

Hiring Procedures Handbook

A Guide for Screening Committees

NHED

NORTHEAST HIGHER EDUCATION DISTRICT

A MEMBER OF THE MINNESOTA STATE COLLEGES AND UNIVERSITIES SYSTEM



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*Thank you for serving the Northeast Higher Education
District Screening Committee!*

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General Statement on the Screening and Selection Process

College screening committees are established to assist management in the identification of individuals who are interested in and qualified to fill instructional staff, support staff, and administrative positions. Although screening committees have a key role in the identification of candidates, in initial screening and interviewing, and in recommending finalists to the college Provost, the actual hiring decision at all times rests with the college Provost. In other words, the screening committee is responsible for reviewing applicants' qualifications and implementing a screening process which results in recommendations to the Provost, who makes the final hiring decision.

The principles of affirmative action and equal opportunity apply throughout the search, screen, and selection process. Only by aggressively seeking out qualified women, minorities, and persons with disabilities can we develop a workforce which properly resembles the diversity in our student body and the communities which we serve. At all stages in the hiring process, all persons shall be treated with dignity and respect and provided with equal opportunity. In particular, appropriate accommodations should be offered throughout the hiring process to persons with disabilities.

The final decision to hire an individual for a classified, faculty, or administrative position rests with the college Provost. Search committees are obliged to provide an adequate finalist group to the Provost so that his/her decision is not limited by unexpected occurrences. In order to ensure an appropriate finalist pool, the Provost reserves the right to determine the number of finalists, to request that names be submitted in unranked order, or to require that additional individuals be considered by the search committee to meet affirmative action obligations.

At all times the Provost retains the right to stop the search and selection process and to take whatever corrective action he or she deems necessary.

Hiring Procedure Steps

1. Hiring Authority will identify vacancy.
 New: prepare position description and work with HR to determine if job audit is needed.
 Replacement: update position description as needed (work with HR as needed).
2. Complete Intent to Fill form and send to Provost for approval. Provost sends form to be approved by NHED President. Once approved, it is sent to HR for processing.
3. Full-time faculty vacancies or new positions are approved by administration after consultation with faculty via Shared Governance Council.
4. Screening Committees are formed as soon as possible after approval for positions has been given. *The Provost will appoint a chair.*
5. Screening Committees will be composed of representatives from the following groups:

Faculty Vacancy:

Faculty Reps:	up to 5	AFSCME Rep:	1-2
MAPE/MMA Rep:	1-2	Student Rep:	1

Administrator Vacancy:

Administrators: 1-2	Commissioner’s Plan: 1	AFSCME: 1
MAPE/MMA: 1	Student Rep: 1	Community Rep: 0-1

Faculty Reps: 1-2 (except for Dean of Academic Affairs can have up to 5)

AFSCME Vacancy:

AFSCME : 1-3	MAPE/MMA: 1-2	Faculty: 1-2	Administrator: 1
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MAPE/MMA Vacancy:

MAPE/MMA: 1-3	AFSCME: 1-2	Faculty: 1-2	Administrator: 1
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Someone from the program advisory committee may be asked to participate for technical faculty positions.

The Provost has the authority to appoint additional members to screening committees as deemed necessary.

**Faculty who will serve are identified by the Chair of the Personnel Committee or the designee of the MSCF President.*

6. The Provost will review the membership of the committee before they convene to assure/approve that there is a gender/diversity balance.
7. Screening Committees will convene to develop a timeline for process, review advertisement and posting for the position, develop interview questions and demonstrations in consultation with the Human Resources staff.
8. Human Resources will post vacancy as appropriate, advertise as needed, and screen all candidates down to all of those that appear to meet the minimum qualifications. Those candidates will be sent through D2L and screening committee members will be notified when the candidates are ready for their review.
9. Screening committee will determine semi-finalists and give the list to HR.
10. Approval of the applicant pool and the semi-finalist (interviewees) pool will be the responsibility of the Affirmative Action Officer. The Affirmative Action Officer has the authority to add available and qualified individuals to the pool for diversity. HR will notify Screening Committee when their list of finalists is reviewed and ready.
11. The Chair of the Screening Committee will be responsible for appointing someone to set up interviews.
12. Provost can choose to meet all semi-finalists who are interviewed at the time of their initial visit.
13. Screening committee conducts the interview process.
14. **UNRANKED** finalists will be forwarded to the Provost. A finalist is a candidate who would be acceptable to the screening committee to fill the vacancy. The Committee can declare a failed search if there are no candidates who are acceptable to them.
15. Upon receiving the finalists' names: Provost regarding the qualifications of each finalist.
 - The Chair will converse with the Provost regarding the qualifications of each finalist.
 - The Provost can choose to interview at this point if the candidate was not interviewed on the first visit.
 - If there is only one acceptable finalist due to the size of the pool and the result of the interviews, the finalist can be forwarded and the Provost has the discretion and authority to hire or not hire.
 - The results of reference checking may affect the status of any finalist.
 - The Provost will consider and may accept or reject any finalists forwarded.
 - The Provost may declare a failed search if no candidates are acceptable.
16. All interview materials and selection determination will be given to HR.
17. The Chair of the screening committee will appoint a member to conduct reference checks and will discuss results with Provost.

18. The Provost will make the final hiring decision.
19. HR will then draft an offer letter to be sent to the Provost for any additional information and signature.

Chair of Screening Committee Responsibilities

1. The Chair will lead the Committee through all steps from the initial meeting, to forwarding unranked finalists to the Provost.
2. Participate fully (including voting rights) in determination of candidates to interview and forward.
3. Ensure that Hiring Procedures are followed.
4. Lead discussions following interviews.
5. Present recommendations of the Committee to the Provost.
6. Gather all committee notes and documents to return to the Human Resources Office.

Screening Committee Participant Responsibilities

1. Sign confidentiality expectation form.
2. Establish timelines for the Committee's work.
3. Review advertisement and posting to become familiar with the criteria being required and discuss desirable qualifications.
4. Review the position description (or assignment, if faculty) to become familiar with the duties that will be required of the employee.
5. Follow advice regarding confidentiality and data privacy, and other instructions from the Chair and the Human Resources staff.
6. Determine interview process—questions for interview, demonstrations (if appropriate), tour of College, and length of the process.
7. Screen applications to determine pool for interviews. Review and discuss applications to make the determination.
8. Interview semi-finalist candidates.
9. Deliberate to make decisions regarding candidates to forward as finalists.
10. Submit all personal notes and interview materials to Chair.

Expectations

Being a member of a screening committee to assist in filling a position at the College is a privilege. Committee members should be familiar with the general expectations of behavior.

Respectful discussion among Committee members is expected.

Issues of conflict of interest should be brought forward at the initial meeting.

Committee members represent groups within the College or advisory groups from outside the College and should bring forth any questions or concerns about the process from other employees or advisory groups. However, members should not report specifically on the Committee's work to the college or the community.

The Interview Process

Preparation

- Review Position description and other job information
- Select 1-2 questions to be asked for each competency
- Review application
- Identify “red flags”

Introducing the Session

- Introductions
- Goal of gathering information
- Time frame
- Interview format
- Note taking
- Questions at end

Asking the Questions

- Ask competency questions one at a time
- Specific examples
- Probe each question
- Summarize his/her responses
- Take notes

Closing the Interview

- “Any other examples?”
- “What other questions do you have for me?”
- Thank the candidate
- Describe the next steps

Assessing the Candidate

- Summarize your notes
- Complete interview Evaluation Form
- Rate each competency
- Make an overall rating
- Integrate your ratings

Confidentiality in the Screening and Hiring Process

One of the critical aspects of the screening process is ensuring confidentiality to applicants as provided under the law. The following information is intended to assist you in understanding your responsibility to maintain confidentiality.

1. Complete confidentiality in the search process, in accordance with the law, is essential in order to attract qualified candidates who trust that their information will not be prematurely disclosed, and to ensure compliance with applicable laws.
2. Screening committee members will have access to private personnel data, and each committee member must take all necessary precautions to safeguard the information received.
3. The Minnesota Government Data Practices Act (MGDPA) governs "personnel data" collected, created, received, maintained, or disseminated by a governmental entity such as Minnesota State Colleges and Universities. Personnel data includes information on both applicants for positions and employees. (Minnesota Statutes sections 13.03, 13.43).
4. Under the MGDPA, certain personnel data are private, other information is public. Determination of what is public data will be made by college human resources officials.
5. The identity of ALL applicants is private except for those who become finalists. Finalists will be asked to sign a consent form to make their names public.
6. Private data on applicants must not be discussed or shared with **anyone** outside the screening committee except as specifically authorized by the search chair.
7. Identity of applicants is *permanently protected*, except for those that become finalists as determined by the screening committee chair. *Names of applicants must never be released or shared with others, even after the search process is complete.*
8. Data privacy violations can create legal liability for both institutional and personal liability: "Any person who willfully violates the provisions of this chapter or any rules adopted under this chapter is guilty of a misdemeanor. Willful violation of this chapter by any public employee constitutes just cause for suspension without pay or dismissal of the public employee." Minnesota Statute section 13.09. In addition, the College could be subject to civil damages for violations of the data privacy requirements.
9. Additional considerations in the search process:
 - a. Be sure to protect data so that others cannot gain access. For example, take care if making photocopies of search data, safeguard information that you have in your files (including notes, etc) and avoid discussing information where others might overhear it, such as in hallways or open offices.
 - b. If you are contacted by someone who wishes to discuss a candidate, refer the caller to the screening committee chair or to human resources. Do not acknowledge whether the person is an applicant, since that would give information that is private.
 - c. The screening committee chair will approve any information about the search that committee members are permitted to share with others.

- d. It is generally recommended that individual search committee members destroy any personal notes on candidates in the search process once the notes are no longer needed for personal reference. Candidates generally have the right to see and obtain copies of data about themselves—including notes of reviewers, along with the identities.
- e. Be careful when taking notes in interviews, filling out evaluation forms etc. For example, a legitimate concern about the recency of the candidate's scholarship could be interpreted as age discrimination if your notes say something like "Ph.D. in 1974!!" Consider only information that is relevant to the process—for example, whether the candidate has the necessary experience, education and skills for the position, or where there appear to be gaps in the needed qualifications.
- f. When making the final decision as to which applicants to forward as finalists, only information that is job-related should be used. Information that cannot be related to an applicant's ability to perform satisfactorily should be eliminated. Gathering, integrating, and evaluating interview information includes identifying applicants' personal characteristics and judging them in the context of the job requirements. Interview evaluation information, in conjunction with other information gathered during the selection process, should form the nucleus for the final selection. An all important caveat is to be sure candidates are evaluated only against selection criteria.

At the time of the interview, the chair will let each candidate know what the timelines are for decision-making about the hire.

Once the selection procedure is complete, unsuccessful candidates will be informed of their status, in writing, by the Human Resources Office.

Remember, communication about the process in general is an important aspect of your role, even though you are limited in providing data about specific applicants. Frequently screening committees decide at the end of each meeting what information should be made available to others, to keep the College community up to date on the process.

Please do not hesitate to consult with the screening committee chair if any questions arise concerning privacy and confidentiality.

Screening Committee Confidentiality Agreement

I understand that as a member of this committee, I will receive information on applicants and employees that is classified as private data under the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13. I hereby agree to keep such information private and not disclose the names of applicants or any other information about an applicant or employee, unless authorized to do so by the Administrators of the college.

I acknowledge that failure to comply with this agreement will be in violation and could be punishable by state or federal law

Employee/ Committee Member Printed Name

Signature

Date

INFORMATION FOR SCREENING COMMITTEES

PREPARING FOR THE INTERVIEW

Candidates must meet minimum qualifications as advertised to be considered for an interview. The screening committee will review and determine that each applicant's education and experience meet the minimum qualifications for the particular job. Further selection will occur with comparison to others in the pool and/or special or unique qualifications the candidates possess. Through the interview process, the Committee should be able to collect additional information on the applicant's job-related knowledge, skills, and abilities, which will be helpful in selecting the individual most likely to succeed on the job. The validity of the interview is based on the extent to which it predicts job success.

A selection interview should be as structured as possible, yet tailored to each particular applicant. As an interviewer, you should evaluate the same general criteria for each applicant. A selection interview that follows a general standard outline will produce more reliable and valid information for selection than an unstructured interview, and is less likely to run afoul of laws and regulations governing the selection process. Applicants should be evaluated against the job description or job specifications.

1. **Review the job description and specifications.**

You need to learn as much as possible about the requirements of the job to be filled, the specific demands of the job, the salary level, and the working conditions, in order to adapt the interview to elicit relevant information. List the specific tasks performed on the job, and decide which of the tasks are critical to performance of that position. List the methods, techniques, tools, equipment, and work aids used to accomplish these tasks.

2. **Specify information predictive of each area of performance.**

Identify the specific knowledge, skills and abilities required to perform these tasks. Based on previous employee's success, what qualifications were found to be essential to success on the job? What qualifications did unsuccessful employees lack? How much of the job did successful employees learn and develop while on the job?

3. **Write questions.**

Questions should be formulated to help reveal those areas of knowledge, skills and abilities required for a new employee to be successful on the job. The questions should be based on the minimum qualifications for the job. Sample behavioral based questions are found on pages 20 – 23 of this guide.

4. **Review the resume and application (note areas to explore).**

You should review the application form, resume, test scores, and any correspondence that would be useful in understanding the applicant's background. This should be done ahead of time so that this information will not have to be referred to constantly during the interview. Interviewers sometimes make the mistake of interviewing from an application form; this type of interviewing simply duplicates what is already a matter of record. In addition, some of the spontaneity and freedom that should characterize a good interview is lost. Interviewing from an application form may also limit the range of topics covered and the kind of information elicited.

Remember that many applicants have enrolled in short courses on resume writing and how to conduct themselves.

CONDUCTING THE INTERVIEW

Applicant Reviews Questions.

You may want to have the applicant come thirty minutes in advance and let them review the questions. This allows them time to formulate their thoughts and express them more clearly. If you decide to do this, it is important to allow the same amount of time for each applicant.

Establish rapport.

In the job interview, the applicant's apprehensiveness can impede the flow of useful information. The interview setting should be conducive to good communication. Ideally, a private office should be used. You should be able to talk in a conversational tone of voice and give the applicant your undivided attention. Although some people have strong personal views on matters of furniture arrangement and furnishings, these are not critical as long as both parties can feel comfortable and at ease as they face each other. In general, the emotional climate created by the interviewer is far more important than the physical environment.

Your first role is that of host. A warm greeting and a suitable introduction will help establish rapport and help create a pleasant atmosphere. Remember that it is important to create a favorable impression. Research has shown that rapport between the interviewer and the applicant contributes substantially to the effectiveness of the interview. Following the greeting, some "small talk" is usually of value. "Small talk" serves to relax both the interviewer and the applicant and helps establish mutual confidence. A friendly exchange of comments creates an atmosphere that allows communication to develop more freely and rapidly than it would otherwise.

Explain purpose; set agenda.

This will help relax the applicant by letting him or her know what is about to occur. Also, it puts you in control of the interview by providing a "road map" to be followed.

Gather predictive information.

Here is where the skills of listening, probing, reflecting, summarizing, and evaluating come into play. The keys to control of the interview are careful listening combined with good use of questions. Both are needed to encourage and guide the applicant's sharing of facts. Your comments and questions should control the interview.

A common error of ineffective interviewers is that they concentrate exclusively on the questions they intend to ask and don't hear what the applicant is saying. If you talk as much as 50 percent of the time, you are monopolizing the interview. Ideally, you should talk no more than 25 percent of the time. Your job is to listen and evaluate; as long as you are talking you are not learning anything about the applicant.

Through a variety of questions and comments, it is possible to move the conversation along at an increased pace or to slow it down. Many interviewers fail to recognize the value of comments and concentrate exclusively on questions, causing the interview to resemble an interrogation. By only asking questions, you are making your task harder. You are conditioning or teaching the applicant only to answer questions, rather than encouraging spontaneous talk about things that may be important.

You should avoid asking questions that require only a “yes” or “no” answer. Instead, ask open-ended questions that encourage the applicant to express ideas and information and allow more freedom in response. For example, if you ask, “Did you like that job?” you might receive “yes” or “no” as an answer. However, if you ask “what things did you like most about the job?” You might receive several responses that will contribute to your understanding of the applicant’s motivation and interest.

Avoid asking leading questions. This tempts the applicant to slant answers to suit you. Your purpose in the interview is to obtain a clear and balanced picture of the applicant’s qualifications for the job without indicating the responses you hope to hear.

The use of words or phrases such as “why”, “how”, “what”, and “describe” or “tell me about” will yield more complete answers than leading questions such as “do you like to work with people?” The question, “what type of work do you enjoy?” for example, will elicit more information than “do you like to work outdoors?”

You may wish to ask such questions as: “Why did you leave XYZ Company?” “Describe a typical day’s work on your last job.” If the applicant provides irrelevant material, however, you may wish to bring him or her back on course by rephrasing your original questions or asking a new question.

Don’t be overly apprehensive about silences. Sometimes applicants bridge a silence with additional information that turns out to be quite significant to you. The silence can be beneficial as long as it doesn’t become a battle of nerves between the interviewer and the applicant. Note-taking can be helpful, especially if you have several interviews scheduled. It helps ensure accuracy and often reassures the applicant that you are interested in him or her as an individual. Be sure to explain ahead of time that you will be taking notes and why.

You can state the physical requirements of the job, hours of work, travel requirements, and other job responsibilities, and ask candidates if they will be able to meet these requirements. Do not ask any health or disability-related questions.

Do not inquire about marital status, and family and child care arrangements, or ownership of a vehicle unless these are specific job requirements.

If a candidate brings up a possible problem, for example, a need for child care, then indicate what services are available or how to seek this information.

Do not make assumptions about a candidate's competence based on his or her voice quality (e.g., soft voice), accent, appearance or attire.

Be consistent in addressing men and women. If using first names, do so for all candidates.

Answer questions and allow the applicant to add information.

This stage is directed toward the applicant’s objectives — to gather information about the job and institution and to sell him or herself. The opportunity should be provided to accomplish both.

Conclude the interview.

Simply thanking the applicant for his or her time and outlining what will happen next is an honest and comfortable way to end the interview. Give the applicant an appropriate date by which you will make your decision as to the successful candidate.

Keeping the interview professional.

Questions related to sex, age, color, race, religion, national origin, or disability is inappropriate when interviewing candidates for positions. Common sense, common courtesy, and professional approach are the cardinal rules for successful interviewing as evident in the preceding sections; however, in order to ensure that you are conducting a non-sexist and non-racist interview, you should remember to:

- Ask the same general questions and require the same standards for all applicants;
- Treat all applicants with fairness, equality, and consistency;
- Follow a structured interview plan that will help achieve fairness in interviewing.

In other words treat all applicants in exactly the same way. Discriminatory behavior is improper, even when it is not intended. The appearance can be as important as the reality. The fact that you ask certain questions not related to the job wouldn't necessarily show that you mean to discriminate, but such questions can be used, and have been used, in a discriminatory way. Women, in particular, are increasingly aware and resentful of these questions.

- Do not flirt, patronize, or make sexual jokes during the interview. Try to behave toward the candidate in a completely businesslike, yet relaxed way.
- Avoid bringing up stereotyped prejudices about men or women, e.g., that women shouldn't travel alone, are too emotional or aren't aggressive enough, or that men are ill-suited to secretarial or receptionist jobs. Don't tell negative stories about former employees which may reflect such stereotypes.
- Don't go to the opposite extreme by boasting about your liberation, by pointing out how fair-minded you are, or by giving an instant-replay of every female or minority success story you know.
- In making a selection or recommendation, avoid making assumptions such as the following:
 - supervisors or managers might prefer men or employees of certain ethnic/racial origins;
 - those who come in contact with your employees might not want to deal with women or minorities;
 - co-workers might object;
 - women's work might lack credibility;
 - the job might involve travel, or travel with the opposite sex or members of certain ethnic/racial backgrounds that would disqualify the applicant;
 - the job might involve unusual working conditions that would disqualify the applicant.
- Do not place undue emphasis on conditions of employment (such as travel, heavy lifting, long hours, etc.) in the hope of discouraging the candidate and getting him or her to withdraw from the competition. It is for the applicant, not the employer, to decide whether he or she wants the job — based, of course, on a clear, honest explanation of precisely what the conditions are.
- If asked, give accurate information about the number of women or minority employees already in the organization. Again, if a candidate asks, and if you don't have women or minorities in your own department, then arrange for the person to meet other women or minority staff members. On the other hand, do not assume that this candidate will necessarily want to meet other women or minority employees.

- If you discuss the town or city, mention everything and do not try to overemphasize the town's aspects as a family place in which to live and bring up children. Mention the town's closeness to mountains, seacoast, urban areas, or whatever or relevant. And remember, a single person may be interested in buying a house rather than just renting an apartment.
- In general, avoid references to a candidate's personal happiness (i.e. social and/or sexual). Don't assume that your town or city is or is not the place for any particular job applicant.
- Obviously, do not indicate that you're interested in hiring protected group candidate in order to improve your organization's Affirmative Action/Equal Employment Opportunity profile. It is unlawful and an insult to apply different standards based on an applicant's sex, minority, or disability status.

Again, there are so many things not to do or say — what can you talk about? You can discuss:

- The duties and responsibilities of the job;
- The organization's missions, programs and achievements;
- Career possibilities and opportunities for growth, development, and advancement consistent with the company's objectives.
- Where the job is located, travel, mobility, equipment, and facilities available; or
- The individual's qualifications, abilities, education, and interests.

Reasonable accommodations for the interview.

A qualified job candidate may request reasonable accommodations for the job interview. Initial communication with job candidates should invite persons with disabilities to request reasonable accommodations for the interview. You should also let candidates know what information and activities will be required at the interview. When a request is received, you should contact the Affirmative Action Officer to make the appropriate arrangements.

- In planning for the interview you may want to consider:
 - Make all candidates feel comfortable, welcome and at ease.
 - Select an accessible and comfortable location for the interview.
 - If you will be working with a sign language interpreter for the first time, or if you are not certain of the procedures used, you should prepare so that communication is conducted effectively and with ease.

When you interview an applicant with a disability, you may not ask about the disability. You can ask about the ability of all candidates to perform essential job tasks. You should also provide as much information as possible about the requirements and demands of the job to help candidates make good decisions about their abilities to perform the work and about their interest in doing so.

Often interviewers who are very familiar with the jobs they supervise tend to take many aspects of the job for granted. They may not even think to mention some important features that may be important for the applicant with a disability to know.

Because persons with disabilities themselves are best able to understand their strengths and limitations and know how to accommodate them in a number of ways, ask their cooperation in exploring job demands in relation to individual capability. The interview provides an opportunity for persons with disabilities to ask questions about the duties and requirements of the job in order to gain a clear understanding of its physical and mental demands and the skills and abilities needed.

Persons with disabilities may initiate a discussion about reasonable accommodation any time during the interview. This may include suggesting accommodations which should enable them to perform essential tasks of the job.

You may make it clear to the candidate that the agency is willing to explore the need for and the feasibility of providing reasonable accommodation. However, you should clarify that this will be discussed in more detail **after** an offer of employment has been made.

Develop a Guide for Rating Applicants and for Rating Answers to Your Interview Questions

You have now identified the essential knowledge, skills, and abilities needed to do the job, and you have written interview questions.

Your next step is to weight the importance of each of the questions, and decide how you will rate the answers given by the job candidates.

Setting Weights

Look down the list of interview questions you have written. Given the priority and the percent of time spent on each part of the job, should each interview question be given equal importance, or are some questions more important than others?

For example, one responsibility might be a high priority and represent 50% of the job. The interview questions covering this responsibility should be weighed more heavily than questions covering less important areas of the job.

To set weights for scoring the interview questions, start with 100 points and divide them across the list of questions, based on the importance of each part of the job.

For example, a responsibility that is a high priority and represents 50% of the job would get a total of 50 points.

When you rate each job candidate, you will use weights to calculate a total core.

Scoring Criteria

You may devise your own evaluation procedure or use the approach described here, but you need to plan a standard way of rating the answers you get to the interview questions.

The system used here is largely self-explanatory. For each interview question, use a five point scale (zero to four). Go through the interview questions one-by-one. For each question, what would be an excellent or outstanding answer? What would an unsatisfactory answer be? What would a satisfactory answer be?

For each question, define a *minimum level* of knowledge or skill, and then compare it to the other levels.

Example

Position: Word Processing Center Supervisor

Question: What experience have you had supervising other employees?

Follow-Ups: How many employees? In what positions? For how long a period of time?
Have you had experience as a lead worker? Please describe it.

Ratings:	4 = Excellent/Outstanding	Supervise five or more employees for more than 12 months.
	3 = Good	Supervise five or more employees for less than 12 months or two to four employees for more than 12 months
	2 = Satisfactory/Adequate	Other supervisory experience.
	1 = Not Satisfactory	Lead work experience.
	Below Requirements	
	0 = Not Satisfactory: Well Below Requirements	No supervisory or lead work experience.

See sample rating forms for applicant screening on pages 25 - 29.

Defining Scoring Criteria

Here is a sample way to set up your scoring criteria for each question.

Rating	Level of Knowledge/Skill/Ability/Competence
4 = EXCELLENT/OUTSTANDING Best Qualified	Demonstrated level of knowledge/skill/ability/competence is optimal. (i.e., well above the minimum level required for satisfactory job performance). This is the highest rating.
3 = GOOD or Well Qualified	Demonstrated level of knowledge/skill/ability/competence Is above the minimum level required for satisfactory job Performance. This is a higher passing rating.
2 = SATISFACTORY/ADEQUATE Or Qualified	Demonstrated level of knowledge/skill/ability/competence on this factor represents the minimum level required for Satisfactory job performance. This is the lowest passing rating.
1 = NOT SATISFACTORY Below requirements or Not Qualified	Demonstrated level of knowledge/skill/ability/competence on this factor is below the minimum level required for satisfactory job performance. (This rating should be used If you have reservations about considering the level of Knowledge/skill/ability/competence as satisfactory or adequate). This is a failing rating.
0 = NOT SATISFACTORY Well below requirements Or Not Qualified	Demonstrated level of knowledge/skill/ability/competence on this factory is well below the minimum level required for satisfactory job performance. This is a failing rating.

Behavioral Questions

Behavioral questions ask for specific examples of past behavior that relate to the requirements of the job. They are predetermined, job-related questions about how the candidate has previously handled situations. The situations require the person to demonstrate job-related competencies. Responses are evaluated against a set of example behaviors.

Design and ask behavioral questions when you want to assess a candidate's knowledge, skills, judgment and experience in a variety of situations.

Behavioral questions are flexible and can be developed for a wide range of knowledge, skills, and abilities. An example of a behavioral question designed for interviewing candidates for a nursing job is: "All jobs have some unpleasant tasks that are boring or physically uncomfortable. Can you recall the most unpleasant task you were asked to do at the hospital?" Follow-up questions might be: "What was the task? Who requested that you do the task? How often were you asked to do the task? What was your response to the request?"

The assumption behind behavioral questions is that past behavior is a good predictor of future job behavior.

Strengths:

- Standardized
- Job relevant
- Structured evaluation
- Competencies linked to other HR
- High validity

Limitations:

- Transparent
- Effort required in design of system
- Training interviewers for probing behaviors and evaluating candidates Applications

Examples

Generate an example to address each of these issues:

- 1) tact in difficult situations
- 2) willingness to follow policies and procedures
- 3) organization and planning skill, if applicant has no prior job experience
- 4) written communication

Follow-Up Questions/Comments

As you plan the interview process, you need to decide whether and how to use follow-up questions. Candidates may give incomplete or non-specific answers to your questions, or the answer given may be unclear. By planning some standard follow-up questions, you may be able to get more complete and accurate information. Be aware that follow-up questions will make the planning for the interview a little more complex (e.g., who will ask them? when?). If done poorly, follow-up questions might encourage some candidates to add to or change their answers, which would be unfair to other candidates.

It is recommended that you have, at a minimum, several standard questions to use if a candidate's answer seems incomplete or confusing. For example, if the candidate answers only half of two-part question... repeat the question. If a candidate's answer is unclear...say "Please tell us more about that" or "Please elaborate."

If you are part of a selection panel, the person asking the original question might be designated as the one responsible for deciding to follow-up for clarification. It is important that the follow-up question not lead the candidate toward a specific answer, but simply clarify or seek more information. You should decide what follow-up questions to use for each of the situational and

behavioral questions you write. Write down these follow-up questions as part of planning for the interview.

Use this layered approach to help you develop appropriate follow-up or probe questions to use with your behavioral questions:

Spinning off layers to look inside

Experience: Describe a time when you had to....

Behavior: How did you approach that?

Comparison: How does that compare to the way others would approach it?

Appraisal: What type of performance feedback did you get on this approach?

Knowledge: What are the key steps to...?

Applied Learning: How have you taken your experience in from your first job and applied it here?

Final Open-Ended Question

Include an open-ended question toward the end of the interview like: "Is there anything else you want to tell me (us) about your qualifications?"

Document and evaluate the answers, just as you do for other questions. This is important because candidates have complained that they did not get a chance to tell the interviewers about important qualifications because of the way the interview was structured.

CRITICAL JOB REQUIREMENTS

Jobs can be divided into two sets of skills: **technical** and **behavioral**. Technical skills indicate what a candidate can do. Behavioral skills indicate what a candidate will do or how they perform while executing their technical skills. No matter how technically qualified an applicant, the job cannot be completed successfully unless the appropriate behaviors are also applied.

TECHNICAL SKILLS: **The knowledge, skills or abilities necessary to complete specific tasks in the job.** Examples: word processing, accounting methods, financial or mathematical skills, programming skills, customer service, etc.

BEHAVIORAL SKILLS: **The ability to apply necessary knowledge and skills to successfully accomplish the job.** Examples: creativity, flexibility, initiative, drive, detail orientation, work ethic, etc.

Identify technical and behavioral skills you need for the position you are filling. This list of skills will be the "target" you will use to rate the candidates.

Technical Requirements:

What are they?

Behavioral Requirements:

What are they?

DEVELOPING THE INTERVIEW QUESTIONS

Preparation in advance of an interview is essential if you are to make a successful hire. Critical in the preparation process is the development of interview questions that elicit tangible facts from all applicants.

Keep in mind two rules when writing the questions that will indicate whether or not an applicant meets the requirements you have established for the position:

- RULE #1 Ask questions that concentrate on the applicant's past performance - to permit reliable assumptions about future success
- RULE #2 Ask questions that relate directly to at least one of your listed requirements to maximize the information you'll gain in the time allotted.

Develop questions that delve into the technical and behavioral requirements of a potential applicant for your position. Use the requirements you outlined on the previous page. **Strive to use demonstrated behavioral questions that show the ability to apply knowledge and skills to successfully accomplish the job.**

Base interview questions on essential job requirements and relevant work history.

Strive to use demonstrated behavioral interviewing questions based upon the technical and behavioral requirements of the job.

To maximize the benefits of behavioral questions, make sure the candidate provides all parts of the answer - the situation, the behavior, and the outcome.

Ask open-ended questions (not just yes and no answers).

The interview is also the time for the candidate to be interviewing us. Remember, you the interviewer, are representing our department.

Do not ask questions about interests/activities outside of work.

Those types of questions can lead into prohibited/questionable areas or protected class information.

The best indicator of what job candidates will do in the future is what they have done in the past

Sample Behavioral Interview Questions:

Delegating, Prioritizing, and getting work done

Describe the system you use for keeping track of multiple projects. How do you track your progress so that you can meet deadlines? How do you stay focused?

This position requires dealing with multiple priorities and unexpected events. Tell us about a time when you were required to juggle multiple responsibilities. What was the situation and how did you handle it?

Tell me about a time when you introduced a new idea to improve your work. What steps did you take to implement the change? What was the result?

Tell us about a time you prioritized elements of a complex project.

Tell us about a time when you delegated a project successfully.

Describe your best example of taking the initiative to do something that needed to be done, even though it wasn't really your responsibility. What was the situation? What circumstances required you to act? What actions did you take? What impact did your initiative have on the situation?

Tell us about a time when you had to go above and beyond the call of duty in order to get a job done.

Describe the most significant assignment which you have had to complete.

You are given a number of assignments. How will you prioritize them?

You are given a rush assignment that has to be completed in addition to your current assignments. What considerations or adjustments will you make in order to get all assignments completed?

Give an example of a time when you could not finish a task because you did not have enough information. How did you move forward?

Tell me about a time when you followed policy or procedure when it would have been easier not to. What did you do? What was the result?

Communication Skills

Tell me about a time when you had to use your written communication skills in order to get an important point across.

What is the extent of your participation in major reports that have to be written?

Would you rather write a report or give a verbal report? Why?

What kind of writing have you done? For a group? For an individual?

Describe the most significant written document, report, and/or presentation that you have completed.

Customer Service

This position frequently deals with customers and it is not always possible to meet all of their demands. Please tell us about a time that you had to deal with a customer whose requests you were unable to meet. Describe the situation and what you did.

Decision Making

Tell us about a time you had to make a quick decision.

Give us an example of a time you had to adapt to a change in plans.

What was your most difficult decision in the last six months? What made it difficult?

What was the last major problem that you were confronted with? What action did you take on it?

Working with others

Give me an example of a time when you had to work with a difficult person.

Tell us about a time you had a conflict with a customer or co-worker. How did you deal with it and what was the outcome?

Creativity & Goal Setting

Describe the most creative work-related project you have completed?

Give us an example of an important goal you set and tell us about your progress in reaching that goal.

Describe a situation where you came up with a creative solution to a problem.

What was the most significant change made in your company in the last six months which directly affected you, & how successfully do you think you implemented this change?

Leadership & Motivation

What approach do you take in getting your people to accept your ideas or department goals?

This position involves supervising others. Tell us about an employee who was having performance issues and describe how you dealt with it.

Give us an example of a time when you had to lead a group?

How would you describe your basic leadership style? Give specific examples of how you practice this?

Tell us about a time you have had to lead a committee or employee(s) who you do not supervise, but from whom you have to get work? How did you do it? What were the satisfactions & disappointments? How would you handle the job differently?

When judging the performance of your subordinate, what factors or characteristics are most important to you?

Tell us about a situation in which you had to coordinate several people to achieve a goal. How did you go about coordinating and leading the group? What was the outcome?

Give us an example of when you felt you were able to motivate your co-workers or subordinates.

Describe how you determine what constitutes top priorities in the performance of your job.

Stress & Stability

Describe a high pressure situation you have been in. How did you handle it and what was the outcome?

Describe your most significant success in the last two years.

Describe your most significant failure in the last two years.

Tell me about a specific occasion when you conformed to a policy even though you did not agree with it.

Technical Skills

Tell me about a time you were effective in putting your technical expertise to use to solve a problem. What was the problem? In what ways did you draw upon your technical knowledge to solve it? What was the outcome?

Provide an example of how you acquired a technical skill and converted it into a practical application.

We can sometimes identify a small problem and fix it before it becomes a major problem. Give an example of how you have done this.

Interview Questions to Avoid

Questions about the following information may or may not be discriminatory, but these are factors most commonly involved in charges of discrimination.

In general, do not ask questions or make comments which suggest that the hiring decision will be based on:

- Race or color
- Gender
- Age or date of birth
- Disability
- Membership or activity in a local human rights commission
- Ownership of a vehicle or mode of transportation
- U.S. citizenship or national origin
- Health history or workers' compensation history
- Religion, political affiliations, or creed
- Status regarding public assistance
- Height or weight
- Arrests
- Credit rating or garnishment record
- Marital status
- Employment status of partner
- Children in household (number and ages)
- Availability of child care
- Pregnancy
- Unwed parent
- Past denial of fidelity bond
- Sexual orientation
- Needs for reasonable accommodation

The Minnesota Human Rights Act (M.S. 363.03, Subd. 1(4)(a)) states, in part:

"Except when based on a bona fide occupational qualification, it is an unfair employment practice... for an employer... before a person is employed by an employer...to (a) require the person to furnish information that pertains to race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability; sexual orientation, or age."

The law provides for exceptions in very limited and specific situation.

RECORD OF INTERVIEWS AND APPLICANT BACKGROUND DATA

Information on candidates and interviews is maintained in the human resources office. The following important information will be kept for four years following the hire:

- record of all candidates interviewed, including application materials,
- position description of the job applied for, and
- reason for the decision to hire or not to hire the applicant,
- all materials collected from the screening committee at the end of the process.

SAMPLE Applicant Screening Form Academic Advisor

Candidate

Date

MINIMUM QUALIFICATIONS: MEETS: _____ DOES NOT MEET: _____

- Bachelor's degree required; Instructional skills and a broad knowledge of liberal arts subjects; knowledge of student skills strategies and learning styles, and experience in providing services to a diverse population.

Field: _____

Degree: _____

(multiply rating by weight for score)

CRITERION	RATING			WEIGHT	SCORE
	High	Medium	Low		
Prior teaching or tutoring experience	4	3	2	1	3
Prior work experience in a community college setting	4	3	2	1	3
Experience in training and program management	4	3	2	1	2
Prior supervisory experience	4	3	2	1	2
Master's degree	4	3	2	1	2

Grand Total _____ (Maximum = 48)

Do you recommend this candidate for an interview? _____(yes) _____ (no)

Reasons/Comments:

Rater Signature: _____

APPLICANT RATING SHEET

Rater: _____

Date: _____

Rating Scale

- 3 – Outstanding candidate, Interview
- 2 – Acceptable candidate, Maybe interview
- 1 – Questionable candidate
- 0 – Candidate does not meet minimum qualifications, No interview

Applicant Name	Meets Minimum Qualifications Master's Degree with a major in -----(or 24 graduate quarter/16 semester credits in _____, which would apply to the major.	Desirable Qualifications Identified A. Teaching experience in higher education. B. Experience in working with students of all ages and cultures. C. Experience/Knowledge in equipment, computers, educational technology D. Experience/Knowledge in educational delivery systems	Rating

Sample

Investigator and Diversity Director
INTERVIEW RATING SHEET

Rater:
Date:

NAME OF CANDIDATE: _____

MINIMUM QUALIFICATIONS HAVE BEEN MET

Questions and Responses

Questions	Outstanding 3	Acceptable 2	Marginal 1	Inadequate 0	Comments
1. Briefly tell us about yourself and your related experience to this job and why you are interested in this particular job at this time.					
2. Please describe the Civil Rights act of 1964.					
3. What is Title IX?					
4. Have you ever written an Affirmative Action Plan?					
5. Define harassment and tell us how you would educate employees about harassment.					
6. Re: Sexual Harassment. Can you explain the difference between hostile environment and quid pro quo?					
7. What experience(s) do you have in investigating sexual harassment charges?					
8. During the Course of an investigation you find evidence that your supervisor may be involved in some illegal					

activities. How do you proceed?					
9. Briefly describe your familiarity with the Americans with Disabilities Act of 1990.					
10. What is your training style?					
11. Give us an example of a situation where you had a conflict with a co-worker. Tell us about the situation, what you did to resolve it, and what you learned from it.					
12. How do you see the campus human resources/affirmative action officer and this position working together?					
13. Have you ever participated in training regarding disability issues?					
14. Educational institutions receiving Federal funding are required to participate in a Federal review called an Office of Civil Rights review to ensure that the school is in compliance with the law. Have you had experience with similar audits that require a review of practices?					
15. What computer skills do you possess?					

COMMENTS ON DESIRED CRITERIA

Investigative skills and/or experience:

Affirmative Action Plans:

OVERALL RATING: Outstanding, Acceptable, Marginal, Unacceptable

Training skills, particularly in cultural diversity and/or harassment.

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