



Hiring Game Changers

A Hiring Manager's Toolkit

December, 2016

University diversity recruiting goals are created by analyzing data collected to identify, prioritize and address the most underrepresented groups.

The process by which we create diversity recruiting goals is dynamic. Thus, our diversity recruiting goals may shift as the most underrepresented groups are successfully addressed with the full support of ND staff, community advocates, and allies.

INTRODUCTION

“We consciously create an environment of mutual respect, hospitality and warmth in which none are strangers and all may flourish.”

-University of Notre Dame Spirit of Inclusion Statement

Notre Dame’s Spirit of Inclusion statement affirms our Catholic tradition, but it requires our core values of Accountability, Leadership in Mission, Teamwork, Leadership in Excellence and Integrity to bring the promise to fruition. For this reason, recruiting, hiring and retaining outstanding employees is one of the most important functions we perform as Notre Dame leadership.

This exercise has been developed to assist department leadership, hiring managers, hiring committee members and the human resource team in identifying areas of opportunity for proactively increasing the diversity, strength and size of our applicant pools. Research suggests those pools will produce a workforce that allows Notre Dame to continue to be an innovative, engaged and productive premier Catholic research institution in a global sense.

The University of Notre Dame recognizes that its operations are strengthened by the diversity of its staff, and diversity is an integral component of a workforce that can anticipate and effectively respond to the incredible variety of needs of the University and its faculty, staff and students. When searches within one of the more than 300 work units and departments across campus are designed to attract candidates with diverse backgrounds, there is an increased possibility that the most qualified candidate will also be a person who adds to Notre Dame’s diversity.

In addition, federal and state nondiscrimination laws, as well as federal affirmative action regulations, require that the University conduct fair and equitable searches for open positions. This exercise is designed as an initial step towards meeting or exceeding those standards by helping to clarify and analyze department needs (current and future), affirmative action program goals and to identify process improvements or staff training opportunities.

As a Notre Dame core value, accountability for reaching these goals rests with our full University community, but especially with department leadership, hiring managers, hiring committees and human resource teams.

For assistance in developing a recruiting plan for your department, you may wish to access the University’s diversity recruitment resources by contacting your Recruiting Consultant. Your Recruiting Consultant will engage the necessary experts to ensure your goals are met.

NOTICE OF NON DISCRIMINATION

The University of Notre Dame does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, veteran status, genetic information, or age in the administration of any of its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in employment.



Notre Dame is committed to building an inclusive community and welcomes all individuals. The Notre Dame Spirit of Inclusion can be reviewed at equity.nd.edu. For additional information regarding the University's prohibition of sexual and discriminatory harassment, please see the University's Policy on Sexual and Discriminatory Harassment. The University has designated the Director of its Office of Institutional Equity to handle all inquiries regarding its Notice of Non-Discrimination. You may contact the Director by emailing equity@nd.edu, by calling 574-631-0444, or by writing to: Director, Office of Institutional Equity, 100 Grace Hall, University of Notre Dame, Notre Dame, IN 46556.

GUIDE OVERVIEW

- Discuss the process for actively recruiting diverse talent pools for leadership positions (career stream levels EIC 3 and up) that address the most underrepresented groups. It includes proactive executive level leadership meetings, quarterly meetings with department leadership, hiring managers, Human Resource Consultants, Diversity Recruiter, Compensation Program Manager, and Recruiters and ongoing strategy implementation meetings between hiring managers and recruiters Diversity Recruiter to discuss and plan for ways to fill potential openings while meeting department Affirmative Action goals and University goals.
- Utilize standardized candidate assessment tools to reduce bias and identify high talent diverse candidates throughout the recruitment and hiring process.
- Evaluate, measure and adjust the process to improve strategy effectiveness and quality of the candidate pool

ACTIVE RECRUITING

Finding diverse talent is a shared responsibility. All members of the Notre Dame community should continuously look for their next outstanding staff member, even when they don't have an open position. The following are some examples of active recruiting:

- Encourage prospect to join the ND Talent Community database
- Recognize that every professional encounter and many social encounters are recruiting opportunities. (ex. Connect with an exceptional diverse keynote speaker at a professional conference)
- When at meetings or conferences, promote the University as an excellent place to work, giving examples of the dynamic issues the department and the University are addressing. Talk about the many excellent programs and benefits the University offers to create a welcoming, inclusive working environment and promote work/life balance. Mention some of the accolades the University has received.
- Make it a point to seek out candidates who would increase diversity at the University either through one-on-one conversations or by connecting with affinity groups within relevant professional organizations.
- Ask potential candidates for their business cards and contact these individuals when there is an open position. It is also helpful to build upon the person's good impression by following up the meeting with a short note or email, even if there are no open positions.
- Encourage potential candidates to visit the ND.jobs website where they can browse positions of interest to them when they become available.
- Establish friendly relationships with potential candidates, which increases the odds that they'll consider employment at the University and in your department. Although a candidate may not choose to apply at ND, they may encourage a friend or colleague to do so. It never hurts to promote the University as a positive and inclusive place to work.
- Encourage existing staff in their career and professional development. Notre Dame's Learning and Organizational Development unit within HR can be particularly useful for current staff in achieving their career goals.

THE PROCESS: ESTABLISHING A DIVERSITY RECRUITING PLAN



Executive Leadership Goals Meetings

Who Attends?	How Often?	When?
Executive Division Leader (President, Provost, EVP), Executive Leaders Direct Reports, VP for Human Resources, Director of Staff Diversity & Inclusion	Annual meeting.	February-March

Senior Level Quarterly Meetings

Who Attends?	How Often?	When?
Senior Leadership, HRC, Diversity Recruiter, Recruiting Consultant, Compensation Program Manager	Four times during the fiscal year.	Varies by department.

Strategy Implementation Meetings

Who Attends?	How Often?	When?
Hiring Manager, Recruiting Consultant and Diversity Recruiter *	Varies by department.	Varies by department.

QUARTERLY RECRUITING PLANNING MEETING

Included within this Diversity Recruiting Guide is a Diversity Recruiting Planning Meeting Guide which addresses the sequence and scope of the following points:

- **Frequency:** Quarterly
- **Who should attend:** Department leadership, Hiring Managers, HRC's, Recruiting Consultant and Diversity Recruiter.
- **What data sets are a part of the "holistic review"?:** Affirmative Action plans, talent reviews, workforce planning data—62/10, 55/15, 30/<5, hiring trends by position, turnover trends, OAD, workplace environment survey (ND Voice), marketing materials etc.
- **Expected Outcome:**
 - Define department or unit goals and objectives for recruitment and hiring.
 - Identify resources/opportunities to develop internal and external candidate pools.
 - Review and or revise position descriptions and compensation.
 - Identify current and future job needs.
 - Establish workplace environment/leadership type awareness.
 - Develop department "branding" and marketing materials
 - Identify potential hiring committee members and share known bias'
 - Develop specific interview questions based on job analysis outcomes and necessary position needs.
 - Establish diversity recruitment timeline and outreach responsibilities.
 - Assess the list of resources available to meet objectives and goals.

TALENT POOL DEVELOPMENT

AFFIRMATIVE ACTION

Affirmative action means taking proactive steps to recruit women and staff of color. The purpose of these proactive steps is to encourage more women and staff of color to apply, thereby increasing the likelihood a woman or staff of color applicant may be the most qualified candidate.

During the proactive quarterly meetings, department leadership and the hiring team will discuss whether the department has a job group "goal" for women and/or staff of color¹. A job group has a goal if the department is underutilized or overutilized with regard to women or staff of color in comparison to market availability for that job group.

In addition to taking proactive steps to recruit women and staff of color, the Department of Labor through the Office of Federal Contractor Compliance Programs now requires federal contractors to take affirmative steps to implement recruiting practices for Individuals with Disabilities (IWDs) and Veterans.

¹ Under the applicable federal regulations, staff of color are defined as Black/African American, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan Native

At the University of Notre Dame, hiring teams are expected to work towards developing outstanding applicant pools, whether there is a goal or not. In addition, all hiring managers and search committees are encouraged to develop recruitment plans intended to attract women, persons of color, IWDs, Veterans and other individuals who increase the inclusive diversity of the applicant pool.

EXTERNAL TALENT RESOURCES AND ENGAGEMENT OPPORTUNITIES

1. Social Media
 - a. Diverse communities on ND Talent Community database, Facebook, Twitter, LinkedIn
2. Online
 - a. ND Talent Community database, Diverse community job boards and resume banks (NBMBA, PDN, NSHMBA, and Advocates for Equity in Athletics etc.) Indeed resume banks
3. Direct Sources
 - a. Diverse Conferences and Career Fairs, University and College visits/outreach, College visits, ND Alumni Club events, HR Information sessions, print advertisements and flyers.
 - b. Information sessions (local, regional, national and international) in conjunction with existing University student and faculty recruiting efforts.

INTERNAL TALENT RESOURCES AND ENGAGEMENT OPPORTUNITIES

Professional Development: Experiential learning opportunities through Learning and Organizational Development

1. Department Interns List
2. ND Staff Fellowship Cohort List
3. Past Applicant Searches
4. Past Position Finalist Searches (Silver and Bronze)
5. ND Employee Resource Groups (ERG's), ND Alumni Diversity Council events and ND Women Connect

RECRUITMENT OUTREACH AND TRAVEL

The Diversity Recruiter and your Recruiting Consultants attend career fairs and diverse organization conferences locally, regionally and nationally. This targeted travel is an additional opportunity to recruit top diverse talent. As part of this exercise, we would like you to consider your own department travel to conferences or other professional development trips with the same "active recruiting" eye. With a little proactive planning with an HR representative, we could assist your department in making the most of your department travel using the planning sequence below.

Planning Sequence:

1. Connect with your Recruiter to review your diversity recruiting plans and upcoming needs (Unit Snapshots)
2. Identify universities, colleges, organizations, associations, churches in visit area for outreach
 - a. Plan a coffee, lunch or dinner information session to meet prospects or diverse organization contacts and share your ND department story
3. Gather marketing materials for travel (department brochures, videos, City of South Bend

- brochures, Cost of Living flyers, other handouts)
4. Connect with your Recruiter to review ND Talent Community database and diverse organization resume banks to identify specific prospects for informational interviews during the visit
 5. Send meeting/visit request letters or emails to
 - a. Prospects in the area
 - b. Area ND Alumni Clubs (Alumni Diversity Council membership)
 - c. University, college, organization personnel for visit confirmation
 6. Post social media announcement of visit (departmental pages, ND pages, personal pages)
 - a. Diverse Facebook groups, Twitter, Instagram
 - b. Diverse ND Alumni Groups
 7. Follow-up visit with a thank you letter to
 - a. University, college, organization, alumni club, diversity council members
 8. Add new talent to the ND Talent Community Database
 - a. Share or highlight the “Game Changers” with your recruiter, leadership and staff
 - b. Create a list of prospects you would like to “invite to apply” for upcoming positions
 9. Post pictures of the event on your department social media sites

INVITATIONS TO APPLY

Partner with department leadership, hiring managers, diversity recruiter, and recruiters to finalize list of prospects for invitations to apply. Compare applicant pool to market availability for diversity that will impact Affirmative Action goals for your department and the University.

POSITION POSTING

The position description should be carefully written so that promising candidates are screened in, rather than inadvertently screened out. Position descriptions are written to be as broad as possible while still establishing meaningful minimum qualifications. Areas that generally can be broadened include education level and types of experience that might be considered relevant.

Before developing a Position Description, it is helpful to do the following if not already done as part of developing the selection criteria:

- Think about what the position accomplishes. If there is an incumbent, think about what that person's duties are or should be and ask the incumbent to provide a current job analysis.
- Think about who the position reports to and whether there are any special considerations or issues, such as multiple reporting relationships.
- Consider your “non-negotiables”—those things you want but may not have spelled out in the position description.
- Consider how the position fits into the department and connects with others.
- Consider whether the department has unmet needs the position could fill.
- Consider whether upcoming organizational changes will have ramifications for the position.

- Consider any new directions the department may take in the future and whether and how they would impact this position.

After information about the position has been gathered and assessed, the position description is written and is then classified by the Compensation team. After classification, the position description is prepared and position number is provided.

It is important to avoid wording in a posting that can be considered discriminatory. For example, a posting stating that a position is ideal for a “new college graduate” can be interpreted as discriminatory on the basis of age. Stating that a person must be “able bodied” can discriminate against potential qualified applicants with disabilities. An example of more accurate and less problematic descriptions would be “routinely moves and transports packages up to 50 pounds.” If you have questions about whether particular wording is appropriate for a position announcement, please contact your HRC or the Office of Institutional Equity.

JOB POSTING PROCESS

Human Resources coordinates and assists hiring managers in the recruitment of applicants for all regular administrator and staff positions. The recruiting consultant will review the Service Level Agreement (see Appendix) with the hiring manager to develop a recruitment strategy. Faculty positions are coordinated through the Office of the Provost.

Below are helpful guidelines for hiring managers to follow when a job becomes vacant in their department:

1. Internal Department Posting
 - a. It is the general practice of the University to have hiring managers first post job vacancies within the department. This practice is intended to offer promotional opportunities to qualified candidates within the department and to encourage the use of existing skills and abilities gained through the service of current employees. The timeframe for the departmental posting varies based on the length of time necessary to ensure that all employees within the department are aware of the opening. It is the hiring manager’s responsibility to prepare and communicate this posting within the department.
2. Campus Posting
 - a. If needed, Human Resources will post the opening to campus. Postings are updated daily, and are available to regular Notre Dame employees at ND.jobs.
 - b. To post a job, hiring managers must initiate a posting through the online ND.jobs Hiring Manager Site. Once the necessary approvals are obtained, a Recruiting Consultant will review the job posting as submitted by the Hiring Manager. Human Resources reserves the right to edit job postings to comply with legal requirements, University policies and procedures. The Recruiting Consultant will then contact the hiring manager to discuss the progress for development of the recruitment strategy.
3. External Posting
 - a. If a position is posted externally, external candidates are permitted to apply. It is important to note that Notre Dame employees may continue to apply during this time and should be given equal consideration.

- b. Advertising Costs
- c. Some costs and fees related to the recruitment of new employees, including advertising, travel, and accommodation expenses, may be the responsibility of the hiring department. Your Recruiting Consultant will discuss this with you prior to any costs being committed.

HOLISTIC EVALUATION AND SELECTION

APPLICATION REVIEW

When reviewing applications, keep the following pointers in mind:

- Use the same criteria, applied in the same way, for all applicants. Selection criteria should:
 - be measurable
 - be demonstrable
 - be job-related
 - be necessary to perform the job successfully
 - align with the department's needs; and
 - include a candidate's ability to work successfully in a diverse environment
- Reference letters written by persons unknown to the hiring manager/search committee should not automatically be given less credence or importance than those written by persons with whom the hiring manager/search committee is familiar.
- Be mindful to place a suitable value on non-traditional career paths. Take into account time spent raising children or getting particular kinds of training, unusual undergraduate degrees, and different job experiences. There is evidence that evaluations of men frequently go up when they have such work experience, while evaluations of women with the same kinds of experience go down.²
- Do not discount applicants who do not live in the area or who would have a long commute. The applicant should decide whether a move or lengthy commute is acceptable to them.
- When deciding which applicants will be selected for an interview, keep in mind that women and persons of color are more likely to be hired when more than one woman or person of color is brought in for an interview, because their gender or race becomes a less notable aspect of their candidacy.³
- Once a decision is made regarding which applicants will be interviewed, notify your recruiter.
- The hiring committee should also consider the department hiring trend and turnover rate. If open positions in your department are rare, each hire becomes extremely important. Your Recruiter will check the gender and racial diversity of the applicant pool while applications are being accepted, which allows for adjustment to the recruitment plan if necessary. The Recruiter will also provide information on the diversity of the applicant pool once the application deadline has passed.
- If the department doesn't draw a diverse pool of candidates on the first attempt, the hiring manager or search committee should consider extending the posting, reposting or reassessing

² Egan, Mary Lou, Marc Bendick and John J. Miller. (2002). "U.S. firms' evaluations of employee credentials in international business." *International Journal of Human Resource Management* 13:1. London: Routledge, Taylor and Francis Group.

³ Valian, Virginia. (1999). *Why So Slow? The Advancement of Women*. Cambridge, Mass.: The MIT Press. See especially Chapter 7.

your diversity recruiting plan.

- Consider the full applicant profile against your established department needs, and university goals (CARR Tests, application, cover letter, pre-assessment/informational interviews, hiring committee rubric evaluations)

It is not necessary to list every skill a candidate must possess in order to be successful in the position, but selection criteria should focus on the major challenges of the job. In addition, think not only about the skills the successful candidate needs, but what the person needs to accomplish with those skills and how they need to accomplish it. Focusing on results instead of desired skills can be highly effective in assessing candidates. For example, instead of “Ability to use email, Microsoft Office and computer technology in an office environment,” consider “Demonstrated ability to communicate effectively and complete documents, reports and fiscal records electronically.”

The search committee or hiring official should also consider whether they are relying too heavily on whether the candidate will fit in, since candidates who seem to fit in effortlessly often mirror the existing workforce and skill set. It is, however, appropriate to assess whether a candidate is collegial. It is also appropriate to assess whether a candidate is skilled in working collaboratively, if such skills are needed for the job in question.

In the end, it is important that a relevant and valid selection rubric is developed and adhered to so that all candidates are assessed on the same basis. The candidate assessment rubric should be used to evaluate candidates. The form is included in this document.

INTERVIEWS

Whether candidates are interviewed by telephone, in person or both, all candidates should be asked the same questions to allow for comparison, to ensure that job-related information is obtained, and to ensure that each candidate is treated equally and provided the same opportunity. For this reason, it is important to develop your list of interview questions before the candidate interviews begin. One of the more effective interviewing techniques is to use behaviorally based questions, such as “Describe a situation where you had to say ‘no’ to a customer, co-worker, or supervisor because you didn't think saying ‘yes’ would be right” and “If you are asked to operate a new piece of equipment, what would you want to know first?” See the appendices at the end of this Toolkit for a list of behaviorally-based interview questions that focus on specific factors and basic competencies (team contributor, frontline supervision, mid-level and leadership competencies) which can be extremely useful in developing interview questions for any position.

Your Recruiting Consultant will partner with you for all full time positions, with priority given to EIC and M roles. Partnering may include conducting pre-screening interviews, participating on interview committees, interviewing finalists, and helping to assess final candidates. Remember to:

1. Use the structured and established questions and rating tools for all interviews with your hiring committee.
2. Follow up with a hiring committee debrief to review interview notes and candidate ratings.
3. Consider department needs and university diversity goals before final selections.

Generally each interviewer should have 2-3 main questions prepared for a one-hour interview with at least 5 follow up questions. Understandably, these follow up questions will vary somewhat from candidate to

candidate. The Candidate Interview forms can be found in the online Hiring Manager Toolkit. Interview questions should be job-related.

There are some questions that are unlawful and should not be asked under any circumstances. The table on the following page contains examples.

Acceptable to Ask	Unacceptable to Ask
Gender, Sex and Family Arrangements	
<ul style="list-style-type: none"> If applicant has relatives already employed by the organization 	<ul style="list-style-type: none"> Sex of applicant; Number of children; Marital status; Spouse's occupation; Child care arrangements; Type of health care coverage of spouse; Sexual preferences
Race	
<ul style="list-style-type: none"> NONE 	<ul style="list-style-type: none"> Applicant's race or color of skin; Photo to be affixed to application/resume
National Origin or Ancestry	
<ul style="list-style-type: none"> Whether applicant has a legal right to be employed in the US; Ability to speak/write English fluently (if job related); Other languages spoken (if job related) 	<ul style="list-style-type: none"> Ethnic association of surname; Birthplace of applicant or applicant's parents; Nationality, lineage, national origin, Nationality of applicant's spouse; Whether applicant is from another country; Applicant's native tongue/English proficiency; Maiden name (of married woman)
Religion	
<ul style="list-style-type: none"> NONE 	<ul style="list-style-type: none"> Religious affiliation Religious holidays observed
Age	
<ul style="list-style-type: none"> If applicant is over age 18 If applicant is over age 21 if job-related (i.e. bartender) 	<ul style="list-style-type: none"> Date of birth Date of high school graduation Age
Disability	
<ul style="list-style-type: none"> Whether applicant can perform the essential job-related functions 	<ul style="list-style-type: none"> If applicant has a disability Nature or severity of a disability Whether applicant has filed a workers' compensation claim Recent or past surgeries/dates Past medical problems
Other	
<ul style="list-style-type: none"> Convictions, if job related Academic, vocational, or professional schooling Training received in the military Membership in any trade or professional association; Job references 	<ul style="list-style-type: none"> Number and kinds of arrests Height or weight, except if a bona fide occupational qualification Veteran status, discharge status, branch of military service Contact in case of an emergency (at application/interviewing stage) Financial status — if applicant owns or rents a home or car, or if wages have been previously garnished, unless financial considerations for the job in question exist.

In almost all instances, the following topics should be avoided in an interview:

- **Age** – is irrelevant unless you are concerned about child labor violations under the Fair Labor Standards Act, in which case you can ask for proof that he/she is old enough to work.
- **Arrest record** – do not ask at all — you may ask about convictions, but even then it would have to be relevant to the position in order to lead to immediate rejection.
- **Bankruptcy and credit affairs** – never ask about bankruptcy since it is illegal to discriminate on this basis under the Federal Bankruptcy Law — all credit inquiries must comply with the Fair Credit Reporting Act.
- **Citizenship** – unless required by law or regulation, you may not ask applicants if they are US citizens since it is considered discriminatory under the Immigration Reform and Control Act. You may ask if candidates are authorized to work in the United States.
- **Disability** – the Americans with Disabilities Act makes it illegal to ask questions about an applicant's disability or perceived disability — it is crucial to focus on the job, not on the disability.
- **Driver's license** – avoid asking about it unless the job requires one since it could statistically screen out females, minorities and/or individuals with disabilities.
- **Educational attainment** – relevant if it is directly related to successful job performance if not, avoid it.
- **Emergency contact information** – unnecessary at the application stage — and it can be discriminatory if it reveals information about the applicant's membership in a protected class.
- **English language skills** – only ask if it is a requirement of the job (i.e. an English teacher). Otherwise, it could be construed as national origin discrimination.
- **Height and weight** – it is important to focus on what the job requires, not the person's physical characteristics.
- **Marital status/name changes/spouse/children** – any questions relating to these issues may be construed as discriminatory, especially against women — none are job-related.
- **Organizations or club membership** – this might reveal protected class information and it is irrelevant (i.e. Knights of Columbus, NAACP or Diabetes Association).
- **Race, color, religion, sex, or national origin** – EEOC guidelines prohibit asking questions that may reveal this information.
- **Union affiliation** – could be considered an unfair labor practice under the National Labor Relations Act if the applicant claims he or she was not hired because of the union affiliation.
- **Veteran status/military records** – general questions about a person's background in the military should only be asked if based on business necessity or job-related reasons. If requested, such information should include a statement that general or dishonorable discharge will not be an absolute bar to employment but that other factors will be taken into consideration.

Comments regarding the above prohibited subjects should not be considered by the hiring manager or search committee members. If you have questions about permissible interview questions or how to assess an applicant's potential need for accommodation on the job, please contact the Office of Institutional Equity.



U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Pre-Employment Inquiries (General)

As a general rule, the information obtained and requested through the pre-employment process should be limited to those essential for determining if a person is qualified for the job; whereas, information regarding race, sex, national origin, age, and religion are irrelevant in such determinations.

Employers are explicitly prohibited from making pre-employment inquiries about disability.

Although state and federal equal opportunity laws do not clearly forbid employers from making pre-employment inquiries that relate to, or disproportionately screen out members based on race, color, sex, national origin, religion, or age, such inquiries may be used as evidence of an employer's intent to discriminate unless the questions asked can be justified by some business purpose.

Therefore, inquiries about organizations, clubs, societies, and lodges of which an applicant may be a member or any other questions, which may indicate the applicant's race, sex, national origin, disability status, age, religion, color or ancestry if answered, should generally be avoided.

Similarly, employers should not ask for a photograph of an applicant. If needed for identification purposes, a photograph may be obtained after an offer of employment is made and accepted.

Pre-Employment Inquiries and:

- Race
- Height & Weight
- Financial Information
- Unemployed Status
- Background Checks
- Religious Affiliation Or Beliefs
- Citizenship
- Marital Status, Number Of Children
- Gender
- Disability
- Medical Questions & Examinations

Dress Code

In general, an employer may establish a dress code which applies to all employees or employees within certain job categories. However, there are a few possible exceptions.

While an employer may require all workers to follow a uniform dress code even if the dress code conflicts with some workers' ethnic beliefs or practices, a dress code must not treat some employees

less favorably because of their national origin. For example, a dress code that prohibits certain kinds of ethnic dress, such as traditional African or East Indian attire, but otherwise permits casual dress would treat some employees less favorably because of their national origin.

Moreover, if the dress code conflicts with an employee's religious practices and the employee requests an accommodation, the employer must modify the dress code or permit an exception to the dress code unless doing so would result in undue hardship.

Similarly, if an employee requests an accommodation to the dress code because of his disability, the employer must modify the dress code or permit an exception to the dress code, unless doing so would result in undue hardship.

Constructive Discharge/Forced To Resign

Discriminatory practices under the laws EEOC enforces also include constructive discharge or forcing an employee to resign by making the work environment so intolerable a reasonable person would not be able to stay.

ONBOARDING

University Onboarding

Ensure your new team member attends HR Onboarding. You can verify your new team member is scheduled for HR onboarding with your HRC or your Recruiter.

Department Onboarding

The Office of Human Resources provides a [Manager's Onboarding Guide](#) accessible for download online. It is included in this packet's appendix. A major factor in the onboarding process is to create a welcoming environment for new team members by establishing a protocol that does three central things: provide necessary materials, introduce new people and support, tour of the new spaces.

DIVERSE HIGH TALENT RECRUITMENT PLANNING MEETING GUIDE

EXECUTIVE LEVEL GOALS

CLIMATE: _____

TRAINING: _____

RECRUITMENT: _____

PRIORITY UNIT(S)?: _____

GATHERING RESOURCES

Resource Type	Time Period (Year)	Reviewed? Yes, No, Not Available
Affirmative Action Data		
Workforce Planning Data (62/10, 55/15, 30/5)		
Hiring Trends/Turnover		
ND Voice (Workplace Climate)		
Talent Reviews (UM, HiPo)		
OAD?		
Job Analysis-- Description/PD/Compensation		
ND Talent Database		
Department Interns/ND Fellows		
Marketing Materials (Brochures, Flyers, Videos)		

ANTICIPATED OPEN POSITIONS

Updating Position Descriptions and Establishing Real Job Needs

KEY POSITION NEEDS	KEY DEPARTMENT GOALS	COMPENSATION RANGE

ESTABLISHING THE HIRING COMMITTEE
DATE:

NAME	TITLE	DEPARTMENT

ESTABLISHING INTERVIEW QUESTIONS

(View sample competency questions in the Appendix.)

Factor/Competency Addressed	Specific Interview Questions
<i>Choose an item.</i>	
<i>Choose an item.</i>	
<i>Choose an item.</i>	
<i>Choose an item.</i>	
<i>Choose an item.</i>	
<i>Choose an item.</i>	
<i>Choose an item.</i>	
<i>Choose an item.</i>	

DEPARTMENT BRANDING

What do you want a prospective employee to know about your department?

Upcoming Projects?

Interesting People?

Impact on ND, the city, the state, the US the world?

New facilities?

Other interesting facts or numbers?

Do you have a department logo or tag line? If not, create your department tag line.

PROPOSED RECRUITMENT PLAN

Position or Area	Engagement/Outreach Type	Responsible for Follow Up	Expected Date for Position Action

RECRUITMENT PLANNING NOTES
DATE:

APPENDIX: JOB SPECIFIC INTERVIEW QUESTIONS

Work collaboratively with Departments to edit and or construct job specific interview questions like these below. Convert direct questions into performance-based behavioral questions by asking the candidate to “Tell you about a time when...”, or “Describe a project you were involved in where...” Or “What were the specific circumstances when you were able to accomplish...”

Make sure the candidate is able to tie their self-reported skill to a specific work experience or similar instance they might face within your department.

Accounting

- ◆ What do you consider to be the biggest challenge facing the accounting profession today?
- ◆ Which accounting software programs are you familiar with?
- ◆ Describe the advantages and disadvantages of different accounting software programs you have used in your most recent accountant jobs.
- ◆ Describe any accounting process you have developed or sought to improve.
- ◆ Describe a time when you helped to reduce costs at a previous accountant job.
- ◆ Describe a time when you had to use numerical data or a graph to deliver a message.
- ◆ Describe a time when you provided great service to a customer or client. What did you do and what was the outcome?
- ◆ Describe a time when you faced a particularly demanding deadline to prepare a statement or report. How did you react? What was the result?
- ◆ Describe how you prepare monthly journal entries, record transactions, etc. and ensure the details are accurate.
- ◆ Describe a time when you had to explain a complex accounting issue to someone without an accounting background. How did you help them understand the situation?

Administrative Assistant/Office Personnel

- ◆ What computer skills do you have and what programs have you used? Describe your comfort level with each program.
- ◆ Have you used a phone with multiple lines and handled a high volume of telephone calls? Please provide an example.
- ◆ Tell me about a time when you were successful working in a diverse team environment. How was the team diverse?
- ◆ Describe your experience supervising others who may have different communication styles.
- ◆ Tell me about your skill sets and how those align with this position. Where are your opportunities for improvement?
- ◆ Tell me about a time that you considered stressful at work, how did you handle it?
- ◆ How will we know you are stressed?
- ◆ What do you expect from a supervisor?
- ◆ What did you like best/least about your previous supervisors?
- ◆ Describe a time you worked independently and on a team. Which did you prefer and why?
- ◆ Tell me about the most diverse team you’ve ever worked with. Do you feel your team achieved a level of success because of or in spite of your team’s diversity?

- ◆ Tell me about a time when you have worked with people that had different work styles (e.g. pace, communication styles, personalities, etc.)
- ◆ Provide 1 or 2 examples when you worked as part of a team to complete a project.

Business Analyst

- ◆ What types of analysis and methodologies have you found to be the most effective, and why?
- ◆ What are some of the most important points a business analyst must take care of when preparing a business plan?
- ◆ What diagrams and/or other materials do you use to capture and describe customer needs and convey technical information?
- ◆ How many business case engagements have you worked on? What was your involvement?
- ◆ Tell me about a time when you created long-range plans at a previous employer.
- ◆ How do you determine which Business Intelligence (BI) tools to use?
- ◆ Explain the steps you must take to create use cases when working with specific document requirements.
- ◆ Describe three of the different types of diagrams that business analysts most often use.
- ◆ Define and describe the difference between basic flow, exception flow, and alternate flow in use cases.

Chef

- ◆ What is an example of a springtime menu you would prepare?
- ◆ If you were asked to reduce fat and sodium in a menu, what would you do maintain flavor in the quality of the dish?
- ◆ What do you do to stay current on new trends?
- ◆ How do you test the quality of your ingredients?
- ◆ How involved have you been in the beverage component of an establishment?
- ◆ How involved have you been with menu development and overall design?
- ◆ Describe your ideal work situation.
- ◆ If you were told that your food cost was high, what five things would you look at first?
- ◆ What is the average annual revenue of the restaurants you have worked in?
- ◆ How involved have you been in the financial aspect of the business?
- ◆ Tell me about your budgeting, purchasing and inventory control experience.

Consultant

- ◆ What kind of projects do you typically work on? What has been the focus of the last four or five projects you have worked on?
- ◆ Do you tend to focus on one project, or do you handle a number of projects simultaneously?
- ◆ What has been your average number of clients at a time?
- ◆ How do you prioritize your projects?
- ◆ How do you keep your clients informed?
- ◆ How do you track progress during a project?
- ◆ Walk me through the life cycle of a recent project you worked on from start to finish. What results/deliverables did you achieve? What went well and what did not go well?

- ◆ Tell me about a time when you had to deal with a difficult client. What did you learn from the experience? What would you do differently?
- ◆ How would you explain a complex technical issue to a client?

Counselor

- ◆ How does your administrative style differ from your approach as a counselor?
- ◆ Describe how you transition from counseling mode to task mode for administrative duties.
- ◆ What are some counseling approaches you identify with most?
- ◆ How do you accommodate a client who doesn't respond well to your preferred approach?
- ◆ Describe a time when a counselee has responded well to a favorite counseling technique.
- ◆ How would you handle a client or parent who was dissatisfied with your services?
- ◆ Have you had experience supervising a large staff? If so, share an example of a successful management intervention?
- ◆ Describe a challenge which you handled as an administrator.
- ◆ Describe a situation when you have mentored a junior colleague.
- ◆ What do you think is the most important personality trait of a counselor? And why?
- ◆ How do you keep the interest of those you are counseling?
- ◆ Give me an example of an area of criticism which you have received on the job and your response?
- ◆ Describe a high stress situation which you have encountered on the job and how you coped.
- ◆ What is your experience with accommodation plans?
- ◆ Share a programming initiative which involved parents.
- ◆ Can you share an example of how you have intervened to diffuse a conflict?
- ◆ Describe three successful programs which you have created?
- ◆ How have you tapped technology to carry out your role more effectively?
- ◆ What has been your most rewarding professional experience?
- ◆ How do you handle serious personal problems discussed during a counseling session?
- ◆ How do you create good client relationships?
- ◆ What is an example of a difficult decision you had to make this year?
- ◆ Give me an example of when you motivated others.
- ◆ How do you establish empathy but avoid burnout by internalizing client problems?
- ◆ What about counseling appeals to you most? The least?
- ◆ Describe your ideal supervisor.
- ◆ What has been your plan for professional development during the past 3 years?

Custodian

- ◆ Are you comfortable working night shifts?
- ◆ Are you able to lift heavy things and remain on your feet for a large portion of your shift?
- ◆ How often do you clean your cleaning implements?
- ◆ Do you prefer working alone or on a team? Why?
- ◆ Describe a time you had to solve a problem without a supervisor's assistance.
- ◆ What kind of supervisor do you prefer to work with?
- ◆ What would you do if you encountered a customer who believed you had done something

incorrectly?

- ◆ Describe a time when you had to deal with a difficult member of the public. What happened? How did you handle the situation?
- ◆ What were your duties at your last custodial job?
- ◆ How did you fill downtime at your previous job?

Customer Service

- ◆ Why do you want to work in customer service?
- ◆ Tell me about your previous work experience in customer service.
- ◆ What have you done to be a better customer service representative?
- ◆ What qualifications do you bring to this position?
- ◆ What are the top qualities people in customer service need to succeed?
- ◆ Why would you be a good fit for our university as a customer service representative?
- ◆ What have you done in your current position to improve either a process, or a customer's experience?
- ◆ Do you prefer to work alone or with others?
- ◆ Can you work a flexible schedule?
- ◆ Are you available weekends and holidays?
- ◆ Can you work the assigned hours?
- ◆ Explain a time when you assisted in resolving a dispute between others.
- ◆ What do you do when you don't know the answer to a question?
- ◆ What are the top qualities everyone who works in customer service must have to succeed?
- ◆ Tell me about a time you went out of your way to help a customer.
- ◆ Can you share an example of how you handled a difficult customer?
- ◆ What if the customer is wrong?
- ◆ What makes you a unique fit for the position?
- ◆ What is customer service?

Editor

- ◆ What professional books/magazines/newspapers do you read to keep current?
- ◆ Do you read any blogs on writing and editing? Which ones? How do they assist you in your position?
- ◆ How would you handle sensitive writers who question every edit you make?
- ◆ Give an example of a time when you had to edit or write a piece under a strict deadline.
- ◆ How did you ensure that you met the deadline?
- ◆ How would you handle a freelance writer who handed in subpar work?
- ◆ If you have a 300-page document that's a rush job and you must edit it by the end of the day, how would you approach the task?
- ◆ There are two projects with the same deadline. One client is easygoing while the other constantly calls to ask when we will be done. Which project do you make your top priority?
- ◆ What is your familiarity with (insert current software name)? Are you familiar with any other page layout software?
- ◆ What experience do you have with web publishing? With which content management

systems are you familiar?

Electrician

- ◆ How many years have you been working in the industry? How and where did you receive your training?
- ◆ Describe some recent projects you have worked on.
- ◆ Describe the electrical systems you have worked on and are familiar with.
- ◆ Do you specialize in any specific areas of electrical work?
- ◆ What do you do to protect yourself from electrical accidents or injuries?
- ◆ Describe a time when you had a problem you could not figure out and you had to find a solution on your own.
- ◆ What does "PPE" stand for? How important is safety on the job?
- ◆ What is CSA approval?
- ◆ What does a fuse or breaker do? What are the differences between the two?
- ◆ What does "14-2" mean?

Engineering

- ◆ Tell me about the most challenging engineering project you have been involved with during past year.
- ◆ Describe the most challenging written technical report or presentation you have had to complete.
- ◆ Describe an experience with a difficult client. How did you handle the situation? What would you have done differently?
- ◆ Tell me about your greatest success in using logic to solve an engineering problem at a previous job.
- ◆ Give me an example of a time when you applied your ability to use analytical techniques to define problems or design solutions.
- ◆ What checks and balances do you use to make sure that you don't make mistakes?
- ◆ Do you have any patents? If so, tell me about them. If not, is it something you see yourself pursuing in the future? Why or why not?
- ◆ What engineering skills have you developed or improved upon during the past year?
- ◆ Which software packages are you familiar with? What is the most interesting thing you know how to do with one of these packages?
- ◆ What are you doing to stay up-to-date with the latest technology?

Event Planning

- ◆ How has your education prepared you for a career as an event planner?
- ◆ Why do you want to work for our event planning organization?
- ◆ How do you assess the success of each of your events?
- ◆ What type of event planning are you most interested in? Corporate events? Social events?
- ◆ What experience do you have with promoting events (through ads, social networking, etc.)?
- ◆ What are some of your favorite ways to enhance an event on a budget?
- ◆ What is the largest event (based on budget or number of attendees) you have ever planned

or assisted with planning?

- ◆ Tell me about a time when you had to deal with a difficult client. What was the result?
- ◆ Describe a time when you had difficulty staying within the budget for an event.
- ◆ Tell me about a time when you had to manage multiple events at once. How did you multitask to complete both events successfully?
- ◆ Imagine I am a client asking you to host an event for me; what kinds of questions would you ask me?
- ◆ How will you develop relationships with vendors?
- ◆ Do you think being an independent worker or a team player is more important as an event planner?

Firefighter

- ◆ Do you have experience as a volunteer firefighter? If so, how did this experience prepare you for this position?
- ◆ What do you believe are essential qualities in a firefighter?

Information Technology

- ◆ What interests you about this position?
- ◆ What are your technical certifications?
- ◆ What do you do to maintain your technical certifications?
- ◆ What automated-build tools or processes have you used?
- ◆ What development tools have you used?
- ◆ What languages have you programmed in?
- ◆ What source control tools have you used?
- ◆ What technical websites do you follow?
- ◆ Describe a time when you were able to improve upon the design.
- ◆ Describe the most innovative change you have initiated and what you did to implement this change.
- ◆ Given this problem (problem is based upon job requirements), what solution would you provide. Explain your thought process.
- ◆ How do you handle multiple deadlines?
- ◆ How do you keep current on this industry?
- ◆ How do you troubleshoot (insert specific) IT issue?
- ◆ Tell me about the most recent project you worked on. What were your responsibilities?
- ◆ Tell me about the project you are most proud of, and what your contribution was.
- ◆ Give an example of where you have applied your technical knowledge in a practical way.
- ◆ What is the biggest IT challenge you have faced and how did you handle it?
- ◆ You are working at a client site and the CTO of the client university has asked if she can see you. The CTO wants to know how much it would cost to bring in five more people on your team. She gives you very vague requirements of the job she is looking for you to do. What would you do?
- ◆ You have been asked to research a new business tool. You have come across two solutions. One is an on-premises solution, the other is cloud-based. Assuming they are functionally equivalent, why would you recommend one over the other?

- ◆ You have submitted a piece of code that has broken the client's website in production. You have found this bug while you were testing, and nobody else knows about it. What is your next move?
- ◆ You have learned that a business unit is managing a major component of the business using Excel spreadsheets and Access databases. What risks does this present, and what would you recommend be done to mitigate those risks?
- ◆ *Questions About the Job and the University*
 - Describe the skills you have that qualify you for this job.
 - Do you prefer to manage people or ideas?
 - Describe your production deployment process.
 - From the description of this position what do you think you will be doing on a day-to-day basis?
 - Have you worked with software vendors? How do you handle vendor relations?
 - How important is it to work directly with your business users?
 - How would you rate your key competencies for this job?
 - What challenges do you think you might expect in this job if you were hired?
- ◆ *Technical Questions*
 - Tell me about your Ruby on Rails experience.
 - What do you believe will be the next big program after Ruby on Rails? Why?
 - What are you doing to stay up to date on next practices and prepare yourself and your organization to be ready to transition to it?
 - Compare and contrast REST and SOAP web services.
 - Define authentication and authorization and the tools that are used to support them in enterprise deployments.
 - Describe the difference between optimistic and pessimistic locking.
 - Describe the elements of an in tier architecture and their appropriate use.
 - Have you used Eclipse?
 - Have you used Visual Studio?
 - How did you manage source control?
 - How much (what percentage) of your time do you spend unit testing?
 - How much reuse do you get out of the code that you develop, and how?
 - How would you describe the ideal working environment?
 - If you know you aren't going to make a project deadline what will you tell your manager and/or the client?
 - In databases, what is the difference between a delete statement and a truncate statement?
 - In network security, what is a honey pot, and why is it used?
 - What are the most important database performance metrics, and how do you monitor them?
 - What are transaction logs, and how are they used?
 - What did you do to ensure quality in your deliverables?
 - What do you consider documentation and why is it important?
 - What do you do to ensure you provide accurate project estimates?
 - What do you expect in the solution documents you are provided?

- What elements are necessary for a successful team and why?
- What have you done to ensure consistency across unit, quality, and production environments?
- What is a cross site scripting attack, and how do you defend against it?
- What is a SAN, and how is it used?
- What is clustering, and describe its use.
- What is ETL and when should it be used?
- What is the difference between OLAP and OLTP? When is each used?
- What is the role of continuous integration systems in the automated-build process?
- What is the role of SMNP?
- What is the role of the DMZ in network architecture? How do you enforce relational integrity in database design?
- When is it appropriate to de-normalize database design?
- When is the last time you downloaded a utility from the internet to make your work more productive, and what was it?
- Which do you prefer; service oriented or batch oriented solutions?

Landscaper/Landscape Architect

- ◆ What types of landscaping projects have you worked on in the past?
- ◆ What experience do you have creating a promotional piece or concept design?
- ◆ Do you have any experience using AutoCAD to create a design concept? If so, how have you applied AutoCAD to your landscaping work?
- ◆ How much guidance do you like to receive on a project?
- ◆ Do you prefer to work independently or in a group? Why?
- ◆ What is your favorite planned or built landscape? Why?
- ◆ What was your most successful project? Why do you believe it was successful?
- ◆ Tell me about a project you worked on that involved collaboration with other landscapers.
- ◆ What are your views on the organic growth of plants?
- ◆ Name three popular dust solutions.
- ◆ What are two or three insect killers you prefer to use?
- ◆ Tell us about a time when you dealt with a difficult plant disease successfully.
- ◆ What would you do if a client asked you to make a revision which you did not agree with?
- ◆ What soil traits must be considered before selecting plants to cultivate?
- ◆ Tell me about a time when your design did not turn out as you had planned. What steps did you take to resolve the problem?

Marketing

- ◆ Tell me about a marketing project in which you had to coordinate and manage a diverse team of people to achieve deliverables.
- ◆ Give me an example of a marketing campaign (either your own or someone else's) that you consider to have been very successful.
- ◆ Tell me about a campaign with which you were involved that did not go as well as expected.
- ◆ What do you think went wrong?

- ◆ What do you consider the 5 most important aspects of successful marketing?
- ◆ Tell me about a time when you successfully changed a customer's mind.
- ◆ Give an example of a time when you accomplished a marketing activity on a tight budget.
- ◆ How have you successfully incorporated online marketing tools into your previous marketing campaigns?
- ◆ How familiar are you with our target market?
- ◆ What marketing strategies would you consider using for the university?

Project Manager

- ◆ What are the most important qualities of a project manager?
- ◆ What specific training have you had that would be relevant to this project manager job?
- ◆ Do you have any certifications?
- ◆ Tell me about the projects you have managed.
- ◆ Tell me about a full project life cycle? What is included?
- ◆ Which project management software and tools do you prefer using? Why?
- ◆ What project management methodologies are you most familiar with?
- ◆ How do you plan a schedule for a project?
- ◆ How do you allocate resources?
- ◆ What is the best way to set up and manage an interdepartmental team?
- ◆ How do you motivate a team?
- ◆ How do you handle an unproductive team member?
- ◆ What was most challenging about your last project?
- ◆ What was least challenging about your last project?
- ◆ What type of contingency plan have you used?
- ◆ How do you monitor and manage risks to the project?
- ◆ How do you start a project?
- ◆ Tell me how you schedule projects and establish timelines.
- ◆ How do you close a project?
- ◆ What is the most complicated project you have managed? How did you handle it?
- ◆ Have you worked on a project that failed? What happened?
- ◆ What was your most successful project?
- ◆ What is the largest number of projects you have handled at any given time?
- ◆ Do you prefer working on a single project or multiple projects at the same time?

Public Relations

- ◆ Why do you want to work in public relations?
- ◆ What previous experience and education lead your interest in a public relations position?
- ◆ Why do universities need public relations?
- ◆ Why did you apply to our university?
- ◆ What does "public relations" mean to you?
- ◆ What kind of opportunity are you looking for?
- ◆ What qualities make a good public relations employee?
- ◆ What's the difference between public relations and advertising?

- ◆ Give me an example when you were required to multi-task.
- ◆ What elements make up interactive public relations?
- ◆ What are the advantages of an in-house public relations department?
- ◆ What are the disadvantages of hiring a public relations department?
- ◆ Do you prefer working for an in-house PR department or a PR agency?
- ◆ What is a press release?
- ◆ Provide an example of when you have created a by-lined article or case study.
- ◆ When responding to media and public inquiries, what do you find most difficult to answer?
- ◆ Tell me about a social media campaign you have worked on?
- ◆ Tell me about a print campaign you have worked on?
- ◆ Have you ever had to handle a social media crisis? What did you do?
- ◆ Give me an example of how you creatively solved a problem at work.
- ◆ How do you measure the results of a PR campaign?
- ◆ What is the role of content in public relations?
- ◆ In what direction do you see the public relations industry heading?
- ◆ What personality characteristics are most important to be successful in public relations?

Security Guard

- ◆ Describe a time when you had to work with a team to solve a problem at a former security job (or, if you have no security experience, describe a time from any previous position).
- ◆ Describe a time when you had to deal with an assault. How did you handle the situation? Is there anything you would have done differently?
- ◆ Tell me about a time when you successfully dealt with an angry member of the public not with physical force, but with only your words.
- ◆ Describe a time on the job when you felt as if you were in physical danger. How did you handle the situation?
- ◆ How comfortable are you using computers?
- ◆ Are you currently CPR/First Aid/AED certified?
- ◆ If you found out a co-worker was accessing information they should not be, what would you do?
- ◆ Imagine you have been called to handle an emergency on the 10th floor of a building, but six guests are waiting to be checked in at the front desk. It's late at night and you are momentarily alone at the front desk. What would you do?
- ◆ If you are working at an event where there is a large, rowdy crowd, what steps could you take to make sure the event does not become too chaotic or dangerous?
- ◆ Look at these two photos of two different people for five seconds. Then, put the photographs down, and describe those two people to me.

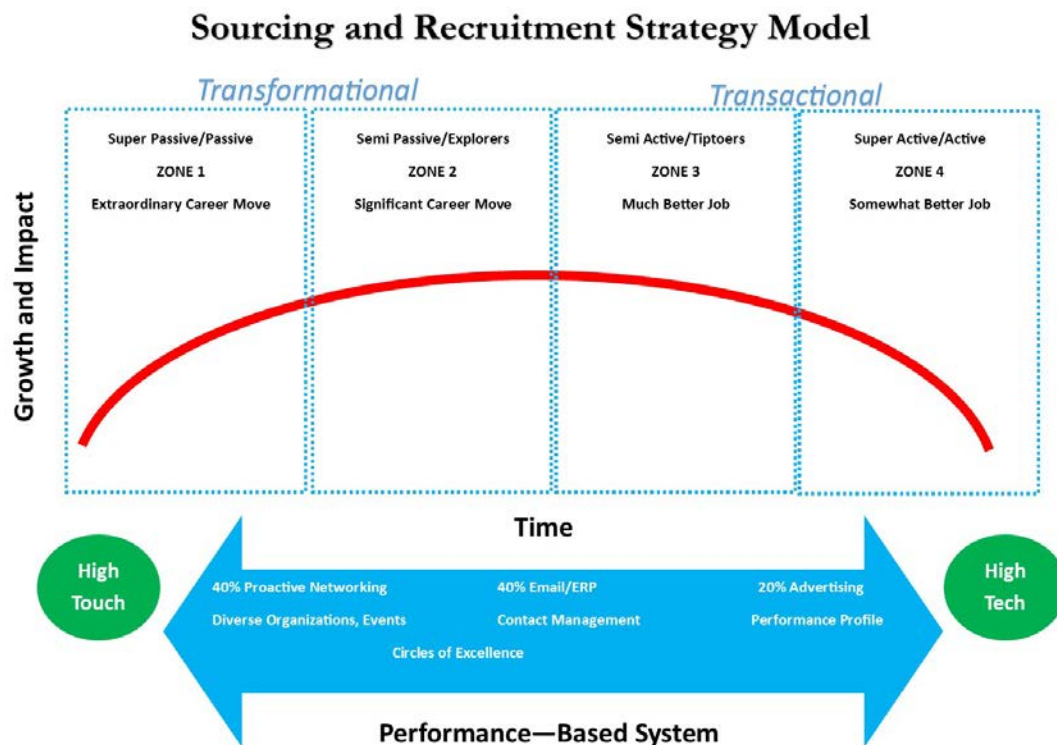
Waiter

- ◆ What jobs have you worked that required you to be in a fast-paced and crowded environment? How did you maintain quality standards in this environment?
- ◆ What do you consider to be good customer service?
- ◆ Describe a time when you had to deal with a particularly difficult customer/table. How did you handle the situation? Is there anything you would have done differently?

- ◆ Have you ever taken charge in a restaurant in an emergency?
- ◆ How do you handle fast-paced work environments?
- ◆ How do you entertain customers as a waiter?
- ◆ What is the most difficult part of being a waiter?
- ◆ Imagine a customer asks for an item on the menu that is not available at the time. How do you convince him to select something else?
- ◆ What would you do if a customer sent his meal back?
- ◆ If a customer asks for a suggestion, what would you say?
- ◆ What is your favorite item on our menu?

MOTIVATION INDICATOR INTERVIEW

Determining which Recruiting Zone candidates are currently in can be very helpful in identifying a candidates' motivation. Typically, transformational candidates are in Zones 1 and 2. They are seeking strategic career moves and may have an identifiable and targeted passion for what they do. They will be interested in opportunities that will expand their skill set, expose them to new levels of leadership and evolutionary career progression toward a known goal. Transactional candidates may settle in Zones 3 and 4 and may only be seeking increased pay or title with no clear or discernable reason why "this job" that is supported by their work history, outside activities or educational attainment goals. Both should admit failure at some level, but transformational candidates will welcome lessons from failure, recover quickly and continue on a clear path toward their stated career goal. Transactional candidates may not see the usefulness of failure as learning tool and may not have "recovered" from it.



Source: Adler, 2007; Hendricks, 2009; Samuel & Moen, 2011; Gladwell, 2008; Freeman, 2010.

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Sample Motivation Questions

- ◆ Give me an example of a time when you went above and beyond the call of duty.
- ◆ Give me an example of an important goal which you had set in the past and tell me about your success in reaching it.
- ◆ Describe your three greatest accomplishments to date.
- ◆ Describe a situation when you were able to have a positive influence on the action of others.

LEADERSHIP INTERVIEW

This factor utilizes ND's existing Leadership Competencies and Mason's Cultural Competency Model below as the foundation for the questions.

University of Notre Dame Leadership Competencies

People Leadership

Able to communicate with and lead others. Develops others – is a people builder. Builds capability for the organization. Provides a clear vision that people want to work hard to achieve.

Change Leader

Recognizes the impact change has on individuals and the organization. Is able to effectively lead the change process.

Organization Influence

Uses influence to navigate the organization. Effectively adjusts approach based on the audience – has a clear understanding of how best to gain support.

Global Perspective

Is aware of the bigger world. Culturally savvy – able to work across borders in an effective manner. Recognizes the value diversity brings to an organization.

Mission Sensitive

Understands and advocates the Catholic Mission and recognizes how it informs all we do.

Sound Judgment

Evaluates options and weighs the benefits versus costs and consequences of taking action. Effectively handles situations that are not clear or have multiple perspectives. Demonstrates sound judgment and takes appropriate risks.

Visionary

Communicates a compelling and inspired vision that will move the organization forward in a positive manner. Able to assess new ideas and make connections to the organization.

Emotional Intelligence

Self-aware – recognizes own strengths, weaknesses and limits. Is able to manage these attributes effectively to maximize impact.

Sample Leadership Questions

- ◆ Describe a time you took a leadership position when you did not have the title of a leader.
- ◆ How do you lead through change?
- ◆ How would you deliver bad news to your team?
- ◆ Tell me about a time when old solutions didn't work. What happened and how were you involved?
- ◆ Have you ever had difficulty getting others to accept your ideas? What was your approach? Did it work?
- ◆ Give an example of your ability to build motivation in your co-workers, classmates, or on a volunteer committee.
- ◆ What is the most critical feedback you have ever received?
- ◆ What is the toughest group you have had to get cooperation from? Describe how you handled it. What was the outcome?
- ◆ Tell me about a project you initiated. How did you communicate the project?
- ◆ What are 3 effective leadership qualities you think are important? How have you demonstrated these qualities in your past/current position?
- ◆ Have you ever been a member of a group where two of the members did not work well together? What did you do to get them to do so?
- ◆ What risks did you take in your present/previous job? Please describe in detail.
- ◆ Describe what steps/methods you have used to define/identify a vision for your unit/position.
- ◆ Tell me about a leader you worked with who you greatly respect. What are the characteristics of this person that make them effective and motivational as the leader of a team?
- ◆ Describe a leadership situation you would handle differently if you had it to do over again.
- ◆ Tell me about a time when you reached out for additional responsibility.
- ◆ Tell me about a time when you influenced the outcome of a project by taking a leadership role.
- ◆ Give me an example of when you involved others in making a decision.
- ◆ Tell me about a time when you were able to provide a co-worker with recognition for the work they performed. What did they do, and how did you recognize them?
- ◆ Tell me about a time when you anticipated the future and made changes to current responsibilities/operations to meet future needs.