Interviewers are potential stakeholders for the outcome and should understand the job and its requirements, as well as know the organization's hiring objectives.
Human Resources, Diversity and Inclusion developed this Interview Success Guide to assist campus personnel in successfully performing interviews to aide in the selection of highly-qualified, diverse faculty and staff in support of the University's Strategic Plan.
THE OBJECTIVES OF A STRUCTURED INTERVIEW ARE TO:

- **Expand and clarify** the information provided on the candidate's application and resume.

- **Collect additional job-related information** which will supplement the candidate's application and resume.

- **Make a good impression** so that we are an appealing employer to the candidate.

- **Determine the candidate's "fit"**.

"Fit" is **defined** by the skills and knowledge required to perform the duties of the position and the ability to **work successfully** within the organizational culture.
DIVERSITY

- It is highly recommended that the committee be diverse and make efforts in allowing everyone an equal opportunity to attain the position.
- If a department lacks diversity they may seek assistance from another department or HRDI to serve on the committee.

TRAINING

- Each member of the interview committee should be made aware of and trained in employment laws and other policies governing the selection process before beginning in their participation, particularly as it relates to equity and affirmative action.
- It is highly recommended that each member of the committee go through interview behavioral training and certification provided by HRDI prior to serving on the committee.
- If a committee member acts inappropriately or fails to follow procedures, a warning will be provided and if recurring, the individual will be removed from the committee and enrolled in interview training before being allowed to serve on another committee.

CONFLICT OF INTEREST

- Members of the committee should be made aware of any potential conflicts of interest (employee referral, family member, etc.) and recuse themselves if necessary for a fair interview and selection process.

HIRING MANAGER/COMMITTEE CHAIR

- Selects members of the interview committee.
- Along with the rest of the committee, oversees candidate screening and decisions to narrow the search down to finalists for the interview process as well as discussion over who will be selected for the position.
WHAT ARE THE PRIMARY BENEFITS OF CONDUCTING A STRUCTURED INTERVIEW?

- Increased reliability in the prediction of job success.
- Indication of ability to balance technical and non-technical requirements.
- Consistent measurement
- Reduced legal risk

PREPARATION FOR CONDUCTING A STRUCTURED INTERVIEW:

- Select a diverse interview committee for their ability to add value to the interviews and selection decisions.
  - The hiring manager may screen resumes to narrow down the applicant pool prior to sharing with the committee.
  - Interview Committee should set aside several blocks of time to screen resumes and conduct interviews.
- Confidentiality Agreement
  - The recruiter will provide the Confidentiality Agreement form which must be signed by all search committee members.
- Develop an interview format.
  - Prepare questions to ask the candidate.
  - Provide direction for the interview to make the most effective use of time.
- Reserve room to conduct interview.
  - Ensure that room is quiet and free of distractions.
- Provide candidate with:
  - Parking information---encourage candidate to arrive early
  - Interview location
  - Length of appointment (include assessment time, if applicable)
  - Interviewer's titles
PRIOR TO INTERVIEW:

- Meet with interview committee to review candidates and schedule.
- Provide interview committee with packets that include questions and candidates’ resumes.
- Make sure assessments are ready for candidates to take if necessary.

DURING THE INTERVIEW

- Thank the candidate for coming.
- Conduct introductions.
- Explain the interview format and that interviewers may be writing things down but they are still listening - take good notes but remain attentive.
- Provide the candidate with an overview of the agenda but do not provide the interview questions.
- Explain that you're looking for responses to include specific examples.

USE THE STAR METHOD

- Encourage the candidate to share achievements and successes they find relevant.
- Maintain pleasant but neutral demeanor for the entire duration of the interview - appropriate small talk is encouraged.
- Do not show the candidate the interview guide scoring sheet.
- Ask the candidate if they have any questions.

Thank the candidate for their time!
EVALUATING CANDIDATES:

- Interviewers should meet to discuss candidate's interview performance immediately following the interview.
- Allow each member of the interview committee to individually evaluate the candidate using benchmarks and notes they may have taken during the interview.
- Assess the candidate on an individual basis - do not compare them to other candidates.
- Assess the candidate one competency at a time.
  - Use rubrics and score sheets
- Final assessments should be based on the discussion between interviewers.

CONFIDENTIALITY

- All search committee members must sign the Confidentiality Agreement prior to serving on the search committee.
- Do not discuss the candidate's interview performance in any common area to maintain confidentiality.
WHAT IS A COMPETENCY?

- **Observable** and **measurable** pattern of **skills**, **knowledge**, **abilities**, and other characteristics that an individual needs to perform the position's work successfully.
- Competencies are determined through a thorough job analysis.

TYPES OF COMPETENCIES

**GENERAL**
- Verbal and written communication skills
- Customer service
- Interpersonal skills
- Leadership
- Problem solving
- Others

**TECHNICAL**
- Drives productivity
- Financial acumen
- Rules of the road
- Innovation
- Network management
- Student/external relations
- Talent development
- Others
Well thought out questions are the key to:
eliciting the most useful information during an interview with a
candidate.

**INTERVIEW QUESTIONS SHOULD:**
- **Open** up a topic for conversation.
- **Confirm** what was learned about the applicant on paper.
- **Address** each of the selection criteria used as minimum or
essential qualifications.

This section will provide appropriate categories or types of
questions to be used in an interview and include examples.

**OPENING QUESTIONS:**
- The use of **ice breaker** and
"housekeeping" questions can help make everyone
involved feel more at ease.
- Opening questions provide
transition from introductions to the formal interview questions.

**Examples of ice breakers:**
- Did you happen to catch the...*(insert major event)*?
- Are you enjoying the weather?
- Why did you choose to apply for Cal State Fullerton?

**Examples of "housekeeping" questions:**
- Were you able to find parking easily?
- Have you been on this campus before?
- Would you like some coffee or water?
OPEN-ENDED QUESTIONS
• These questions are designed to encourage the candidate to demonstrate their communication skills and gather information.

EXAMPLES:
○ Why do you want to work for this institution?
○ Describe your current duties, roles, and responsibilities.
○ What strengths do you feel you bring to this position?
○ Describe your perfect job.

CLOSED-ENDED QUESTIONS
• Questions like this are used to elicit a very specific response or to confirm a piece of information gathered in the application process.
• Often begin with:
  ARE • HAVE • WILL • DID • CAN • IS • COULD

EXAMPLES:
○ Have you ever had experience with...?
○ Is a company’s work environment important to you?
○ Can you work weekends?
NEUTRAL QUESTIONS

- Allow the candidate to express their own ideas and provide information.
- Encourage honesty.
- Examples:
  - In your opinion, which is more important - speed or accuracy? Why do you feel this way?
  - What skills do you think are the most necessary to perform well in this position?

SKILL-BASED QUESTIONS

- Related to the necessary skills needed to perform successfully in a particular position.
- Should be directly linked to the selection criteria of the position.
- These types of questions look differently, depending on the type of position.

- ADMINISTRATIVE SUPPORT
  - Touch all of the major areas of responsibilities in the position's job description in a way that the interview committee can assess the candidate's experience in each area.

- COMMUNICATION
  - Written and verbal communication skills.
  - Questions for this skill need to be designed in a way that distinguishes between how well the candidate communicates during the interview, and how clearly they are able to explain their experience in communicating with others in their previous position.
• COMPUTER AND TECHNICAL SKILLS
  ○ Many questions regarding these skills are specific to the position so the hiring department may want to redesign their own questions.

• CUSTOMER SERVICE
  ○ Positions that require heavy contact with internal and external people call for information regarding how the candidate has reacted and responded to similar situations in the past.
  ○ Make sure these questions encourage the candidate to recall events that actually happened rather than hypothetical.

• EVENT PLANNING AND MEETING PREPARATION
  ○ This is a function that is frequently found at all levels in the organization.
  ○ These questions should encourage the candidate to provide information regarding types of events the hiring department has experienced or expect in the future.

• SUPERVISION AND MANAGEMENT
  ○ It is imperative to get a sense of how a candidate for a management position will fit in with the existing employees in the specific work unit.
  ○ Assess whether or not the candidate’s management style will be met with resistance from their staff.
  ○ Make sure questions allow the candidate to recall past supervisory and management experience with detailed information.
  ○ Present hypothetical situations to see how the candidate would respond.
BEHAVIORAL QUESTIONS

- Provide **insight** on how the candidate has acted in a real situation.
  - Using behavioral questions gives you a better look at how the candidate will behave in the position and fit in with the work culture of the department.
- The way a behavioral question is designed could easily translate into being a skill based question.
  - Candidate provides information about their creativity, adaptability, general skills, position based skills, etc.
- Behavioral questions are not usually phrased as a question because that tends to give away the kind of answer the interview committee might be looking for instead of letting the candidate form their own answer.
- Begin with...

  **Give me an example of...**  
  **Tell me...**  
  **Describe for me...**

- **EXAMPLES:**
  - **Tell me** about a time you had to work under pressure.
  - **Tell me** about a time you were faced with a challenge.
  - **Give me an example of** a goal you set for yourself and the outcome.
  - **Tell me** about a difficult work-related position you have made in the last year.
  - **Describe for me** what maintaining confidentiality means to you.
  - **Describe for me** a time you worked on a team.
  - **Describe** your understanding of diversity and why it is important to this position.
Equal opportunity and non-discrimination laws: protect the rights of individuals and specific groups.

Equal Employment Opportunity is THE LAW

General Question Topics to Avoid

- Age/Height/Weight
- Arrest Record
- Clubs/Organizations
- Citizenship
- Disability
- Driver’s License
- Ethnicity/Race
- Finances
- Lifestyle
- Marital Status
- Religion
- Union Affiliation
- Veterans Status

For more detailed information on equal opportunity and non-discrimination laws please visit:
Americans with Disabilities Act (ADA):
places some special requirements on employers during the interview
stage in addition to providing reasonable accommodation to applicants
in the application, interview, and employment process.

The law prohibits precluding an
applicant from consideration if they can perform the essential functions of
the job with or without reasonable accommodation. Although disabilities
are broadly defined, temporary conditions that do not interfere with major
life activities are usually not covered.

REASONABLE ACCOMMODATION

- Job functions must be identified as essential or marginal.
  - Only essential functions and the skills, knowledge, and abilities
    associated with them can be considered in the selection
    process.

- Interview questions should solicit responses based on the result or
  the outcome rather than the method used to arrive at the result.

For more detailed information on the
Americans with Disabilities Act
Please visit:
https://www.ada.gov/
## Sample Interview Scoring Sheet

<table>
<thead>
<tr>
<th>Skill</th>
<th>Ranking</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>3 - Average</td>
<td></td>
</tr>
<tr>
<td>Current relevant experience to role</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptability/Interpersonal Skills</td>
<td>4 - Favorable</td>
<td></td>
</tr>
<tr>
<td>Fast-paced changing environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customer Service</td>
<td>4 - Favorable</td>
<td></td>
</tr>
<tr>
<td>Customer service is key to both our</td>
<td></td>
<td></td>
</tr>
<tr>
<td>internal and external customers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving/Communication</td>
<td>4 - Favorable</td>
<td></td>
</tr>
<tr>
<td>Communication is key for success within</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the team and customers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity/Teamwork</td>
<td>4 - Favorable</td>
<td></td>
</tr>
<tr>
<td>Teamwork is key for success, integrity is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>required for teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>4 - Favorable</td>
<td></td>
</tr>
<tr>
<td>Diversity is important, leading teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with varying backgrounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning a new skill, personal development,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization/Time Management</td>
<td>4 - Favorable</td>
<td></td>
</tr>
<tr>
<td>Personal productivity, organizational skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Ranking & Rating                     | 3.86    | Favorable |

### Rating and Ranking Key

- 1: Highly Unfavorable
- 2: Unfavorable
- 3: Average
- 4: Favorable
- 5: Highly Favorable
### SAMPLE SCORE SHEET --- ROUND TABLE REVIEW

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Johnathon White</th>
<th>Position: Senior Financial Aid Analyst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewers:</td>
<td>Samuel Keaton</td>
<td>Christine Arevalo</td>
</tr>
<tr>
<td>Date of Interview:</td>
<td>7-27-6</td>
<td>7-27-16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill</th>
<th>Experience</th>
<th>Adaptability/Interpersonal Skills</th>
<th>Customer Service</th>
<th>Problem Solving/Communication</th>
<th>Integrity/Teamwork</th>
<th>Leadership</th>
<th>Self-Development</th>
<th>Organization/Time Management</th>
<th>Total Rating</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 - Favorable</td>
<td>4 - Favorable</td>
<td>4 - Favorable</td>
<td>4 - Favorable</td>
<td>4 - Favorable</td>
<td>3 - Average</td>
<td>0</td>
<td>4 - Favorable</td>
<td>3.86</td>
<td>Favorable</td>
</tr>
<tr>
<td></td>
<td>3 - Average</td>
<td>4 - Favorable</td>
<td>4 - Favorable</td>
<td>3 - Average</td>
<td>4 - Favorable</td>
<td>4 - Favorable</td>
<td>0</td>
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</tr>
<tr>
<td></td>
<td>3 - Average</td>
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<td>4 - Favorable</td>
<td>4 - Favorable</td>
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<td>4 - Favorable</td>
<td>4 - Favorable</td>
<td>4 - Favorable</td>
<td>3.75</td>
<td>Favorable</td>
</tr>
</tbody>
</table>

**RATING AND RANKING KEY**

1. Highly Unfavorable
2. Unfavorable
3. Average
4. Favorable
5. Highly Favorable