



UNIVERSITY OF
WATERLOO

Equitable Recruitment and Selection Practices

For Hiring Managers

Introduction

This hiring guide was created to address the absence of a standardized protocol for the interview process at University of Waterloo. This manual will provide guidance to hiring managers and committee members to ensure an objective candidate evaluation is conducted in order to decrease the probability of inaccuracy, unfairness, or subjective assessment of candidates.

Additional resources, including a flowchart of the recruitment process, supporting forms and documentation can be found on our website: <https://uwaterloo.ca/human-resources/support-managers/hiring>.

Commitment to Diversity Hiring

The University of Waterloo is committed to implementing the Calls to Action framed by the Truth and Reconciliation Commission. We acknowledge that we live and work on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River.

The University values the diverse and intersectional identities of its students, faculty, and staff. The University regards equity and diversity as an integral part of academic excellence and is committed to accessibility for all employees. The University of Waterloo seeks applicants who embrace our values of equity, anti-racism, and inclusion. As such, we encourage applications from candidates who have been historically disadvantaged and marginalized, including applicants who identify as First Nations, Métis and/or Inuit/Inuk, Black, racialized, a person with a disability, women and/or 2SLGBTQ+.

Diversity: Human differences such as race, ancestry, age, sex, gender, ethnicity, sexual orientation, religion, and disability are respected and valued in the workplace.

Equity: Policies, processes and procedures created to ensure all groups and individuals are included, treated fairly, no less favorably and have equal opportunity to reach their full potential regardless of their differences.

Inclusion: The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate

The utilization of the talents of diverse people can propel the University's growth and development towards its strategic goals. The engagement of diverse people can contribute to:

- ✓ Increase sense of belonging within the campus community
- ✓ Eliminate groupthink and offer various perspectives to foster innovative ideas and solutions

- ✓ Understand the unique needs and perspectives of others to improve communications and positive relationships
- ✓ Provide better service to internal and external clients whether they are faculty, staff or students
- ✓ Promote equity, diversity, inclusion, and accessibility and the value of individual differences

Source: <http://www.ed.ac.uk/schools-departments/equality-diversity/about/equality-diversity>

Equitable Hiring Practices

The University of Waterloo respects, appreciates, and encourages diversity. We welcome and encourage applications from all qualified individuals regardless of race, ethnic origin, religion, age, gender, sexual orientation, ability, or disability.

Recognizing and incorporating diversity into our recruitment practices is a critical step towards fairness, inclusion, and equity of all our candidates. Each step of the recruitment process is guided by University policies and best practices to ensure all groups and individuals are included, treated fairly, and no less favorably, and have equitable opportunity. These practices include comparing applicants against the posted qualifications and not to each other, asking consistent and relevant interview questions, being aware of personal biases, etc. Together, we will ensure an objective candidate evaluation is conducted to decrease the inaccuracy, unfairness, and subjective assessment of candidates.

We encourage you to adopt the following practices:

1. Complete the [Recruitment and Selection module](#) (Please note this is currently faculty-focused but is applicable to staff as well).
2. Create your interview guide before reviewing your candidates. This ensures you are asking questions related to the job qualifications and not your candidate pool.
3. Use an interview guide to ensure the same questions are asked of each candidate. You may ask probing questions to get a complete answer.
4. Use a rubric to ensure you are evaluating answers consistently. Please see Appendix: Rubric at the end of this guide
5. Take good interview notes so you can provide good feedback.
6. The [Virtual Interview Guide](#) will provide you with advice and guidance for best practices when conducting virtual interviews
7. Compare applicants against the posted qualifications. When reviewing resumes remember you can only objectively assess soft skills via an interview.

Policy 18—Staff Employment

This is the staff employment policy of University of Waterloo. This section will only highlight general information pertaining to the interview process. If you wish to view more details, please refer to [Policy 18](#) on the Secretariat website.

1. We encourage the career growth of our UW staff by giving them the opportunity for development and to explore other departments within the University to expand their knowledge, skills, and abilities. We encourage applications from women, Indigenous (First Nations, Métis and

Inuit) peoples, persons with disabilities, members of diverse gender identities, and others who may contribute to the further diversification of ideas for both internal and external applications. Under Policy 18, Internal candidates will be given priority, unless Appendix G is declared, as described below.

2. External candidates will only be available for viewing after hiring managers have reviewed all internal applicants, and internal applicants are verbally declined. Exception is when [Appendix G](#) is declared before the job is posted and/or if the position is USG 16 or higher.
3. Any internal candidates who meet the core qualifications must be interviewed, keeping in mind that human skills can only be fully assessed through an interview.
4. It is the responsibility of the hiring manager to contact unqualified internal candidates or those who are unsuccessful in the interview process. The communication must be delivered verbally. Hiring managers should provide candidates with the top qualifications they do not quite meet, and provide guidance to the candidates about areas they should improve in or training/development they should consider for future opportunities. Human Resources is available for consultation if needed.
5. Hiring Managers do not have access to the performance appraisals of prospective incumbents. They may request Human Resources to give them a general overview of the candidate's performance evaluation within the last 2 years including if any warning letters are present.

Protected Grounds

The Ontario Human Rights Code law is based on the concept of discrimination. The law prohibits discrimination where a person is acting in an unfair or prejudiced manner. Regardless of whether the act was intentional or unintentional, discrimination is prohibited. The following grounds are illegal to ask in an interview as it is subject to discrimination.

- Race
- Ancestry
- Creed (religion)
- Place of Origin
- Ethnic Origin
- Citizenship
- Sex (including pregnancy, gender identity)
- Sexual Orientation
- Age
- Marital Status
- Family Status
- Disability
- Receipt of Public Assistance

Source: <http://www.ohrc.on.ca/en/human-rights-and-rental-housing-ontario-background-paper/prohibited-grounds-discrimination>

Addressing protected grounds during the interview

	Prohibited Questions	Preferred Questions	Comments
Family Status	<ul style="list-style-type: none"> number of children or dependents child care arrangements 	<ul style="list-style-type: none"> if candidate would be able to work the required hours and possibly overtime 	<ul style="list-style-type: none"> contacts for emergencies or details on dependents can be determined after selection
Gender	<ul style="list-style-type: none"> specify Mr., Mrs., Miss or Ms. on an application or anything that asks the candidate to identify their gender 		
Disability	<ul style="list-style-type: none"> whether candidate has received workers' compensation whether applicant has ever received psychiatric care or been hospitalized for emotional problems whether candidate drinks or uses drugs a list of all disabilities, limitations and health problems 		<ul style="list-style-type: none"> employer should disclose any information on medically related requirements or standards early in the application process ask whether the applicant has any conditions that could affect his or her ability to do the job a disability is only relevant to the job ability if it threatens the safety or property of others or prevents the applicant from safe and adequate job performance even when reasonable efforts are made to accommodate the disability
Creed	<ul style="list-style-type: none"> if candidate will work on a specific religious holiday about religious affiliation references from a clergy or religious leader 	<ul style="list-style-type: none"> explain the required work shifts, asking whether such a schedule poses a problem for the applicant 	<ul style="list-style-type: none"> employer's responsibility to provide accommodation for employee's religious belief
Accommodations	<ul style="list-style-type: none"> It is illegal to ask questions or discriminate a candidate/employee based on these grounds unless it is a bone fide occupational requirement. Employers are expected to accommodate the employee and candidate to the point of undue hardship. 		

Source: http://www.bcit.ca/files/hr/pdf/guide_to_screening_and_selection_in_employment.pdf

Preparing for the Interview

This is an opportunity to critically evaluate the candidate's suitability for the position by exploring their qualifications to uncover the hidden layers beyond what is shown in the resume. It is also the responsibility of the hiring committee to ensure the candidate makes an informed decision whether this is the right role for them.

1. Understand what you're looking for

- ✓ Review job description and be familiar with the accountabilities, working conditions, and specific tasks performed in the role
- ✓ Recognize the essential knowledge, skills and assets for a person to be successful in this role and within the department they will be working in. What assets are preferred that would make them a better candidate for the role? What are the current and future needs of your department? What skills are missing on your team?

2. Review Your Candidates

- ✓ Always review the candidate's application and be familiar with the information they provided in their cover letter and resume (in advance of the interview)
- ✓ Take notes of any areas you would like clarity on – but aim to be consistent with your questions across all candidates being interviewed
- ✓ Both parties save time; candidates feel respected and appreciated when you show that you are familiar with their application

3. Know the job and your department well

- ✓ Providing a realistic job preview will ensure candidates are fully aware of the requirements, goals and objectives of the role to help them make an informed decision on whether this is a role for them, and it will ensure that the answers they are giving relate to the position they are applying to. This will help with retention and growth in the future.
- ✓ Ask yourself: What is special about your department? What motivates you to come to work each day? Is the department hitting some rough patches?
- ✓ Be honest with the candidate when informing them about the job role, the culture of the department and just the average day on the job

4. Create a diverse hiring panel

- ✓ A diverse panel can capture different perspectives to help decrease the effects of unconscious biases
- ✓ Consider stakeholders who will interact with this position including those within the team, outside of the department, student representatives, and individuals from underrepresented groups (if they will be interacting with the position in the ways mentioned above).

5. Discuss with Panel Members

- ✓ Meet with the hiring committee prior to the interview to cover the expectations, and uncover unconscious/implicit biases (refer to the [HR 101 presentation](#))
- ✓ Establish clear objectives regarding the qualifications and experience the panel is looking for in an ideal candidate
- ✓ Review rubric with hiring committee
- ✓ Plan which member will ask the questions; coordinate with each other to ensure interview runs smoothly
- ✓ Address any final concerns or questions members may have
- ✓ Prepare the candidate's application package and your interview questions to bring to the interview

Common Interviewing Mistakes

1. Incomplete and inconsistent coverage of specific competencies needed for success in the job

- ✓ Hiring committee should share a mutual understanding and definition of the specific competencies required by the position
- ✓ All candidates should be evaluated against the same agreed-upon criteria

2. Inaccurately interpreting the ability of the candidate because assumptions were made or beliefs, motives and feelings were reflected onto the candidate

- ✓ Never make assumptions because subjective factors are discriminatory, and they can put you at a legal risk.
- ✓ Probe or follow-up with the candidate's response for more details to get a clearer picture of the depth of their knowledge, skills, and experience

3. Ignoring the candidate's motivation and not clarifying expectations

- ✓ A highly qualified individual may not be motivated to do the job if the position does not meet his or her expectations or if they feel incompatible with the University culture and values
- ✓ Give the candidate a realistic job preview—talk to them about what it's like to work at the University and in the department

4. Selection criteria that are not clearly defined put the University at risk of legal challenges

- ✓ Create a consistent process with well-defined decision points to ensure all applicants who reach the same stage are all treated equally and fairly
- ✓ Panel members and interview questions should remain consistent throughout all interviews to avoid skewed results

5. Insufficient interview notes cause interviewers to form their own impression of the applicant, rather than basing the hiring decision on evidence

- ✓ Ensure your notes are objective and thorough enough to justify the suitability of the applicant to make an accurate hiring decision
- ✓ Ensure you have solid behavioral examples to qualify the candidate's skills and knowledge. If not, clarify these areas before ending the interview. More information on page 9.

Be aware of your biases

Did you know there are over [200 cognitive biases](#) that affect our everyday decisions and thoughts? We all have unconscious biases, and it is important for us to be aware of them, and work towards eliminating them so that they do not influence or impact the decisions we make about prospective candidates.

An effective technique to minimize the impact of unconscious biases is to engage in conversations about them with your hiring panel. Bringing the biases to the surface increases our awareness of them and provides insight on how they may impact hiring decisions. We must continue to educate ourselves about, and acknowledge any preconceived notions, stereotypes, and biases that we may hold. Harvard University offers an effective [implicit bias assessment](#) that is designed to raise self-awareness of unconscious biases and preconceptions.

Common Biases in Interviews

Halo Effect

The interviewer allows one strong point that they value highly to overshadow all other information.

Horns effect

Interviewer judges the potential employee unfavorably in all areas based on one trait

First Impression Error

The interviewer makes snap judgments and lets the first impression cloud the entire interview.

Negative Emphasis

The interviewer is likely to give unfavorable info roughly twice the weight of favorable information.

Contrast Effect

Strong candidates who interview after weak ones may appear more qualified than they are

Rescuing

Interviewer fills silence with conversation when candidate may be using silence to gather their thoughts and frame their answer.

Unfairness to the first

First person interviewed is least likely to get the job. Use same objective criteria for all candidates.

Confirmation Bias

The tendency to search for, interpret, favor, and recall information that confirms one's prior beliefs or values

Personal Bias

When prejudices and attitudes such as stereotypes, lifestyles, and personalities affect the rating of candidate responses

Similar to Me Bias

Inflating the evaluation of candidate whose interests, background or experience is similar to the interviewer

<https://www.uncsa.edu/mysa/human-resources/recruitment/docs/InterviewerBiases.pdf>

Defining and Challenging 'Fit' in the Recruitment Process

Managers often discuss to the concept of 'fit', when referring to their predictions on how a candidate will integrate with an existing group: "I think this person will be a great fit", or "we did not think that they were a good fit for the role..." These are statements are subjective, lack qualification and can introduce bias into the selection process.

It is important to determine role alignment, based on the qualifications described in the job description. Often, the true root of the word 'fit' is referring to the soft (or human) skills that are found within the qualifications of the role, which can and should be considered along with the candidate's education and experience. For example, if you feel the person is not a good "fit", what does that mean? Are they not collaborative, a team player? Or is it based on characteristics that should not be part of the selection process? It is important to recognize our own biases.

"Fit" is a construct that may or may not be related to the requirements of the role and could introduce unconscious bias into your decision-making. Instead, reflect on what that means, as per the qualifications of the role.

During the Interview

Professionalism and Logistics

- ✓ **Inform** the candidate of their interview date, schedule, location and directions, and other interview requirements (ex. Presentation or skills test)
- ✓ **Provide Directions**—send parking pass, campus map and provide directions to the entrance where you will be meeting the candidate. Can a candidate with a disability access the building?
- ✓ **Location**—ensure the interview location is spacious enough for the panel, the temperature is comfortable, there are comfortable chairs and lighting, and that the room supports equipment required for the interview (see virtual interview tips below)
- ✓ **Hiring Panel**—prepare interview questions and candidate's application package, and plan with other members to ensure the interview runs smoothly (ex. who will greet the candidate, who will be asking the questions?)
- ✓ **Travel & Accommodations**—is the candidate travelling from out of town? There are many local accommodations available including our residences on campus. Frederick Travel is UW's preferred travel agency and they can help you plan. More information is available on the Procurement webpage
- ✓ **Refreshments**—make the candidate feel comfortable. Provide water to help the candidate feel relaxed

- ✓ **Accommodations**— all individual needs are unique and must be addressed individually. The Human Rights Commission recommends employers to accept all accommodation requests to the point of undue hardship so all candidates feel comfortable and can fully participate in the interview. Failure to do so may put the employer at risk of legal action. Contact HR if your candidate asks for an accommodation and you are unsure of next steps.

Tips and Considerations When Conducting Virtual Interviews on MS Teams

- ✓ **Send Separate Invitations:** If you are scheduling back-to-back interviews, send separate calendar meetings to each group of participants to create separate meetings. This keeps confidentiality intact
- ✓ **Test run with your candidates:** When sending interview invitations to prospective candidates, offer to schedule a trial run to confirm their audio/video capability and to minimize technical issues during the interview
- ✓ **Plan a clear & structured process with your hiring panel:** Setting the parameters and expectations beforehand will help the interview run smoothly. Discuss ahead of time with your hiring panel:
 1. Who will ask each question?
 2. What you will do if one of the panel members experiences technical difficulty. Will you continue with the interview or reschedule?
 3. Complete each question by asking if anyone has any follow up questions
- ✓ **Decide the best location for the interview:** Try to find a quiet, well-lit space where you're unlikely to be disturbed, and where you have a strong Wi-Fi signal. Give candidates a positive impression by testing out your video/audio before the interview to avoid potential challenges in the scheduled meeting
- ✓ **Closed captions (CC):** Occasionally, internet signal strength may be an issue, or you may have instances where an attendee requires auditory assistance; MS Teams has the option to [turn on closed captions](#) to automatically generate running text of the dialogue
- ✓ **Connect with your candidate:** All panel members should turn on their video during the interview. This improves the human connection between the candidate and hiring panel. Act professional and personable, the same way you would for an in-person interview
- ✓ **Minimize distractions:** Mute your microphone when you are not speaking to minimize any background noise. You can also eliminate your MS Teams notifications by setting your status to "Do not Disturb". This allows the candidate and panel members to focus on the interview without distractions (ex. typing noises, or notifications)

- ✓ **Blur or change your background:** If you wish to hide your surroundings, you can [blur or change your background](#) to your desired image. You can also download [UW Themed Backgrounds](#).
- ✓ **Lobby area:** As the meeting organizer, you may decide if you would like your candidate to go directly into your meeting, or have them [wait in the lobby](#) until all panel members have joined the meeting. Once you are ready, you can admit the candidate into the meeting space
- ✓ **Spotlight candidate:** When you [spotlight](#) the candidate, their video will be enlarged on everyone's screen while the panel member's videos will be smaller. This allows everyone to focus on the candidate. From the candidate's perspective, everyone's videos will be the same size
- ✓ **Bear in mind:** All messages shared in the Chat function of a meeting are visible to all participants, including the candidate, even after the meeting has ended. It is recommended to debrief with your committee in a separate meeting, rather than the interview meeting itself

In order to maintain privacy and confidentiality, DO NOT record interviews.

Behavioural Interviewing

Behavioural interview questions are highly recommended. This interview technique asks candidates to give specific examples of how they have performed in past situations. A person's behavior does not significantly change over the course of their life. A person's prior behavior is a strong predictor of how they will perform in similar circumstances in future.

- ✓ Create your interview guide before reviewing your candidates. This ensures you are asking questions related to the job qualifications and not your candidate pool
- ✓ Ground your questions in the posted qualifications. Avoid 'opinion-based' questions (ex. "How do you feel about..."), as they are not likely to produce answers that would measure a candidate's job-related abilities
- ✓ Asking hypothetical questions of what the candidate would do in the future leaves room for an open response. The candidate may be able to convince the interviewer that they possess a particular skill without providing any evidence
- ✓ Asking one or two scenario-type questions, allowing a candidate to demonstrate knowledge and/or skill (ex. problem solving) is allowed, and sometimes highly beneficial, but bear in mind that questions grounded in previous behaviors will be the strongest predictors of future job performance. Therefore, ask questions that require the candidate to tell you how they have previously behaved rather than how they think they will/would behave
- ✓ Create a scoring matrix or rubric that reflects the core competencies and qualifications to ensure the panel evaluates answers consistently. Complete this while you are refining your interview guide questions, so that you include all the relevant skills you would like a candidate to demonstrate in the interview. See Appendix: Rubric at the end of this document

Diversity, Equity, and Inclusion Interview Questions

Example Question	Elements of a Strong Answer
<p>The University is committed to equity, diversity, inclusion and anti-racism. Can you tell us about your experience working with equity deserving groups and the impact of those experiences?</p>	<ul style="list-style-type: none"> ✓ May use language that acknowledges their social location/identities ✓ Ideal responses will cite relevant work experience where the candidate interacted with equity deserving groups in a similar role, and proving transferable skills to the current position ✓ Leverage understanding of their own intersectionality, and personal experience with equity-deserving groups ✓ Language that acknowledges power/privilege ✓ Recognition of the difference between equity, diversity, inclusion, and anti-racism as concepts ✓ An explanation/exploration about the shift in the candidate’s systemic thinking ✓ Recognition of individual experience within equity deserving groups. Understanding that each has separate and distinct identities, unique challenges and experiences- both at personal and group levels ✓ Comprehension of the concept of intersectionality ✓ Answers should also be specific about the equity deserving groups the candidate worked with in past experiences, and use language that is reflective of current best practices (e.g. using person-first language, referring to people as racialized, Black, Indigenous, female, trans etc. Instead of using outdated terms, or grouping all equity deserving folks together) ✓ Candidates’ responses should not contain ‘saviour’ narratives. Strong responses will credit equity deserving group’s power, resiliency, and labour ✓ Weaker answers may focus on individual learning and lack reference to tangible actions
<p>Describe your professional experience with embedding principles of equity and anti-racism.</p>	<ul style="list-style-type: none"> ✓ Ideal responses will reflect on past professional experience and may speak to how they applied learning or intend to embed equity & anti-racism principles moving forward ✓ Candidates should be able to speak to how they actively embedded principles of equity & anti-racism: <ul style="list-style-type: none"> • In their interactions with colleagues <ul style="list-style-type: none"> • When issues of equity and anti-racism arise reactively • Proactively created an inclusive environment • In their interactions with students/ service users <ul style="list-style-type: none"> • How they have responded when students/service users brought forward a concern about inequity or racism • Promoted equity (e.g. using chosen names, ensuring correct pronoun usage, person first language etc.) in processes or interactions • Tangible examples of how the candidate embedded equity in the systems/processes under their scope of influence <ul style="list-style-type: none"> • Strong answers may provide examples of items within their position’s scope, and/or indicate a willingness to explore

	<p>existing operations and proactively make recommendations about equity</p> <ul style="list-style-type: none"> • Candidate speaks about feedback they received from students/service users and things they implemented as a result of that feedback <p>✓ Ideal responses may also include:</p> <ul style="list-style-type: none"> • Examples of how candidates’ past work experiences have shaped their equity knowledge both interpersonally and systemically • How the candidate might consider universal design when creating something new in their role • How they might engage in continued learning/educational opportunities • Strong answers will include a nuanced understanding of equity, anti-racism, decolonization, disability justice, gender equity, 2SLGBTQ+ advocacy – or a breakdown of other elements of equity specifically. • Weaker answers might substitute diversity instead of equity, and not explore anti-racism in their answers
<p>Tell us about your experience creating inclusive team environments.</p>	<p>✓ Strong answers would include actions the candidate has taken to proactively create inclusive team environments</p> <ul style="list-style-type: none"> • E.g. using chosen names, consideration of pronouns, thinking about needs of employees with disabilities/alternate working styles, acknowledging different family arrangements, spiritual and cultural practices, responding to situations that may compromise an inclusive environment appropriately and thoughtfully (e.g. addressing microaggressions) • Potential past examples might include how the candidate helped to create spaces for reflection, encouragement of colleagues, adapting standard operating practices to make the team more inclusive, providing education to colleagues around equity/inclusion etc. <p>✓ Strong answers might also include:</p> <ul style="list-style-type: none"> • Demonstrated understanding of the difference between a diverse team environment (e.g. a team comprised of people with differing lived experiences) and an inclusive team environment (e.g. a team in which everyone feels valued, respected, heard, and able to fully participate). • Understanding of the importance of colleagues being able to bring their whole selves to work • Recognition that an inclusive team environment is a journey and not a destination • Holding space for different ways of being, knowing and working • Equity deserving team members may have different ways of engaging in work, recognizing that there often not one ‘correct’ way • Candidate speaks to the importance of language – how are they holding space for language that resists accidental ableism, transphobia, racism etc. – gendered language, pronouns, assumptions around partners and children (etc.)

	<ul style="list-style-type: none"> • Acknowledging and owning mistakes as a colleague • Giving and receiving feedback non-defensively • Actively creating space for voices, ideas and suggestions of equity deserving team members <p>✓ From candidates who are being considered for positions of authority or management:</p> <ul style="list-style-type: none"> • Demonstrated understanding of power/privilege • Awareness of the responsibility to create an inclusive team environment (e.g. leading from the ‘top’, using humility, active listening, vulnerability, openness to co-creating inclusive environments) • References occasions where they have modelled inclusive behaviour • Accountable- able to speak about how they will engage if actions, words, or incidents occur that compromise an inclusive team environment • Recognizes the responsibility as a manager to work with the team to define and promote an inclusive work environment • Evidence in their answer of introspection or reflection; acknowledges mistakes as a leader, and how they solicited feedback, personal/professional growth • Names equity, anti-racism, disability justice, decolonization, gender equity etc. to the team as priorities
<p>What do you see as the fundamental characteristics of organizations that create an inclusive environment?</p>	<p>✓ Strong answers might include:</p> <ul style="list-style-type: none"> • Reference to goals and priorities grounded in equity and anti-racism – equity is embedded in their strategic plan, with active commitment to resourcing work and mechanisms for follow-through (accountability) • Principles of inclusion are evident across the institution – not just in one department - equity is known to be the responsibility of every member of the organization • The organization focuses on balancing systemic change with interpersonal growth • Presence of robust mechanisms (formally and informally) for addressing incidents of harm (e.g. racism, ableism, sexism, transphobia etc.), and microaggressions • Responds quickly and effectively to concerns, and prioritizes the safety of equity deserving employees • Staff members have easy access to thoughtful accommodation processes and feel supported • Beyond accommodations, there are transparent practices, processes, policies and facilities that demonstrate awareness of the diverse needs of equity deserving groups (e.g. celebration and recognition of varied spiritual/faith practices, inclusive washrooms, spaces that are accessible) • Organizational culture is one of learning, openness, and dedication to growth. One that is constantly seeking feedback and willing to embark upon difficult change

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| | <ul style="list-style-type: none">• An organization that recognizes and celebrates diverse identities authentically and not as token actions |
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Presentation Questions

Presentation questions can be a useful tool during the interview process to assess the candidate's communication style, presentation skills and relationship building skills. They can also show the candidates' industry knowledge, research skills, and to determine how they perform under pressure. Not all roles require a presentation question; think about whether a presentation would add value to your decision-making.

If a presentation question is desired:

- ✓ Ensure the presentation topic is directly related to the role
- ✓ Ensure the candidates have ample time to prepare
 - All candidates should be given an equal amount of time to prepare their presentation
 - Ask the candidate to send any audio-visual materials the day before the interview, in case technology becomes an issue

STAR Interview Method

The STAR method is a popular technique for interviewees to thoroughly answer interview questions in a brief, narrative structure. As a hiring manager, you can also use this method as a guide to help you gather the relevant information you need. When a candidate's response is vague or unclear, they may not cover all the STAR areas sufficiently. In this case, you will have an idea of where you need to probe to get the details.

Situation

A brief description of a specific situation and context the candidate was involved in (who, what, when, where and why)

Task

The goal or challenges that needed to be completed or the expectations that needed to be met

Action

The action taken to address the situation, pay particular attention to the steps the candidate took and their own contributions. Pay attention to their reasoning and listen carefully to the pronouns used such as

'I' or 'we'. Drill down to the specific details by asking probing questions: Why did they do it? How did they do it? What skills or tools did they use?

Result

The outcome or the impact of the action; how did it end? Was the goal met? What was accomplished? What was learned? What would they do differently to improve?

Probing Tips

Probing is an important technique to retrieve more information from the candidate, so that you have accurate and detailed information to make an informed decision. Knowing the position well and understanding the skills, knowledge and experience you are looking for is vital. Here are some questions you can probe with:

- ✓ What steps did you take?
- ✓ What action did you take?
- ✓ What happened after that?
- ✓ What did you say?
- ✓ How did they react?
- ✓ How did you handle that?
- ✓ What was your reaction?
- ✓ How did you feel about the outcome/result?
- ✓ What was the outcome/result?
- ✓ What do you wish you had done differently?
- ✓ What did you learn from that?
- ✓ How did you resolve that?
- ✓ How did x affect your relationship with...?
- ✓ Why did you decide to do that?
- ✓ What was your reasoning?
- ✓ Who else was involved?
- ✓ Tell me more about your interaction with that person.
- ✓ What was your role?
- ✓ What were the circumstances surrounding...?
- ✓ What obstacles did you face?
- ✓ What were you thinking at that point?

Note-Taking

- ✓ Interview notes serve as a formal record of the interview process
- ✓ Each panel member should take notes on the candidate's responses so that all candidates are consistently and fairly evaluated – also consider the use of a rubric mentioned above
- ✓ Aim to be objective (factual) and specific with your notes. This will help you evaluate the candidates accurately in the selection process

- ✓ Do not record subjective or generalized notes as this information can lead to inaccurate assessment

Stop: *If a candidate voluntarily provides information that is irrelevant to the job, it is important that your notes do not contain any discriminatory or inappropriate information. Your notes are permanent records that may be recalled for feedback or reference. Furthermore, if legal action were ever initiated, written notes may become evidence.*

Red Flags

- ✓ **Lacking motivation**—motivation is a huge determinant of how successful the candidate will be on the job and potentially how long they will stay with the University. People with intrinsic motivation are usually more driven than people with extrinsic motivation. Find out from your candidate what will make them happy and motivated on an ongoing basis, not just when they possibly obtain the position.
 - Intrinsic Motivation: the desire to do something because it is enjoyable and there is a sense of personal meaningfulness
 - Extrinsic Motivation: the desire to do something because of external rewards, or outcomes
- ✓ **Employment gaps/many short roles on the resume**—the period and number of roles a person has held in the past could be an indicator of their commitment level or that they have been terminated from their previous positions. However, it is important to note that the appearance of gaps on a resume could also be because of factors outside of the candidate’s control, that are protected grounds. It is important to gain clarity around what appears to be gaps or “job-hopping” before removing an otherwise qualified candidate from the pool. Verify dates of employment on the resume and the reason the candidate left the employer.
- ✓ **Weak Examples**—candidates who seem unwilling or unable to share information may not possess the required level of skill or experience the question aims to discover. Alternately, they may provide a vague response, or try to mask the details of a prior situation if they feel it may paint them in an unfavorable light

Interview Process

Opening the Interview (~5 minutes)

- ✓ **Take time** to make the candidate feel comfortable. It is important to put the candidate at ease (especially those who are naturally nervous in interviews) by making small talk with them or by offering them refreshments
- ✓ **Create** a comfortable and informal but business-like environment. This provides a positive candidate experience and sets the tone for the interview

- ✓ **Introduce** the members on the interview panel, their role in the department, and how their roles relate to the position being hired
- ✓ **Go through** the anticipated timeline and structure of the interview and assure the candidate that if they need extra time to think about their response to a question, they can take it

During the Interview

- ✓ **Use** the 20/80 rule as a guideline to allow candidates to do most of the talking
- ✓ **Silences** may occur while the candidate tries to format an answer, but time will hopefully allow them to formulate a thoughtful response. It may feel uncomfortable, but avoid the temptation to jump in
- ✓ **Listen** attentively and take clear, thorough notes to help you with the selection process later. Do not be afraid to ask the candidate to repeat themselves. Record only *factual* information, and avoid documenting anything besides the candidate's verbal answer. Note taking tips on page 11
- ✓ **Vague responses**—probe the candidate, if necessary, to understand the details of their answers, and the depth of their knowledge, skills and experience. Probing tips on page 10
- ✓ **Body language** such as arms crossing, narrowing your eyes or checking the time may project the wrong message to the candidate and set a negative tone during the interview. Try to maintain eye contact with the candidate, smile and keep a neutral body posture to show you are listening and genuinely interested in their experience

Closing the Interview

- ✓ **Give a realistic job preview.** Let the candidate know the responsibilities of the role and provide a realistic description of the department they will be working in. What are some of the challenges they can expect to face? What is their anticipated working environment? Transparency increases employee retention
- ✓ **Leave some time** for the candidate to ask questions
- ✓ **Thank the candidate** for their interest in this position and attending the interview. Let them know what the next steps are and when they will hear from you
- ✓ **Escort the candidate** to the exit (if applicable). To maintain privacy and confidentiality of the interviewees, candidates should not encounter each other before or after the interview for example, if they enter and exit through a common waiting room. Allot time between interviews if necessary

Remember, candidates are your customers. If you set the expectation that you will contact them regardless of whether or not they are successful in the interview, make sure you follow through! It is a professional courtesy and candidates will appreciate your effort to keep them informed.

This also preserves the positive reputation of the University.

After the Interview

- Use this time to expand on your notes while the information is still fresh on your mind; talk with other panel members to fill in the areas that may have been missed
- Evaluate and compare candidates only after all prospects have been interviewed; avoid comparing candidates between interviews to maintain objectivity in the hiring process
- Speak with your Talent Acquisition Specialist about the hiring decision before communicating with candidates

Document Retention for Hiring Managers and Hiring Committee Members

Hiring Managers Please retain documents for 1 year after the appointment process has been completed. After 1 year, please securely delete or dispose these documents.

Hiring Committee Members: Please securely dispose of the documents immediately after the appointment process is completed.

Documents are defined as advertisements, candidate application materials, hiring committee records, interview questions and notes, rankings, references, and related correspondence.

Additional Resources

- [Hiring Manager Toolkit](#)
- [Starter Interview Guide](#)
- [HR 101 – Overview of Talent Acquisition](#)
- [Policy 18](#)

Appendix: Rubric

Use the role's job description and qualifications as the basis of your rubric. The rubric can be used as a complementary document, alongside your other assessment tools (interview guide, notes, tests etc.), to evaluate the skills and competencies demonstrated in the interview. Here is a sample:

Candidate Evaluation Form

Name of Candidate: _____ Candidate Pronouns: _____

Position: _____ USG: _____

Name of Evaluator: _____ Date: _____

Type of Position: _____ Department: _____

Please indicate which of the following are true for you (check all that apply)

<input type="checkbox"/>	Reviewed candidate's CV	<input type="checkbox"/>	Interviewed candidate one-on-one
<input type="checkbox"/>	Attended candidate's research seminar	<input type="checkbox"/>	Interviewed candidate with a panel
<input type="checkbox"/>	Attended candidate's teaching seminar	<input type="checkbox"/>	Other (please describe)

Criteria for Evaluation: Grand Total Score /20

1=significantly below requirements, **2**=below requirements, **3**=meets requirements, **4**=exceeds requirements, **5**=significantly exceeds requirements

A. Demonstration of Job Specific Knowledge and Required Competencies (ex. Communication, Organization, managing priorities, Teaching, Specific Technological Skills)

Score: 1 2 3 4 5

B. Demonstration of Constructive Relationships and Collegiality (ex. Diplomacy, Tact, Conflict Resolution, Maintaining Esteem of Others)

Score: 1 2 3 4 5

C. Demonstration of Principles of Leadership & Initiative (ex. Problem-solving, Planning, Experience with Process Improvement, Strategic Thinking, Analytical)

Score: 1 2 3 4 5

D. Demonstration of Knowledge and/or Experience Related to Equity (ex. Sensitivity to Diverse Groups, Fair Assessment of Others, Empathy, Respect and Promotion of Inclusive Practices and Principles)

Score: 1 2 3 4 5