

Albany State University is committed  
to attracting and developing the  
best.

# A Guide for Search Committees

2017

Office of Human Resources

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# INTRODUCTION

Albany State University is committed to attracting and developing the best. This guide provides instructions and resources to assist with the search and selection process. It serves as a how-to guide for performing all the tasks with which the search committee is charged; by helping you design and conduct a legal and effective search, gain strategies for hiring the best candidate and identifying critical steps in the search and selection process.

The procedures discussed within this guide apply to all faculty and staff positions in which a search committee is appointed. If you require additional assistance please contact the Office of Human Resources.

*Seeking help is a sign of intelligence, not weakness!*

# THE SEARCH COMMITTEE

The search committee is provided with an excellent opportunity to enhance the reputation and image of Albany State University. Always bear in mind that while a search committee is evaluating a candidate, the candidate is also evaluating the search committee, the department it represents, and, ultimately, the University.

To provide guidance and resources during the recruitment and selection process, all employees who serve on a search committee are required to complete the *Search Committee Training Program*. The program educates employees about the tasks of search committees including strategies on applicant review, legal interviews, and identifying critical steps in the candidate selection process. Employees must either complete the online training modules or attend an in-person training session, which are offered throughout the year. To obtain access to the training, hiring managers should submit a list of search committee members to the Office of Human Resources. Once employees have completed the training they will be able to serve on any search committee for the duration of employment with the University (employees are only required to complete this training one time unless changes in hiring processes dictate otherwise).

All search committees shall refer to the “*Guide for Search Committees*” for guidance through the recruitment and selection process. Also refer to the *Search Committee Checklist* in **Appendix A1**.

Search committees may seek guidance from the Office of Human Resources to help the search committee understand laws and regulations as well as Albany State’s criteria relevant to the search process. Guidance from the Office Human Resources can be critical because many federal and state equal employment opportunity laws affect the search committee’s work.

## THE CHARGE

Search committees should always receive their charge before they begin their work. The hiring manager should keep in mind that a poor hiring recommendation by the committee is often the result of a poorly conceived charge. The charge should indicate without any ambiguity the committee’s task, deadline, and budget and the kind of candidate that the hiring manager wishes to attract.

In some cases, the search committee is instructed to make a hiring recommendation. In other cases, the committee’s instructed to make the hiring decision. If the committee is instructed to rank candidates for the hiring manager, the charge should make clear that the hiring manager is not bound by the committee’s recommendations in making his/her selection.

Search committee members should ***always*** know:

- Expectations for the committee.
- Timeline for the search.
- Preferred and minimum qualifications for the candidate.
- Selection criteria, including qualifications, experience, skills and education.

# COMPOSITION OF THE SEARCH COMMITTEE

## **ROLE OF HIRING MANAGER**

The hiring manager appoints a search committee to review applications and to make candidate recommendations.

- Appoint a search committee chair to oversee the search committee
- Appoint search committee members
- Discuss expectations and purpose of the search committee and potential candidate to the chair
- Ensure communication with the chair throughout the search process
- Be available to support the search committee for any questions
- Make final hiring decision

## **ROLE OF CHAIR**

The search committee chair serves as the liaison between the hiring manager and the search committee.

- Schedule and chair search committee meetings
- Explain expectations and potential candidate to committee, as stated by the hiring manager
- Manage communication and maintain confidentiality during the search process. All committee members must keep discussions completely confidential.
- Ensure proper interview materials are kept
- Serve as the lead host for candidates on campus
- Submit all recruitment documents to HR at the end of each recruitment cycle
- Updates ALL applicant statuses in a timely manner via PeopleAdmin
- Perform all duties of a regular committee member

## **ROLE OF SEARCH COMMITTEE**

The essential role of the search committee is to identify, review, evaluate, and recommend candidates to fill positions.

- Attend all scheduled meetings
- Develop a rubric for applicant assessment
- Review application materials
- Participate in the interview process
- Be fair, impartial, and open-minded during the review and consideration of all applicants/candidates
- Adhere to strict confidentiality about search committee meetings. All discussions about the candidates and the search process must not go beyond the meeting room
- Make candidate recommendations

The Office of Human Resources serves as a resource for the chair and the search committee to help the department or office to find the best qualified candidate, while furthering the University's commitment to attract, support, and retain highly qualified diverse faculty and staff.

# ORGANIZING THE SEARCH

## GETTING IT DONE RIGHT

Getting something done fast does not necessarily mean getting it done right. By starting out with a good plan for conducting a recruitment search based on the requirements of the University, as well as a clear understanding of equal opportunity laws. As a search committee member, it is vital that you know what it takes to conduct a good and legal search.

## INITIAL SEARCH COMMITTEE MEETING

The Committee Chair should schedule the initial search committee meeting to discuss the recruitment process, expectations of the search, materials to be reviewed, and timelines for the search and develop search criteria. The chair should use this list below to ensure the committee members have the appropriate information in order to conduct the best search and selection process.

1. Recruitment Process
  - ASU employment policy and process map
2. Expectations of the search
  - Ideal candidate
  - Ideal preferred and minimum qualifications
  - Selection criteria, including qualifications, experience, education, skills and abilities
3. Materials to be reviewed, for example:
  - Cover letter
  - Résumé or vitae
  - Letters of recommendation (if applicable)
  - Unofficial transcripts
  - Statement of philosophy and goals (if applicable)
4. Timelines for the search
  - Application deadline, screening dates and interview schedules

## DEVELOPING SEARCH CRITERIA

The selection criteria must be carefully defined, directly related to the requirements of the position, and clearly understood and accepted by members of the search committee. The ability of the candidate to add intellectual diversity and cultural richness to the department should be included among the selection criteria.

The search committee keeps documentation of:

- Major criteria used to select applicants beyond initial screening
- Major criteria used to select finalists for interviews
- Major criteria used to select the successful applicant
- Specific reasons for rejection of candidates interviewed but not selected

# MANAGING APPLICATIONS

## RECEIVING APPLICANTS

Once advertisements have been posted, you will begin to receive applications.

Our best recommendation is to get organized early. Once the committee starts to review applications the search committee chair should create a file for the search. This file will hold all associated search paperwork, including application materials, any notes from screening sessions and interviews and evaluation forms. All of these items must be turned over to the Office of Human Resources at the end of the process.

## FAIR SCREENING

It is important to ensure fairness to all applicants during the screening and selection process. Fairness has been achieved if the following criteria exist:

- Consistent treatment of applications at each stage of the search process
- Consistent evaluation of all applicants
- Documented qualifications and decisions providing the basis for the selection criteria

## INTERNAL APPLICANTS

The committee must treat internal and external applicants the same to avoid even the appearance of discrimination, favoritism or unfairness. It is usually in the best interest of ASU to view current employees as applicants. Handling the applications and interviews of internal candidates is, however, a delicate matter. Dealing with the disappointments of such candidates often puts search committees in an awkward situation as the candidates may be friends of committee members.

Search committees must evaluate internal candidates objectively. Whether the internal candidate has the right amount of experience and the appropriate credentials should be the test. The extent to which people find the internal candidate pleasing to work with should not be the test.

Question: Should search committees conduct “courtesy interviews” of internal candidates who, because they are unqualified, have no chance of a job offer?

- No. Such interviews falsely raise a person’s expectations. Internal candidates should only be interviewed if they meet job requirements.

Question: Should search committees check on the current performance of internal candidates?

- Absolutely. Reference checking is done on external candidates and should be done for internal candidates.

When there are internal candidates for a position, the committee must take great care not to engage in a false search, that is, a search with a predetermined outcome. Such a search is both unethical and violates federal laws.

Remember: if an internal applicant meets minimum qualifications/requirements they **MUST** be interviewed unless detailed documentation is gathered stating the reasons for not interviewing the said candidate.

## EVALUATING APPLICANTS

The search committee evaluates the applicant pool by screening applications based on advertised minimum and preferred qualifications (search criteria). The committee is cautioned to be mindful of biases in the screening process that could inadvertently screen out well-qualified applicants with non-traditional career paths, non-traditional research interests and publications.

It is important to recognize that diverse paths and experiences can make positive contributions to a candidate's qualifications. Acknowledge the value of candidates who are "less like us" and consider their contributions to our students, who are increasingly more diverse. As a search committee member, you are encouraged to think carefully about your definition of "merit," taking care to evaluate the achievements and promise of each applicant rather than relying on stereotypical judgments. Make sure the process allows each member of the group to contribute to the evaluation of all applicants.

Search committee members are to review all résumés and credentials before determining which applicants to interview. Search committees may work with the Office of Human Resources to develop an evaluation tool.

One strategy is to divide the résumés into three groups. This helps focus on the most qualified applicants.

#### **Group 1**

**Highly qualified** applicants who should be given further consideration.

#### **Group 2**

**Qualified** applicants who can be considered if the applicants in Group 1 are not successful.

#### **Group 3**

**Minimally qualified** applicants who, on paper, are not as strong as those in Groups 1 and 2. This group of applicants is composed of those who would most likely not be considered further given the strength of the applicants in Groups 1 and 2.

After sorting all résumés according to qualifications, search committee members should review the résumés in Group 1. Regardless of whether the next step in the selection process is telephone screening or on-campus interviews, the hiring supervisor and search committee should determine how many applicants to contact and then identify that number of résumés from Group 1.

Chairs shall update ALL applicant statuses in a timely manner via PeopleAdmin.

### **KEEPING DIVERSITY IN MIND**

To ensure that applicants are evaluated with diversity in mind, remember to be open minded about:

- Interruptions in degree programs or work careers; for example, to care for a parent or child because of a disability.
- The reputation of degree-granting or employing institutions, as star employees have come out of lesser-known institutions. Institutional reputation alone, however well deserved, should not preclude consideration of applicants from other solid schools.

- Careers begun in or including government, business, voluntary service, or other non-academic settings, which are often sources of first time employment for women, minorities, veterans, and persons with disabilities, as well as necessary employment options for trailing spouses in dual career couple relocations.
- The value and transferability of skills and experience acquired in these varied settings.



# THE INTERVIEW

## **SELECTING CANDIDATES TO INTERVIEW**

The search committee identifies candidates who will be considered further for the position based on the position requirements, candidates' qualifications, and diversity objectives, and forwards the list of finalists recommended for interviews to the Office of Human Resources for review.

The Office of Human Resources reviews the candidates recommended for interviews, ensuring that diversity objectives can be met by interviewing those candidates. If not, he or she may ask for reviews of others in the pool.

## **PREPARING FOR THE INTERVIEW**

**Be Prepared.** It is important to properly prepare for the interview as this is the opportunity to evaluate the skills and competencies and validate the information the applicant has provided in their application and resume. Choose questions from each minimally required skill and competency to develop your interview questions. Review the applicant's application or resume and make note of any issues that you need to follow-up on.

If the interviewee requests an accommodation contact the Office of Human Resources.

The committee chair shall follow the guidance from the *Interview Checklist* in *Appendix A2*.

## **TELEPHONE INTERVIEWS**

Telephone interviews can be an effective and inexpensive prescreening method to assist the search committee in determining which candidates to invite for an on-campus interview. This stage of the process should reflect our institution's desire to hire personnel with experience and understanding of diversity and inclusion. If you plan to conduct telephone interviews, make sure they are performed consistently and professionally. Questions should be uniform and must be related to the qualifications and responsibilities advertised in the job posting.

Efforts to include qualified women and minorities in the final pool are especially encouraged for job categories,

titles, and departments or units with historical underrepresentation of certain groups. The committee should consider reopening or intensifying the search if the final pool does not reflect the estimated availability of underrepresented applicants for the job category.

## **PANEL INTERVIEWS**

Panel interviews are recommended because this type of interview usually tends to be more focused and job-related. Panel members are accountable to each other and aware that they are being observed; therefore, questions tend to be more to the point and personal biases are reduced. Also, by participating simultaneously, all interviewers are able to evaluate the same sample of the candidate's responses and presentation.

## **WELCOMING THE INTERVIEWEE**

Interviewing can be a very stressful experience for some and the more at ease an interviewee is, the better you are able to identify true attributes. The following should be considered:

- Panel interviews can be an intimidating environment for an interviewee, so remember to break the ice if possible.
- When organizing interviews, it is best to assign a person who ensures the interviewees have the proper directions, parking details and who is easily accessible on the date of the interview.
- Allow enough time for the interview so the interviewee does not feel rushed. Let the interviewee do most of the talking. Remember the 80/20 rule. The interviewee should be doing 80% of the talking. While it's important to articulate the needs of your department and the role, this time is to gather as much data to evaluate their experience and ensure a proper fit.
- Be sure to review the interviewee's resume in advance to assess skills and background. Take notes and ask for clarification on responses if needed.
- Be sure to avoid any inappropriate or illegal interview questions.

## **INTERVIEW PITFALLS**

### **Common Interviewing Mistakes**

- Failure to put the candidate at ease.
- Failure to actively listen.
- Dominating the interview.
- Failure to ask follow-up questions to clarify ideas.
- Failure to plan for the interview.
- Personal bias used during interview.
- Asking yes/no versus open-ended questions.

### **Personal Biases in Interviewing**

- Making judgments too early in the process.
- The halo effect – happens when one positive aspect of a candidate's background or qualifications becomes inappropriately transferred to all aspects.
- The horn effect – happens when on negative aspect of the candidate's background or qualifications becomes inappropriately transferred to all aspects.
- Stereotyping.
- Personal similarity.
- Oversimplification.
- False criteria. .

## **INTERVIEW QUESTIONS**

What can you ask? What can't you ask? A guide for all interview and screening questions is to make them all job-related. Specifically, the federally protected classes of race, color, religion, sex, age, disability, national origin, and veteran status, as well as any other classes protected by your state or college, such as sexual orientation, must be avoided. How? By developing search criteria and interview questions based on job duties and qualifications, and using the same criteria and questions for each applicant interview. The use of behavioral and/or competency based interview questions is strongly encouraged as, when properly crafted, they allow the interviewer to obtain more meaningful data to determine the applicant's ability to carry out the duties and responsibilities of the job, as well assess their ability to adhere to the University's core competencies. It is also important to inform all persons who may be

interacting with each candidate — such as student members of the interview panel, or departmental employees who may provide assistance during the search but are not on the committee — of illegal questions. Although the search committee is encouraged to use a list of standard questions, you can ask some questions that are specific to the candidate or triggered by the candidate's response. There may be something in the applicant's background that may be unique and may warrant additional questions, e.g., different kinds of research or other type of experiences. These different questions are appropriate as long as they are job related.

The interview is the single most important step in the selection process. It is the opportunity for the employer and prospective employee to learn more about each other and validate information provided by both. By following these interviewing guidelines, you will ensure you have conducted a thorough interview process and have all necessary data to properly evaluate skills and abilities.

## **CLOSING THE INTERVIEW**

As you close the interview, be very clear on how and when you will follow up with the candidate to notify him or her of a job offer. Even if you can't give an exact date, try to give an estimated range for when you plan to make a choice. You also want to let them know that they will be contacted either way; in which the Office of Human Resources department has the responsibility.

## **POST-INTERVIEW (INTEGRATION MEETING)**

Once the interviews have been completed, the Search Committee will meet to discuss the candidates. Committee members will need to assess the extent to which each one met their selection criteria. Using the Candidate Evaluation Form will be helpful in justifying decisions, making them as objective as possible. All Candidate Evaluation Forms should be forwarded to the Chair upon completion. Evaluation forms should include only those comments which are relevant to the requirements of the position. Please see **Appendix A3** for the Candidate Evaluation Form.

*Note: Evaluation forms and all other interview and selection materials – derived from all sources – must be added to each job file. All notes become part of the official record. Be advised that even casual comments noted in margins are grounds for written evidence of*

*discriminatory evaluations. You **must** submit all evaluation forms and all other interview and selection materials to the Office of Human Resources at the end of search process.*

# REFERENCE CHECKS

Reference checks must be conducted by the Office of Human Resources, via e-mail or fax, on the finalist(s) prior to making an offer. Hiring managers will inform candidates (during or after the interview) that should they be a finalist, that reference checks will be conducted. The candidate should be informed that a single negative reference would not be the sole reason for a disqualification and all aspects of their candidacy, including their interview, will be taken into consideration.

The purpose of a reference check is to obtain information about a candidate's prior behavior and work performance from current or past supervisors who can speak to the candidate's on-the-job performance. Hiring mistakes are costly in time, energy and money. A failure to check references can have serious legal consequences. If an employee engages in harmful behaviors, which would have been revealed in a reference check, the University can be held legally responsible for "negligent hiring."

Human Resources will be responsible for conducting all reference checks on potential candidates.

# RECOMMENDATION OF FINAL CANDIDATE

The committee may recommend one candidate, rank all the finalists, or provide a report outlining the strengths and weaknesses of each finalist as requested by the search committee chair and/or hiring manager. No one other than the hiring manager should be notified of the recommendation.

When selecting a candidate for recommendation, it is important to keep the following in mind:

- The best candidate for the position was chosen based on qualifications
- The candidate will help to carry out the University and Department's missions
- Review the duties and responsibilities of the position and ensure they were accurately described and reflected in the job description and interview process
- Confirm interview questions clearly matched the selection criteria
- Confirm all applicants were treated uniformly in the recruitment, screening, interviewing and final selection process

Search committees should provide detailed explanations as to why a candidate was selected and why each unsuccessful candidate was not interviewed or selected. The Applicant and Candidate Evaluation Forms provide this information on each candidate.

Once the committee selects a candidate to recommend for hire, they shall submit the candidate and explanation to the hiring manager.

# **CLOSING THE SEARCH**

## **NOTIFICATION OF UNSUCCESSFUL CANDIDATES**

Once the selected candidate has received a successful pre-employment screening and signed an offer letter, the hiring manager and/or chair will send notifications via e-mail to those candidates who were not selected for the position. A subsequent new opening within the same department: Periodically a candidate goes through a competitive interview process, but is not selected. If, within six (6) months from the time the prior position is filled, an equivalent position within the same department becomes available, the hiring manager can, in consultation with the Office of Human Resources, hire the candidate for the newly opened position without engaging in another competitive search process. All other employment screenings and hiring procedures shall be followed, including reference checks.

## **DOCUMENTING THE SEARCH**

Search committees must document searches to ensure compliance with Albany State University and the U.S. Department of Labor records retention requirements. Information documenting recruitment and selection procedures should be retained for all searches. All hiring documentation must be sent to the Office of Human Resources to be maintained for three years. The documentation is utilized in the event of an audit and provides legal justification for the hiring decisions that were made.

## **WELCOMING THE NEW HIRE**

The hiring department should be deliberate in welcoming new hires by providing assistance to ensure a smooth transition and enhance the probability of the candidate's success in the new position. The department head should identify someone who will be willing to serve as a mentor and participate in other professional development activities.

## **CLOSING COMMENTS**

By following the basic steps outlined in this search committee guide, you are sure to conduct an efficient and legal search that is fair and consistent for all candidates and achieves the ultimate goal of equal opportunity. The good faith effort that you put into your duties as a search committee member will allow you to choose the best candidate for the job and for Albany State University.

Your role as a search committee member is vital to the future of the University. The decisions that you make today, as a team, will affect our faculty, staff, and students for years to come.

# Search Committee Checklist

To help search committees prepare for and conduct a successful search, this checklist has been prepared to address the various components of this process; establishing the committee, organizing the search, reviewing and managing applications, conducting interviews, evaluating candidates, selecting the final candidate and closing the search. Following this checklist will help the work go smoothly and ensure a fair, lawful and equitable search. If you have any questions regarding the checklist please contact the Office of Human Resources.

## **Establishing the Committee**

- ☐ Hiring manager assigns charge to chair and search committee.
- ☐ Ensure each committee member has completed the Online Search Committee Training Module.
- ☐ Review expectations of confidentiality.
- ☐ Establish search committee meeting schedule.
- ☐ Identify tasks to be completed by the search committee.

## **Organizing the Search**

- ☐ Review recruitment and selection policy, procedures and process maps.
- ☐ Develop timelines for search, including initial review date, interview schedule, and target dates for submitting hiring recommendations.
- ☐ Develop or review position description with the search committee
  - Identify essential job functions for the position
  - Identify required and preferred qualifications
- ☐ Develop selection criteria.

## **Reviewing and Managing Applications**

- ☐ Review materials submitted by the applicants.
- ☐ Select candidates to be interviewed.

## **Conducting Interviews**

- ☐ Design the interview process and campus visit.
- ☐ Identify all persons and groups to be involved in the interview process.
- ☐ Develop job-related questions to ask each candidate; all candidates should be asked the same questions, allowing for individualized follow-up questions as needed.
- ☐ Complete the Candidate Evaluation Form one each candidate that is interviewed.

## **Evaluating the Candidates**

- ☐ Evaluate candidates on their qualifications and full range of strengths and contributions using the Candidate Evaluation Form.

## **Selecting the Final Candidate**

- ☐ Document all decisions, comparing credentials and qualifications of the semi-finalists and those who did not receive further consideration.
- ☐ Search committee submits recommendation to the hiring manager, along with supporting documentation.

## **Reference Checks**

- ☐ Chair of the search committee must obtain permission from each candidate to contact indicated references.
- ☐ Identify finalist(s) for HR to conduct reference checks.

**Closing the Search**

- Gather all search committee materials and forward the materials to the Office of HR; the file should include, but not be limited to, the following: notes of committee members, lists of interview questions, list of candidates who interviewed, evaluation forms, and the list of candidates recommended for hire.



# Interview Checklist

## For Search Committees

Interviews must be planned and conducted in a manner that is fair and equitable for all candidates. Fairness and consistency are instrumental in the interview process. Here are some tips to promote equal opportunity during interviews:

### ***Before the Interview:***

- ☐ Book an appropriate location.
- ☐ Develop an interview agenda that follows a consistent format for each candidate and ensures an equitable process.
- ☐ Provide each candidate a copy of the agenda prior to the campus visit, or at the very least, at the beginning of the visit.
- ☐ Ensure the interview schedules are the same or similar for each candidate. If receptions or meals are part of one candidate's interview schedule, then they must be a part each candidate's interview schedule.
- ☐ Review the job description and résumé/application of each candidate.
- ☐ Develop interview questions that directly relates to skills, abilities, and experience that are required of the position. Review the questions in advance to be certain they do not show any hidden biases or assumptions. Be consistent – ask the same core questions to all candidates.
- ☐ Before the campus visit, ask all candidates if they require special accommodations for their interview. At no time shall any candidate be asked if he or she has a disability.

### ***During the Interview:***

- ☐ Introduce the committee members.
- ☐ Describe the format of the interview.
- ☐ Ask open-ended informational, situational, and behavioral questions.
  - ☐ Avoid questions regarding personal life or questions related to race, genetic information, color, sex, sexual orientation, religion, national origin, family status, age, or disability. Remember this key point: when the question is unrelated to the position requirements, **don't ask it!**
- ☐ If a candidate offers information that you are not allowed to ask, **do not** pursue the topic. Simply change the topic right away
- ☐ Let the applicant do most of the talking.
- ☐ Keep the interview on track.
- ☐ Observe nonverbal behavior.
- ☐ Take notes!
- ☐ Leave time for the candidate to ask questions.
- ☐ Describe the remainder of the search process and the time it will take.
- ☐ Thank candidate for his/her time.

*Remember that the interview is also the time for candidates to interview you, so try to anticipate what questions they will ask YOU about the company and the job, including benefits and opportunities for growth. Make sure you can clearly articulate what the candidate's role would be if hired, as well as who his or her direct reports would be. Also, be sure to give yourself a "refresher" on basic company information such as benefits offered, holiday schedule and mission statement.*

### ***After the Interview:***

- ☐ Evaluate the candidate.
- ☐ Document the interview.

# Interview Questions

## Initiative

Following is a list of sample questions designed to gather information about an individual's ability to identify tasks that need to be done without specifically being told to do them.

1. Have you found any ways to make your job easier or more rewarding?
2. Have you ever recognized a problem before your boss or others in the organization? How did you handle it?
3. We've all had occasions when we were working on something that just "slipped through the cracks." Can you give me some examples of when this happened to you? Cause? Result?
4. In your past experience, have you noticed any process or task that was being done unsafely (incorrectly)? How did you discover it or come to notice it? What did you do once you were aware of it?
5. Give me some examples of doing more than required in your job.
6. Can you think of some projects or ideas (not necessarily your own) that were carried out successfully primarily because of your efforts?
7. What new ideas or suggestions have you come up with at work?

## Stress Tolerance

Following is a list of questions designed to provide information relating to an individual's stability of performance under pressure. These questions are not designed to rate a person's stress level. They are designed to give the interviewer an idea of how the candidate has reacted to past stressful situations.

1. What pressures do you feel in your job? How do you deal with them?
2. Describe the highest-pressure situations you have been under in your job recently. How did you cope with them?
3. Tell me how you maintain constant performance while under time and workload pressures.
4. Describe the last time a person at work (customer, co-worker, and boss) became irritated or lost his/her temper. What did they do? How did you respond? What was the outcome?
5. Tell me about some situations in which you became frustrated or impatient when dealing with (customers, co-workers, and boss). What did you do?
6. Give me an example of when your ideas were strongly opposed by a co-worker or supervisor. What was the situation? What was your reaction? What was the result?

## Planning and Organizing

Following is a list of questions designed to gather information relating to an individual's ability to schedule work and handle multiple tasks.

1. How do you organize your work day?
2. How often is your time schedule upset by unforeseen circumstances? What do you do when that happens? Tell me about a specific time.
3. Describe a typical day ... a typical week. (Interviewer, listen for planning.)
4. How do you establish priorities in scheduling your time? Give examples.
5. What is your procedure for keeping track of items requiring your attention?
6. We have all had times when we just could not get everything done on time. Tell me about a time that this happened to you. What did you do?
7. Tell me how you establish a course of action to accomplish specific long- and short-term goals.
8. Do you postpone things? What are good reasons to postpone things?
9. How do you catch up on an accumulated backlog of work after a vacation or conference?

## Technical and/or Position Specific

Following is a list of questions designed to gather information relating to an individual's past work experience, duties, and working conditions that are similar to those of the position for which the individual is being considered.

1. What training have you received in \_\_\_\_?
2. Describe your experience with the following tools and equipment. (Interviewer, list job-related tool.)
3. Walk me through the procedures you would follow to \_\_\_\_.
4. What equipment have you been trained to operate? When/where did you receive that training?
5. What equipment did you operate in your job at \_\_\_\_?
6. Describe your experience performing the following tasks. (Interviewer, list job-related tasks.)
7. What job experiences have you had that would help you in this position?
8. Being a \_\_\_\_\_ certainly requires a lot of technical knowledge. How did you go about getting it? How long did it take you?

## Work Standard

Following is a list of questions designed to gather information relating to an individual's personal standard of performance.

1. What are your standards of success in your job? What have you done to meet these standards?
2. What do you consider the most important contribution your department has made to the organization? What was your role?
3. What factors, other than pay, do you consider most important in evaluating yourself or your success?
4. When judging the performance of others, what factors or characteristics are most important to you?
5. Describe the time you worked the hardest and felt the greatest sense of achievement.
6. Tell me about a time when you weren't very pleased with your work performance. Why were you upset with your performance? What did you do to turn around your performance?

## Teamwork

Following is a list of questions designed to gather information relating to a person's ability to work and get along with others.

1. We've all had to work with someone who is very difficult to get along with. Give me an example of when this happened to you. Why was that person difficult? How did you handle the person? What was the result?
2. When dealing with individuals or groups, how do you determine when you are pushing too hard? How do you determine when you should back off? Give an example.
3. How do you go about developing rapport (relationships) with individuals at work?
4. Give me some examples of when one of your ideas was opposed in a discussion. How did you react?
5. Tell me, specifically, what you have done to show you are a team player at \_\_\_\_\_.
6. We all have ways of showing consideration for others. What are some things you've done to show concern or consideration for a co-worker?
7. How do you keep your employees informed as to what is going on in the organization?
8. What methods do you use to keep informed as to what is going on in your area?

## Communication Skills

Following is a list of questions designed to gather information relating to an individual's communication skills. This section also includes observations to be made during the interview. Normally, only two or three questions would be used.

1. We've all had occasions when we misinterpreted something that someone told us (like a due date, complicated instructions, etc.). Give me a specific example of when this happened to you. What was the situation? Why was there a misinterpretation? What was the outcome?
2. What kind of reports/proposals have you written? Can you give me some examples?
3. Give an example of when you told someone to do something and they did it wrong. What was the outcome?
4. What kinds of presentations have you made? Can you give me some examples? How many presentations do you make in a year?
5. Give me an example from your past work experience where you had to rely on information given to you verbally to get the job done.
6. What different approaches do you use in talking with different people? How do you know you are getting your point across?
7. What is the worst communication problem you have experienced? How did you handle it?

## Interpersonal Skills

Following is a list of questions designed to gather information relating to an individual's utilization of appropriate interpersonal styles and methods in guiding individuals or a group toward task accomplishment.

1. Tell me about a time you had to take a firm stand with a co-worker. What was the situation? What was difficult about the co-worker? What was the firm stand you had to take?
2. Describe how you instruct someone to do something new. What were you training them to do? Walk me through how you did it.
3. Tell me about a time you had to win approval from your co-workers for a new idea or plan of action.
4. Tell me about a new idea or way of doing something you came up with that was agreed to by the boss. What did you do to get it to the right person? What did you do to get the boss to agree? Be specific.
5. What leadership skills and experience do you have that would qualify you as an effective leader? Be specific.

## Job Motivation

Following is a list of questions designed to help identify a candidate's motivation to do the type of work the position requires. The intent is not to see if they had good motivation/satisfaction in their previous jobs, but to see if the types of things they enjoy doing will be available in this position. For example, if a person said he enjoyed his last job because he liked to work outside and with people doing different things all of the time, a desk job in accounting would probably not provide high satisfaction.

1. What did/do you like best (least) about your job as a \_\_\_\_ ?
2. What were/are your reasons for leaving \_\_\_\_\_?
3. Give me some examples of experiences in your job at \_\_\_\_ that were satisfying? Dissatisfying? Why?
4. What gave you the greatest feeling of achievement in your job at \_\_\_\_\_? Why?
5. All jobs have their frustrations and problems. Describe specific job conditions, tasks, or assignments that have been dissatisfying to you. Why?
6. Give me some examples of past work experience that you have found personally satisfying.
7. What are some recent responsibilities you have taken on? Why did you assume these responsibilities?
8. Tell me about a time when the duties and responsibilities available in a specific position overlapped with duties and responsibilities that brought your personal satisfaction.
9. Why do you want to be a \_\_\_\_\_ (title of position) \_\_\_\_\_ ?
10. Why did you choose this (career, type of work)?

# Candidate Evaluation Form

Name of Candidate: \_\_\_\_\_

Completed By: \_\_\_\_\_

Position Title: \_\_\_\_\_

Interview(s): \_\_\_\_\_

Department: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Please use this form as a guide to evaluate the candidate's qualifications for employment. Check the appropriate numeric value corresponding to the candidate's level of qualification and provide appropriate comments in the space provided. Please attach additional sheets if needed.

**Rating Scale: 5-Outstanding, 4-Excellent/exceeds requirements, 3-Competent/acceptable proficiency,**

***2-Below Average/Does not meet requirements, 1-Unable to determine or not applicable to this candidate***

Criteria	Comments: (Be very specific; support your rating)	5	4	3	2	1
<b>Experience/Relevant Background and Special Skill Set:</b>  Explore the candidate's knowledge and past working experiences.						
<b>Education/Training</b> (relevant to position)						
<b>Interpersonal/Communication Skills:</b>  Assess ability to express ideas and thoughts clearly, as well as experiences involving team settings and customer orientation.						
<b>Candidate's Understanding of the Position:</b>  Assess candidate's knowledge of the position and its requirements.						
<b>Professional Impression and Presentation:</b>  Consider self-confidence, maturity, and presence to assess the candidate's level of professionalism. Also consider promptness and neatness of resume/application.						

Criteria	Comments: (Be very specific; supporting your rating)	5	4	3	2	1
<b>Problem Solving Skills</b>						
<b>Computer Skills</b> (consistent with those required to perform the duties of the position)						
<b>Motivation/Initiative:</b> Analyze candidate's ability to think and act independently. Why does this person want to work at ASU?						
<b>Flexibility:</b> Assess candidate's responsiveness to change, tolerance for ambiguity.						
<b>Organizational Fit:</b> Review the candidate's potential to fit the unique ASU organization and culture.						

**Please circle your responses to the following questions:**

- The candidate has the knowledge, skills, and abilities to perform the duties of this position:  
Strongly Agree      Agree      Disagree      Could not determine
- The candidate views this position with excitement and enthusiasm:  
Strongly Agree      Agree      Disagree      Could not determine
- The candidate has the appropriate level of experience necessary for this position:  
Strongly Agree      Agree      Disagree      Could not determine
- The candidate displayed the ability to participate effectively in a team environment and motivate others:  
Strongly Agree      Agree      Disagree      Could not determine
- The candidate displayed ability to communicate well with all constituents.  
Strongly Agree      Agree      Disagree      Could not determine
- The candidate should be included in the list of recommended finalists:  
Strongly Agree      Agree      Disagree      Could not determine

**Candidate's Strengths:**

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**Candidate's Weaknesses:**

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**Please provide any additional comments you have about this candidate:**

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