HIRING SMART
Effective Interview Techniques

Presented by
CSUF Human Resources
Agenda

- Goals of the Interview
- Search Committees and Interview Panels
- Interview Preparation
- Diversity, Equity, and ADA
- Competency-Based Interviewing
- Writing up the Interview Questions
- After the Hire
Goals of the Interview

- Learn more about the candidate.
- Ensure candidates have a comprehensive understanding of the position requirements and expectations.
- Ensure the recommended candidate’s knowledge, skills, and ability match with the requirements of the position.
- Ensure the recommended candidate is a ‘good’ organizational fit.
Search Committees

- Provide varied perspectives
- Include minority representation
- For certain Unit 4 and 6 searches, include Unit 4 or 6 representation
- Recommend recruitment plan
- Recommend outreach plan
- Screen applicants
- Are usually not on the Interview Panel
Interview Panels

- Use solely during the interview process.
Exercise 1

- Break into small groups of 3-4.
- Use existing job titles. At least one member represents hiring department.
- Position is ASA-II, Assistant to the Director of Human Resources.
- Determine your role on the Interview Panel. Why were you asked to participate?
- Take notes.
Interview Preparation

- Review the Position Description
- Have a comprehensive understanding of requirements –
  - Duties and responsibilities
  - Education and prior experience
  - Intangible requirements
  - Reporting relationships
  - Work environment
Exercise 2

- Review the Position Description.
- In your same groups, discuss your understanding of the position.
- Ask questions of the facilitator if you don’t understand any job responsibilities.
- Take notes.
Interview Preparation

- Review the Employment Application and résumé.
  - Become familiar with the person’s credentials.
  - Identify areas for discussion.
  - Scan overall appearance.
  - Look for blanks or omissions.
  - Make note of time gaps between jobs.
  - Consider overlaps in time.
  - Make note of any other inconsistencies.
Interview Preparation

- Review the Employment Application and résumé.
  - Be objective when evaluating salary requirements.
  - Review reasons for leaving previous jobs.
  - Review Employment Application or résumé for red-flag areas.
  - If duties not clearly described on Employment Application or résumé, make a note to ask for elaboration.
  - Consider the frequency of job changes.
Interview Logistics

- Allow sufficient time for the interview.
  - 90 – 120 minutes for professional positions.
  - 30 – 45 minutes for non-exempt positions.
  - 30 minutes divided between pre- and post-interview activities.
  - If possible, conduct only four to five interviews in one work day.
  - If possible, interview only during your peak (most alert) hours.
Interview Logistics

- Plan an appropriate environment.
  - Ensure minimum distraction.
  - Ensure your behavior and approach encourage discussion.
  - Lay out seating arrangements.
Exercise 3

- In small groups, review and discuss the application using the techniques you learned.
- Decide on logistics for the interviews.
- Assume there will be three candidates interviewed.
- Consider location, layout, and time.
- Take notes.
Go to: http://hr.fullerton.edu
- Select “Diversity and Equity Programs.”
- Review federal and state diversity laws and codes.
- Review Americans with Disabilities Act
Diversity, Equity, and ADA

- Employers may **legitimately** refuse to hire any person with a disability who:
  - Lacks the minimum qualifications for the job;
  - Is unable to perform the essential functions of the job;
  - Requires a reasonable accommodation that would be an undue hardship;
  - Would pose a direct threat to the health or safety of the individual or others;
  - Is less qualified than other applicants; or
  - Fails to meet any other criteria that are job-related and consistent with business necessity.
Diversity, Equity, and ADA

- Questions that may and may not be asked.
  - "HR Interview Guide"
    - Hard copy
    - Online at http://hr.fullerton.edu
      - Select “Human Resources Operations”
      - Select “Guidelines, Policies, & Resources”
  - Library of pre-approved questions
    Available by job type at the time the requesting department submits a request to HR.
Stages of the Interview

Rapport Building
Introductory
Core
Confirmation
Closing
Competency-Based Interviewing

- Interview results improve by:
  - Identifying the skills and characteristics needed to succeed in a specific work environment
  - Isolating the competencies required for a given job.
  - Earmarking relevant experiences necessary to have acquired these competencies.
  - Clarifying what candidates have learned from their experiences.
  - Determining whether candidates can apply what they have learned to a given job and work environment.
Four primary categories of competencies:
- Tangible, technical, or measurable skills
- Knowledge
- Behavior
- Interpersonal skills

Every employee should be able to demonstrate competencies to some extent in all four categories.
Exercise 4

- In your groups, develop a list of competencies for this position.
- Mark –
  - “T” for tangible or technical
  - “K” for knowledge
  - “B” for behavior
  - “I” for interpersonal skills
- Write your recommendations on a flip chart.
- Explain your recommendations.
The Matrix

- Cal State Fullerton uses a matrix tool in evaluating prospective interviewees.
- HR generates the Matrix, listing those candidates meeting minimum requirements.
- The hiring department or search committee determines the relevant criteria on which to base decisions.
Exercise 5

- Using the list of competencies you just developed, decide which should be criteria on which to base the hiring decision.
- Note your selection(s) on the Matrix.
Competency-Based “Lead-In’s”

- Competency-based questions are among easiest to formulate.
- Each question is introduced by lead-in phrase alerting the applicant to the fact that you want specific examples.
- Example: “Describe a time when you...”
Exercise 6

- What might some additional lead-in phrases be?
Exercise 7

- Using the following – or other – tools, devise competency-based questions for the Assistant position:
  - “HR Interview Guide”
  - Competency-based lead-in’s
  - List of competencies
  - The Matrix
Format of Questions

Open-ended
Close-ended
Hypothetical
Probing
Competency-based
Problem Interviews

- The Too Talkative Applicant
- The Silent Applicant
- The Overly Aggressive/Hostile Applicant
- The Evasive Applicant
- The Nervous Applicant
- The Interrupting Applicant
Closing the Interview

- Have I asked the applicant enough questions about education and previous experience to determine job suitability?
- Have I adequately described the available position and provided sufficient information about the organization?
- Have I discussed salary, benefits, growth opportunities, and other related topics to the extent policy permits?
- Have I allowed the applicant to ask questions?
Exercise 8

- In small groups, prepare a list of questions for all phases of interviewing –
  - Rapport Building
  - Introductory
  - Core
  - Confirmation
  - Closing

- Remember to use all types of questions and keep in mind interview time limitations.
Writing Up the Interview

- Take notes
- Avoid subjective language even if it is complimentary. Examples are:
  - Cultured
  - Eccentric
  - Sharp
  - Reserved
Avoid recording unsubstantiated opinions. Examples are:

- I feel...
- In my opinion...
- I think...
- It is apparent to me that...
- In my judgment...
CSUF Forms

- Available through Informed Filler.
- Interview packet includes:
  - Position Description
  - Matrix
  - Employment Applications
  - Applicant Evaluation Form
  - Recommendation for Appointment
Exercise 9

- As the Interview Panel, review the Position Description for the Assistant to the Director of Human Resources.
- Individuals will be role playing the parts of Sandra Oliver, the applicant, and Jane Doe, the Director.
- Take notes based on what we’ve just learned.
- Use the Matrix, Applicant Evaluation Form, and, if appropriate, the Recommendation for Appointment.
After the Hire

- Sign-In
- Supervisor responsibilities
- Introductions to staff/co-workers
- Performance expectations
  - Position Description
  - Expectations
  - Evaluation cycle
  - Getting help
Orientations

New Employee Orientation
Benefits Orientation
General Safety Orientation
Specialized Safety Orientation *(specified job titles only)*
Windows/Outlook
Student Services
After the Hire

- Motivate! Motivate! Motivate!
- Challenge them!
- Help employees keep balance
- Become a guidance counselor
- Build on employees’ strengths
- Give employees direction and tools
- Catch ‘em doing the right thing!
- Sign up for Employee Training & Development programs
Questions