The Best and The Brightest
Staff Search Manual

January 2006
Revised October 2015
INTRODUCTION

Wilkes University is committed to fair and equitable recruitment in compliance with federal, state, and local employment laws and regulations. As part of our commitment to hire and retain the best and brightest candidates, Wilkes offers equal employment and promotion opportunities based on individuals’ abilities and qualifications without discrimination based on race, color, religion, gender, gender identification and expression, sexual orientation, national or ethnic origin, age, disability, marital status, domestic partnership status or status as a veteran.

Wilkes strives to attract, select, and develop talented and passionate employees who are driven by our mission. To assist hiring supervisors in these efforts, The Wilkes University Hiring Manual has been developed to provide policies, best practices, guidelines and forms to support the recruitment and hiring of a highly qualified and talented workforce. In compliance with federal and state regulations, this resource should be utilized to conduct fair and equitable employment searches which generate a diverse pool of applicants who are qualified to meet the work requirements of the open position.

This resource should assist you in hiring the best available high performance candidates who are well matched to your open positions though:

- Careful planning and preparation for new positions
- Assistance with completing the required forms
- Recruitment strategies and options
- Preparing for and conducting a successful interview
- Developing equitable evaluation criteria
- Orienting a new employee

Please note: all forms referenced in this manual can be downloaded from the Wilkes University portal Administrative tab, HUMAN RESOURCES, General Form.
THE HIRING PROCESS

STEP 1 - PLANNING/ASSESSING POSITIONS - Before filling or creating a new position, it is recommended that supervisors and their leadership assess issues related to the position such as:

- the need to fill the vacancy
- the validity of a new position
- alternative staffing options
- current resource allocation versus workload
- departmental hierarchy
- departmental / business needs
- funding for the position
- staffing needs in relationship to strategic priorities of the unit.

STEP 2 - THE JOB DESCRIPTION - The foundation of a successful recruitment process relies on a position description which accurately enumerates the knowledge, skills, and abilities required to effectively perform the job and describes the job’s purpose and essential functions.

For existing positions - the hiring supervisor should review the present position description to ensure that it accurately reflects current accountabilities and qualifications.

For new positions – the hiring supervisor should develop a new position description as described below:

1. General information related to the position such as title, department, supervisor, etc. For a new position Incumbent information should be left blank. FLSA Status indicates if the position is Exempt (Salary/Management) or Non-Exempt (Hourly) position as defined by the Fair Labor Standards Act.

2. Position summary - one or two sentences to briefly describe the position's basic functions.

3. Reporting Relationships / Direct reports – This section lists positions which directly and indirectly report to this position and departments/positions that interact with this position on a regular basis. Includes statements of authority vested in the position and extent to which expertise in specialized fields of knowledge is vested in the position. If completing this section, an organizational chart must also be provided.

4. Principal Accountabilities – List the primary tasks and responsibilities the job performs and the end results to be achieved. The Americans with Disabilities Act (ADA) makes it unlawful to discriminate in employment practices and protects qualified individuals with disabilities from employment discrimination. For ADA compliance, the essential functions that an employee must be able to perform, with or without a reasonable accommodation should be enumerated in this section.

   a. Essential Functions - A job function is essential if removing the function would fundamentally change the position. The employee
must be able to perform these functions, with or without reasonable accommodation.

b. **Non Essential Functions** - Functions that while important to the position could be redesigned or reassigned to other employees, if necessary. All Position Descriptions should include following statement “**Other duties as assigned:** Participates in all aspects of program and department planning and in the establishment of department goals and objectives” as found on the template. Supervisors may include additional non essential functions as necessary for each position.

Some questions to consider in determining if a function is essential may include:

- Does the position exist to perform the function? If yes, the function is essential.
- How will the University or department be impacted if the function is not performed? If failure to perform the function has adverse effects, it is likely an essential job function.
- Can the function only be performed by a limited number of employees? If yes, then it is likely an essential job function.
- Does the function require specialized expertise or skills? If yes, then it is likely an essential job function.
- How much time is normally spent performing the particular function? The more time spent, the more likely it is that the function is considered essential.

The format below may help create statements about essential functions:

<table>
<thead>
<tr>
<th>What is the action being performed?</th>
<th>To whom or what?</th>
<th>For what purpose?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Use action verbs such as: Collects, Conducts, Compiles, Creates, Designs, Drives, Operates, Produces, etc</em></td>
<td><strong>Object of verb</strong></td>
<td><strong>The end result</strong></td>
</tr>
<tr>
<td>1. Creates</td>
<td>flow charts</td>
<td>for monthly presentations.</td>
</tr>
<tr>
<td>2. Produces</td>
<td>weekly reports</td>
<td>for executive meetings.</td>
</tr>
</tbody>
</table>
5. **Working Conditions** - a description of the environment where the position is performed. May include information related to:
   a. the physical layout of the work-site
   b. equipment that is used
   c. is work performed in alternate or off-site locations?
   d. Independent or group work?
   e. Working with public?
   f. Environmental conditions where the essential functions are performed such as:
      - Exposure to weather
      - Hot or cold environment
      - Inside or outside
      - Noise levels
      - Lighting
      - Ventilation

6. **Minimum Qualifications** - This section describes the minimum knowledge, skills, and abilities (KSAs) that are required to perform the essential functions of the position with a reasonable expectation of success, within an acceptable time frame. In some instances, knowledge may be gained through some combination of education, training and/or previous experience and should be noted accordingly. This section will generally include 6 areas:
   a. Education
   b. Work Experience
   c. Professional Certification or Licensure
   d. Training
   e. Knowledge areas
   f. Skills

7. **Physical Requirements Check-Off Form** – used to indicate the physical abilities that are directly related to the essential functions of the job and the amount of time typically spent.

Upon completion, the final position description should be forwarded to Human Resources for review.
**POSITION DESCRIPTION**

**GENERAL INFORMATION**

Date __________________________ Position number ______________________
Name of incumbent __________________________ Incumbent’s ext. ____________
Position title __________________________ FLSA Status: __________
Department __________________________
Supervisor’s name __________________________ Supervisor’s ext. ____________
Supervisor’s title __________________________ Position number ______________

**POSITION SUMMARY** - a concise, one or two sentence statement of the position's basic function in the unit of which it is a part, and the general level of supervision under which the position operates. This statement briefly describes why the position exists:

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**REPORTING RELATIONSHIPS / DIRECT REPORTS** – This section lists positions which directly and indirectly report to this position and departments/positions that interact with this position on a regular basis. Includes statements of authority vested in the position and extent to which expertise in specialized fields of knowledge is vested in the position. If completing this section, an organizational chart must also be provided.

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**PRINCIPAL ACCOUNTABILITIES** — List the primary tasks and responsibilities the job performs and the end results to be achieved. This section is divided into essential and non-essential functions. A job function is essential if removing the function would fundamentally change the position. Non Essential Functions, while important to the position could be redesigned or reassigned to other employees, if necessary. All Position Descriptions should include following statement “Other duties as assigned: Participates in all aspects of program and department planning and in the establishment of department goals and objectives” as found on the template. Additional non essential functions may be added as necessary for each position.

<table>
<thead>
<tr>
<th>Percent of Time:</th>
<th>Essential Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non Essential Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other duties as assigned: Participates in all aspects of program and department planning and in the establishment of department goals and objectives.</td>
</tr>
</tbody>
</table>
**WORKING CONDITIONS** - Describe the environment where the position is performed.

**Physical Requirements Check-Off Form**
Please only indicate the physical abilities that are directly related to the essential functions of the job. (Caution: Make sure you are not setting different requirements than for similar workers already employed.)

<table>
<thead>
<tr>
<th>Physical Activity Required ▼</th>
<th>Amount of time ▼</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Less than 1/3</td>
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<tr>
<td></td>
<td>1/3 to 2/3</td>
</tr>
<tr>
<td></td>
<td>More than 2/3</td>
</tr>
<tr>
<td>Standing</td>
<td></td>
</tr>
<tr>
<td>Walking</td>
<td></td>
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<tr>
<td>Sitting</td>
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<tr>
<td>Kneeling</td>
<td></td>
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<tr>
<td>Bending or Crouching</td>
<td></td>
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<tr>
<td>Reaching or stretching</td>
<td></td>
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<tr>
<td>Climbing or balancing</td>
<td></td>
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<tr>
<td>Crawling</td>
<td></td>
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<tr>
<td>Lifting/exerting force of:</td>
<td></td>
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<tr>
<td>Up to 10 pounds</td>
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<tr>
<td>Up to 25 pounds</td>
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<td>Up to 50 pounds</td>
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<td>Up to 100 pounds</td>
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<tr>
<td>Over 100 pounds</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

**MINIMUM QUALIFICATIONS** - Describe the minimum knowledge, skills, and abilities (KSAs) that are required to perform the essential functions of the position with a reasonable expectation of success, within an acceptable time frame. In some instances, knowledge may be gained through some combination of education, training and/or previous experience and should be noted accordingly.

**EDUCATION** - the lowest grade of grammar school, high school, college, or post-graduate education required of a person starting in this position:

**PROFESSIONAL WORK EXPERIENCE** - previous work experience necessary for minimum satisfactory performance of a new employee including length of required experience:

**PROFESSIONAL CERTIFICATION OR LICENSE:** - specify when special certification, license, or registration is required:

**TRAINING** - Assuming that a new employee has the necessary education and experience to qualify for the position, list any training that is necessary to achieve an acceptable performance level after the employee is on the job:

**KNOWLEDGE AREAS** - Describe specific knowledge requirements of this position:

**SKILLS** - Describe specific skills and competency requirements of this position:
ADDITIONAL INFORMATION ABOUT THE POSITION - List any additional aspects, not covered above, relevant to the position (if applicable):

______________________________________________________________________________

APPROVAL, AUTHORIZING SIGNATURES:

<table>
<thead>
<tr>
<th>Role</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td></td>
</tr>
<tr>
<td>Supervisor</td>
<td></td>
</tr>
<tr>
<td>Department Head</td>
<td></td>
</tr>
<tr>
<td>Vice President</td>
<td></td>
</tr>
<tr>
<td>Incumbent</td>
<td></td>
</tr>
</tbody>
</table>

Include an organizational chart that depicts this position's place within the organizational unit and includes the names and titles of this and other positions in the department. You may also attach an existing job description for this position and any other documentation that may provide an understanding of the nature of the position.
POSITION DESCRIPTION (SAMPLE)

GENERAL INFORMATION

Date 12/2/2011  Position number 123456
Name of incumbent  Incumbent’s ext. 
Position title Administrative Assistant
Department Any department
Supervisor’s name Jane V President  Supervisor’s ext. 1234
Supervisor’s title Vice President  Position number (ADM333)

POSITION SUMMARY - This position provides administrative support for the Vice President of Department. In addition to typing, filing, scheduling, performs duties such as financial record keeping, payroll, coordination of meetings and conferences, obtaining supplies, coordinating direct mailings, working on special projects. Also, answers non-routine correspondence and assembles highly confidential and sensitive information. Deals with a diverse group of important external callers and visitors as well as internal contacts at all levels of the organization.

REPORTING RELATIONSHIPS / DIRECT REPORTS
This position:
• reports directly to the Vice President
• does not supervise any other positions
• receives minimum supervision
• requires independent judgment to plan, prioritize, and organize diversified workload and recommend changes to office practices or procedures.

PRINCIPAL ACCOUNTABILITIES:

<table>
<thead>
<tr>
<th>Percent of Time</th>
<th>Essential Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 30%</td>
<td>Performs desktop publishing. Creating and developing visual presentations for the Vice President. Types and designs general correspondences, memos, charts, tables, graphs, business plans, etc. Proofreads copy for spelling, grammar, and layout, making appropriate changes. Responsible for accuracy and clarity of final copy.</td>
</tr>
<tr>
<td>2 25%</td>
<td>Schedules and organizes complex activities such as meetings, travel, conferences and department activities for all members of the department.</td>
</tr>
<tr>
<td>3 15%</td>
<td>Organizes and prioritizes large volumes of information and calls. Sorts and distributes mail. Opens mail for the Vice President. Drafts written responses or replies by phone or e-mail when necessary. Responds to regularly occurring requests for information.</td>
</tr>
<tr>
<td>4 10%</td>
<td>Answers phones for Vice President and department. Takes messages or fields/answers all routine and non-routine questions.</td>
</tr>
<tr>
<td>5 10%</td>
<td>Act as a liaison with other departments and outside agencies, including high-level staff such as CEO’S, Presidents, Senior Vice Presidents and Chiefs. Handles confidential and non-routine information and explains policies when necessary.</td>
</tr>
<tr>
<td>6 10%</td>
<td>Other duties as assigned: Participates in all aspects of program and department planning and in the establishment of department goals and objectives.</td>
</tr>
</tbody>
</table>

WORKING CONDITIONS - Work is primarily performed in a standard office environment, but may involve exposure to moderate noise levels. Work involves operation of personal computer equipment for six to eight hours daily and includes physical demands associated with a traditional office setting, e.g., walking, standing, communicating, and other physical functions as necessary.
Physical Requirements Check-Off Form

Please only indicate the physical abilities that are directly related to the essential functions of the job. (Caution: Make sure you are not setting different requirements than for similar workers already employed.)

<table>
<thead>
<tr>
<th>Physical Activity Required ▼</th>
<th>Amount of time ▼</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Standing</td>
<td>X</td>
</tr>
<tr>
<td>Walking</td>
<td>X</td>
</tr>
<tr>
<td>Sitting</td>
<td></td>
</tr>
<tr>
<td>Kneeling</td>
<td>X</td>
</tr>
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<td>X</td>
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<td>X</td>
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<tr>
<td>Over 100 pounds</td>
<td>X</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

M i n i m u m Q u a l i f i c a t i o n s:

E D U C A T I O N:  High School Diploma or GED

P R O F E S S I O N A L W O R K E X P E R I E N C E:  At least two years of previous experience in an administrative setting

P R O F E S S I O N A L C E R T I F I C A T I O N O R L I C E N S E:  N/A

T R A I N I N G:  N/A

K N O W L E D G E A R E A S:  Advanced knowledge of computer software applications such as word processing, spreadsheets, database and presentation software. Proficient operation of standard office equipment.

S K I L L S:
• Excellent written, verbal and organizational skills
• Analytical ability for gathering/summarizing data for reports, finding solutions to various administrative issues and prioritizing workload
• High level of interpersonal skills to handle sensitive/confidential situations with poise, tact and diplomacy

A d d i t i o n a l I n f o r m a t i o n A b o u t t h e P o s i t i o n - N/A

A p p r o v a l, A u t h o r i z i n g S i g n a t u r e s:

Human Resources  Date
Supervisor        Date
Department Head   Date
Vice President    Date
Incumbent         Date

Include an organizational chart that depicts this position’s place within the organizational unit and includes the names and titles of this and other positions in the department. You may also attach an existing job description for this position and any other documentation that may provide an understanding of the nature of the position.
STEP 3 – THE PERSONNEL REQUISITION

Once the Position Description is finalized, the Personnel Requisition process is initiated to gain approvals to fill, create or revise the staff position:

SECTION A - completed by the hiring supervisor and forwarded to Human Resources (HR) with a written rationale for the request and the current position description.

SECTION B - following review, HR provides position classification and returns to the hiring supervisor.

SECTION C - completed by the hiring supervisor and forwarded to the Controller’s Office/ Budget for funding approval.

SECTION D – following review, the position is authorized, created and funded in the Banner/Finance System by Controller’s Office/Budget. The final authorized Requisition is sent to HR. Upon receipt, HR will notify the hiring Supervisor to begin the search process.

STEP 4 – THE APPLICANTS

To apply for an open position, candidates must complete and submit the on line application. During the search period, the Human Resources department will provide the hiring manager access to the candidates’ application information via the on line tracking system (ApplicantPro).

Some general guidelines for utilizing ApplicantPro:

Access

- In your web browser, go to https://admin.applicantpro.com.

- The Human Resources department will provide your Username and Password to enter here:

  [Login form]

- You will be taken directly to your homepage where you can select the different icons to navigate through the application.
**Applicants:** In this section you are able to view applications for jobs in your assigned department(s) by using the drop down menu.

Once you select your job, you will be taken to a screen with a list of applicants for that position. Here, you can search for and sort applicants.

To open an application, click on the icon next to the applicant’s name.
STEP 5 – SCREENING

Applicants must meet all the minimum qualifications as specified in the position description to be considered a candidate for the position. By examining qualifications, the hiring supervisor can usually categorize applicants as:

1. Yes/to be interviewed – Applications/resumes which indicate that minimum qualifications are met. Schedule interviews.

2. No – Candidates who do not meet the minimum qualifications should not be contacted. Once the final candidate has officially accepted the position, the Human Resources department will send these applicants a rejection notification.

3. Maybe – Applications/resumes that do not clearly illustrate whether or not the applicant meets minimum qualifications. Hold until the “yes” candidates are screened.

STEP 6 – INTERVIEW PREPARATIONS

✓ Scheduling the Interview - Once the interview candidates are selected, the hiring supervisor is responsible for contacting them to arrange interviews.

  TIPS:
  ✓ Schedule an appropriate meeting location in advance.
  ✓ Provide the candidate with details about the location, directions and parking.
  ✓ Let the candidate know approximately how long the interview will last.
  ✓ Ensure your calendar affords ample time for the interview.

✓ Hiring Committee - In some cases, the hiring supervisor may elect to form a hiring committee to assist with the recruitment and hiring process. If so, it is often helpful to choose another member of the department (such as the supervisor’s counterpart or another experienced employee) and/or a member of another department whose position is impacted by the open position to participate on the committee. All committee members should clearly understand the vacant position’s connection both to the department’s strategic goals and objectives and to the University’s overall mission, vision and values.

A selection committee may assist with:
• Bringing objectivity to the overall process
• Reviewing the position description
• Screening resumes
• Developing interview questions
• Interviewing and evaluating candidates
• Documenting interview results and selection decision
✓ **Interview Format** – generally, interviews may be conducted utilizing these formats:

**Phone/Skype Interviews**

In some cases, a phone or skype interview may prove a cost effective, informative tool. Talking to the candidate on the phone or via skype may enable the supervisor/committee to narrow down the pool of candidates to be invited to Wilkes for an on campus interview.

**TIPS**

- Schedule this interview in advance for no more than 30 minutes.
- Explain how the process will work at the beginning of the interview.
- Ask questions related to the resume such
  - education/training
  - previous employment
  - any other element of the resume that stands out
- Ask questions related to interested in joining Wilkes and/or leaving current position.
- Ask one or two questions specifically related to the job.
- Explain possible “next steps”.

**Sample Phone/Skype Questions:**

What prompted you to apply to our University?

What are some of the things that you value in an employer?

How would you describe your work style and your work ethic?

How do you continue to stay current with trends in your field?

What have you done in the last year to continue your learning/education?

If you had only on word to describe yourself, what would it be? Why?

What challenges do you foresee in this type of job and how would you overcome them?

What do you like most about your current position? Why? What do you like least? Why?

When did you last receive feedback at work that made you feel proud? When did you receive criticism that upset you?

What is your motivation to succeed?

What do you need your next employer to provide for you to succeed?
Please note: All candidates who do not move forward in the selection process will be notified by the Human Resources department via the Applicant Pro e mail system at the end of the search. If the committee prefers, a separate e mail can be sent to the candidates who were interviewed by phone or skype (see Attachment V) by providing a list of designated candidates and the preferred verbiage to the Human Resources department.

Sample e mail communication:

Dear Candidate:

Since I was last in touch with you, our search committee has met to review the credentials of our applicants, including your own. The committee has now identified a small number of candidates who will move forward in our process.

I write now to tell you that your strengths and accomplishments were not among those that the committee thought might best fit our current needs. On behalf of the search committee, I thank you for your interest in Wilkes and for the privilege of reviewing your credentials.

The committee joins with me in expressing best wishes for your continued professional success.

Best,

Name
Title and
Chair of the Search Committee

Dear candidate

Thank you for your interest in the ______________ position at Wilkes University. The search committee enjoyed meeting with you and appreciates the time you took to discuss this position with us.

We have now identified a small number of candidates who will move forward in our process. Your strengths and accomplishments were not among those that the committee thought might best fit our current needs.

On behalf of the search committee, I thank you for your interest in Wilkes University, the time and consideration you gave to our position, and for the opportunity to review your credentials.

Wishing you every success,

Name
Title and
Chair of the Search Committee
Panel Interviews

If a hiring committee is formed, the supervisor may also elect to have the group conduct panel interviews. During the panel process, the entire committee interviews and assesses each candidate’s responses. While the collective opinions often provide insight and guidance, the hiring supervisor is ultimately responsible for selecting the final candidate.

Individual Interviews

The hiring supervisor may wish to conduct the first interview alone.

Multi-interviewer

The hiring supervisor and next level may wish to interview the candidate jointly. Or the hiring supervisor can interview the candidate one-on-one followed by a next level interview for the final candidates.

Whether the hiring supervisor conducts a panel interview, one: one interview or asks his/her supervisor to participate in the process, when effective questions and interview techniques are utilized to compare each candidate's knowledge, skills, and abilities, the best qualified candidate should emerge from the process.
STEP 7 – DEVELOPING INTERVIEW QUESTIONS

Once the interview format is determined, it is crucial to prepare your questions in advance to conduct a successful interview and determine whether or not the candidate has the necessary technical and performance skills.

**TIPS**

- Ask open ended questions related to job duties/requirements and the technical skills and competencies defined in the position description. Avoiding questions that require a ‘yes’ or ‘no’ answer provides candidates the opportunity to speak freely, voice opinions and share their experiences.

  - **Technical Skills** – specific skills and knowledge typically acquired through a combination of education, training and experience related to certain processes, procedures, techniques and other quantifiable and measurable abilities. Examples might include use of specific computer hardware and software, programming, etc.

  - **Competencies** – personal and interpersonal attributes and abilities that are required for job success which are not necessarily quantifiable or measurable, but affect work performance. Examples may include the following areas: management/leadership; decision making/problem solving; communication skills; ability to cope with pressure; time management/organizational skills; interpersonal relations.
All questions must be legal and non-discriminating. The following is a quick reference for examples of questions that are legal and questions which are potentially discriminating.

**KEEP IT LEGAL**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Legal Questions</th>
<th>Unacceptable Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Status</strong></td>
<td>This job requires consistent availability to work 8:00 a.m. until 5:00 p.m. Will that be a problem?</td>
<td>Are you married? What is your spouse’s name? What is your maiden name? Do you have any children? Are you pregnant? What are your childcare arrangements?</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td>None</td>
<td>What is your race?</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>None (You may inquire about availability for weekend work.)</td>
<td>What is your religion? Which church do you attend? What are your religious holidays?</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>None</td>
<td>Are you male or female?</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>Do you meet the minimum age requirement set by law in our area? If hired, can you provide proof of age?</td>
<td>How old are you? What is your birth date? When did you graduate from high school?</td>
</tr>
<tr>
<td><strong>Citizenship or Nationality</strong></td>
<td>Can you show proof of your eligibility to work in the U.S.? Do you have language abilities other than English, which may be useful in performing this job successfully?</td>
<td>Are you a U.S. citizen? Where were you born?</td>
</tr>
<tr>
<td><strong>Disability</strong></td>
<td>Are you able to perform the essential functions of this job with or without reasonable accommodation?</td>
<td>Are you disabled? What is the nature or severity of your disability?</td>
</tr>
</tbody>
</table>
Ask the same questions of all candidates. Develop a structured and standardized interview plan to ensure that each candidate has an opportunity to offer responses to the same questions. This will provide you with a basis for comparative assessment; preclude personal and non-job-related questions; and enable an impartial qualification assessment for all candidates.

Develop behavior-based questions which require candidates to describe specific situations, actions and outcomes from their past experience. Past behavior is typically a good predictor for future performance. By asking questions about both positive and negative previous work experiences the hiring supervisor can identify if candidates possess key knowledge, skills, and abilities (KSA), behaviors, and core competencies for successful job performance.

Once you have developed your questions, think through the possible answers. Keep in mind that some questions do not have a “right” or “wrong” answer. Consider the kind of answers that make sense given the priorities of the University, department and position. The candidate’s reasoning and thought process leading to the answer may be as important as the answer itself.
The following are examples of behavioral competencies which may generally be applied to many positions. Feel free to use any examples which are relevant to your position.

**Work Ethic/Attendance**

Individuals scoring high in this area are typically ambitious, self-motivated (self-starters) who require little or no direction from others. They routinely put in extra effort, approach work with energy and have excellent attendance habits.

**Listen for answers that describe:**

- history of seeking increased responsibility
- willingness to go the extra mile
- being thorough, detail oriented in planning and doing work
- results oriented
- accepting of authority, following rules and procedures
- accepts responsibility for own actions and results
- preserves in overcoming obstacles
- self-starter
- values punctuality and good attendance

**Sample Questions:**

*Tell me about a time when you accomplished something on your own.*

*Tell me about a time when you did something at work above and beyond your normal job responsibilities.*

*Tell me about a time when you were proud of something you accomplished.*
**Teamwork**

A high score on this scale indicates that the individual gets along well with others and is willing to collaborate to meet unit/university goals. These individuals enjoy the company of others and like working closely with others in the workplace. They are positive and reinforce the others’ contributions.

**Listen for:**

- active participation in group decision making
- taking pride in team accomplishments
- deals effectively with interpersonal conflict
- comfortable and enthusiastic working as a member of a team
- experience working in team or group problem solving
- supports others efforts, praises and compliments others’ accomplishments

**Sample Questions:**

*Tell me about a time when you worked with members of another department.*

*How do you handle it when a coworker is not doing their share of the work?*

*Not all teams function effectively. Tell me about a time when you were involved with a team that had problems getting the work done.*
Customer Focus

A high score on this scale demonstrates a warm and friendly demeanor. These individuals genuinely like people and enjoy their company. Individuals who score high on this scale enjoy personal interaction with customers.

Listen for:

- history of adapting approaches or processes to meet a customer needs
- takes specific steps to ensure high customer satisfaction
- enjoys and seeks out contact and interaction with customers
- genuinely likes people; is warm and gregarious
- courteous and patient in dealing with customers
- sees customers (internal and external) as the reason for existence
- considerable interest or experience in assessing and addressing customer needs

Sample Questions:

Who are your customers? Describe an occasion when you dealt with an unhappy or irate customer.

Tell me about a time when a customer was so happy with your service that they commented to your manager.

Describe your most challenging customer service experience and how you handled it? What did you learn from it?
**Multitasking**

Individuals scoring high on this scale prefer to work on multiple tasks (doing two or more things simultaneously) rather than doing one thing at a time.

**Listen For:**

- Able and willing to quickly switch from one activity / priority to another with minimal productivity loss
- Comfortable handling several tasks simultaneously
- Enjoys variety and changes in day-to-day priorities and activities
- Ready to cope with unexpected problems in a positive and effective manner
- Able to monitor / track multiple projects or activities

**Sample Questions:**

*Tell me about a time when you worked on several projects or assignments at the same time.*

*Tell me about a time when you had to determine which of the multiple assignments would be completed first.*

*Describe a time when something “slipped through the cracks” and how you handled it.*
Flexibility/Adaptability

Individuals who score high on this scale are able to adjust to day-to-day changes in priorities and demands. High scores on this scale indicate that the individual is able to adjust to major changes in work processes and procedures, as well as strategic changes initiated by the organization.

Listen for:
- open minded and willing to try new approaches
- believes change is necessary and that is it normally well planned and implemented
- accepts and adjusts well to major changes
- not bound to tradition or other aspects of the status quo
- embraces the newest technology and work processes
- believes in continual change to make constant improvement
- responds positively to change even if it has a negative personal impact
- willingly accepts different assignments

Sample Questions:

Tell me about a time when you had to learn something new.

Tell me about a time when your schedule was disrupted due to something outside of your control.

Tell me about a time when you learned that your job was being impacted by changes within the organization. How did you react? What did you do?
**Valuing Diversity**

Individuals scoring high on this scale accept and embrace differences among people of different backgrounds. They support equal and fair treatment and opportunity for all.

**Listen for:**

- experience working with individuals of different backgrounds and orientations
- strong belief in value of a diverse background
- appreciation for alternative beliefs, values, and lifestyles
- willingness to take a stand for fairness and equal opportunity and treatment

**Sample Questions:**

*Tell me about a time when worked or dealt with someone whose age was very different from your own.*

*Tell me about a time when you had to work with someone who had difficulty speaking or reading in the predominant language of the community.*

*Tell me about a time when someone was saying something either intentionally or unintentionally that was insensitive to the feelings of another person. What did you do?*
**Openness to Learning**

High scores on this scale relate to the person’s ability and willingness to continuously update and improve job related skills. These individuals actively participate in activities (workshops, professional associations, classes) to improve their professional and career skills.

**Listen for:**

- actively looks for opportunities to learn
- takes initiative to continuously update job skills
- enjoys taking classes and learning new things
- interested in new ideas and ways of doing things
- values learning and knowledge for its own sake
- enjoys researching topics and issues
- is curious and always wants to learn more

**Sample Questions:**

*Tell me about a project that was very complicated. How did you handle the situation?*

*Tell me about a significant learning experience.*

*Tell me about a time when you were asked to attend a course or seminar as part of your work.*
STEP 8 – CONDUCTING THE INTERVIEW

✓ Make the candidate feel comfortable – Put candidates ease by making them feel welcome. Information flow can be hindered if the candidate is apprehensive. When someone is calm and relaxed, they are more likely to respond honestly and openly to the questions you ask.

**TIPS:**
- Establish rapport and set a conversational tone.
- Start a friendly exchange of information by making small talk (weather, traffic, etc).
- Offer a beverage – something simple like a water or soft drink.
- Describe your interview process so candidate knows what to expect.
- Keep in mind that the candidate should do about 80% of the talking.
- Let the candidate know that you will be taking notes.

✓ Conduct a structured interview - Questions do not always need to be asked with the exact same words in the same order. However, a standard set of questions should generally be posed to all candidates to prevent discrimination in hiring and selection.

**TIPS:**
- If the candidate freezes on a particular question, you can always go on to the next question and come back later.
- Keep the questions open-ended by avoiding questions that require a yes or no answer.
- Be sure to ask only job-related questions.
- Afford candidates the opportunity to ask questions but maintain control of the process.
- Refer to step 6 when developing your questions.

✓ Listen and take notes – By concentrating too intently on the questions intended for the candidates, interviewers may commonly lose focus or attention. Remember to listen, probe and evaluate responses. In order to capture the content of the interview take good notes instead of relying solely on memory. Listening attentively and documenting the interview helps objectively choose a final candidate based on job related criteria. The documentation also provides a clear record of the candidate’s assessed strengths and weaknesses to help justify the hiring decision.

✓ Score the responses - Scoring helps clarify the strengths and weaknesses of each candidate. When more than one individual is participating in the hiring decision, scores help to summarize the opinion of the group for each candidate for each question/area. You may use the following format for rating each candidate’s responses and determining an overall scoring profile for each candidate.
Candidate Evaluation Summary

Position _____________________ Date __________

Interviewer _____________________

Rate each candidate using the following scale:

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<td>Average</td>
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<th>Ben Career</th>
<th>Melissa Candidate</th>
<th>Frank Job</th>
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NOTES:
✓ Close the interview – When you have concluded your questions, give the candidate an opportunity to add any further comments and ask any questions. Thank the candidate and outline possible next steps.

STEP 9 - SELECTING THE FINAL CANDIDATE

After all interviews are complete and the candidates have been evaluated, the top candidate is selected for employment based on qualifications, knowledge, skills and abilities related to performing the essential functions, duties and responsibilities of the position. Once this candidate has been selected, the hiring supervisor first contacts the head of the Human Resources department to confirm salary offer. Following the confirmation, the supervisor makes the conditional verbal offer of employment. It is imperative to make it clear to the candidate that the offer is contingent upon favorable reference and background check results as conducted by the Human Resources department based on information provided in the Application Form. If a verbal acceptance is not received at this time, the hiring supervisor should inform the candidate that an offer letter will be sent. This letter will notify the candidate to communicate his/her intentions to you within one week of its receipt.

Upon verbal acceptance from the candidate, the hiring supervisor must notify HR as soon as possible by submitting the “Personnel Status Change Form”. The hiring supervisor must ensure that all of the final candidate’s information (i.e., full name, address, title, salary, start date, etc.) is complete and submitted to HR. Upon receipt, HR will then prepare and mail a standard University offer letter to the selected candidate and provide a copy to the supervisor. When the final candidate’s signed offer is returned, HR will send rejection notifications to all remaining applicant, or the supervisor/committee may choose to send a separate email to the candidates who were interviewed but not chosen for the position (see example below). If so, the supervisor/search chair should forward that verbiage and a list of the candidates to HR.

The background investigation will also be initiated at this time. Once the process is complete, the hiring supervisor will be notified. Please note the background check typically takes 10 working days. The selected candidate may not begin work until it is completed.
Sample e mail communication:

Dear Candidate:

Thank you for your interest in Wilkes University and the position of _________. The Search Committee enjoyed meeting with you and appreciate the time you took to visit our campus to discuss this position with us.

We have carefully evaluated the credentials of all of our applicants. While we were impressed with your talents and accomplishments, we believe the strengths and qualifications of the candidate we have chosen more closely match the needs for this position.

I wish you the best in your job search and all future endeavors. Thank you again for your interest in Wilkes University.

Best,

Name
Title and
Chair of the Search Committee
STEP 10 – WELCOMING THE NEW HIRE

The new employee orientation process begins before the employee comes to work. Planning ahead for your new employee's arrival will allow you to spend productive time on that first day. So, before the employee arrives you should:

- Notify everyone in your work area that a new person is starting and what the person's job will be. Ask the other staff members to welcome the new employee and encourage their support.
- Prepare interesting tasks for the employee's first day.
- Make a copy of the job description, performance management worksheet, campus organization chart (contained in the Fact Book, http://wilkes.edu/Include/Factbook0910.pdf) and your department's organization chart.
- Enroll the employee in the New Employee Orientation class program by calling the Human Resources department at extension 4644.
- Be sure the employee's work location is available, clean, and organized.
- Arrange for a computer, telephone, cell phone and pcard (if required).
- If possible, identify a staff member to act as a buddy for the first week.
- Put together a list of key people the employee should meet and interview to get a broader understanding of their roles.
- Arrange for a location or building key (if necessary).
- Draft a training plan for the new employee's first few months.

The First Day on the Job

A new employee may be anxious about starting a new job. Try to create a comfortable environment and remember not to overwhelm the new employee with too much information on the first day. Orientation is a continuing process, so there will be plenty of time to give the employee all the necessary information. On the first day, you should:

- Give a warm welcome and try to reduce any nervousness the new employee may feel.
- Discuss your plan for first day.
- Introduce the employee to other staff members.
- Send the new employee to the Human Resources department to complete all the necessary employment forms (benefit forms will be reviewed at completed later at the orientation program).
- Arrange to have lunch with the new employee.
- Show the new employee around the office.
- Review the job description and organizational charts with the employee.
- Review telephone, copier, fax, network, e-mail, and Internet use.