



Guidelines for Successful Recruitment, Selection & Hire

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EQUAL OPPORTUNITY POLICY

The University of Baltimore does not discriminate on the basis of sex, gender, race, religion, age, disability, national origin, ethnicity, sexual orientation, gender identity, or other legally protected characteristics in its programs, activities, or employment practices.

Further, the University, through its employment practices and procedures recruits and employs qualified personnel for all of its diverse activities and at all of its facilities. The University provides equal opportunities before and during employment by administering each and every human resources program without regard to race, sex, ethnicity, religion, creed, national origin or ancestry, sexual orientation, gender identity or expression, age, marital status, disability, or veteran status.

UB is an Equal Opportunity/Affirmative Action/ADA Compliant Employer & Title IX Institution

INTRODUCTION

Successful recruitment, selection and hire incorporate careful and well thought out preparation. Starting with getting the right information and reviewing all selection factors are critical for a successful hire. This guide is not intended to answer every question about recruitment, selection and hire, and is not regarded as a substitute to official workforce management policy and procedure. This guide will provide the hiring authority and/or interviewer some useful concepts and techniques in selecting successful employees.

UB leadership and staff recommending new hire decisions have critical responsibilities, specifically:

- To interview candidates and recommend prospective employees on the basis of job-related qualifications, organizational values and behavioral standards, and in accordance with legal requirements.
- To carry out UB's commitment to equal opportunities.
- To record the steps taken and outcomes achieved in the interviewing and selection process.

To assist you in accomplishing these responsibilities, this guide will cover the following areas:

- Legal Considerations
- Writing a Successful Recruitment Posting
- Sourcing Candidates
- Search Committees
- Planning the Interview Process
- Developing Interview Questions
- Preparing for the Interview
- Conducting the Interview
- Reference Checks
- Evaluating Candidates
- Post-Interview Procedures
- Records and Documentation
- Competencies and Achievement Levels by Job Role
- Interviewer's Self-Assessment Checklist
- Sample Interviewing Questions
- Sample Reference/Credentials Check

LEGAL CONSIDERATIONS

Everyone involved in the recruitment, interviewing and selection process should be aware of the laws and regulations related to employment, reducing the risk of unfair practices and consequences during the interview and selection process.

Employment laws are not intended to restrict your ability to choose the individual who best matches the job requirements. Rather, their intent is to ensure we use criteria that is not discriminatory and is reasonably related to successful job performance. In compliance with federal and state regulations, these guidelines cover the following areas:

Race	Color
Religion	Gender
National Origin	Individuals with Handicaps
Disability	Age
Sexual Orientation	Gender Identity and/or Expression
Ancestry	Marital Status
Citizenship	Vietnam Era and Special Disabled Veterans

Therefore, avoid questions that may elicit information about:

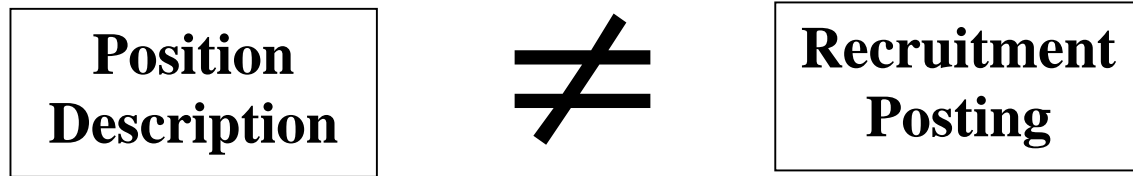
- Age or date of birth
- Arrest record
- Citizenship or national origin
- Ethnicity
- Credit or garnishment records
- Family matters, number and ages of children, childcare, etc.
- Marital status or maiden name
- Health history, medical condition, or Workers' Compensation history
- Political or religious affiliations
- Gender
- Sexual orientation
- Gender identity and/or expression
- Disabilities

PRE-EMPLOYMENT INQUIRY GUIDELINES

ACCEPTABLE	SUBJECT	UNACCEPTABLE
<p>Name</p> <p>"Have you ever used another name?"</p> <p>"Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work and education record? If yes, please explain."</p>	Name	Maiden name.
Place of residence.	Residence	"Do you own or rent your home?"
<p>Statement that hire is subject to verification that applicant meets legal age requirements.</p> <p>"If hired, can you show proof of age?"</p> <p>"Are you over eighteen years of age?"</p> <p>"If under eighteen, can you, after employment, submit a work permit?"</p>	Age	<p>Age.</p> <p>Birthdate.</p> <p>Questions which tend to identify applicants over age 40.</p>
"Can you, after employment, submit verification of your legal right to work in the United States?"	Birthplace, Citizenship	<p>Birthplace of applicant, applicant's parents, spouse, or other relatives.</p> <p>"Are you a U.S. citizen?" - OR -</p> <p>Citizenship of applicant, applicant's parents, spouse, or other relatives.</p> <p>Requirements that applicant produce naturalization, first papers, or alien card prior to a decision to hire.</p>
Languages applicant reads, speaks, or writes, if use of a language other than English is relevant to the job for which applicant is applying.	National Origin	<p>Questions as to nationality, lineage, ancestry, national origin, descent, or parentage of applicant, applicant's parents, or spouse. "What is your mother tongue?" - OR - Language commonly used by applicant. How applicant acquired ability to read, write or speak a foreign language.</p>
<p>Name and address of parent or guardian if applicant is a minor.</p> <p>Statement of company policy regarding work assignment of employees who are related.</p>	Gender, Marital Status, Family	<p>Questions that indicate applicant's gender.</p> <p>Questions that indicate applicant's marital status. Number and/or ages of children or dependents. Provisions for child care.</p> <p>Questions regarding pregnancy, child bearing or birth control. Name or address of relative, spouse, or children of adult applicant. "With whom do you reside?" OR "Do you live with your parents?"</p>
	Race, Color	<p>Questions as to applicant's race or color.</p> <p>Questions regarding applicant's complexion, color of skin, eyes, hair.</p>
Statement that photograph may be required after employment.	Physical Description, Photograph	<p>Questions as to applicant's height and weight. Require applicant to affix a photograph to application. Request applicant, at his or her option, to submit a</p>

ACCEPTABLE	SUBJECT	UNACCEPTABLE
		photograph. Require a photograph after interview but before employment.
Statement by employer that offer may be contingent on applicant passing a job-related physical examination. "Can you perform (specific task)?"	Physical or Mental Condition, Disability	Questions regarding applicant's general medical condition, state of health, or illnesses. Questions regarding receipt of Workers' Compensation. "Do you have any physical or mental disabilities or handicaps?" Videotape interviews.
Statement by employer of regular days, hours, or shifts to be worked.	Religion	Questions regarding applicant's religion. Religious days observed - OR - "Does your religion prevent you from working weekends or holidays?"
Job-related questions about convictions, except those convictions that have been sealed, expunged, or statutorily eradicated.	Arrest, Criminal Record	Arrest record or "Have you ever been arrested?"
	Credit Report	Any report that provides information which is otherwise illegal to ask, e.g., marital status, age, residency, etc.
Questions regarding relevant skills acquired during applicant's U.S. military service.	Military Service	General questions regarding military service such as dates, and type of discharge. Questions regarding service in a foreign military.
"Please list job-related organizations, clubs, professional societies, or other associations to which you belong - you may omit those which indicate your race, religion, creed, color, national origin, ancestry, sex, or age."	Organization Activities	"List all organizations, clubs, societies, and lodges to which you belong."
"By whom were you referred for a position here?" Names of persons willing to provide professional and/or character references for applicant.	References	Questions of applicant's former employers or acquaintances which elicit information specifying the applicant's race, color, religious creed, national origin, ancestry, physical or mental disability, medical condition, marital status, age, or sex.
Name and address to be notified in case of accident or emergency.	Notice in Case of Emergency	Name, address and relationship of relative to be notified in case of accident or emergency.

WRITING A SUCCESSFUL RECRUITMENT POSTING



A successful recruitment posting attracts a large number of qualified candidates. This is not to be confused with a large number of applicants who are not necessarily qualified. How do you accomplish this? A creatively written recruitment posting combined with a creative method for sourcing candidates will maximize the number of qualified applicants.

A recruitment posting should include the following elements:

- An **organizational marketing statement** that highlights the University of Baltimore including our diversity, our prime urban location, and our commitment to achievement, innovation, and community.
- A marketing statement that highlights the **division or school, and the department** in which the position is located. This should include a brief description of the mission of the division or school and the role the department plays in supporting the mission. It should also address how this individual position fits into the overall structure.
- A **description of the position** that is more than simply a list of duties and responsibilities. It should describe the position in a way that attracts the most highly qualified candidates. It may include the opportunities available for a successful candidate. It may also include how the talents of the incumbent would be leveraged. And, of course, it would include high-level position responsibilities.
- The **minimum qualifications** including level of education and years of experience. The knowledge, skills and abilities required of a successful candidate should also be highlighted.

SOURCING CANDIDATES

There are a variety of recruitment sources both formal and informal. Any posting will appear on Jobs at UB. In addition, there are a variety of advertising vehicles through professional associations and social media outlets. All hiring managers are encouraged to have a conversation with the Human Resources Recruitment Leader to discuss advertising options and their associated costs.

Strategies for Expanding the Pool of Candidates

Creating a broad and diverse pool of candidates is an important part of the search process. The task of the hiring authority or search committee is to publicize the position to a diverse audience and to actively identify and recruit qualified candidates from members of protected groups including women, minorities and people with disabilities.

The following activities are recommended for use in specific searches and as strategies for expanding the network of protected group members.

The informal, “word-of-mouth” approach to recruitment, in addition to advertising, is one of the most successful

ways to identify candidates. Making direct contact with academic departments, administrative units, professional organizations, and colleagues, is an effective method of expanding your search.

Personal Contacts

- Contact protected group members who have received significant professional recognition and ask for the names of promising candidates.
- Use a personal approach. Outstanding potential candidates often do not apply for advertised positions; they must be contacted by a member of the search committee or hiring manager.
- If an individual declines a nomination, consider contacting him or her to discuss the reason for declining.
- Target specific protected group members whose work or contributions you admire.

Professional Associations and Conferences

- Encourage faculty and administrators attending professional conferences or visiting other universities to combine their visits with recruitment efforts for present and future positions. They can solicit curricula vitae and resumes from promising candidates.
- Keep national higher education associations informed of present and possible future positions. A number of these associations have special interest groups or minority caucuses with strong networks.
- Maintain membership and actively participate in minority caucuses in professional association(s).
- Maintain ongoing communication with caucuses comprised of minority groups.
- Request the names of potential candidates from caucuses comprised of protected groups in relevant professional and academic associations.
- Consider lobbying professional organization(s) to develop a national recruitment strategy for members of protected groups.

Publications and Search Assistance

- Maintain contact with professional organizations, associations, and agencies that have job referral services.
- Publish discussions of affirmative action issues in newsletters or brochures that are sent to constituent groups and alumni/alumnae, informing them of the university's commitment to affirmative action and enlisting their assistance.
- Use journals to advertise position vacancies that have wide readership of protected groups.
- Use search firms with proven records of success in locating protected group members in higher education.

SEARCH COMMITTEES

Tips on Forming a Search Committee

The goal of the hiring authority is to form a search committee with a competent group of individuals who can work together to accomplish an institutional task. A few things to keep in mind:

- The size of the committee should reflect the extent to which the position is involved in the campus overall. Search committees for positions that have broad campus responsibilities might call for large committees, although there is no requirement for the size of any committee. Remember, it can be very difficult to schedule meetings and interviews with large committees.
- Committees should have an odd number of members. This can help eliminate the potential for a tie when it comes to the final ranking of candidates.
- Attempt to form a committee that is diverse in terms of gender, race, and age.
- Attempt to appoint as a committee member an individual who has performed or held the vacant position or a similar position.
- Attempt to appoint as a committee member an individual who has supervised the vacant position or a similar position.
- Attempt to appoint as a committee member an individual who will be the customer of the vacant position.
- Appoint ex-officio members from Human Resources.
- Determine whether each potential appointee has sufficient time to devote to search committee duties.
- Ensure that the committee possesses technical expertise sufficient to make astute comparisons amongst applicants.
- Ensure that the committee represents a variety of perspectives on the role and function of the vacant position.
- Where appropriate, appoint stakeholders – for example, a student representative on a search committee for a student affairs position, faculty on a search committee for a librarian, or a member of the President’s executive team for a vice president.

Charge to the Search Committee

The hiring authority typically develops a charge to the search committee that includes the following:

- Reaffirmation of the university’s commitment to equal employment opportunity and the expectations of the committee to develop a diverse pool of candidates.
- Official title of the position.
- Position description and a copy of the advertisement or position announcement.
- Essential and preferred criteria for selection, criteria that are important to the department and the university, and the hiring authority’s view of the position’s scope and short and long-term challenges and opportunities.
- Time frame for completing the search.
- Procedure for review of applications that are received after the initial review has been completed.
- Duties of the search committee chair and individual committee members.
- Hiring authority’s involvement in the search.
- Preferred number of candidates to visit the campus and a general idea of what the campus visit will involve including the individuals/groups with whom the candidates will meet.
- Format in which the committee’s final recommendations are to be brought forward – ranked candidates, unranked candidates, written narrative, etc.
- Where and how the committee will receive administrative and logistical support.

PREPARING FOR THE INTERVIEW

Screening Applicants

The Human Resources Recruitment Leader uses the minimum qualifications identified in the position description to screen applicants and identify qualified candidates. The individuals who are selected as qualified are routed through the PeopleSoft Recruiting module to the hiring manager and interview team.

Review the Position

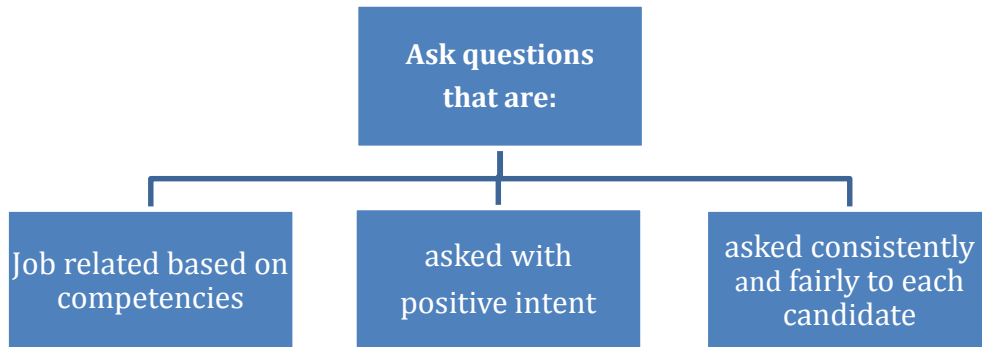
Thoroughly review the position description and identify the essential functions and the primary duties of the position. It is also important to review the required competencies for the position. A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform the essential functions and primary duties. (See competencies and achievement levels in the supplemental materials) These competencies help differentiate superior performance from average performance and relate directly to the rating criteria on the Performance Management form. These competencies also provide the basis for behaviorally based interview questions.

Identify the Selection Criteria

The hiring manager determines selection criteria from the list of essential functions, performance requirements, and required competencies. The hiring manager/interview team applies the selection criteria to further narrow down the applicants and to select the actual interview pool. The selection criteria may be further refined or expanded as the screening and selection process proceeds, but it remains essentially the same. The following provides one example of selection criteria for an operations job role based on the four core organizational competencies expected of all university staff:

- Learning/Creativity/Innovation
 - Demonstrates ways to apply available technology to improve department results/service delivery
 - Stays current with emerging technology in current field
 - Adapts to change by seeking to understand implications of change for own job and adjusting as needed
- Commitment to Excellence
 - Results-oriented; takes accountability for completing work assignments; meets commitments and deadlines
 - Learns from past mistakes and applies lessons learned to future work
 - Seeks opportunities and takes action to improve effectiveness of work area
- Teamwork and Collaboration
 - Develops effective working relationships inside and outside immediate work area
 - Works with others to accomplish goals
 - Demonstrates willingness to compromise
- Development of Self & Others
 - Shows willingness to learn from others; seek feedback when needed and responds quickly to it; provides feedback in a timely manner, in constructive and respectful terms
 - Takes responsibility for continuous development and performance improvement

Prepare Interview Questions



Develop questions to get the information you need for an informed assessment of the candidate's knowledge, skills and behavior. Poorly formed questions can result in getting some, but not all of the information you need to make a sound decision. Poor questioning techniques can also result in having your questions misinterpreted as discriminatory.

Start by preparing a set of general questions to be followed by more direct and specific questions to clarify responses or probe for additional information. Use follow-up questions to help you maintain control of the interview by re-directing the candidate to meet your need for information.

For example: The candidate says "I prepare all the monthly reports for the department." Your follow-up question: "Perhaps you can elaborate a little about the type of reports and how you prepare them."

Job-related questions will help you avoid possible allegations of impropriety as well as solicit sufficient information for an informed selection decision. Insufficient or inadequate information may result in a decision based on assumptions and unsupported inferences.

Competency Based Questions

Below are questions based on examples of the competencies required for a position:

Learning/Creativity/Innovation

Competency: Demonstrates ways to apply available technology to improve department results/service delivery

Question: Would you describe how you have used technology in your current role to improve service delivery? Have you been involved in implementing new technology? If so, please describe.

Competency: Stays current with emerging technology in current field

Question: How do you stay abreast of technological advances in your position? Have you discovered ways to implement technological advances? If so, please describe.

Competency: Adapts to change by seeking to understand implications of change for own job and adjusting as needed

Question: Would you describe a significant change initiative that has affected your work? What went well? What didn't go well?

Commitment to Excellence

Competency: Results-oriented; takes accountability for completing work assignments; meets commitments and deadlines

Question: Would you describe a project or deliverable that had a particularly tight deadline? How did you meet the deadline? What were your lessons learned?

Competency: Learns from past mistakes and applies lessons learned to future work

Question: In hindsight, can you tell me about a decision you made that you wish you could take back. What would you have done differently?

Competency: Seeks opportunities and takes action to improve effectiveness of work area

Question: In your current role, have you recommended or implemented any process improvements? If so, please describe.

Teamwork and Collaboration

Competency: Develops effective working relationships inside and outside immediate work area

Question: Could you describe a challenging working relationship and how you deal with it?

Competency: Works with others to accomplish goals

Question: Please tell us about a project or deliverable that required the collaboration of others. What was your contribution?

Development of Self & Others

Competency: Shows willingness to learn from others; seek feedback when needed and responds quickly to it; provides feedback in a timely manner, in constructive and respectful terms

Question: How do you seek feedback from others? Would you be able to describe a time when you received less than favorable feedback? How did you react? What did you do?

Competency: Takes responsibility for continuous development and performance improvement

Question: Please describe ways in which you continue to learn and develop in your current role.

Below are different types of questions that can be used during an interview:

Behavioral Questions:

Questions that ask candidates how they acted in a specific situation can be strong predictors of future job performance. Ask candidates to describe a specific situation and how they responded to it. The intent is to obtain information about actual behavior, not a hypothetical response.

For example: Describe for me an occasion that you misjudged a situation and what you did about it.

Open-Ended Questions:

These questions encourage candidates to decide how they want to share information. Since these questions allow the candidate greater flexibility in how to respond, the interviewer can learn about communication skills and attitudes in an indirect way. These questions also provide insight into how the candidate processes information, solves problems and expresses work attitudes. However, the interviewer should ask follow-up questions to get specific information and to maintain control of the interview.

For example: "Tell me about your experience that relates to this position?", or "Why are you interested in this position?"

"Yes or No" Questions:

Ask these questions for a specific response with the intent to verify or confirm information. Use sparingly because they normally do not add new information about the candidate. It is appropriate to ask a candidate "Will you be available to work occasional overtime?" However, to ask "Do you enjoy writing grant budgets?" is a question that leads the candidate to a positive response if one of the selection requirements is budget preparation.

Direct Questions:

Questions that ask who, what, when, where, why, and how are used to elicit information.

For example: "How much time do you spend preparing budgets for grant proposals?" Use direct questions as a follow up for additional information or to re-direct the candidate to your interview objectives.

Situational Questions:

While most behavioral questions address how a candidate actually performed in a specific situation, the situational question is **hypothetical**. By asking candidates "What would you do if...?" they may respond by relating to a direct experience or hypothesize how they would respond. The responses may be indicative of future behavior in a specific situation.

For example: "Assume you are the supervisor and your best employee starts to come in late several times a week. What would you do?"

In developing these questions, know what you want from the candidate's response, i.e., a correct answer identifying certain points of information, or the process by which the candidate arrives at their answer.

Factors to Consider Before the Interview

- **Become thoroughly familiar with the candidate's resume/curriculum vitae.**
- **Consider the interview as a business conversation** between individuals with a common goal: your need to fill a job and the candidate has an interest in the job. *It is just as important for you to create a favorable impression, as it is for the candidate to impress you.*
- **Establish the interview format.** Speak in a conversational tone and give the candidate your undivided attention. The critical factor is to establish an environment where both you and the candidate are at ease.
- **Describe the "road map" for the interview** before easing into the formal "question and answer" period. Explain that you will take notes during the conversation so that you will not forget any of the important information.
- **Control is the key to an effective interview.** It enables the interviewer to gather predictive information about the candidate's potential to perform the job. Establishing a credible impression, structuring an interview format and setting, and explaining the process will help you to establish control and guide the interview.

- **Encourage honesty** by indicating that references will be checked. As a follow-up question, ask for the name of a person to contact about a specific aspect of the candidate's work.
 - **For example:** If the candidate prepares the most complex reports for the department, the follow-up question can be, "Who can provide me with information about these reports?"
- **Use follow-up questions to clarify the information** a candidate gives you. Begin with phrases such as "You said before..." or "You gave me an example of a time when..." or "Let me see if I got this right..." Before leaving a topic, be sure you fully understand the information given by the candidate.
- **Use comments to move the conversation along** and avoid having the interview fall into a question and answer interrogation. Appropriately used comments such as "That's interesting...", or "I see...", "Why don't you elaborate on that a bit..." Show interest and encourage conversation.
- **Question the answer!** Ask the candidate to elaborate, or to give an example.
- **Seek contrary information of a candidate's abilities.** Ask "Tell me about an occasion when things did not go well", or "What did you learn from that experience?" This technique confirms or corrects your first impressions of the information received.
- **Don't be overly apprehensive about silence.** Sometimes candidates bridge a silence with additional information that turns out to be quite significant. Silence can be beneficial as long as it doesn't become a battle of nerves between you and the candidate.
- **If a candidate gets side-tracked,** look for a pause and say "Thank you, I think that answers my question" or "With time so short it will be valuable to move to another subject."
- **When taking notes,** jot down key words or phrases and maintain eye contact with the candidate. Opinions, evaluations and additional information should be recorded immediately **AFTER** the interview.

The single most important consideration in selection interviewing is to be an effective listener.

- Listen and use questions that probe, reflect, and summarize.
- Combine careful listening with good use of questions, follow-up questions and comments.
- Remember that as long as you are talking you are not learning anything about the candidate.
- The interviewer should talk no more than 20-25% of the time.

Note: Please see the Supplemental Material section at the end of this guide for additional sample interviewing questions.

CONDUCTING THE INTERVIEW

Step 1. **Establish Rapport**

BE ON TIME! Extend a warm greeting and introduction. Start with "small talk" of mutual interest, i.e. "Did you have trouble finding parking?"

Step 2. **Explain the purpose and set the agenda**

"We would like to learn more about your work experience. We will have _____ minutes (time period of interview) for us to share information. Let me begin by explaining our process. We will ask you questions that provide an opportunity for you to give us specific work experience as it relates to this position. I would like us to concentrate on your work experience, knowledge and competencies. As we move along, we may ask you to provide names of references that know your work in a particular area. We will be taking notes during our conversation, and you will have an opportunity to ask questions and provide additional information at a later point."

Step 3. **Ask Interview Questions and Gather Information**

Use a patterned format of key questions and follow-up questions that covers the essential functions and performance requirements. Know the information you want from each key question. Be sure to provide consistency in how you approach this step with each candidate.

Step 4. **Describe the job and the organization**

Provide sufficient information, both favorable and unfavorable, about the position, your department and work unit. **Do not provide detailed information early in the interview to avoid coaching.** Be honest about salary, promotional opportunities, job security, etc. Avoid overselling **and** underselling the job.

Step 5. **Answer questions and allow the candidate to add information**

Allow the candidate to gather information about the job and your organization, and to sell him or herself.

Step 6. **Conclude the interview**

Thank candidates for their time. Explain the next step, when a decision will be made and that he/she will be contacted regardless of the outcome.

Special Interview Considerations for all Candidates

As already indicated, certain topics are inappropriate when interviewing candidates for a position. Use common sense, common courtesy, and a professional, business-like approach to avoid misinterpretations and misperceptions that can result in allegations of discrimination and unfair practices. Keep these guidelines in mind:

- Ask the same general questions and apply the same selection criteria for all candidates.
- Treat all candidates fairly and in the same manner.
- Follow a structured interview format.
- Ask only those questions which are relevant to the duties to be performed.
- Be professional and consistent in addressing all candidates, i.e., if using first name, do so for all candidates.
- Behave in a business-like manner.

- Don't discourage any candidate. It is the candidate, not the employer, who decides whether they want the job.
- Don't indicate the selection is to meet an affirmative action or equal employment goal. It is an insult to apply different standards based on a candidate's gender, ethnicity, or disability.
- Avoid making assumptions or using stereotypes.

Interviewing Under ADA

The Americans with Disabilities Act (ADA) precludes an employer from discriminating against qualified persons with a disability who can perform the essential functions of the job with or without reasonable accommodation. The reasonable accommodation standard means that employers must look at their jobs in a new way because ADA distinguishes between functions that are essential and ones that are marginal. Persons with disabilities cannot be eliminated because they cannot perform marginal functions.

Under ADA, the interviewer must identify the essential functions and base their questions on the candidate's ability to perform them with or without a reasonable accommodation. Interviewer's questions should solicit responses based on the result rather than on the method used to arrive at the result.

For example:

“This job requires the storage of boxes of stationary and other office supplies in the cabinets. Some of the shelves are over 5 feet tall, and some of the supplies weigh 10-15 pounds. Please describe how you will store and retrieve these supplies.”

“This job requires moving and storing 50 pound boxes. Please describe how you will move these boxes from the mail room to the storage area in the next building.”

“This job involves taking messages over the telephone and entering them into the computer as you hear them. Please describe how you would perform this task.”

“This job requires working at several locations during the week. Will you be able to travel to each location on a variable schedule?”

You may ask the candidate to demonstrate their ability to distinguish color-coded wires if such a task is a function of the job.

Remember: You must ask the same questions for all applicants. Plan your interviewing questions carefully in advance.

Pre-Employment Inquiries Concerning Attendance

UB department may state its attendance requirements and ask whether a candidate can meet them. We may also ask about a candidate's prior attendance record.

Example 1: The Hiring Manager/Interview Team may ask a candidate, "How many days were you **absent** from work last year?" or "Did you have any unauthorized **absences** from your job last year?"

Example 2: The Hiring Manager/Interview Team may ask a candidate, "How many Mondays or Fridays were you **absent** last year?" However, at the pre-offer stage, we may not ask how many days the candidate was **sick**, because such inquiries are likely to elicit information about a disability.

Pre-Employment Inquiries Concerning Workers' Compensation History

The ADA prohibits an employer from asking a candidate at the pre-offer stage about job-related injuries or workers' compensation history because these inquiries are likely to elicit information about a disability.

PRE-EMPLOYMENT/REFERENCE CHECKS

After you have identified your finalists, start a review of their work history through reference checks and/or background checks.

Reference checks are generally completed by the Hiring Manager/Interview Team and are one of the most reliable ways to verify your impressions and authenticate the information the candidate provided on the application and in the interview. A reference check also determines competence as demonstrated by past performance.

While there is uncertainty about giving references, most courts have ruled that a former employer can give information about a past employee that is pertinent to making a hiring decision, as long as the *information is true or is reasonably believed to be so*. The law favors the release of background information and employers have a "qualified privilege" to discuss an employee's past performance as long as the information is given to someone with a clear need to receive it.

Several well-publicized legal rulings have caused many employers to be wary of ordinary reference checking by supervisors. These barriers can usually be reduced, if not overcome, by considering these points:

- Inform candidates that you may ask for references to confirm their experience in specific areas.
- As the interview progresses, ask the candidate who you can speak to regarding performance in a specific job-related area. Get names and telephone numbers.
- Remember, questions asked in a reference check must be job-related, indicative of the individual's ability to perform the job, and personality characteristics as they relate to how that person gets along with others in the work setting.

Reference Checks – Points to Consider

Ask for permission from the candidate **BEFORE** calling a current employer. Inform the candidate that any offer will be contingent upon a satisfactory reference.

Indicate to the candidate it may be necessary for them to pre-contact references you have selected or to arrange to have the reference call you.

Before calling the reference, prepare a dialogue. Know what questions you plan to ask and what information you want. Have the resume and your interview notes ready for reference.

When calling the reference, ask if they are free to talk for a specific length of time. If not, arrange for a definite call back time.

Use an ice breaker to start the conversation, "____ has asked us to speak with you regarding information they have already shared with us," or "I'm calling to verify information provided by____."

Gain the cooperation of a reluctant reference by using the following techniques:

"Can you help me? I'm calling to verify information given by ____." or, "Would you like a call or a release from ____ authorizing sharing of information?"

Beware of what the reference doesn't say. Ask follow up questions! For example:

"She is the greatest employee in the world."

Follow up:

"Why did you let her leave?"

"Let me see how I can put this."

Follow up:

"I sense a pause in your voice. What does it concern?"

"I'd prefer not to comment on that."

Follow up:

Is there a concern? Who would be able to share information about this?

Advise Referent

Information furnished and the source may not be considered confidential, but may be conveyed to the candidate upon demand.

Confirm Information Given by the Candidate

Read from the resume and interview notes. Stop at significant points and ask for comment.

Give a Description of the Job & Your Organization

Ask prepared questions to confirm information already given by the candidate. For example:

- What was the salary at the time the candidate left? What are the dates of employment?
- Given the description of the job, what are the specific knowledge, skills, and abilities possessed by this candidate that would qualify them for the job?
- Since none of us are perfect at everything we do, describe what could be considered as shortcomings.
- On the last performance evaluation, what was particularly noted? What recommendations were given for improvement?
- What is the attendance policy in your organization for vacation and illness, and how did the candidate meet those standards?
- Would you rehire this candidate? What would be the reasons?
- Is there anyone else in the organization that can be contacted for information?
- Any additional comments you can share with me?

Evaluating the Candidates

When reviewing the information received on the application, during interview and reference checks, *use only information that is job-related*. The most effective method to avoid using extraneous and non-job related information is to evaluate candidates only against the selection criteria established early in the process. This doesn't mean that you can't use personal characteristics and traits in your evaluation, but these need to be in the context of the selection requirements. Unintentional decision-making biases can occur throughout the interview process and the interviewer should be alert to the following common pitfalls:

Leniency Error

Leniency error is a tendency to be "kind" or "easy" and to see everyone favorably. "Well, everyone looks really good to me and will be able to do the job." The best match can become lost in the crowd. The search for the best match is always a search for differences, so carefully review the job requirements and your interview notes.

Severity Error

Severity error is the opposite of leniency error. It is a tendency to be "tough" and to see everyone unfavorably. "There is nobody in this group who can do the job." Check to be sure that the candidates did meet the selection criteria standards, and the criteria is reasonable for the position level and title. Consider also how much training time can be allotted to train a new person, and what a reasonable training period is.

Central Tendency Error

Central tendency error is a tendency to "play it safe". The interviewer sees all candidates as about "average". Look for the differences among the candidates by listening carefully, asking enough job-related questions and keeping good notes.

First Impression Effect

This effect occurs when an interviewer is impressed with the style of the candidate and gives less consideration on the interview content.

Halo Effect

A halo effect is a favorable or unfavorable "general impression" based on a limited amount of information. A candidate's performance in one job dimension is allowed to influence how you think the person will perform in a different job dimension. For example: "She speaks well so she'll make a good supervisor." Avoid letting your reaction to one element affect your judgment about other elements. Get a well-balanced picture of each candidate by carefully considering and evaluating all job criteria separately.

Similar-to-Me Effect (or Dissimilar-to-Me Effect)

This effect occurs when a candidate receives a higher rating for resembling the interviewer in personality, values, attitudes, or background -- or the opposite. Beware of a selection decision based on a comfort level without full consideration for job-related factors.

Stereotype Effect

A stereotype effect is associated with closely held and sometimes unconscious values. An interviewer has ideas that a candidate possessing one particular characteristic also possesses other characteristics which the interviewer believes are related. Behavior that "fits" the stereotype is seen and noted and that which does not fit either is not registered or is ignored. For example: "He has red hair, therefore, he probably has a hot temper," or "He's a man, therefore he can't really want to do secretarial work."

Contrast Effect

A contrast effect exists when an interviewer evaluates candidates in comparison to one another rather than against job-related criteria. An average person may appear very good or very poor when compared to a very "high" or very "low" scoring person. To avoid this effect, consider the knowledge, skills, and abilities necessary to perform the job and evaluate each candidate by these criteria.

POST-INTERVIEW FOLLOW-UP

The Hiring Manager enters the recommendation in the PeopleSoft Recruiting module. The Hiring Manager and the Human Resources Recruitment Leader establish the starting salary. *In setting the salary, consider both the candidate's salary history and requirements as well as salary equity with other employees in the department.*

Extending the Job Offer

The Human Resources Recruitment Leader extends the job offer to the successful candidate and includes the following information:

- Starting salary.
- Generally speaking, the benefits for which the candidate will be eligible.

An offer letter is completed and mailed to the prospective employee requesting the individual's signature as acceptance of the offer.

Prepare for the New Employee's First Day

Before the arrival of the employee, inform the work unit of the candidate chosen and their first day of work. Prepare the workstation, office, desk, supplies, etc. Prepare an orientation agenda to discuss with the new employee including an introduction to the department, work schedule, facilities, etc.

Interview Documentation & Record Retention

Interview documentation serves two purposes. First, it provides you with useful decision tools for making an effective job-person match. Second, it provides you and UB with a written/electronic record of the selection process in case questions are ever raised about the legality or fairness of the hiring decision.

Documenting Your Interviews

Effective notes enable you to maintain consistency, check your "gut feeling", and explain your decision. The following documents should be used for each interview:

1. **Document your questions.** Prepare a list of questions and have a copy for each interviewer that can also be used for notes during the interview. Take brief notes during the interview and review them immediately following the interview. Ensure that you've recorded the facts given to you and not your own opinions.
2. **Document your evaluation.** Use a form to document how all the candidates compare to the set of criteria. Preparing a matrix of the candidates and selection criteria can be a good visual tool for this purpose and will help you to make your hiring decisions by matching the information gained during the interview with the job-related selection criteria. It is important to capture all of the interview evaluations in the PeopleSoft Recruiting module.
3. **Document your references.** Document all reference remarks from all sources in the PeopleSoft Recruiting module.

RESOURCE MATERIALS

- Competencies and Achievement Levels by Job Role
- Interviewer's Self-Assessment Checklist
- Sample Interviewing Questions
- UB Reference/Credentials Checklist Template

**Job Roles
Summary
Required/Demonstrated Competencies
Achievement Levels**

Operations – Job Role Summary

- Provides operational support and services to faculty, students, and staff.
- Typically requires training gained through on-the-job experience, vocational training, or job-related college courses such as those found in an Associate’s Degree.
- This role may have formal responsibility for supervising other staff; however, the role primarily contributes through providing administrative or operational support.

Operations – Required/Demonstrated Competencies

Learning/Creativity/Innovation

- Stays current with emerging technology; seeks opportunities to apply available technology to improve department results/service delivery.
- May serve as a resource/coach for those with less experience; may supervise student workers.
- Adapts to change by seeking to understand implications of change for own job and adjusting as needed.
- Is willing to try new ways of performing work that may lead to increase in own effectiveness and/or that of work area.

Commitment to Excellence

- Is results-oriented; takes accountability for completing work assignments; meets commitments and deadlines.
- Accepts accountability for mistakes; learns from them, and applies lessons learned to completion of future work.
- Seeks opportunities and takes actions to improve effectiveness of work area.
- Responds with appropriate urgency to customer requests for information and/or assistance.
- Confirms/clarifies understanding of customer requests/issues in order to provide service and/or develop work solutions that meet or exceed customer needs; checks for customer satisfaction.
- Effectively follows university policies without alienating customers.
- Takes personal responsibility for resolving customer issues.

When leading projects:

- Ensures project team members understand project objectives and what they need to do to support project objectives.
- Holds team members accountable for honoring their commitments.

Teamwork & Collaboration

- Develops effective working relationships inside and outside immediate work area.
- Contributes ideas and shares information within and across work groups; shares lessons learned, documents processes.
- Works with others to accomplish goals.
- Listens actively. Maintains frequent and open communication.
- Shows understanding of others’ perceptions and reacts accordingly.
- Displays cooperative and open-minded behavior in working with others.
- Demonstrates willingness to compromise.
- Handles situations without raising antagonism or hostility.

Development of Self & Others

- Keeps supervisor updated on progress against performance goals, resource issues, etc.

- Shows willingness to learn from others; seek feedback when needed and responds quickly to it; provides feedback in a timely manner, in constructive and respectful terms.
- Takes responsibility for continuous development and performance improvement.

Operations – Achievement Levels

Level 1 = Threshold

- Works under direct supervision and follows standard procedures to accomplish assigned tasks.
- Resolves routine questions and problems, and refers more complex issues to higher levels.
- Applies basic and develops advanced skills in procedures, techniques, tools, materials and/or equipment.
- Most duties and tasks are standardized.
- Selects from written instructions and/or established procedures.
- Performs some more advanced functions as part of training and development.

Level 2 = Practitioner

- Works under minimal supervision.
- Resolves most problems; refers only the most complex issues to higher levels.
- Applies advanced skills in area of specialization.
- May adapt procedures, processes and techniques, tools, materials and/or equipment to meet special needs or to address more complex and non-routine responsibilities.
- May assist in orienting and training lower level employees.

Level 3 = Expert

- Works under general supervision and relies on experience and judgment to plan and accomplish assigned tasks and goals.
- Duties and tasks may reflect substantial variety and complexity.
- Applies mastery of skills in area of specialization.
- Assignments are broad in nature and usually require originality and ingenuity.
- Adapts procedures, techniques, tools, materials and/or equipment to meet special needs.
- May serve as a resource to others in the resolution of complex problems and issues.
- May assist in orienting, training and checking the work of lower level employees.

Level 4 = Accomplished/Mentor

- Leads a group of two or more individuals usually restricted to assigning, monitoring and reviewing progress and accuracy of work, directing efforts and providing technical guidance on more complex issues.
- Virtually no authority for personal actions normally associated with full supervisory status (e.g., salary increases, promotions, performance reviews, disciplinary actions, etc.)
- Most work time is spent performing duties that are the same and/or similar to those directed.

Professional – Job Role Summary

- To provide advanced professional services by applying individually developed and demonstrated expertise in an academic, technical or professional field.
- Requires an in-depth knowledge and understanding of underlying principles and practices within an academic or business discipline; and the demonstrated ability to apply those principles when carrying out projects and completing work.
- Can be an individual contributor who applies deep knowledge of principles, concepts and methods within a professional or technical field; and/or an individual contributor who applies broader knowledge of these principles and concepts across a number of related professional fields.

Professional – Required/Demonstrated Competencies

Learning/Creativity/Innovation

- Is continually building on and developing conceptual knowledge bases.
- Stays current with emerging technology and processes; seeks opportunities to apply available technology and processes to improve the university's efficiency and effectiveness.
- Increasingly applies knowledge to help solve problems across work groups.
- Understands and addresses resistance to change; recognizes when prevailing practices/beliefs should be challenged to accomplish process improvements.
- Constructively voices new ideas; persists; takes extra steps to overcome negative responses.
- Adapts methods and approaches to a constantly changing environment.
- Effectively carries out tasks in situations of ambiguity and uncertainty.

Commitment to Excellence

- Is results-oriented; takes accountability for completing work assignments; meets commitments and deadlines.
- Accepts accountability for mistakes; learns from them, and applies lessons learned to completion of future work.
- Seeks opportunities and takes actions to improve effectiveness of work processes.
- Measures and ensures value/return of process improvement initiatives; seeks best value-added processes.
- Treats customers as partners; builds "win-win" relationships.
- Anticipates customer needs; keeps customers abreast of relevant changes; distributes helpful information.
- Effectively follows university policies without alienating customers.

When leading projects:

- Ensures project team members understand project objectives and what they need to do to support project objectives.
- Holds team members accountable for honoring their commitments.

Teamwork & Collaboration

- Develops effective working relationships within the university.
- Contributes to team efforts by sharing technical/process expertise and providing guidance.
- Works with others to accomplish common goals.
- Listens actively; maintains frequent and open communication.
- Shows understanding of others' perceptions and reacts accordingly.
- Displays cooperative and open-minded behavior in working with others.
- Demonstrates willingness to compromise.
- Handles situations without raising antagonism or hostility.
- Effectively resolves misunderstandings.

When leading projects:

- Is an effective and timely communicator; keeps team members well informed of issues/direction.
- Takes responsibility for continuous development and performance improvement.

Development of Self & Others

- Actively uses performance management process in daily interaction with supervisor and other staff.
- Keeps supervisor updated on progress against performance goals, resource issues, etc.
- Shows willingness to learn from others; seeks feedback when needed and responds quickly to it; provides feedback in a timely manner, in constructive and respectful terms.
- Takes responsibility for mentoring lower level staff.

Professional – Achievement Levels

Level 1 = Threshold

- Applies fundamental concepts, practices and procedures of particular profession.
- Works under general supervision to perform work that is varied, where problems are more complex and problem-solving approach less prescribed.
- Applies independent judgment in method selection and application.
- May be responsible for defined parts of small projects or phases of larger projects.

Level 2 = Expert

- Applies broad knowledge of principles, practices, and procedures of particular profession to the completion of difficult assignments.
- May have developed sub-specialty within field.
- Usually works with minimum supervision, conferring with superior on unusual matters.
- May be responsible for a project phase.
- May be assisted by lower level staff.
- Assignments are broad in nature, usually requiring originality and ingenuity.
- Has appreciable latitude for un-reviewed action or decision.
- Acts in advisory capacity, making recommendations which may have an important bearing on the university operations.

Level 3 = Accomplished/Mentor

- Applies comprehensive knowledge of particular field of profession to the completion of difficult assignments.
- Knowledge base crosses fields of specialization.
- Focus is on personally conducting important and complex technical investigations.
- Plans, conducts and supervises assignments, generally involving the larger and more important projects or more than one project.
- May act in liaison capacity with other units, departments, schools and organizations.
- Evaluates progress and results, recommending major changes in procedures.
- Operates with considerable latitude for un-reviewed action or decision; supervision received is at an administrative level only.

Level 4 = Innovator/Leader

- Applies a highly advanced knowledge of particular field of specialization to the completion of projects of major complexity.
- Has achieved recognized standing in professional field through original contribution.
- Plans and directs projects and supplies technical inspiration, leadership and consultation to professional co-workers.
- Plans, conducts and directs research and/or development work on complex projects necessitating the origination and application of new and unique approaches.
- May represent the university in outside discussions and technical forums.
- Operates with wide latitude for un-reviewed action or decision; supervision received is at an administrative level only.

Managerial – Job Role Summary

- Provides leadership and professional expertise or services through leveraging the knowledge and skills of others.
- The scope of this role can range from:
 - Overseeing daily operations of a small unit; to
 - Recommending the strategic direction and providing leadership in the operational changes for large departments; to
 - Contributing to the overall strategy, direction and vision for several functional areas.
- Responsible (directly or indirectly) for all subordinate staff activities related to workforce management (hiring, promotion, salary changes, performance coaching, disciplinary actions, training and development, ensuring consistent application of institutional policies, etc.)
- Has a measurable impact on:
 - Operational effectiveness.
 - Service to customers.
 - Attainment of school/department/unit objectives.
 - Attainment of academic/research/business goals.

Managerial – Required/Demonstrated Competencies

Learning/Creativity/Innovation

- Is continually building on and developing conceptual knowledge bases.
- Stays current with emerging technology and processes; seeks opportunities to apply available technology and processes to improve the university's efficiency and effectiveness.
- Increasingly applies knowledge to help solve problems across work groups.
- Understands and addresses resistance to change; recognizes when prevailing practices/beliefs should be challenged to accomplish process improvements.
- Constructively voices new ideas; persists; takes extra steps to overcome negative responses.
- Adapts methods and approaches to a constantly changing environment.
- Effectively carries out tasks in situations of ambiguity and uncertainty.
- Works with and through others to implement change.
- Helps direct reports and others understand rationale for change.

Commitment to Excellence

- Is results-oriented; takes accountability for completing work assignments; meets commitments and deadlines.
- Accepts accountability for mistakes; learns from them, and applies lessons learned to completion of future work.
- Seeks opportunities and takes actions to improve effectiveness of work processes.
- Measures and ensures value/return of process improvement initiatives; seeks best value-added processes.
- Treats customers as partners; builds "win-win" relationships.
- Partners with customers to resolve complex problems, respond to unique needs and deliver timely, cost-effective quality solutions; monitors customer satisfaction.
- Anticipates customer needs; keeps customers abreast of relevant changes; distributes helpful information.
- Effectively follows university policies without alienating customers.

When leading projects:

- Ensures project team members understand project objectives and what they need to do to support project objectives.
- Holds team members accountable for honoring their commitments.

Teamwork & Collaboration

- Develops effective relationships across the university.
- Significantly contributes to team efforts by sharing technical/process expertise and providing guidance.
- Works with others to accomplish common goals.
- Listens actively; maintains frequent and open communication.
- Shows understanding of others' perceptions and reacts accordingly.
- Displays cooperative and open-minded behavior in working with others.
- Demonstrates willingness to compromise.
- Handles situations without raising antagonism or hostility.
- Effectively resolves misunderstandings.
- Is an effective and timely communicator; keeps team members/direct reports well informed of issues/direction.

Development of Self & Others

- Actively uses performance management process in daily interaction with staff:
 - Establishes up-front performance goals and expectations.
 - Provides regular performance feedback and coaching.
 - Conducts timely performance reviews.
 - Seeks and accepts feedback from direct reports, peers, customers.
- Allocates or assists in directing use of approved resources to support development of direct reports:
 - Identifies/creates development opportunities.
 - Identifies and may approve training.
 - Assigns special projects.
 - Authorizes re-scheduling of work to accommodate development activities.
- Keeps direct reports updated on progress against performance goals, resource issues, etc.
- Shows willingness to learn from others; seeks feedback when needed and responds quickly to it; provides feedback in a timely manner, in constructive and respectful terms.
- Takes responsibility for continuous development and performance improvement.

Managerial – Achievement Levels
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Level 1 = Practitioner

- Applies thorough knowledge of administrative or vocational skills to manage a single department/unit or multiple departments/units of similar complexity and function.
- Establishes operational objectives and assignments, and delegates assignments to subordinates.
- Is guided primarily by established policies, precedents and professional knowledge and/or by projects/program objectives established by deans, directors, chairs, or other management.
- Requires independent judgment to search out appropriate course of action within the context of policies and standards.
- Rarely performs duties of direct reports except during times of resource limitations.
- Decisions, work results and recommendations impact others within the department, unit or school.

Level 2 = Expert

- Manages a department/unit with staff of varied skill and knowledge levels performing somewhat complex to very complex tasks.
- Establishes operational objectives and assignments, and delegates assignments to subordinates.
- May have subordinate supervisors or group leads.
- Is guided primarily by established policies, precedents and professional knowledge and/or by projects/program objectives established by deans, directors, chairs, or other management.
- Requires independent judgment to search out appropriate course of action within the context of policies and standards.

- Decisions, work results and recommendations significantly impact others within the department or school.

Level 3 = Accomplished/Mentor

- Manages people, processes or projects to implement the strategies and/or achieve the goals of a unit of the university.
- Establishes operational objectives and assignments, and delegates assignments to subordinates.
- May have subordinate supervisors or group leads.
- Makes decisions regarding projects, programs and initiatives within the confines of objectives established by deans, directors, chairs, and management, and/or to ensure compliance with standard protocols and/or theories of a professional discipline.
- Is guided primarily by in-depth knowledge of university policies and short-term (annual) objectives, and professional knowledge.
- Decisions, work results and recommendations significantly impact others within the department or school.

Level 4 = Innovator/Leader

- Manages people, processes or projects to implement the strategies and/or achieve the goals of a significant unit of the university.
- Establishes operational objectives and assignments, and delegates assignments to subordinates.
- May have subordinate supervisors or group leads.
- Makes decisions that establish objectives for the overall direction or operation of a significant unit of the university or a major institution-wide program.
- Broad discretion and experienced business or technical judgment is required to make most decisions.
- Is guided primarily by in-depth knowledge of university policies, short-term (annual) objectives, and professional knowledge and the integration of these with trends in the appropriate field of expertise.
- Decisions, work results and recommendations have critical impact and affect the functioning of major institution-wide programs or overall departmental or school objectives.
- Decisions, process improvements and results impact funding and/or financial measures.

Executive Leadership – Job Role Summary
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- Responsible for leading the development of the university’s long-term needs, strategy and direction. (Not typically responsible for the day-to-day operations of the unit.)
- Vice President classification level and above who plans, develops, and establishes policies and objectives of functional area(s) in accordance with the university’s mission, vision, values and strategic plan.
- Steers an organization with strategic visioning and definition, leveraging the knowledge and skills of leadership:
 - Confers and participates with the university executive leadership to plan business objectives, develop organizational policies, and coordinate functions and operations between schools, research, and administrative functional areas.
 - Reviews activity reports and financial statements to determine progress and status in attaining objectives and revises in accordance with current conditions.
- Directs and coordinates formulation of financial programs to provide funding for new or continuing operations to maximize return on investments and increased productivity.
- Determines and assigns responsibilities for attaining objectives, evaluating leadership performance and contributions in attaining overall strategic goals and initiatives.
- Has a measurable impact on:

- Operational effectiveness.
- Service to customers and colleagues.
- Attainment of school/department/unit objectives.
- Attainment of academic/research/clinical/business goals.

Executive Leadership – Required/Demonstrated Competencies

Learning/Creativity/Innovation

- Creates an environment of continuous learning within the university.
- Applies knowledge and experience to recognize/anticipate significant business and economic trends and adjust strategy appropriately.
- Embraces change necessary for the continued success of the university.
- Helps direct reports understand the rationale for change; actively supports new university programs.
- Seeks input from subject matter experts to ensure fact-based recommendations and decision-making.
- Draws upon knowledge and experience to make sound, timely business judgments when facts may be incomplete or input from subject matter experts inconclusive.
- Creates an environment that rewards and recognizes innovative ideas and risk taking that positively impact university performance.
- Takes risks by committing resources to exploring innovative ideas that could lead to breakthroughs in processes, services and/or service delivery.

Commitment to Excellence

- Promotes a culture of operational excellence through good stewardship of UB’s people and financial resources.
- Is results-oriented; takes accountability for completing work assignments; meets commitments and deadlines.
- Accepts accountability for mistakes; learns from them, and applies lessons learned to completion of future work.
- Holds direct reports accountable for honoring their commitments.
- Measures and ensures value/return of process improvement initiatives; seeks best value-added processes.
- Promotes a culture of success through customer satisfaction:
 - Treats customers as partners; builds “win-win” relationships.
 - Anticipates customers’ needs and incorporates these into university strategies and broad university initiatives.
 - Partners with customers to resolve complex problems, respond to unique needs and deliver timely, cost-effective quality solutions; monitors customer satisfaction.
 - Anticipates customer needs; keeps customers abreast of relevant changes; distributes helpful information.

Teamwork & Collaboration

- Set the stage for and removes roadblocks to teamwork and collaboration throughout the university.
- Demonstrates and expects behaviors and practices that support trust and teamwork.
- Develops effective working relationships across the university:
 - Treats others with respect.
 - Demonstrates openness to diverse opinions and approaches.
 - Uses diplomacy and tact to avoid potential conflict situations.
 - Works with others to accomplish goals.

Development of Self & Others

- Manages area of responsibility through other management:
 - Ensures alignment of direct report goals with the university’s strategic objectives.

- Is an effective and timely communicator; keeps direct reports and others well informed of business issues/direction.
- Actively uses performance management process in daily interaction with leadership and staff:
 - Establishes up-front performance goals and expectations.
 - Provides regular performance feedback and coaching.
 - Conducts timely performance reviews.
 - Seeks and accepts feedback from direct reports, peers, customers.
- Allocates or assists in directing use of approved resources to support development of direct reports:
 - Identifies individuals that may play a key role in the future success of the university and develops succession planning to prepare those individuals for increasing responsibility within the institution.
 - Assigns special projects.
 - Authorizes re-assignment of work to accommodate development activities.
- Shows willingness to learn from others; seeks feedback when needed and responds quickly to it; provides feedback in a timely manner, in constructive and respectful terms.
- Takes responsibility for continuous development and performance improvement.

Executive Leadership – Achievement Levels

Level 1 = Accomplished/Mentor

- Oversees the success of a major segment of the university's operations.
- Provides input to strategic plan for the overall university.
- Translates the institution's mission and strategy into goals and objectives to align daily actions with those objectives.
- Provides technical leadership in area of expertise.
- Typically reports to university leadership.
- Responsible for subordinate staff and/or function (staff supervision is not a requirement).

Level 2 = Innovator/Leader

- Member of senior leadership responsible for setting the university's short and long-term strategy.
- Oversees a major segment of the university's operations.
- Translates the institution's mission and strategy into goals and objectives to align daily actions with those objectives.
- Applies broad and in-depth business and process knowledge, integrating multiple disciplines to address the university's most complex academic, research, and business issues.
- Reports to university leadership.
- Responsible for subordinate staff with direct and indirect reporting relationships.

INTERVIEWER'S SELF-ASSESSMENT CHECKLIST

- Did I avoid making a judgment about the candidate during the first few minutes?
- Did I pause after the candidate seemed to finish to allow a chance to talk further?
- Did I occasionally restate or paraphrase in a questioning tone key points the candidate offered to allow the candidate to elaborate?
- Did I ask one question at a time and wait for a full response before continuing?
- Did I make my questions clear from the candidate's point of view?
- Did I avoid wording the questions so as not to suggest the answers wanted?
- Did I appear interested in the candidate and did I give him or her my full attention?
- Did I avoid expressing my approval or disapproval of the candidate?
- Did I use language that the candidate perceived as being appropriate?
- Did I talk the minimum amount necessary?
- Did I control the direction of the interview?
- Did I obtain useful and meaningful information on all relevant points?
- Did I take notes during and after the interview to document my evaluation?
- Did I encourage the candidate to ask questions?
- Did I continue observing until the candidate left the room?
- Did the candidate leave with a positive impression of our department?

Adapted from *Suggestions for Structuring and Conducting the Selection Interview* from the United States Office of Personnel Management.

SAMPLE INTERVIEW QUESTIONS

When developing or asking interview questions, remember that all inquiries must be job-related.

General Questions

1. I see you've been earning _____ in your present (last) job. How do you feel about the progress you've made, salary wise?
2. What prompted you to apply for this position (a position with this company)?
3. How much have you learned about us? How did you find out?
4. Describe your career goals for the next few years.
5. How are you planning (what are you doing) to achieve those goals?
6. What do you feel are your outstanding qualities (areas of strength)?
7. In which areas do you feel you need improvement (development)?
8. Tell me about the job experience that gave you the most satisfaction (most unhappiness).
9. Take a specific project you were responsible for...
How did you plan the project?
How did you control the project?
How did you determine the success of the project?
10. Describe a problem you are faced with in your current job...
How do you propose to improve the situation?
11. Briefly describe yourself.
12. Describe the best/worst job you've ever had.
13. Describe the work that interests you least/most and the reasons.
14. Describe the best/worst boss you've ever had.
15. I have explained the duties of our job. How do you think your experience qualifies you for it?
16. Were you satisfied with your rate of advancement at your former department (company)? Why or why not?
17. What is your boss's title, and what are your boss's functions?
18. Describe a typical day in your job?

Questions on Salary

1. What kind of starting salary do you expect?
2. What salary expectation do you have for this job over the long term?
3. What is your current salary?

Diversity-Related Questions

1. How do you conceptualize the whole issue of diversity?
2. What have you actually done that would demonstrate the strength of your commitment to affirmative action at all levels?
3. As an employee member, what would you do to improve the overall quality of life for the culturally diverse staff here at this organization?
4. What leadership have you provided to promote diversity awareness in your present company/organization?
5. What experiences have you had with diverse populations that relate to your ability to work effectively with persons from different racial, ethnic and cultural backgrounds.
6. What ideas do you have for fostering better community relations with diverse populations?

7. What is your definition of "diversity" (multiculturalism, pluralism)? What value does it hold in your life? In your organization?
8. What role might diversity or related issues play in your position as a _____?
9. Why are you committed to "diversity"? How do you articulate or act upon that commitment?
10. What is your experience and style of working with staff or customers from diverse or under-represented populations, (i.e., persons with disabilities, various ethnic populations, alternative lifestyles, etc.)?
11. After reading our Organization Diversity Plan, what do you see yourself doing in relation to this plan/program?
12. As part of your position, you are required to work and interact with diverse populations; differences in race and ethnic background, gender, sexual orientation, levels of ability, etc. Please describe for us an instance in which you confronted and resolved an issue of commonality and difference among people?
13. If you were to articulate three fundamental professional principles to those with whom you work, what would they be?
14. What has to exist for you in a job for you to feel it's a good match with your strengths, values and interests?
15. What framework of values do you operate within?
16. How do you go about implementing your vision in a new organization?
17. What do you think are the most difficult issues today facing a _____ in a changing work force?

Questions on Work Experience

1. What were your specific day-to-day duties at _____?
Which tasks did you prefer, and why? Which tasks did you not prefer, and why?
2. Tell me about your current job at _____?
3. How did you happen to get that job?
4. Why do you want to leave?
5. What do you especially like (or dislike) about your job?
6. What have you learned most from that job?
7. What has been your greatest job accomplishment?
8. Tell me about your most responsible assignment?
9. Describe your relationship with your last (present) supervisor.
10. If I were to talk to him/her, what would he/she say about you?
11. What kind of supervisor do you work best for?
12. How do you usually go about getting a job?
13. Describe the project/situation that held the greatest stress or pressure for you.
14. What kind of skills do you think are required for effective performance of a _____ (job)?
15. From what you've learned about this position, what kind of skills do you think the successful applicant should have? How can you demonstrate using your education, experience and personal traits, that you have some of those skills?
16. Describe the work situation that required the greatest amount of your energy.
17. Have you ever made improvements or suggestions in your job assignments? Describe them, and tell me why you made those suggestions.
18. What do you expect most from the company that hires you?
19. What kind of people do you find easiest to supervise?
20. What kind of people do you enjoy working with?
21. What kind of tasks do you enjoy most? Least?

Questions on Administrative and Managerial

1. How would you describe your approach to managing people/projects?

2. Describe the organizational chart of your most recent job and tell me where you fit in?
3. Describe your approach to getting a job done.
4. What types of specific operations have you managed?
5. Most of us have one or more new concepts, projects, or innovations that we are especially proud of creating. Can you describe one such innovation of your own?
6. What things might interfere with your effectiveness as a manager?
7. Please give me some examples of important decisions you have had to make.
8. Sometimes we make a decision that we would like to take back. Give me an example when that has happen to you.
9. How would your employees describe you as a manager?

Questions on Leadership

1. Have you recently had to implement a new policy or new idea that was considerably different from the standard procedure? If yes, what approach did you take to get your co-workers to go along with the idea?
2. What recent problem have you had in which you included your co-workers in arriving at a solution or approach to the problem? What approach did you take to get the task accomplished?
3. What approach do you take in getting your co-workers to accept your ideas or departmental goals?
4. What are some of the management practices you use to motivate your co-workers to perform more effectively?
5. What specifically do you do to set an example for your co-workers?
6. How frequently do you meet with your co-workers as a group? What do you do in preparation? At the meeting? After the meeting?
7. What sort of leader do your co-workers feel you are? Are you satisfied?
8. Who are you getting ready to replace you? What are you doing to develop him or her? When will he or she be ready?
9. Do you have any co-workers who do not work together well? How do you get them to do so?
10. How do you allocate your time on your present job?
11. How do you set priorities among work assignments?
12. Do you handle problems through an established chain of command?
13. Do you feel you work more effectively on a one-to-one basis, or in group situations?
14. Have you ever led a task force, committee or any group that didn't report to you, but from whom you had to get work? How did you do it? What were the satisfactions and disappointments? How would you handle the job differently?
15. Have you ever had to provide critical feedback to a co-worker? If so, how did you handle the situation?
16. How would you evaluate a successful team player/leader?
17. How would you determine the success of a meeting?
18. Did you ever feel that you had an important impact on a group to which you belong?

Questions on Problem Analysis

1. How do you stay attuned to potential problems?
2. Describe the biggest problem that you have faced within the last six months. How did you handle it?
3. Do you follow any particular procedure when confronted with a complex problem? What are the most important elements? Why?
4. What sources of information do you use to keep aware of problems within your department?
5. How do you involve subordinates in a problem-solving situation?

Questions on Use of Delegation

1. Who is "minding the store" while you are here at this interview? How was he or she selected? Why? How will you know how well he/she performed?
2. Did you make a formal announcement to your subordinates concerning the responsibility of the person you left in charge?
3. Explain your biggest mistake in delegating. Explain your biggest mistake in not delegating.
4. What keeps you from delegating more?
5. Describe your criteria for delegating assignments.
6. If the degree of delegation varies among subordinates, explain how and why?
7. How much overtime do you put in per week?
8. How do you familiarize yourself with the current situation in your organization after being away for several days?
9. Could you cite an example in your own experience where you have been faced with delegating authority and/or responsibility? How did it work?

Questions on Judgment

1. Can you give me two examples of good decisions you have made in the last six months? Why were they good decisions?
2. When have you declined to make a work related decision? Why?
3. When have you included subordinates in you decision making? To what extent did you incorporate their input?
4. If you ran into this situation (give a typical problem situation the candidate might be expected to deal with as an employee), how would you handle it?

Questions on the Development of Subordinates

1. What do you find most useful in developing subordinates?
2. How do you identify subordinates' needs and potentials?
3. If you are promoted tomorrow, do you have a replacement? What did you do to help develop him or her?
4. How many of your subordinates will be ready for promotion in the next year?
5. To what extent do subordinates participate in decisions you make?
6. Tell us about some of the people who have become successful as a result of your management.
7. How are you helping your subordinates develop themselves?
8. Describe the strengths and weaknesses of your two strongest subordinates and your two weakest subordinates. For each, what developmental action have you taken?

Questions on Decisiveness

1. What was your most difficult decision in the last six months? What made it difficult?
2. How do you go about making an important decision affecting your career?
3. What was the last major problem that you were confronted with? What action did you take on it?
4. When faced with a business decision, how long does it usually take for you to make up your mind?

Questions on Flexibility

1. What are the two most different approaches you use in _____?
2. How did you get around obstacles that prevented you from completing your most important projects?
3. Describe your two best and two worst employees. How do you manage them differently?

4. Describe your most difficult role?

Questions on Tenacity

1. What is a big obstacle you had to overcome to get where you are today?
2. Describe an experience you have had where you were too persistent. What happened? How could you have improved the outcome?
3. What have you done when you submitted a good idea to your superior and he or she did not take action on it?
4. Can you relate an experience where you feel you persisted too long? How could the situation have been improved?
5. Can you relate an experience where you feel you gained something because you persisted for a length of time?
6. I see you did not complete_____course. Why was this?

Questions on Salesmanship

1. What was the best idea you ever sold to your superior? Why did he or she buy it?
2. What was the best idea you tried to sell to your superior that was not accepted? Why wasn't it? What did you do?
3. What have you found to be the best way to get line or operating people to accept your ideas?
4. Describe your most satisfying (disappointing) experience in presenting to and gaining the support of top management for an idea or proposal.

Questions on Sensitivity

1. What kind of problems do your subordinates bring to you? How do you handle them?
2. What kind of problems have people from other departments brought to you? How did you handle them?
3. What are the major training and developmental needs of the people in your department? How did you identify them?
4. Have you recently made an unpopular decision? How did your subordinates respond? How did that make you feel?
5. Have you perceived any problems you have caused others? How are you going to avoid doing it again?
6. Do you feel people waste your time with a lot of unnecessary problems?
7. Of what are the people in your department proud?
8. Describe your most recent discussion with one of your subordinates who was having or causing problems?
9. If you asked your subordinates to identify your greatest weakness, what would it be? How do you know they would respond that way?

Questions on Planning & Organization

1. How do you schedule your time? Set priorities?
2. What do you do when your time schedule is upset by unforeseen circumstances?
3. What is your procedure in keeping track of matters requiring your attention?
4. Describe how you developed your unit's operating plans or goals. How do you use them?
5. How do you determine those aspects of your job that require written reports?
6. How helpful do you find reports submitted to you? Why? What do you do with them?
7. Do you have a long and short term plan for your department? Is it realistic? Did you achieve it last year?
8. Which of your immediate subordinates are going to progress in the organization? What plans have you

- made for their development?
9. Describe any short or long range plans you may have for developing your subordinates.
 10. What did you do to get ready for this interview?
 11. How have you identified and overcome resistance to changes you have made in your organization?
 12. Describe how you determine what constitutes top priorities in the performance of your job.
 13. What organizational changes have you made in the last year? What were your reasons?
 14. How would you improve the planning system in your organization?
 15. Do you use a calendar to plan your daily activities? If so, how? If not, why not?
 16. Do you have a work backlog in your organization? If none, why? (Good planning system?) If so, could improved planning help?
 17. Tell how you have adjusted to an instance of sudden constraints on your operations.
 18. Describe a reorganization that has significantly affected you. Discuss how it could have been accomplished better.

Questions on Management Control

1. Is the paperwork required in your present position necessary? If so, why? If not, why not?
2. What methods do you usually use to keep informed of what is going on in your area of supervision? What reports do you use? What controls do you have? What do you do about out-of-line situations?
3. Does your organization use QMP (Quality Management Process)? If yes, evaluate its effectiveness. If not, are you familiar with the concept?
4. What type of report is of maximum benefit to you in regulating activities and evaluating results in your areas of responsibility?
5. What performance evaluation procedures do you use for evaluating your subordinates?
6. What do you do when you find that your subordinates loosely adhere to your techniques for regulating activities?
7. Do you have staff meetings? Why?
8. Describe the basic content of your administrative staff meetings. How are action items assigned? How frequently are staff meetings held?
9. What methods does your superior use to keep informed about your area? Are those methods adequate?

Questions on Independence

1. What do you like about your job? Why do you like it?
2. Describe an incident where you disagreed with your superior. How was it settled?
3. How have you made your job more interesting in the last few years?
4. What do you do in your job that isn't covered in the job description?
5. Have you had to go against general feelings or policies to accomplish a goal?
6. What are the constraints on you in performing your job?
7. How do you cope with the constraints placed on you in handling your job(s)?
8. Describe an incident in which you took matters into your own hands although your boss should have handled it.
9. What are the occasions when you feel you must consult your superior before taking action?
10. (Referring to his/her plans for the future) Tell me about what you have done to make this happen?
11. Why did you decide to leave your latest position? What considerations entered into this decision? What did you do?
12. What kinds of decisions do you make in your present job?
13. Give me an example of a project or idea you have accomplished in spite of considerable opposition or organizational constraint.

Questions on Risk-Taking

1. Have you recently made a management decision that really was not yours to make? If yes, what was it? Why did you make it?
2. Are there areas in your position in which you feel you should have decision-making authority, but do not? Describe the situation.
3. Describe a recent decision having more than the usual element of risk. Describe a decision which you made for which you did not have all the pertinent information. Why did you make the decision?
4. What are the limitations of your decision-making authority on the job? Are they appreciated?
5. Describe a situation where you received a new procedure or instructions with which you disagree. What did you do?
6. Do you think a large organization like yours discourages people from taking risks?
7. I see you've made a number of job changes in your career. What factors influenced your decisions to change jobs?
8. Tell me about the most risky management decision that you have made (present company/previous employment). How long did it take you to gather the information to make the decision? How long after that to make the decision? What were the results?

Questions on Initiative

1. How do you get your work assignments? Do you generate any of your own assignments? Please give me an example.
2. Give some instances in which you anticipated problems or influenced new directions.
3. Describe a situation where you found your results were not up to budget or company expectations. What did you do to rectify the matter?
4. Have you had any of your ideas adopted in your department during the past year? How did you get it (them) accepted? If none were adopted, why not?
5. Have you found any way to make your job easier or more rewarding?
6. How many projects have you started on your own this past year? (What prompted you to start this?).
7. How do you personally influence the productivity of your organization?
8. How do you get your subordinates to generate new ideas?
9. Can you think of some projects or ideas (not necessarily of your own creation) that were sold, implemented, or carried out successfully primarily because of your initiative?
10. What ideas would you like to see implemented in your organization? How would you go about it?
11. Do you feel more comfortable with a preset work plan, or do you prefer a range of general goals from which to select?

Questions on Career Ambition

1. What are your career goals for the next five years? How do you expect to accomplish your goals?
2. What have you accomplished in the line of self-development during the past year?
3. What has been the most important person or event in your own self-development?
4. What job do you hope to achieve in the organization in the next five years? Beyond that? What are you doing to prepare yourself? If you are presently studying, how do your studies fit into your program?
5. What have you done to prepare yourself for this advancement opportunity?
6. What part of your job interests you the most?
7. How are you capitalizing on your strengths?
8. Why do you want advancement? What type of self-development activities are you engaged in to prepare you for advancement?
9. Have you taken any management development courses recently? If yes, why? Who suggested it?

Questions on Motivation for Work

1. What factors do you consider most important in evaluating yourself on your success?
2. Why did you choose this career?
3. What is your professional goal?
4. Who is the most highly motivated person in your organization?
5. Can you give me examples of experiences on the job that you felt were satisfying?
6. Can you give me examples of experiences on the job that you felt were dissatisfying?
7. Would you comment on how your work goals and your life goals sometimes conflict?
8. Is your supervisor helpful in your development?
9. Describe when you worked the hardest and felt the greatest sense of achievement.
10. What are some recent responsibilities you have taken on? Why did you assume these responsibilities?

Questions on Work Standards

1. In your position, how do you define doing a good job?
2. How do you judge the performance of your employees? What distinguishes a good employee from an average employee?
3. What are your standards of success in your job?
4. What kind of recognition do you give your subordinates for meeting and exceeding work standards?
6. How far are you willing to compromise your standards in the interest of helping a person?
7. When judging the performance of your subordinates, what factors or characteristics are most important to you?
8. How do you actively control your department's expense budget? What action do you take when expenses exceed it?
9. What do you consider the most important contribution your department has made to the organization?
10. Are you satisfied with your department's performance? Why?

Questions on Personal Attributes, Work Habits, Attitudes

1. How do you feel about forgetting your experience and learning a new method from scratch?
2. In which areas of your work are you generally complimented?
3. In which areas of your work are you generally criticized?
4. When you work under close supervision, how do you react?
5. What did you enjoy most about your recent job? Least?
6. What are some things you wish to avoid in your next job?
7. What relationship should exist between a supervisor and subordinate?
8. What would your supervisor say is your weakest area?
9. What prompted your decision to apply for this position?
10. In your most recent job, what did you spend most of your time doing?
11. Do you work best from a plan or in response to deadlines? Why?
12. How organized are you about your work?
13. How do you determine priorities for your day?
14. How do you stay current in your field?
15. Tell me how you have worked out some of the problems you have faced in dealing with co-workers?
16. When given an unfamiliar job responsibility, what do you do?
17. Please describe your record for punctuality and dependability?
18. What accomplishments from your background prepare you for this position?
19. What have you learned from some of the jobs you have held?

20. What did you learn from your most recent employer that was valuable?
21. In your most recent job, were there obstacles you had overcome to get results?

Questions on Stress Tolerance

1. How does stress on the job affect your performance on the job?
2. How do you relax or get away from it all (relieve work tensions) after a hard day?
3. Under what kind of conditions do you work best?
4. Do you feel pressure in your job? Tell me about it?
5. What has been the highest pressure situation you have been under in recent years?
6. What is your reaction when other people lose their tempers or become irritated?
7. Describe the reasons for your last loss of temper. What was the outcome?
8. Do you find it necessary to take work home? How often? Why?
9. How do you react to opposition in a discussion?
10. What personal sacrifices do you feel you (or your subordinates) have made for the organization?
11. Have you ever had a feeling of frustration and impatience when dealing with people? If so, what happened?
12. What existing conditions within _____ are most frustrating to you?

Questions on Energy

1. Do you try to organize each day's work so as to establish a pace for yourself?
2. How do you catch up on an accumulated backlog of work after a vacation or conference?
3. When do you do your best (worst) work?
4. What do you do with your spare time at work?
5. Do you tend to dig into your toughest business problems in the morning, afternoon or at night?
6. How many tasks do you like to tackle at one time?
7. How many hours of overtime have you worked in a recent period? Why?
8. How many hours a day do you put in your work?
9. Give me some examples of projects or tasks where you postponed immediate action. Why?

Questions on Creativity

1. How innovative are your employees in dealing with work situations? What were some innovative ideas your employees have had recently? How do you encourage innovations?
2. What is the most imaginative or innovating thing you have done in your present position?
3. Under what conditions do you display imagination and innovation in your work?
4. How much opportunity for innovation and imagination is there in your present position?
5. Can you think of a current problem in which the old solutions won't work? How could it be solved?
6. What kind of problems have people recently called on you to solve? Tell me about what you devised?
7. Have you participated in a reorganization of your work organization? If so, tell me about your contribution. If not, how would you approach such a reorganization?
8. Describe the last problem in your organization that was solved in a highly imaginative manner. What part did you play?
9. Can you think of a change in your organization that your peers would recognize as being developed principally on your initiative?

Questions on Range of Interest

1. In what industry -or- job-related activities do you participate? What is the extent of your participation?
2. What professional organizations do you belong to? To what extent do you participate?
3. If you were asked to move to another department in the organization, which one would you prefer? Why?
4. What is the most important change going on in your organization?
5. Compare the organizational structure and productivity of your unit with some others with which you are familiar.
6. How do you keep informed on what is happening in the total organization?
7. How is the total organization changing?
8. What units of the organization are changing the most? Why?

Questions on Listening Skills

1. How much of your job involves listening? How do you show your subordinates (customer or associate) you are listening to them?
2. What do you think the role of listening is in good management?

Questions on Oral Communication Skills

1. What is the worst communication problem you have experienced?
2. What differing approaches do you employ in talking with different types of people? How do you evaluate the effectiveness of these approaches?
3. Tell me about the preparation for and results of meetings you have been responsible for conducting.

Questions on Oral Presentation Skills

1. Have you ever done any public or group speaking? Recently? Why? How did it go?
2. What kind of preparation did you need? Were you nervous?
3. What objectives were you trying to achieve? Were you successful?
4. What kind of format did you use?
5. What were some of the questions you were asked?
6. Did you have to side-step any questions?
7. What kind of feedback did you get? What would you do differently?

Questions on Written Communication Skills

1. What report, that you are currently preparing (or have recently prepared), is the most challenging? Why?
2. What kind of writing have you done? How do you approach it? Tell me about it -- the content, reaction, etc.
3. Would you rather write a report or give a verbal report?
4. How do you feel about the writing of reports as contrasted with collecting or analyzing the data?
5. If an important report must be written, who is usually assigned the job in your department?
6. What is the extent of your participation in major reports that have to be written?

Programming and System Analysis Experience Questions

1. Describe the electronic data processing equipment you have used?
2. Which programming language do you know well?
3. What types of application programs have you designed?
4. Please describe the types of databases you have worked with and the extent of your experience?
5. What systems have you designed and for which specific applications?
6. What was your role in developing and implementing software systems?

Computer Operations Experience Questions

1. What computers are you experienced in operating?
2. What peripheral equipment such as printers, are you experienced in operating?
3. If problems occur when your computer is in operation, what steps do you take to identify and resolve the problem?
4. What is the extent of your experience with both on-line and off-line computer operation?
5. What is your experience with office automation and word processing systems?

Management Information Systems Experience Questions

1. Tell me about the management information systems for which you have been responsible.
2. What types of business applications have you developed and implemented?
3. How have you gone about conducting needs assessments for the application of a management information system?

Questions on Accounting

1. At your most recent employment, how was the accounting department structured? Where did you fit in?
2. For which accounting duties have you had responsibility?
3. Please describe your experience in financial analysis.
4. Describe your preparation in preparing financial reports.
5. If you have developed an automated accounting system, please tell me about it?
6. What types of budget and other financial forecasts have you prepared.
7. Please tell me about different types of budgets for which you have been responsible.

Questions on Bookkeeping

1. Please list the types of records for which you have been responsible.
2. What is your experience with making journal entries and posting to the General Ledger?
3. Please describe the books you have kept, such as ledgers and journals.
4. Describe your experience with computerized accounting systems.
5. What experience have you had with audits?
6. What specific responsibilities have you had with bookkeeping for contracts and grants?

Reception Experience Questions

1. How many people have you greeted on a typical day?
2. What kinds of people have you greeted in your job?
3. What are some typical situations you have faced on a given day?
4. What other tasks are you responsible for while working as a receptionist?
5. What detailed telephone messages have you taken for individuals when they are out of the office?
6. What has been your responsibility for making appointments?

Clerical Experience Questions

1. How much typing are you comfortable with in the course of a workday?
2. What is your experience in handling confidential files?
3. What specific office equipment are you experienced in operating?
4. What is the extent of your experience with word processing equipment?
5. Describe to me your safety procedures for handling petty cash?
6. What is your experience with payroll systems?
7. How do you validate and process an invoice and determine its order of payment?
8. How many employees have you provided payroll bookkeeping for?
9. What experience do you have in office system design?
10. What specific office functions have you supervised?

Secretarial Experience Questions

1. Please describe your idea of the perfect boss.
2. Do you compose your own letters for your supervisor's signature?
3. Would you briefly describe your idea of a balanced workday?
4. What is your experience in arranging your boss's calendar and setting up appointments?
5. What has been your responsibility for screening calls?
6. What types of automated filing systems have you used?
7. Describe your experience in preparing reports for your supervisor.
8. How do you feel about working for more than one individual?
9. What is your experience with placing conference calls, long distance, or overseas calls?
10. What experience have you had with electronic mail?
11. Which word processing applications are you most familiar using?
12. Tell me about your work with large volume text production.
13. How would you grade your proficiency in English grammar and punctuation?
14. How have you established priorities for processing work?
15. What is your experience with electronic filing?
16. Tell me about some mass mailings that you were responsible for

UB REFERENCE/CREDENTIALS CHECK

Candidate's Name _____ Date of Check _____

Name of Reference _____ Relationship to Candidate _____

Reference taken by _____ Refused to provide reference

“ _____ has applied to the University of Baltimore
as a _____ and has stated that he/she was in your employ from _____ to
_____ in the capacity of _____. He/She has given us permission to contact you
and I would like to ask you a few questions regarding his/her employment with you.”

HireDate: _____ Separation Date: _____ Position Held: _____

Would you briefly describe what _____'s job duties were and degree of independence?

Were there opportunities for teamwork? Yes No If Yes, what role did _____ usually
take on a team?

Did he/she prefer working alone or in groups? Alone In Groups

How would you describe his/her awareness of the needs of others, particularly customers and/or fellow
team members? Do you remember any specific examples?

Did _____ seem inclined to sacrifice quantity for quality or the reverse, quality for quantity?

If _____ didn't like something in the workplace, was he/she more likely to

identify the problem or to initiate correction or change?

What were _____'s particular strengths and what areas did he/she need improvement in?

In rating performance as **Excellent, Good, Adequate, Unsatisfactory**, how was his/her:

- | | | | | |
|----------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Technical Ability..... | <input type="checkbox"/> E | <input type="checkbox"/> G | <input type="checkbox"/> A | <input type="checkbox"/> U |
| Quality of Work..... | <input type="checkbox"/> E | <input type="checkbox"/> G | <input type="checkbox"/> A | <input type="checkbox"/> U |
| Independent Problem-Solving..... | <input type="checkbox"/> E | <input type="checkbox"/> G | <input type="checkbox"/> A | <input type="checkbox"/> U |
| Customer Service..... | <input type="checkbox"/> E | <input type="checkbox"/> G | <input type="checkbox"/> A | <input type="checkbox"/> U |
| Ability to Take Instruction..... | <input type="checkbox"/> E | <input type="checkbox"/> G | <input type="checkbox"/> A | <input type="checkbox"/> U |
| Ability to Accept Feedback..... | <input type="checkbox"/> E | <input type="checkbox"/> G | <input type="checkbox"/> A | <input type="checkbox"/> U |
| Teamwork/Cooperation..... | <input type="checkbox"/> E | <input type="checkbox"/> G | <input type="checkbox"/> A | <input type="checkbox"/> U |
| Leadership..... | <input type="checkbox"/> E | <input type="checkbox"/> G | <input type="checkbox"/> A | <input type="checkbox"/> U |
| Effective Use of Time..... | <input type="checkbox"/> E | <input type="checkbox"/> G | <input type="checkbox"/> A | <input type="checkbox"/> U |
| Attendance Record..... | <input type="checkbox"/> E | <input type="checkbox"/> G | <input type="checkbox"/> A | <input type="checkbox"/> U |

Would you re-employ _____? Yes No If no, why not?

Any additional comments?

NOTES