**Hiring & Onboarding**

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The recruitment process is all about gathering information about jobs and people and matching the two.

Recruitment consists of 4 key steps:

1. Define the role and the type of person you need to satisfactorily complete this work.
2. Attract a pool of qualified and interested applicants (both within and outside the organization) to the role.
3. Assess information about your applicants so that you can make an informed decision about which applicants have the required capabilities for the job.
4. Select the best person for the role.

Linking all of the four key steps involved in the recruitment process back to the relevant key objectives identified for the particular role, considerably increases the chances of choosing 'the right person for the right job'.

If you do not choose 'the right person for the right job' your organization may face the following costs:

* advertising
* administrative costs to process candidates
* interview costs
* manager's time (a significant amount of time away from their normal duties)
* lost opportunities (for example incomplete projects, disruption)
* training and development
* turnover
* low morale amongst existing staff

**HR’s Role and Responsibilities**

* Guide you through developing a recruitment strategy;
* Assistance in writing and placing print ads;
* Centralized print and web ad placement through one agency;
* Identifying national, regional, and local sources for candidates;
* Collecting race/ethnicity data through PeopleSoft;
* Screening or organizing application materials, based on your needs;
* Send correspondence to applicants
* Orientated Hiring Managers and search committees on interview best practices;
* Developing prescreen, interview, and reference-check questions;
* Make lodging arrangements;
* Serve as a resource for legal compliance;
* Referrals to our Manager of Spouses Partners Resources for finalists and new hires; and
* Consultation on onboarding and our “Welcome” process.

**Hiring Manager’s Role and Responsibilities**

* Outline position requirements;
* Review resume materials;
* Coordinate and schedule interviews;
* Facilitate search committee members and community feedback;
* Conduct reference checks;
* Making hiring decisions;
* Sending acknowledgement letters, thank you, and “No Thanks” letters to those you interview
* Facilitate departmental orientation.

**Remember!**

Create a positive image of our institution.

Remember, we are looking for good people in a very competitive market.

We are selling ourselves – the institution.

Be a good ambassador for the College:

Conduct professional meetings;

Communicate honestly; and

Base feedback on an honest evaluation of capabilities and fit

RECRUITMENT ACTION CHECKLIST

Before you start your recruiting action, be sure to do the following:

* Think about any changes you would like to make, how the role fits into the workgroup, and whether there are new or different skills to look for in the candidate pool.
* Make any necessary updates to the position description. The position may need to be reviewed, graded, and approved, which may mean additional discussions prior to posting.

Develop and begin recruitment actions:

* Write the advertisement and identify publications, web sites, and other methods.
* Identify ways to reach a diverse candidate pool including women and minorities.
* The position will be posted on the Williams College Employment site.
* Proactively source applicants.
* Screen resumes and conduct phone interviews. (HR provides you with sample questions.)
* Conduct campus Interviews. HR will typically participate in campus interviews.
* Check references. Three professional references with one being the most recent supervisor is suggested.
* Conduct HR to extend the formal offer.
* Send correspondence to those who were interviewed but not selected.

Onboarding

* College orientation in HR within the first three working days
* Departmental orientation – see Onboarding Checklist for Managers online
* More About Williams group orientation once per quarter

**Building a Diverse Applicant Pool**

There are specific associations, publications and online media that target diversity-specific communities/groups. Coordinating your diversity recruitment efforts to include such resources will increase the likelihood of building diverse applicant pools for your department’s vacancies. There are also specific websites dedicated to professional diversity in minority groups. These sites may not be specific to recruiting, but offer valuable information on specific minority groups and associated events that may provide leads to other desirable sourcing options.

Web sources:

* Latino’sinHighered.com
* Latpro.com
* NBMBAA.com (National Black MBA Association)
* NFBPA (Black Public Administrators)
* Monster.com (diversity sites)
* Diversity inc
* NAAAP.org (National Association of Asian American Professionals)
* Higher Ed Jobs

Professional Associations:

* American Association of Blacks in Higher Education
* NSHMBA.org (National Society of Hispanic MBAs)
* Boston Black MBA
* Diverse Issues in Higher Ed
* ALPFA (Association of Latino Professionals in Finance and Accounting)
* NAAAHR.org (National Association of African Americans in HR)
* NEHRA.org (New England HR Association)

Alumni Networks:

Emails to alumni industry groups are used selectively for specific jobs

Alumni affinity groups

Conferences and professional meetings provide an ideal opportunity for identifying potential candidates, introducing oneself, and sparking interest in Williams. Any initial contact can be followed up by telephone or letter.

DOs

* Identify potential obstacles, and brainstorm diverse recruitment sources and strategies.
* Advertise the positions widely to attract a diversified candidate pool.
* Utilize alumni networks when possible.
* Meet with human resource to discuss the entities current demographic representation and labor market availability.
* Take responsibility for creating diverse applicant pools.

DON’Ts

* Don’t assume that qualified minority, female, disabled or veteran candidates are not present in the labor market (internally or externally).
* Don’t continue to advertise through the same general recruitment resources and expect to increase the diversity of your applicant pool.
* Don’t assume our internal staff are not interested in or capable of advancing into higher level positions.

**Project Implicit**

Project Implicit investigates thoughts and feelings that exist outside of conscious awareness or conscious control. Visit the research or demonstration websites to try out some tests and learn more about the research and yourself. <https://implicit.harvard.edu/implicit/>

Project Implicit is a non-profit organization and international collaborative network of researchers investigating implicit social cognition - thoughts and feelings outside of conscious awareness and control. Project Implicit is the product of a team of scientists whose research produced new ways of understanding attitudes, stereotypes and other hidden biases that influence perception, judgment, and action.

**Interview Do’s and Don’ts**

Regulations and US Law provide extensive protection against discrimination in employment. Many companies and organizations you will encounter state explicitly that they follow Equal Opportunity Employer guidelines. Basically, this means that they do not discriminate on the basis of age, gender, marital status, religion, or sexual orientation, to name a few

The Persons with Disabilities Acts also specifically protects people with physical or mental disabilities or handicaps in addition to providing special accommodations for them (e.g. wheelchair access). Because of these laws, organizations are increasingly careful about the way in which they ask questions in interviewing; no one wants to be the subject of a lawsuit claiming discriminatory hiring practices. Generally, employers must focus on what they need to know to ascertain whether the candidate is capable of doing the job. All questions must be directly relevant to the job for which the candidate is applying.   
  
While no specific federal, state, or local entity specifically provides a list of illegal interview questions, there is sufficient precedent (legal history) in court rulings, legislative decisions, regulations, and constitutional laws to govern certain categories of questions. Some of these questions may be perfectly acceptable outside of the US and so, may appear to be benign.   
  
As an interviewee, you should be aware of the types of questions that may be problematic in the US as well as how to handle them in an interview. Bear in mind that both law and precedents continue to change. Therefore, the list of potentially illegal questions (or their legal counterparts) presented here is in no way exhaustive.

The key to understanding unlawful inquiries is to ask only questions that will provide information about the person’s ability to do the job, with or without a reasonable accommodation. Also note that inquiries which are unlawful to ask a candidate directly may not be asked as part of a pre-offer reference check.  
  
**Age? Date of Birth?**  
Age based inquiries should be avoided because state law prohibits discrimination against persons age 40 and older. An age inquiry may be made to ensure a person is “old enough” to work for the job being filled, or if the job is among the few where age discrimination is permitted such as physically dangerous or hazardous work or driving a school bus.

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| **Example of Illegal Questions** | **Possible Legal Alternatives** | |
| How old are you? When is your birthday? In what year were you born? In what year did you graduate from college/high school? | | Are you over the age of 18? Can you, after employment, provide proof of age? |

**Marital/ Family Status (often alludes to sexual orientation)**  
The purpose of these “family” inquiries is to explore what some employers believe is a common source of absenteeism and tardiness. Typically, these questions are asked only of women making the inquiry clearly unlawful. However, even if such inquiries are made of both men and women, the questions may still be suspect. Such information has been used to discriminate against women because of society’s general presumption that they are the primary care givers. If the employer’s concern is regular work attendance, a better question would be, “Is there anything that would interfere with regular attendance at work?”

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| **Example of Illegal Questions** | **Possible Legal Alternatives** | |
| Are you married or do you have a permanent partner? With whom do you live? How many children do you have? Are you pregnant? Do you expect to become have  a family? When?  How many children will you have? What are your child care arrangements? | | Would you be willing to relocate if necessary?  Travel is an important part of the job.  Do you have any restrictions on your ability to travel?  Do you have responsibilities or commitments that will prevent you from meeting specified work schedules?  Do you anticipate any absences from work on a regular basis? If so, please explain the circumstances. |

**Personal**  
Minimum height and weight requirements are unlawful if they screen out a disproportionate number of women or minorities. Unless the employer can show that a height or weight requirement is essential for job performance, such inquiries should be avoided.

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| **Example of Illegal Questions** | **Possible Legal Alternatives** | |
| How tall are you? How much do you weigh? (Questions about height and weight are always illegal unless it can be proven that there are minimum requirements to do the job.) | | Are you able to lift a 50-pound weight and carry it 100 yards, as that is part of the job? |

**Disabilities**   
Inquiries about a person’s disability, health or worker’s compensation histories are unlawful if they imply or express a limitation based on disability. Under the federal Americans with Disabilities Act, any inquiry at the pre-employment stage, which would likely require an applicant to disclose a disability, is unlawful. Employers must avoid such inquiries or medical examinations before making a bona fide job offer.  
  
However, an employer may inquire about an applicant’s ability to perform certain job functions and, within certain limits, may conduct tests of all applicants to determine if they can perform essential job functions, with or without an accommodation.

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| **Example of Illegal Questions** | **Possible Legal Alternatives** | |
| Do you have any disabilities? Have you had any recent illness or operations? Please complete this medical questionnaire. What was the date of your last physical exam? How's your family's health? When did you lose your eyesight/ leg/ hearing/ etc.? | | Are you able to perform the essential functions of this job with or without reasonable accommodations? (Legal if the interviewer thoroughly described the job.) Will you be able to carry out in a safe manner all job assignments necessary for this position?  Are you able to lift a 50-pound weight and carry it 100 yards, as that is part of the job?  NB: Medical exams are legal AFTER an offer has been extended; results should be held strictly confidential except for reasons of safety. |

**National Origin/ Citizenship**   
Inquiries about a person’s citizenship or country of birth are unlawful and imply discrimination on the basis of national origin. A lawfully immigrated alien may not be discriminated against on the basis of citizenship. The Immigration Reform and Control Act of 1986 require employers to verify the legal status and right to work of all new hires. Employers should not ask applicants to state their national origin, but should ask if they have a legal right to work in America, and explain that verification of that right must be submitted after the decision to hire has been made. To satisfy verification requirements, employers should ask all new hires for documents establishing both identity and work authorization.

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| **Example of Illegal Questions** | **Possible Legal Alternatives** | |
| Where were you/your parents born? What is your native language? What is your country of citizenship? Are you a US citizen? | | Do you have any language abilities that would be helpful in doing this job? (Legal if language ability is directly relevant to job performance.)  Are you authorized to work in the United States? |

**Arrest Record**   
There are laws that prohibits inquiries about past arrest records but permits consideration of a current arrest. If an applicant is under arrest for an offense that is substantially related to the job, an employer may suspend judgment until the case is resolved, advises the applicant to reapply when the charge is resolved, or refuse to employ the applicant. A current employee who is arrested may be suspended if the charge is substantially related to the job.  
  
An employer may not refuse to employ or discharge a person with a conviction record unless the circumstances of the conviction substantially relate to the circumstances of the job. If an inquiry about convictions is made, the employer should add a clarifier, “A conviction will not necessarily disqualify you from employment. It will be considered only as it may relate to the job you are seeking”. Anyone who evaluates conviction record information should be knowledgeable about how such data may be used.

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| **Example of Illegal Questions** | **Possible Legal Alternatives** | |
| Have you ever been arrested? | | Have you ever been convicted of \_\_\_\_ crime? (Legal if the crime is reasonably relevant to the job; e.g. embezzlement for a banking job.) |

**Military Service**   
It is unlawful to discriminate against someone because of membership in the National Guard, a state defense force or another state or Federal Reserve unit. Questions relevant to experience or training received in the military or to determine eligibility for any veteran’s preference required by law are acceptable.

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| **Example of Illegal Questions** | **Possible Legal Alternatives** | |
| What type of discharge did you receive? | | In what branch of the Armed Forces did you serve? What type of training or education did you receive in the military? |

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| **Affiliations**  **Example of Illegal Questions** | **Possible Legal Alternatives** |

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| What clubs or social organizations do you belong to? Do you go to church? | List any professional or trade groups or other organizations that you belong to that you consider relevant to your ability to perform this job. |

**Race/Color/Religion**   
This question may discourage an applicant whose religion prohibits Saturday or Sunday work. If a question about weekend work is asked, the employer should indicate that a reasonable effort is made to accommodate religious beliefs or practices. An employer not required to make an accommodation if doing so would create an undue hardship on the business.

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| **Example of Illegal Questions** | **Possible Legal Alternatives** | |
| All questions are illegal. | | Are you available for work on Saturday and Sunday? |

**Credit or Garnishment Record? Charge Accounts? Homeowner?**   
Answers to these inquiries are almost always irrelevant to job performance. Because census data indicates minorities, on average, are poorer than whites, consideration of these factors may have a disparate impact on minorities. Therefore, requests of this nature may be unlawful unless clearly required by business necessity.   
  
**Educational Background?**   
While employers may inquire about a person’s education, only clearly job related education should be considered in making the hiring decision. Educational requirements that are not necessary for performance of the job may be unlawful if they adversely impact protected group members. Rather, find a reliable way to determine if applicants have the skills necessary to function successfully in the job.

**Friends or Relatives working for us?**   
This question is not relevant to an applicant’s competence and should be avoided. Since the question implies a preference for friends or relatives, it may be unlawful if the composition of the present work force is such that this preference reduces or eliminates employment opportunity for minorities or women. This question may also reflect a rule that only one partner in a marriage can work for the employer. This tends to have a disproportionate impact on women.   
  
**Language Proficiency?**   
Some level of English skill may be necessary for many jobs. But, it is also clear that fluency or absence of an accent is not relevant for a substantial number of jobs. Employers must be careful about requiring English language proficiency and ensure the skill level being sought does not exceed the level required for successful job performance.   
  
**Maiden Name, Spouse's Name? Mr., Mrs., Miss. or Ms.?**   
None of these inquiries are relevant to job performance and could be used to discriminate. A woman’s maiden name or spouse’s name may indicate religion or national origin. Having a person check a box for Mr., Mrs. or Miss may be an impermissible inquiry with regard to gender or marital status. An employer may not discriminate against a person because of their status of being married, single, divorced, separated, or widowed.

**Use or Nonuse of Lawful Products? Do you smoke? Drink Alcohol?**   
A person may not be discriminated against for using or not using “lawful products” off the employer’s premises during nonworking hours. The law contains some exceptions, but employers generally should avoid inquiries in this area.

**PHONE INTERVIEW QUESTIONS**

**General**

Why your interest in this position?

What attracts you to this work?

For those working at a college: What do you like most about your institution? What would you change about it?

For those not working at a college: What do you like most about where you’re working? What do you like most about the college(s) you’ve been associated with?

**Current situation**

What’s the main thrust of your current work?

What goals have you been working toward and how well have you met them?

What institutional challenges are you helping to address?

What are the greatest opportunities/challenges in what you do?

**Strategizing**

What role have you played in strategizing your institution’s goals?

Has that strategy changed during your time?

**Managing/Supervising**

How involved are you in managing your operation’s budget?

How have you adapted that budget over time?

How many people do you directly supervise and how would you characterize your approach to supervising?

What in your supervising work has been most gratifying or rewarding?

Can you describe a supervising challenge you’ve faced and how you did so?

Tell about a time you led your team through a significant change?

**Perceptions of Williams**

Assuming you’ve made it a point of researching Williams, what attracts you to the College?

**SAMPLE INTERVIEW QUESTIONS**

**Icebreakers**

How were your travels to our location?

Tell me about yourself?

**Traditional Questions**

What are your career goals? What is your dream job?

What are your greatest strengths?

What is your experience with [competency, skill, function, etc]?

**Culture-Fit Questions**

What gives/gave you the greatest feeling of achievement? Why was this so satisfying?

What type of work do you prefer? Why did you choose this type of work?

What motivates you to work hard? Give me some examples.

**Behavioral Questions**

Tell me about a situation when you had to adjust quickly to a change in organizational, departmental or team priorities.

What sources of information have you used to solve problems? Tell me about a time you used one of those sources.

After you have completed a project, have you ever gathered feedback from the peers/team members/others involved? (Tell me about the situation)

Tell me about one of the most demanding groups to whom you have made a presentation. What difficulties did you have?

Give me an example of a new way you were able to apply existing knowledge to solve a problem.

Questions That Assist in Gaining Perspective Around the Candidate’s Understanding of and Commitment to Diversity and Inclusion

After drawing attention to our core value of diversity and inclusion, ask questions such as those suggested below. Think about how you are committed to and handle diversity and inclusion and what you and the College expect of employees in this area. Practice answering the question for yourself to get a sense of how you would talk to a candidate on this core value.

How has your background and experience prepared you to be effective in an environment that holds this value?

Tell me about a time that you adapted your style in order to work effectively with those who were different from you.

What kinds of experiences have you had in relating with people whose backgrounds are different from your own?

Can you recall a time when you gave feedback to a colleague who was not accepting of others?

Can you recall a time when a person's cultural background affected your approach to a work situation?

Have you ever realized you had said or done something that may have been offensive to a colleague? How did you respond to that realization, and what was the outcome?

Tell me about a time when you had to adapt to a wide variety of people by accepting/understanding their perspectives.

In your experience, what are the challenges faced by members of historically underrepresented groups in the workplace? What strategies have you used to address these challenges, and how successful were those strategies?

What does it mean for you to have a commitment to diversity? How have you demonstrated that commitment, and how would you see yourself demonstrating it here?

Describe the climate for diversity at your present position. What impact have you had on that climate?

What efforts have you made, or been involved with, to foster multicultural understanding and cultural competence?

Have you encountered concerns about "chilly climate" raised by members of identity groups that have historically experienced discrimination? If so, how have you handled them?

What measures have you taken to make someone feel comfortable when others seemed uncomfortable with his or her presence?

What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?

Tell us how you work with people to create or foster diversity in the workplace.

In what ways have you integrated multicultural issues as part of your professional development?

What do you see as the most challenging aspects of an increasingly diverse academic community, and what steps have you taken to meet such challenges?

Suppose that you encounter a pervasive belief that diversity and excellence are somehow in conflict. How do you conceptualize the relationship between diversity and excellence? What kinds of leadership efforts would you undertake to encourage a commitment to excellence through diversity?

In what ways do you feel it is appropriate to incorporate topics related to diversity and (your discipline) into the workplace? How would you do this?

Has diversity played a role in shaping your mentoring and advising styles? If so, how?

What is your vision of diversity at an institution such as Dartmouth College?

Describe a specific situation in which you worked with a diverse group of people over a period of time. Based on this experience, what did you learn?

**Personal Motivation and Traits**

How do you feel about your present workload?

What motivates you to do your best work?

How can we best help you get your job done?

Tell me about a time you went "out on a limb" to get the job done?

What are the disadvantages of this line of work?

What do you find most frustrating at work?

Tell me about a project that got you really excited?

How do you define doing a good job?

What makes a job enjoyable for you?

Under what conditions do you work best?

What is your greatest strength/weakness or deficiency?

Tell me about a work task you enjoy.

**Goals**

What are your 5-year goals?

Tell me what "success" means to you.

What does "failure" mean to you?

Do you consider yourself successful?

Do you set goals for yourself and how do you do that?

**Communication**

Tell me about a work situation you had that required excellent communication skills.

Do you prefer to speak directly with someone or send a memo?

How would you grade your ability to communicate with upper level management, customers, and peers?

What was more important on your job, written or oral communication?

**Flexibility**

Tell me about the last change which occurred in your office. How did you handle it?

I'm interested in hearing about the last time you took a risk. What was it and in retrospect, was it the right decision?

How important is communication and interaction with others on your job? How many departments did you deal with? What problems occurred?

Tell me about a time when a work emergency caused you to reschedule your work/projects.

Give me an example of the last time you went above and beyond the call of duty to get the job done

In what areas do you typically have the least amount of patience at work?

**Stress**

Tell me about a deadline you had to meet. How much advance notice did you have?

You have worked in a fast paced environment. How did you like the environment?

What kinds of decisions are most difficult for you?

What is the most difficult work situation you have faced?

What types of jobs do you have the most difficulty with?

What do you do when you're having trouble with your job?

What do you do when you have a great deal of work to accomplish in a short period of time?

**Manageability**

What do you do when you're having trouble with a boss?

If your boss knew you were interviewing, what would he say?

What do you feel an employer owes an employee?

Your supervisor tells you do to something in a way you know is dead wrong. What do you do?

If your supervisor unfairly criticized you, what would you do?

Would you like to have your boss's job? Why or why not?

Tell me about a time when your manager was in a rush and didn't give you enough attention.

What are some of the things about which you and your boss disagree?

What are some of the things your boss did that you disliked?

In what areas could your boss have done a better job?

I would be interested to hear about an occasion when your work or an idea was criticized, what was criticized, who criticized you, and how did you handle it?

Describe the best manager you ever had. The worst. What qualities did each of them have?

**Supervisory**

You have supervised people in the past. What were their titles and what type of supervision did you give them?

How do you motivate people?

Have you ever fired anyone? What were the circumstances?

Have you ever hired anyone? Why did you choose them?

What do you do when you're having trouble with an employee?

What type of supervisory training have you completed in the last two years?

How did you communicate bad news to your staff?

What makes someone a good supervisor?

Who reports to you? What are their job functions?

What is the employee turnover rate in your area?

What do you think is the reason for this rate?

What programs have you put in place to build morale?

How do you plan your day?

Describe your management style.

How do you measure success as a supervisor?

How do you decide who needs what training?

How do you measure success in training?

If you are hired, what will you do in your first 30 days?

Describe one change you made in your last job that was very beneficial.

Describe a time when you and your supervisor disagreed on how to accomplish a goal.

Describe a change you made in your job that you feel is innovative or that you are very proud of.

How do you handle unpopular management decisions?

How do you proceed when you need to make a decision and no policy exists?

How would you define “leadership”?

Describe a time when you were able to influence an outcome in a positive way.

What have you done to become more effective in your job?

How do you orient new employees to your department?

How do you plan an interview?

What do you look for on resumes and applications?

What criteria do you use for making decisions on hiring?

**Organizational Management**

Describe the top of your desk.

Tell me about the last time you failed to complete a project on time.

What do you do when you're having trouble solving a problem?

What do you do when things are slow/hectic?

What do you do when you have multiple priorities?

Tell me about your typical day. How much time do you spend on the phone? In meetings? Etc.

Your supervisor left you an assignment, then left for a week. You can't reach him/her and you don't understand the assignment. What would you do?

How do you organize and plan for major projects?

Describe a project that required a high amount of energy over an extended period of time.

How do you organize yourself for day-to-day activities?

Tell me about a task you started but just couldn't seem to get finished.

**Leadership/Management**

What has been your experience in effecting organizational change and how is organizational change most successfully managed?

(Follow up question depending on answer above.) Describe what your strategy has been (or would be as an incoming manager for getting to know individuals, their styles, the various working relationships, the Departments, the work, etc., and how and when you might begin introducing change.

What has been your approach for bringing individuals on board who may be resistant to change?

How do you ensure your staff is clear about which issues warrant your attention, the information you need, and delineation of authority?

Please tell us the number and types of staff you have supervised and what differences, if any would you foresee in managing administrative vs. technical staff?

Because of budgetary constraints, staff workloads are increasing more dramatically than resources, causing morale issues among the staff who do not feel they have enough time to provide the level of support expected, and is also an issue for the faculty who have varying expectations of assistance from staff. What have you done or would you do to improve the situation?

How would you prioritize competing responsibilities, if they came in conflict?

**Senior Management Evaluation**

Give me an example of your ability to facilitate progressive change within your organization.

How do you typically stay in the information loop and monitor your staff’s performance?

How do you typically confront subordinates when results are unacceptable?

What kind of mentoring and training style do you have?

Do you naturally delegate responsibilities, or do you expect your direct reports to come to you for added responsibilities?

How would you describe the amount of structure, direction, and feedback that you need to excel?

In terms of managing your staff do you “expect” more than you “inspect” or vice versa?

Tell me about a method you’ve developed for accomplishing a task.

What could you have done to be more effective at a previous job?

Tell me about a time you were placed in charge of a group of people.

What did you like about being in charge?

What did you not like about being in charge?

**SKILL BASED QUESTIONS**

**Planning, Analysis and Organization**

Describe your experience with both short and long-range academic planning. Include your role, approach and the challenges you faced.

Describe your experience with facilities and space planning or coordination.

Describe your experience managing multiple long-term projects while meeting immediate demands. What strategies do you use when faced with more tasks than time to do them?

**Liaison, Communication, Negotiation, Problem Solving, Decision Making**

How will you determine what issues to bring to your supervisor, which to delegate to staff and which to resolve yourself?

Please describe a situation where you resolved complex issues among groups of individual s (perhaps faculty) in which opposing alternatives were proposed by equally strong supporters.

This position requires communication with many different campus units and individuals, inside and outside of the unit. Give examples of strategies you have used to communicate effectively with different levels in an organization.

Can you give us an example of a difficult interaction or conflict you have had with a supervisor or subordinate and how you might handle a similar situation differently (or the same) in the future?

Please give us an example of when you have thought outside the box and any challenges it may have presented.

**Technical Competencies**

Describe your own technical computing competency in terms of which applications you use and also ways in which you've introduced new technology or software applications to make your work or the work of others more efficient.

Please describe your financial management experience.

What do you see as the role of a manager in ensuring that appropriate fiscal management (stewardship) is occurring within the unit?

With respect to your writing skills, please describe the types of writing you have done (business correspondence, reports, proposals, etc.), who your audience has been and if you've written primarily under your own signature or others. (Did you bring samples you can leave with us?)

**Position Specific Questions**

It may be that you've already provided sufficient information in these next areas by your earlier responses or on your application; however we wanted to give you an opportunity, if you'd like to expand on your experience in either overseeing or personally providing support in the following areas: (List position specific areas of responsibility, e.g. advising, curriculum and leave planning, academic personnel, development and outreach activities, etc.)

**Essential Functions**

The essential functions of this position include the ability to work extended hours to attend functions or meet deadlines, to travel occasionally, to attend meetings in various locations on and off campus, and to work on a computer for extended periods of time.

Can you perform these tasks, either with or without accommodation?

**CLOSING AND NEXT STEPS**

Questions or additional comments from the candidate

Follow up questions from the Selection Committee

Timeline to conclude interviews and reference checks and make a hiring decision

Explain who they may be meeting with next

# Reference Check Guide

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reference Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Company: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How long did the candidate work with you?

What was the candidate’s position?

What was your position?

Describe the candidate’s communication skills. How do you receive feedback?

Tell me about the candidate’s work habits.

How does the candidate work within a team?

How does s/he work under pressure and stress? Describe his or her demeanor.

What are the candidate’s professional strengths?

Tell me about a time when s/he demonstrated leadership.

What limitations might hinder the candidate’s success?

What area might you suggest for improvement?

If I describe the position we are hiring for to you, could you describe how good a fit you think (name) would be for the position?

Would you rehire the candidate or work with the candidate again?

COMMENTS:

**Background Record Checks**

Williams College conducts background checks on all candidates offered positions of employment with the College. The College also will conduct a background check on any current employee who is offered a promotion or transfer which, in the College’s discretion, warrants such a check. The College also will conduct periodic background checks on employees with financial responsibilities and employees or volunteers who may have unsupervised access to children. The College also will conduct any such additional background checks as are required by law.

The background check generally will include a review of information from an individual’s previous employer(s), educational institutions, law enforcement agencies at the federal, state and county levels; and in some cases credit reporting agencies.

Background checks may include but are not limited to:

* Review of criminal records (past 7 years)
* Verification of social security number
* Verification of educational records
* Verification of employment records
* Sexual offender registry search
* Credit history (for positions with financial responsibilities)

Background check reports will be obtained and reviewed by Human Resources, who may review the information with the appropriate member of senior staff, the College’s legal counsel, or others with a need to know.

Any questions concerning this policy may be directed to the Office of Human Resources.

**Hiring A Temp Employee**

Temp employee may be hired to cover medical or maternity leaves, or to cover an extended vacancy. Typically a search is not need to be conducted when hiring a temp employee. For assistance in assessing your department’s need for a temporary employee, please contact the Assistant Director of HR.

Best practices when hiring a temporary employee:

* Check in with HR to see if this is temp that has previously worked on campus.
* Human Resources will work with you to determine the appropriate rate of pay.
* Submit a Temporary Employee Authorization Form which can be found on the Forms page of the HR website <http://hr.williams.edu/forms/#employ>
* Plan ahead – temp employee cannot work until their background record check is complete.
* Even with temporary employees, the due diligence process must be completed.