



Working @ Wellesley

Office of Human Resources
& Equal Employment Opportunity

Hiring Manual for Administrative Staff

Revised April 2019

Administrative Staff Hiring Manual

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An Important Message for All Wellesley College Hiring Managers

Dear Wellesley College Hiring Managers:

One of the most important responsibilities and greatest opportunities you have as a manager at Wellesley College is hiring and supervising your staff. The hiring process at Wellesley College reflects our collective goal to recruit and retain a skilled workforce to support the College's educational mission. Our common goal of diversifying our work force should be reflected in every search you undertake.

In seeking to identify and recruit staff members of the highest caliber, we need to draw upon the broadest possible pool of talent. We must also ensure that our workplace welcomes people from a wide variety of backgrounds and encourages each of us to make the most of our skills. To achieve these goals requires commitment and support from all of us.

Please use this Hiring Manual as a guide for recruiting, interviewing and communicating with Human Resources throughout the process. We are partners with you and encourage you to come to us for advice and support.

Carolyn Slaboden

Assistant Vice President and Director of Human Resources & Equal Employment Opportunity

Human Resource Contacts

| | Extension (781-283-) | E-mail (@wellesley.edu) |
|---|-------------------------|----------------------------|
| Employment Contacts | | |
| Cristina DeGaetano, Employment Specialist | 3303 | Cdegaeta |
| Dashawn Butner, HR Assistant | 2210 | Db1 |
| Susan Daganhardt, Assistant Director of Employment | 2248 | Sdaganha |
| Sarah Staley, Associate Director of Talent Management and Development | 2214 | Sstaley2 |
| Human Resources Contacts | | |
| Carolyn Slaboden, Assistant Vice President and Director of Human Resources & Equal Employment Opportunity | 2216 | Cslabode |
| Kelly Robinson, Associate Director of Human Resources Benefits and Operations | 2215 | Krobins5 |
| JoAnne O'Beirne, Human Resources Information Specialist | 2231 | Jobeirne |
| James White, Benefits Specialist | 2212 | JWhite8 |
| Sandra Murga Zuniga, Office Coordinator | 3289 | Smurgazu |
| Disability Services | | |
| Jim Wice, Director of Disability Services | 2434 | Jwice |

Our Search and Selection Philosophy

The process of recruiting and hiring an appropriate workforce is of great importance to an organization's effectiveness. Laws and regulations also impact the way recruiting and hiring is conducted. Wellesley College has made an institutional commitment to structure our community with attention to diversity and inclusion. This commitment mandates vigorous efforts to attract diverse applicants and to give their applications careful consideration. It also mandates a close and collaborative partnership between departments of the College to ensure, to the greatest extent possible, broad and inclusive outreach.

The procedures which are described here must be used when filling all full- and part-time exempt and non-exempt benefits-eligible administrative positions. Hiring managers should meet with Sue Daganhardt, Assistant Director of Employment, before starting a search and to maintain communication throughout the process. Employment Staff are available to assist you at any time (e.g., identifying possible members of the Search Committee, considering new outreach sources for candidates).

Equal Employment Opportunity Compliance

The Equal Employment Office is an important function of Human Resources and operates as the College's chief compliance office for matters related to hiring and retention practices and procedures. Human Resources monitors and reviews all searches, ensuring institutional compliance with federal and state laws, and our own internal protocols. As the College's EEO Office, Human Resources also compiles data on our hiring, retention, and promotion practices, as mandated by the federal government, and reports instances of underutilization and non-compliance.

Limited Search Procedures

Limited searches are exceptions to our normal hiring procedures. As a result, approval of a limited search **must** be obtained before a job may be posted and will be granted only under extraordinary circumstances. Limited search requests are reviewed and approved by Human Resources and must be approved by the AVP of Human Resources. In determining whether or not to grant a limited search, the following factors will be considered:

- Information concerning the available job pool for the position in question.
- Whether the department/division has had limited searches in the past or a history of noncompliant searches and specific/concrete information about why an exception should be made in this case.

The Department Head or Hiring Manager should submit a copy of the candidate's resume and a written request for a limited search to address the above-mentioned considerations to Human Resources who will review them with the Department Head. Human Resources will decide whether or not the limited search is approved, or if there are any recommended or required changes to the process.

If a limited search is approved, the position will be posted internally for two weeks, stating that an external or internal candidate has been identified. At the conclusion of the internal posting period, if no additional candidates apply, the Hiring Manager is free to contact Human Resources to discuss a formal offer.

If additional candidates do apply who meet the minimum position requirements, careful consideration should be given to their candidacy. Hiring Managers should be aware that it is unlikely that a limited search will be approved if there is a departmental history of exceptions and/or noncompliance.

Promotion or Transfer Procedures

If a Hiring Manager is interested in hiring a current employee from within their same department or division, this would be considered a promotion or transfer that would not require following the full or limited search process. In this case, the Hiring Manager should contact Human Resources to discuss any salary implications for the promotion/transfer.

Budgeting for Your Search Process:

Generally searches conducted for level four positions and above should be considered national searches, whereas searches for level three positions and below should be considered local searches. For local searches, the regular posting sites listed on the previous page (HigherEd Jobs, Higher Education Recruitment Consortium (HERC), and the ten One-Click Diversity Outreach Sites) should reach the appropriate audience, and departments may choose to purchase advertising on additional sites as part of their budgeting process.

For national searches (level four and above), Human Resources has budgeted up to \$600 of funding for additional outreach to professional organization job boards (see the list on page 11 for suggestions). Similarly, Human Resources has budgeted up to \$600 for candidate travel/lodging in these searches as well. Departments should budget for any additional travel/lodging costs or search costs they expect to incur in these searches.

Timing Your Search Process:

Generally, hiring managers should allow two full weeks between when they notify HR of an opening and when the position is approved and posted. Once posted, Human Resources aims to fill most postings within a two month time frame and will check in with hiring managers at the point they are ready to interview (or at the one month point, whichever is sooner) to share demographic information about their pool. Human Resources will also check in after two months to review whether the posting is ready to close or if it should be withdrawn or reposted. In cases where the pool has limited applicants or limited diversity, Human Resources may be able to draw on a reserve budget of up to \$600 for additional outreach.

Social Media in Search Processes:

Social Media can be a useful tool in sharing information about your search. Hiring managers and search committee members should consider sharing postings through professional social media channels, such as LinkedIn, as well as within any professional association sites to which they may subscribe. Human Resources staff can also assist in posting positions on Social Media, on career sites for local universities, and to sites frequented by Wellesley Alumna, such as the Hive or Handshake.

Key Roles in the Hiring Process

The Hiring Manager, Search Committee and Human Resources are all critical in the search and selection process. The Hiring Manager serves as the Chair of the Search Committee and performs an essential role by keeping the Search Committee on track and coordinating with Human Resources throughout the process. It is especially important for any search to be completed in a timely manner to attract and maintain the interest of the highest quality candidates.

Role Resources. See the Appendix for the following documents:

- Hiring Manager Checklist
- Role of the Search Committee
- Role of Human Resources

The Search and Selection Process

The Hiring Manager, Finance, and Human Resources work together during the 5-step search and selection process:

- Step I: Posting Approval Process
- Step II: Preparation for the Search
- Step III: Candidate Assessment
- Step IV: Finalist Selection
- Step V: Conclusion of the Search

This section describes each step in the search process.

Step I: Posting Approval Process

- Notify Carolyn Slaboden, AVP for Human Resources, and Sarah Staley, Associate Director of Talent Management and Development, of the reason you have an administrative job posting. An open position provides an opportune moment to review how the position fits into the larger strategy and structure of the organization. At the beginning of the process, hiring managers should reflect on these questions and be prepared to discuss them with Human Resources.
- Once you have considered any modifications you may like to make to the role and/or to your organizational structure, you will prepare an updated role document. The updated role document will be shared with the Compensation Analyst (a copy of all current role documents are on file in Human Resources). Human Resources will review the role document and establish a salary range, based on market and internal equity.
- Once the role document has been reviewed, it will be sent to the Provost Budget Committee, consisting of Piper Orton, VP for Finance and Administration, and Diane Kimball, AVP for Financial Planning & Budget, Sheilah Horton, Vice President & Dean of Students, and Andy Shennan, Provost & Dean of the College, for review. The hiring manager and Human Resources will be notified if the position is approved, and the process of posting the position can begin.

Step II: Preparation for the Search

- Meet with Susan Daganhardt, Assistant Director of Employment, to review the hiring procedures – even if you are familiar with our search process. Review the Hiring Manager Checklist in the Appendix of this document and come prepared to talk about outreach strategies, diversity recruitment, composition of the search committee, and your intentions for the hiring process and timing. Human Resources will work with you to determine the appropriate media for advertising the position and work with you to place the advertisements (including language regarding background checks) once the position is posted.
- After this meeting, HR will create the job posting in Workday. The position posting will be sent to the Finance and to the Department Head for final approval, and will be posted internally and externally for Wellesley job seekers (unless otherwise noted). All external job postings are posted in the following locations:
 - HigherEd Jobs
 - Higher Education Recruitment Consortium (HERC)
 - Hispanic Today Website
 - Veterans Enterprise Website

- Women in Business Website
 - Job Opportunities for Disabled American Veterans Website
 - disABLED Person Website
 - Women for Hire Website
 - Hire Our Heroes Website
 - US Military Pipeline
 - Employ Diversity Website
 - Black Perspective Website
 - Specific job-related Websites/Listserve as determined by HR and Hiring Manager
- The Hiring Manager should create a Search Committee for every search:
 - The Search Committee should reflect the diversity of the institution. It may be composed of staff from the hiring department as well as staff, faculty or students from other areas of the College who have knowledge of the needs of the department.
 - The committee should include at least 3-5 members. (For a non-exempt search, the committee usually has fewer members.)
 - Committee members should possess the following qualities: be open to change, have vision, see participation on the committee as a learning opportunity, exercise good judgment, and be comfortable with the time commitment.
 - While resumes are being received, the Hiring Manager should:
 - Schedule a pre-meeting of the Search Committee.
 - Prepare the agenda for the pre-meeting agenda.
 - Conduct the pre-meeting, including reviewing the role of the committee.

Search Preparation Resources. See the Appendix for the following documents:

- Suggested Outreach
- Department-Specific Outreach Resources
- Sample Pre-Meeting Agenda
- Role of the Search Committee (in the Role Resources section)

Step III: Candidate Assessment

The Hiring Manager and Search Committee are responsible for reviewing the resumes, conducting an initial screening of the applicants, coordinating travel arrangements with Human Resources, interviewing and assessing each candidate:

- **Screen the pool of candidates during your review of resumes.** The Search Committee or sub-committee should review all candidate resumes through Workday according to these screening procedures:
 - Eliminate all candidates who do not meet the minimum requirements specified in the ad. Candidates who do not meet the advertised minimum requirements should not be interviewed or hired. The Hiring Manager should change the status of the candidate in Workday to note that the candidate is not qualified, which will generate an e-mail to the candidate thanking them for applying for the position and indicating that he/she is not moving forward in the interview process.
 - Review each candidate's specific skills and experience and get an initial sense of the candidate's ability to perform the job. The search committee should discuss which candidates they would like to interview, and the hiring manager will notify Human Resources.
 - Human Resources will conduct a brief telephone screening to determine the candidate's potential interest in the open position and expected salary range. (This is important because there is no point in wasting time with someone who is unaffordable.)

- Human Resources will move any selected candidates that remain interested after the salary screen phone call to the Interview stage in Workday. Human Resources provide a high level report to the manager on the diversity of the applicant pool related to the diversity of the pool selected to interview. In cases where the pool of candidates is lacking in diversity, or where the pool of interviewees is significantly less diverse than the overall pool, Sarah Staley will follow-up with the hiring manager to discuss strategies for diversifying the interviewee pool and/or the overall pool.
- **Schedule the first round of interviews.** Decide on a common set of questions that the interviewer(s) will ask candidates. The interviewer(s) can consist of the entire Search Committee, a sub-committee or the Hiring Manager. Human Resources can help develop behavioral interviewing questions, which are designed to learn about past behaviors and more likely to predict future behavior on the job. Search committee members should plan to ask the same questions to each candidate and conduct the interviews the same manner ensure an equal playing field and reduce unconscious bias.
 - Telephone interviews are useful when deciding whether or not to bring the candidate to campus for a second round or for the Hiring Manager to determine if there is a good match:
 - Contact LTS for information on conducting a conference call or Skype interview.
 - Call the candidate ahead of time and set up a specific time for the call. Schedule a call for no more than one hour.
 - Following the call, thank the candidate and indicate the next steps in the process and an approximate timeframe for the selection process.
 - When on-campus interviews will involve meeting with many people, the Search Committee should send the candidate a schedule including the names of the individuals responsible for escorting the candidate to and from meetings.
 - If applicable, travel arrangements and accommodations should be coordinated with Human Resources. Reimbursement for travel expenses is handled on a case by case basis. As a general guideline, positions that are level four and above may require a national search, whereas positions up to level three can more likely be filled with a local search.
- **Interview and evaluate each candidate.** Allow about an hour for each interview. Allow about 15 minutes after each interview for completing a candidate assessment (online or using the **Candidate Assessment Form**). See the Appendix for the following documents:
 - Sample On-campus Interview Candidate Schedule
 - Guidelines for Reviewing Resumes
 - Guidelines for Interviewing
 - Sample Interview Questions
 - Guidelines on Legal Issues
 - Candidate Assessment Form
 - Sample Notification Letters (not interviewed, not selected)

Step IV: Finalist Selection

In this step, the Search Committee identifies the finalists and schedules a second round of interviews with the Search Committee or other members of the College community. The Step III processes can be used again to set up these interviews. Candidates should be given the appropriate Benefits-at-a-Glance guide as part of interview. (Go to www.wellesley.edu/hr/benefits/benefitoverview for the guide(s) or request one from Human Resources.)

After the interview(s):

- The Search Committee reconvenes to make a *recommendation* for the final candidates. (**Note: Candidate**

selection is normally the responsibility of the Hiring Manager or Department Head.)

- The Hiring Manager or Human Resources checks the candidate's references (using the **Reference Checking Form**).
- The Hiring Manager conveys the final decision to the Search Committee members.
- The Hiring Manager contacts the Employment Staff in Human Resources to discuss the formal offer. Human Resources moves the finalist to **offer** in Workday. The status of other candidates is changed to indicate that the candidate was interviewed by not hiring and Human Resources sends out the appropriate notification letters.
- The Hiring Manager may make a formal (verbal) offer to the candidate but Human Resources should make the salary offer and conduct the salary negotiation.
- Human Resources produces and sends the offer letter, contingent on successful background check results.

Finalist Selection Resources. See the Appendix for the **Reference Checking Form**.

Step V: Concluding the Search

- The Hiring Manager meets with Human Resources at the conclusion of the search process to assess the search process as a whole and to bring any potential candidates (for other College positions) to the attention of Human Resources.
- The Hiring Manager works with Human Resources to prepare for the onboarding of the new employee. Human Resources will provide the Hiring Manager with an **Onboarding Checklist** for the employee's first few months at Wellesley.

Concluding the Search Resources. See the Appendix for the **Onboarding Checklist**.

Appendix

- Role Resources
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- Search Preparation Resources
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 - Sample Pre-Meeting Agenda
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- Candidate Assessment Resources
 - Sample On-campus Interview Candidate Schedule
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 - Sample Interview Questions
 - Guidelines on Legal Issues
 - Candidate Assessment Form
 - Sample Notification Letters (not interviewed, not selected)

- Finalist Selection Resources
 - Reference Checking Form

Hiring Manager Checklist

Use this checklist as a tool throughout the search and selection process.

- ❑ Notify Carolyn Slaboden, AVP for Human Resources, and Sarah Staley, Associate Director for Talent Management, of the reason you have an administrative job posting.
- ❑ E-mail an updated role document to Compensation Manager for review.
- ❑ The Provost Budget Committee will review and approve the role document.
- ❑ Meet with Sue Daganhardt, Assistant Director for Employment, to review hiring procedures and to determine where and how to advertise the position. Sue Daganhardt should be the primary contact for the remainder of the recruiting process (all HR roles below). To prepare for this meeting, consider the following:
 - Are there any specific job-related websites/listserves where you would like to post the job?
 - How are you planning to attract a diverse candidate pool?
 - Who are the members of the search committee?
 - What is the general timeframe for the search and how many rounds of interviews will you do?
 - Have you developed consistent interview questions and a consistent approach to interviewing?
 - Would you like HR to conduct a salary screen before you start interviewing?
 - Would you like HR to conduct references? HR will always conduct the final salary negotiation.
- ❑ Work with HR to complete the job posting in Workday.
- ❑ Conduct a pre-meeting with the Search Committee to share information about the position, review roles, train on reviewing resumes through Workday and determine the process moving forward.
- ❑ Review resumes as they are received.
- ❑ Coordinate the initial screening of resumes, eliminating candidates who do not meet the minimum requirements, and focusing on the specific skills, experience and overall sense of the candidate's ability to do the job.
- ❑ Schedule the first round of interviews (generally telephone). Review the list of behavioral interview questions in the appendix and develop a consistent list of questions that you will ask all candidates.
- ❑ Complete the second round interviews (as appropriate). Review the list of behavioral interview questions in the appendix and develop a consistent list of questions that you will ask all candidates.
- ❑ Coordinate the final round interviews (Note that a copy of the Benefits-at-a-Glance guide should be given to final candidates. This guide is available from Human Resources). Review the list of behavioral interview questions in the appendix and develop a consistent list of questions that you will ask all candidates.
- ❑ Work with Human Resources to check references (see appendix for reference check form).
- ❑ Reach out to Human Resources when you are ready to make an offer (Note: Salary offers should be made by Human Resources).
- ❑ Meet with Human Resources to evaluate the search process and to bring to the attention of Human Resources any potential candidates to be considered for future opportunities.
- ❑ Begin new employee on-boarding process by completing manager checklist (see appendix).

Role of the Search Committee

Membership on a Search Committee is an important advisory responsibility and provides an essential service to the College community. Each member of the Search Committee should:

- Understand the tasks and role of the Search Committee.
- Be comfortable with the time commitment.
- See participation on the Search Committee as a learning opportunity.
- Understand the role that is being recruited for and the challenges and priorities of the position for the department and the College community.
- Develop a network of contacts with colleagues and field-related associations to ensure a diverse pool of applicants.
- Work with other committee members to identify key questions for the search.
- Participate in the interviewing process.
- Assess each candidate's strengths and concerns following each interview.
- Present recommendations to the Hiring Manager.
- If appropriate, be a resource for the new employee when he/she arrives.

Role of Human Resources

Employment Staff in Human Resources is prepared to support the search process whenever needed and can assist as follows:

- Review hiring procedures with the Hiring Manager.
- With the hiring department, ensure that the role documentation is up-to-date and properly leveled.
- Develop a salary range for the position.
- Help identify potential members of the Search Committee.
- Serve on the Search Committee.
- Provide Workday training to the Hiring Manager (e.g., outlining how to complete the posting detail summary, review resumes and change candidate status).
- Work with the Hiring Manager/Search Committee to suggest appropriate media to advertise the position, identify minority professional associations and advise on the most advantageous timing of the placement of the notice.
- Be available to screen applicants for minimum qualifications and salary expectations.
- Assist with checking references
- Administering background checks.
- Send out appropriate notification letters (not interviewed, not selected).
- Meet with final candidates for an overview of the work environment and benefits program.
- Determine and extend an appropriate salary offer.
- In conjunction with the Hiring Manager, prepare for the new employee arrival (e.g., completing forms, using the portal, sharing information).

Note that Human Resources will also track the diversity of the applicant pool and provide aggregate diversity data to the Hiring Manager.

Suggested Outreach

Consider the following resources as you consider where to advertise a position. Also see the **Department-Specific Outreach Resources** for associations and organizations that may be helpful.

Websites, Publications and Online Opportunities

- Local, regional and national websites
- Online newspapers and journals of associations serving professionals in the targeted field
- Minority publications read by professionals in the targeted field
- Online sources targeting higher education
- Social media opportunities

Posting of Position Announcements

- E-mail schools with programs in the targeted field
- E-mail HR or Career Placement Offices of similar schools
- Post at conferences of professionals in the targeted field
- Post at career fairs
- E-mail targeted populations (e.g. alums)

Other

- Share with personal contacts
- Network with existing staff for possible contacts

Department-Specific Outreach Resources –

| General Administrative Outreach | |
|---|--|
| Bostonworks.com (Boston Globe online recruitment section) | http://www.bostonworks.com |
| Jobfind.com (Boston Herald online recruitment section) | www.bostonherald.com/classifieds/jobfind |
| Higheredjobs.com (exclusive college and university online recruitment tool) | http://www.higheredjobs.com/ |
| Higher Education Recruitment Consortium (HERC) | http://www.hercjobs.org/ |
| The Chronicle of Higher Education | https://www.chronicle.com/ |
| Education Week | http://www.edweek.org/ew/index.html |
| Craigslist (local classified and forums for the Boston area) | http://boston.craigslist.org |
| American Association of University Administrators | http://www.aaua.org/ |
| Association of Independent Colleges and Universities in Massachusetts | http://aicum.org/ |
| Diversity Outreach | |
| Hispanic Today | https://www.hispanic-today.com/ |
| Veterans Enterprise | https://www.veteransenterprise.com |
| Women in Business and Industry | https://www.wib-i.com/ |
| Disabled American Veterans | https://www.dav.org |
| disABLED Person | https://www.disabledperson.com/ |
| Women for Hire | http://womenforhire.com/ |
| Hire Our Heroes | https://hireourheroes.org/ |

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| US Military Pipeline | https://usmilitarypipeline.com/ |
| Employ Diversity | https://www.employdiversity.com/ |
| Black Perspective | https://www.blackperspective.com/ |
| National Forum for Black Public Administrators | https://www.nfbpa.org/ |
| American Association of University Women (AAUW) | https://www.aauw.org/ |
| American Association of Blacks in Higher Education | https://www.blacksinhighered.org/ |
| National Association of Diversity Officers in Higher Education | http://www.nadohe.org/ |
| Asians In Higher Ed | https://www.asiansinhighered.com/ |
| Disabled In Higher Ed | https://www.disabledinhighered.com/ |
| Hispanics in Higher Ed | https://www.hispanicsinhighered.com/ |
| LGBT in Higher Ed | https://www.lgbtinhighered.com/ |
| Native Americans in Higher Ed | https://www.nativeamericansinhighered.com/ |
| Veterans in Higher Ed | https://www.veteransinhighered.com/ |
| Women in Higher Education | https://www.wihe.com/ |
| Job and Career Resources for Mature and Older Job-Seekers | https://www.livecareer.com/career/advice/jobs/mature-jobseekers |

By Department-Area

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|--|---|
| Auxiliary Services | |
| National Association of College Auxiliary Services | http://careers.nacas.org/post.cfm |
| National Association of College Stores | https://www.nacs.org/ |
| Admissions and Financial Aid | |
| American Association of Collegiate Registrars and Admissions Officers | http://www.aacrao.org/ |
| New England Association of Collegiate Registrars and Admissions Officers | http://www.neacrao.org/ |
| National Association for College Admission Counseling | https://www.nacacnet.org/ |
| Consortium on Financing Higher Education | http://web.mit.edu/cofhe/ |
| National Association of Student Financial Aid Administrators | https://www.nasfaa.org/ |
| National Association of Student Personnel Administrators | https://www.naspa.org/ |
| Budget Office | |
| National Association of State Budget Officers | http://www.nasbo.org/ |
| American Association for Budget and Program Analysis | http://www.aabpa.org/ |
| Botanical Gardens/Greenhouses | |
| Botanical Society of America | http://www.botany.org/bsa/careers/ |
| American Horticultural Society | http://www.ahs.org/ |
| Massachusetts Horticultural Society | http://www.masshort.org/ |
| American Society for Horticultural Science | http://www.ashs.org/ |
| Woman's National Farm & Garden Association | http://www.wnfga.org/ |
| Campus Police | |
| International Association of Chiefs of Police | http://www.theiacp.org/ |
| National Black Police Association | http://www.blackpolice.org/ |
| International Association of Women Police | http://www.iawp.org/ |
| National Association of Women Law Enforcement Executives | https://nawlee.org/ |
| Massachusetts Association of Women in Law Enforcement | http://www.mawle.org/ |
| National Association of Asian American Law Enforcement Commanders | http://www.naaalec.org/ |

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|---|---|
| National Asian Peace Officers' Association | http://napoblue.org/ |
| National Latino Peace Officers Association | https://nlpoa.com/ |
| Massachusetts Latino Police Officers Association | https://www.masslatinopolice.org/ |
| Career Education | |
| Association of Career Professionals | http://www.acpinternational.org/ |
| The Career Leadership Collective | https://www.careerleadershipcollective.com/ |
| National Career Development Association | http://www.ncda.org/ |
| Professional Association of Resume Writers & Career Coaches | http://www.parw.com/home.html |
| Child Study Center | |
| National Association for the Education of the Young | http://www.naeyc.org/ |
| Association for Childhood Education International | http://acei.org/ |
| Zero to Three | https://www.zerotothree.org/careers |
| Communication and Public Affairs | |
| American Communication Association | http://www.americancomm.org/ |
| Association for Education in Journalism and Mass Communication | http://www.aejmc.org/ |
| Association for Women in Communications | http://www.womcom.org/ |
| Hispanic Marketing & Communications Association | http://www.hmca.org |
| National Black Public Relations Society | http://www.nbprs.org/ |
| National Communications Association | http://www.natcom.org/ |
| National Council for Marketing & Public Relations (Junior/Community Colleges) | http://www.ncmpr.org/ |
| National Information Officers Association | http://www.nioa.org/ |
| Public Relations Society of America | www.prsa.org |
| National Association of Black Journalists | http://www.nabj.org/ |
| Korean American Communication Association | http://www.thekaca.org/ |
| Counseling Services | |
| National Association of Social Workers | http://www.socialworkers.org/ |
| National Institute of Mental Health | http://www.nimh.nih.gov/ |
| Psychology Jobs | http://www.psychologyjobs.com/ |
| The Association of Black Psychologists | http://www.abpsi.org/ |
| National Latina/o Psychological Association | https://www.nlpa.ws/ |
| Asian American Psychological Association | https://aapaonline.org/ |
| Association for Women in Psychology | https://www.awpsych.org/ |
| The Association of LGBTQ Psychiatrists | http://www.aglp.org/ |
| Development | |
| Women in Development of Greater Boston | http://www.widgb.org/ |
| Council for Advancement and Support of Education | http://www.case.org/ |
| Association of Fundraising Professionals | http://www.afpnet.org/ |
| Planned Giving Group of New England | http://www.pggne.org/ |
| Dining | |
| National Restaurant Association | http://www.restaurant.org/ |
| Massachusetts Restaurant Association | http://www.marestaurantassoc.org/ |
| National Association of Catering Executives | http://www.nace.net/ |
| Alliance of Black Culinarisians | http://www.allianceofblackculinarisians.com/ |
| National Society for Minorities in Hospitality | http://www.nsmh.org/ |
| National Association of College and University Food Services | http://www.nacufs.org/ |

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|---|---|
| American Culinary Federation | http://www.acfchefs.org/ |
| Club Managers Association of America | http://www.cmaa.org/ |
| Association of College and University Clubs | http://www.acuclubs.org/ |
| New England Club Managers Association | http://www.necma.org/ |
| Multicultural Food Service and Hospitality Alliance | http://mfha.net/ |
| Davis Museum | |
| New England Museum Association | http://www.nemanet.org/resources/career-center/nema-jobs/ |
| Association of African American Museums | http://www.blackmuseums.org/ |
| International Association of Women’s Museums | https://iawm.international/ |
| Hire Culture | http://www.hireculture.org/ |
| Latino Network of the American Alliance of Museums | https://www.aam-us.org/professional-networks/latino-network/ |
| LGBTQ Alliance of the American Alliance of Museums | https://www.aam-us.org/professional-networks/lgbtq-alliance/ |
| Indigenous Peoples Museum Network of the American Alliance of Museums | https://www.aam-us.org/professional-networks/indigenous-peoples-museum-network/ |
| Diversity Committee of the American Alliance of Museums | https://www.aam-us.org/professional-networks/diversity-committee/ |
| Distribution Center (Purchasing/Printing/Mail Services) | |
| American Purchasing Society | http://www.american-purchasing.com/ |
| Institute for Supply Management | http://www.ism.ws/about/ |
| Print Services and Distribution Association | https://www.psd.org/ |
| Facilities Management and Planning | |
| Massachusetts Arborists Association | http://www.massarbor.org/ |
| Golf Course Superintendents Association of New England | http://www.gcsane.org/golf/ |
| Golf Course Superintendents Association of America | www.gcsaa.org |
| American Society of Landscape Architects | http://www.asla.org/ |
| Association of Professional Landscape Designers | http://www.apld.com/ |
| Massachusetts Horticultural Society | http://www.masshort.org/ |
| Society for College and University Planning | http://www.scup.org/ |
| Asian American Architects/Engineers Association | https://www.aaesc.org/ |
| Massachusetts Electrical Contractors Association | https://www.mecanews.com/ |
| Electrical Workers Minority Caucus | http://www.ibew-ewmc.com/ |
| Hispanic Engineer & Information Technology Magazine | http://hispanicengineer.com/ |
| Finance | |
| American Accounting Association | http://aaahq.org/ |
| American Payroll Association | http://www.americanpayroll.org/ |
| American Association of Women Accountants | http://www.aswa.org/ |
| Association of Latino Professionals in Finance and Accounting | http://www.alpfa.org/ |
| National Association of Black Accountants | http://nabacareercenter.nabainc.org/ |
| Association for Accounting Administration | http://www.cpaadmin.org/ |
| Health Services | |
| American College Health Association | http://www.acha.org/ |
| New England College Health Association | http://www.acha.org/NECHA/index.html |

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|---|---|
| New England Regional Black Nurses Association | http://www.nerbna.org/ |
| Minority Nurse | http://minoritynurse.com/ |
| American Nurses Association | http://www.nursingworld.org/ |
| National Black Nurses Association | http://www.nbna.org/ |
| National Association of Hispanic Nurses | http://thehispanicnurses.org/ |
| National Coalition of Ethnic Minority Nurse Associations | http://www.ncemna.org/ |
| Asian American / Pacific Islander Nurses Association | http://aapina.org/ |
| Human Resources | |
| National Human Resources Association | http://www.humanresources.org/ |
| Society for Human Resource Management | http://www.shrm.org/ |
| College and University Professional Association for Human Resources | http://www.cupahr.org/ |
| Northeast Human Resources Association (NEHRA) | http://www.nehra.org/ |
| National Association of African Americans in Human Resources | http://careerconnection.naaahr.org/ |
| Investment Office | |
| CFA Institute | http://www.cfainstitute.org/ |
| Accounting & Financial Women's Alliance | https://www.afwa.org/ |
| Financial Women's Association | https://fwa.org/ |
| The Association of Asian American Investment Managers | http://www.aaaim.org/ |
| The Association of African American Financial Advisors | https://www.aaafainc.com/ |
| Information and Library Services | |
| National Federation of Advanced Information Services | https://www.nfais.org/ |
| Diversity Careers in Engineering and Information Technology | http://www.diversitycareers.com/ |
| Women in Technology (WIT) | http://www.womenintechnology.org/ |
| Technology Careers | http://www.dice.com |
| Special Libraries Association | www.sla.org/career-center |
| American Library Association | http://www.ala.org/ |
| Chinese American Librarians Association | http://www.cala-web.org/ |
| Association of Research Libraries | www.arl.org/ |
| Boston Library Consortium | http://www.blc.org/ |
| Massachusetts Board of Library Commissioners | http://mblc.state.ma.us/jobs/find-jobs/index.php |
| Society of American Archivists | http://www.archivists.org/ |
| Black Caucus of the American Library Association | http://www.bcala.org/ |
| Reforma - National Association to Promote Library and Information Services to Latinos and the Spanish- Speaking | http://www.reforma.org/ |
| Asian/Pacific American Librarians Association | www.apalaweb.org/resources/job-postings |
| PERA (Physical Education, Recreation & Athletics) | |
| National Association of Collegiate Women Athletics Administrators | http://www.nacwaa.org/ |
| American Alliance for Health, Physical Education, Recreation and Dance | http://www.aahperd.org/index.cfm |
| Human Kinetics | http://www.humankinetics.com/ |
| National Athletic Trainers' Association | http://www.nata.org/ |
| National Strength and Conditioning Association | http://www.nasca-lift.org/ |
| National Collegiate Athletic Association | http://www.ncaa.org/wps/portal |
| New England Women's and Men's Athletic Conference | http://www.newmacsports.com/sports/wcrew/index |

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|--|---|
| New England Small College Athletic Conference | http://www.nescac.com/about/employment |
| National Intramural-Recreational Sports Association | https://nirsa.net/nirsa/ |
| Registrar | |
| American Association of Collegiate Registrars and Admissions Officers | http://www.aacrao.org/ |
| New England Association of Collegiate Registrars and Admissions Officers | http://www.neacrao.org/ |
| Student Life | |
| National Association for Student Personnel Administrators | http://www.naspa.org/ |
| American College Personnel Association | http://www.myacpa.org/ |
| National Association of College and University Residence Halls | http://www.nacurh.org/ |
| Association of College and University Housing Officers | http://www.acuho-i.org/ |
| Additional Lists of Professional Associations | |
| Mercer Professional Associations List | |
| UChicago Professional Associations List | |
| Student Affairs.com Professional Associations List | |

Sample Pre-Meeting Agenda

This agenda can be used for the pre-meeting with the Search Committee.

Confirm the Role of the Search Committee

- Share the key responsibilities for Search Committee members. (Can distribute the Role of the Search Committee document, if desired.)
- Discuss the essential qualities and skills required for serving on the Search Committee.
- Discuss the challenges and priorities of the Search Committee and the expected time commitment.
- Confirm each member's ability and willingness to participate.

Review the Overall Process

- Share information on the position(s) in the search.
- Reinforce the emphasis on diversity for any search.
- Develop an overall timeline for the process
- Consider colleague networks and field-related associations that Search Committee members have – or that could be developed to recruit for the position.

Discuss the Interview Process

- Review the online process for accessing and reviewing resumes electronically.
- Determine whether Search Committee members will see all resumes or whether the Hiring Manager or a subcommittee will conduct a preliminary screening.
- Establish guidelines for interviewing candidates.
- Determine whether to interview a pool of semi-final candidates initially by subcommittee before bringing to the full Search Committee.
- Develop a list of key questions to ask all candidates (and document/share to maintain consistency throughout the interview process).

Sample On-campus Interview Schedule

(Note that yellow highlighting indicates areas where personalization will be needed, besides the actual timing.)

Candidate's Name

Position Title

Interview Schedule

Date

9:00 a.m. – 9:30 a.m.

Meet with **Search Committee member, other host or Human Resources**

9:30 a.m. – 10:30 a.m.

Meet with Hiring Manager

10:30 a.m. – 10:45 a.m.

Break

10:45 a.m. – 11:45 a.m.

Interview with Search Committee

11:45 a.m. – 12:45 p.m.

Lunch with **Hiring Manager or peers**

1:00 p.m. – 2:00 p.m.

Presentation

2:00 p.m. – 4:00 p.m.

Meetings with **names and times**

4:00 p.m. – 4:30 p.m.

Meeting with **Human Resources or Hiring Manager**

Guidelines for Reviewing Resumes

Use the information below to determine whether the applicant meets the minimum requirements as outlined on the position description and has provided the requisite information, including a cover letter. Identify gaps in the information and follow up on these areas during the interview process.

Review of the cover letter. The cover letter should:

- Always accompany a resume.
- Be free of errors.
- Personalize the candidate to you.
- Be neat in appearance.
- Express genuine interest in the position.
- Describe how past experience would be transferable to the position.

Review of the resume. Resumes may be:

- **Chronological.** This highlights positions and employers and focuses on job progression, stability and growth. However, it may **hide:** the applicant’s range of skills, abilities and accomplishments.
- **Functional.** This highlights specific skills, capabilities and accomplishments rather than positions, but can **hide:** lack of career progress and continuity, job hopping, lengthy or frequent unemployment, lack of required experience or required education.
- **Combination.** In this case, both formats are combined to offer a better scope of abilities, skills, interests and accomplishments.

You should review the resume to determine how the strengths and weaknesses compare to the position’s requirements.

| Strengths | Weaknesses |
|---|--|
| <ul style="list-style-type: none"> • Specific skills and abilities • Scope of responsibilities, capabilities and accomplishments • Education, continued learning and special training • Direct, related and transferable experience • Care given to growth and progression • Continuity of employment and career • Writing skills • Job stability | <ul style="list-style-type: none"> • Lacking in related experience • Job hopping • Employment gaps • Lack of career progress • Lack of education and continued learning • Lack of specific accomplishments |

Then, consider what information is not available from the resume in preparation for further questions during the interview process:

| | |
|---|---|
| <ul style="list-style-type: none"> • Ability to think on feet • Need for direction • Verbal communication skills • Maturity level • Initiative | <ul style="list-style-type: none"> • Flexibility • Reason for looking for a new position • Attitude toward achievement, work and people • Basic work values • Career goals and ambitions |
|---|---|

Guidelines for Interviewing

Preparing for the Interview

An interview should be as structured as possible, yet tailored to each particular applicant. As the interviewer, you should evaluate the same general criteria for each applicant. An interview that follows a general standard outline will produce more reliable and valid information for selection than an unstructured interview.

- Review the role document and specifications.
- Ensure you know the standard questions that will be asked of all candidates.
- Develop additional questions to help reveal other areas of knowledge, skills, and abilities (for the competencies specific to the position). See Sample Interview Questions for ideas.
- Review the resume and application ahead of time.
- Know what you want to learn and accomplish during your interview time.

During the interview, remember to:

- Ask the same general questions and require the same standards for all applicants.
- Treat all applicants with fairness, equality, and consistency.
- Follow a structured interview plan that will help achieve fairness in interviewing.
- Ask questions that are relevant to the job itself.

Conducting the Interview

Establish rapport. The interview setting should be conducive to good communication. Rapport between the interviewer and the applicant contributes substantially to the effectiveness of the interview.

Explain the purpose and set the agenda. This will help relax the applicant by letting him/her know what to expect.

Gather information. The keys to controlling the interview are careful listening combined with good use of questions. Here are some guidelines:

- **Try to talk no more than 25% of the time. Your job is to listen and evaluate.**
- Avoid asking questions that require only a “yes” or “no” answer. Instead, ask open-ended questions that encourage the applicant to express ideas and information.
- Avoid asking leading questions which tempt the applicant to slant the answers to suit you.
- Don’t be overly apprehensive about silences. Sometimes applicants bridge silence with additional information that turns out to be quite significant.

Describe the role and our organization. Provide facts about the position, the department, etc. in a straightforward manner so that the applicant can make an intelligent decision on the acceptability of the position. Exercise caution in describing the position. Do not assure the applicant that he/she can count on a long career, that there are not layoffs, etc. The applicant may interpret this information as an implied employment contract.

Answer questions and allow the applicant to add information.

Conclude the interview. Thank the applicant for his or her time and outline what will happen next.

BEHAVIORAL INTERVIEWING

Why Use Behavioral Interviewing?

Research has proven that traditional "gut feeling" interviewing is a poor predictor of good hires. Using traditional interviewing, the odds are that 75% of new hires will not meet management's performance expectations. Behavioral interviewing is a more successful method for the following reasons:

- Provides a systematic process;
- Ensures job-related questions are asked;
- Acquires relevant information to make a hiring decision;
- Meets legal guidelines;
- Provides objective data;
- Ensures a fair selection process;
- Ensures a good match between candidate and job;
- Results in shorter training time and lower turnover.

What is Behavioral Interviewing?

Behavioral interviewing is a structured interviewing strategy built on the premise that past behavior is the best predictor of future performance in similar circumstances. The interviewer probes for behavioral evidence of what the candidate said, did, felt, and thought, as well as the results or outcomes of particular situations. Behavioral interviewing allows the interviewer to gather evidence for critical capabilities in a way that is most likely to ensure that a person both possesses these capabilities and is likely to demonstrate them in future situations. It is these critical capabilities, called competencies that identify the very best performers in a given job.

Competencies include:

- **Technical or job specific** knowledge and skills (accounting degree, computer skills, sponsored research experience)
- General **skills/behaviors** (communication, customer focus, teamwork)
- **Motivations** (continuous learning, task variety, independence)

Example questions for Technical or job specific knowledge and skills:

- Describe your current position
- What general skills and functional knowledge are required in your current position
- What special or unusual skills have you developed in your position?
- What is your most significant achievement?

Example questions for Motivational Characteristics:

- What do you see in this job that makes it appealing to you that you do not have in your current job?
- What are some of the basic factors that motivate you?
- In what ways do you think that you have grown in the past few years?
- Describe a typical day for you.
- Tell me about an important goal you've set in the past and how successful you were in meeting it.

Behavioral Interviewing Process Model

Step 1—Analyze the job

Step 2—Plan the interview

Step 3—Conduct the interview

Step 4—Evaluate the results

1. Analyze the job - Break down each position into the competencies and behaviors needed to be successful at that job. For example, a candidate may require technical skills, people skills, customer orientation, personal integrity and emotional maturity. Once the competencies are determined, identify the necessary skills within each category. Competency in technical skills, for example, might include technical proficiency, work experience, educational credentials, and adaptability.

2. Plan the interview - Develop questions relating to each skill, competency and behavior. Prepare two or three appropriate questions for each of the skills, competencies and behaviors identified. For customer service, you might ask: "Tell me about a time when you had to deal with a difficult customer. How did you handle the situation and what was the outcome?" or "Describe a situation where you went above and beyond to satisfy a customer."

Determine who will interview and for which mandatory competencies. Determine the role of each interviewer in terms of what specifically each will be evaluating and what information each will be providing.

3. Conduct the interview - Ask the questions you've developed to each candidate. Keep good notes! Here's a good model:

A. Establish rapport and get background information (5-7 minutes)

1. Ask rapport building questions
2. Communicate how you plan to conduct the interview ("I'll be taking notes, etc.)
3. Ask questions to get background information

B. Obtain behavioral information on each of the competency areas (40-45 minutes)

1. Ask a directing question and get an overview of the candidate's competencies

C. Describe the position (5 minutes)

1. Duties, responsibilities, deliverables, etc. examples of work to be performed
2. Answer questions

D. Sell the position and College (5 minutes)

E. Close the interview (3 minutes)

1. Determine candidate's interest
2. Describe next steps

4. Evaluate the results

Assess the candidate against the competencies you are evaluating. To do this, assess the strength of the evidence the candidate presented in your behavioral interview. Document your evaluation and make a hire or no hire decision.

Wellesley College Core Competencies

We have identified nine factors or competencies that are important to successful performance at Wellesley.

- **Accountability/Responsibility.** The degree to which one is responsible for one's own work, the work of others, and/or delivering services to the Wellesley College community; the impact of a position's end results on the work unit, function or College as a whole and those it serves; the degree of autonomy in decision-making required for success; the level of review generally given to work processes and results; and the scope of the work unit(s) or organization involved.
- **Collaboration.** The ability to produce successful outcomes by working cooperatively with others; sharing relevant information and soliciting input and assistance from others; integrating input and seeking consensus to reach goals; as well as the understanding of team process and problem solving techniques.
- **Communication.** The ability to effectively interact and exchange information with other members of our community and external constituencies; to develop factual and logical presentations of one's ideas and opinions using written and verbal skills; to demonstrate effective listening skills by shaping and adapting one's own responses to address the issues and styles of others; and to demonstrate courtesy and respect and handle confidential information appropriately.
- **Development of Self and Others.** The practice of providing a strong sense of purpose and mission for the professional development of oneself and others; developing a structure and work processes that promote successful outcomes; serving as an example to others by setting expectations for work, and helping each other think through alternatives; managing one's own development and mentoring/coaching others; and seeking appropriate opportunities to expand work-related knowledge, skills and experiences.
- **Diversity, Equity and Inclusion.** Understanding our commitment to diversity and engaging in respectful interaction with all members of the community and its constituents; actively supporting diversity initiatives and awareness; holding others accountable for creating and promoting a diverse work environment; promoting a diverse work environment through education, training and professional development opportunities; and actively seeking ways to recruit, hire, retain and manage a diverse workforce.
- **Expertise (Knowledge, Skill, Educational and Experience Requirements).** The ability to draw upon and utilize specific knowledge, skills and experiences that are needed to perform various Wellesley College roles. Functional knowledge includes both the specialized knowledge pertaining to a specific profession or specialty and knowledge pertaining to general College operations. The ability to utilize technology in response to the changing environment is also part of this factor.
- **Leadership.** The influence an employee has on how work gets done, describes how an employee is responsible for his/her own work and the work of others in achieving common goals.
- **Problem Solving and Innovation.** The ability to identify, define, critically analyze and resolve work problems through research and testing alternative ideas and approaches; thinking outside traditional parameters, using innovative and creative ideas and actions to improve work processes and service to constituents; and seldom settling for a process or service that is "good enough" but adding value and taking measured risks to enhance the College's mission.
- **Service to Others (Individuals/Groups).** The ability to identify, understand, build relationships with, and respond to the needs and expectations of internal and external constituents in an appropriate manner; reflect the goals and values of the College; demonstrate fiscal responsibility; and focus on the quality and timeliness of constituent programs and services.

These competencies are required for all administrative positions. As part of the Search Committee process, you may decide that certain questions will be required of all candidates. Review and use any of the questions below to help you obtain the information you need to assess a candidate.

Sample list of Interview Questions

Rapport Building Questions

1. What attracted you to this position and what would you bring to the role?
2. What general skills and functional knowledge are required in your current position
3. What is your most significant achievement in your current role?
4. What draws you to higher education? What are your career aspirations?

Competency Based Questions

Accountability/Responsibility

5. What kinds of project planning or administration did you do in your current role? (Tell me about one of those projects.)
6. Tell me about a time when you were faced with conflicting priorities. How did you determine what was a top priority?
7. Tell me about a project you worked on where there was a high need for accuracy. How did you ensure the accuracy of the project?
8. This is a role that requires lots of multi-tasking and follow-up? What systems have you used to keep track of tasks and ensure timely follow-up?
9. We've all had times when a project or task got off track because we didn't have the critical information, data we needed. Tell me about a time when this has happened to you and how did you deal with it? What was the result?
10. Have you ever gone above and beyond what was required in your job? Tell me about a specific situation. What was the result?

Service to Others/Communication

11. What skills or qualities are important for dealing effectively with customers? Give me an example of a time when you displayed these skills or qualities with a customer.
12. How would you describe your communications style? How have you been successful in using your communication style in the workplace?

Diversity, Equity and Inclusion

13. What type of work environment have you found to be most enjoyable? Why?
14. How has your experience and background prepared you to be effective working in a diverse environment?

Development of Self and Others/Leadership

15. How do you prefer to be supervised? What have you appreciated in the past when working with a manager?
16. Have you taken any steps to improve your skills or performance? (Give me an example of when you did this.)
17. What is your best approach in working situations when change is needed? How do you manage workplace changes?
18. What questions do you have for us?

Sample Behavioral Interview Questions by Core Competency

Accountability/Responsibility.

Questions for individual contributors:

1. Describe a situation at _____ that required several things to be done at the same time. (What did you do?)
2. We all have had times when we just couldn't get everything done on time. Tell me about a time when this happened to you?
3. Tell me about a time when you were faced with conflicting priorities. How did you determine what was a top priority?
4. Has your time schedule ever been upset by unforeseen circumstances? (Give me a recent example. What did you do?)
5. Tell me about either a long- or short-term plan you've developed for your department.

Questions for managers:

1. Tell me about the last major project/task/assignment you delegated. How did you decide who to delegate to?
2. Tell me about a time when you didn't delegate enough. (What happened?)
3. How have you decided (1) what to delegate and (2) to whom? (Give me an example of how you've applied these guidelines.)
4. Tell me about one of the most difficult problem-solving assignments that you delegated.
5. What kinds of decisions have you delegated to your direct reports? (Tell me about one of those decisions.)

Collaboration.

1. Give an example of how you work with people who have different organizational styles from your own.
2. What degree of autonomy have you had in your current and previous positions? How did that impact your performance on the job?
3. Describe a time when you worked as a team. How have you been able to bring people with different viewpoints together?
4. Describe a situation when you were able to help out a peer or team member.
5. Interacting with others can be challenging at times. Describe a situation when you wished you'd acted differently with someone at work. (What happened?)

Communication.

1. What kinds of writing have you done in your job with _____? (Can you give me an example?)
2. What kinds of proposals have you written? (Tell me about one of those proposals.)
3. Give me an example of the most difficult writing assignment you have had.
4. Have you ever done any public speaking? (Tell me about one of those presentations.)
5. Have you ever given a presentation to your supervisor/manager/team leader? (Tell me about one of those presentations. How did you prepare?)

Development of Others.

1. Think of a time when you decided on performance goals for a direct report. What did you do to establish goals?
2. To what extent have you coached and prepared direct reports for new situations? (Think of one person you coached. What did you do to prepare this person?)
3. How do you know if direct reports are using their new skills correctly? (Give me a recent example. What did you do to find out if this person was using their new skills correctly?)
4. How have you involved direct reports in identifying performance goals and expectations? (Give me an example.)
5. Sometimes people don't respond well to a performance improvement plan. Could you give me an example of one that went wrong? (What happened?)

Development of Self

1. What was the most difficult task you had to learn on your job at _____? (How did you go about learning it?)
2. Tell me about a part of your job at _____ that was easier for you to learn than for others to learn. (How did you learn it?)
3. Have you ever had to learn new information about changing processes or procedures? (Tell me about one of those situations and how you learned the new information.)
4. Tell me about the most complex aspect of your job at _____. (How long did it take you to learn it?)
5. In any new job, there are some things we pick up quickly and other things that take more time to learn. In your job at _____, tell me about something you picked up quickly and something that took more time to learn.

Diversity, Equity and Inclusion.

1. How has your experience and background prepared you to be effective working in a diverse environment? What specifically have you done to increase your effectiveness working in a diverse environment?
2. What kinds of experiences have you had working with others with different backgrounds than your own? Give an example of a time that you worked with someone of a different background than your own.
3. What do you see as the most challenging aspects of an increasing diverse academic community? How have you addressed these challenges in your current role? What initiatives have you explored to meet these challenges?
4. How do you conceptualize the relationship between diversity and excellence? What kinds of leadership efforts are needed to encourage a commitment to excellence through diversity? Give an example of a time that you were a leader in the area of inclusive excellence.
5. How has diversity played a role in shaping your work style? Give an example of a time that your work style worked well for you and a time that you had to or could have adapted your work style.

Note: Questions related to sex, age, color, race, religion, sexual orientation, national origin, marital status, children or disability are inappropriate when interviewing candidates for positions. See also Guidelines on Legal Issues.

Expertise (Knowledge, Skill, Educational and Experience Requirements).

1. Give me an example of an assignment you worked on that shows your expertise in _____. (What did you do?)
2. Sometimes complex projects require additional expertise. Describe a situation when you had to request help of assistance of your technical projects or assignments.

3. What lessons or tricks have you learned about _____ over the years? (Can you give me an example of putting one of those lessons to use?)
4. What technical training have you received? (Can you give me an example of how you've applied this training?)
5. Describe a project, situation, or assignment that challenged your skills as a _____. (What did you do to effectively manage the situation?)

Leadership.

1. Describe a time when you were able to rise above daily operations and problems and take a broad outlook toward the future. (What insights or actions resulted?)
2. Have you ever been in a situation in which you had to reorganize major parts of an organization? (What led to the decision? How did you do it?)
3. Have ever been in a situation in which you had to redirect services or products? (Tell me about a specific time this happened? How did you go about it?)
4. Tell me about a specific time you have tried to change the organization's culture or values? (What steps did you take?)
5. Tell me about a situation when you had significant impact on the direction of your organization. (What steps did you take?)

Problem Solving and Innovation.

1. Tell me about how you have worked with your direct reports/team members to develop new and creative ideas to solve problems. (Give me an example of when you applied this approach.)
2. Give me an example of a new way you were able to apply existing knowledge to solve a problem.
3. Tell me about a creative idea you had to improve one of your organization's products or services.
4. Tell me about a unique approach you took to solve a problem. (How did you come up with the approach? What other options did you consider?)
5. In your current position _____, what have you done differently than your predecessors? (Why?)

Service to Others (Individuals/Groups).

1. In your job at _____, how did you ensure that your internal/external constituents' needs were met? (Give me an example of one constituent.)
2. As a _____, how did you ensure that you were providing good service? (Give me an example.)
3. How much internal/external constituent interaction have you had in your job with _____? What percent of time do you spend with internal/external constituents? Tell me about one of those interactions.
4. Tell me about the most you've ever done to try to satisfy a particular constituent.
5. Sooner or later, we all have to deal with an internal/external constituent who has unreasonable demands. Think of a time when you had to handle an unreasonable request. What did you do?

Candidate Assessment Form

Candidate _____

Position _____

Date _____

Rating Key:
 3-Above Expectations
 2-Meets Expectations
 1-Below Expectations

Ratings

| Competency | <i>Interviewer A (Name)</i> _____ | <i>Interviewer B (Name)</i> _____ | <i>Interviewer C (Name)</i> _____ | CONSENSUS RATING |
|---|--|--|--|-----------------------------|
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| <i>Motivational Fit</i> | | | | |
| <i>Technical/ Professional Knowledge and Skills</i> | | | | |
| <i>Communication/ Impact</i> | | | | |

Guidelines on Interview Questions

The chart below outlines the legal issues that apply to candidate questions. Make sure you understand what you can and should not ask during an interview.

| TOPIC | EMPLOYERS MAY ASK | EMPLOYERS MAY <u>NOT</u> ASK |
|--|---|---|
| Age | Generally, the only proper question is to verify non-minor status, i.e., "Are you over 18?" "If hired, can you show proof of age?" | Inquiry into the date of birth or age of an applicant |
| Disability / Handicap | <p>Can you perform the essential duties of the job with or without reasonable accommodation?</p> <p>Would you need an accommodation to perform any of these essential job functions? If so, please explain.</p> <p>These are the attendance requirements, can you meet them? (Should ask all applicants.)</p> <p>You can indicate that an offer may be contingent on the applicant passing a job-related physical examination.</p> <p><i>These questions should only be asked by HR or after consultation with HR.</i></p> | <p>Inquiry into whether the applicant has a physical or mental disability/handicap or about the nature or severity of the disability/handicap</p> <p>Have you ever been injured on the job or filed a workers' comp claim?</p> <p>Have you ever been unable to handle work-related stress?</p> <p>Have you ever been treated for drug addiction or drug/alcohol abuse?</p> <p>How much sick time or medical leave did you take at your prior job?</p> |
| Medical Examinations | <p>Once an offer of employment has been made, an employer may condition that offer on the results of a medical examination conducted solely for the purpose of determining whether the employee, with or without reasonable accommodation, is capable of performing the essential functions of the job.</p> <p><i>This should only be handled by HR.</i></p> | Inquiry into whether an applicant has HIV/AIDS |
| National Origin / Ancestry/ Citizenship | <p>Are you legally authorized to work in the United States?</p> <p><i>This question should be asked of all applicants, not only candidates who appear to be foreign-born and should only be asked by HR or after consultation with HR</i></p> | <p>Inquiry into the birthplace of an applicant or the birthplace of his or her parents(s), spouse and/ or other close relatives</p> <p>Inquiry into the national origin, ancestry or ethnicity of an applicant</p> <p>Inquiry into whether an applicant for employment or an applicant's parent(s), and/or spouse are naturalized or native-born citizens of the U.S.</p> |

| TOPIC | EMPLOYERS MAY ASK | EMPLOYERS MAY <u>NOT</u> ASK |
|--|---|---|
| Race/Color | No questions. | Inquiry into the race or color of an applicant ¹ |
| Photograph | No questions. | An employer cannot ask for a photograph to accompany an application |
| Religious Creed | No questions. | Inquiry into the religious denomination or practices of an applicant, his or her religious obligations, or what religious holidays s/he observes |
| Sex (Gender) | No questions. | Inquiry into an applicant's maiden name or any question that pertains to only one sex (for example inquiries into marital status only asked of women) Inquiries into whether applicant has children, plans to have children, or has child care arrangements (see also Family and Pregnancy guidelines, below). |
| Family | Do you have any commitments that would prevent you from working regular hours? Can you work overtime, if needed? Are you now or do you expect to be engaged in any other business or employment? If so, how much time would that require? | How many children to you have? Who takes care of your children while you are working? Do you children go to daycare? What does your husband/wife do? |
| Pregnancy | No questions. You may ask about how long the candidate expects to stay on the job, or if there are any anticipated absences, but these questions should be asked of all candidates (male and female). | Are you pregnant? Do you plan on becoming pregnant? |
| Sexual Orientation | No questions. | Inquiry into applicant's sexuality (gay, bisexual, lesbian, heterosexual) |
| Education | Are you presently enrolled or do you intend to enroll in school? What subjects did you excel in at school? Did you participate in extracurricular activities in school? Did you work while attending school? | Who paid for your educational expenses while you were in school? Did you go to school on a scholarship? Do you still owe on student loans taken out for school? When did you graduate high school/college? |
| Education/ Experience/ References/ Organization | Inquiry into the academic, vocational or professional education of an applicant for employment. Inquiry into the work experience shall also contain a statement that the applicant | Questions about education designed to determine how old the applicant is Inquiry into the organizations of which the |

¹ College personnel should not use Facebook or other social media regarding applicants to avoid any potential claims that unlawful factors were considered in the hiring process.

| TOPIC | EMPLOYERS MAY ASK | EMPLOYERS MAY <u>NOT</u> ASK |
|-------------------------------|--|--|
| | <p>may include in such history any verified work performed on a volunteer basis.</p> <p>Inquiry into references.</p> | <p>applicant for employment is a member, the nature, name or character of which would likely disclose the applicant's protected class status</p> |
| Address/ Residence | <p>Can you be reached at this address? If not, would you care to leave another?</p> | <p>Do you own your own home or rent?</p> <p>Do you live with your spouse?</p> <p>With whom do you live</p> |
| Criminal Record | <p>Employers may ask the following:</p> <p>Have you ever been convicted of a felony? Yes or No?</p> <p>Have you been convicted of a misdemeanor within the past five years (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or No?</p> <p>Have you completed a period of incarceration within the past five years for any misdemeanor (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray of disturbance of the peace)? Yes or No?</p> <p>If the answer to the question above is "yes," please state whether you were convicted more than five years ago for any offense (other than a first time conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or No?</p> <p><i>These questions should only be asked by HR.</i></p> | <p>It is unlawful for an employer to make any inquiry of an applicant or employee regarding:</p> <p>An arrest, detention or disposition regarding any violation of law in which no conviction resulted.</p> <p>First convictions for the misdemeanors of drunkenness, simple assault, speeding, minor traffic violations, affrays or disturbance of the peace. For the purposes of 804 CMR 3.02, minor traffic violations include any moving traffic violation other than reckless driving, driving to endanger and motor vehicle homicide.</p> <p>Any conviction of a misdemeanor where the date of the conviction or the completion of any period of incarceration resulting therefrom, whichever date is later, occurred five or more years prior to the date of such inquiry, unless such person has been convicted of any offense within five years immediately preceding the date of inquiry.</p> <p>No person shall be held under any provision of any law to be guilty of perjury or of otherwise giving a false statement by reason of his failure to recite or acknowledge such information as he has a right to withhold by 804 CMR 3.02.</p> |
| Lie Detector Test | <p>No questions.</p> | <p>It is unlawful to require or administer a lie detector test as a condition of employment or continued employment</p> |
| Military Service | <p>Have you served in the U.S. Military?</p> <p>Did your military service experience and training provide you with skills you could put to use in this job?</p> | <p>Have you served in the army of a foreign government?</p> <p>What type of discharge did you receive from the US military?</p> <p>Can you provide your discharge papers?</p> |

Sample Notification Letter

Not Interviewed Exempt/Non-exempt Letter

<Date>

<First Name> <Last Name>

<Street Address>

<City>, <State> <Zip>

Dear <First Name>:

Thank you for your application for the position of <Position> in the <Department>. As you may realize, we received a large number of applications from extremely well-qualified candidates.

After careful examination of all candidates' experience and credentials and the specific requirements of the position, we could choose only a small number of candidates for further consideration. We regret that you were not one of those selected but we sincerely appreciate your interest in Wellesley College.

Please do not hesitate to apply for another position with us.

Sincerely,

Wellesley College Human Resources

Sample Notification Letter

Interviewed Exempt/Non-exempt Letter

<DATE>

«FirstName» «LastName»

«Address_1»

«City», «State» «zip»

Dear «First Name»,

We want to express our appreciation for the time and effort that you spent coming to Wellesley College for an interview and your interest in applying for the position of <POSITION> in the <DEPARTMENT>. As you know, we received a large number of applications from extremely well qualified candidates.

After careful examination of all the candidates' experience and credentials and the specific requirements of the position, we regret to inform you that you have not been selected for the position. This is not a reflection of your abilities, but rather a result of the strong applicant pool.

We thank you again for considering Wellesley College and wish you every success in your future endeavors.

Sincerely,

Wellesley College Human Resources

Reference Checking Form

APPLICANT:

POSITION:

Name of Reference:
Position:

Phone Number:
Organization:

Date of Contact:

-
- What was the nature of your relationship with this candidate?

 - Describe the position applied for and then ask: Can you address your experience with this individual in such an environment with these types of tasks?

 - Overall Impression of the Candidate (intelligence, style, administrative skills):

 - Can you speak to the quality of work?

 - What do you see as his/her particular strength or skill area? What area of development could the candidate focus on?

 - Describe her/his management/leadership style (where applicable):

 - How effective is candidate in creating and managing change (where applicable):

 - How would you describe the candidate's technology skills?

 - Example of the candidate demonstrating initiative:

 - Describe interpersonal skills with respect to customer service, problem solving, working with diverse individuals, dealing with difficult people:

 - Reason for leaving current position?

 - Eligibility for rehire (comment):

Reference called by:

Position and Department:

Wellesley strives to create a welcoming and inclusive work environment, and your role in onboarding your new employee is instrumental in creating a sense of belonging. Please follow this checklist and be thoughtful about your new employee's onboarding experience. The impression you make in the first few weeks is important and lasting.



Manager New Hire Checklist

| | | |
|--|--|----------------------|
| Employee Name: | Title: | Date of Hire: |
| Manager Name: | | |
| Key Contacts | | |
| Cristina DeGaetano, Employment Specialist | cdegaeta@wellesley.edu | (781) 283-3303 |
| Sue Daganhardt, Assistant Director of Employment | sdaganha@wellesley.edu | (781) 283-2248 |
| Sarah Staley, Associate Director of Talent Management | sstaley2@wellesley.edu | (781) 283-2214 |
| LTS Help Desk | helpdesk@wellesley.edu | (781) 283-3333 |
| What do I do as soon as possible before the first day? | | |
| <input type="checkbox"/> Encourage the employee to meet with Human Resources (e.g., I-9, W-4 forms, benefit options), become familiar with our Library and Technology Services (LTS) and contact the Campus Police (e.g., ID card, parking assignment and decal) before the first day of work to ensure that all paperwork is complete | | |
| <input type="checkbox"/> Fill out the LTS New Hire form to request employee's computer, phone, and folder access be prepared in advance of their arrival. Confirm that network access, e-mail, and phone are set-up and functioning | | |
| <input type="checkbox"/> Identify any department specific systems, google shared calendars, and google shared folders that the employee will need to access and share these permissions. Contact LTS with questions | | |
| <input type="checkbox"/> Call the Computing Help Desk at x3333 to schedule New User Orientation for the first day/week | | |
| <input type="checkbox"/> Populate calendar with Academic Calendar , standing meetings, initial meetings, etc. | | |
| <input type="checkbox"/> Prepare the work area: Ensure availability and cleanliness of the employee's work area (Cleaning services and requests for furniture can be arranged using the Facilities Work Order form). Order nameplate, business cards and stock the work space with supplies | | |
| <input type="checkbox"/> Prepare a New Employee Departmental Announcement | | |
| <input type="checkbox"/> Prepare a personal Welcome Letter for the employee to make sure he/she knows when and where to arrive and the itinerary for first day | | |
| <input type="checkbox"/> Establish a departmental personnel file and include a copy of the employee's resume, related appointment information and the role document | | |
| <input type="checkbox"/> Identify and set-up meetings with key contacts and stakeholders | | |
| <input type="checkbox"/> Compile a schedule for first week to help ease the transition. Contact the Admissions Office to schedule in a Campus Tour (x2270) | | |
| <input type="checkbox"/> Work with HR to assign a buddy to serve as a resource for the new hire (optional) | | |
| <input type="checkbox"/> Send list of light helpful readings (e.g. mission statement, other website links, news articles, profiles of alums, faculty, and staff) if needed | | |
| <input type="checkbox"/> Work with department members to assemble pertinent information, such as: Division/department goals, | | |

| |
|--|
| mission, vision; Department organizational chart and list of staff and phone extensions; Role documentation for the employee and any employees he/she will supervise; Office procedures/standards |
| <i>What should I do during the first day?</i> |
| <input type="checkbox"/> Greet the new employee and introduce him/her to co-workers and the work area |
| <input type="checkbox"/> Tour the work area, supplies area and show him/her where to find the restrooms, coat closet and other equipment (copier, etc.) |
| <input type="checkbox"/> Explain the hours of work, including the hours the building/department is open; provide appropriate keys |
| <input type="checkbox"/> Review policies and reporting pertaining to sick time, vacation, personal time, including what the sick leave benefit is and how to report absences |
| <input type="checkbox"/> Tour the building, pointing out different departments, exits and places to eat |
| <input type="checkbox"/> Review the information gathered previously including goals, the organizational chart, the role document and office procedures and standards |
| <input type="checkbox"/> Discuss the schedule of activities for the first week |
| <input type="checkbox"/> Arrange for lunch – taking the new hire out, arranging for others to take him/her or having a team lunch |
| <input type="checkbox"/> Ensure that the employee has completed SANS training (http://www.wellesley.edu/its/gettingstarted) and Title IX training (http://www.wellesley.edu/titleix). This is a good first day activity |
| <input type="checkbox"/> Identify training that the employee should take in their first few weeks (Finance, Systems, etc.) |
| <input type="checkbox"/> Ask another employee to be available to the new hire for questions during his/her first days on the job |
| <input type="checkbox"/> Spend some time at the end of the day with the new hire to provide reassurance and let him/her know that you are glad he/she is here |
| <i>What should I do during the first week?</i> |
| <input type="checkbox"/> Review building/campus rules on: smoking, security, emergency evacuation and workplace injuries |
| <input type="checkbox"/> Review the College's mission, vision and guiding principles |
| <input type="checkbox"/> Explain expected interactions with others in the department and outside of the department |
| <input type="checkbox"/> Discuss the initial/interim review process and the performance management process in general |
| <input type="checkbox"/> Establish short-term goals and set longer term performance expectations. Make a note of the 90 day review date on your calendar. |
| <i>What should I do during the first three months?</i> |
| <input type="checkbox"/> Meet with the new hire regularly to answer any questions and to ensure that he/she is becoming acclimated to the department and the College |
| <input type="checkbox"/> Review short-term goals with the new hire |
| <input type="checkbox"/> Regularly review his/her progress and provide feedback to him/her |
| <input type="checkbox"/> Review training and career development opportunities with the employee and encourage participation |
| <input type="checkbox"/> Complete the employee's 90 day Introductory Period Evaluation and submit the form to Human Resources |