

Weighted Selection Process

TABLE OF CONTENTS

Introduction	Page 4
Definitions	Page 4
Reference Checking	Page 5
Using the Weighted Selection Form	Page 5
Developing the Questions	Page 6
Conducting the Interview	Page 11
EEO/ADA Requirements	Page 12
Evaluation and Decision Making	Page 14
Sample Weighted Selection Form	Page 15

“A PERSON’S CHARACTER IS ALREADY FORMED BY THE TIME YOU HIRE THEM.

DO NOT TRY TO CHANGE THAT CHARACTER AFTER THEY ARE HIRED. IF YOU NEED HARD WORKERS, HIRE HARD WORKERS. IF YOU NEED STRONG LEADERS, HIRE STRONG LEADERS.

BE SURE A PERSON’S CHARACTER FITS THE NEEDS OF YOUR JOB BEFORE YOU HIRE THEM.”

**Jack McQuaig
Industrial psychologist**

Introduction

How many times have you walked away from being interviewed and wondered if you really answered what the interviewer was asking? How often have you interviewed someone and at the close of the conversation realized that you know very little about the applicant, only because you've talked when you should have been listening?

This process has been developed in order to structure the employment interview and provide a rationale for the selection process. It is to be used by all employees responsible for input in the interviewing process. It is the hiring manager's responsibility to determine the essential job functions, develop the interview criteria for the Weighted Selection Form and organize the interviewing team. The interviewing team will receive guidance from the hiring manager/committee chair on which specific job qualifications they are interviewing for and their primary areas of concentration. The hiring manager/committee chair has the responsibility for gathering the input and making the selection. Once the selection has been made, the Weighted Selection Forms should be destroyed. One important aspect of professional hiring is uniformity. All applicants should be interviewed using the same questions and judged according to the same criteria.

Preparation is very important in the interview process. In planning an interview, you must develop the questions in order to determine technical fit, job fit and university fit. When there is more than one interviewer, you must also delegate interviewing responsibility to avoid duplicate questions and the resulting redundant answers. Using the Weighted Selection Form, you will be able to conduct a uniform interview, which will give you a solid basis on which to make your selection of the appropriate candidate.

Planning and preparing for the interview before conducting it will enhance the success of an employment interview. To prepare for an interview:

- Determine the essential functions of the job.
- Select the interview approach.
- Develop questions for the interview to determine technical fit, job fit and university fit.
- Examine the completed application/resume.

Definitions

Technical Fit

Duties and responsibilities as described in the job description, in addition to the essential functions necessary to perform the job.

Job Fit

What are the desirable personal characteristics to determine if the applicant has the skills and is suitable for the work environment.

University/Department Fit

To be successful in the position, the new employee must work well with fellow employees across departmental lines. He/she must be able to support the mission statement of Texas A&M University-Kingsville and the department. Other issues to consider are mutual goals, philosophical fit, future directions, growth opportunity, etc.

Reference Checking

Before interviewing reference checks should be performed on all applicants to be considered. The checks should be detailed and include institutions/companies other than the current place of employment. If the hiring manager/committee has knowledge of individuals working at previous employers, contact them for references. Feel free to ask:

- Attendance
- Work Performance
- Managerial abilities (if applicable)
- Adaptability
- Cooperation
- Initiative
- Quality and quantity of work

You may receive the standard “dates of employment and jobs held” responses only. **Ask if they are eligible for reemployment.**

Using the Weighted Selection Form

The Weighted Selection Form is divided into three parts: the top section contains information on the candidate; the middle section is used to rate the candidate; and the bottom section provides space for the interviewer's notes.

The middle section is to be completed in the following format:

Qualifications

This section is divided into technical, job and university fit. The first step in completing each of the "fit" sections is to determine several qualifications for each of these sections. Definitions of each of these categories are listed in the "Planning the Interview" section.

Values

Each qualification is given a value. Values must total 100.

Rating

Candidates are rated on a 1 to 5 scale on each qualification. A rating of 5 is the highest possible score.

Evaluation

To calculate the evaluation for each qualification, multiply the value of the qualification by the rating given to the candidate.

Total

Total the evaluation column to determine an overall score.

Candidates are evaluated by comparing total scores. These scores are to be used as the primary aid in the selection process, with the individual receiving the highest score being offered the position.

1. Plan the Interview:

- It is the hiring manager's/committee chair's responsibility to define the interviewing process. This includes discussing job qualifications and the role of each interviewer.
- The hiring manager/committee chair should review all questions for appropriateness.

2. Follow the Weighted Selection Process:

- Questions should be determined and weights assigned before the interview (**see examples on page 15**).
- Avoid a free-for-all, firing-squad approach.

3. Debrief and Integrate Data:

- The most effective time to discuss the interview and rate the candidate is immediately following the interview.
- The Weighted Selection Form *must* be completed and submitted to the hiring manager at this time.

Developing Questions

Four Basic Types of Questions

In the employment interview, there are four basic types of questions, which you can use interchangeably depending on your objective. Some of these types of questions may not apply to every position at TAMUK.

Directive Questions:

Directive questions solicit specific information. Directive questions keep two-way communication going, but also accomplish something, which you're directly interested in, such as giving the interviewer more information about the applicant's skills and ideas. Directive questions also are used when a specific answer is needed.

Examples:

- Q. What are the levels/numbers of staff you have supervised?
- Q. Did you have hire and fire authority?
- Q. Describe any other skills; education and/or experience we have not already discussed which you feel would be an asset to you in this position.
- Q. Describe one instance when you had to deal with a very difficult individual (e.g., angry, stubborn, belligerent) and tell how you handled that situation.
- Q. This job requires a primary shift of (hours of shift). Have you ever worked shifts before? Would the possibility of having to train initially on a different shift present you with any problems?
- Q. Overall, have your assignments been handled individually or were they a team effort? How much experience have you had working independently? How much experience as part of a team?
- Q. What budget/cost responsibilities have you had in previous/current positions?
- Q. Describe your strengths and weaknesses.
- Q. Describe a time when you felt successful (unsuccessful) in your job.
- Q. Do you have any questions for me?

Open-Ended Questions:

Open-ended questions seek to gather information in a general sense. They encourage the applicant to think and to share his or her ideas and observations. The open question also assists in drawing out the applicant, giving the interviewer more information about the applicant.

Examples:

- Q. What is your overall career objective?
- Q. Why are you considering leaving your current position?
- Q. Why do you feel you are qualified for this position?
- Q. In what ways have you grown professionally in the last two to three years?
- Q. What are the important qualities you prefer in people you work with?
- Q. Why do you believe you would be an asset to our university?
- Q. What do you see yourself gaining from the experience of working at Texas A&M University-Kingsville as a (position).
- Q. How would you describe the type of supervision under which you perform at your best (the perfect supervisor)?

- Q. How would you describe your style of supervising others?
- Q. What do you see as the advantages and disadvantages of a formal appraisal process (for yourself and as a management tool)?

Reflective Questions:

Reflective questions are ones, which rephrase or repeat what the applicant has already said. Reflective questions show that the interviewer is interested in what the applicant is talking about and wants the applicant to express further or to clarify something already said.

Examples:

- Q. Earlier during the interview you mentioned that your former university did not pay employees fairly; would you explain or give me examples of any unfairness?
- Q. You mentioned earlier in the interview
- Q. If I understood you correctly, you
- Q. Could you expand on (previously mentioned topic)
- Q. It sounds from what you have said, that
- Q. From what you have told me today

Problem-Solving Questions:

Problem-solving questions or work-simulation questions require a solution to a work-related problem or situation. These types of questions can give insight to the interviewer on how the applicant will react in the work environment of the job that is being filled.

Examples:

- Q. Three weeks ago your manager gave you an assignment to be completed in a four-week time period. Since then, your manager has also given you two other projects to be completed at the same time as the first. Realizing that all three cannot be completed on schedule, how would you handle this situation?
- Q. There are three telephone lines that you have placed on hold. You are talking with a customer on another line. There are two sales people waiting at your desk to see the manager. What would you do in this situation?
- Q. You have 25 employees reporting to you. One of your employees has come to work late three times in the past month. Tell me how you would handle this situation?
- Q. You are not paid to work overtime in your present position. Your manager is requiring every employee to work four hours overtime on Saturdays for the next month. You have enrolled in a work-related class scheduled on Saturdays. The tuition is non-refundable. How would you deal with this situation?

Interviewing for Character Traits

During the interview process, you'll also want to learn more about personal characteristics that are necessary to perform the job. Use the four basic types of questions explained above to gather this type of information. Character traits to look for include:

Adaptability - Ability to adapt to changing situations while maintaining effectiveness.

- Q.** Describe a situation in which you had to change the direction of your activities.
(Directive question)
- Q.** How do you feel about changing direction in the middle of an activity?
How would you resolve those feelings? (Open question)

Assertiveness - Forcefulness, ability to persist in accomplishing goals.

- Q.** What was the most challenging task you've ever attempted? (Directive question)
- Q.** Tell me about obstacles or problems on a particular project and how you resolved them. (Directive question)

Communication - Ability to present ideas in a clear, interesting and persuasive manner, orally and in writing.

- Q.** What would you consider your greatest success in persuading someone to do something? (Open question)
- Q.** To what extent have you been involved in public speaking or debating?
Describe what happened and the result. (Directive question)

Decision Making - Ability to develop alternative courses of action and to make recommendations or decisions, willingness to make a timely decision, and the subsequent effectiveness of that decision.

- Q.** Describe the most challenging decision you have ever made. What was the effect on your organization? (Directive question)
- Q.** Describe the worst decision you ever made. What happened? (Directive question)

Delegation - Ability to handle simultaneous assignments through delegation of work.

- Q.** Describe a project that required delegation on your part, which parts of the project you delegated, which employees received assignments, the level of authority given to those employees, and the outcome. (Directive question)

Energy - Ability to work with a high level of activity over an extended period of time.

- Q.** Tell me about a situation that required long, hard work over an extended period of time, and the result. (Directive question)
- Q.** How do you feel about mandatory overtime? (Open question)

Follow Through - Thoroughness, persistence and timing of follow-up to ensure that objectives are met.

Q. Describe a situation in which you were responsible for completion of a project and how you brought it in on schedule. What factors worked for you? Against you? (Directive question)

Q. Describe a similar situation in which the project was not brought in on schedule. Why? (Directive question)

Initiative - Active attempts to influence events to achieve goals; self-starting.

Q. Give me some examples of when you did more than required in your job. (Directive question)

Q. Tell me about some times when you weren't very pleased with your performance. What did you do about it? (Directive question)

Q. Tell me about some projects you generated on your own. What prompted you to begin them? (Open question)

Interpersonal Skills - Ability to establish and maintain effective working relationships through the use of tact and sensitivity to the feelings of others.

Q. What kinds and levels of people do you deal with on a regular basis? (Directive question)

Q. Tell me about a difficult person you had to work with on a project and how you felt about that. (Open question)

Judgment - Developing alternative courses of action and making timely decisions which are based on logical assumptions and which reflect factual information.

Q. Can you think of a situation in which you were able to solve a problem that had stumped other people? (Directive question)

Q. What were the toughest decisions you had to make while at (Previous job)? (Directive question)

Q. Give examples of situations in which you made up your mind too rapidly. (Directive question)

Leadership - Ability to create a climate that stimulates new ideas and teamwork, provides effective work direction, sets challenging **goals** and maintains poise under pressure.

Q. Describe a situation when you felt you and your staff were under pressure. What created the pressure? (Directive question)

Q. How did you determine solutions? (Open question)

Q. Did you carry out solutions with a team or individual approach? (Directive question)

Maturity - Ability to avoid impulsive or confusing actions, acceptance of responsibility, calmness under pressure.

- Q. Tell me about an occasion when you were responsible for some major activity. What impact did this activity have on your organization? What did you do? (Directive question)
- Q. What was the most frustrating experience you've ever had? How did you handle it? (Directive question)
- Q. Have you ever worked under pressure? Describe the circumstances. What was the result? (Directive question)

Planning and Organizing - Establishing a course of action for yourself and/or others to accomplish a specific goal.

- Q. Have you ever had to plan projects or work for other people? How did you do this? (Directive question)
- Q. What is your procedure for keeping track of items requiring your attention? (Directive question)
- Q. How often is your time schedule upset by unforeseen circumstances? Give me a recent example. (Directive question)

Problem Solving and Analysis - Ability to take a complex situation and reduce it to significant components in a logical, systematic manner.

- Q. Tell me about a problem you had and how you identified solutions. (Directive question)
- Q. Tell me about a problem you worked on where your initial solution was not correct. How did you arrive at the correct solution? (Directive question)

Sensitivity - Actions that indicate consideration for the feelings and needs of others.

- Q. Describe some situations where you wished you had acted differently with someone at work. (Directive question)
- Q. When dealing with individuals or groups, how do you determine when you are pushing too hard? Give an example. (Open question)
- Q. Can you think of someone with whom you have worked who rubbed you the wrong way? Describe some situations. (Directive question)

Conducting the Interview

It is important that the environment of the interview be pleasant and comfortable. It should be well lighted and ventilated. The surroundings should be quiet and private to allow the applicants freedom to express themselves openly. It is essential to prevent interruptions from telephone calls and from people coming into the area to ask questions.

When conducting the employment interview, it is important to have a structure for the interview. The most important advantage of this is that you will know where you have been and where you

are going in the interview. The interview may be divided into five sections that include:

- Establishing rapport
- Outlining the interview to the applicant
- Conducting the body of the interview
- Giving information
- Closing the interview

Equal Employment/ADA Requirements

It is the policy of Texas A&M University-Kingsville to support and practice the principle of Equal Employment Opportunity (EEO).

No employee or job applicant will be discriminated against because of race, creed, color, religion, sex, national origin, ancestry, age, marital status, sexual preference, physical or mental disability, or because he or she is a disabled veteran or a veteran of the Vietnam era. All personnel actions such as hiring, transfers, promotions, compensation and all other personnel matters will be administered according to equal opportunity principles.

The Americans with Disabilities Act (ADA) is designed, in part, to protect and enhance the employment rights of disabled Americans. TAMUK will make reasonable accommodations for employees who have a disability. **Disabilities should not be discussed in the interview process.**

All employees involved in the Texas A&M University-Kingsville interview process are expected to support the non-discriminatory policies of the university.

By far the most common mistake managers make in an interview is asking for too much information. Frequently, the information sought is either entirely irrelevant for employment purposes or is needed only after a decision to hire is made. If it is information that is not needed to make a hiring decision, don't ask it.

Do Not Ask:

1. The applicant's age or date of birth.
2. About the health of the applicant.
3. The applicant's height or weight where it is not relevant to the job.
5. If the applicant is a smoker.
5. If the applicant, has had a drug or alcohol problem.
6. If the applicant has had a disability or medical condition that would prevent the applicant from performing the job.
7. Anything regarding an applicant's disability.
8. How a disability occurred or if the disability is indicative of an underlying impairment.
9. About any physical characteristics such as scars, burns or missing limbs.

10. If the applicant volunteers information about a medical condition such as cancer, do not ask about the progress of the illness or whether it is in remission.
11. If the applicant has ever received counseling or seen a psychiatrist.
12. A female if she would be comfortable supervising males (or a male if he would feel comfortable supervising females).
13. A female applicant if she would be willing to take turns making coffee unless it is part of the job description and men also are required to make coffee.
14. The applicant's marital status (married, divorced, separated, widowed or single).
15. What does your spouse do for employment?
16. If the applicant is divorced, do not ask the reasons why.
17. If the applicant owns or rents his or her home.
18. With whom the applicant resides.
19. If the applicant has children; or the children's ages.
20. Who will care for the children if the applicant is hired.
21. If family members have had a history of illness or disabilities.
22. For the name or address of any relative of an adult applicant.
23. The applicant's citizenship. (You may ask, however, if the applicant is a citizen or resident alien of the United States or if the applicant is an alien authorized to work in the United States.)
24. The applicant's race or questions directly or indirectly indicating race or color.
25. That's an interesting accent you have - what is it?
26. A female applicant for her maiden name or for her father's surname.
27. Did you receive an honorable discharge from the Army?
28. About any organizations, clubs, societies or lodges to which the applicant belongs, if this information would indicate through character or name the race, religion, color or ancestry of the members.
29. What church the applicant attends or the name of his/her priest, rabbi or minister.
30. Can you work on Saturdays or Sundays? (You may say, however, "The job will require occasional work on weekends. Will you be able to fulfill those responsibilities?")
31. About an applicant's workers' compensation history.
32. If the applicant's wages ever have been garnisheed.
33. If the applicant ever has been arrested. (Convictions may be asked about, but you cannot refuse employment because the applicant was convicted unless it is a bona fide job qualification.)
34. Do you have a recommendation from your present employer? Instead ask for names and addresses of several people who can provide references.

Do Not Fail to Hire Because:

1. The applicant cannot perform part of the basic tasks due to a disability. The employer is required to make reasonable accommodations for the applicant, unless it imposes undue hardship on business operations.

2. A university's customers would not want to deal with the minority or female employee.
3. University co-workers might object to working with a minority or female.
4. Individual preferences exist for male/female or non-minority applicants.
5. The position would require the applicant to travel with members of the opposite sex.
6. The work hours are viewed as unusual for females.
7. The work conditions are viewed as non-typical for females.
8. There is a lack of female-designated rest room facilities.
9. The distance from the applicant's home to place of employment is excessive.
10. There is uncertainty with regard to availability of, or mode of transportation.
11. The applicant lacks a sensory organ or limb.
12. The applicant suffers from an infectious disease.

Evaluation and Decision Making

A selection decision must be made based on each the essential job functions. The goal of a successful interview selection is the proper match of the individual to the job. This consists of matching the applicant's profile with essential job functions. Job specifications should be applied to **all** applicants for the job.

It is the hiring manager's/committee chair's responsibility to ensure that the Weighted Selective Form process is completed by each interviewer/team. That person should also obtain and evaluate feedback from each interviewing party to arrive at a hiring decision. The individual with the highest score normally should receive the job offer. The hiring manager/committee chair will then contact the employment representative to initiate the offer process.

Upon acceptance of the offer, the hiring manager/committee chair must destroy all Weighted Selective Forms.

Candidate's Name Mary Smith Date _____

Position Secretary I

<u>Qualifications</u>	<u>Values 100 = total</u>		<u>Rating 5= highest</u>	=	<u>Evaluation values x rating</u>
Technical Fit section value <u>30</u>					
1. <u>3 years experience as secretary</u>	<u>5</u>	X	<u>5</u>	=	<u>25</u>
2. <u>Types 60 words per minute</u>	<u>10</u>	X	<u>4</u>	=	<u>40</u>
3. <u>Knowledgeable of Wang Word Processor</u>	<u>10</u>	X	<u>4</u>	=	<u>40</u>
4. <u>Shorthand</u>	<u>5</u>	X	<u>2</u>	=	<u>10</u>
5. _____	_____	X	_____	=	_____
6. _____	_____	X	_____	=	_____
7. _____	_____	X	_____	=	_____
8. _____	_____	X	_____	=	_____
Job Fit section value <u>45</u>					
1. <u>Adaptability</u>	<u>10</u>	X	<u>3</u>	=	<u>30</u>
2. <u>Energy</u>	<u>10</u>	X	<u>4</u>	=	<u>40</u>
3. <u>Follow through</u>	<u>5</u>	X	<u>3</u>	=	<u>15</u>
4. <u>Initiative</u>	<u>5</u>	X	<u>4</u>	=	<u>20</u>
5. <u>Planning and organizing</u>	<u>10</u>	X	<u>3</u>	=	<u>30</u>
6. <u>Willingness to work overtime</u>	<u>5</u>	X	<u>3</u>	=	<u>15</u>
7. _____	_____	X	_____	=	_____
8. _____	_____	X	_____	=	_____
University Fit section value <u>25</u>					
1. <u>Opening Principles</u>	<u>25</u>	X	<u>4</u>	=	<u>100</u>
2. _____	_____	X	_____	=	_____
3. _____	_____	X	_____	=	_____
4. _____	_____	X	_____	=	_____
Total	<u>100</u>				<u>365</u>

Recommended hire _____ Possible hire _____ Not interested _____

Comments

Candidate's Name _____ **Date** _____

Position _____

<u>Qualifications</u>	<u>Values</u> <u>100 = total</u>		<u>Rating</u> <u>5= highest</u>		<u>Evaluation</u> <u>values x rating</u>
Technical Fit section value _____					
1. _____	_____	X	_____	=	_____
2. _____	_____	X	_____	=	_____
3. _____	_____	X	_____	=	_____
4. _____	_____	X	_____	=	_____
5. _____	_____	X	_____	=	_____
6. _____	_____	X	_____	=	_____
7. _____	_____	X	_____	=	_____
8. _____	_____	X	_____	=	_____

Job Fit section value _____					
1. _____	_____	X	_____	=	_____
2. _____	_____	X	_____	=	_____
3. _____	_____	X	_____	=	_____
4. _____	_____	X	_____	=	_____
5. _____	_____	X	_____	=	_____
6. _____	_____	X	_____	=	_____
7. _____	_____	X	_____	=	_____
8. _____	_____	X	_____	=	_____

Company Fit section value _____					
1. _____	_____	X	_____	=	_____
2. _____	_____	X	_____	=	_____
3. _____	_____	X	_____	=	_____
4. _____	_____	X	_____	=	_____

Total _____

Recommended hire _____ Possible hire _____ Not interested _____

