldview but cannot articulate how to act in a supportive manner.	Interprets intercultural experience from the perspective his/her own worldview.
	-Able to describe cultural diversity in a clear mannerProvided multiple examples for embracing cultural diversity in the workplace.	-Able to describe cultural diversity in a clear mannerProvided an example for embracing cultural diversity in the workplace.	-Able to describe cultural diversity in a weak mannerA vague example for embracing cultural diversity in the workplace.	-Not able to describe cultural diversity in a clear mannerDid not provide examples for embracing cultural diversity in the workplace.
Other Observations				•