impartially; and, two, because some disabled applicants may not identify themselves as such beforehand.

The term Reasonable Accommodation can cover a lot of ground and is usually very simple. Many times it is no more than providing easy access to the interview table for an applicant in a wheelchair, or to escort a blind applicant to and from the reception area to the interview room. It can also be more complicated, such as providing a sign language interpreter for a hearing impaired applicant. If any questions arise around the issue of providing a reasonable accommodation to an applicant, the Search Committee Chair should contact Human Resources.

How to Conduct a Good Interview

Doing a good job of conducting employment interviews and evaluating applicants takes more time than having an informal conversation. It requires training in the skills, techniques and requirements of successful interviewing. Ensure that the interview setting is comfortable and private. Immediately before each interview, review the candidate's application. Allow sufficient time for the interview and for time afterward to record committee observations of the candidate.

The following information is designed to help you develop your interviewing skills, learn what you legally can and cannot ask, and prepare you for the employee interview situation.

Preparing for the Interview
The time devoted to preparation may seem less important than other steps. Yet nothing could be further from reality. Remember, the candidate will be evaluating the university through his/her contact with the search committee. So, invest ample time to do it right and plan ahead.

- Schedule a time and location for the interview
- Remove any desk or physical barrier between you and the candidate
- Make sure you have read all paperwork on the applicant
- Review the current position description and update it if necessary
- Make a list of interview questions that will help determine the information you need in order to make a decision.

Provide materials to Interviewees
Prior to interview, candidates may be provided with a copy of the job description, an organization chart and any other information that might help them assess their own qualifications, in relation to the job. By providing some written information to candidates, interviewers spend less time
describing the job and the candidate is better prepared to identify and describe qualifications that are most pertinent during the interview.

Getting Started
Most people are nervous before a job interview. Try to establish a friendly atmosphere at the beginning. This may be accomplished through a smile, handshake, and friendly greeting. The person should feel he/she is coming to an interview, not an interrogation.

Everyone is apprehensive of the unknown. Therefore, summarize what will happen during the interview and approximately how long the meeting will last. Committee members should take notes during the interview. The committee chair should attempt to ease the applicant’s fears about it by explaining that the notes will serve as a memory aid.

As the interviewer, the committee chair is responsible for establishing and maintaining control. You decide which questions will be asked, how much time is spent on each subject, and when the interview will end. Taking control permits committee members to obtain all needed information in the time allowed.

Format
A semi-structured interview format with a pre-established list of interview questions will work best. Most experts agree that by adding structure to the interview process, greater reliability is obtained. By asking each applicant the same questions, a basis for comparing responses is established. Follow-up questions can be varied, of course, depending on the applicant’s response to the interview question.

Developing Interview Questions
To develop a patterned interview format, consider the most important aspects of the vacant position. Develop a set of dimensions indicating important job areas. These will vary for each position or classification, but must represent the crucial aspects of the job. Develop a list of questions regarding each of these areas; follow-up questions will vary depending upon the responses to the questions. Leading questions or questions, which can be answered with a “yes” or “no”, are not usually valuable or recommended.

The questions should elicit information about the applicant's ability to perform the duties and about past work or education background related to the knowledge required for successful performance. Therefore, do not ask a question like "Tell us about yourself" if you are hiring a chemist; instead, say, "What tests and analytical procedures have you used?"

Interview questions should be concerned with the experience, training, or some other concrete type of answer from the candidate.

The candidate’s answers should provide evidence of whether the candidate possesses knowledge,
skills or abilities (KSA) being looked for. For example, the KSA of "ability to give oral presentations to large groups" may be one to be examined in the interview. A good interview question might be: "What experience have you had in giving oral presentations to large groups?" In the questioning, you could ask what the size of the group addressed was, if audiences addressed were hostile, and to what extent the candidate participated in preparing the presentation. This type of question is objective; it does not "lead" the candidate to an answer. Rather, it seeks to find enough information for you to make a decision from and its job related. Incorrect questions for this KSA would be: "Do you have trouble speaking before large groups?" "Can you speak well?"

For example, typically found in supervisory positions is the KSA the "ability to delegate work." A good interview question would state: "What experience do you have in delegating work; what was the workload, how many subordinates did you supervise, what were the situations?" Do not ask: "What would you do in the following situation: You have 1,000 cartons of widgets to deliver, and your clerk is on leave; how do you get the cartons delivered?" This type of questions is not objective and there are no right answers.

Do not ask questions that have an obvious answer and provide no means for distinguishing among candidates. For example, the question "Do you like working with people?" has an obvious response. A question such as "What experience have you had that would show you can effectively deal with the public?" would be more appropriate.

Some questions have been included in so many interviews that candidates may expect them. An example of this type of question would be "Why do you want this job?" There is no right answer. Candidates tend to have prepared answers for these kinds of questions aimed at what they think interviewers want to hear. This type of question adds nothing to the interview.

The vocabulary used in interview questions should be geared to the level of the candidates. Specialized terminology, organizational abbreviations, and so forth, which may intimidate or confuse the candidate should not be used unless such knowledge is a bona fide occupational qualification.

**Avoiding Discrimination**

Equal Employment Opportunity (EEO) laws and regulations, as well as many individual state laws, prohibit discrimination against applicants on the basis of age, race, color, religion, sex, disability or national origin. Any question you ask must be legal. Your questions should not offend and should be designed to help you establish the applicant's qualifications for the position.
Documenting the Interview
It is a good idea to take brief notes during the interview. Let the applicant know from the start that you will be taking notes. Your notes can be helpful in reflecting on individual applicants and in discussions with others who interviewed the same candidates.

Tips for Selection Interviewing
As a quick summary, the following tips are provided for conducting a good interview.

- Decide on the overall structure of the interview process.

- Follow the process uniformly for all candidates, even those who are from your own department or otherwise "known" to the interviewer(s).

- When interviewing in a team, one person should be designated as the team leader. Interview teams should have three to six members that may include customer or constituent representatives. If you decide to invite customer or constituent representatives to serve on your Search Committee, notify the EEO Coordinator (8-5010 mdunn@csufresno.edu).

- Interview teams must also be involved in the initial resume screening phase and any other screening techniques, such as telephone interviews.

- You may want to ask candidates to be prepared to perform a "work sample" test-to operate relevant machinery or to answer questions on paper.

- Know what you are looking for in a candidate before the interview. Especially when conducting group interviews, decide on your selection criteria up front. Selection criteria should be developed and reviewed before interview questions are written.

- Try to make candidates feel comfortable at the beginning of the interview. Make small talk and offer them coffee or water. Describe the position briefly and outline the selection process. Compliment the candidate on making it thus far into the selection process.

- You can describe how the job in question fits into the department but avoid giving too much information about the job duties at this point.

- Give the candidates information as to the structure of the interview.

- Interview questions should be scripted ahead of time so that you will cover the same ground with each candidate. It is important that all candidates be asked uniform questions, even though you may have varying follow-up and probing questions.
• All questions should be job-related and legal. Make sure you know appropriate and inappropriate questions to ensure that you are not asking ones that are potentially discriminatory.

• You can fit 15 to 20 fairly "meaty" questions into the average one-hour interview. Prepare interview sheets for each team member, listing the questions and providing a space for recording candidate responses.

• Introduce the interview team and tell the candidate a little bit about their various roles and responsibilities.

• Tell candidates that you are going to take notes as they talk so that you will have accurate information to refer to later. It is important to record actual answers to questions as opposed to evaluative or conclusive comments. You may record observations of non-verbal signals as long as they are recorded factually and not as conclusions.

• Proceed to ask your interview questions. Be sure to ask follow-up questions if answers are not to the point, are incomplete, or if you simply want clarification or expansion of an answer.

• Listen to your candidates! Concentrate on their answers, not on your questions. The more you speak, the less they talk, so beware of talking too much! Experts agree that the candidate should do at least 75 to 80 percent of the talking during an interview.

• Use short, open-ended questions. Beware of asking questions that can be answered "yes" or "no." For example, rather than asking a person if they've worked in an empowered work environment, ask, "How do you define the term 'empowerment' and what have been your experiences working in an empowered climate?"

• Develop a high tolerance for silence. Give candidates a chance to think and develop thoughtful answers to your questions.

• It is usually a good idea to ask one final question which is "Is there anything we haven't asked that you'd like to tell us?"

• Give the candidate information about the job duties and responsibilities, stressing the things you think are the most important for them to know.

• Give the candidates an idea of what stage the search is in, what the next steps will be, and when they can expect to hear from you. If delays occur, you should call candidate and let them know where things stand.
• Give the candidate a chance to ask questions of you and the interview team. A candidate who asks only "what's in it for me" questions may be very different from a candidate who asks more substantive questions.

• Thank the candidate for coming to the interview and go on to the next step of the process—a tour of the work area, if that is appropriate, moving to the location at which a test will be taken, etc.

• Complete your notes on the interview.

• If a team is interviewing candidates, and there is time, debrief with your teammates. It is best to save definitive evaluations of candidates until you have seen them all, but it often helps in the consensus building process to compare notes as to reactions to particular candidate responses, behaviors, immediately after the interview.

• Selection should be made and discussed with employment before making any offers or promises.

• Letters can be sent to those interviewed but not selected.

• Allow yourself adequate time.
APPLICATION RATING FORM  
CALIFORNIA STATE UNIVERSITY FRESNO  
CONFIDENTIAL INFORMATION

Current Fresno State Employee?  NO X YES ___ UNKNOWN _______

NAME: Carmen Edwards  POSITION: ASC-I

DEPARTMENT: Athletics Dept.  VACANCY NR.: 000606

RATING KEY: Unsatisfactory  Marginal  Good  Very Good  Excellent

Unsatisfactory: Fails to meet the minimum standard for this selection factor.  
Marginal: does not clearly meet the minimum standard for this selection factor.  
Good: Meets or somewhat exceeds the minimum standard for this selection factor.  
Very Good: Substantially above the minimum standard for this selection factor.  
Excellent: Far exceeds the minimum standard for this selection factor.

(Place (x) check mark in appropriate box for each selection factor)

<table>
<thead>
<tr>
<th>Selection Factor</th>
<th>U</th>
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<th>G</th>
<th>V</th>
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<td>1. Event Planning</td>
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<td>Large &amp; complex events; &gt; 30 planned</td>
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Overall Recommendation:

( ) Fails to meet the required minimum qualifications for the position.
( ) Meets all minimum qualifications however, few distinguishing qualifications.
( ) Meets all minimum qualifications, some distinguishing qualifications.
(✓ ) Meets all minimum qualifications, several distinguishing qualifications.

Reasons for recommendation/rationale:

Very strong background in event planning with advanced skills in all software required by the position and several that would be good to have in use. Communication skills demonstrated by the volume and complexity of reports as well as experience developing and delivering oral presentations. 16 yrs experience indicates the ability to learn quickly and a willingness to take on difficult projects for the purpose of developing new skills.

Recommend Interview?  Yes ___  No ___

Rater: ___________________  Date: ________
**Application Rating Matrix**

This matrix is used to record individual committee ratings and the summary score. The committee then selects all candidates above a specified score for interview.

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Rater : Smith</th>
<th>Rater: Jones 2</th>
<th>Rater: Wilson</th>
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APPLICATION RATING FORM
CALIFORNIA STATE UNIVERSITY FRESNO
CONFIDENTIAL INFORMATION

Current Fresno State Employee?  NO____  YES____  UNKNOWN________

NAME: _______________________  POSITION: ______________________

DEPARTMENT: _______________________  VACANCY NR.: _____

RATING KEY: Unsatisfactory  Marginal  Good  Very Good  Excellent

Unsatisfactory: Fails to meet the minimum standard for this selection factor.
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Overall Recommendation:

( ) Fails to meet the required minimum qualifications for the position.
( ) Meets all minimum qualifications however, few distinguishing qualifications.
( ) Meets all minimum qualifications, some distinguishing qualifications.
( ) Meets all minimum qualifications, several distinguishing qualifications.

Reasons for recommendation/rationale:__

Recommend Interview?

Cannot be interviewed.
Yes___  No____
Yes___  No____
Yes___  No____

Rater: _________________  Date: ________
**Application Rating Matrix**

This matrix is used to record individual committee ratings and the summary score. The committee then selects all candidates above a specified score for interview.

<table>
<thead>
<tr>
<th>Rater ----------&gt;</th>
<th>Rater 1</th>
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Sample
Vacancy No. 000606 ASC-I
In-Process Ranking Tool

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Instructions: Immediately following each interview rank the candidates based on how they compare to those already interviewed. Be sure to make clear notes that reflect the strengths and weaknesses of the candidates and how those qualities impact their ranking.

Summary of observation and ranking:

Anderson: strong clerical background but weak in the area of problem solving and event planning.

Baker: clerical duties included more breadth and some administrative projects than Anderson, but still weak in the area of event planning.

Carlson: meets minimum qualifications only.

Decker: extensive event planning experience but the size and complexity of events are less than that described by Baker.

Edwards: extensive event planning from assistant to large components of the entire event. The complexities of assignments were consistent with those typical of our position. Has experience in higher education setting dealing with academic issues. This applicant is most experienced and competent using desktop publishing software and all components of the MS Office suite on both PC and MAC platforms. Weakest area is the lack of SIMS/R experience.

Franklin: meets minimum qualifications only. Answers were weak and hesitant, suggesting a lack of self-confidence.

Grimes: experiences are very similar to that described by Edwards. However, the applicant was not as experienced in coordinating travel as evidenced by her hesitation and difficulty answering the travel related question. With a little training and assistance, this candidate would do fine and should be considered a strong second choice.
Vacancy No. & Title: _______________________

In-Process Ranking Tool

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Summary of observation and ranking: