STUDENT EMPLOYEE

INTERVIEW GUIDE

CAREER CENTER
COLORADO STATE UNIVERSITY

Purpose of Guide

The guide is meant to provide campus employers with guidance for interviewing student employees. This guide is not intended to replace resources and / or guidance from the Office of Equal Opportunity.

Who Do I Contact?

Contact career_SEDevo@colostate.edu for questions

DISCLAIMER

CSU Career Center staff are not experts on equal opportunity laws.
For applicable laws & guidance, visit the Office of Equality Opportunity

OFFER STUDENTS AN INTERVIEW

Example email to students ***NOT* moving forward with an interview**

Thank you for your time in applying to the **[Office / Department name]** at Colorado State University (CSU). We deeply appreciate the time you took to apply for the position. We are pleased to have a strong pool of candidates for this position.

At this time, I am emailing to inform you that you have not advanced to the next round of interviews. We truly appreciate your interest in the Career Center. We encourage you to apply for more opportunities via Handshake. If you would like guidance in your job search process, we encourage you to meet with us 1:1 to discuss how we can support you.

Example email to students ***moving forward with an interview***

Thank you for applying to the **[Office / Department Name]**! On behalf of the search committee, I would like to offer you an interview for the following job(s): **[Position(s)].**

Please reply to this email confirming whether you are still interested, and if so, when you are available for an interview.
[Insert Interview Date & Times]

What to Expect for Your Interview

- Your interview will be approximately [Length of Interview].
- 24 hours prior to your interview, you will receive an email with your interview questions & information about who may be participating in your interview (search committee members). **[Other supporting documents to consider sharing: Office / Department Vision, Mission & Values].**

BEFORE THE INTERVIEW

- **Select interview questions & add to interview rating sheet** on Page 4
  Remember to provide the student with time to ask questions at the end of the interview
  Visit the Career Center's up-to-date Interview Question Library

https://col.st/RaNiG

- 24 hours prior to the interview email student(s) interview questions & supporting documents

WHEN CONSIDERING QUESTIONS, AVOID THE FOLLOWING TYPES OF QUESTIONS …

Illegal	Avoid asking questions about protected classes.
Long	Long and wordy questions are often a telltale sign that the question was ill conceived.
Generic	Generic questions are so general that they do not help evaluate the specific skills candidates need for a position. Instead of asking the overused question, "What are your strengths and weaknesses," ask, "If we were to call your references, in what areas of academic administration would they give you accolades, and in what areas would they give you critical feedback?"
Compound	Be careful of compound questions that have too many parts. They can lack focus or clarity and be confusing.
Too Many	Preparing too many questions and then asking the candidate to provide brief responses can undermine the committee's ability to ascertain the qualitative differences among candidates' responses.
Similar	Questions on related topics that are not complementary should be dissected or combined so that one does not answer or provide clues to the other.
Favorite	Committee members who want to ask their pet question regardless of the particular position should be redirected to the position advertisement or position description for a more appropriate line of inquiry.

INTERVIEW RATING SHEET

OPTIONAL ANSWER RATING SCALE

1	2	3	4	5
Significant Gap	**Below Requirements**	**Meets Requirements**	**Exceeds Requirements**	**Far Exceeds Requirements**
• Fails to demonstrate competency. • No good examples.	• Demonstrates competency inconsistently. • Few good examples.	• Demonstrates competency accurately and consistently and needs supervisor guidance for new skills. • Some good examples.	• Demonstrates competency accurately and consistently in most situations with minimal guidance. • Many good examples.	• Excellent answer. Demonstrates competency accurately, consistently, and independently. • All points relevant. All good examples.

INTERVIEW QUESTIONS

Visit the Career Center's up-to-date Interview Question Library

NOTES