



HIRING

*Non-Academic Hiring
Best Practices with Tools,
Checklists and Templates*

as of 9/14/15

Supervising @ WAYNE STATE



**Division of
Human Resources**

Disclaimer

This guide provides supervisors and managers of non-academic staff with a systematic approach for identifying and hiring the most qualified candidates.

For training purposes only, does not create rights for union employees.

In the event text within this document appears to be in conflict with WSU Policies & Procedures; Collective Bargaining Agreements; or Federal, State, or Local Legislation, the legal document **ALWAYS** takes precedence over this user guide.

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Non-Academic Hiring Guide

RECRUITMENT BEST PRACTICES WITH TOOLS, CHECKLISTS AND TEMPLATES TO EASE YOUR NON-ACADEMIC HIRING PROCESS

Introduction

Hiring is one of the most important decisions a WSU manager makes. Learning how to hire the right employees is, without question, the hardest part of maintaining a competitive workforce. Hiring employees without the support of a documented system can be disastrous, often resulting in huge unexpected costs.

The **Non-Academic Hiring Guide** provides you with best practices and tools to effectively navigate the WSU hiring process for non-academic staff. It also shares WSU contacts for ensuring you have the support you need in order to hire and retain great employees.

The information in this guide is based on best practices within the field of Human Resources as well as knowledge from HR professionals here at WSU.

Purpose

This guide is designed to support WSU Hiring Managers throughout the non-academic recruitment processes. It offers best practices and actionable items such as tools, checklists and templates to support each phase of the hiring process. Other resources include:

WSU's **Resource Portal** provides key WSU links and referrals for working with employees from the hiring process through performance management (if applicable) and transitions such as promotions, transfers, demotions, or departures. This portal is grounded in WSU procedures, contracts, and policies. To access it:

1. Open Blackboard at <http://blackboard.wayne.edu> using your access ID and password
2. Refer to "My Organizations Plus" in the top right corner
3. Click on "Resource Portal"



Accelerate offers a robust catalog of eResources to support managers, including eCourses, job aids, books and simulations. To access it:

1. Logon to Academica at www.wayne.academia.edu
2. Click Employee Resources, Other Resources
3. Click the Accelerate – Employee Development Tools



Who to Contact When Hiring

WSU Contact	Support Available
<p>Business Affairs Officer (BAO)</p> <p><i>Be sure to check with your BAO prior to posting an open position to confirm that the budget is loaded with funds to support the role. Your Cognos report may not show what's actually loaded.</i></p> <p>Click here for contact information</p>	<p>Your BAO will:</p> <ul style="list-style-type: none"> • Confirm budget loads for positions • Reinforce the need for unit executive approval • Initiate and approve Position Action Request (PAR) forms for submission to the Office of Budget Planning and Analysis for final processing • Approve and submit Banner Access Request forms for processing by the C&IT Information Security Office and Finance and Business Operations Functional Systems Support team <p>Questions she/he may ask include:</p> <ul style="list-style-type: none"> • What type of position is it? What type of work will be performed? Is it a represented or non-represented role? How does this role compare to other positions in your department? (This information helps the BAO to determine salary requirements which impacts the budget.)
<p>HR Consultant (HRC)</p> <p><i>A good first point of contact for complex hiring questions and counsel. Can assist with determining a strategy for completing the entire talent acquisition and staffing process.</i></p> <p>Click here for contact information</p>	<p>Your HRC can help:</p> <ul style="list-style-type: none"> • Ensure policy and collective bargaining agreement compliance • Identify alternative staffing options • Support the creation of a new/revised job (<i>in partnership with TCW</i>), including job analysis, job description & position classifications and promotion, transfer & demotion • Participate in search committees/interview panels

WSU Contact	Support Available
<p>Total Compensation & Wellness (TCW)</p> <p><i>Always partner with your HR Consultant and TCW prior to creating or modifying an existing job description and for compensation questions.</i></p> <p>Contact a Benefits & Compensation Analyst at 313-577-3717</p>	<p>TCW will:</p> <ul style="list-style-type: none"> • Create or adjust job descriptions (<i>in partnership with Labor Relations</i> for non-academic represented roles) • Perform market-based salary determinations • Support as needed with non-academic, non-represented promotions, demotions or career development assignments and salary equity adjustments <p>Check out TCW's Classification & Compensation Support Tools</p>
<p>Talent Management Coordinator (TMC)</p> <p><i>Your working partner for all aspects of the recruitment process.</i></p> <p>Click here for contact information</p>	<p>Your TMC can help:</p> <ul style="list-style-type: none"> • Create a position number for new pool/grant funded positions • Post positions in the Online Hiring System (OHS) • Screen internal represented applicants according to contract requirements; screen resumes/applications; conduct phone screens • Develop interview questions and an interview matrix to document responses • Perform background checks • Extend job offer or support the process by sending the offer letter and following up to share benefits explanation and answer questions • Generate Banner and Access IDs • Share staffing metrics (i.e. retention rates, turnover, new hire failure rate, cost per hire, time to fill, vacancy rate) • Coordinate student hiring • Facilitate work authorization process with Office of International Students & Scholars (OISS)

WSU Contact	Support Available
<p>HR Administrator (HRA)</p> <p><i>Part of the Client Services team support for all of your hiring needs</i></p> <p>Click here for contact information</p>	<p>Your HRA will:</p> <ul style="list-style-type: none"> • Facilitate I-9 process • Ensure paperwork is completed for each new hire • Complete EPAF transaction • Invite new hire to Faculty/Staff Orientation
<p>HR Solutions</p> <p><i>A central resource for staffing metric questions and OHS</i></p> <p>Contact: hrrsolutions@wayne.edu</p>	<p>HR Solutions can help:</p> <ul style="list-style-type: none"> • Share information/resources for the online hiring system (OHS) • Grant OHS access based upon successful completion of the OHS eLearning modules in Blackboard • Provides OHS system oversight and maintenance, responses to technical questions about the system • Provide OHS reports
<p>Organization & Employee Development (OED)</p> <p><i>A central resource for OHS eLearning, University orientation and department onboarding support as well as other talent management initiatives.</i></p> <p>Contact: oed@wayne.edu</p>	<p>OED can help:</p> <ul style="list-style-type: none"> • Confirm successful completion of OHS eLearning modules (for HR Solutions to grant OHS access) • Respond to OHS eLearning questions (modules in Blackboard) and Resource Portal questions (included in Blackboard) • Facilitate WSU's quarterly University orientation • Provide central tools for the full talent management spectrum – including orientation and onboarding, performance management and employee development support

Using a Competency-Based Approach



Competency: A collection of knowledge, skills, abilities, and other characteristics (KSAOs) that are needed for effective performance in the jobs in question (Campion et al., 2011).

Competency models create an awareness and understanding of the need for change in business. They also enhance the skill levels in the workforce and improve teamwork and coordination.

Competency-based hiring is grounded in the identification of the core competencies required for success. Core competencies are transferrable skills and abilities that a candidate can use in virtually any role. It is necessary to evaluate each candidate's demonstration of these competencies through their ability to effectively communicate their past experiences.

Best Practices...

- Determine position-specific competencies and characteristics needed for success in the role and unit.
- Collect competency information through assessments and competency-based behavioral interview (CBBI) techniques.
- Develop job descriptions that focus on the core competencies that successful candidates will need to demonstrate, not just educational or technical qualifications.
- Use core competencies to drive the screening and interviewing phases of the hiring process.
- Conduct an analysis of the candidate's behavioral characteristics.

Competencies

Competencies are also called “Knowledge, Skills and Abilities” on WSU Job Descriptions

Not sure what the right competencies should be for a given position?

Contact TCW or your HRC for guidance.

Seeing the Best Practices in Action...

Let's say you've identified "Initiative" as one of the core competencies for the open position. This competency indicates that the individual should recognize what needs to be done and accomplish it proactively and with minimal supervision. You should work collaboratively with Total Compensation and Wellness (TCW) and your Talent Management Coordinator (TMC) throughout the process:

2. Ensure the job description adequately describes this competency as a "requirement" for the position.
3. Determine how you want to assess the candidate's competency in this area (screening, interview, etc.). For example, you can assist with screening by adding a few competency-based questions in the application for the candidate to answer. As a result, you will only receive applications from those candidates who have adequately answered those questions.
4. Look for key words in the candidate's resume that demonstrate the competency.
5. Use the **Competency Dictionary**, and select competency-based interview questions that focus on extracting detailed examples of how the candidate has demonstrated "Initiative" in the past.

What's in it for Me?

You can be confident that you are utilizing best practices by selecting qualified candidates based on core competencies vs. a "gut feeling".

Using the "Competency Dictionary"...

The **Competency Dictionary** provides a list of potential competencies and associated definitions from which you may choose to pinpoint expectations for a non-academic role. These may provide the basis for a non-represented job description and set the stage for sourcing, interviewing, reference checks and performance management for all non-academic positions.

Note: While there is not one standardized list of WSU competencies, the "Master List" does include those found in TCW's [Job Description Compendium](#), [WaynePM](#) and [Staff Association/P&A Performance Factors](#).

Competency Dictionary

Clarifying Requirements for Position Success

Introduction

Competencies are used to plan, guide and develop behavior/performance. The purpose of this Competency Dictionary is to provide a master list of observable, best practice behaviors that enable leaders to pinpoint specific requirements for any position. It is based upon the premise that in every job, some people perform more effectively than others:

- These people approach their jobs differently from the typical worker.
- These differences in approach relate directly to specific characteristics.
- These characteristics, or competencies, are what define outstanding performers; they are often absent in typical performers.

The benefit of defining a set of competencies for a position is that it enables consistent and aligned expectations that are infused in all aspects of the hiring process and beyond. For instance, these competencies may be incorporated in the job description, interview questions and orientation/onboarding plan, as well as formal and informal performance coaching and appraisal conversations.

Defining Competencies

Competencies are underlying characteristics of an individual which is related to effective or superior performance in a job. They can be:

- Motives, traits, self-concepts, attitudes or values, technical knowledge or behavioral skills.
- Measured.
- A differentiator between superior and average performers, or between effective and ineffective performers.

The best way to discover the competencies that relate to effective performance is to study top performers. Top performers demonstrate selected competencies more often, in more situations and with better results.

Using This Guide

Each competency in the dictionary has a definition, a set of behavioral indicators and corresponding interview questions. This dictionary includes:

- Total Compensation & Wellness (TCW) Specific Skills are located in the Job Description Compendium. These skills form the foundation for the non-academic, non-represented job description's Preferred Qualifications and Knowledge, Skills and Abilities. Tips and a sample job description can be found in WSU's Job Description Tool.
- Competencies featured in WaynePM (formerly known as Wayne LEADS) form the foundation for performance management and employee development conversations with non-academic, non-represented employees.

Non-Academic Hiring Guide

- Performance factors for employees represented by Staff Association and P&A are described in the Performance Planning and Development Annual Review Form. While these factors may not always be included in the job description, they provide the foundation for performance management conversations once the employee is hired.

When selecting the competencies needed for a particular position, it may be helpful to note if the non-academic position is represented or non-represented. Select five to seven key competencies from this guide that seem most relevant for the open position.

For non-academic employees who are represented by collective bargaining agreements (other than Staff Association or P&A), contact TCW and Labor Relations to discuss applicable contract requirements.

Note: WSU doesn't have one core set of competencies to be used universally across the University.

Using Competencies in the Hiring Process

Competencies can be used in each stage of the hiring process, including:

- Writing/Editing Job Descriptions
- Developing Postings/Recruitment Advertisements
- Applicant Screening/Interviews
- Background/Reference Checks

Competency Dictionary Table of Contents

Competency	WSU Competency Source TCW SS (Specific Skills); WaynePM S/P&A: Staff and P&A Annual Review	Page
Analytical Skills, Analytical & Problem Solving Skills	TCW SS, WaynePM	11
Business Acumen	TCW SS, WaynePM	12
Communication, Oral and Written	WaynePM, S/P&A, TCW SS	12
Computer Techniques	TCW SS	14
Computer Tools	TCW SS	15
Cooperation	TCW SS	16
Creativity and Innovation (<i>see also Innovation</i>)	WaynePM	16
Customer Service/Focus	TCW SS, WaynePM	17
Dealing with Change	WaynePM	18
Dependability	S/P&A	18
Financial Skills	TCW SS	19
Human Relations	S/P&A	20
Initiative, Initiative and Creativity (<i>see also Creativity</i>)	TCW SS, S/P&A, WaynePM	21
Innovation (<i>see also Creativity</i>)	TCW SS	22
Interpersonal Skills	TCW SS	23
Job/Functional Skills, Job/Organizational Knowledge	WaynePM, S/P&A	23
Office Procedure Skills	TCW SS	24
Personal Credibility	WaynePM	25
Planning/Organizing Skills	TCW SS, S/P&A	25
Problem Solving Skills/Analysis and Decision Making	TCW SS, S/P&A	26
Productivity/Accomplishment	S/P&A	27
Professional Development	S/P&A	27
Quality of Work	S/P&A	28
Reliability	TCW SS	28
Teamwork (<i>see also Team Building</i>)	WaynePM	29
Time Management	WaynePM	29

<i>Additional Management/Leadership Competencies</i>		
Affirmative Action/EEO Compliance	S/P&A	30
Accountability/Managerial Courage	WaynePM	30
Delegating Work	TCW SS	31
Developing Direct Reports	WaynePM	32
Fiscal Management	S/P&A	32
Managing Staff Performance	TCW SS	33
Leadership	TCW SS	34
Strategic Agility	WaynePM	35
Supervision and Development of Employees (<i>see also Developing Direct Reports and Managing Staff Performance</i>)	S/P&A	32 & 33
Team Building (<i>see also Teamwork</i>)	TCW SS	36
Timely Decision Making	WaynePM	36

Check the box next to the top 5-7 competencies most critical required for success in the position.

	Competency	WSU Audience	Key Behavioral Indicators
<input type="checkbox"/>	<p>Analytical Skills</p> <p><i>Uses analysis, wisdom, experience, and logical methods to solve difficult problems; incorporates multiple inputs to establish shared ownership and action</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in TCWs Special Skills found in the Online Hiring System and in WaynePM (formerly WayneLEADS) performance appraisal system</p>	<ul style="list-style-type: none"> • Uses a combination of logic, analysis, experience, wisdom, advanced methods, and other resources to solve problems • Demonstrates the ability to solve complex, difficult, and intractable problems • Creates effective and innovative solutions • Skillfully probes all appropriate sources • Demonstrates advanced skill and keen insight in gathering, sorting, and applying key information and demonstrates deep resolve and resilience throughout the process • Is well respected inside and outside the department; is often pursued as a consultant for input, analysis, process support, and

			direction
	<p><i>Interview Questions:</i></p> <ul style="list-style-type: none"> • Tell me about the most complex or difficult information you have had to analyze. • Describe a task or project that you were responsible for that best demonstrates your ability to analyze information • Tell me about a time where you caught a discrepancy or inconsistency in the available information that might have caused significant problems if you had missed it. • There are times when an incredible amount of data and information have to be analyzed. Tell me about a time when you faced this situation and exactly what you did to boil everything down to what was most important. • Describe a time where your logical analysis was seen as illogical or flawed by someone else. 		
<input type="checkbox"/>	<p>Business Acumen</p> <p><i>Combines job knowledge and broad university knowledge to achieve Wayne State University goals</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in TCWs Special Skills found in the Online Hiring System and in WaynePM (formerly WayneLEADS) performance appraisal system for Managers</p>	<ul style="list-style-type: none"> • Demonstrates a high level understanding of how business works • Possesses keen business judgment and insight • Demonstrates broad knowledge and perspective • Is future-oriented • Understands the WSU Strategic Priorities inside and out • Is aware of how strategies and tactics work in the educational competitive market
	<p><i>Interview Questions:</i></p> <ul style="list-style-type: none"> • Give me an example of a project or initiative you had to manage where you had to demonstrate your awareness of the economic and business environment. Were you successful? • Can you describe a time when you identified and capitalized upon a market trend that enhanced your competitive advantage. How did you recognize the trend? What actions did you take? What was the outcome? • Describe a time when you effectively integrated financial, enterprise and industry data and indicators into a strategic plan or initiative. 		
<input type="checkbox"/>	<p>Communication</p> <p><i>Is able to write in a variety of</i></p>	<p>Non-Academic, Non-Represented and Represented by Staff and P&A</p>	<p>Both Written & Oral:</p> <ul style="list-style-type: none"> • Clearly and persuasively articulates ideas, opinions, information and needs orally and in writing

<p><i>communication settings and styles; can get messages across that instigates appropriate actions; orally communicates in a variety of formal and informal settings; actively listens</i></p> <p>Note: TCWs Special Skills references Oral Communication and Written Communication separately</p>	<p>Included in TCWs Special Skills found in the Online Hiring System, in the WaynePM (formerly WayneLEADS) performance appraisal system and in Staff and P&A's performance planning and development annual review form</p>	<ul style="list-style-type: none"> • Uses effective listening skills to identify important information • Anticipates audience needs; makes complex concepts easy to understand • Develops communication plans; identifies stakeholders for whom information and input is needed <p>Written:</p> <ul style="list-style-type: none"> • Is proficient in a variety of writing styles and uses the appropriate style that suits the message and audience • Regularly produces written communications that positively affect attitudes and beliefs through inspirational and timely messages • Composes clear, concise and crisp messages <p>Oral:</p> <ul style="list-style-type: none"> • Articulately expresses oneself to large or small groups or one-on-one • Comfortably presents to a broad and diverse population • Responds tactfully when faced with on-the-spot questions or challenges
<p>Interview Questions: <i>Both Written and Oral</i></p> <ul style="list-style-type: none"> • Share a time when you were able to successfully communicate with another person even when you felt the individual did not value your perspective. • Tell me about the most difficult or complex idea, situation or process you ever had to explain to someone. How did you explain it? Were you successful? • Tell me about a time when you had a communication challenge with a colleague. How did you handle it? What was the result? <p><i>Written Communication:</i></p> <ul style="list-style-type: none"> • Please share an example of an important report you have written. Did it achieve its purpose? How do you know? • Tell me about a time in which you had to use written communication skills to get an important point across. What happened? What was the result? In hindsight, was written communication the best way to achieve your goal? 		

	<ul style="list-style-type: none"> • Tell me about a time where you didn't document something that you wish you would have. Why? What would you have done differently now in retrospect? <p><i>Oral Communication:</i></p> <ul style="list-style-type: none"> • Share an example of a time when you were able to successfully able to present an important idea. What did you do that enabled you to achieve your goals? • Describe a time when you had to share difficult news. What happened? How did you express your point of view? What was the result? Is there anything you would do differently next time? • Describe a time when you failed to communicate important information to your boss or team mates. How did you find out about this failure? What was the result? What did you when you did find out? Is there anything you would do differently to prevent this in the future? 		
<input type="checkbox"/>	<p>Computer Techniques</p> <p><i>Demonstrates effective use of computer hardware and software; exhibits a strong understanding of Wayne State University applications</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in TCWs Special Skills found in the Online Hiring System</p>	<ul style="list-style-type: none"> • Able to navigate through Banner screens and enter/edit data • Can use COGNOS for HR and/or Finance applications • Accurately uses EPAF processes • Resolves problems related to computer hardware and/or software • Sets up and maintains LAN networks, servers and/or computer security • Trains others on computer systems • Uses desktop publishing (or other pertinent software defined by title or type)
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Describe the most innovative change that you have initiated and what you did to implement this change. • Tell me about the most recent project you worked on. What were your responsibilities? • Give an example of where you have applied your technical knowledge in a practical way. • What is the biggest IT challenge you have faced and how did you handle it? • Provide me with a work example when it was required that you use your technical certifications? • Give an example of when you had to present complex information in a simplified manner. • Describe the most difficult scheduling problem you have faced in your as an IT Professional. 			

	<ul style="list-style-type: none"> • Tell me about at time that you have held a “brown bag” or led a training session for other IT professionals. Where or how did you learn about the topic you were discussing? What were the results of the session? • Discuss specific knowledge or concepts you have learned from other IT professionals. What knowledge have you shared with others? • How do you stay current on emerging technologies and changes and trends in the IT profession? What sources of information do you use to stay current? How often do you attend meetings or seminars on new and emerging technologies? • Describe a situation that demonstrates your technology expertise? • Provide an example of a time when you defined and implemented processes for researching, exchanging and applying IT information and knowledge within the organization. • Describe a time when you had to educate others regarding IT laws, regulations, policies and procedures. What approach did you use? How did you ensure that the information was communicated effectively? What documents did you prepare or presentations did you deliver? • Briefly describe how you approach a new project. How do you initiate the project? What steps do you take to assess risk? What tools do you use to manage the project? What quality assurance mechanisms do you feel are necessary to maintain control of the project? • Describe IT documents that you have developed (e.g., operating procedures, user guides) to facilitate technical discussions and enhance understanding of an IT concept or product. How did you assess your audience’s needs and create a document that met these needs? 		
<input type="checkbox"/>	<p>Computer Tools</p> <p><i>Can effectively utilize the appropriate computer software program to achieve desired goal</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in TCWs Special Skills found in the Online Hiring System</p>	<p>Can use Microsoft:</p> <ul style="list-style-type: none"> • Access (or other database) • Excel (or other spreadsheet) • Outlook (or other electronic mail/calendar) • PowerPoint (or other presentation)
<p>Interview Questions:</p> <ul style="list-style-type: none"> • On a scale of 1-10 with 10 being the highest, rate your level of expertise with using each Microsoft Office Program (e.g., Word, Excel, Access, Power Point, Outlook)? Provide an example of a work assignment that required you to use the program that you are most comfortable with. 			

	<ul style="list-style-type: none"> • Give me an example of an assignment, which you have recently worked on, that involved using Excel. Describe the tasks and the steps you took to complete the assignment using Excel. • Describe an assignment that required you to create pivot tables in Excel. • Describe your experience creating a presentation utilizing PowerPoint. 		
<input type="checkbox"/>	<p>Cooperation</p> <p><i>Working with others to achieve a common goal</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in TCWs Special Skills found in the Online Hiring System</p>	<ul style="list-style-type: none"> • Applies feedback to improve performance • Balances team and individual responsibilities • Determines in advance how actions impact others • Exhibits objectivity and openness to others. • Focuses on solving conflict, not blaming • Listens to others without interrupting • Resolves conflict constructively
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Share an example of a time when you helped a colleague perform a particular task or build their work skills. • Describe a time when you backed off in a situation to allow a colleague to shine. What prompted you to step back? What were the results of doing so? • Tell me about a time when you tried your best to work with someone, but the problems still remained. What did you learn from that situation? 			
<input type="checkbox"/>	<p>Creativity and Innovation</p> <p><i>Examines status quo and looks for better ways of doing things</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in the WaynePM (formerly WayneLEADS) performance appraisal system</p>	<ul style="list-style-type: none"> • Resourceful; deviates from the routine • Develops and implements new methods, procedures solutions, concepts, designs and or applications • Demonstrates imagination and originality • Makes innovative contributions • Has good judgment about which creative ideas and suggestions will work • Is good at bringing creative ideas out of other others
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Tell me about the most creative or unique idea you shared in your previous position. Was it employed? Why or why not? • Give an example of time when you feel you were particularly creative in presenting information by use of graphics, models or displays. In giving your example, focus on 			

	<p>how your methods produced results.</p> <ul style="list-style-type: none"> • Creativity often means stepping back from regimented ways of thinking. When have you been able to break out of a structured mindset and intuitively play with concepts and ideas? 		
<input checked="" type="checkbox"/>	<p>Customer Service Skills <i>Commits to meeting the expectations and requirements of internal and external customers; acts with customers in mind; values importance of providing high-quality customer service</i></p> <p>Note: WaynePM utilizes the term <i>Customer Focus</i></p>	<p>Non-Academic, Non-Represented and Represented by Staff and P&A</p> <p>Included in TCWs Special Skills found in the Online Hiring System and in the WaynePM (formerly WayneLEADS) performance appraisal system</p>	<ul style="list-style-type: none"> • Strategically plans ways to demonstrate superior customer service • Interacts regularly with customers to gain feedback and to ascertain ways to improve services • Establishes and nurtures relationships with customers, regularly inviting feedback and suggestions • Acts with customers in mind and considers customer service of paramount importance • Consistently exceeds customer expectations • Proactively identifies customer issues and quickly and effectively resolves customers' problems
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Describe a time when you had to adjust your schedule or workload to ensure that you could meet a customer's needs. How did you meet these responsibilities? • Explain a time when you were NOT able to respond to a customer as quickly as promised. What led to this outcome? How did you handle the situation? • Describe a time when you worked with a difficult customer. In what way was the customer difficult? How did you respond to the customer? How did the customer respond to you? What might you do differently next time? • Describe a situation in which you anticipated, identified, and met a customer's needs. How did you proactively know about the customer's need? • Tell me about a situation in which you received either positive or negative feedback from a customer. Why does this particular example stick out in your mind? What did you do with that feedback? 			
<input type="checkbox"/>	<p>Dealing with Change <i>Maintains performance with</i></p>	<p>Non-Academic, Non-Represented</p>	<ul style="list-style-type: none"> • Anticipates impact of change, and directs self and others in smoothly shifting gears • Uses ingenuity in dealing with ambiguous situations, and helps others to cope

<p><i>changing circumstances; handles stress; moves into action without having the total picture; tolerates uncertainty</i></p>	<p>Included in the WaynePM (formerly WayneLEADS) performance appraisal system</p>	<p>effectively</p> <ul style="list-style-type: none"> • Thrives on situations involving risk and uncertainty
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Tell me about the most difficult change you had to make in your professional career. How did you manage the change? • Describe a time when you felt that a planned change was inappropriate. What did you do? What were the results? • Describe a change effort you were involved in. What was your role? What helped you to achieve your goals? What would have helped you to be even more successful? • Give an example of a time when you helped a direct report or other person in the organization accept change. What were the change/transition skills you used to help the individual move forward? 		
<p><input type="checkbox"/> Dependability <i>Follows through on assignments; prompt in completing tasks</i></p>	<p>Non-Academic, Represented by Staff and P&A Included in Staff and P&A's performance planning and development annual review form</p>	<ul style="list-style-type: none"> • Attendance and punctuality meets the requirements of WSU policy and collective bargaining agreement (disregarding FMLA-protected absence) • Reliable • Meets established schedules and deadlines • Demonstrates commitment to department and University goals • Attends to detail • Follows up on progress of work • Follows instructions and appropriate procedures • Fulfills responsibilities • Maintains confidentiality as appropriate
<p>Interview Questions:</p> <ul style="list-style-type: none"> • We've all missed a deadline in the past. Describe a time when you missed one. What happened? What did you learn from it? • Describe a time when your dependability earned you recognition or praise. 		

	<ul style="list-style-type: none"> • Tell me about something you started but couldn't finish. 		
<input type="checkbox"/>	<p>Financial Skills</p> <p><i>Operating within budget; preparing, maintaining and overseeing financial transactions in accordance to Wayne State University policy and procedure</i></p> <p>Note: Entitled <i>Fiscal Management</i> in Staff and P&As Performance Planning and Document Annual Review Form</p>	<p>Non-Academic, Non-Represented</p> <p>Included in TCWs Special Skills found in the Online Hiring System</p>	<ul style="list-style-type: none"> • Negotiate contracts with vendors or suppliers • Prepare financial reports and statements • Forecast budgets • Audit financial data • Prepare and/or maintain and operate within budget • Exhibit planning, flexibility and responsibility given budgetary constraints • Prepare, record, analyze, monitor, develop, correct, and/or approve transactions • Budgets and proposals are in compliance with established policy and procedure • Monitor expenditures • Process cash receipts or reconcile banking statements • Process employee deductions, time entry or other payroll transactions
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Tell me about a time when you implemented plans to significantly improve the financial transactions or budgeting process. What prompted you to explore that opportunity? What was the result? • Describe a situation when you encountered a challenge to balance a budget in light of resource constraints. What did you do to resolve it? What was the outcome? • In what way has your previous experiences required you to process or monitor financial transactions? Can you describe a specific example of when you achieved success in this arena? What led to your success? 			

<input type="checkbox"/>	<p>Human Relations</p> <p><i>Relates well to a variety of people, builds rapport and relationships</i></p> <p><i>See also Interpersonal Skills</i></p>	<p>Non-Academic, Represented by Staff and P&A</p> <p>Included in Staff and P&A's performance planning and development annual review form</p>	<ul style="list-style-type: none"> • Interacts effectively and maintains positive relationships with peers, subordinates and customers • Builds teamwork • Motivates and inspires others • Cooperates with persons outside the department • Willingly accepts instructions and assignments • Assists others to accomplish work objectives • Develops confidence • Uses positive reinforcement • Treats people with respect
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Tell me about a time when you worked with someone who had a different working style than you. Describe your styles and how they were different. How did you handle the situation? • Describe a job in which working relationships were key to your success. How did you build the relationships you needed? 			
<input type="checkbox"/>	<p>Initiative</p> <p><i>Takes action to achieve goals beyond what is expected; drives to bring issues to a successful closure; self-starter</i></p>	<p>Non-Academic, Non-Represented and Represented by Staff and P&A</p> <p>Included in TCWs Special Skills found in the Online Hiring System, in the WaynePM (formerly WayneLEADS) performance appraisal system and in Staff and</p>	<ul style="list-style-type: none"> • Volunteers readily • Undertakes self-development activities • Seeks increased responsibilities • Takes independent actions and calculated risks • Looks for and takes advantage of opportunities • Asks for and offers help when needed • Sets and achieves challenging goals • Demonstrates persistence and overcomes obstacles • Requires much less support than most other

		<p>P&A's performance planning and development annual review form</p>	<p>people or groups</p> <ul style="list-style-type: none"> • Needs little unplanned guidance or help • Independent • Self-motivated • Self-starter • When bringing problems to leadership, brings solutions
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Tell me about a time when you initiated a procedural change on your own. What did you do? How did you present these changes to your supervisor? What was the outcome? • Give a specific example in which you were asked to complete an assignment where there would be very little supervision. How did you feel? What was the outcome? How was it received by your supervisor and others affected? • Tell me about a time when your quick response to a problem or situation made a difference. What happened? • Describe a time when you changed the way your unit/department/group operated. What prompted you to make these changes? What was the result? 			
<input type="checkbox"/>	<p>Innovation</p> <p><i>Resourceful to deviate from the routine; develops and implements new methods, procedures solutions, concepts, designs and or applications; demonstrates imagination and originality; makes innovative contributions</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in TCWs Special Skills found in the Online Hiring System and in the WaynePM (formerly WayneLEADS) performance appraisal system</p>	<ul style="list-style-type: none"> • Synthesizes complex or diverse information • Collects and researches data • Uses intuition and experience to complement data and solve problems • Designs work flows and procedures • Translates concepts and information into images • Displays original thinking and creativity • Uses feedback to modify designs • Displays original thinking and generates creative solutions • Is seen as bringing out the best in others in brainstorming sessions or one-on-one • Is unafraid to use unorthodox methods • Thinks creatively and implements solutions for everyday problems

<p>Note: This competency is entitled <i>Creativity & Innovation</i> in WayneLEADS</p>		<ul style="list-style-type: none"> • Strives to continually improve own processes and areas of business • Implements new progressive programs/processes • Identifies gaps against best practice (nationally and internationally) • Puts forward proposals and develops strategic implementation plans to introduce new and improved ways of operating
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Give an example of an effective/innovative solution you created to solve a problem. What prompted the need for it? What was the outcome? • Describe a problem you had to deal with. How did you go about collecting information to solve the problem and how did you establish a problem solving model? • What are the steps you've taken for a project that requires collection of systematic data and risk management for analysing its performance? • What are the steps you take to anticipate risks and resolve issues? 		
<p><input type="checkbox"/> Interpersonal Skills</p> <p><i>Understands and adapts to the different working styles, personalities and cultural backgrounds of the people s/he works with; is attentive to others' needs</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in TCWs Special Skills found in the Online Hiring System</p>	<ul style="list-style-type: none"> • Able to deal with frequent change, delays or unexpected events • Accepts responsibility for own actions • Adapts to changes in the work environment • Applies techniques for influencing without authority • Approaches others in a tactful manner • Changes approach or method to best the situation • Follows instructions, responds to management direction • Reacts well under pressure • Shares expertise with others • Treats others with respect and consideration regardless of their status or position
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Describe a situation in which you developed an effective win/win relationship with a customer or stakeholder. How did you go about building the relationship? What led to 		

	<p>your success?</p> <ul style="list-style-type: none"> • Tell me about the most difficult or frustrating person that you've ever had to work with. What did you do to improve your relationship? What was the outcome? • Can you tell me about a time when you had to reach a compromise or guide others to a compromise? What happened? 		
<input type="checkbox"/>	<p>Job/Functional Skills</p> <p><i>Has the functional and technical knowledge and skills to do the job at a satisfactory level of accomplishment</i></p> <p>Note: This competency is entitled <i>Job/Organizational Knowledge</i> in the Staff and P&A's Performance Planning and Development Annual Review Form</p>	<p>Non-Academic, Non-Represented and Represented by Staff and P&A</p> <p>Included in the WaynePM (formerly WayneLEADS) performance appraisal system and in Staff and P&A's performance planning and development annual review form</p>	<ul style="list-style-type: none"> • Demonstrates appropriate level of knowledge in specific field or discipline and ability to apply technical and procedural knowledge • Possesses an understanding of facts and information • related to assignments, including department and University policies • Maintains technical competence; demonstrates an active interest in enhancing current skills and learning new ones • Selects, combines or invents appropriate tools or technology for tasks • Improves or redesigns processes, tools or technologies • Is sought out by others for technical expertise and knowledge • Shares expertise with others, teaching skills and explaining concepts
	<p>Interview Questions:</p> <ul style="list-style-type: none"> • What, specifically, have you done to remain up to date on higher education issues? Describe any courses, reading, seminars, etc. What have you learned? How has this impacted your success on the job? • Tell me how you keep your job knowledge current with the ongoing changes in the industry. • Share a time when used your technical skills to approach a problem in a new and better way. What happened? What was the outcome? 		
<input type="checkbox"/>	<p>Office Procedure Skills</p>	<p>Non-Academic, Non-Represented</p>	<ul style="list-style-type: none"> • Coordinates events involving multiple parties and travel arrangements and itineraries • Handled multiple tasks with interruption

<p><i>Effective administrative skills to ensure smooth workplace procedures</i></p>	<p>Included in TCWs Special Skills found in the Online Hiring System</p>	<ul style="list-style-type: none"> • Maintains calendar and schedule meetings • Orders and maintains inventory of office supplies • Performs work tasks systematically and consistently and with close attention to detail • Processes and maintains recordkeeping or filing system • Sets daily priorities on workflow • Uses research tools to resolve customer complaints • Demonstrates accuracy and thoroughness
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Tell me how you organize your work and schedule your time. What have you done to be more efficient in the process? • Describe a time when you missed a deadline. What did you do to learn from it? • Share an example of an office improvement you made. What prompted it? What was the result? 		
<p><input type="checkbox"/> Personal Credibility <i>Is widely trusted; is seen as a direct, truthful individual; presents truthful information in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent himself or herself for personal gain</i></p>	<p>Non-Academic, Non-Represented Included in the WaynePM (formerly WayneLEADS) performance appraisal system</p>	<ul style="list-style-type: none"> • Widely trusted and seen as direct, truthful and ethical • Presents truthful information in an appropriate and helpful manner • Respected for knowledge and the relationships he/she builds with others • Known for keeping the confidences of others • Keeps commitments and follows through on tasks • Makes decisions based on what it is best for the organization rather than on personal gain
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Tell me about a time when you were asked to represent your organization in a public 		

	<p>setting (i.e., customer interaction, community event, interview, etc.).</p> <ul style="list-style-type: none"> • There is sometimes a trade-off between quality and quantity of our work product. Please describe a time when you had to meet a quick deadline, yet deliver high quality output. How did you manage this? What did you do? • Describe a situation in which you were asked to make a promise you weren't sure you could keep. What happened? What did you do? What was the outcome? Is there anything you would do differently? 		
<input type="checkbox"/>	<p>Planning/ Organizing Skills</p> <p><i>Determines short term objectives and action steps for achieving them</i></p>	<p>Non-Academic, Non-Represented and Represented by Staff and P&A</p> <p>Included in TCWs Special Skills found in the Online Hiring System and in Staff and P&A's performance planning and development annual review form</p>	<ul style="list-style-type: none"> • Defines short and long range objectives/goals and procedures • Develops strategies to achieve organizational goals; establishes priorities • Organizes or schedules other people and their tasks; arranges work schedules; delegates work • Effectively uses resources • Completes projects on time and on budget • Anticipates problems • Follows up to ensure work is completed • Prioritizes and plans work activities; adapts to changing conditions • Communicates changes and progress
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Tell me how you determined priorities in your last position. What helped you most? • Describe a time when a project you were coordinating was stalled. What happened? How did you get things back on track? • We've all had to adjust a plan or project because of unforeseen circumstances. Tell me about a time when this happened to you. 			
<input type="checkbox"/>	<p>Problem Solving Skills</p> <p><i>Ability to identify, analyze and solve a problem in support of personal, group, department or</i></p>	<p>Non-Academic, Non-Represented and Represented by Staff and P&A</p> <p>Included in TCWs Special Skills found in the Online Hiring System and in Staff</p>	<ul style="list-style-type: none"> • Identifies and resolves problems in a timely manner • Gathers and analyzes information skillfully • Asks for input and provides information and feedback in a timely manner • Works well in group problem solving situations • Uses reason even when dealing with emotional topics

<p><i>organization objectives</i></p> <p>Note: This competency is entitled <i>Problem Analysis & Decision Making</i> in the Staff and P&A's Performance Planning and Development Annual Review Form</p>	<p>and P&A's performance planning and development annual review form</p>	<ul style="list-style-type: none"> • Meets challenges with resourcefulness • Generates suggestions for improving work • Develops alternative approaches and ideas • Presents ideas and information in a manner that gets others' attention • Develops sound, practical and workable solutions • Recognizes when a decision is necessary; willing to make necessary and immediate decisions given incomplete information
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Describe a recent problem you were asked to solve. What did you do? What alternatives did you consider? How did you choose among them? • Please share an example of an innovative idea or concept you used to solve a problem that had a positive impact on the organization. • Tell me about a decision you made in which you had to consider serious risks. How did you go about determining the impact of those risks? 		
<p><input type="checkbox"/> Productivity/ Accomplishment</p> <p><i>Demonstrates initiative and resourcefulness to achieve desired goals and objectives. Strives for excellence.</i></p>	<p>Non-Academic, Represented by Staff and P&A</p> <p>Included in Staff and P&A's performance planning and development annual review form</p>	<ul style="list-style-type: none"> • Performs work that is accurate and thorough • Work is performed at the speed required • Output is consistently at an acceptable level
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Give me a specific example of a time when you did not meet a deadline. How did you handle it? • Using a specific example of a project, tell me how you kept those involved informed of the progress. • Are you better at working on many things at the same time or are you better at working on and getting results on a few specific things at one time? Please describe a situation 		

that illustrates your answer.			
<input type="checkbox"/>	<p>Professional Development</p> <p><i>Embraces continuous learning and renewal. Has an affinity for discovering new ideas, experimenting to learn and acquiring knowledge</i></p>	<p>Non-Academic, Represented by Staff and P&A</p> <p>Included in Staff and P&A's performance planning and development annual review form</p>	<ul style="list-style-type: none"> • Learns appropriate work related skills and procedures • Works to develop professionally • Growing in professional skills and knowledge
<p>Interview Questions:</p> <ul style="list-style-type: none"> • What have you done to ensure that you stay current on issues that affect your work? • Tell me about a time when you sought out feedback to improve your performance. What did you change as a result? • What have you done recently to improve yourself in your profession? 			
<input type="checkbox"/>	<p>Quality of Work</p> <p><i>Consistently takes action to improve work processes, maintain attention to detail and is committed to high standards of work product</i></p>	<p>Non-Academic, Represented by Staff and P&A</p> <p>Included in Staff and P&A's performance planning and development annual review form</p>	<ul style="list-style-type: none"> • Delivers quality results in a timely and efficient manger • Work produced is accurate and thorough
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Think of a time when you delivered a quality product even though you were extremely busy. How did you ensure a quality outcome? • Describe a situation when the quality of work you completed wasn't of the quality standard that you normally provide. What happened? What did you learn? • In some roles it can be very easy to make errors. Tell me about some of things you have done in your current role to keep your error rate down. 			

<input type="checkbox"/>	<p>Reliability</p> <p><i>Can be counted upon; is dependable</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in TCWs Special Skills found in the Online Hiring System</p>	<ul style="list-style-type: none"> • Arrives at meetings and appointments on time • Completes tasks on time or notifies appropriate person with an alternate plan • Ensures work responsibilities are covered when absent • Follows through on commitments • Consistently at work and on time
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Describe a time when your reliability or dependability earned you recognition or praise. • Tell me about something you started but couldn't finish. What happened? What did you do? • Share a time when you had to miss work. What did you do to keep things moving in your absence? 			
<input type="checkbox"/>	<p>Teamwork and Team Building</p> <p><i>Effectively works toward common goals by supporting, encouraging and sharing information with colleagues</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in TCWs Special Skills found in the Online Hiring System and in the WaynePM (formerly WayneLEADS) performance appraisal system</p>	<ul style="list-style-type: none"> • Responds and relates well to people in all positions • Is seen as a team player; cooperative • Looks for common ground; solves problems for the good of all • Encourages collaboration and seeks feedback • Represents own interests but also is open and fair to those of others • Demonstrates respect for others
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Tell me about a time when you felt uncomfortable sharing your point of view with team members. What happened? What did do you do? What did you learn? • Describe an example of when you were a member of a team assigned to a project or task. What was your role in the team? Did the team accomplish its task? If so, why? If not, why? • Give an example of when you had to organize a team in order to achieve a goal. What process did you use to select team members? How did you tackle the work? 			
<input type="checkbox"/>	<p>Time Management</p>	<p>Non-Academic, Non-Represented</p>	<ul style="list-style-type: none"> • Accurately scopes out length and difficulty of tasks and projects

Non-Academic Hiring Guide

<p><i>Achieves work priorities by prioritizing tasks; develops strategies to achieve goals in the timeframe in which they're required</i></p>	<p>Included in the WaynePM (formerly WayneLEADS) performance appraisal system</p>	<ul style="list-style-type: none"> • Breaks down work into process steps • Develops schedules for the completion of tasks • Realistically estimates time and resource requirements on projects • Anticipates and adjusts for problems and roadblocks • Effectively shifts priorities and multi-tasks on projects • Consistently meets deadlines
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Describe a time when you juggled multiple priorities and were recognized for successfully managing your time. What did you do to ensure that you met deadlines? • Share an instance in which you were unable to meet a deadline. What happened? What did you learn? • Give an example of how you would begin the planning process for a typical day. What do you do to help you stay on track of priorities? 		

Additional Manager/Leadership Competencies

	Competency	WSU Audience	Key Behavioral Indicators
<input type="checkbox"/>	<p>Affirmative Action & EEO Compliance</p> <p><i>Meets affirmative action responsibilities</i></p>	<p>Non-Academic, Represented by Staff and P&A</p> <p>Included in Staff and P&A's performance planning and development annual review form</p>	<ul style="list-style-type: none"> • Monitor unit employment practices to support University efforts in meeting diversity goals • Ensure compliance with the law and University policy • Support, enforce and adhere to the University's policies for non-discrimination and a harassment-free workplace
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Tell me about a time when you had to establish a system to ensure compliance with policies in your area of responsibility. What did you do? 			

	Competency	WSU Audience	Key Behavioral Indicators
	<ul style="list-style-type: none"> Share an example of a time when you had to go against policy to accomplish a goal. What happened? What was the result? 		
<input type="checkbox"/>	<p>Accountability/ Managerial Courage</p> <p><i>Accepts responsibility for one's actions and encourages the same in others; tactfully shares feedback in a way that it can be heard while keeping ownership task firmly in its rightful place; unafraid to have difficult conversations</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in the WaynePM (formerly WayneLEADS) performance appraisal system</p>	<ul style="list-style-type: none"> Provides current, direct, complete and actionable feedback for others to reinforce positive behaviors or to correct behaviors for continuous improvement Let's people know where they stand Faces up to people problems in any situation quickly and directly Is comfortable taking negative action when necessary Takes personal responsibility for action and encourages others to do the same Doesn't hold back on anything that needs to be said; shares feedback in a manner in which it can best be heard
<p>Interview Questions:</p> <ul style="list-style-type: none"> Tell me about a time when you to provide immediate constructive feedback to a peer, coworker, team member or direct report. How did you handle it? What was the outcome? Share an example of a time when you had to step in and take over a project or task to assure it would be completed on time as planned. What were the circumstances and was the outcome? Describe the most challenging managerial action you have had to take. What was involved and how did it turn out? 			
<input type="checkbox"/>	<p>Delegating Work</p> <p><i>Able to make full and best use of subordinate while providing appropriate support</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in TCWs Special Skills found in the Online Hiring System</p>	<ul style="list-style-type: none"> Sets clear work unit policies and procedures Manages workflow and adjusts when necessary Provides adequate resources and time Assesses priorities and communicates to staff Clarifies where work is heading and why it

	Competency	WSU Audience	Key Behavioral Indicators
			<p>matters</p> <ul style="list-style-type: none"> Includes appropriate people in the decision making process
<input type="checkbox"/>	<p>Developing Direct Reports</p> <p><i>Creates an environment that fosters learning, growth and development.</i></p> <p>Note: This competency is entitled <i>Supervision & Development of Employees</i> in the Staff and P&A's Performance Planning and Development Annual Review Form</p>	<p>Non-Academic, Non-Represented and Represented by Staff and P&A</p> <p>Included in the WaynePM (formerly WayneLEADS) performance appraisal system and in Staff and P&A's performance planning and development annual review form</p>	<ul style="list-style-type: none"> Is a people builder; considers him/herself in a position of responsibility for the advancement of others Identifies potential in others; looks for new ways to creatively challenge others Provides development tasks and challenging assignments Considers the career goals of direct reports and is intentional regarding providing development opportunities Works jointly with others to help them construct personal development plans; provides guidance, support and follow up on plan Encourages direct reports to accept development opportunities; removes obstacles for employees to attend training courses or participate in development activities Provides feedback and coaching
	<p>Interview Questions:</p> <ul style="list-style-type: none"> What do you do to provide a stimulating and challenging environment which 		

	Competency	WSU Audience	Key Behavioral Indicators
	<p>encourages employees to grow and develop? Provide several examples.</p> <ul style="list-style-type: none"> • How often do you have development discussions with your employees? Describe the last conversation. How did you prepare? What could you have done differently and why? • Describe the number one development needs of one of your direct reports. What was the development? What did you do to coach him/her to develop in this area? What improvements have taken place? 		
<input type="checkbox"/>	<p>Fiscal Management</p> <p><i>Devise final strategies to maintain budgetary compliance; assess financial implications of decisions and actions and balance data analysis with judgment about what's best for the organization</i></p>	<p>Non-Academic, Represented by Staff and P&A</p> <p>Included in Staff and P&A's performance planning and development annual review form</p>	<ul style="list-style-type: none"> • Prepare and/or maintain budget • Operate within budget by controlling costs and keeping within prescribed limits; assume responsibility for fiscal planning, monitoring and adjustment in light of constraints • Record, analyze, monitor, develop, correct and/or approve transactions, budgets, and proposals in compliance with established policy and procedure
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Tell me about a challenging financial decision you had to make to adapt to a budget constraint. What occurred? What was the outcome? • Give me an example of when you've successfully reduced costs in your team or department. What did you do? What was the result? In what way were you recognized? • Can you describe a time when you used financial data to identify key business planning issues or concerns? What happened? What was the result? 			
<input type="checkbox"/>	<p>Managing Staff Performance</p> <p><i>Instills in others a desire to achieve challenging objectives; establishes clear direction and</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in TCWs Special Skills found in the Online Hiring System</p>	<ul style="list-style-type: none"> • Trains, guides and assists employees • Appraises and reviews performance in a timely, fair and appropriate manner; provides regular performance feedback • Motives employees to perform effectively • Recognizes staff accomplishments • Encourages employee development • Maintains appropriate standards of

	Competency	WSU Audience	Key Behavioral Indicators
	<p><i>priorities aligned with the strategic initiatives of the organization; clarifies roles and responsibilities</i></p> <p>Note: A related competency is entitled <i>Supervision & Development of Employees</i> in the Staff and P&A's Performance Planning and Development Annual Review Form</p>		<p>performance</p> <ul style="list-style-type: none"> Resolves employee related problems and issues in a timely and effective manner; writes and communicates work improvement plans Provides coaching and counseling
	<p>Interview Questions:</p> <ul style="list-style-type: none"> How do people view you as a manager? Share an example of a feedback you've received from direct reports to support this. Describe a success you've had as a manager. What did you do? What was the outcome? Now please describe a failure you've had as a manager. What happened? What was the result? What would you do differently in retrospect? Share an example when you had to initiate a difficult conversation with an employee about his/her performance. What did you do? What happened as a result? Is there anything you would change in your approach next time? 		
<input type="checkbox"/>	<p>Leadership</p> <p><i>Links vision to goals/objectives, influences others, models the way and is a source for</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in TCWs Special Skills found in the Online Hiring System and</p>	<ul style="list-style-type: none"> Creates a climate in which people want to do their best Inspires and motivates others; builds commitment and overcomes resistance from others Influences others to follow a common goal Is forward thinking; creates vision and strategy aligned with the needs of the

	Competency	WSU Audience	Key Behavioral Indicators
	<p><i>encouragement. Actively seeks positive change for the organization.</i></p> <p>Note: This competency is entitled <i>Organizational Leadership</i> in TCWs Special Skills found in the Online Hiring System</p>	<p>the WaynePM (formerly WayneLEADS) performance appraisal system</p>	<p>organization and that capitalizes upon internal and external opportunities</p> <ul style="list-style-type: none"> • Is a good role model • Displays willingness to make decisions; solicits and applies internal and external stakeholder feedback • Relates work tasks to key organizational objectives/vision • Exhibits sound and accurate judgment; supports and explains reasons for decisions when appropriate • Prepares and supports those affected by change • Makes each individual feel his/her work is important
<p>Interview Questions:</p> <ul style="list-style-type: none"> • Think of a time when you acted as a role model for others. Why did they consider a role model? How did you influence others? • Tell me about a time when you were able to influence a co-worker, team member or management to implement your suggestion. Were you successful? Why or why not? • What qualities do high performing leaders possess? Share an example or two of how you demonstrated one or more of these. What did you do? What was the result? 			
<input type="checkbox"/>	<p>Strategic Agility</p> <p><i>Ability to establish a course of action to accomplish a long-range goal or vision; anticipates future consequences and trends; recognizes strategic</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in the WaynePM (formerly WayneLEADS) performance appraisal system</p>	<ul style="list-style-type: none"> • Recognizes strategic opportunities for change • Sees ahead clearly • Accurately assesses the value of creative ideas and suggestions • Can plan and operationalize ideas • Has a well-rounded perspective • Anticipates future consequences and trends accurately • Articulate visions of possibilities and likelihoods

	Competency	WSU Audience	Key Behavioral Indicators
	<i>opportunities for change</i>		
	<p>Interview Questions:</p> <ul style="list-style-type: none"> In your current position, how do your responsibilities play a part in your department and organization in meeting its strategic goals? What changes have you adopted to ensure that you're meeting the needs of those you serve? Describe a time when you communicated your organization's vision to employees in an effort to help them understand the reason for goals and objectives set by your department. How did you craft and share this message? Give an example of a time when you engaged others in a strategic planning process. What did you do? What was the result? 		
<input type="checkbox"/>	<p>Timely Decision Making</p> <p><i>Makes decisions in a timely manner by selecting approaches based upon available information and strategic objectives and perceiving the impact and implications of the decision made</i></p>	<p>Non-Academic, Non-Represented</p> <p>Included in the WaynePM (formerly WayneLEADS) performance appraisal system</p>	<ul style="list-style-type: none"> Makes timely decisions, given the necessary information or even with incomplete information Will make a quick decision when required Quickly sizes up multiple situations and complex problems Thinks well on his/her feet
	<p>Interview Questions:</p> <ul style="list-style-type: none"> Tell me about a time when you had a difficult or complex problem to solve. How did you organize the information you had available? How did you gather more information? Was your decision/solution effective? Why or why not? Was it made by the deadline in which it is required? Give an example of a time when you failed to make an effective decision. What happened? What did you do, if anything, when you realized the problem? Describe a situation when you firmly believed in your point of view but agreed to a different solution to accommodate others in your department. Why did you agree? What was the outcome? What if anything would you do differently next time? 		

It All Starts with the Job Description

A job description is generally a potential candidate's first impression of the university and the job opportunity. It serves as an important risk management tool that affects recruiting, performance management and employee development. The job description should be designed to provide an accurate description of the position. Outlining the necessary steps for both existing and newly created jobs simplifies this process.

TCW has a list of represented job descriptions to review on their website. However, if you need assistance in writing a non-academic, non-represented job description, please click on the link below. Also note that all newly created job descriptions must be approved by TCW.

Best Practices...

- Request TCW's assistance in creating a job description.
- Determine the title of the position.
- Accurately describe the essential functions of the job.
- Be precise about what the job entails.
- Indicate who the person will work with (i.e., team, departments and individuals).
- Determine the educational requirements and KSAO's necessary.
- Complete the Job Description Development Tool in the Resource Portal.

Seeing the Best Practices in Action...

So you've decided that you need to increase your staff. You've worked with TCW and it's been agreed upon that this would be a newly created non-represented position which requires a new job description.

You now have the responsibility for writing the content of the job description based on your department/unit needs. So where do you begin?

TCW Resources

[Non-Academic, Non-Represented
Job Description Template](#)

[Job Description Development Tools](#)

[Represented Job Descriptions](#)

For job evaluation of clerical & professional union positions, refer to the appropriate WSU Position Questionnaire:

[Administrative/Professional](#)

[Clerical/Technical](#)

[IT Professionals](#)

First, refer to the **Job Description Development Tool** to ensure that you complete all of the sections necessary and capture the required information. While writing, refer to the **Job Description Compendium** to help you effectively communicate the KSAO's necessary for the job. Another tool to help with this process is WSU's **Competency Dictionary**.

What's in it for Me?

You're building a platform that can systematically carry you and your hiring team throughout the entire hiring processes. The effort you've put into creating an effective job description will ultimately aid you in selecting the best qualified candidate.

Using TCW to "Clarify Position Requirements"...

While TCW will perform the actual job analysis, several thought-starters are available to help you with initial preparations. Giving strong consideration to what's required for any position will pay dividends later in terms of a laser-focused job search and a foundation for all performance conversations that follow.

Clarifying Position Requirements

In Partnership with TCW

Introduction

A job analysis involves examining the tasks necessary to perform the job and forming the basis from which the job description is written or revised. While this can be done for any represented or non-represented position, all represented job descriptions require union input prior to modification. For any non-academic position, the job analysis is conducted by Total Compensation and Wellness (TCW).

The thought-starters shared below can help a Hiring Manager clarify their expectations for the position and prepare for a conversation with TCW. This input can complement TCW's existing job analysis tools:

Represented Position Questionnaires:

Used to modify an existing job description for a non-academic, represented position that is:

- [Administrative/Professional](#)
- [Clerical/Technical](#)
- [IT Professional](#)

Reviewing the current list of [Represented Job Descriptions](#) is the first step. This includes any roles that are comparable to the position.

Non-Represented Job Description Development Tools:

Used to create or modify a job description for non-academic, non-represented positions:

- [Non-Academic, Non-Represented Job Description Template](#)
- [Job Description Development Tool](#)
- [Job Description Compendium](#)

Job Analysis Thought Starters

For existing positions, it is helpful to ask individuals who are currently performing the role for their input. They may see things not visible to others and can capture an accurate picture of what is happening now. Comparing their responses to their manager's expectations helps to clarify what is required for success in the position.

Agreed-upon, defined expectations are needed to devise an accurate job description and are also used for:

- Job requisition, posting and candidate selection
- New hire orientation
- Employee training
- Performance management



Job Description Template for Non-Academic, Non-Represented Classifications

TITLE Click here to enter text.		DATE Click here to enter a date.
ECLASS Click here to enter text.	EEO Click here to enter text.	PCLASS Click here to enter text.
GROUP Choose an item.	SALARY BAND Choose an item.	FLSA Choose an item.

JOB PURPOSE

Click here to enter text. *Describe in 1 to 3 sentences the primary purpose of the job (i.e., why the job exists), the general nature of the work, and where the job fits within the organization (i.e., what S/C/Div).*

ESSENTIAL FUNCTIONS (Begin with most important at top)

Click here to enter text. *Describe 6 to 8 essential job functions or responsibilities that are performed as part of the position. Begin statement with an action verb. Be succinct.*

WORK CONTEXT

This grid characterizes the position scope.

Job Reports to	Choose an item.
Leadership Accountability	Choose an item.
Supervisory Accountability	Choose an item.
Organizational Accountability	Choose an item.
Financial Accountability	Choose an item.
Customer Accountability	Choose an item.
Freedom to Act	Choose an item.

MINIMUM QUALIFICATIONS

Education: Choose an item.

Click here to enter text. **Add a paragraph that states in short sentences: the type of degree; the area of study or major; any required certifications and any required technical knowledge. You may add preferred educational qualifications.**

Experience: Choose an item.

Click here to enter text. **Add a paragraph that states in short sentences: the minimum years of specific experience; prior job title or occupational experience and prior specific functional responsibilities. You may add preferred experience.**

KNOWLEDGE, SKILLS AND ABILITIES

Click here to enter text. **Describe job specific skills or abilities that are expected of an experienced, competent, and fully effective employees. Use CAPTIONS (e.g. ANALYTICAL SKILLS) and phrases like, "Ability to...", "Knowledge of ...", "Skilled in...", etc.**



Job Description Compendium

Version 2.0 (11/25/09)

--- Tools for Writing Job Descriptions ---

Section I Action Verbs

Section II Sample Language

Section III Specific Skills

Section I Action Verbs

--- Sample Action Verbs for Essential Function Statements

Accounts	Computes	Drives	Innovates	Plans	Schedules
Acquires	Condenses	Dumps	Inspects	Posts	Scores
Adapts	Confers	Duplicates	Installs	Predicts	Screens
Adjusts	Confirms	Edits	Instructs	Prescribes	Seals
Administer	Consolidate	Elaborates	Interprets	Presents	Searches
Adopts	Constructs	Elects	Interviews	Preserves	Selects
Advises	Consults	Eliminates	Inventories	Prevents	Sells
Advocates	Controls	Employs	Invents	Procures	Sends
Allocates	Converts	Encourages	Investigates	Produces	Serves
Allots	Conveys	Endorses	Issues	Programs	Services
Alters	Coordinates	Enlists	Itemizes	Promotes	Smells
Amuses	Copies	Enters	Joins	Proofreads	Solicits
Analyzes	Corrects	Entertains	Judges	Proposes	Solves
Answers	Correlates	Escorts	Justifies	Pulls	Sorts
Applies	Corresponds	Estimates	Leads	Purchases	Stacks
Appoints	Counsels	Evaluates	Lifts	Pushes	Stores
Appraises	Counts	Examines	Loads	Quantifies	Studies
Approves	Creates	Exchanges	Locates	Questions	Submits
Arbitrates	Debates	Exercises	Lubricates	Ranks	Summarizes
Arranges	Decides	Exhibits	Manages	Rates	Supplies
Assembles	Defends	Experiments	Manipulates	Reaps	Surveys
Assesses	Defines	Explains	Manufactures	Rebuilds	Synthesizes
Assigns	Delegates	Extracts	Matches	Recommends	Systematizes
Audits	Deliberates	Fabricates	Measures	Reconciles	Tabulates
Authorizes	Delivers	Fastens	Mediates	Records	Teaches
Awards	Demonstrates	Feeds	Mends	Reduces	Tends
Balances	Describes	Files	Mixes	Refers	Testifies
Bargains	Designates	Forecasts	Modifies	Refines	Tests
Batches	Designs	Formulates	Monitors	Registers	Totals
Budgets	Destroys	Garners	Motivates	Regulates	Traces
Calculates	Detects	Gathers	Moves	Reinforces	Trades
Calibrates	Determines	Gauges	Negotiates	Rejects	Trains
Carries	Develops	Generates	Notifies	Releases	Transacts
Categorize	Devises	Governs	Nullifies	Remits	Transcribes
Certifies	Diagnoses	Grades	Observes	Repairs	Transfers
Checks	Digs	Guards	Obtains	Replaces	Translates
Circulates	Directs	Guides	Opens	Reports	Transmits
Classifies	Disburses	Hauls	Operates	Represents	Treats
Cleans	Disciplines	Hires	Organizes	Rescinds	Turns
Climbs	Discovers	Hypothesizes	Originates	Rescues	Tutors
Coaches	Discusses	Identifies	Outlines	Researches	Types
Codes	Dismantles	Illustrates	Overhauls	Resolves	Updates
Collaborates	Dispatches	Implement	Oversees	Retrieves	Ushers

Section II Sample Language

--- On-line Resource for Writing Job Descriptions

The US Department of Labor maintains a website which has detailed information on key occupations (tasks, activities, tools, skills, qualifications, etc.).

Log onto <http://www.acinet.org/acinet/jobwriter/default.aspx>

1. Go to step 1 – *Get Started*
2. Enter keyword (i.e., your occupation or job title)
3. From display, pick specific job title that matches best
4. Got to step 3 – *Tasks & Activities*
5. At Tasks screen, select all tasks
6. Go to step 7 – *Job Description Writer*
7. Save to Word (add your filename) – this option is at bottom of screen
8. Then open Word document
9. Edit as needed.

Section III Specific Skills

--- Sample Language on Specific Skills

Oral Communications

- can apply effective interpersonal skills to provide service
- can effectively present information one-on-one or small group
- can lead meetings or committees
- can listen and get clarification
- can make presentations/speeches
- can negotiate with other parties
- can persuade or influence others
- can remember and recall oral instructions provided by others
- can respond effectively to most sensitive inquiries or complaints.
- can respond to common inquiries and transfer knowledge to others.
- can respond well to questions
- can speak effectively before large groups
- can transmit instructions to others
- speaks clearly in positive or negative situations

Written Communications

- can read and interpret written information
- can remember and recall written instructions provided by others
- can edit documents for accuracy, grammar and spelling
- can read and understand complex text (i.e, regulations or policy)
- writes clearly and informatively (email, memos, letters, reports)
- can present narrative description of numerical data effectively
- can vary writing style to meet audience needs

Computer Techniques

- can navigate through Banner screens
- can use COGNOS for HR or Finance applications
- can enter data into Banner, edit and correct as necessary
- can use EPAF processes accurately
- can enter HRMS information via Web Forms
- can resolve problems related to computer hardware
- can resolve problems related to computer software
- can setup and maintain networks (LAN)
- can setup and maintain servers
- can setup and maintain computer security
- can train other users on computer systems
- can use desktop publishing software

Computer Tools

- can use Microsoft Access (or other database)
- can use Microsoft Excel (or other spreadsheet)
- can use Microsoft Outlook (or other electronic email)
- can use Microsoft Outlook calendar
- can use Microsoft PowerPoint or Project or Visio
- can use Microsoft Word (or other word processing)

Analytical Skills

- analyze accounting, financial or other quantitative data
- analyze financial statements or numerical reports
- record and maintain bookkeeping or quantitative data
- compile statistical data
- produce mathematical computations with accuracy
- review and verify data in hardcopy or electronic format
- detect errors and discrepancies
- reconcile accounting or financial data
- trace or reconstruct transactions

Financial Skills

- monitor expenditures
- Prepares financial transaction forms (IRB, SPA, TEAR)
- process cash receipts or reconcile banking statements
- process employee deductions, time entry or other payroll transactions
- negotiate contracts w/ vendors or suppliers
- prepare financial reports and statements of financial position
- forecast budgets
- audit financial data

Office Procedure Skills

- can coordinate events involving multiple parties
- can coordinate travel arrangements and itineraries
- can handle multiple tasks with interruptions
- can maintain calendar and schedule meetings
- can order and maintain inventory of office supplies
- can perform work tasks systematically and consistently
- can perform work with close attention to detail
- can process and maintain recordkeeping or filing systems
- can set daily priorities on workflow
- can use research tools to resolve customer complaints
- demonstrates accuracy and thoroughness

Business Acumen

- understands objectives and mission of department and work unit
- monitors own work to ensure quality
- conserves organizational resources
- works within approved budget
- develops and implements time and/or cost saving measures
- looks for ways to improve process and quality
- can perform work with concentration and focus
- can work within deadlines and complete work in timely manner

Initiative

- volunteers readily
- undertakes self-development activities
- seeks increased responsibilities
- takes independent actions and calculated risks
- looks for and takes advantage of opportunities
- asks for and offers help when needed
- sets and achieves challenging goals
- demonstrates persistence and overcomes obstacles
- measures self against standard of excellence
- takes calculated risks to accomplish goals
- seeks ways to foster self-development and growth

Innovation

- synthesizes complex or diverse information
- collects and researches data
- uses intuition and experience to complement data
- designs work flows and procedures
- translates concepts and information into images
- displays original thinking and creativity
- uses feedback to modify designs
- displays original thinking and generates creative solutions

Problem-Solving Skills

- identifies and resolves problems in a timely manner
- gathers and analyzes information skillfully
- works well in group problem solving situations
- uses reason even when dealing with emotional topics
- meets challenges with resourcefulness
- generates suggestions for improving work
- develops alternative approaches and ideas
- presents ideas and information in a manner that gets others' attention

Planning/Organizing Skills

- prioritizes and plans work activities; adapts for changing conditions
- communicates changes and progress
- completes administrative tasks correctly and on time
- completes projects on time and budget
- develops realistic action plans
- develops strategies to achieve organizational goals
- manages project team activities
- organizes or schedules other people and their tasks

Reliability

- arrives at meetings and appointments on time
- completes tasks on time or notifies appropriate person with an alternate plan
- ensures work responsibilities are covered when absent
- follows through on commitments
- is consistently at work and on time

Interpersonal Skills

- able to deal with frequent change, delays, or unexpected events
- accepts responsibility for own actions
- adapts to changes in the work environment
- applies techniques for influencing without authority
- approaches others in a tactful manner
- changes approach or method to best fit the situation
- follows instructions, responds to management direction
- reacts well under pressure
- shares expertise with others
- treats others with respect and consideration regardless of their status or position

Cooperation

- applies feedback to improve performance
- balances team and individual responsibilities
- determines in advance how actions by self will impact others
- exhibits objectivity and openness to others' views
- focuses on solving conflict, not blaming
- listens to others without interrupting
- resolves conflict constructively

Customer Service Skills

- has mastery of telephone techniques & etiquette
- exhibits a pleasant, forthcoming demeanor to customers
- responds promptly to customer requests for service and assistance
- responds courteously to requests for service and assistance
- practices follow-up to ensure customer needs are met
- can manage difficult or emotional customer situations

MANAGEMENT SKILLS

Delegating Work

- sets clear work unit policies and procedures
- manages workflow and adjusts when necessary
- provides adequate resources and time
- assesses priorities and communicates to staff
- reacts to successes and failures with a learning orientation
- provides direct help when requested
- clarifies where work is heading and why it matters
- includes appropriate people in decision-making process

Organizational Leadership

- displays willingness to make decisions
- solicits and applies customer feedback (internal and external)
- relates work tasks to key organizational objectives/ vision
- exhibits sound and accurate judgment
- supports and explains reasoning for decisions when appropriate
- provides vision and inspiration to peers and subordinates
- builds commitment and overcomes resistance from others
- prepares and supports those affected by change

Managing Staff Performance

- provides regular performance feedback
- recognizes staff accomplishments
- writes clear performance appraisals for staff
- writes and communicates work improvement plans
- trains staff individually or in groups
- provides coaching and counseling to staff

Team Building

- develops subordinates' skills and encourages growth
- shows respect and sensitivity for cultural differences
- promotes an environment without harassment or undue stress
- includes staff in planning, decision-making, and process improvement
- makes self available to staff
- effectively influences actions and opinions of others
- designs work methods that encourage staff to work cooperatively
- encourages sense of positive affiliation among staff members

Position Questionnaire and Job Audit Process

Introduction

The purpose of this questionnaire is to collect detailed information about the duties and responsibilities of a job as it currently exists. A job audit is the mechanism used to review the duties and responsibilities of an individual position in order to evaluate the job classification. A job audit is appropriate when the duties and responsibilities of a position have changed significantly and substantially either through expanded or reduced responsibilities or through reorganization. The job audit process is not to be used as a way to reward performance.

Completing the Questionnaire

Answers to the questionnaire should be complete and accurate regarding the job responsibilities and duties that are regularly performed as part of your job. All audits are based on the actual duties currently being performed and the level of know-how, problem-solving and accountability associated with those duties. The audit is based on the job functions of the position—not your personal background. Salary, desired position, length of employment, quality of work or proposed work assignments are not considered in a job audit. Your cooperation and thoroughness in providing accurate information is essential so that the position is properly evaluated and classified.

- Consider your normal day-to-day responsibilities. Base your responses on duties and responsibilities that are part of your position under typical conditions, not temporary assignments.
- When indicating the percentage of time you spend on each duty, keep in mind what is performed over a twelve-month period. The percentages you provide do not need to be exact but should reflect what, in your opinion, are the more time consuming part of the position.
- Describe your position as it actually is today, not as it might be in the future or as you think it should be.

Potential Outcomes

Potential outcomes of a job audit or any classification analysis are:

- Determination that the position is classified correctly and that the current role and salary grade are appropriate. Changes in job duties, even if significant, do not automatically require a change in salary grade.
- Determination that the job duties of the position should be classified to a higher role and salary grade.
- Determination that the job duties of the position are best allocated laterally to a different role but in the same salary grade.
- Determination that a position is functioning in a salary grade below its current classification.

PROCEDURE

Job audits are to be requested by an Employee, the Employer or the Union in the form of a memo and submitted to the Classification and Compensation Department. If an Employee is submitting a request, they are to notify the Union directly.

Upon receipt of the audit request memo, the Classification and Compensation Department will send a position questionnaire to the Employee. The Employee is to complete their portion of the position questionnaire within twenty (20) working days of receipt. The supervisor is to review and comment on their portion of the position questionnaire within ten (10) working days of receipt from the Employee (this includes discussion and resolution to significant differences between the Employee's and the supervisor's view of the position) after which, the completed questionnaire is forwarded to the Classification and Compensation Department.

The Classification and Compensation Department will notify the Employee, the supervisor and the Union of all job audit recommendations.

Employees, the Employer and the Union are referred to the appropriate contract for additional information on the Job Audit process.

Clerical/Technical Position Questionnaire



Office Use Only

Clerical/Technical Position Questionnaire

Date Generated: 3/23/2015

Incumbent: Enter incumbent's name **Classification Title:** Enter classification title

Banner ID: 000000000 **Department:** Enter department name

Supervisor: Enter supervisor name **Classification Title:** Enter classification title

NOTE: This is a forced field form. The boxes expand to fit your text. Please type all position questionnaires. Thank you.

Position Purpose:

Describe in one to two sentences the primary purpose of your position or why the position exists in the organization. The box will expand to fit your text.

Organization Information:

Describe how your position fits into the context of your department or work unit including your immediate manager, your position, other positions that report to your manager, and if appropriate, positions that you directly supervise. You may attach a current organization chart that provides this information, if available. (Boxes will expand to fit your text.)

Organization Relationships	Position Title(s)	# in Position
Your Immediate Manager		
Your Position		
Other Positions Reporting to Your Manager		
Positions You Directly Supervise		

If you are responsible for providing technical, project, or other work direction (but not full supervision) for one or more positions, list the positions involved and describe the nature of work direction that you provide.

Additional position supervision information:

Key Responsibilities:

In order of their importance, describe up to seven key functions or responsibilities that you perform as a part of your position. Indicate an approximate percent of your time over the course of a year that you spend on each. In general, if you spend less than 5% of your time, the activity is not a key responsibility for the position.

These responsibilities may be described in one sentence including what you do, how you do it, and expected results from the accountability. For example: Code, test, and debug new applications for assigned projects by following design specifications to provide clients with effective information solutions.

Boxes will expand to fit your text.

#	Description	% Time	New Duty?
1			<input type="checkbox"/>
2			<input type="checkbox"/>
3			<input type="checkbox"/>
4			<input type="checkbox"/>
5			<input type="checkbox"/>
6			<input type="checkbox"/>
7			<input type="checkbox"/>

- a. **Who was previously performing the Essential Job Functions/Key Responsibilities you've indicated as a New Duty?**
- b. **Have any of your previous duties been assigned elsewhere?**

Problem Solving Challenges:

Describe the problems and challenges confronted by your position. Please provide an example of a typical and complex work situation. Box will expand to fit your text.

Scope Data:

Provide current scope data that you are directly responsible for that will best describe or measure size, influence or effect on your department or the University. State all figures on an annual basis.

GENERAL

Report Preparation	Word Processing	Data Compilation	Data Analysis	Other

DOLLAR MEASURES

Accounts	Expenditures	Receivables	Other	Total

UNIT ACTIONS

Forms	Requests	Applications	Other	Total

CUSTOMER SERVICE

Phone	Mail	Other	Other	Other

Describe other measurable ways that your position impacts the University's operations by indicating what the measure is and how your position impacts that measure.

Box will expand to fit your text.

Key Customers:

Describe up to three of the most important contacts you have with individuals who are your customers. Include the position, nature of your contact, and an approximate frequency (daily, weekly, monthly, occasionally) of contact with that individual.

Boxes will expand to fit your text.

Position	Nature of Services

Decision Making Authority and Responsibility:

Describe those decisions you are able to take action on without specific instruction from your immediate supervisor. Please provide one to two examples.

Knowledge, Experience and Skills:

In order of importance, describe the minimum required job knowledge, years of experience and skills necessary to satisfactorily perform this job. Please do not include personal degrees, certification or training that may not be applicable. If the job requires any specific certifications, registrations or licenses, please indicate. Also include any specific office, technical or scientific equipment that is utilized on the job.

Box will expand to fit your text.

Working Conditions:

Describe the physical demands and environmental factors of your job. Please indicate the degree of regular physical effort (e.g., lifting, transporting, carrying, etc.); any temperature extremes, special clothing or other discomforts associated with your job; and the level of concentration required. Include an example and the approximate % of time.

Box will expand to fit your text.

Additional Information:

Provide any additional information that you believe describes the scope and complexity of your position and its impact on the University or your department. Box will expand to fit your text.

Incumbent's Signature: _____ **Date:** M/dd/yyyy

WAYNE STATE UNIVERSITY

Supervisor Review

(To be completed by incumbent's immediate supervisor)

It is essential that you review thoroughly the contents of this questionnaire and complete the sections below. This is not a performance appraisal for the individual, but a review of the content and accuracy of this questionnaire.

NOTE: This is a forced field form. The boxes expand to fit your text. Please type all responses.

- a. What do you consider the most important functions or responsibilities of this position?
Enter text here
- b. In what areas would you normally assist the incumbent with guidance and advices to achieve the position's objectives?
Enter text here
- c. List those activities which require approval by you or others before the employee can take action.
Enter text here
- d. What knowledge, skills, abilities, and experience do you consider to be most critical for this position?
Be sure to include technical capabilities (e.g., applications software, programs, business/discipline knowledge).
Enter text here
- e. Comment on the accuracy and completeness of this questionnaire. Add any items that will make the questionnaire more complete.
Enter text here

SUPERVISOR'S SIGNATURE: _____ DATE: M/dd/yyyy

IMPORTANT: Significant differences between the supervisor's view of the position and the employee's view should be discussed and resolved *prior to* submission of the questionnaire.

Administrative/Professional Position Questionnaire



Office Use Only

Administrative/Professional Position Questionnaire

Date Generated: 3/23/2015

Incumbent: Enter incumbent's name **Classification Title:** Enter classification title

Banner ID: 000000000 **Department:** Enter department name

Supervisor: Enter supervisor name **Classification Title:** Enter classification title

NOTE: This is a forced field form. The boxes expand to fit your text. Please type all position questionnaires. Thank you.

Position Purpose:

Describe in one to two sentences the primary purpose of your position or why the position exists in the organization. The box will expand to fit your text.

Organization Information: *(Please attach a current organizational chart.)*

Briefly describe the mission and role of your department or work unit including services provided and any other information that will enhance understanding of how the department functions within the organization. Box will expand to fit your text.

Describe how your position fits into the context of your department or work unit including your immediate manager, your position, other positions that report to your manager, and if appropriate, positions that you directly supervise. You may attach a current organization chart that provides this information, if available. (Boxes will expand to fit your text.)

Organization Relationships	Position Title(s)	# in Position
Your Immediate Manager		
Your Position		
Other Positions Reporting to Your Manager		
Positions You Directly Supervise		

If you are responsible for providing technical, project, or other work direction (but not full supervision) for one or more positions, list the positions involved and describe the nature of work direction that you provide.

Additional position supervision information:

Essential Job Functions:

In order of their importance, describe up to seven essential job functions or responsibilities that you perform as a part of your position. Indicate the approximate percent of time over the course of a year that you spend on each. In general, if you spend less than 5% of your time, the activity is not a key responsibility for the position. Also, check whether or not the described function is a new or existing duty.

These responsibilities may be described in one sentence including what you do, how you do it, and expected results from the accountability. For example, Oversee department budget which includes approving fiscal allocations, developing projections, monitoring monthly expenditures and preparing reports to ensure budget is managed in accordance with department and University policies and goals.

Boxes will expand to fit your text.

#	Description	% Time	New Duty?
1			<input type="checkbox"/>
2			<input type="checkbox"/>
3			<input type="checkbox"/>
4			<input type="checkbox"/>
5			<input type="checkbox"/>
6			<input type="checkbox"/>
7			<input type="checkbox"/>

- a. Who was previously performing the Essential Job Functions/Key Responsibilities you've indicated as a New Duty?
- b. Have any of your previous duties been assigned elsewhere?

Project Responsibilities:

Select up to three typical projects that you have worked on within the last 12 months. Describe the general nature of the project, your role on the project team, and expectations for deliverables from your position. For example: Project to convert student records to new system. I was responsible for leading a team of 5 in developing the conversion criteria, testing the conversion program, and executing the final conversion.

Boxes will expand to fit your text.

Nature of the Project	Role on the Project Team	Expectations for Deliverables

Scope Data:

Provide current scope data that you are directly responsible for that will best describe or measure size, influence or effect on your department or the University. State all figures on an annual basis.

OPERATING BUDGET

Payroll	Contractors	Supplies	Other	Total

DOLLAR MEASURES

Accounts	Boardlines	Expenditures	Other	Total
General Fund	Grant	Auxiliary	Other	Total

EMPLOYEES SUPERVISED

Direct	Indirect	Total

Describe other measurable ways that your position impacts the University’s operations by indicating what the measure is and how your position impacts that measure.

Box will expand to fit your text.

Problem Solving Challenges:

Describe the problems and challenges confronted of your position. Please provide an example of a typical as well as complex work situation. Box will expand to fit your text.

Key Customers:

Describe up to three of the most important contacts you have with individuals who are your customers. Include the position, nature of your contact, and an approximate frequency (daily, weekly, monthly, occasionally) of contact with that individual.

Boxes will expand to fit your text.

Position	Nature of Services

Authority and Organizational Impact:

Describe the types of decisions you have total authority to make without review or specific instructions from your immediate supervisor. Include decisions regarding issues of policy and procedure, personnel and administrative matters.

Knowledge, Experience and Skills:

In order of importance, describe the minimum required job knowledge, years of experience and skills necessary to satisfactorily perform this job. Please do not include personal degrees, certification or training that may not be applicable. If the job requires any specific certifications, registrations or licenses, please indicate. Also include any specific office, technical or scientific equipment that is utilized on the job.

Box will expand to fit your text.

Additional Information:

Provide any additional information that you believe describes the scope and complexity of your position and its impact on the University or your department. Box will expand to fit your text.

Incumbent's Signature: _____ **Date:** M/dd/yyyy

WAYNE STATE UNIVERSITY

Supervisor Review

(To be completed by incumbent's immediate supervisor)

It is essential that you review thoroughly the contents of this questionnaire and complete the sections below. This is not a performance appraisal for the individual, but a review of the content and accuracy of this questionnaire.

NOTE: This is a forced field form. The boxes expand to fit your text. Please type all responses.

- a. What do you consider the most important functions or responsibilities of this position?
Enter text here
- b. In what areas would you normally assist the incumbent with guidance and advices to achieve the position's objectives?
Enter text here
- c. List those activities which require approval by you or others before the employee can take action.
Enter text here
- d. What knowledge, skills, abilities, and experience do you consider to be most critical for this position?
Be sure to include technical capabilities (e.g., applications software, programs, business/discipline knowledge).
Enter text here
- e. Comment on the accuracy and completeness of this questionnaire. Add any items that will make the questionnaire more complete.
Enter text here

SUPERVISOR'S SIGNATURE: _____ DATE: M/dd/yyyy

IMPORTANT: Significant differences between the supervisor's view of the position and the employee's view should be discussed and resolved *prior to* submission of the questionnaire.

IT Professional Position Questionnaire



Office Use Only

Administrative/Professional Position Questionnaire

Date Generated: 3/23/2015

Incumbent: Enter incumbent's name **Classification Title:** Enter classification title

Banner ID: 000000000 **Department:** Enter department name

Supervisor: Enter supervisor name **Classification Title:** Enter classification title

NOTE: This is a forced field form. The boxes expand to fit your text. Please type all position questionnaires. Thank you.

Position Purpose:

Describe in one to two sentences the primary purpose of your position or why the position exists in the organization. The box will expand to fit your text.

Organization Information: *(Please attach a current organizational chart.)*

Briefly describe the mission and role of your department or work unit including services provided and any other information that will enhance understanding of how the department functions within the organization. Box will expand to fit your text.

Describe how your position fits into the context of your department or work unit including your immediate manager, your position, other positions that report to your manager, and if appropriate, positions that you directly supervise. You may attach a current organization chart that provides this information, if available. (Boxes will expand to fit your text.)

Organization Relationships	Position Title(s)	# in Position
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Additional position supervision information:

Essential Job Functions:

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These responsibilities may be described in one sentence including what you do, how you do it, and expected results from the accountability. For example, Oversee department budget which includes approving fiscal allocations, developing projections, monitoring monthly expenditures and preparing reports to ensure budget is managed in accordance with department and University policies and goals.

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Select up to three typical projects that you have worked on within the last 12 months. Describe the general nature of the project, your role on the project team, and expectations for deliverables from your position. For example: Project to convert student records to new system. I was responsible for leading a team of 5 in developing the conversion criteria, testing the conversion program, and executing the final conversion.

Boxes will expand to fit your text.

Nature of the Project	Role on the Project Team	Expectations for Deliverables

Scope Data:

Provide current scope data that you are directly responsible for that will best describe or measure size, influence or effect on your department or the University. State all figures on an annual basis.

OPERATING BUDGET

Payroll	Contractors	Supplies	Other	Total

DOLLAR MEASURES

Accounts	Boardlines	Expenditures	Other	Total
General Fund	Grant	Auxiliary	Other	Total

EMPLOYEES SUPERVISED

Direct	Indirect	Total

Describe other measurable ways that your position impacts the University's operations by indicating what the measure is and how your position impacts that measure.

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Problem Solving Challenges:

Describe the problems and challenges confronted of your position. Please provide an example of a typical as well as complex work situation. Box will expand to fit your text.

Key Customers:

Describe up to three of the most important contacts you have with individuals *who are your customers*. Include the position, nature of your contact, and an approximate frequency (daily, weekly, monthly, occasionally) of contact with that individual.

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In order of importance, describe the minimum required job knowledge, years of experience and skills necessary to satisfactorily perform this job. Please do not include personal degrees, certification or training that may not be applicable. If the job requires any specific certifications, registrations or licenses, please indicate. Also include any specific office, technical or scientific equipment that is utilized on the job.

Box will expand to fit your text.

Additional Information:

Provide any additional information that you believe describes the scope and complexity of your position and its impact on the University or your department. Box will expand to fit your text.

Incumbent's Signature: _____ **Date:** M/dd/yyyy

WAYNE STATE UNIVERSITY

Supervisor Review

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- a. What do you consider the most important functions or responsibilities of this position?
Enter text here

- b. In what areas would you normally assist the incumbent with guidance and advices to achieve the position's objectives?
Enter text here

- c. List those activities which require approval by you or others before the employee can take action.
Enter text here

- d. What knowledge, skills, abilities, and experience do you consider to be most critical for this position?
Be sure to include technical capabilities (e.g., applications software, programs, business/discipline knowledge).
Enter text here

- e. Comment on the accuracy and completeness of this questionnaire. Add any items that will make the questionnaire more complete.
Enter text here

SUPERVISOR'S SIGNATURE: _____ DATE: M/dd/yyyy

IMPORTANT: Significant differences between the supervisor's view of the position and the employee's view should be discussed and resolved *prior to* submission of the questionnaire.

Posting Positions at WSU

As directed by “University Policy 99-5, Position Posting,” all WSU open positions must be posted. The WSU Online Hiring System (OHS) must be utilized by all applicants to ensure that Equal Employment Opportunity data collection is complete and accurate.

For support, please reference the Resource Portal as well our OHS eLearning series. Collective bargaining agreements should also be referenced for any represented position opening, as posting duration may be stipulated.

Best Practices...

Regardless if the position is posted by you or the Talent Management Coordinator (TMC), consider the following key guidelines when posting:

- Determine posting duration.
- Ensure job description is accurate and approved by TCW.
- Use pre-screening questions to efficiently narrow applicant pool.
- Confirm that position is budgeted for by BAO.
- Confirm that other candidates shouldn't be considered for the position prior to posting (i.e., recall eligible individuals).

Seeing the Best Practices in Action...

Now that you've confirmed the job description is accurate, it's time to work with your TMC to create your posting. Consider OHS pre-screening questions as a valuable time saving tool. Be as thorough as possible and consider adding a few competency-based, pre-screen questions to the job application that will support the content of the job description. For example:

- Share a recent accomplishment of which you are most proud.
- Describe a career goal that you have accomplished and why that was important to you.

Posting Positions

To post positions at WSU, contact your TMC!

If you wish to post your own position, you must complete the following:

OHS eLearning:

Lesson 1: Basic Concepts

Lesson 2: Managing OHS Requisitions

Lesson 3: Managing Applications

To register:

1. Login to Academica with your Access ID and password.
2. Click on the “Employee” tab.
3. Click on the Training. Seminars. Workshop. (TSW) button.
4. Search OHS

A successful job posting will clearly communicate the type of credentials WSU is looking for in an applicant. This drives more qualified candidates to the open position and decreases time to hire.

What's in it for Me?

While the OHS Position Request Form template is pretty straightforward, it can be helpful to first consult with your TMC to review the "must have's" prior to posting. This can help speed up the process by ensuring that the posting will be approved quickly.

Using OHS pre-screen questions can help to whittle down a large applicant pool and save you time. You will no longer have to read every application, cover letter and resume for every job applicant.

Using the "OHS Pre-Screen Questions Checklist" ...

According to a 2012 study featured in the Wall Street Journal (in which more than 215 recruiters from large organizations responded), the average number of applications per job opening was 118. However, just 35% of these applicants met the basic experience, education and skill requirements for that position. Imagine how much time you would save if you could automatically narrow down 65% of your applicant pool!

Use the **OHS Pre-Screen Questions Checklist** as a guide for adding questions to your position posting. These questions are designed to help you gauge the minimum job responsibility criteria. The responses to these questions will help weed out the applicants who don't meet the needs of the position.

Sample OHS Pre-Screen Questions

- What prompted you to apply to this posting?
- 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 one 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 are the clues that help you recognize you are under too much stress?
- Would you feel comfortable with us contacting your manager? Peers? Subordinates? Customers?
- What do you think they (above) would say about you?
- Describe an instance when you had to overcome a difficult situation. How did you do it?
- 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?
- Describe a situation where multi-tasking was necessary to complete a specific goal. How did you feel about that situation?
- Do you have a specific salary requirement?
- What resources do you use to manage your time? May we see it in a follow-up interview?
- What is your motivation to succeed?
- What do you need your next employer to provide for you to succeed?
- Rate yourself in the following areas (1 being weak, 10 being strong):

Organization Skills: _____	Interpersonal Skills: _____	Creative Thinking: _____
Technical Skills: _____	Analytical Thinking: _____	Time Management Skills: _____
- What have you done in the last year to improve the weakest of the above skills?

Guide to Requisition Statuses



Guide to Requisition Statuses

The following table represents the statuses that a requisition may be in at any time during and/or after the search process:

Job Requisition (Posting) Status	Definition
Saved	Hiring manager has created the requisition but not submitted to the next level approver.
S/C/D Business Office Review	Hiring manager has forwarded the requisition to the business manager review and approval.
Return to Hiring Mgr	Requisition has been returned to the hiring manager for revisions, etc.
Employment Office Review	Hiring manager or business manager has forwarded the requisition to the Employment Service Center to review, approve and post.
School of Medicine HR Office Review	Hiring manager has forwarded the requisition to the School of Medicine HR Office to review, approve and post.
Provost Office Review	Hiring manager or business manager has forwarded the requisition to Academic Personnel to review, approve and post.
Denied	Requisition denied by HR or Academic Personnel.
Approved	Requisition has been approved to post for a future date.
Open	Requisition has been open. The requisition is now posted in the applicant site for applicants to begin applying.
Closed	Requisition has been removed from the applicant site, applications are no longer accepted. Hiring manager can begin search process.
HR Screen Completed	HR has screened the applicant pool for seniority eligibility and/or clerical testing



Guide to Requisition Statuses

Job Requisition (Posting) Status	Definition
Interviews Completed	Hiring manager has completed interview process and identified a final candidate
Job Offered and Accepted	HR has extended an offer of employment to the final candidate; candidate has accepted offer
Filled	Requisition has been filled by a candidate who has accepted an offer of employment.
Pending Cancellation	Requisition has been in an opened or closed status for 10 months; posting will be cancelled if no action is taken to fill the position within the following 60 days.
Cancelled	Requisition is no longer a viable vacancy.

Guide to Requisition Statuses Email Notifications



Guide to Requisition Statuses Email Notifications

Requisition Status	Email Content
S/C/D Business Office Review	<p>The job posting listed below is at the status of "S/C/D Business Office Review".</p> <p>Position Title: Department: Hiring Manager/Business Manager:</p> <p>Please log on to http://jobs.wayne.edu/hr to review this posting.</p> <p>Thank you, Wayne State University Human Resources</p>
Provost Office Review	<p>The job posting listed below is at the status of "Provost Office Review".</p> <p>Position Title: Department: Hiring Manager/Business Manager:</p> <p>Please log on to http://jobs.wayne.edu/hr to review this posting.</p> <p>Thank you, Wayne State University Human Resources</p>
Employment Office Review	<p>The job posting listed below is at the status of "Employment Office Review".</p> <p>Position Title: Department: Hiring Manager/Business Manager:</p> <p>Please log on to http://jobs.wayne.edu/hr to review this posting.</p> <p>Thank you, Wayne State University Human Resources</p>
School of Medicine HR Office Review	<p>The job posting listed below is at the status of "School of Medicine HR Office Review".</p> <p>Position Title: Department: Hiring Manager/Business Manager:</p> <p>Please log on to http://jobs.wayne.edu/hr to review this posting.</p> <p>Thank you, Wayne State University Human Resources</p>
Denied	<p>The job posting listed below is at the status of "Denied".</p> <p>Position Title: Department: Hiring Manager/Business Manager:</p> <p>Please contact your Human Resources Representative or Academic Personnel if you have any questions regarding this posting.</p> <p>Thank you, Wayne State University Human Resources</p>



Guide to Requisition Statuses Email Notifications

Requisition Status	Email Content
Approved	<p>The job posting listed below is at the status of "Approved".</p> <p>Position Title: Department: Hiring Manager/Business Manager:</p> <p>Please log on to http://jobs.wayne.edu/hr to review this posting.</p> <p>Thank you, Wayne State University Human Resources</p>
Approved for Internal	<p>The job posting listed below is at the status of "Opened".</p> <p>Position Title: Department: Hiring Manager/Business Manager:</p> <p>Internal Applicants can begin applying for this position until the posting close date. Please log on to http://jobs.wayne.edu/hr to review this posting.</p> <p>Thank you, Wayne State University Human Resources</p>
Opened	<p>The job posting listed below is at the status of "Opened".</p> <p>Position Title: Posting Number: Department: Hiring Manager/Business Manager:</p> <p>Applicants can begin applying for this position until the posting close date. Please log on to http://jobs.wayne.edu/hr to review this posting.</p> <p>Thank you, Wayne State University Human Resources</p>
Closed	<p>The job posting listed below is at the status of "Closed".</p> <p>Position Title: Posting Number: Department: Hiring Manager/Business Manager:</p> <p>Applicant can no longer apply for this position. Please log on to http://jobs.wayne.edu/hr to review this posting.</p> <p>Thank you, Wayne State University Human Resources</p>
HR Screen Completed	<p>The job posting listed below is at the status of "HR Screen Completed".</p> <p>Position Title: Posting Number: Department: Hiring Manager/Business Manager:</p>



Guide to Requisition Statuses Email Notifications

Requisition Status	Email Content
	<p>The applicant pool has been screened by your HR Representative to determine if any bargaining unit members have applied. Also, the applicants have been screened to identify applicants that have satisfied the minimum testing requirements for this position. All eligible applicants have been placed in the Department Screen status. Your Human Resources Representative will contact you to make arrangements for the faxing or pick-up of the performance evaluations for any eligible bargaining unit members.</p> <p>Please log on to http://jobs.wayne.edu/hr to review this posting, retrieve any bargaining unit seniority lists, if applicable, and begin your search process.</p> <p>Thank you, Wayne State University Human Resources</p>
Interviews Completed	<p>The job posting listed below is at the status of "Interviews Completed".</p> <p>Position Title: Posting Number: Department: Hiring Manager/Business Manager:</p> <p>The department has completed its interview process and has made a hiring recommendation. Please log on to http://jobs.wayne.edu/hr to review this posting, hiring recommendation and any disqualification statements, if applicable.</p> <p>Thank you, Wayne State University Human Resources</p>
Job Offered and Accepted	<p>The job posting listed below is at the status of "Job Offered and Accepted".</p> <p>Position Title: Posting Number: Department: Hiring Manager/Business Manager:</p> <p>The job has been offered and accepted by <Hired Candidate>, with a start date of <Start Date>.</p> <p>Faculty Staff Orientation - If this is a new hire, the employee has been scheduled to attend orientation on during which time, the employee will complete the I-9, tax forms and union dues cards, if applicable. In addition, the employee will receive a benefits orientation.</p> <p>Personnel Paperwork – Initiate the appropriate paperwork to facilitate the processing of this hiring transaction into Banner.</p> <p>Department Orientation - Please go to www.hr.wayne.edu to obtain the new hire checklist to aid in developing your new employee's department orientation.</p> <p>University Orientation - If the employee is new to Wayne State University, encourage him/her to attend University Orientation by going to http://www.hr.wayne.edu/oed/ and view the training events calendar to determine when the next University Orientation will be held.</p> <p>Probationary/Performance Reviews - Go to http://www.hr.wayne.edu/esc/appraisals/probat for information and guidelines for conducting probationary or provisional performance reviews.</p> <p>CLOSING OUT THE POSITION - PLEASE LOG IN TO THE OHS TO CHANGE THE</p>



Guide to Requisition Statuses Email Notifications

Requisition Status	Email Content
	<p>STATUS OF THE REMAINING APPLICANTS TO "INTERVIEWED/NOT HIRED" OR "NOT INTERVIEWED/NOT HIRED". THEN, CHANGE THE STATUS OF THE POSTING TO "FILLED".</p> <p>Thank you, Wayne State University Human Resources</p>
Filled	<p>The job posting listed below is at the status of "Filled".</p> <p>Position Title: Posting Number: Department: Hiring Manager/Business Manager: Thank you, The Wayne State University Human Resources</p>
Pending Cancellation	<p>The job posting listed below is at the status of "Pending Cancellation".</p> <p>Position Title: Posting Number: Department: Hiring Manager/Business Manager:</p> <p>This posting will expire in 60 days. Pursuant to University Policy, postings are only viable for up to one year from the posting open date. Please evaluate this posting to determine if this position is still a viable vacancy. If no action is taken within the next 60 days, this posting will be cancelled.</p> <p>Thank you, The Wayne State University Human Resources</p>
Cancelled	<p>The job posting listed below is at the status of "Cancelled".</p> <p>Position Title: Posting Number: Department: Hiring Manager/Business Manager:</p> <p>Thank you, The Wayne State University Human Resources</p>

Guide for Managing the Documents Tab

WAYNE STATE UNIVERSITY


HUMAN RESOURCES
ONLINE HIRING SYSTEM

Guide for Managing the Documents Tab

The documents tab should be utilized to attach supporting documents relating to the posting. The documents should be attached based on the following standards:

Document Type	Standard
Seniority List	Seniority ranking memo prepared by Human Resources Representative and sent to the hiring manager.
Seniority List – Repost	Seniority ranking memo prepared by Human Resources after a position has been re-posted.
Attendance Report	ODS/Cognos Occasions report run for all eligible bargaining unit members that applied for the position.
Attendance Report – Repost	ODS/Cognos occasions report run for all eligible bargaining unit members that applied for the re-posted position.
Interview Questions	Questions utilized by the hiring manager in the selection process.
Interview Notes	Notes taken by the search committee regarding candidate responses to interview questions.
Disqualification Memo	Statement from the hiring manager as to why bargaining unit members do not meet the minimum qualifications (Note: Occasionally, the disqualification memo and hiring recommendation may be combined into one document.)
Hiring Recommendation	Statement provided by the hiring manager that provides a recommendation to HR about extending a formal offer of employment to a final candidate.
Other	Any other documents that don't fit that above descriptions that should be included in the search record

To Attach Documents (documents must be in Word, Excel or PDF format):

- 1) After logging into the OHS, locate the position that you wish to attach documents by clicking **Search** on the Job Postings menu
- 2) Click **View** under the Job Title
- 3) Click the **Documents** tab, located on the far right hand side
- 4) Upload or paste a new document
- 5) When finished attaching documents, click on **View Posting Summary**
- 6) Click **Save**

Guide to Applicant Email Notifications



Guide to Applicant Email Notifications

Applicant Status	Email Content
<p>HR Screen</p>	<p>Your application for the following position has been received:</p> <p>Position Title: Posting Number: Department:</p> <p>Should your qualifications match the department's needs, the hiring manager will contact you directly for an interview. Please log on periodically to http://jobs.wayne.edu to review the status of your application.</p> <p>Thank you for your interest in employment with Wayne State University. Best wishes to you in your job search!</p> <p>Wayne State University</p>
<p>Department Screen</p>	<p>Your application for the following position has been received by the hiring manager:</p> <p>Position Title: Posting Number: Department:</p> <p>Should your qualifications match the department's needs, the hiring manager will contact you directly for an interview. Please log on periodically to http://jobs.wayne.edu to review the status of your application.</p> <p>Thank you for your interest in employment with Wayne State University. Best wishes to you in your job search!</p> <p>Wayne State University</p>
<p>Search Committee Review</p>	<p>Your application for the following position has been received by the search committee:</p> <p>Position Title: Posting Number: Department:</p> <p>Should your qualifications match the department's needs, the hiring manager will contact you directly for an interview. Please log on periodically to http://jobs.wayne.edu to review the status of your application.</p> <p>Thank you for your interest in employment with Wayne State University. Best wishes to you in your job search!</p> <p>Wayne State University</p>
<p>Disqualified – Does Not Meet Testing Requirements</p>	<p>Your application for the following position has been disqualified because the testing requirements for this position have not been fulfilled before the posting close date:</p> <p>Position Title: Posting Number: Department:</p> <p>If you wish to be considered for other positions which require testing, or if you have previously taken the exams and would like to re-test, please contact the Employment Service Center at (313) 577-2010 in order to schedule an appointment for testing.</p> <p>Thank you for your interest in employment with Wayne State University. Best wishes to you in your job search!</p> <p>Wayne State University</p>



Guide to Applicant Email Notifications

Applicant Status	Email Content
<p>Hired</p>	<p>Congratulations on your new position! Here is some important information to aid in your transition:</p> <p>If you are a new hire, you will be contacted separately to arrange an appointment for your initial orientation. At your initial orientation, in addition to other employment-related documents, you will be asked to complete Form I-9, Employment Eligibility Verification which verifies your eligibility to work in the United States. To view the list of acceptable documents, please go to: http://www.hr.wayne.edu/esc/forml-9.php.</p> <p>New Hire Benefits - For a list of benefits that you may qualify for as a new hire, please go to http://www.hr.wayne.edu/tcw/benefits/newhire_checklist.php to obtain employee benefit information.</p> <p>Department Orientation – Your supervisor will provide you with a department orientation beginning with your first day of work.</p> <p>University Orientation - Go to http://www.hr.wayne.edu/oed/ and view the training events calendar to determine when the next University Orientation will be held.</p> <p>Thank you for choosing Wayne State University as your career choice. We wish you well in your employment endeavors. Wayne State University</p>
<p>Interviewed, Not Hired</p>	<p>Thank you for taking the time to interview for the following position:</p> <p>Position Title: Posting Number: Department:</p> <p>Your experience and education has been reviewed against our current requirements. Another candidate more closely matched the requirements of the department.</p> <p>We sincerely appreciate your interest in this position. We regret that this response cannot be more favorable, and we wish you well in locating the opportunity you desire.</p> <p>Please log on to http://jobs.wayne.edu to apply for other job opportunities at WSU for which you feel you qualify.</p> <p>Best wishes to you in your job search! Wayne State University</p>
<p>Not Interviewed, Not Hired</p>	<p>Thank you for your interest in the following position:</p> <p>Position Title: Posting Number: Department:</p> <p>Your application has been reviewed and based on our current pool of applicants, you will not be considered for an interview at this time.</p> <p>We appreciate your interest in this position and we wish you well in locating the opportunity you desire. We invite you to log on to http://jobs.wayne.edu to apply for other job opportunities at WSU for which you feel you qualify.</p> <p>Wayne State University</p>
<p>Cancelled</p>	<p>Thank you for submitting your application for the following position:</p> <p>Position Title: Posting Number: Department:</p> <p>This position has been cancelled. Please log on to http://jobs.wayne.edu to apply for other job opportunities at WSU for which you feel you qualify. Best wishes to you in your job search! Wayne State University</p>

Targeted Advertising & Sourcing Options

The use of the internet has greatly impacted how new talent is sought. If recruiters and Hiring Managers could find all of their talent online, true recruiting would cease to exist. While the use of technology can be an effective tool when sourcing and advertising for an open position, it shouldn't take the place of the human element in recruiting.

Knowing how and where to advertise and source for new talent is a skill that those responsible for hiring should have. WSU provides you with a variety of resources and a team of Human Resources professionals to assist you with this effort.

Partnering with your Talent Management Coordinator (TMC) and Human Resources Consultant (HRC) can yield better advertising and sourcing options. The basic premise behind successfully marketing your open positions is to "Sell Your Job". Take the time to be personally involved in the writing and/or development of the job description. In the past, a posting may have looked something like, *"Seeking candidates with business savvy and strong business acumen."* Today, they should read, *"Great opportunity to leverage your entrepreneurial spirit and business skillset."*

Best Practices...

- Build a profile with your TMC and/or HRC that will attract candidates with the right skills and competencies.
- Develop a "job pitch" to use when describing the position to prospective candidates.
- Write compelling advertising copy (e.g., use words that convey action and upward mobility). See [Job Description Compendium](#).
- Position WSU as an employer of choice.

Seeing the Best Practices in Action...

You're feeling confident that your job description accurately describes your open position as well as communicates the skills you're seeking. Now comes the time to market your job to attract and drive the best qualified candidates to your job posting. A successful approach would be to think of your open position as a "product" instead of a job. It's the seller's responsibility to get

Diversity

Seeking a wider net for a diverse applicant pool?

The Office of Equal Opportunity is a great resource!

Consult with your HRC and/or TMC to develop the best recruitment strategy for your specific needs.

their product in front of the consumer to entice them to make a purchase, even if they're not in the market.

Selling a job involves making the open position as appealing as possible. An effective approach would be:

1. Use the WSU brand as leverage. The university's longstanding reputation, benefits package, diverse work setting and other successes should be the platform upon which you develop your "job pitch".
2. Take a more proactive approach by searching and/or posting on the databases of professional organizations. You can often view the profiles of potential candidates and reach out to them, instead of hoping they find you. Very often, the candidate you're seeking is a member of a professional organization. True professionals tend to belong to professional organizations in their fields, indicating a commitment to their profession.

What's in it for Me?

You have complete autonomy as to how far you are willing to go to find that right person. You have an opportunity to reach out to your own network of professionals and the community to expand the WSU brand for sourcing the best and brightest talent.

Using the Sourcing Tools...

To help you create targeted sourcing and recruitment advertising efforts, the following tools are attached:

- **Recruitment Strategy Media Selector:** Provides a list of places to advertise open positions and helps a Hiring Manager select the one that's right for the role.
- **Specialty Recruitment Advertising Sources:** Shares a list of diversity publications and online resources that are focused toward higher-education.

Recruitment Strategy Media Selector

Getting the Word Out About Your Open Position

Recruitment Strategy Media	Used Best When....	Approximate Cost
<p>College & University Recruitment</p> <p>To get the best college graduates, make your unit and career opportunities stand out. Define a target list of schools and build a relationship with the career services area of each. Capitalize upon the relationships of employees who are alumni of target schools. Show students “real life” examples of work opportunities in their degree field and how your position meets their needs for skill enhancement, rewarding work, personal and professional satisfaction and compensation.</p> <p>Consider specific on-site recruitment events such as job fairs as well and develop a strategy based upon seeking co-op students and interns. WSU’s Career Services offer insight into student employment opportunities. Contact your Talent Management Coordinator (TMC) to learn more.</p>	<ul style="list-style-type: none"> • Seeking a pipeline of <u>entry level professional positions</u> for which recent graduates would be well-suited. • There is a need for <u>specialized positions</u> for which alumni at target institutions would be well-trained. 	<p>While there is typically no fee for working with career services departments at target colleges or universities, some activities will incur indirect costs (i.e., travel to job fairs).</p>

Recruitment Strategy Media	Used Best When....	Approximate Cost
<p>Diversity Publications</p> <p>As the most diverse university campus in the state, it makes sense to seek out similarly diverse faculty and staff members.</p> <p>Consider:</p> <ul style="list-style-type: none"> • Building a diversity message into your position announcement. • Identifying national, regional and local associations. • Referring to the Higher Education Recruitment Consortium Diversity Resources for an extensive list of publications, websites, associations, organizations and professional societies that service diverse members. • Referring to WSU’s Office of Equal Opportunity’s Diversity Related Publications for Faculty (and Staff). 	<ul style="list-style-type: none"> • Seeking to fill <u>any role</u>. • There’s <u>lead time</u> (e.g., some publications will have a deadline 30+ days in advance of issue date). • Seeking to reach as broad an applicant pool as possible. 	<p>Printed ads cost anywhere from a moderate to high investment - depending upon the publication, the ad size and its readership. Estimated expenses may run from a few hundred dollars to thousands.</p> <p>Work with your TMC to request a targeted quote.</p>

Recruitment Strategy Media	Used Best When....	Approximate Cost
<p>Internet Ads</p> <p>Using the internet is faster and cheaper than many traditional recruitment strategies. Jobs can be posted on some internet sites for a modest amount and will remain there for periods of 30, 60 or 90+ days and are accessible 24-hours a day. Candidates can view detailed information about the job and the organization and can respond electronically if interested. Since the scope is worldwide, you may receive a higher number of resumes. Indicate whether or not you're willing to interview or relocate non-local candidates.</p> <p>Work with your <i>Talent Management Coordinator</i> to determine a strategy that incorporates:</p> <ul style="list-style-type: none"> • Commercial job boards such as Monster or CareerBuilder for general jobs and CoolWorks.com for seasonal jobs. • Job search engines to help the posting stand out (e.g., Indeed, Linkup or SimplyHired). • Specialty sites that cater to a regional, technical or functional area of interest such as Higher Education Jobs. 	<ul style="list-style-type: none"> • You have a <u>screening tool</u> available to narrow a broad net of responses. Posting your job on major hubs such as Monster, CareerBuilder, Indeed or SimplyHired can yield a high volume of resumes. • The <u>position requires specialty skills</u> for which candidates typically pursue technical job boards (i.e., "Dice" for information technology professionals). • <u>Several openings are anticipated</u> and a higher volume response will be beneficial. • Note that positions can be posted with the Michigan Talent Bank through MichiganWorks!, Michigan's Workforce Development organization. 	<p>Depending upon the source, internet advertising costs can be free, inexpensive or moderate investments. Estimated expenses may run from zero to a few hundred dollars.</p> <p>Work with your TMC to request a targeted quote.</p>

Recruitment Strategy Media	Used Best When....	Approximate Cost
<ul style="list-style-type: none"> Database searches of posted resumes. Job banks, such as Inside Higher Education, will allow job seekers to post electronic versions of their resumes. These may require a subscription. Keywords for scanning resumes (e.g., management, manager, manage; supervision, supervisor, supervise; administration and direction etc.) could be helpful with searching candidates for middle management positions. To select keywords, reference the competencies important for the position, the WSU job description and descriptions for similar positions at outside sources such as O*Net Online, an occupations database. 		
<p>Paper Ads</p> <p>Running ads in newspapers and journals will continue to be an important way to reach candidates. Decide which types of publications and ads will reach your ideal job candidate.</p> <p>One way to find the best publication is to consider the professional associations in which ideal job candidates belong. Associations often have a journal for members (in some cases, they have an online job board and will sell a list of members for direct advertising).</p> <p>You can use print ads to direct candidates to your website. Also consider that many newspapers are also running their print ads on the internet.</p>	<ul style="list-style-type: none"> There's <u>lead time</u> (e.g., some publications will have a deadline 30+ days in advance of issue date). The <u>position requires specialty skills</u> for which candidates typically read journals and participate in professional associations related to their field. The ideal <u>candidate is likely to read a newspaper</u> - either print or online. <p>Note: a <u>Pew study</u> found that 40% of Americans under age 30 regularly read</p>	<p>Printed ads cost anywhere from a moderate to high investment - depending upon the publication, the ad size and its readership. Estimated expenses may run from a few hundred dollars to thousands.</p> <p>Work with your TMC to request a targeted quote.</p>

Recruitment Strategy Media	Used Best When....	Approximate Cost
<p>If you're unsure what publication to use, ask a current employee what they read or how they found out about their current or first role at WSU.</p> <p>Work with your TMC to write the recruitment advertisement that will work best for you.</p>	<p>daily news or newspapers, compared with 62% of older adults.</p> <ul style="list-style-type: none"> • <u>The search is local or national.</u> Use local newspapers (e.g., suburban newspapers like the Observer & Eccentric or major city newspapers like the The Detroit News) and chapter publications of professional associations for local searches. Use national publications for national searches (i.e., Chronicle of Higher Education or specialty newspapers/journals). 	
<p>Networking</p> <p>It's often been said that the best way to get a job is through "word of mouth" advertising. Maintain a professional network for which you could share position openings.</p>	<ul style="list-style-type: none"> • <u>Seeking to fill any role</u> - particularly key positions for which having a validated applicant (one that has skills trusted by a colleague, may be helpful). 	<p>No cost.</p>

Recruitment Strategy Media	Used Best When....	Approximate Cost
<p>Search Agencies</p> <p>Traditional recruiting firms fall into two categories: contingency or retainer. Contingency firms typically shop their candidates to a number of organizations, charging a fee when the candidate starts. Retainer firms charge a fixed fee usually paid up-front.</p>	<ul style="list-style-type: none"> • Seeking candidates for <u>senior management level positions</u> for which direct sourcing is needed to identify and recruit candidates. • Seeking to fill specialized <u>technical jobs</u> for which other recruitment avenues have not been successful. 	<p>Costs vary but typically encompass a percentage of the annual compensation for the open position.</p>
<p>Social Media</p> <p>As LinkedIn, Facebook and Twitter continue to expand, their ability to serve as an online sourcing and networking tool also increases. Their benefits include:</p> <ul style="list-style-type: none"> • Jobs can be posted. • Company profiles can be shared and linked to postings. • These sites can be mined to find applicants who may not be actively job searching but have profiles that mirror those of an ideal job candidate. <p>Note: When using social media as part of a recruitment strategy, caution should be taken to ensure that candidates are not singled out in a discriminatory manner. Refer to the Office of Equal Opportunity (OEO) with specific questions.</p>	<ul style="list-style-type: none"> • <u>Lead time is limited</u>. These postings can be placed immediately. • Ideal <u>job candidates may not be active job seekers</u>. For instance, searching existing profiles of professionals in LinkedIn can enable recruiting to happen proactively instead of waiting for seekers to come you. • You can capitalize upon a <u>credible online network</u> to help you spread the word about your open position. • Join organizations within LinkedIn to find a dedicated group of like-minded professionals. This could serve as a targeted source of referrals for job openings. 	<p>Social media is often free of charge, although more robust offerings are available with organization subscriptions to LinkedIn.</p> <p>Work with your TMC to learn more.</p>

Recruitment Strategy Media	Used Best When....	Approximate Cost
<p>Specialty networking sites offer an opportunity to narrow your search. For example, academic social media sites include:</p> <ul style="list-style-type: none"> • http://www.goingon.com/ • http://www.mendeley.com/ • http://academia.edu/ • http://hastac.org/ • http://www.researchgate.net/ 	<ul style="list-style-type: none"> • Post jobs in organizations or email the posting/job description to a group of professional contacts for whom you may keep a customized email list. 	



Specialty Recruitment Advertising Sources

Getting the Word Out About Your Open Position

A variety of recruitment sources (both internal and external) should be utilized to attract the best candidates for a position and those who reflect the diversity of WSU's campus. Every effort should be made to advertise and conduct a thorough search for candidates before filling a position. In addition to the Office of Equal Opportunity's [Diversity Related Publications for Faculty Hiring Plans](#), the following resources can assist with targeting non-academic staff members:

Higher Education Resources

- [Academic Careers Online](#) Global academic job site for teaching, education, research and professional jobs within education and academia.
- [Academic Employment Network](#) Teaching and administration-focused job site.
- [College and University Personnel Association \(CUPA-HR's JobLine\)](#) CUPA-HR is a professional association serving more than 16,000 Human Resources professionals at over 1,900 member organizations.
- [The Chronicle of Higher Education](#) The *Chronicle* is the academic world's No. 1 source of news and information. The "Bulletin Board" section is the largest job marketplace for people with advanced degrees. Recommended for advertising jobs within administrative, faculty and professional positions. All job announcements are posted on The *Chronicle's* online Career Network at no additional charge for the week or weeks that it is visible.
- [Higher Education Jobs](#) HigherEdJobs.com has one of the largest job databases focused exclusively on college and university positions. Posting on HigherEdJobs.com is free of charge.
- [Michigan Higher Education Recruitment Consortium](#) HERC supports the efforts of its member's educational institutions by promoting awareness of employment opportunities with participating members. Job posting on HERC is free of charge.
- [FindAUniversityJob.com](#) Academic recruitment job board featuring executive, faculty and administrative/staff positions.

Internet Job Boards

- [America's Job Bank](#) For posting in Michigan's Talent Bank.
- [Monster](#) Ranked the "No. 1 job search site" by National Business Employment Weekly and rated "best of the industry" by USA Today and the Web Marketing Association.
- [Career Magazine](#) Online community for the general job seeker.
- [Dice](#) The Data Processing Independent Consultant's Exchange (Dice) is the top-rated job board targeting the high-tech industry.
- [CareerBuilder Network](#) This site offers good advice for job seekers and a large database of job listings.
- [Techies.com](#) Website for Technical/Computer Jobs.
- [JobBanks USA](#) An excellent source for government and military jobs, America's Job Bank is a partnership between the U.S. Department of Labor and the state-operated public employment service.
- [Indeed](#) No website required and pay-per-click pricing.

Regional Newspapers

- [Detroit Media Partnership](#) Print and online advertising with the Detroit News and Free Press.
- [mLive](#) Regional Michigan newspapers.
- [Observer & Eccentric](#) Suburban Detroit newspapers.

General Diversity Publications

Diversity Related Publications for Faculty Hiring Plans

General Diversity Publications

NAME AND LINK	TARGET AUDIENCE	COST	NOTES
The Journal of Blacks in Higher Education http://www.jbhe.com/	African American	\$150 and up for online posting	Online only
Asian Life http://www.asianlife.com	Asian	\$100-\$180 for online depending on frequency	Online only
National Association of Asian American Professionals http://www.naaap.org/	Asian	\$100 and up depending on number of postings purchased and length of time	Online only
Ability Links AbilityLinks.org	Differently abled persons	FREE	Online only
Disaboom Jobs http://www.disaboomjobs.com	Differently abled persons	Price per post starting at \$90 and going down with frequency of posts	Online only
National Society for Hispanic Professionals http://network.nshp.org/	Latino	Available upon request	Online only
Latinos in Higher Education http://www.latinosinhighered.com/	Latino	\$150 and up for online	Online only http://www.latinosinhighered.com/index.php?page=products
Tribal Employment Newsletter http://www.nativejobs.com/	Native American	\$80 per announcement or \$249 per year	Online only

Note: cost estimates were published in 2014



Non-Academic Hiring Guide

Diversity Related Publications for Faculty Hiring Plans

Tribal College Journal of American Indian Higher Education http://tribalcollegejournal.org/	Native American	\$80-240 for individual online postings, frequency discounts available	Online only
Native American Jobs http://nativeamericanjobs.com/	Native American	\$100-400 for online posting	Online only
Women in Higher Education http://www.wihe.com/	Women	Print ads start at \$558, web only start at \$180	Web and print
American Association of University Women—AAUW Outlook http://www.aauw.org/about/sponsors/advertise.cfm	Women	\$1200-5500 depending on size, web only prices available	Print and online
Advancing Women http://www.careers.advancingwomen.com/r/jobs/post/index.cfm?site_id=299	Women	\$150 and up for online posting, frequency discounts available	Online only
Faculty for the Future http://www.engr.psu.edu/fff/misc/services_positions.asp	Diverse	FREE	Online Only
IMDiversity http://www.iminorities.com/	Diverse	\$95-200 depending on length of time of post	Online only
Insight Into Diversity http://www.insightintodiversity.com/	Diverse	\$330-4925, depending on size, website ads start at \$290 with repeat discounts	Online and in print. Formerly Affirmative Action Register



Diversity Related Publications for Faculty Hiring Plans

<p>Diverse Issues in Higher Education http://diverseeducation.com/</p>	<p>Diverse</p>	<p>\$520-2510 depending on size, includes online posting as well, web only prices available</p>	<p>Print and online</p>
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Diversity Related Publications for Faculty Hiring Plans

Department/Discipline Specific

Discipline/Area	Name	Target Audience	Cost	Notes
African American Studies, Ethnic Studies	The Black Scholar http://www.theblackscholar.org/	African American	\$480-1320	
Business	National Society of Hispanic MBAs http://www.nshmba.org/	Latino	\$250 and up for online	
Business	Association of Latino Professionals in Finance and Accounting http://www.alpfa.org/	Latino	\$300 and up, online only	Online only
Business	National Association of Black Accountants	African American	\$285 and up for online	Online only
Business	National Black MBA Association http://www.nbmbaa.org	African American	\$250 and up	Online only
Business	American Society of Women Accountants http://www.aswa.org	Women	\$150 for online	Online only
Business	International Association of Black Actuaries http://www.blackactuaries.org/careers/create	African American	\$250 for 90 days online	Online only
Communications	Association for Women in Communications http://womcom.org/	Women	\$450 and up for online, \$125 and up for e-newsletter	Online only
Journalism, English	National Association of Black Journalists http://www.nabj.org/	African American	\$150 and up for online	Online only



Diversity Related Publications for Faculty Hiring Plans

Journalism, English	National Association of Hispanic Journalists http://www.nahj.org/	Latino	\$100 for single online ad	Online only http://nahj.ihispano.com/user/register/company
Journalism, English	Native American Journalists Association http://www.naja.com/	Native American	Unknown	Call 405-325-9008
Journalism, English	Asian American Journalists Association http://www.aaja.org/	Asian	\$100 and up	Online only
Law	Hispanic National Bar Association http://www.hnba.com/	Latino	\$150 for online	Online only
Library Sciences	Asian Pacific American Librarians Association http://www.apalaweb.org/	Asian	Rates upon request	http://www.apalaweb.org/resources/job-postings/
Library Sciences	Black Caucus of the American Library Association	African American	\$150 and up for online	Online only http://www.bcala.org/jobsubmis.htm
Medicine	Association of Black Cardiologists http://www.abcardio.org/	African American	\$250 and up for online,	Online only
Nursing	National Association of Hispanic Nurses http://www.thehispanicnurses.org	Latino	\$200 and up for online	Online only
Nursing	National Black Nurses Association, Inc. http://www.nbna.org/	African American	\$200 and up for print, \$350 and up for online	http://www.nbna.org/pdf/NBNA_AD_10.pdf
Nursing	Diversity Nursing http://www.diversitynursing.com	Diverse	\$250 and up	Online only
Nursing	Minority Nurse http://www.minoritynurse.com/	Diverse	\$149 and up	Online only

Non-Academic Hiring Guide

Diversity Related Publications for Faculty Hiring Plans

Psychology	Association of Black Psychologists http://pd-online.abpsi.org/	African American	\$200 and up	http://pd-online.abpsi.org/index.php?option=com_content&view=article&id=70&Itemid=70
Science, Engineering, Technology	Winds of Change—American Indian Science and Engineering Society http://aises.org/wocnews	Native American	\$560 and up for print ads for colleges, frequency discounts	http://www.pohlyco.com/images/woc-AdRates-2011.pdf
Science, Engineering, Technology	Association for Women in Science http://www.awis.org/	Women	\$300	Online only
Science, Engineering, Technology	Association for Women Geoscientists http://www.awg.org/	Women	\$15-400 based on size	Published six times a year,
Science, Engineering, Technology	Association for Women Soil Scientists http://www.womeninsoils.org/	Women	Unknown	Email for rates
Science, Engineering, Technology	National Organization for the Professional Advancement of Black Chemists and Chemical Engineers http://www.nobcche.org/	African American	\$100 per year for membership then \$100 per ad posted online	Online only
Science, Engineering, Technology	Society of Hispanic Professional Engineers	Latino	\$2481 and up for print, online opportunities available	
Science, Engineering, Technology	Society of Mexican American Engineers and Scientists http://www.maes-natl.org/	Latino	\$100 and up for online	Online only http://maes.ihispano.com/user/register/company
Science, Engineering, Technology	Society of Women Engineers http://societyofwomenengineers.swe.org/	Women	Rates upon request	http://societyofwomenengineers.swe.org/index.php?option=com_content&task=view&id=21&Itemid=50
Science, Engineering, Technology	National Association of Black Geologists and Geophysicists http://www.nabgg.com/	African American	FREE for online text	Online only



Diversity Related Publications for Faculty Hiring Plans

Science, Engineering, Technology	American Association of Blacks in Energy http://www.aabe.org	African American	Unknown	Online only
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Reviewing Resumes & Screening Applicants

During the recruitment process, a candidate's resume is often the first contact they have with the university. Today, technology has eliminated some of the traditional factors previously used to screen resumes (e.g., stationary quality, envelope type, document design, etc.). However, some basic resume screening techniques are still relevant (e.g., proper grammar and spelling). As Hiring Managers, your first glimpse of the resume should yield an overall impression of your candidate's carefulness and attention to detail. Potential employees who make careless mistakes in application materials (resumes, cover letters, portfolios, etc.) may not warrant the attention that a more careful candidate deserves.

The Talent Management Coordinator (TMC) and Hiring Manager must have an in-depth understanding of the Knowledge, Skills, Abilities and Other characteristics (KSAO's) necessary to fulfill the duties of the job, as indicated in the job description. Therefore, Hiring Managers and TMC's must be skilled in accurately assessing and extracting pertinent information from the resume during the screening phase.

Best Practices...

- Create candidate profiles that outline the "must haves" or minimum requirements for the position (e.g., skills, education, experience, etc.), based on the job description.
- Separate resumes into three piles:
 - **NO.** Does not meet minimum requirements.
 - **MAYBE:** May possess some but not all of the minimum requirements.
 - **YES:** KSAO's match and/or exceed the minimum requirements.
- Compare the candidates KSAO's with the candidate profiles.
- Check to ensure resumes are free of grammar and spelling errors.
- Confirm that noteworthy applicants have a cover letter attached when submitting a resume. The same scrutiny applies to the cover letter as did the resume.

Talent Management Coordinator

Your TMC can help you screen applicants through:

- Creation of OHS Pre-Screen Questions
- Development of a Candidate Profile (or Screening Matrix)
- Screening Tools Such as Phone, Email or Skype
- Screening Memos for Staff Association, AFSCME and P&A Internal Candidates

Remember, the key to screening is to know what you're looking for, and the Competency Dictionary can help!

Non-Academic Hiring Guide

- Note “Red Flags” (e.g., Employment gaps, decreasing responsibility, short term employment, several employers and/or regression). If there is a gap in employment history but otherwise the candidate’s background looks particularly strong on paper, a phone screen might be warranted.
- Refrain from making notations on the candidate’s resume.
- Advance candidates who pass the screen onto the next step.

Seeing the Best Practices in Action...

All of your hard work is starting to pay off. Thanks to an accurate job description and some strategic advertising, you have a pool of resumes from seemingly qualified candidates from which you can begin to screen. Although your TMC has been involved up to this point, now is the time for the two of you to collaborate.

Work together to create a profile of what the ideal candidate should look like and be clear on what the minimum requirements are. According to the best practices outlined above, your TMC should do the initial screening. As a result, only the resume of those candidates who meet the “minimum requirements” should be given to you for further review.

Depending on the number of responses you’ve received, set aside time each day to review resumes. Words of caution here... MOVE EXPEDITIOUSLY on those candidates that meet and/or exceed your requirements. More often than not, the candidates that are highly skilled are probably being sought after by other companies as well.

What’s in it for Me?

You will save a tremendous amount of time with this synergistic approach to screening. Manually reviewing every resume is laborious and not a best practice if you don’t utilize a system. Your involvement in the resume review and screening process should only occur after your TMC has made recommendations.

Using the Screening Tools...

When screening applicants, the following tools may be helpful:

- Application Screening Do’s and Don’ts.
- Phone/Skype/Email Pre-Screening Template.
- Resume Screening Matrix.
- Guidelines for Selection – Staff Association & P&A

Application Screening Do's and Don'ts

Checklist for Reviewing OHS Applications

Your Talent Management Coordinator (TMC) can support you throughout the screening process. When scanning applicants, keep in mind:

- All positions must be posted in the Online Hiring System (OHS).
- All applicants must apply for the position via OHS in order to be considered.
- Resumes and CVs should be reviewed in addition to the application.

Ensure the key aspects of a WSU application are present:

- Higher Education: Noting relevant degree(s).
- Work Experience: Noting relevant skills employment dates and ending salary.
- Miscellaneous: Noting special skills as well as required certifications/licenses.
- Final Test Results: For positions that require a clerical test.
- Supplemental Questions: Pre-screening questions must be completed in order for the applicant to be considered.
- Signature Line: Application must be signed, providing authorization for reference checks.

DO:

- Create a screening matrix to ensure that minimum requirements are met, as stated in the job description (see example on back).
- Look for completeness in the application.
- Review work experience for relevant and transferrable knowledge, skills and abilities.
- Check stability in employment dates.

DON'T:

- Make a hiring decision based upon race, color, sex, national origin, religion, physical or mental disability, sexual orientation, marital status, economic status or any other factor which is specifically prohibited by federal or state law and the WSU non-discrimination/ affirmative action policy.
- Make notes on the application or resume.
- Accept a resume in lieu of an OHS application.
- Accept an application without a signature.
- Automatically disregard an application that indicates a conviction.

Example Open Position: Research Compliance Administrator

Required Experience	Name of Candidate	Name of Candidate	Name of Candidate	Name of Candidate	Name of Candidate	Name of Candidate	Name of Candidate	Name of Candidate
Taken from job posting. Modify as needed to highlight minimum job requirements.								
Reasonable knowledge of pertinent federal regulators and state and local laws e.g., Office of Human Research Protection, Food and Drug Administration, Office of Laboratory Animal Welfare, Office of Research Compliance and Assurance, Health Insurance Portability and Accountability Act, Office of Laboratory Animal Welfare, United States Drug Administration, etc	Indicate years of experience each applicant has in each category Example: 2 yrs							
Knowledge and experience with University policies, procedures and practices surrounding the approval of research	Years of experience							
Some knowledge of pharmaceutical and drug agency requirements.	1 year							
Reasonable knowledge of and experience with PC and computer based applications.	2 years							
Some supervisory experience required.	Years of experience							
Ability to communicate effectively	Yes							
Strong analytic and problem solving skills	Yes							
Establish and meet deadlines, work under extreme pressure/ function independently.	Yes							
Education: Graduation from accredited college/university supplemented by coursework in research, business administration, or related field and/or an equivalent combination of education and/or experience	Degree & concentration, i.e: BS – Accounting or MBA							
Internal Candidate Discipline – Info provided by TMC								
Internal Candidate Attendance – Info provided by TMC								
Internal Candidate Class/Grade – Info provided by TMC								
Internal Candidate Appraisal – Info provided by TMC								



Phone/Email/Skype Pre-Screening Template

Narrowing Down Applicants Before the Interview

The purpose of a pre-screen is to identify the best applicants that will move forward to the interview stage. Pre-screening also helps to:

- Collect additional applicant information and clarify an applicant's interest in the position.
- Create a more robust applicant background and description of qualifications that can be used to maximize interview/panel discussions.
- Move more quickly into the interview scheduling process with applicants that are more likely to succeed. This saves interviewer and panel member time.
- Increase the likelihood of hiring the best applicant in the recruitment pool.

Pre-screens, like any step in the recruitment process, should represent the value WSU places on diversity and avoid any appearance of discrimination.

To Prepare...

Schedule the phone meeting with the candidate in advance – the phone call typically takes 10-30 minutes.

Determine a few basic questions that support the minimum job functions and knowledge, skills and abilities listed in the position description. Include these on the worksheet on the back of this document then make one copy of this worksheet for each phone screen.

Have the job description available for questions if needed. It may be helpful to keep the conversation brief and not share too many details about the job until you've determined from the applicant's responses that you want to pursue him/her further.

Phone/Email/Skype Pre-Screening Template

Narrowing Down Applicants Before the Interview

Applicant: _____ Phone: _____ Date: _____
 Position: _____ Rater: _____

Sample Opening

"We received your resume for _____ position at Wayne State University. Please share the following information so we may have a better idea if there is the potential for a good fit."

<p>Availability</p> <ul style="list-style-type: none"> Are you currently or still available for work at WSU? (If appropriate) What percent of time, number of hours per week or shifts are you available to work? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____ % or _____ Hrs/Week</p> <p><input type="checkbox"/> Day <input type="checkbox"/> Afternoon</p>	
<p>Interest</p> <ul style="list-style-type: none"> What interested you most about this position? 	<p>Impression Rating Scale 1= Unfavorable thru 5 = Highly Favorable</p> <p>1 2 3 4 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Rate impression of candidate based on the relevance of response to the requirements of the position.</p>
<p>Qualifications</p> <ul style="list-style-type: none"> This position has a strong focus on: (insert no more than three competencies or job functions) <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <ul style="list-style-type: none"> For each competency or job function, please briefly share your experience. 	<p>Impression Rating Scale 1= Unfavorable thru 5 = Highly Favorable</p> <p>1 2 3 4 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>1 2 3 4 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>1 2 3 4 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Rate impression of candidate based on the relevance of response to the requirements of the position.</p> <p>Note: The Competency Dictionary shares sample interview questions. You may choose to select a question from this tool or keep the question as broad as what's stated above. Ask this question for each competency or job function selected.</p>

<p>Example: Customer Service</p> <ul style="list-style-type: none"> Tell me about a time when you provided excellent customer service by going beyond your primary job responsibilities? Describe a situation when you encountered an irate customer or co-worker. How did you handle the situation? What was the outcome? 	<p>Impression Rating Scale 1= Unfavorable thru 5 = Highly Favorable</p> <p>1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>Authorization to Work in US</p> <ul style="list-style-type: none"> Are you authorized to work in the U.S. without visa sponsorship? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><i>If No, please refer to OISS for hiring foreign nationals.</i></p>
<p>Salary Range Confirmation</p> <ul style="list-style-type: none"> The salary range for this position is \$_____ - \$_____. Is this within your expectations? 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Available to Interview</p> <ul style="list-style-type: none"> If we were interested in bringing you in for an interview, when could you make yourself available? 	<p>Date: _____ Time: _____</p>	
<p>Comments</p>		

Sample Closing:

“Thank you for your responses. We have several other applicants to talk with before we set up in-person interviews. Please look forward to hearing back from us ___ (insert time frame) ___.”

Or, depending on how the call went...

“We would like to schedule you to come in for an in-person interview.”

Guidelines for Selection-Staff Association

WAYNE STATE UNIVERSITY

HUMAN RESOURCES

ONLINE HIRING SYSTEM



Guidelines for Selection-Staff Association

Hiring managers must utilize the following steps when considering Staff Association employees:

1. The employee with the most seniority should be the first employee considered for the position by the hiring manager.
2. If the hiring manager determines that the employee with the most seniority does not meet the qualifications as stated on the posting; then the hiring manager should proceed to the next most senior employee and so on until the hiring manager finds a qualified bargaining unit member.
3. A written justification of disqualification should be provided for each bargaining unit employee that is not selected.
4. The disqualification should be based upon the qualifications as listed in the posing.
5. **For Staff Association Positions:** An employee cannot be disqualified if the skill is listed as being either **preferred or desired**. Also, posting-specific questions may not be used for disqualification.

Hiring managers may use the following additional factors for selection:

1. **Seniority**- Hiring managers may select the Staff Association member with the highest seniority provided the employee has satisfactory attendance, performance, and meets the qualifications of the position.
2. **Attendance**- Hiring managers may select the Staff Association member with the best attendance provided the employee has satisfactory performance and meets the qualifications of the position.
3. **Grade 5 Positions or Above:** Hiring managers may select the most qualified applicant with the most seniority or the best attendance prior to interviewing. A maximum of ten (10) Staff Association members must be interviewed in order of seniority (or attendance).

4. **Grade 4 Positions or Below:** Hiring managers may select the most qualified applicant (internal or external) for the position. A maximum of ten (10) Staff Association members, who best meet the requirements of the position, must be interviewed.
5. Bargaining unit members should be offered the position if the following criteria are met:
 - a. Satisfactory attendance
 - b. Satisfactory performance
 - c. Is more qualified than any other internal or external applicant

Before proceeding with interviews, hiring managers can disqualify Staff Association employees for the following reasons:

1. **In Violation of Attendance Standards:** Employees that have accrued more than 6 occasions, or a total of more than 45 hours of unscheduled absence (more than 48 hours for 8 hr/day employees) involving 4 or more occasions.
2. **Less Than Satisfactory Performance:** Employees that have received an overall Less than satisfactory (LS) rating on the most recent performance review. Also, any disciplinary actions received within the last two years may be considered by hiring managers as a basis for disqualification.



MEMORANDUM

TO: Hiring Manager
School/College/Division

FROM: Human Resources Representative
Employment Service Center

SUBJECT: Seniority List

RE: Posting #123456-Classification (Job) Title
Department

DATE: DATE

Listed below are the profiles for members of the Staff Association bargaining unit that have applied for the above named position.

Pursuant to Article 19 Section D of the Staff Association Bargaining Unit Agreement you may use one of the following options when filling this position:

Salary Grade 5 and above:

- Select a qualified Staff Association applicant with the most seniority or the best attendance prior to interviewing.
- No more than ten (10) Staff Association members need to be interviewed.

Salary Grade 4 and below:

- Select the most qualified applicant (internal or external) for the position.
- Interview Staff Association members who best meet the requirements of the position.
- No more than ten (10) Staff Association members need to be interviewed.

You may disqualify the Staff Association applicants from interviewing for one of the following reasons:

- **Less than Satisfactory Performance:** Employees that have received an overall Less than Satisfactory (LS) rating or less on the most recent performance review. Also, any **disciplinary actions** received within the last two years may be considered by hiring managers as a basis for disqualification.
- **In Violation of Attendance Standards:** Employees that have accrued **more than** 6 occasions, **or** a total of **more than** 45 hours of unscheduled absence (more than 48 hours for 8 hr/day employees) involving 4 or more occasions.

You **must** submit a memo to your **Human Resources Representative** stating the reasons for disqualifying Staff Association applicants prior to interviewing any non-Staff Association applicants.

Should you have any questions regarding promotions/transfers of bargaining unit employees or need any additional information, please do not hesitate to contact me at 7-2010 and press option #6.

	Employee Name	Seniority Date	Number of Occasions	Performance Rating / Year	Attendance Ranking	Current Classification	Job Grade	Disciplinary Actions
1.	Jane Doe	7-5-1998	4@48	FS/2011	2	Office Services Clerk III	10	No
2.	Joe Doe	7-1-1999	2@30	FS/2011	1	Secretary III	10	Yes



Guidelines for Selection-P&A

Hiring managers may use the following factors for selection:

1. **Method 1- Most Senior-** Hiring managers may select the P&A member with the highest seniority provided the employee has satisfactory attendance, performance, and meets the qualifications of the position. A maximum of ten (10) most senior P&A employees **must** be interviewed.
2. **Method 2- Most Qualified-** Hiring managers may select the most qualified applicant (internal or external) for the position. A maximum of ten (10) P&A employees, who best meet the requirements of the position, must be interviewed. Bargaining unit members should be offered the position if the following criteria are met:
 - a. Satisfactory attendance
 - b. Satisfactory performance
 - c. Is more qualified than any other internal or external applicant

Hiring managers must utilize the following steps when considering P&A employees:

1. The employee with the most seniority should be the first employee considered for the position by the hiring manager.
2. If the hiring manager determines that the employee with the most seniority does not meet the qualifications as stated on the posting; then the hiring manager should proceed to the next most senior employee and so on until the hiring manager finds a qualified bargaining unit member.
3. A written justification of disqualification should be provided for each bargaining unit employee that is not selected.
4. The disqualification should be based upon the qualifications as listed in the posing.

Before proceeding with interviews, hiring managers can disqualify P&A employees for the following reasons:

1. **In Violation of Attendance Standards:** Employees that have accrued more than 6 occasions, or a total of more than 45 hours of unscheduled absence (more than 48 hours for 8 hr/day employees) involving 4 or more occasions.

2. **Less Than Satisfactory Performance**: Employees that have received an overall Less than satisfactory (LS) rating on the most recent performance review. Also, any disciplinary actions received within the last two years may be considered by hiring managers as a basis for disqualification.



MEMORANDUM

TO:

FROM: Human Resources Representative
Employment Service Center

SUBJECT: Seniority List

RE: Posting #
Department

DATE:

Listed below are the employees represented by the Professional and Administrative Union, Local 1979, U.A.W that have applied for the above named position. Pursuant to Article 15 of the WSU Professional and Administrative Union, Local 1979, University-trained hiring managers may utilize more than one method of promotion:

- 1) **Method I – Most Senior** – You may select the P&A member with the highest seniority provided the employee has satisfactory attendance, performance and meets the qualifications of the position. No more than ten (10) most senior P&A employees **must** be interviewed.
- 2) **Method II – Most Qualified** – You may select the most qualified applicant (internal or external) for the position. No more than ten (10) P&A employees, who best meet the requirements of the position, **must** be interviewed. Bargaining unit members should be offered the position if the following criteria are met:
 - a. Satisfactory attendance
 - b. Satisfactory performance
 - c. Is more qualified than any other internal or external applicants

For Method 2 selections only, bargaining unit applicants with a satisfactory performance record and a satisfactory attendance record/disciplinary history, in (1) a higher level classification, (2) the same job classification, or (3) the next lower level in the Classification Sequence, shall be interviewed for the subject vacancy. The University will be required to interview no more than ten (10) applicants per posting under these criteria.

If you have not yet completed all three modules of the Method II training, you must make hiring decisions based on most-senior-qualified, Method 1 only.

You may disqualify P&A applicants from interviewing for one of the following reasons:

- 1) **In Violation of Attendance Standards:** Employees that have accrued more than 6 occasions, or a total of more than 45 hours of unscheduled absence (more than 48 hours for 8 hr/day employees) involving 4 or more occasions.
- 2) **Less Than Satisfactory Performance:** Employees that have received an overall Less than Satisfactory (LS) rating on the most recent performance review. Also, any **disciplinary actions** received within the last two years may be considered by hiring managers as a basis for disqualification.

Should you have any questions regarding selection for this position or need additional information about the WSU employee candidates, please do not hesitate to contact me at 7-2010 and press option #6.

Employee Name	Seniority Date	Number of Occasions	Performance Rating / Year	Attendance Ranking	Current Classification	Job Grade	Disciplinary Actions
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ARTICLE (15) PROMOTIONS AND TRANSFERS

In the best interests of the Union and the University, the University shall promote or transfer Employees from within under the following circumstances:

University-trained hiring authorities may utilize more than one method of promotion as set forth below. They may fill vacant positions on the basis of seniority [most-senior-qualified] (Method 1) or selecting-the-most-qualified (Method 2). Only those hiring authorities that have completed the following training shall be eligible to use method 2: a) effective selection interviewing, b) performance appraisal, and c) contract administration. Hiring authorities that have not yet completed all three modules must make hiring decisions based on most-senior-qualified, Method 1 only.

METHOD 1 - SENIORITY-BASED HIRING

- A. Current University Employees who apply and possess the specific qualifications for a bargaining unit position shall be promoted or transferred before any non-Employees.
- B. In those cases where two or more bargaining unit personnel meet the specific qualifications for the open position, the bargaining unit member with the most service in the bargaining unit will be promoted or transferred.
- C. The Employee promoted or transferred shall have a three (3) month provisional period. To aid placement efforts, the Employee shall be notified, in writing, of his/her successful completion of the provisional period or disqualification for the subject position, at least ten (10) calendar days prior to the end of the provisional period. At the end of the three (3) month period, the Employee will:
 - 1. Be removed from provisional status; or
 - 2. Be returned to his/her former position if available; or
 - 3. Be placed in a position within his/her former classification.

In the event that placement cannot be made pursuant to C.3 above, the Employer will attempt to place the Employee pursuant to Article (14), Reduction of Work Force and Recall, and shall begin with section A.6 of that Article.

No reduction in salary below that of such Employee's former classification shall occur before the Employee is placed into a position pursuant to Article (14) or before thirty (30) days have expired, whichever is less. The thirty (30) day period shall begin on the date the Employee receives notice of completion of the provisional status period. An Employee not placed under these provisions shall be laid-off pursuant to Article (14).

The decision to return an Employee to his/her former position or classification is not subject to the grievance and arbitration procedure.

The provisional period may be extended on a month-to-month basis for periods not to exceed an additional three (3) months by agreement with the Union. Periods of absence from work shall not be counted toward completion of the provisional period.

- D. In recognition of the mutual benefit accruing from the development of a broad based, diversified talent pool with expertise in various facets of the operation of the University, it is agreed that whenever an opening occurs in an existing or similar classification, an Employee presently holding such classification may elect to execute preferential transfer rights once in any three (3) year period, prior to implementing the promotional procedure.

However, in no event shall a senior Employee be forced to accept or retain a given objectionable position unless such position is the result of: a) position elimination, b) major technological change in the position, c) major structural departmental reorganization.

In the event a position is eliminated and that same position is reinstated within three (3) years, the displaced Employee will have automatic guaranteed return rights to the reinstated position providing that Employee has the ability to perform the work.

- E. An Employee who is not promoted or transferred, upon written request shall be informed in writing of the reasons for non-selection as soon as possible, but in no event later than fifteen (15) working days of receipt of the written request. A copy shall be furnished to the Union upon request.

METHOD 2 - MOST-QUALIFIED-BASED HIRING

- A. Promotions and transfers shall be based on job related qualifications and ability. Where these are equal, an Employee with the most bargaining unit seniority shall be promoted or transferred. In determining qualifications and ability, the University may consider, but is not limited to, such factors as:
1. Job performance on current and previous assignment(s). (For purposes of this Article, performance evaluations on record as well as those conducted pursuant to the newly introduced performance appraisal form, may be used. Those P&A employees rated at least fully satisfactory (FS) shall have preference over non-P&A candidates when all other selection requirements are equal among candidates. In such instances, P&A bargaining unit seniority shall serve as the tie breaker. Among P&A candidates, those rated higher are presumed more qualified, where all other requirements are equal.)
 2. Job knowledge
(Including University certification in competencies required of the position, as determined and assessed by the University.)
 3. Absentee record

4. Appropriate interpersonal skills
5. Education
6. Ability to perform the job with or without accommodation

The University shall maintain a list of P&A Method 2 qualified hiring authorities on the Human Resources website.

For Method 2 selections only, bargaining unit applicants with a satisfactory performance record and a satisfactory attendance record/disciplinary history, in (1) a higher level classification, (2) the same job classification, or (3) the next lower level in the Classification Sequence, shall be interviewed for the subject vacancy. The University will be required to interview no more than ten (10) applicants per posting under these criteria.

- B. Grievances based on the hiring authority's selection decision must be filed at the third step of the grievance procedure and not later than 5 working days after communication of the selection decision. The step 4 meeting shall be held within 30 calendar days of the selection decision notification, unless extended by mutual agreement. Either party may demand expedited arbitration (from a new panel selected solely for this purpose) not later than 10 calendar days after the step 4 meeting. The arbitration panel consists of Mark Glazer, Benjamin Kerner, Stanley T. Dobry, and Robert A. McCormick.
- C. In recognition of the need to more clearly define the duties, responsibilities and minimum qualifications for positions, a joint committee comprised of Union and Management representatives will meet to study and address the concept of standardized postings.
- D. The Employee promoted or transferred shall have a three (3) month provisional period. To aid placement efforts, the Employee shall be notified, in writing, of his/her successful completion of the provisional period or disqualification for the subject position, at least ten (10) calendar days prior to the end of the provisional period. At the end of the three (3) month period, the Employee will:
 1. Be removed from provisional status; or
 2. Be returned to his/her former position if available; or
 3. Be placed in a position within his/her former classification.

In the event that placement cannot be made pursuant to D.3 above, the Employer will attempt to place the Employee pursuant to Article (14), Reduction of Work Force and Recall, and shall begin with Section A.6 of that Article.

No reduction in salary below that of such Employee's former classification shall occur before the Employee is placed into a position pursuant to Article (14) or before thirty (30)

days have expired, whichever is less. The thirty (30) day period shall begin on the date the Employee receives notice of completion of the provisional status period. An Employee not placed under these provisions shall be laid-off pursuant to Article (14). The decision to return an Employee to his/her former position or classification is not subject to the grievance and arbitration procedure.

The provisional period may be extended on a month-to-month basis for periods not to exceed an additional three (3) months by mutual agreement with the Union. Periods of absence from work shall not be counted toward completion of the provisional period.

- E. A bargaining unit Employee who is not promoted or transferred and is more senior than the selected candidate, shall be informed in writing of the reasons for non-selection as soon as possible, but in no event later than fifteen (15) working days after the employment offer is made to the successful candidate. A copy shall be furnished to the Union upon request.

The less senior candidate(s) shall be informed of the reasons(s) upon written request within the same time frame.

- F. In all hiring, promotions or transfers, the University shall inform the Union in writing within ten (10) working days of the decision to hire, promote, or transfer using this method. All communications shall include the specific deciding factors for utilization of Method 2 (i.e., why the department did not hire the P&A member(s) and why the external or less senior person was hired.)

- G.
 - 1. The Union shall establish a Method 2 Monitoring Committee, which shall assist in investigating concerns about operation of this method.
 - 2. Unresolved concerns of the Monitoring Committee shall be addressed to the Union Executive Committee or its Designees.
 - 3. The Executive Committee or its designees shall address concerns through special conference(s) with University Designees and the Labor Relations Department.

Choosing the Right Type of Interview & Preparing Panel Members

Prior to the interview, you should have determined how many interviews will be required and the type(s) of interviews you want to conduct. You should have also determined who will be participating in the interview and prepare them as well.

Note: Supervisors and Managers - To become familiar with the university's specific requirements for hiring and terminating P&A employees, please refer to the [OED web page](#) and speak with Labor Relations or your Human Resources Consultant (HRC) with any questions.

Best Practices...

- **Screening or Telephone Interview:** A cost effective process that should last between 10-30 minutes. Have in front of you a copy of the candidates resume, the job description and a list of questions (including reasons for leaving current/last position, salary requirements, whether the general hours fit the person's availability, request to explain any gaps, changes in career direction, or other information requiring clarification).
- **One-on-One Interview:** Typically held at the worksite location and should last between 30-90 minutes. Bring any necessary documents (e.g., resume, cover letter, work samples, summary of questions to be asked, etc.) as well as the notes from the telephone interview. Prepare follow-up questions based on the telephone interview and ask job-specific questions that assess their knowledge and skills. Be prepared to give more detail about the position.
- **Panel or Small Group Interview:** This type of interview usually involves up to five key members/decision makers. Generally, the Hiring Manager acts as the selection committee leader. Each member should have been briefed prior to the interview and provided the necessary documents (e.g., resume, cover letter, work samples, summary of questions to be asked, etc.) regarding the candidate.
- Each member should have business cards/contact information available to provide to the candidate, allowing for proper follow-up (should they choose to do

Talent Management Coordinator

Not sure which is the right interview type for your open position?

Your TMC can help!

Interviewing for a P&A Position?

[Method II](#) Certification is Required to Select the Most Qualified Candidate

The Office of Equal Opportunity (OEO) provides great tools to assist search committees:

[Guide for Successful Searches](#)

Check out these great reads from the Society for Human Resource Management:

[Interview Preparation General Guidelines](#)

[Interview Considerations for Candidates with Disabilities](#)

(Contact OEO for Guidance)

so).

- **Meet & Greet Interview:** These are informal (informational) interviews where you invite candidates to come in as part of a group. Candidates will get information about the university, and perhaps showcase their experience informally with Hiring Managers.
- **Behavioral Based Interview:** Competency Based Behavioral Interviewing (CBBI) is based on the premise that past behavior is a predictor for future performance. The questions should be designed around the candidate providing specific examples that demonstrate core competencies. The STAR technique is widely used in this type of interview (i.e., the candidate provides the relative Situation, Task, Action and Result within each response).
- **Task Oriented or Testing Interview:** This is a problem solving interview where you would like the candidate to demonstrate analytical or creative abilities and/or complete a test.

Seeing the Best Practices in Action...

You and your team worked together and narrowed down your pool of applicants to those you want to interview. This is most likely going to be your first verbal exchange with the job candidate, so as we discussed earlier, have your “job pitch” ready!

Determine the type and number of interviews you would like to conduct. You and/or your Talent Management Coordinator (TMC) should be reaching out to your panel members (if necessary) and sharing candidate documents (e.g., resume, cover letter, assessment results, etc.) for review.

Statistics show that behavioral interviewing is five times more accurate than the traditional interview style for choosing the right candidates. So let’s say you choose to use the Behavioral Based Interview technique and want to conduct a phone interview, a one-on-one and a final panel interview. Refer back to [WSU’s Competency Dictionary](#) to develop your interview questions. You can draw upon the examples given and again, use those questions as a guide to shape your interview.

Next, develop a ranking system that you and your panel members will use to assess each candidate’s skill in a specific area. For example, rank the candidate’s responses using a scale from “poor to well-qualified” for each skill.

Following the interview, regroup with your panel members to discuss rankings and recommendations.

What’s in it for Me?

You have the responsibility of validating that the candidate meets and/or exceeds the requirements for the position. Choosing the right interview option will adequately allow you to extract the information necessary to make the right hiring choice.

Using the Interview Preparation Tools...

Not sure which interview type is the right choice for your open position? The attached [Interview Type Selector](#) will help you narrow the options and pick the one that’s best for your needs.

Note: Also attached is an Interview Preparation Checklist.

Interview Type Selector

Choosing the Right Format for Your Next Interview

Interview Type	When to Use It	Examples of Applicable WSU Positions
<p>Screening Interview</p>	<p>To reduce time spent in unproductive interviews (particularly when the number of applicants is large).</p> <p>Note: When candidates are not local, this screening interview may be expanded to become an actual phone or Skype-based interview. However, no candidate should be hired without physically meeting them to ascertain fit.</p>	<p>Any WSU position.</p>
<p>One-on-One Interview</p>	<p>The position’s scope encompasses a smaller group on Campus.</p> <p>In these instances, the direct Supervisor or his/her delegate (i.e., Talent Management Coordinator) may feel comfortable determining this decision.</p> <p>Note: It’s helpful to invite members of the department to join in this process informally or formally. At the conclusion of the final candidate interviews (potentially their second interview), consider scheduling 20 minutes for the candidate to meet with department members as a group. This will enable the candidate to ask questions as part of a job preview process - and helps the department members to contribute input in terms of the candidate’s fit. If doing this, prepare department members in advance by providing the candidate’s resume and recommending they agree upon a small number of questions that will be asked of the candidate (no more than 3).</p>	<p>Individual contributor roles (i.e., administrative assistants, coordinators, specialists, project managers).</p>



Interview Type	When to Use It	Examples of Applicable WSU Positions
<p>Panel or Small Group Interview using Search Committee</p>	<p>The position’s scope is broader - many on Campus will be impacted by this role. Gathering input will be helpful to ensure the candidate is a good fit for the role and the culture of the organization.</p> <p>The Office of Equal Opportunity’s Guide for Successful Searches is a helpful tool. While primarily written for faculty recruitment, the checklist on page 14 can guide any search through the preparation steps.</p> <p>In group interviews, remember to:</p> <ul style="list-style-type: none"> • Communicate the group’s role in decision making. • Distribute applications, resumes and other applicant material prior to the interview. • Avoid disruptions to the interview process. • Use the same set of questions with every applicant. • Decide who will ask which questions in advance. • Avoid discriminatory questions. • Advise the applicant in advance that the selection process includes a group interview. • Debrief after each interview to obtain group member input about each candidate. • Ask the group to support your final hiring decision. 	<ul style="list-style-type: none"> • Faculty • Chairs and Deans • Executive/Administrative positions • Business Affairs Officers • Other “High Impact” Roles

Regardless of the type of interview used, always incorporate the **Competency-Based Behavioral Interview (CBI)** approach. The types of interview questions asked will be based on the candidate’s demonstration of job-relevant skills, knowledge and abilities in the past.

Use the **Competency Dictionary** for sample questions.



Interview Preparation Checklist

Tips for Interview Success from Start to Finish

Before the Interview

- Secure an appropriate location.
- Review the job description.
- Define the competencies and functions most essential to the position (e.g., technical skills, initiative, people skills, motivation, work habits, etc.).
- Rank the competencies and functions in order of importance. Review the behavioral indicators in the **Competency Dictionary** as needed.
- Draft and agree upon (if using a search committee) the interview questions to be asked. Refer to the Office of Equal Opportunity's Interview Questions and Inquiry Guide for a list of prohibited and acceptable questions.
- Document interview questions on an **Interview Worksheet** to ensure that the same questions will be asked of all candidates (see sample).
- Prepare an interview "plan sheet" that lists all the information you want to tell candidates. This may include strategic goals of your unit, a description of WSU to help "sell" it (refer to University Fast Facts) and how this position fits with your upcoming goals for the department.
- Develop a consistent interviewing system (i.e., same interview questions asked in the same order, same approach to opening and closing the discussion). By following the same path through each interview, you will be better able to compare candidates using consistent data.
- Review the candidate's resume and application.

During the Interview

- Introduce the committee members (if present).
- Describe the format of the interview.
- Ask the open ended, informational and competency-based behavioral interview questions you documented on your worksheet. Note: Behavioral interview questions ask candidates about how they reacted to a real situation in the past versus a theoretical situation. Rather than, "How do you react to stressed students" use "Describe your most recent interaction with a stressed-out student. What happened? How did you handle it? What was the result?"
- Let the candidate do most of the talking. Do not put words in his/her mouth.

Non-Academic Hiring Guide

- Learn how to listen to what the person is really telling you. Do not try to formulate your next question while not really listening to the candidate's answer. If you are speaking 80% of the time, you will not learn all that is required to know about the candidate's ability to perform the job.
- Keep the interview on track. If a candidate gets derailed, it's OK to politely stop him/her and refocus on the next question.
- Question nearly every achievement relevant to the position on the candidate's resume.
- Observe nonverbal behavior.
- Take proper notes during or directly following the interview. Refer to the Interview Documentation Do's and Don'ts document.
- Allow 10 minutes at the end of the interview for the candidate to ask questions.
- If this is a final candidate, ask if you can check references and be sure to have the candidate sign his/her application to authorize this.

After the Interview

- End the interview on a positive note, expressing thanks for his/her time and interest in WSU and that you appreciated meeting them.
- Commit to yourself and the candidate that you will make a decision within a specified time. Be sure to allow enough time in the event that the first choice does not accept the position and the committee decides to move on to the next candidate.
- Complete the **Candidate Evaluation Matrix**. Note: It may be helpful to create this in Excel so that after the interview is finished, the ratings can all be automatically summed for each candidate to allow a final comparison (see the attached sample).
- If considering a foreign national candidate please refer to the [OISS Guide to Foreign Employees](#).

Behavioral Interviewing Tools & Techniques



The purpose of behavioral interviewing is to obtain a well-rounded perspective of the candidate's work history, interpersonal relationship skills and ability to address and resolve workplace challenges. For example, behavioral-based interviews enable recruiters and Hiring Managers to determine how well candidates utilize their communication and conflict resolution skills. The candidate must give specific examples, so there is little room for "glazing over the truth" to get the job.

This type of interview process is uncomfortable for most candidates. Behavioral interviewing gives Hiring Managers concrete information that can be used to make an informed decision about the candidate's fit within WSU.

Best Practices...

- Review the candidate's resume, cover letter, employment application and other materials for accuracy and completeness.
- Coordinate with your TMC and schedule interview times.
- Contact the candidates and inform them that this will be a behavioral-based interview. Invite them to bring their work samples, portfolio, etc. (if necessary).
- Utilize the Interview Matrix to alleviate bias and to maintain consistency in rating.
- Have several people who understand the essential functions of the role, interview the candidate if possible. Ideally, each interviewer will ask about a different part of the person's education, technical skills and work experience (school, work, volunteer work, etc.).
- Ask interview questions pertaining to job knowledge, based on the job description.

Talent Management Coordinator

Your TMC can help you prepare for your next interview!

Not sure what's "Legal" to ask in an interview?

Check out the Office of Equal Opportunity's interviewing [Question Do's and Don'ts](#)

Looking for examples of Competency Based Interview Questions? Check out the Competency Dictionary

- Listen for the candidate to give you key phrases or to explain his/her experiences in a way that demonstrates the core competencies (e.g., STAR).
- Ask one or two questions that elicit responses about the candidate's personal characteristics (e.g., dependability, integrity, work ethic and commitment).
- Invite the candidate to ask questions about the university and the position.
- Regroup after the interview with fellow interviewers to compare notes and ratings.

Seeing the Best Practices in Action...

In an earlier section, we identified “Initiative” as a required core competency for a position. Developing interview questions to effectively assess a candidate’s competency should be based on using the STAR technique. For example, here is a question you could use to assess the candidate’s “Initiative” (found on page 11 of WSU’s Competency Dictionary):

“Give a specific example in which you were asked to complete an assignment for which there would be very little supervision. How did you feel? What was the outcome? How was it received by your supervisor and others affected?”

Using STAR, candidates will be asked to respond to each behavioral-based question by including the Situation, Task, Action and Result in each response. For example:

- Recount the event, activity or **SITUATION**.
- Discuss the **TASK** that they were charged with.
- Describe their own **ACTION** or reaction to the event or situation.
- Outline the **RESULT** or outcome.

Note: Candidates may forget to include one of the elements in their response or they may provide answers that are theoretical or focus on their feelings/opinions. When this occurs, it is appropriate to kindly ask the candidate to provide a specific example and/or ask a follow-up question specific to the element (i.e., situation, task, action, result) that the candidate inadvertently omitted. However, make every effort not to lead the candidate to the “right” answer.

Keep in mind that the interview is only one component of the selection process. The complete assessment process is broad and includes various components to thoroughly assess the candidate’s:

- **Skill:** Assessed through self-assessment, staff assessment (completed by manager) and interview.
- **Education:** Identified through review of resume.
- **Experience:** Assessed through interview and review of resume.

What’s in it for Me?

According to research by Plante & Moran, untrained interviewers take four minutes to reach a hiring decision about a candidate. These decisions are based on first impressions such as a handshake, eye contact or other behaviors. While these may be important, other factors related to job success are left unexplored. Behavioral

interviewing helps to uncover these factors. In doing so, you and your hiring team will be more likely to find better qualified candidates and to use a consistent, more defensible process.

Using the “Behavioral Interview Preparation Tools”...

When interviewing each candidate it may be helpful to use the **Behavioral Interviewing Guide** to document the questions that will be asked and capture candidate responses. Note that sample questions may be found in the **Competency Dictionary**.

The **Interview Matrix Sample** provides a template for utilizing the minimum requirements of the open position to consistently compare job candidates during the interview process. It may be helpful to create a customized matrix for each position in Excel to enable each of the numerical rating responses to be automatically summed. An *example* of how this was done is attached.

Behavioral Interviewing Guide

The following interview guide is designed to support the assessment of the candidate's Knowledge, Skills and Abilities (KSAO'S's) through the exercise of asking behavioral-based interview questions focused on a number of competency areas. The goal is to learn how the candidate will behave in certain work situations by gaining insight into how the candidate has performed in the past. How an employee behaves while completing responsibilities is as critical as the responsibilities of the actual job.

Note: Under each competency heading, you will find a short description of what behaviors/actions the interviewer should look for. This information is for the assessment team only and should not be shared with the candidate.

1. The STAR method will be used for conducting the interview. Candidates will be asked to respond to each behavioral-based question by including the Situation, Task, Action and Result in each response. For example:
 - Recount the event, activity or SITUATION.
 - Discuss the TASK that they were charged with.
 - Describe their own ACTION or reaction to the event or situation.
 - Outline the RESULT or outcome.
2. Candidates may forget to include one of the elements in their response, or provide answers that are theoretical or focus on their feelings/opinions. When this occurs, it is appropriate to kindly ask the candidate to provide a specific example and/or ask a follow-up question specific to the element (e.g., situation, task, action, result) that the candidate inadvertently omitted.
3. Make every effort not to lead the candidate to the "right" answer. Behavioral-based questions are asked the same of all candidates, and because they ask the candidate to describe actions they took in specific situations, they do not imply a "correct" answer.
4. Keep in mind that the interview is only one component of the selection process. The complete assessment process is broad and includes various components to thoroughly assess the candidate's:
 - **Skill:** Assessed through self-assessment, staff assessment and interview (completed by Hiring Manager).
 - **Education:** Identified through review of resume.
 - **Experience:** Assessed through interview and review of resume.

A candidate evaluation form will be available to document the candidate's overall interview results. It includes a 5-point Likert rating scale (i.e., 5-Well Qualified, 4-Qualified, 3-Average, 2-Below Average, 1-Poor).

Behavioral Interviewing Guide

General Introductory Questions

1. Can you tell us what you like most about your current position?

2. Conversely, what do you like the least about your current position?

Competency Questions to Assess Job-Specific Requirements

(Customize for each position. See samples below)

Communication

Key behaviors/actions to look for:

- Listens actively and checks for understanding.
 - Uses style, language and tone appropriate for audience.
 - Expresses ideas clearly and logically.
 - Uses appropriate structure.
3. Give us an example of a time when you were able to successfully communicate with another person, even when you felt the individual did not value your perspective.

Adaptability/Flexibility

Key behaviors/actions to look for:

- Performs successfully in varying environments.
- Expresses positive attitude towards change and is receptive and willing to incorporate change.
- Uses new techniques and/or tackle new challenges.
- Modifies behavior to respond to/embrace change.

Non-Academic Hiring Guide

4. Can you describe a time when you had to adjust quickly to changes over which you had little control. How did the changes impact you?

Customer Service Orientation

Key behaviors/actions to look for:

- Acknowledges client. Actively listens and seeks information from client. Displays empathy.
- Identifies client's need and checks for understanding.
- Meets or surpasses the client's need, confirms satisfaction.

Takes responsibility for actions; assesses level of customer satisfaction.

5. Please give us an example of how you provided service to a client/stakeholder beyond their expectations. How did you identify the need? How did you respond?

Initiative and Innovation

Key behaviors/actions to look for:

- Appears self-starting, proactive.
- Generates creative solutions.
- Uses different/novel approaches to resolve issues and/or develop opportunities.
- Generates ideas for improvement.
- Takes productive action without being asked.

6. Tell us about a time when you identified a new, unusual or different approach to addressing a problem or task.

Self-Awareness

Key behaviors/actions to look for:

- Analyzes own behavior and performance.
 - Learns from mistakes and successes.
 - Engages in a process of personal change to actively improve performance.
7. Describe a time when you received feedback from a supervisor or co-worker that you did not agree with. What did you do with the feedback?

Critical Thinking

Key behaviors/actions to look for:

- Demonstrates ability to use valuable information in a productive way to guide decision-making.
 - Appears open-minded and aware of alternatives.
 - Modifies original approach/decision in light of new, compelling information.
 - Asks appropriate, clarifying questions.
 - Draws conclusions when warranted.
8. Describe an incident where you initially assumed the outcome but then realized that the situation was complex and you were missing several key elements. What did you do? What was the outcome?

Relationship Building

Key behaviors/actions to look for:

- Establishes formal working relationships.
- Manages relationships appropriately.

Non-Academic Hiring Guide

- Works collaboratively with others.
 - Considers and responds suitably to the needs of others.
9. Describe a situation in which you developed an effective win/win relationship with a stakeholder or client. How did you go about building the relationship?

Closing

Thank candidate and allow him/her to ask questions

Note: The **Competency Dictionary** provides sample interview questions. Be sure to select only those competencies necessary for successful job performance.

Within a given question, consider embedding specific job requirements (e.g., project management) to assess how they've handled a situation pertaining to it in the past (e.g., "Share a time when a project that you managed missed a deadline. What happened?").

The **Candidate Evaluation Form** shares a section for rating the candidate's responses to each question asked (note that the same questions must be asked of every candidate) and provides a space for differentiating between competencies, job specific functions and qualifications.

Interview Question & Inquiry Guide

WSU Office of Equal Opportunity Resources

The best way to guard against disparate treatment, ensure sound selection procedures and avoid unlawful discrimination is to be fair, objective, and consistent in the hiring process. Inquiries concerning a candidate's personal characteristics not related to ability, performance, or qualifications (as determined by University policy or by state or federal authorities) must be excluded from the hiring process. This includes asking direct questions and attempting to draw conclusions on prohibited matters from letters of application, CV's, resumes and/or letters of recommendation.

To ensure that you conduct interviews and reference inquiries in a non-discriminatory manner, review the following chart of examples.

Note: The same questions should generally be asked of all candidates.

Non-Academic Hiring Guide

CATEGORY	PROHIBITED	ACCEPTABLE
AGE	Questions about age or date of birth. Requests for birth certificates.	<i>Are you eligible to work?</i>
ARREST RECORD	Any inquiry related to arrest.	NONE
CONVICTION RECORD	Inquiries regarding convictions that do not relate to performing the particular job under consideration.	Inquiries about actual convictions. Information obtained must be used only if it relates to the applicant's fitness to perform the job.
DISABILITY	<i>Do you have a disability or any health problems which may affect your performance for this position?</i>	<i>Are you able to perform the essential functions of this job with or without an accommodation? (Provide a description of the essential functions.)</i>
DISABILITY CONT.	<i>What is the prognosis or expectation regarding the condition or disability?</i>	<i>Will you need to be absent for special treatment of the disability?</i>
DISABILITY CONT.		If the applicant's known disability may interfere with or prevent the performance of a job related function (whether or not the employer routinely makes such a request of all applicants), it is permissible to ask: <i>Please demonstrate how, with or without reasonable accommodation, you will be able to perform the job-related function(s).</i>
DISABILITY CONT.		<i>Are you able to meet the required schedule?</i>
DISABILITY CONT.		Questions should focus on the ability of the applicant to perform the job, not on the disability.
GENDER	Gender of applicant, where sex is not a bona fide occupational qualification (BFOQ).	NONE
GENDER CONT.	<i>How would you feel about working for a woman/man?</i>	
MARITAL and FAMILY STATUS	<i>Are you married? What does your spouse do?</i>	<i>Are you able to meet the work schedule and responsibilities of the position (i.e., traveling needs, if required)?</i> Must be asked of candidates of both sexes.
MARITAL and FAMILY STATUS CONT.	<i>Do you have child care arrangements?</i>	
MARITAL and FAMILY STATUS CONT.	<i>Do you have plans for having children/family?</i>	
MILITARY	Discharge status.	Type of experience and education in service as it relates to the particular job.
NATIONAL ORIGIN	Require proof of citizenship prior to employment.	Whether the candidate is legally eligible to work in the United States.
NATIONAL ORIGIN CONT.	Lineage, ancestry, descent, mother tongue, birthplace or citizenship. National origin of spouse or parents.	Make the statement that, if hired, applicants must furnish proof of citizenship or appropriate visa.
ORGANIZATIONAL AFFILIATION	<i>Of what organizations are you a member?</i>	<i>Are you active in any organization that is related to the responsibilities of this position?</i>



CATEGORY	PROHIBITED	ACCEPTABLE
RACE OR COLOR	<i>Are you of _____ heritage/race?</i>	NONE
RELIGION	<i>Do you have religious beliefs that would prevent you from working certain days of the week?</i>	<i>Are you able to work the required schedule?</i>
RELIGION CONT.	<i>What is your religion?</i>	
RELIGION CONT.	<i>Which church do you attend?</i>	

Interview Documentation



INTERVIEW DOCUMENTATION

<p>What Should Be Documented in an Interview</p> <ul style="list-style-type: none"> • Objective, factual job-related statements. For example: applicant has “2 years experience in customer service”. • Brief quote/s summarizing applicant response. For example, applicant stated “report writing was the most challenging part of previous job”. • Descriptive phrases of applicant behavior to help prompt interviewer’s memory of applicant – not necessarily to determine job suitability. For example VP applicant “wore jeans & flipflops to interview”, “arrived 20 minutes late” or “did not speak clearly and with enough volume to be heard” • Balanced statements incorporating positive as well as negative attributes and comments when possible. <p>Do not record notes on the application. It is recommended that each interviewer have a printed set of interview questions for each candidate being interviewed, with appropriate note taking spaces included in the document. It may be helpful to write only keywords or phrases during the interview and elaborate immediately after the interview. Always reference the job description and consistently record and rate responses.</p>	<p>What Shouldn’t Be Documented in an Interview</p> <ul style="list-style-type: none"> • Race • Religion • Gender • Sexual Preference • Height/Weight • Age • Arrest/Convictions • National Origin • Financial Status* • Military Record* • Disability • Opinions, subjective statements that are not based on facts • Anything not relevant to job requirements <p>Do not include any statements about any of the above areas, which are protected by law, nor any non-factual statements or those not relevant to the position requirements.</p> <p>* Might apply in some, less common, instances. Contact your HR Consultant for more information.</p>
<p>Contact the Office of Equal Opportunity (OEO) and your HR Consultant when questions arise about documentation.</p> <p>Documentation serves as a permanent record of the interview and is an important reference for comparing applicants. For this reason, it is helpful to use the same format and a consistent rating scale for each interview, such as the Sample Interview Matrix.</p> <p>Interviewers should be aware of relevant employment laws. Since interview documentation can be used as evidence in court should a claim of employment discrimination arise, only job relevant, factual statements or brief quotes from the applicant should be included. The interviewer’s notes should also demonstrate a consistent approach and use of a rating scale.</p>	



The Value of Realistic Job Previews

Interest continues to grow around the use of hiring assessment tools that measure culture fit. While most pre-employment assessments are focused on predicting job performance, research continues to show that culture fit is another important piece of the puzzle. A Realistic Job Preview (RJP) is directly related to assessing the candidate's ability to "fit" into the organizations culture.

RJP's provide balanced information in order to give individuals a realistic view of employment related to the universities strengths, challenges and opportunities. During a typical interview, a candidate is told of the positive aspects of the job. However, in a RJP, the candidate would also be told of the less attractive aspects of the job.

Research shows that candidates who have been told both the positive and negative information about the job/organization through a RJP hold more realistic job expectations. New employees tend to feel in control of their job, which directly relates to an increase in job satisfaction and organizational commitment. Therefore, providing a RJP increases job satisfaction and reduces turnover.

Best Practices...

- Conduct a SWOT Analysis to identify the strengths, weaknesses, opportunities and threats associated with WSU and the job position.
- Provide the candidate with a balanced perspective of the job and WSU (e.g., rewards and challenges).
- Develop interview questions based on current and/or previous projects that relate to the job.
- Assess the candidate's priorities, philosophies, beliefs, attitudes and motivations, based on their answers.
- Engage the candidate in dialogue.

Seeing the Best Practices in Action...

The RJP weeds out candidates that won't fit in the WSU culture and helps to retain those that will. It's necessary that the job candidate is provided with a realistic view of the job and WSU, so that both parties can choose whether or not this is right for them.

Talent Management Coordinator

Realistic job previews are an excellent screening tool!

Contact your TMC to learn more!

The RJP process requires skill, tact and a bit of transparency. Research suggests that RJP's screen out about 15% of those applicants who are most likely to leave within the first three months. Therefore, you must decide on what to tell the job candidate about the position and WSU in "real time".

For example, you can start the discussion by providing the job candidate with the results of the SWOT analysis you've conducted. This should provide a balanced view of both the positives and negatives. This could lead to a great follow-up question or conversation that assesses cultural fit like, *"How specifically do you see yourself providing solutions to some of the challenges in this role?"* If it's a strong candidate, you can point out areas of opportunity and the potential for further growth and development.

By this time, you've dedicated quite of bit of work and time into finding the right candidate for your open position.

What's in it for Me?

You will attract candidates who could fit within the university culture, possess a "can do" attitude and are prepared to work.

Using the Sample "Job Preview Process"...

This process depicts how to use a job description as an aid when providing a realistic job preview to final interview candidates.

Sample Job Preview Process

Using a Job Description to Provide a Realistic View of a Job

1. During the interview for a final candidate, pull out the job description.
2. Ask the candidate to:
 - Circle the job function he/she feels best suited to hit the ground running with.
 - Underline the job function he/she feels least suited to make an immediate impact on.
3. Once done, ask candidate “Why? What support would be helpful?” As the candidate shares needed support, clarify what factors within the organizational environment will help or hinder those functions. These should be described realistically but not so pessimistically that the candidate will feel it is impossible to overcome barriers.

Why do this? To help prepare the candidate for the real world challenges and opportunities of the role.

Setting realistic expectations leads to higher job satisfaction and lower turnover. **Statistics show:**

- 22% of staff turnover occurs in the first 45 days of employment (The Wynhurst Group).
- 46% of rookies “wash out” in their first 18 months (Leadership IQ).
- The cost of losing an employee in the first year is estimated to be at least three times the employee’s salary (The Wynhurst Group).

Note: Another option for a RJP is to have final candidates meet with current employees and/or key internal WSU partners. While this often occurs with a search committee, providing candidates with an opportunity to speak candidly with individual(s) with whom he/she would interact with on a daily basis provides an inside peek on the role. Be sure that this perspective is balanced and includes:

- Things that typically satisfy and dissatisfy employees.
- A focus on a few targeted issues (e.g., those that are the most important job characteristics yet are often lost during the recruitment process).
- Balance (i.e., for each negative piece of information, match it with something positive).

About Background & Reference Checks

Previous employers are increasingly reluctant to provide background check information for fear of being sued by previous employees for defamation. As a result, 54% of employers will not provide information about previous employees.

Employment background checks are used to verify truthfulness and accuracy of information provided by job candidates. They are also used to reveal negative job-related background information that may be hidden or omitted. The background check often includes a drug test, a check for criminal records and other data verification (e.g., degrees, certifications, etc.). On the other hand, reference checks focus on checking previous colleagues' opinions about the candidate's performance, behavior and work attitude. Typically, a candidate should provide at least two professional and one personal reference to obtain a well-rounded view.

As the Hiring Manager, you are encouraged to conduct reference checks. However, you can work collaboratively with the Talent Management Coordinator (TMC) to determine what questions you should ask the reference. Due to the legal impact associated with background checks, WSU has outsourced this process to a third party vendor to eliminate bias and the potential for erroneous reporting.

Best Practices...

- Exercise consistency in the process (i.e., every department should be using the same tools and processes). Make sure the process is free from bias and adverse impact (e.g., the supervisor rating of performance).
- Gather multiple perspectives of the candidate if possible (e.g., supervisors, peers, direct reports, coworkers, etc.)
- Get candid feedback from the reference providers by assuring anonymity. After hire, provide the candidate with feedback gathered from the reference check to aid in both personal and professional development.
- Consider the use of automation (i.e., universal documents that can be emailed/completed by the reference provider).
- Maintain communication with the TMC to monitor progress and results.

Talent Management Coordinator

Your TMC can help you prepare for your next interview!

Not sure what's "Legal" to ask in an interview?

Check out the Office of Equal Opportunity's interviewing [Question Do's and Don'ts](#)

Looking for examples of Competency Based Interview Questions? Check out the Competency Dictionary

Seeing the Best Practices in Action...

You've selected a candidate that's competent, professional and impressive! However, it's not quite time to celebrate. The background and reference checks are perhaps the most crucial processes of all. Some studies show as many as 35% of all resumes include discrepancies related to previous employment.

Here again, your TMC will take the lead in gathering this information. They will provide the candidate with the requested information from the third party vendor to facilitate the background check. You must however, provide the TMC with input relative to what it is you want to know from the references. Work collaboratively to develop questions you would like to have answered.

Your objective is to get a real sense of the candidate's work ethic, relationships with co-workers and commitment to the organization. For example, ask open ended questions like, *"What kind of duties and responsibilities were assigned to the candidate? Did he/she complete them satisfactorily? Did he/she go above and beyond what was required of him/her without being asked?"*

You may also want to consider creating and using an electronic .pdf document that can be distributed, completed and returned via the computer. This could speed up the process considerably, as it can sometimes be difficult to reach people by phone. This also provides a record in the references own words vs. the TMC's transcription or interpretation.

What's in it for Me?

You will ensure that WSU is hiring the most qualified candidate for the job by verifying that the information provided is an adequate assessment of the candidate's credentials. You will also protect the integrity of the university, should the individual cause harm or damage to the clients, staff or students within the university (by lying or withholding information related to their experience, education or criminal background).

Using the "Pre-Employment Reference Check Form" ...

The attached **Pre-Employment Reference Check Form** provides a questionnaire you can use when contacting the references provided by the final candidate. Responses should be documented on this form and kept in the job candidate's file.

Pre-Employment Reference Check Form

Template for Hiring Managers

Candidate:	_____	Name of Reference:	_____
Position:	_____	Organization Name:	_____
Date:	_____	Relationship to Candidate:	_____

Introduction

"_____ has applied for the position of _____ with our organization and authorized us to check in with personal and professional references to discuss his/her work. Do you have a few minutes to help us in our selection process?"

1. When did (name) work for your organization? _____
2. What was his/her role within the organization? _____
3. What were his/her earnings? _____ Circle one: per hour / week / month / year
4. What were his/her job responsibilities?

5. What did you think of his/her work?

Optional: Incorporate questions pertinent to the role. Examples include:

- Describe (name's) ability to communicate, coach and work within a team.
- From your perspective, how does (name) form strategic partnerships with clients/co-workers/leadership?
- How does (name) handle stressful or high pressure situations? Can you provide an example of a time where he/she had some challenges/obstacles implementing or proposing a new process/talent management strategy with clients? What was the outcome?
- What area of development could (name) focus on? Has this been communicated to him/her? If so, how did he/she respond?
- How would you describe his/her data and analytical skills?
- Using a scale of 1 - 3 (with 1-excellent, 2-good, 3-poor), how would you rate his/her (attendance, dependability, attitude, etc.)?

Non-Academic Hiring Guide

Note: Use a chart to track questions and answers. See example on following page...

	1: Excellent	2: Good	3: Poor
Attendance			
Dependability			
Other job-relevant competencies such as: <ul style="list-style-type: none">• Initiative• Integrity• Problem Solving Skills• Customer Service Skills			

6. How would you describe his/her performance in comparison with other people?

7. What job progress did he/she make? How much of a contribution did he/she make to your unit?

8. What are his/her strengths?

9. What are his/her limitations?

10. Is there anything else you think I should know about (name's) skills, abilities or job performance?

11. Would you rehire him/her? *Circle one:* Yes / No

12. Would you recommend him/her for this role? *Circle one:* Yes / No

Closing

“Thank you for investing time to share your feedback. We appreciate your candor.”

Reference Check By: Name: _____
 Title: _____
 Dept: _____

Pre-Employment Reference Check Tips

Having Difficulty Getting Former Employers to Release Information?

- Remind the former employer that you have a signed release of liability from the applicant. Send an electronic copy of the release statement as reassurance if necessary.
- Ask the former employer if not providing references is their normal policy
- Seek out the former supervisor, rather than calling Human Resources
- Ask the applicant for assistance in completing reference checks, including getting an OK to call the former supervisor at home
- Ask the applicant to obtain a copy of their last 2 performance appraisals signed by the supervisor

Worried about releasing references and being held liable?

- Consider forwarding the request to a member of your Client Services team and ask that if any employee on your team receives a call requesting reference from a former WSU employee that they do the same
- If you choose to provide a reference yourself, provide only title, dates of employment and if available, salary. Information that is shared should always be factual, documented and performance based – never opinion-based, allegations, rumors or mental health characterizations.

Note: While a **full reference check is suggested** (anything outside the employment verification process including personal/professional contacts – a signed release is required by the candidate to authorize this), **at a minimum hiring managers should perform an employment verification** (confirming job title, dates of employment, and salary for the last 3 jobs or last 10 years of candidate’s employment history) prior to making a job offer.

Extending & Conducting Job Offers

When you've found the right candidate, making a job offer can be just as tricky. A job offer is a contract that involves both strategy and an understanding the psychological needs of the candidate. You will have spent time interviewing and getting to know the candidate and hopefully taken time to discuss topics like salary expectations, job requirements, benefits and career advancement opportunities.

These are important ways to understand what matters and motivates your potential employees. It also helps determine how you will position and present the job offer - making sure you highlight some of the most important perks surrounding the job that your candidate mentioned earlier in the process.

Bring in your candidate and present them with the offer. If the salary isn't overwhelming, consider emphasizing the benefits package. Money is important, but isn't necessarily the primary motivator when a candidate accepts a job offer.

As you know, WSU has an excellent benefits package which offers a great deal of leverage and negotiating power. The key to having a job candidate accept your job offer is through engagement, conversation and knowing how the job opportunity can help them obtain their career, personal and professional goals.

Best Practices...

- Discuss salary expectations with the candidate early in the process. This will help ensure there are no surprises, should you want to extend an offer later.
- Use the initial phone screen as a place to have this discussion with the candidate, even though the salary range is listed in the job posting.
- Be direct and ask them specifically about their salary expectations.
- Ask questions to find out what else motivates the candidate besides wages. This information is helpful when you extend the job offer.
- Present your best offer.
- Provide a formal offer letter immediately after extending the verbal job offer.
- Allow reasonable time for a response from the candidate.

Extending a Job Offer

Your TMC can help with extending and conducting job offers!

Indicate the expected time-frame in the offer letter.

Seeing the Best Practices in Action...

As a result of all your hard work, the candidate you've selected has proven to be the best choice and now you're ready to extend an offer. You should have a pretty good idea of the proposed salary, since you briefly touched on it during the phone screen. Consider the value (e.g., education, experience, potential, expertise, etc.) that this candidate could bring to your team and the university. You want to make every effort to be competitive and making a strong offer, but leave a bit of room for adjustments.

Savvy job candidates are encouraged to haggle for at least 10 percent more than what they will actually settle for. So, it is crucial to determine how far you're willing to go and know your bottom line.

Another approach is to just tell the candidate what the salary is. This works well when you're hard pressed to fill the position and don't want to waste time haggling.

Note: A weak offer may be accepted by a job candidate, with the intention of them seeking a better opportunity, hence retention problem.

What's in it for Me?

You are operating in a fair and ethical manner by offering a qualified job candidate a salary that commensurate with their Knowledge, Skills, Abilities and Other characteristics (KSAO's).

Using the Attached "Extending a Job Offer Checklist" ...

The sample **Job Offer** and **Negotiation Checklist** can help any Hiring Manager prepare to introduce, discuss and come to an agreement on an offer being presented to a job candidate.

Extending a Job Offer

A TMC Checklist and Negotiation Considerations

The job offer may be extended by the Hiring Manager with a follow-up by the Talent Management Coordinator (TMC); or, if you prefer, by the TMC on your behalf. The typical steps include:

1. Verbal job offer extended (by either Hiring Manager or TMC).
2. Written offer letter sent to candidate(s) who accept verbal offer (by TMC).
3. TMC follows up with candidate (to provide more detailed description of benefits and answer logistical questions).

Job Offer Extension and Negotiation Tips

- Before you extend a job offer, check with your Business Affairs Officer to know what the position is budgeted for. This may differ from the stated salary range posted on the job description.
- Determine your absolute salary limits in advance.
- Know what the market for this position is paying. Work with Total Compensation and Wellness to clarify this.
- Don't start your offer with the upper limit of your absolute salary range. Allow for some negotiation room with your initial offer.
- Position the WSU benefit package as favorably as possible. Work with TCW or your TMC to find the most attractive way to position the benefits as adding significantly to the total compensation the candidate would receive. Note: it may be helpful to emphasize a particular benefit option that you know would resonate most with the candidate (e.g., tuition reimbursement).
- Have a few responses prepared should they become necessary:

Extending a Verbal Job Offer Checklist

- Ask for the candidate.
- Introduce yourself by providing your full name and department at WSU.
- Confirm if it is a good time to talk with the candidate.
- Thank the candidate for taking time to interview with WSU.
- Highlight the reasons why the candidate is felt to be a good fit for the position (this should be customized based on the candidate's experience and skills).

- Extend the offer.
- Provide salary.
- Share WSU's exceptional benefits package.

Example Script (For Non-Temporary External Candidates)

"Hi, may I speak to (candidate name)? Hi (candidate name), this is (your name) calling from (department name) at Wayne State University. Is now a good time to talk? I want to thank you again for taking the time to interview for the (position title). Based on the requirements of this position and your experience and education, we feel you would be a great fit for the position and department. I'm pleased to offer you the position with a starting salary of \$X. This offer is contingent upon the completion of a satisfactory background check that is required by University policy for this position, including, but not limited to, a criminal background check. If the University determines that your background check results are unsatisfactory, this offer shall be revoked.

Our Talent Management Coordinator will follow up with you to provide the offer letter and additional information about our benefits. Is this the best number for them to reach you?

Do you have any immediate questions that I can answer for you at this time?"

If Candidate Accepts Checklist

- State your enthusiasm about the individual joining your team.
- Inform the candidate that the offer is contingent upon pre-employment screening, including a background check.
- Indicate that the Talent Management Coordinator will follow up with him/her to discuss next steps and answer any questions.
- Give the candidate a time frame of when you will be back in touch to discuss the start date.
- Congratulate the candidate.

Example Script (For Non-Temporary External Candidates)

"Wonderful, we are so excited about you joining our team! The background check process typically takes anywhere from 5-10 days. Do you have any questions regarding the position or the offer? Congratulations! Again we're excited about you joining our team! Would you like to discuss our benefit package at this time? Don't hesitate to contact me at (your phone number) if any questions arise. I will let you know as soon as I receive information back on your pre-employment screening. Then we can finalize your start date and the next steps. The Talent Management Coordinator will follow up with him/her to discuss next steps and answer any questions."

Example Script (For Temporary Staff)

"This offer is contingent upon the completion of a satisfactory background check that is required by University policy for this position, including, but not limited to, a criminal background check. If the University

determines that your background check results are unsatisfactory, this offer shall be revoked. If your employment has already commenced, your employment will be immediately terminated.”

If Candidate Needs Time to Consider Checklist for TMC’s

- State your understanding of his/her need for time to consider the offer.
- Discuss timeframe that candidate needs to make a decision.
- Agree on a specific date that the candidate will contact you regarding their decision.
- Confirm that the candidate has your contact information.
- Highlight reasons why candidate is a good fit for the position and the opportunities this position offers the candidate.
- Ask what information you can provide to help the candidate in his/her decision making process.
- Thank the candidate again for his/her time.
- Share with the Hiring Manager the candidate’s response and determine next steps.

Example Script

“I definitely understand and know that this is a very important decision. I want you to take the time you need to think about all that we discussed and make the best decision for you. How long do you think you will need to make a final decision? (Timeframe candidate shares) is reasonable. Can we agree that you will call me by the end of (agreed upon day)? To confirm, you may contact me at (your phone number). Again, based on the requirements for the (position title), we feel that your experience would be a great fit for this role in our department. This position has many opportunities for growth and I believe our team is well positioned to have many accomplishments in the next year. In addition, Wayne State is a wonderful place to work! Is there any information I can provide or questions I can help answer to aid in your decision making? Thank you again for your time. I look forward to hearing from you with your final decision on (agreed upon date/time).”

If Candidate Wants More Time To Think Than You Feel Appropriate **Be supportive while standing firm on a time frame you feel is reasonable**

“Thanks for explaining that you’d like more time (candidate name). However, we’ve already given you (insert time frame) to consider the position and really do need to fill it quickly to get the work started. I would be happy to give you another (insert time frame) to think it through but after that, I really must have a final response. We’d love to have you join us here, but know it must be the right decision for you.”

If Candidate is Not Committing, But You’re Unsure Why **Be considerate and persistent, but avoid being pushy**

“Well (candidate name), it seemed like we got along really well during the interviews and we’d love for you to work with us; I think your contributions to this organization could take us to new heights.”

If Candidate Asks for More Compensation **If you want to consider making a counter-offer**

Ask candidate what he/she feels is a reasonable compensation and say that you’ll look into and get back to them. You can pick and choose a counter-offer based upon internal discussions.

If you choose to stand firm

“I understand the value you place on your qualifications. We do as well. However, given our experience with people in this industry at your level of experience and qualifications, the amount we have offered is competitive – particularly in light of our total package including our very generous benefits package. We think it is a fair offer and we also think that is an excellent opportunity to apply your skills and continue to grow here professionally.”

If Candidate Declines Offer **Checklist**

- State your regret.
- Ask why the candidate made his/her decision.
- Thank the candidate again for his/her time.
- Encourage him/her to consider WSU for other opportunities in the future.
- Wish the candidate luck.
- Document the reason why the candidate declined the offer in the Online Hiring System (OHS).

Example Script

“I’m sorry that you have decided to not join our team. May I ask how you arrived at your decision? I appreciate you sharing that information with me. This is a very important decision and I respect your need to act in your best interest. Thank you again for your time and consideration. I hope you’ll continue to consider WSU for other opportunities in the future and wish you the best of luck in your career.”

WAYNE STATE UNIVERSITY

MEMORANDUM

TO: Assigned Talent Management Coordinator

FROM: Hiring Manager, Department, S/C/D

RE: Web Content Administrator – Posting # 00000- Hiring Recommendation/
Disqualifications

DATE: Today's date

We have completed the interviews for the Web Content Administrator (posting #00000) and the most qualified candidate is **John Doe**.

Mr. Doe has outstanding experience with the implementation and maintenance of web resources, and strong experience in MySQL and php programming and server support which is required for the OTL Web Content Administrator position. His experiences related to management of complex computing systems and proven track record of managing large multifunctional teams will also be an asset as we move the OTL forward. The OTL is developing its program in research and development, and his strong background in server support is essential as we design and build web-based training research projects.

We would like to offer Mr. Doe a salary of \$50,000. We would like Mr. Doe to commence employment as soon as possible. His application stated that he needed to provide two weeks notice, so two weeks from whenever he accepts our offer would be best.

Jane Doe also interviewed for the position, and although she has had basic web maintenance and development experience in her current position, she does not have any knowledge of UNIX AND Linux server systems and management, limited knowledge of coding and has no MySQL and php programming, which are required qualifications.

June Doe was disqualified for attendance.

Please let me know if you need additional information.

Creating a Timeline

Reviewing Pre-Employment Logistics

Creating a timeline for hiring employees will help you systematize your process for hiring, whether it's your first employee or one of many employees that you are hiring. The hiring timeline should be created in collaboration with your assigned Talent Management Coordinator (TMC) and shared with the hiring committee. This will ensure a continuous flow of communication regarding the process and progress.

As the Hiring Manager, it's imperative that you create and maintain transparency with the hiring committee. This simply means that once a process is established, everyone on the committee has clear expectations and accountability. Make sure the committee members are in agreement on key aspects (e.g., candidate criteria, competency requirements, interview processes and the compensation package). Most importantly, make sure that all members are fully committed to the process.

A compressed recruitment timeframe (6-8 weeks) reduces chances that a highly qualified candidate will be lured away before signing. The timeline is an effective tool that helps you keep track of your recruiting efforts.

Best Practices...

- **24 hours:** Follow up with candidate's initial contact.
- **1 week:** Schedule and conduct the pre-screen interview.
- **3 weeks:** Arrange a site visit and face-to-face interview.
- **48 hours:** Extend an offer.
- **72 hours:** Conduct a background check.
- **2 weeks:** Receive the signed offer.

Talent Management Coordinator

Your TMC can help confirm the pre-employment logistics and timeframe!

Seeing the Best Practices in Action...

So, recruiting isn't as simple as it may seem. You've been given a lot of information to process and utilize. There's one more process to consider: The Pre-Employment Logistics Timeline. Utilizing a timeline template will almost certainly ensure a continuous flow toward filling a position with minimal lag time.

The timeline serves as a "quick-view" of which stage you and your hiring teams are at throughout the hiring process. This tool can be managed by your TMC and utilized to guide updates and discussions with your TMC, Human Resources Consultant (HRC) and interview panel members.

Use the timeline to outline when and what needs to happen and who's responsible for certain tasks. This will reduce your chances of critical processes being omitted and/or mismanaged. You are encouraged again to share this timeline with your hiring team to eliminate frustration and to minimize time away from day to day tasks.

What's in it for Me?

You have organized the hiring processes in such a way that your hiring team is fully aware and accountable for meeting the hiring objective. You have also accurately documented your progress and processes.

Using the "Hiring Timeline"...

The attached hiring timeline offers a checklist of all pre-employment logistical activity to help a hiring manager know what to expect and when to schedule a new employee's first day.

Hiring Timeline

Pre-Employment Logistics

After the job offer has been accepted, your Talent Management Coordinator will complete the following pre-employment steps prior to the employee’s start date. Please work with your TMC to confirm when the start date should be established.

2- 3 Week Timeframe Needed before a New Full-Time Employee Can Start

Pending Completion of the following steps:

	Reference Check	Background Check	Physical	I-9/ eVerify	New Employee "Set Up"	System Access	New Employee Start Date
Timing	3 - 5 Days	5 - 7 Days	3 - 7 Days	Any time after "cleared for hire" or within 72 hours of start date.	3 - 6 Days	5 – 10 Business Days	
Description	Includes: Personal and professional contacts, per candidate's authorization.	Includes: <ul style="list-style-type: none"> • SSN Trace • Criminal Record • Employment History • Sex Offender List Could Include: <ul style="list-style-type: none"> • Degree & License Verification • Credit History • Drug Screen • Motor Vehicle Check 	Could Include: Additional screening, as noted in collective bargaining agreement.	Includes: Verification of new hire's identity and employment authorization status to work in the U.S.	Includes: EPAF Processing Note: If new hire requires Banner access, this may take longer.	Includes: <ul style="list-style-type: none"> • System Access • Security • Banner • Cognos • Etc. 	
Owner	Hiring Manager	TMC	HR Administrator	HR Administrator	HR Administrator	BAO	
Necessary Items	Signed OHS Application.	Upon job offer acceptance, Hiring Manager to provide TMC with new hire's name, phone and email. TMC to contact new hire.	TBD	Personal Identification Documentation, provided by new hire.	Upon successful completion of background check, BAO forwards signed EPAF Data Sheet.	Banner ID provided by TMC.	



A Manager's Checklist

For Welcoming & Onboarding New Employees

One of the most important ways that Human Resources and Hiring Managers impact the effectiveness of WSU's workforce is through the strategic use of onboarding processes. New employee onboarding is the process of getting new hires adjusted to the social and performance aspects of their new jobs quickly and smoothly. It is the process through which new hires learn the attitudes, knowledge, skills and behaviors required to function effectively within an organization. Research shows that the trajectory of a new hire's success is set as early as the first two weeks, so it is important to make the first day a special one for new employees.

Having a formal orientation program and a written onboarding plan are key best practices. The faster a new hire is acclimated, the faster they will be able to successfully contribute to the organization's mission. As Hiring Manager, you should make sure your new hire would have a positive response to these three questions:

1. Were you greeted warmly on your first day?
2. Did you have a functioning workstation right away?
3. Did someone take you to lunch the first day?

It is the responsibility of HR and the Hiring Manager to work together to make new hires feel welcomed and prepared for their new jobs.

Best Practices...

- Arrange the availability of basic resources prior to the first day.
- Make the first day on the job special.
- Create and use written onboarding plans.
- Be participatory in nature.
- Provide mentoring and/or shadowing opportunities, as needed.
- Monitor progress over time.
- Utilize technology to facilitate the process.
- Recognize onboarding takes place over time. Use milestones of 30/60/90/120 days on the job - up to 1 year post-organizational entry.
- Engage key stakeholders in planning.
- Include key stakeholders in meetings.
- Be clear in terms of the who, what, when and where of onboarding.

Seeing the Best Practices in Action...

Congratulations! Your job candidate has now become your new hire, and is scheduled to start work in a couple of weeks. To maximize your new hire's expectations and onboarding experience, it's imperative that you and your team be prepared to receive and welcome them aboard. You have the latitude to decide what you want to communicate, as well as how and who you want to communicate it. The objective is to have a well thought-out onboarding plan that can give the new hire a clear understanding of how they will fit in. As Hiring Manager, you know firsthand what your new hire needs to know right away and who they need to meet with first to set the stage for future success.

You should inform those individuals of your new hire's start date. Also review what you would like them to share with your new hire. For example, one team member can share their job duties or highlight a particular project, while another may be assigned to take them to lunch and provide an informal overview of the university.

The **New Hire Checklist** is a systematic approach to ensure your new hire is acclimated quickly and efficiently into your department/unit and the university. This checklist encourages them to navigate independently.

What's in it for Me?

You are ensuring that your new hire is adequately and efficiently acclimated into their new role and WSU. You are also putting forth a sincere effort to make sure a positive impression is made. This will hopefully set the stage for a successful employment experience.

Using the "New Hire Checklist" Considerations...

The **New Hire Checklist Considerations** offers a template for creating a customized onboarding plan and can complement WSU's **New Hire Checklist**. The Resource Portal has many tools you may want to share with your new employee, including:

- WSU's Virtual Office.
- WSU's Virtual Tour.
- Probationary/Provisional and Qualifying Period Performance Review Guide and Forms

New Hire Checklist Considerations

Preparing for Your New Employee's Arrival

The **WSU New Hire Checklist** provides a detailed description of the key WSU policies and procedures that govern the effective start-up of a new employee. Below are some general guidelines for consideration.

Before the First Day...

Communication

- Confirm acceptance of the job offer.
- Work with your Talent Management Coordinator (TMC) to send an offer letter and begin the background check process.
- Complete reference check.
- Provide critical first-day information including:
 - A WSU Campus Map with parking options noted for first day and beyond.
 - Time/location for Faculty/Staff Orientation.
 - Time/location for meeting in the department.
 - Work schedule.
- Announce new employee's arrival to department members.
- Prepare the first week schedule - include key meetings with selected individuals and Campus walking tour.
- Arrange for someone to take new employee to lunch on the first day and for an informal "buddy" to provide guidance as questions arise.

Work Environment Access

- Office space.
- Furniture.
- Name plate, if applicable.
- Computer and computing access.
- Phone, department phone directory, working mailbox.
- Email access.
- Office supplies.
- Keys.
- Business cards, if applicable.

The First Day...

- Greet new employee upon arrival from Faculty/Staff Orientation.
- Arrange for a department tour and informal meet-and-greet with department members.

- Tour the building and point out restrooms, storage locations, common areas (e.g., lunchroom) and office equipment access.
- Provide keys.
- Arrange for office security system access.
- Allow time to set up work area.
- Arrange for someone to share access information to phones (e.g., voicemail), computer (e.g., email, computer systems, Outlook vs. Zimbra, Pipeline and vpn for off-site file access) and how to request future computing support (i.e., submitting a call tracker ticket)

The First Week...

- Share WSU strategic plan and department strategic initiatives.
- Schedule time to review job description and set performance expectations. Refer to the probationary/provisional performance management timeline and form. Identify a schedule for regular performance conversations to monitor progress and provide support.
- Share key policies and procedures using the New Hire Checklist and/or Resource Portal as a guide.
- Introduce Web Time Entry, eLearning support and Accelerate.
- Schedule University Orientation.

The First Month...

- Confirm completion of New Hire Checklist activities.
- Confirm benefits enrollment. Refer to the New Employee Benefits Checklist for guidance.
- Share training resources and set development goals, as applicable.
- Provide a recommended networking list to help new hire connect with key individuals and departments on Campus. Share resources for getting to know WSU better (e.g., Wayne State Insiders, WSU's Virtual Tour, WSU's Virtual Office and safety resources).

New Hire Checklist Sample

Customize this document to include the activities that are best suited to help your new non-represented, non-academic employee get acclimated.

WAYNE STATE UNIVERSITY		Division of Human Resources Employment Procedure Checklist	
New Hire Employee Checklist*			
<p>Employees: Work with your supervisor to review and complete each item listed below within the first two weeks of your hire date. Turn the complete form into your supervisor, and keep a copy to incorporate into your departmental orientation.</p>			
<p>Supervisors: Incorporate the items below into your employee's departmental orientation. Ensure each item is completed within the first two weeks of the employee's start date.</p>			
<p>More detailed university policy, health and welfare benefits information is available during the formal university orientation process. Contact the Employment Service Center and Total Compensation and Wellness for more information.</p>			
Employee Name:		Classification:	
Personnel Date:		Banner ID:	
Hiring Manager:		Supervisor:	
Personnel/Hiring Information			
Initiated Action/Function	Location	Date Completed	
Copy of Position Posting (from OHS)	https://jobs.wayne.edu/hr		
Personnel Paperwork	http://www.hr.wayne.edu/help/ http://www.hr.wayne.edu/esc/supervisors/transactions.php		
Veterans/Disability Survey	Available during F/S Orientation		
OISS Form (if applicable)	http://www.oiss.wayne.edu/departments/work-authorization.php		
Signed Offer Letter	ESC collects, attached to incoming paperwork		
Confidentiality Statement	Provided by department		
Departmental Orientation			
Initiated Action/Function	Location	Date Completed	
Campus Map	http://www.campusmap.wayne.edu/		
Organizational Chart of Unit and Division	Provided by department		
Security Building Access	http://police.wayne.edu/building.php		
Keys	See section 5.3 of http://fisopsprocs.wayne.edu/appm/		
E-mail Access	http://computing.wayne.edu/accessid/		
Voice-mail Access	http://computing.wayne.edu/phone/voicemail.php		
Faculty & Staff Directory	http://www.ucomm.wayne.edu/~fsd/index.html		
Supplies ordered	Provided by department		
Identified/cleaned workspace	Provided by department		
Introduction to Staff & Orientation to Department	Provided by department		
Introductory email to department & applicable units	Provided by department		
Banner Information Systems Access			
Initiated Action/Function	Location	Date Completed	
FMS	http://computing.wayne.edu/forms/banner-access.php		
HRMS	http://computing.wayne.edu/forms/banner-access.php		
RAPP	http://computing.wayne.edu/forms/banner-access.php		
P-CARD	http://purchasing.wayne.edu/about/card-team.php		



WAYNE STATE UNIVERSITY		Division of Human Resources Employment Procedure Checklist	
Faculty/Staff Orientation			
Initiated Action/Function	Location	Date Completed	
Veterans/Disability Survey	Provided at orientation		
One Card	http://www.onecard.wayne.edu/		
Parking Pass	http://www.parking.wayne.edu/		
I-9 Employment Eligibility Form	Instructions provided at http://www.hr.wayne.edu/esc/form-9.php Form completion at http://www.newi9.com/		
Tax forms	http://fisops.wayne.edu/payroll/forms/w-4.php		
Direct deposit	Provided at orientation		
Union applications/forms	Provided at orientation		
University Orientation	Scheduled by employee via Pipeline/TSW http://lumprod.wayne.edu/cp/home/loginf		
Employee Assistance Program	http://www.hr.wayne.edu/avp/eap		
Policies & Procedures			
Initiated Action/Function	Location	Date Completed	
Attendance Policy/Time Off Request	See section 3.0.11 of http://fisopsprocs.wayne.edu/appm/		
Sexual Harassment Policy	See section 3.0.4 of http://fisopsprocs.wayne.edu/appm/ & http://www.deo.wayne.edu/pdfs/policy.php		
Nondiscrimination/Affirmative Action Policy	http://oeo.wayne.edu/pdfs/affm_actn_policy.pdf		
Non-Rep Manual	http://www.hr.wayne.edu/avp/pdfs/hrmanual.pdf		
Human Resources Manual	Provided by Department		
Telephone Policy	Designated by department		
Acceptable Use of Information Technology Resources	See section 00-1 of http://fisopsprocs.wayne.edu/policy/		
University Policies	http://fisopsprocs.wayne.edu/policy/		
WSU Administrative Policies & Procedures	http://fisopsprocs.wayne.edu/policy/		
Departmental Policies & Procedures	Designated by department		
Smoke-Free Campus Policy	See section 00-3 of http://fisopsprocs.wayne.edu/policy/		
Workplace Violence	See section 99-3 of http://fisopsprocs.wayne.edu/policy/		
Risk Management	See section 02-7 of http://fisopsprocs.wayne.edu/policy/		
Travel Expense Policy (if necessary)	See section 7.1 of http://fisopsprocs.wayne.edu/policy/		
Date completed and submitted to Supervisor:			
Employee Signature: _____			
*Upon completion, hiring manager uploads this document to Xtender under "Department Docs".			

New Hire Orientation/Onboarding Schedule

Date	Time	Location	Event	Description	Owner

Date	Time	Location	Event	Description	Owner

Date	Time	Location	Event	Description	Owner

Date	Time	Location	Event	Description	Owner



New Hire Orientation/Onboarding Schedule

Date	Time	Location	Event	Description	Owner

Date	Time	Location	Event	Description	Owner

Employee Name *(Please Print)*

Employee Signature

Date

Upon completion, please sign/date and return to your supervisor. This form will be maintained in your personnel file.



Sample: New Hire Orientation Schedule

NAME: Kimberly Sayles

START DATE: 10/14/2013

<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Event</u>	<u>Description</u>	<u>Owner</u>
Mon_10/14/13	9am-12N	Welcome Center	Orientation	New Hire Paperwork, Benefits	TMC
	1:30-2:30pm	Lila's Office	Introductions	Introductions, Tour, Onbrdg Schedule, Job Description/HR Client Services /Goals/Priorities	Lila
	2:30-5:00pm	Kim's Office	E-Learning	Culture of Respect/Web Time Entry	Kim

<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Event</u>	<u>Description</u>	<u>Owner</u>
Tues_10/15/13	9:00-9:45am	Dawn's Office	Intro Mtg w/Dawn Aziz	Role w/in OED Team, Current Partnering Opportunities	Dawn
	10:30-11:15am	Brian's Office	Intro Mtg w/Brian Wittenberg	Intro to HR Client Serv/Region MPN	Brian
	1:00-1:45pm	OED Conf Rm	Intro Mtg w/Katie McDowell	Role w/in OED Team, Current Partnering Opportunities	Katie
	3:30-4:15pm	Kim's Office	Intro Mtg w/Diane Dailey	Intro to HR Client Serv/Region C	Diane

<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Event</u>	<u>Description</u>	<u>Owner</u>
Wed_10/16/13	9:30-10:30am	OED Suite	Bi-Monthly Meeting	OED Meeting	Lila
	11:00-11:45am	Liz's Office	Intro Mtg w/Liz Rager	Role w/in OED Team, Current Partnering Opportunities	Liz
	1:00-1:45pm	Diane's Office	Intro Mtg w/Diane Staif	Role w/in OED Team, Current Partnering Opportunities	Diane
	2:00-2:45pm	Les's Office	Intro Mtg w/Les Nolan	Role w/in OED Team, Current Partnering Opportunities	Les



Accelerate Hiring Resources

R E C O M M E N D E D R E S O U R C E S : N E W H I R E

Books

Title	Publisher/ISBN/Date	Description
Fair, Square and Legal: A Manager's Guide to Safe Hiring; Managing; and Firing Practices; Second Edition	AMACOM 9780761214298 2004	Written by a manager for managers; this course translates complex legal concepts and precedents into a set of easy-to-learn guidelines for managing people. Of potential interest: Part 2 – Safe Hiring Practices
Harvard Business Essentials: Hiring and Keeping the Best People	Harvard Business School Publishing 9781578518753 2002	Offers managers comprehensive advice for hiring more effectively and increasing retention. Of potential interest: Chapter 1 – The Hiring Process: Attracting the Best People Appendix C – Legal Landmines in Hiring
High Impact Interview Questions	AMACOM 9780814473016 2006	Learn how to use competency-based behavioral interviewing methods to uncover truly relevant and useful information about prospective employees before you hire. Of potential interest: Chapter 2: The What, When and Why of Competency-Based Behavioral Interviewing and potentially

Title	Publisher/ISBN/Date	Description
Recruiting, Interviewing, Selecting and Orienting New Employees, Fourth Edition	AMACOM 9780814408612 2006	Chapter 6: Creating the Interview Guide This must-have book for hiring managers covers every facet of the hiring process from start date to orientation. Of potential interest: Chapter 5: Interviewing and Legal Considerations Chapter 10: Documenting the Interview
Strategy-Driven Talent Management: A Leadership Imperative	John Wiley & Sons 9780787988470 2010	Filled with case studies and CEO interviews, this guide presents best practices and guidance on how to recruit, select, assimilate, develop, and retain exceptional talent and integrate talent management efforts with organizational strategy. Of potential interest: Chapter 1: Strategic Talent Matters Chapter 5: Identifying and Assessing High Potential Talent
The Evaluation Interview: How to Probe Deeply, Get Candidate Answers and Predict the Performance of Job Candidates, 5 th Edition	McGraw-Hill 9780071377911 2002	Renowned for helping interviewers put applicants at ease and reveal their true character, this guidebook offers interviewing techniques for building rapport, keeping control, and listening behind the words to hear what a candidate is really saying. Of potential interest: Chapter 2: A Good Hiring Process Starts with a Good Job Description Chapter 8: Behavioral Interviewing Techniques Chapter 9: Legal Issues – Questions You Can’t Ask in an Interview

Courses

Title / Course #	Length	Description
Choosing the Best Applicant hr_03_a03_bs_enus	1.5 hours	This course will show you the most effective methods for evaluating and choosing the best applicants. It will show you how to analyze the information from the interview – by working in a focused framework – and how to compare candidates. You will examine and avoid the most common problems with decision making, and confirm and ratify your decision with other people who know the candidate.
Essentials of Interviewing and Hiring: Behavioral Interview Techniques hr_06_a04_bs_enus	1 hour	This course describes the characteristics of behavioral-based interviewing, how to develop behavioral-based questions, and then how to ask those questions effectively in an interview.
Essentials of Interviewing and Hiring: Conducting an Effective Interview hr_06_a03_bs_enus	1 hour	This course describes how to proceed with a face-to-face to interview. It covers how to open an interview well, what types of questions to ask, and how to close the interview.
Essentials of Interviewing and Hiring: Preparing to Interview hr_06_a02_bs_enus	1 hour	This course covers key issues to consider when preparing to interview. It describes the importance of determining an interview structure, writing out some questions beforehand, and scheduling the interview effectively. It also identifies common interviewing errors. Finally, it describes how to avoid unfair practices when you interview candidates.
Talent Management: Acquiring Talent	1 hour	This course describes two approaches to talent acquisition – hiring internally and hiring from outside –

mgmt_18_a03_bs_enus		and explains the best situations in which to use each. It provides examples of how to implement an effective talent recruiting strategy and outlines how to conduct interviews that result in the selection of talented individuals who fit in the organization.
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Job Aids & SkillBriefs

Title / ID #	Length	Description
Aligning Recruitment to Job Requirements _pc_bi_hrbi001	.1 hour	Here we discuss why composing comprehensive and accurate job descriptions is such an important part of the recruiting process.
Creating a Compelling Job Description _pc_bi_hrbi015	.1 hour	This Impact examines the criteria for drafting a compelling job description.
Guarding Against Interviewing Biases _pc_bi_hrbi003	.1 hour	This Business Impact explores the perils of interviewing bias and strategies for avoiding it.
Interviews and Unfair Practices hr_06_a02_bs_enus	.1 hour	Understand the avoidance of unfair practices when conducting interviews.
Legal Considerations hr_06_a02_bs_enus	.1 hour	This job aid reviews the legal issues you should consider when preparing to interview job candidates.
Screening Applicants for Emotional Intelligence _pc_bi_hrbi012	.1 hour	This Business Impact takes a look at the benefits of screening potential employees on the basis of their emotional quotient (EQ).

Simulation

Title / Course #	Length	Description
Effective Hiring and Interviewing HR003A	.5 hours	The Effective Hiring and Interviewing Simulation serves to test the participant's ability to prepare and conduct an effective interview, handle manipulative candidates, and evaluate applicants.