Recruitment and Selection Strategies – BCOE

Presented by Human Resources and Office of Faculty and Staff Affirmative Action
Objectives

At the end of this workshop, participants will be able to:

- Understand the best practices for BCOE recruitments
- Understand the steps in the hiring process
- Identify laws and policies related to the hiring process
- Compose recruitment postings
- Identify sources for diversity recruitment
- Use candidate screening and selection methods
- Identifying legal interview questions

Agenda

- Introductions
- Laws and Policies Related to Recruitment & Selection
- Roles and Responsibilities
- Recruitment & Selection Process
Laws and Policies

Affirmative Action (AA) and Equal Employment Opportunity (EEO)

Why do we have AA and EEO?

What responsibilities do hiring managers have around AA and EEO?
Laws to Know

**Title VII of the Civil Rights Act of 1964** prohibits discrimination based on race, sex, color, religion, and national origin.

**Executive Order 11246** forbids employment discrimination based on race, color, religion, sex, or national origin by federal contractors and subcontractors and requires them to develop affirmative action plans and to take positive steps to eliminate employment bias.

**Age Discrimination in Employment Act of 1967** prohibits discrimination against employees and applicants who are over 40 years of age.

**Title IX of the Education Amendments of 1972** prohibits sex discrimination in educational programs or activities that receive federal funds.

**The Vocational Rehabilitation Act of 1973** requires federal contractors to take affirmative action to employ and promote qualified handicapped persons (Section 503) and prohibits discrimination against handicapped persons in any program or activity receiving federal financial assistance (Section 504).

**Vietnam Era Veterans' Readjustment Assistance Act of 1974** requires employers to take affirmative action to employ and advance disabled veterans and qualified veterans of the Vietnam era.

**The Americans with Disabilities Act of 1990 (ADA)** protects qualified individuals with disabilities. The Act requires employers to make reasonable accommodation to facilitate employment of disabled individuals unless the employer can show the accommodation would impose undue hardship on the operation of business.

**The Civil Rights Act of 1991** expands the scope of relevant civil rights statutes to provide adequate protection to victims of discrimination, and provides appropriate remedies for intentional discrimination and unlawful harassment in the workplace.

**California State Proposition 209** prohibits the state from discriminating against, or granting preferential treatment to, any individual or group on the basis of race, sex color, ethnicity, or national origin in the operation of public employment, public education, or public contracting. It does not prohibit action that must be taken to establish or maintain eligibility for any federal program (i.e., Affirmative Action), where ineligibility would result in a loss of federal funds to the state. Its provisions are similar to those of the Regents' Resolution SP-2. Proposition 209 became effective in November 1997.
Additional Protected Categories

Federal – enforced by EEOC
- Race
- Color
- National Origin
- Religion
- Sex
- Disability
- Age (40 and older)
- Citizenship status
- Genetic information

California – enforced by DFEH
- Disability: physical or mental
- Marital status
- Sexual orientation and identity
- AIDS/HIV
- Medical condition
- Political activities or affiliations

What is prohibited?
- Refusal to hire
- Discipline
- Termination
- Denial of training
- Failure to promote
- Paying less or demotion

Top EEOC Complaint Categories
- Retaliation
- Race/Ethnicity
- Gender
- Disability
- Age
Roles and Responsibilities

**Hiring Manager**
- Identifies hiring need, develops the position description, recruitment plan, organizational chart and other recruitment related documents
- May serve as Search Committee Chair and identifies Search Committee members
- Conducts recruitments showing good faith efforts to broaden diversity
- Ensures understanding of collective bargaining agreements’ specific provisions with respect to filling of bargaining unit positions

**Search Chair**
- Oversees the Search Committee
- Participates in the entire process
- Makes final hiring decision (if they are the hiring manager)

**Chair’s Associate**
- May submit short list
- Assumes the role of the Chair when the Chair cannot participate in the requisition
- Janna and Cherys should always be in this role

**Search Committee Member**
- Responsible for reviewing applicants as directed by the Search Committee Chair/Chair’s Associate, and providing comments on the qualifications of these applicants
- Participates in the interview process and recommends final applicant

**Affirmative Action & Compliance Liaison**
- Assigned by the Search Committee with the status and authority to ensure all aspects of the recruitment process are fair and unbiased and in compliance with Affirmative Action and Equal Opportunity laws
- Direct access to the Office of Faculty and Staff Affirmative Action (OFAAA) for assistance as needed
- Cannot be the Search Chair
- FAO may act as the AACL, unless they are the hiring manager, then request Janna, Cherys or another FAO

**Central Human Resources**
- Provides consultation and assistance before and during the recruitment process
- Able to assist with creating a recruitment plan
- May assist with sourcing, screening and phone interviewing of candidates
- Ensures accurate and complete recruitment and selection guidelines and procedures

**Office of Faculty Staff & Affirmative Action**
- Provides consultation and assistance during the recruitment process
- Works with the AACO to ensure a diverse applicant pool exists
- Provides guidance upon request to the AACL-SC to ensure all aspects of the recruitment process are fair and unbiased and in compliance with Affirmative Action and Equal Opportunity laws
- Provides diversity profile data, availability and placement goals
- Reviews ad approves interview short lists
Recruitment & Selection Process

Step 1: Identify Vacancy and Evaluate Need
Step 2: Develop Position Description
Step 3: Develop Recruitment Plan
Step 4: Select Search Committee
Step 5: Post Position and Implement Recruitment Plan
Step 6: Review Applicants and Develop Short List
Step 7: Conduct Interview
Step 8: Select Hire
Step 9: Finalize Recruitment

The Role of Position Descriptions

Position (job) descriptions define:

- Special requirements of the position
- The essential functions of the position
- The purpose of the position
- Minimum and preferred qualifications

Bona Fide Occupational Qualifications (BFOQs)

A bona fide occupational qualification (BFOQ) is defined as permissible discrimination if legally necessary for an employer’s particular business. For example, many companies hiring drivers (i.e. bus drivers) or pilots are legally allowed to have an age limit on the drivers/pilots they hire because eyesight is proven to deteriorate with age. As the business need is to transport passengers safely from place to place, these businesses have a credible reason for discriminating based on age for these positions. If you are concerned about a particular qualification that you feel may discriminate, but is valid, contact campus counsel before you move forward with the qualification.

What are examples of BFOQs?
Minimum Requirements

“Basic qualifications” are those qualifications or criteria which was established in advance and advertised to potential applicants:

- Identify 5-10 minimum qualifications
- Must be relevant and relate to the duties and responsibilities of the job
  - For example, driving requirement should not be listed if it is not part of the responsibilities or duties of the job
- Can be position / department specific (e.g. valid driver license)
- Can be assessed by reviewing the resume
- Must be objective, non-comparative and business related
  - Correct: Bachelor’s degree in Business Administration OR equivalent experience
  - Incorrect: A business degree from a “good school”
- Business Related
  - Correct: 5+ years of experience planning, developing, and fabricating engineering systems
  - Incorrect: Must have experience with volunteering for Habitat for Humanity
- “Soft Skills” can be required qualifications (e.g., communication / collaboration) and will:
  - Vary among applicants
  - Not be absolutely ascertained in resume
  - Be evaluated in interview

Note: Another option is to include in the job description the possibility of “Degree OR equivalent experience in a related field.” This phrase will allow candidates who have years of experience but do not have a degree, to meet the minimum qualifications.

Preferred Requirements

Preferred qualifications are skills and experience preferred in addition to basic qualifications and can be used to narrow down the pool of applicants. These preferred skills, knowledge, abilities and competencies can describe a more proficient level at which the essential functions can be performed, such as:

- Prior experience with corporate / institutional event planning (prior experience in a related area can be preferred) and knowledge of applicable UC policies and procedures (prior experience within the UC system can be preferred).
- UC experience, higher education experience, certifications and/or advanced degree.

Assessments

If your position requires an assessment, make sure it is noted in the job description. Prior to requesting an assessment, look for interview questions that can address the skills for which you are looking. If you are not able to find appropriate questions, contact Kai Buckner in Staff Employment, so that she can assist you in finding the most appropriate, validated assessment from our third party vendor. We currently use Kenexa, and below are some of the current assessments available. If you need assistance with proctoring and administering the assessment, please let Kai know.

Note: Writing samples and presentation assessments are not considered tests and can be evaluated using a scoring rubric. The scoring rubric is similar to the tool used to evaluate a candidate during an interview. Writing and presentation scoring rubrics are used to evaluate the applicant’s writing and/or presentations skills based on certain predetermined criteria. To
obtain a writing or presentation scoring rubric, contact your departmental Human Resources Coordinator or Human Resources. Tests, work samples and presentations should only be required of short list candidates.

Salary Range

The best practice for posting of salary range depends on the position and the department. Budget constraints may limit the department's ability to pay up to the maximum advertised rate. Below is a general guideline of posting ranges:

Minimum to first quartile: If the department is looking to fill the position with a lesser qualified employee and is willing to do some training

Minimum to midpoint: If the department wants to try to hire someone with more experience and thus require less training and supervision. Hiring at the midpoint would be appropriate for candidates that meet all minimum requirements AND have an additional 7-10 years of experience (e.g. a journey level employee).

Minimum to third quartile / maximum / commensurate with experience: If the department is seeking seasoned candidates; just to make sure if the right candidate is found but cannot be hired at or below midpoint; they can ask HR to approve an above midpoint hire.

Internal candidates can be hired above midpoint without HR review if they are offered less than a 15% increase, but would still need to be within the advertised range. Offers cannot be made (for internal or external candidates) that are above the posted range.

Recruitment Plans

- Affirmative Action Placement Goals
- Advertising & Sourcing
- Diversity job sites
- BCOE Best Practices
Under recruitment tab – fill out appropriate information for AA goals and advertising

**Understanding Placement Goals**

**How are goals established?**

- Percentage of qualified women and ethnic/racial group members within a job group falls below their availability
- Availability is determined by percentages of women and minorities:
  - With established qualifications, degrees and training
  - In the geographic (recruiting) area likely to attract such candidates
  - Employed at UCR and qualified to apply for the position

**Does your unit have Placement Goals?**

- **YES** if, your unit’s job group profile (<) availability in labor market. A placement goal is set for qualified women and ethnic/racial members. Corrective action is required:
  - Must show good faith effort to eliminate discrepancy (re: women and race/ethnicity group members)
  - Targeted, action oriented outreach shows good faith
- **NO** if, your unit’s job group profile = availability in the labor market, no placement goals are needed.

**Example – Applicant Pool Statistics (Analyst V)**

- Department goal = 1 Hispanic (affects short list approval)
- Org and Campus goals = 5 Asian/Pacific Islanders (does not affect short list approval but important for campus wide diversity goals)
Recruitment Plan

Let’s consider the example below. You are hiring a Facilities Planner and Safety Coordinator. The placement goals were pulled for Analyst V:

<table>
<thead>
<tr>
<th>Department</th>
<th>Females</th>
<th>Black</th>
<th>Hispanic</th>
<th>API</th>
<th>AmerInd</th>
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<table>
<thead>
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<th>Organization</th>
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<td>4</td>
<td>0</td>
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<table>
<thead>
<tr>
<th>Campus-wide</th>
<th>Females</th>
<th>Black</th>
<th>Hispanic</th>
<th>API</th>
<th>AmerInd</th>
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<td>1</td>
<td>2</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
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</table>

These goals indicate that the department needs to target recruitment to Females, Blacks and Hispanics in this job category, and that org and campus-wide, the focus needs to be on Hispanics.

Automatic Posting

<table>
<thead>
<tr>
<th>UCR Sponsored Job Boards</th>
<th>AJE National Exchange</th>
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<tbody>
<tr>
<td>Southern California</td>
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<tr>
<td>HigherEdJobs</td>
<td>AJE Veteran Exchange</td>
</tr>
<tr>
<td>InsideHigherEd.com</td>
<td>AJE Women Exchange</td>
</tr>
<tr>
<td>Diverse Issues in Higher Education</td>
<td>AJE Disability Exchange</td>
</tr>
<tr>
<td>— must be launched via JobTarget</td>
<td>AJE Hispanic Exchange</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outreach Partner Networks</th>
<th>Diversity Job Boards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Veteran Job Boards</strong></td>
<td><a href="http://www.asianhires.com">www.asianhires.com</a></td>
</tr>
<tr>
<td><a href="http://www.alloveteranjobs.com">www.alloveteranjobs.com</a></td>
<td><a href="http://www.allhispanicjobs.com">www.allhispanicjobs.com</a></td>
</tr>
<tr>
<td><strong>Disability Job Boards</strong></td>
<td><a href="http://www.diversityjobs.com">www.diversityjobs.com</a></td>
</tr>
<tr>
<td><a href="http://www.disabilityjobs.net">www.disabilityjobs.net</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.disabledperson.com">www.disabledperson.com</a></td>
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</table>

<table>
<thead>
<tr>
<th>State Job Banks</th>
<th>Community Partner Networks</th>
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<tbody>
<tr>
<td>State One-Stop Career Centers (LVER) (DVOP) (DPN)</td>
<td>(Local Chapters)</td>
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<td></td>
<td>Goodwill</td>
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<td></td>
<td>Easter Seals</td>
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<td></td>
<td>The Arc</td>
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<td></td>
<td>Department of Rehabilitation</td>
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<tr>
<td></td>
<td>U.S. Dept. of Veterans Affairs</td>
</tr>
</tbody>
</table>
Additional Advertising

- **Web sites**
  - UCR Job Board and UCR contracted sites
  - Niche and Diversity Sites (via JobTarget)

- **Social Media**
  - LinkedIn Niche Groups
  - LinkedIn Diversity Groups

- **Outreach**
  - Outreach Events (Job Fairs)
  - Diversity Groups

- **Job Fairs/Trade Shows**
  - Campus and Diversity Job Fairs
  - Industry conferences/trade shows

- **Trade journals**
  - What are the experts in the field reading?

- **Newspapers**
  - Local
  - National

- **3rd Party**
  - Temp Agencies
  - Executive Searches

- **Networking**
  - Associations
  - Contacts
Sample Recruitment Plan (Contract & Grant Project Analyst)

LinkedIn Groups

<table>
<thead>
<tr>
<th>Industry Related</th>
<th>Number of Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Assistant Office Professionals (All Levels)</td>
<td>75477</td>
</tr>
<tr>
<td>Higher Education Management</td>
<td>59984</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>44674</td>
</tr>
<tr>
<td>The Effective Admin-- Administrative Assistant and Executive Assistant Group</td>
<td>20814</td>
</tr>
<tr>
<td>Clerical and Administrative Staffing</td>
<td>15465</td>
</tr>
<tr>
<td>Administrative Assistant Employment Network</td>
<td>15425</td>
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<tr>
<td>American Society of Administrative Professionals (ASAP)</td>
<td>11876</td>
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</tbody>
</table>

LinkedIn Groups

<table>
<thead>
<tr>
<th>Diversity Related</th>
<th>Number of Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity- A World Change</td>
<td>17649</td>
</tr>
<tr>
<td>Hispanic Professionals</td>
<td>15789</td>
</tr>
<tr>
<td>National Black MBA Association</td>
<td>13021</td>
</tr>
<tr>
<td>National Association of African Americans in Human Resources</td>
<td>10375</td>
</tr>
<tr>
<td>Diversity Professionals</td>
<td>9649</td>
</tr>
<tr>
<td>GLBT Professionals</td>
<td>9347</td>
</tr>
<tr>
<td>National Association of Professional Women</td>
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<tr>
<td>The Diversity and Inclusion Group</td>
<td>6214</td>
</tr>
<tr>
<td>Business and Professional Women</td>
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</tr>
<tr>
<td>Native Americans in Business</td>
<td>4544</td>
</tr>
<tr>
<td>National Association of Asian American Professionals</td>
<td>4179</td>
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<tr>
<td>WomenSuite</td>
<td>3752</td>
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<tr>
<td>National Society of Hispanic MBA</td>
<td>2858</td>
</tr>
<tr>
<td>LGBT HR Professionals</td>
<td>981</td>
</tr>
<tr>
<td>Women Administrators in US Higher Education</td>
<td>11</td>
</tr>
</tbody>
</table>

Other Websites

- Admin Job Board Network: $250/30 days
- Admincareers.com :$99/60 days
- Association of Executive and Administrative Professionals
- thecareerboards.com
- International Association of Administrative Professionals $200/30 days
- Latinos in Higher Ed.com : $175/90 days
- adminhelpwanted.com :$99/30 Days
- clerical and Administrative Jobs- JKLjobs.com
- http://www.administrativejobs.com/ Price not listed
The Search Committee

What are their responsibilities and duties?

| □ Ensure equal employment opportunity | □ Be aware of the job-related criteria relevant to the position and identify transferable skills |
| ____________________________________ | ___________________________________________________________ |
| □ Adhere to the evaluation criteria stated in the position description | □ Develop a means to evaluate candidates according to job related criteria and standards, without regard to stereotypes, presumptions regarding ability, etc. |
| ____________________________________ | ___________________________________________________________ |
| □ Review applications to identify candidates who meet minimum quals/record notes | □ Interview candidates |
| ____________________________________ | ___________________________________________________________ |
| □ Develop and consistently use a core set of job-related questions | □ Answer candidates’ questions about the position and University |
| ____________________________________ | ___________________________________________________________ |

**Confidentiality:** Protecting candidate confidentiality is one of the committee’s most important responsibilities throughout the search process. Other University employees outside of the committee are also expected to honor these confidentiality guidelines. The following confidentiality guidelines should be followed:

- Do not disclose the names of the applicants/candidates.
- All discussions among committee members are confidential.
- Do not discuss the interview process, results or deliberations outside of the committee.
- Keep candidate information in a confidential file that can be locked.
- Committee members are not to contact anyone they may know to get an informal reference about a candidate.
- Confidentiality breaches should be disclosed to the committee chair or Human Resources Representative immediately.

Who should be on the search committee?
Implement Recruitment Plan

- Automatic Job Postings
  - UCR Job Board
  - UCR Sponsored Job Boards
  - Outreach Partner Networks
  - State Job Banks
- Department posts on Job Target
- Department posts on LinkedIn Groups
- Contact Staffing to post on LinkedIn Job Slots
- Chair & AACL monitor applicant pool and statistics

Department’s Responsibilities
- Develop recruitment plan
- Post on selected websites
- Contact Staff Employment for posting on LinkedIn
- Cost of implementing the recruitment plan

Staff Employment / Human Resources:
- Assist with recruitment plans
- Post on LinkedIn
- Share with LinkedIn groups

Review of Applicant Pools

Applicant pools are reviewed and screened in iRecruit.

- **Applicant** – and individual has submitted an application within the initial review period.
- **Expression of Interest** - and individual has submitted an application after the initial review period. These expressions can be downloaded at the discretion of the chair. Please note that all expressions must be downloaded; you cannot pick and choose who to view.
- All applicants must have a decision code (Chair/Chair’s Associate)
- Short list approval requires decision codes for all applicants AND Interview decision

Review Applicants and Develop Short List

- Applicant reviews are conducted after recruitment period
- All applicants must be reviewed and considered
  - Applicants = Applications received during initial recruitment period
  - Expressions of Interest = Applications received after initial recruitment period
- All applicants must have a decision code
- Short list approval required by OFSAA
Applicant Screening

More than one committee member should participate in the initial screening of all applicants.

Screen out applicants that do not meet the minimum requirements. If the job description has a degree as a minimum requirement, then it will be required.

Note: Staff Employment discourages the use of social media sites such as Twitter and Facebook to be used as a means to screen candidates out. The information candidates may post on their social media pages may have no bearing on how they perform as employees.

Minimum and Preferred Requirements

- Long List
  - ALL applicants who meet ALL of the minimum requirements
- Short List
  - Applicants who meet ALL of the minimum requirements
  - Applicants who meet SOME of the preferred requirements
    - (e.g. meet 2-3 out of 5 of the preferred requirements)

- BCOE Best Practices
  - Once short list is determined, email Janna or Cherysa (depending on which department) that shortlist selections have been made. CPSU will submit the short list.
  - Chair or AACL should be entering decision codes
  - Do not use comment area within system

Short List

When your short list is still long.....

- Are we required to interview all who meet the minimum and preferred qualifications?
- How can I further narrow down the list?

ANSWER:

- The committee can determine those who best meet the qualifications
  - e.g. Experience supporting a large department vs. one person

- Phone screens (does not require short list approval)
  - Should be conducted by at least 2 members
  - No longer than 30 minutes
  - Knock-out questions to further reduce long list

- BCOE Best Practices
  - If you choose to do phone screenings, you must contact CPSU for further direction

Short List Approval Process

- Short List Review Process (OFSSAA)
  - Short lists are typically evaluated and returned within 48 hours from submission
    - OFSSAA approval required before scheduling interviews
If the short list is deemed to represent a **sufficiently diverse applicant pool**, the short list will be approved.

- Once approved, the applicants can then be contacted for interviews.

If the shortlist is **not sufficiently diverse** in light of the department’s placement goals, the OFSSA will contact the AACO to discuss how the pool might be diversified.

- Ideally, this is a rare or non occurrence as the AACO, in collaboration with the Hiring Manager and BAS HR Staff continuously review applicant pool performance during and immediately after the minimum posting period to identify and develop contingency plans to address underperforming recruitments.
- Additionally, recruitment plans with placement goals are evaluated to ensure broad outreach to diverse applicants, so that such good faith efforts are balanced against below availability indicators to ideally obtain OFSAA’s approval.

**Example – Applicant Pool vs. Availability Statistics (Analyst V)**
Interviews

- Prepare
- Accommodate
- Phone Interviews
- Panel Interviews
- Interview Questions
- Validated Assessments
- Evaluate Interviewee
- Committee interview notes/evaluations

BCOE Best Practices

- Ensure panel members are familiar with resumes / applications
- Send interview questions to CPSU for approval
- When scheduling interviews, ask for any accommodations
- Explain the interview process to the candidate so they know what to expect
- Invite all candidates to arrive 15 minutes prior to interview to review interview questions and job description if they choose

Accommodate

- Inquire if applicant needs an accommodation for the interview
  - First floor conference room
  - Parking
  - Translator
  - Handouts / materials provided prior to interview
- Contact Marsha Marion
  - 951-827-4785
  - Marsha.marion@ucr.edu

Interview confirmations

Confirm scheduled interviews with candidates. When doing so, make sure you provide them with additional information, such as how long to expect the interview process to last; information on where to park and where to obtain a parking permit; what items they will need to bring with them, if any; ask if they need any accommodations for the interview. A sample email confirmation is below, and can be modified for a telephone confirmation:

I would like to confirm your interview for the Contract & Grant Project Analyst position, in the Chemical/Environ. Engineering department. Your interview is scheduled on **Monday, September 29, 2014 at 8:30am**. You may arrive 15 minutes prior to your scheduled time to review interview questions and the job description. Please allow approximately one hour for the interview. You will be interviewing in the Human Resources Department which is located at 1160 University Avenue, right outside our main campus. See the directions below and please contact me if you have any questions or need accommodations for the interview. For accommodations, please contact Marsha Marion at 951-827-4785. Best of luck!
## Interview Checklist

All interviews, screening or selection, should be structured. A structured interview asks the same questions of all candidates and contains questions derived from a job analysis. A formal scoring mechanism is recommended and all interviewers should be trained.

- Put the person at ease to establish rapport.
- Explain the interview structure.
- Ask your questions and really listen to the candidate’s responses.
- Take notes.
- Describe the job and sell the organization.
- Answer candidate’s questions.
- Discuss the next steps.
- Avoid being distracted.
- Spend at least 80 percent of the time listening and 20 percent talking.
- Don’t interrupt the candidate (unless they are rambling).
- Ask follow-up questions to get clarity.
- Observe the candidate’s nonverbal expressions.
- Use nonverbal expressions to show interest.
- Listen for “free” information.
- Do not use signs, symbols or words that indicate race, gender, age, disability, sexual preference or religion.
- Record specifics as they relate to job responsibilities.
- Record favorable and unfavorable responses to create a balanced image.
- Spend some time after the interview polishing your notes.
- Take notes consistently.
- Describe the decision-making process and time frame.
- Ask: “Is there anything else you would like me to tell you about the position or the organization?”
- Explain that a background check will be conducted if the candidate is considered further.
- Give the candidate your business card and encourage them to call if they have questions.
- Thank the candidate.
Types of Interview Questions

Interview questions should fall into three major categories: job knowledge, social interaction, and corporate citizenship.

**Competency-Based Behavioral Questions**

- Applicants are asked to give specific examples of how they have performed a certain task or handled a problem in the past.
- Example:
  1. Can you describe a time when you had to manage a heavy workload or a number of conflicting priorities?
  2. Can you tell me about a time when you improved a process or made a system work better?

**Situational Questions**

- Applicants are asked how they would respond to a specific job situation related to the content of the job they are seeking.
- Example:
  1. A work colleague told you in confidence that she suspects another colleague of stealing. What would your actions be?
  2. How do you respond to a peer who is preventing your team from completing its project?

**Emotional Intelligence Questions**

- Match skills with minimum requirements for the position.
- Example:
  1. Share with me an experience where you found you had to adapt your personality to work well with someone else.
  2. Tell me about an experience when you had a new team to work with. How did you assimilate yourself to the group?

**Questions to Avoid**

- Leading Questions - Leading questions suggest the answer the interviewer wants, and attempt to guide the respondent to answer in a specific way.
- Example:
  1. It’s important that people work collaboratively with others on projects. Are you a team player? Do you work well with others?
  2. We like to have employees who are on time to work and meetings. Do you arrive to work on time? Do you find it difficult to make it to meetings on time?
- Any illegal questions should be avoided, even if the applicant references information that you cannot ask about during the interview.
- Closed-ended questions that demand one-word answers.
## Interview Questions

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<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What country are you from?</td>
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<td>2. What clubs do you belong to?</td>
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<td>3. What year did you finish high school?</td>
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<td>4. Do you have the legal right to work in the U.S.?</td>
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<td>5. Have you ever been arrested?</td>
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<td>6. Have you ever worked for the University before?</td>
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<td>7. Do you have any medical problems we should know about?</td>
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<td>8. Could you perform all of the essential functions of the job with or without reasonable accommodation?</td>
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<td>9. Do you own or rent your home?</td>
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<td>10. What would you do if your spouse was offered a job in another state?</td>
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<td>11. Our people rotate weekend shifts. Would this be a problem for you?</td>
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<td>12. How many times were you absent from your previous position due to illness?</td>
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<td>13. What schools have you attended?</td>
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<tr>
<td>14. How would you feel about working for someone half your age?</td>
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<td>15. May I contact your prior employers about your work performance?</td>
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<td>16. Are you a U.S. citizen?</td>
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<td>17. What is your maiden name?</td>
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<tr>
<td>18. What is the origin of your last name?</td>
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<td>19. When is your birthday?</td>
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<tr>
<td>20. You indicated that you were in the military. What type of discharge did you receive?</td>
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<tr>
<td>21. Do you have any language abilities that would be helpful in doing this job?</td>
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</tbody>
</table>

- Must be job related
- Legal vs. illegal questions
- Behavioral based
- Competency based
- Use the same set of questions for all candidates
- Probing / follow-up questions
- BCOE Best Practices
  - All interview questions must come to CPSU for approval prior to interviewing
# Sample Interview Questions (Contract & Grant Project Analyst)

<table>
<thead>
<tr>
<th>General</th>
<th>Job Related</th>
<th>Core Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>What interests you about this position/ Why do you want to work for our department/ UCR?</td>
<td>Provide an example of when you made a decision regarding the best course of action by interpreting and adhering to policies and procedures.</td>
<td>Communication: Describe a situation in which you had to work with a difficult customer or coworker. Explain how you dealt with the issue.</td>
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<tr>
<td>Have you interviewed with any other departments at UCR?</td>
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<tr>
<td>Describe two major projects and your specific involvement.</td>
<td>Tell us about a time you exercised discretion and sound judgment.</td>
<td>Communication: Describe how you go about developing relationships with your coworkers and supervisors.</td>
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<tr>
<td>Tell us about your current/ last position and what you did. What is the biggest percentage of your time spent on?</td>
<td>Tell us how you maintain accurate records and how you keep documents and materials efficient and accurate.</td>
<td>Diversity &amp; Inclusion: UCR is known for having a commitment to inclusion and diversity. Tell us about your experience and approach to creating a positive work environment with diverse populations.</td>
</tr>
<tr>
<td>Tell us about a project that got you really excited. What made it exciting for you?</td>
<td>Tell us about your experience maintaining an accurate and detailed record filing system.</td>
<td>Diversity &amp; Inclusion: What efforts have you made to foster diversity understanding?</td>
</tr>
<tr>
<td>What is your most significant professional accomplishment?</td>
<td>Tell us about your experience in maintaining confidentiality.</td>
<td>Employee Engagement: Think of a time when you had many demands placed on your time. How did you ensure that you were available to meet the needs of your customers, coworkers, supervisors, and subordinates?</td>
</tr>
<tr>
<td>Provide an example of how you prioritize assignments to complete your work in a timely and accurate manner.</td>
<td>Tell us about your experience drafting correspondence, letters, memos, and other documents as well as proofreading, editing and formatting them.</td>
<td>Employee Engagement: Describe one service, activity, or process for which you have been held accountable. How did you make sure you achieved results for this process or activity?</td>
</tr>
<tr>
<td>How do you organize and plan for major projects and ensure you stay on task?</td>
<td>How do you organize and process data for analyses and summarize it into clear, comprehensive format.</td>
<td>Innovation &amp; Change Management: Tell us about a time that you had to quickly adjust to an organizational change. What did you do?</td>
</tr>
<tr>
<td>Tell us about your software skills. What types of software are you familiar with?</td>
<td>Tell us about your experience using financial systems to query information?</td>
<td>Innovation &amp; Change Management: Discuss a time that you had to face an issue that could have had an impact on the organization. How did you approach the problem?</td>
</tr>
<tr>
<td>How would you rate your Microsoft Word, Excel, PowerPoint, Outlook skills?</td>
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</table>
Assessment Tools
- Only 3rd party validated assessments are to be used
- Work Samples and Presentations are not assessments
  - Scoring rubrics must be used
- Contact Kai Buckner in HR for assistance
- Schedule candidate for assessment
  - Proctor
  - Distraction-free location

Evaluating Interviewees
An evaluation form must be completed for each interviewee, by each search committee member. The evaluation sheets should have the questions identified by their priority, and weight for each question should be assigned by the hiring manager. Each committee member will evaluate the candidates’ skills and experience. Omit any comments on the evaluation sheet that are not job related. Once completed, the evaluations sheets should be uploaded onto the iRecruit system.

BCOE Best Practices
- Use the ranking sheets provided by CPSU with weights
- Chair should obtain notes from all committee members for all interviews (1st and 2nd) and upload onto iRecruit
References

Checking references is an important step in the hiring process. References can confirm information given to you by the applicant in a resume or during the interview. They can clarify information that you were not sure of. This due-diligence step is important to help you determine if the person has accomplished what they said they have or not. References are likely to be more useful in predicting employee success when completed by an applicant’s previous immediate supervisor.

Reference checks can provide information on:

- A candidate’s role in a major project cited during the interview
- Verification that any work samples provided were actually developed by the candidate
- Working relationships with colleagues
- Attitude on the job
- Communication skills with colleagues and customers
- Educational background
- Management styles and practices
- Achievements
- Development areas
- Major strengths

Things to remember when checking references:

- Ask the candidate’s permission before contacting the reference
- Do not solicit any illegal/discriminatory information from the reference
- Prepare your questions ahead of time
- Keep the questions job-related; use your interview questions as a guide
- **If the candidate is a current UC employee, you may request to see their personnel file**

- BCOE Best Practices
  - If UC employee, always review personnel file
  - Contact current supervisor by phone and may contact others by phone or SkillSurvey

Reference checks can be conducted using the on-line tool, SkillSurvey, or by telephone. The best practice for conducting reference checks is to contact the candidate’s current supervisor /manager by telephone (after you have received the candidate’s permission), and the candidate’s other references by using SkillSurvey.
Finalizing the Recruitment

Note: A verbal offer of employment and the finalist’s verbal acceptance creates a contractual relationship, therefore, ensure the offer has been approved prior to verbally offering the position.

BCOE Best Practices:
- Always contact CPSU prior to making any offer, with the offer amount for approval
- Always follow up verbal offer with an offer letter
- Anyone interviewed needs to be contacted as soon as candidate has accepted offer prior to closing out the search

UCR Training Resources
- Affirmative Action & Compliance Liaison (AACL) Webinar (Tutorial)
- Applicant Pool Statistics and Creating Diverse Applicant Pools (Tutorial)
- Training workshop - Affirmative Action 101
- Recruitment Advertising & Affirmative Action (Webinar)
- Diversify and Train the Search Committee (Tutorial)